

BULLYING AWARENESS WEEK

NOV 18-23, 2013



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IKITIAHIMALUGU INUUIK KATIMAJIIT
EMBRACE LIFE COUNCIL
CONSEIL SAISIS LA VIE

STOP BULLYING NOW!

WE CAN AND WE HAVE TO SAY STOP!

The Isaksimagit Inuusirmi Katujjiqatigiit Embrace Life Council is a non-profit charitable organization whose mission is to support and encourage Nunavummiut to value life. One of our objectives is to educate the public on the issues of suicide, mental health, community health and related issues. As such, we would like to give you more information about Bullying prevention.

The objective of the “**Bullying Awareness week**” is to provide an opportunity for youth to discuss their understanding of bullying and cyber bullying in a manner conducive to free expression of their ideas and feelings. Teachers should emphasize that everyone can experience bullying in the community.

In this school resource guide you will find activities to engage students from a range of grade levels and to be adapted to the time that you have available. We encourage you to engage the whole school and community in the bullying awareness week.

Bullying is a painful reality for a majority of Canadian children and youth. Whether they are the ones being hurt, or the ones being aggressive towards others, children may find talking to adults about bullying difficult. Adult intervention is the key to bullying prevention; parents and educators alike need to be aware of the behaviors and emotional signs that children are being victimized or are using power aggressively.



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TIPS FOR SUCCESS

1. Use whole-school initiatives to demonstrate a cohesive commitment to a positive school environment and classroom activities to allow students to have the opportunity to discuss the issue in more depth. Smaller class sizes produce better discussion and make it easier and more comfortable to share and ask questions.
2. Use a variety of activities, videos and a range of teaching approaches to help maintain interest and more effectively reach students with bullying prevention information.
3. Present information authentically, realistically and bluntly. Students appreciate being given the full picture and want information that more than merely skims over difficult topics.
4. Consider cultural and ethnic diversity to ensure students are included. It is important to recognize differences in language, in background, in beliefs, in knowledge and in experience all impact how information is understood and integrated.
5. Use gender-neutral language to provide an inclusive environment for sexual minority students. It is important to recognize that sexual minority students are very vulnerable to bullying and harassment.
6. Ideally, bullying awareness week programming is not a one-time event but would be integrated into other facets of learning.
7. To support students, comprehensive bullying prevention is important—in every school, to every student, to the adults in the schools, and beyond schools to the parents and broader community.
8. **Alianait!**

We look forward to hearing how your school participates in the **Bullying Awareness Week**

Send us your feedback to embracelife@inuusiq.com

SCHOOL ANNOUNCEMENTS

OVERVIEW:

To use school announcements to bring awareness to the issue of bullying, while building excitement among students that their school is participating in the Bullying Awareness Week.

OBJECTIVES:

- ✓ Students will be excited to participate in the Bullying Awareness Week.
- ✓ Students will learn about the impact of bullying on everyone involved.

GRADE LEVEL: All Grades

TIME: During school announcements for five days.

PROCEDURE:

1. Use the announcements to help students become aware that their school is participating in the Bullying Awareness Week.
2. Have students or staff share one of the suggested announcements or create their own announcement to raise awareness about the issue.

SUGGESTED ANNOUNCEMENTS:

Did you know that over half of the time bullying stops when a peer intervenes¹?
Don't be part of the problem, be part of the solution.
Stand up to bullying! We can and we have to say stop!

Bystanders have the power to stop bullying and harassment. Don't stand by – stand up!
Stand up to bullying! We can and we have to say stop!

Dr. Seuss said it best – “You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.
You're on your own. And you know what you know.
And YOU are the one who'll decide where to go!” So help make it better everyday.

The Internet is a permanent record that everyone and anyone can write on². So, think before you post. Stand up to bullying! We can and we have to say stop!

"Be the change you want to see in the world" – Mahatma Ghandi
Stand up to bullying! We can and we have to say stop!

Your words and actions impact others. If you wouldn't say it in person, why say it online? Don't write it. Don't forward it. Stand up to bullying! We can and we have to say stop!

If you are being bullied, remember it is not your fault. There are people who can help you. Stand up to bullying! We can and we have to say stop!

If you have been bullied don't blame yourself for what has happened. Tell a teacher in your school or a member of your family. Keep on speaking out until someone listens. Stand up to bullying! We can and we have to say stop!

¹ Pepler & Craig, PREVNet, 2001.

² Matt Ivester, 2011. "LOL . . . OMG! What Every Student Needs to Know About Online Reputation Management, Digital Citizenship and Cyberbullying".

POWER FOR THE POSITIVE

SCHOOL AWARDS

OVERVIEW:

This initiative supports students in celebrating each other's kind gestures and positive actions, and encourages the school to focus on positive behaviours.

OBJECTIVES:

- ✓ Students will be able to recognize the kind acts of their peers.

GRADE LEVEL: All Grades

TIME: Variable – Allow nominations to be submitted in the weeks leading up to the Bullying Awareness Week. Option: Continue presenting awards throughout the school year.

MATERIALS:

- School Award Nomination form
- School certificate

PROCEDURE:

1. Have staff explain to their classes that, as part of the Bullying Awareness Week, students are able to nominate their peers for Power for the Positive: School Awards. These awards are to recognize students who have demonstrated kindness or promoted a safe and respectful school.
2. Tell students where they can find award nomination forms and how they can submit them. It is recommended to have students submit them to the office or have an anonymous box where they can be submitted.
3. Determine how many awards your school will present and who will be involved in the decision. It could be staff, staff and students or students only.
4. Present the awards during the Bullying Awareness Week celebrations and consider continuing to present awards throughout the year.

POWER FOR THE POSITIVE: AWARD NOMINATION FORM

Your Name:

Your Grade:

Date:

Who are you nominating?

What grade are they in?

Describe this person's kind gesture or positive action:

PLEDGE PUZZLE

OVERVIEW:

This initiative reminds staff and students of their power to take a stand against bullying and to make a public commitment to promote a safe and respectful school.

OBJECTIVES:

- ✓ To build awareness that each person has the power to help create a safe and respectful school.
- ✓ To create a visual reminder of their commitment and allow students and staff to remind each other of that commitment

GRADE LEVEL: All Grades

TIME: 20 minutes

MATERIALS:

- Designated wall or bulletin board in a common area of the school or classroom
- Paper or Canvas
- Markers
- Tape or Stick Pins

PROCEDURE:

1. Ask students why people stand by and watch other people being bullied or why do people do nothing. Responses may include:
 - Afraid that they will be bullied
 - Don't want to get involved
 - Are friends with the person that is bullying
 - Don't like the person being bullied
 - Someone else will get help
2. Ask students how much power they think a bystander has to stop bullying. Explain to students that when they are a bystander to a bullying situation, they actually have a lot of power.
 - If they choose to watch and do nothing, they are actually creating an audience for the person bullying and this contributes to the bullying continuing. By not doing anything, they are supporting the bullying behaviour.
 - If they choose to do something, then they are taking a stand that shows they do not support bullying. Did you know that when you intervene, you can successfully stop bullying over half the time in 10 seconds or less!
3. If you were a bystander that chose to do something, what could that be? Responses may include:
 - Walking away
 - Making a joke to change the focus of the conversation

- Talking to an adult that you trust (For elementary students) Telling the person that is bullying to stop
 - Talking to the person being targeted later in the day
4. Explain to students that we all have the right and responsibility to have a school that is safe and respectful of everyone. In a puzzle each piece is very important, just the same as we can individually make choices that have a positive impact on others. However, when all the pieces of the puzzle are put together then you create a whole picture. It is the same way when all of us work together in our classroom and our school, we can have an even stronger impact.
 5. Tell students that each of them is going to draw one piece of the “Stop Bullying” puzzle. Ask them to write one thing that they can commit to do to make the school a place where everyone feels respected.
 6. Put all of the pieces of the puzzle together and display the puzzle (a designated wall or bulletin board in the classroom) as a visual reminder for students, staff and visitors of the school



“RUMOUR”

- Video debrief -

OVERVIEW:

This initiative reminds staff and students of their power to take a stand against bullying and to make a public commitment to promote a safe and respectful school.

OBJECTIVES:

- ✓ To build awareness that each person has the power to stop the rumours
- ✓ To understand that the students can make a difference
- ✓ To come up with some ideas for an “awareness” day on bullying in their community

GRADE LEVEL: Grades 6-12

TIME: 45 minutes – 1 hour

MATERIALS:

Video “Rumour”

PROCEDURE:

1. Introduce the video “Rumour” as follows:
In the video you will see, Jennifer is the bully and Malaya is the target. As you watch the video, look at the effects the bullying has on Malaya.
2. Explain that is important to know that we can all take actions to stop bullying. Ask students the following questions after they watched the video:
 - What is the type of Bullying in the video?
 - Ask students to give you a definition of Social bullying.

Social Bullying is the systematic diminishment of a bullied child or youth’s sense of self through ignoring, isolating, excluding, shunning, or spreading rumours.. It is used to convince peers to exclude or reject a certain person or people and cut the targeted person off from their social connection; girls are most commonly targeted, although both genders report bullying equally.

- What did you see and hear in this video?
 - What events or ideas from this video remind you of other things you have seen or heard (books, movies, songs, television show, etc.)?
 - What events or ideas from this video remind you of something you have witnessed or experienced in your community?
3. Students are the most powerful influence on their school’s tone and climate. They decide what kind of behavior is acceptable and unacceptable.
 - What risks are involved in standing up to bullying?
 - What can help people overcome those risks?
 - What might be the consequences of doing nothing?

4. If I say “We need awareness about the issue before we fight the issue”
 - Do you agree?
 - What ideas do you have about what your own school could do to create a more peaceful community at each grade level (Elementary School, Middle School and High School)?
 - How can having students share their stories make a difference for others? What story do you have to share to inspire others?

5. Each student can write or draw a comic strip about a perfect “Awareness” day on bullying. What activities could be included that would work in your community?

“THIS IS NOT A COMEDY”

- Video debrief -

OVERVIEW:

Any student may occasionally seek to harm another student using online tools because of a disagreement or broken relationship. However, others are chronic bullies who have added the Internet to their arsenal of tools for venting their aggressive tendencies. For these bullying personalities, cyberbullying does not just have an impact on their targets, it has an impact on they themselves. These bullies are developing a way of functioning in life that will not serve in the long term.

OBJECTIVES:

- ✓ To understand the consequences of the short, medium and long term
- ✓ To identify resources to help bullies
- ✓ To take part in a discussion about strategies to deal with bullying

GRADE LEVEL: Grades 6-12

TIME: 45 minutes – 1 hour

MATERIALS:

Video “This is not a comedy”

PROCEDURE:

1. Introduce the video “This is not a comedy” as follows:
In the video you will see, Marissa is the bully and Kevin is the target. As you watch the video, look at the effects the bullying has on Kevin, Marissa and the other students laughing in the hallway.
2. Explain that is important to know that we can all take actions to stop bullying. Ask students the following questions after they watched the video:
 - What are your first feelings about this video?
 - What is the type of Bullying in the video?
 - Ask students to give you a definition of Cyberbullying.

Cyberbullying is the use of electronic communication to upset, threaten, or embarrass another person. It can happen via cell phones, text messages, email, social networking sites, web sites or any other electronic technology. It can include put-downs, insults, spreading rumours, sharing private information, photos, or videos, or threatening to do harm. It is always aggressive and hurtful, and sometimes happens repeatedly.

Technology creates a power imbalance between the person who is doing the cyberbullying and the person on the receiving end because:

- It can be done anonymously.
- It can go viral with an unlimited audience.

- The distressing messages exist forever in cyber space.
 - The distressing messages can be received anywhere, at any time.
 - In face-to-face communication, you can directly see the hurtful impact of aggressive behaviour – and your natural empathy stops you from going too far. Electronic communication makes it easier to be aggressive, because you don't have to see or experience the hurtful impact of online interaction.
- Is this something you could see doing in your community?
 - Who would be likely to know this bullying situation is happening? Who is this person in the video?
 - Do you think all bystanders behave the same way when they are in a bullying situation?

3. Read this personal story to the students:

A 14 year-old girl said, "Being bullied over the Internet is worse...they say sticks and stones may break my bones, but words will never hurt me. That quote is a lie and I don't believe in it. Sticks and stones may cause nasty cuts and scars, but those cuts and scars will heal. Insults hurt and sometimes take forever to heal."[1].

Respond to this girl's comments.

- Do you agree or disagree with her? Do you think verbal bullying, including cyberbullying, is as harmful as physical bullying? Why or why not?

4. Ask students, in a whole class discussion, to come up with one example for each of the three parts:

What do you think happens to a student whose cyberbullying behavior is either consistently supported or not challenged by friends? Tell them to think about the characters in the video.

- In the short term (the present to a year from now)?
- In the middle term (1 to 5 years from now)?
- In the long term (as a young adult)?

5. Tell the students that we are going to look at how we can assist the cyberbullies to change their behaviour. You can break the group up into smaller groups and give them 10 minutes to brainstorm possible answers the following questions:

- How can a bully be helped to understand that their bullying behavior is hurtful to themselves so that they can work to change that behavior and avoid its consequences?
- How can a school environment be changed to assist bullies in changing their behavior?

6. Ask students to write a short essay on response to the following question:

If you had a friend who was using bullying as a way to handle daily situations, what would you want to tell this person that might make them want to change their behavior?

“WHAT’S THE DAY TODAY?”

- Video debrief -

OVERVIEW:

This video reminds staff and students of their power to take a stand against bullying and to make a public commitment to promote a safe and respectful school.

OBJECTIVES:

- ✓ To recognize the attitudes and feelings associated with bullying
- ✓ To recognize that friends can be a form of support
- ✓ To understand what do the student need in a friendship

GRADE LEVEL: Grades 6-12

TIME: 45 minutes – 1 hour

MATERIALS:

Video “What’s the day today?”

PROCEDURE:

1. Introduce the video “What’s the day today?” as follows:
In the video you will see, Nala is the bully and Jeremy is the target. As you watch the video look at the effects the bullying has on Jeremy,
2. After viewing, students can record 3 facts from the video, 2 questions raised by the video, and 1 feeling they experienced while watching the video.
3. Explain that is important to know that we can all take actions to stop bullying. Ask students the following questions after they watched the video:
 - What is the type of Bullying in the video?
 - Ask students to give you a definition of Physical bullying.

Physical bullying occurs when people are hit, kicked, slapped, choked, poked, punched, pinched, pushed, scratched, have their hair pulled, are threatened or their property is taken or damaged. It is highest among boys in grades 6 and 7 and is considered the least sophisticated type of bullying because it is easy to see and identify.

- Is this something you could see doing in your school?
4. Ask students what does the phrase “Not in our School” mean to them.
 - What behaviors and attitudes do not belong in school?
 - Do you think others would agree with you? Why or why not?
 - Identify a recent example of intolerance or bullying you witnessed or experienced in your school or community.

- Identify a recent example of friendship or kindness you witnessed or experienced in your school or community.

- Which example was easier for you to come up with? What do you notice more – acts of kindness or acts of meanness? Why?

5. What does it mean to “do the right thing” when you see students being bullied?
 - What makes it hard to always do the right thing?
 - Have you ever been in a situation where you were not sure about what was the “right” thing to do? Describe this situation.
 - What made it difficult for you to determine what was the best or “right” course of action?
6. It is always important to have strong friendships that you can depend on, but sometimes the bully can be a friend. If that happens ask yourself the following questions about your friendship:
 - What are the three most important things I need in a friendship?
 - Are my friends treating me according to what I need in a friendship?
 - If my friends are not treating me according to my standards, why am I in this friendship? Is it worth it?
 - If my friends were nice to me tomorrow, do I believe the bullying will stop or am I hoping for the best and putting all the power in their hands?

7. Ask students to write a short essay on response to the following question:

What responsibility do you think teenagers have to address bullying problems in their schools and communities? Do they have more, less or an equal responsibility to address these problems as the adults in their community?

HOW WOULD YOU FEEL IF...

OVERVIEW:

This activity sensitizes children to the effects of ridicule, exclusion, and other unkind behaviors.

OBJECTIVES:

- ✓ To develop empathy in children
- ✓ To identify and get in touch with feelings in self and others

GRADE LEVEL: K-Grade 4

TIME: 45 minutes

PROCEDURE:

1. Arrange your and the students' desks in a circle.
2. Hand out ten index cards and one marker to everyone. For the first half of this activity, children will write down a word (or younger children can draw pictures to represent feelings) on an index card for how they would feel if . . . for each scenario here. Challenge the group to come up with a different word for each scenario, if possible.

After each scenario:

- 1) Have everyone hold up their feeling card and look around the circle at everyone else's cards.
- 2) Point out that different students have very different feelings for the same scenario and that all feelings are valid since we all experience situations differently.
- 3) Discuss a few of the different feelings offered and build a feelings vocabulary by offering definitions for new words.

"How would you feel if . . ."

- Someone made fun of you because of the way you looked?
 - You won a prize or a competition?
 - You were picked last when choosing sides for a game?
 - You were told you were good at doing something?
 - Your twin sister get teased every day at school?
 - Someone called you a bad name like "stupid"?
 - Someone helped you solve a problem?
 - During recess, kids never want to to play with you?
 - Someone invited you to join his or her game?
 - Someone pushed you down to the ground in the schoolyard?
 - Someone held your hand or gave you a hug when you were scared or lonely?
 - Everyone got invited to a party except your friend Kayla?
3. Now ask the children to choose one feeling card from their stacks. Have the children decorate their cards with colors and images that they feel best represent that feeling.

4. Holding up that one card, the children are to leave their seats and in silence line up in alphabetical order according to the first letter of their feeling.
5. Now have children at both ends of the line step forward to create a half circle or arc, so that children can see each other's cards. Give everyone a moment to look at the "Feelings Rainbow" they've created.
6. Ask for a few volunteers to describe their cards and tell why they chose the images or colors they included.
7. Ask: Are there any emotions included in our rainbow that are harder for you to express than others? Choose five feelings words (representing a broad range of feelings) from the cards. As you say each word, children will raise their right hands if they find that feeling difficult to express, their left hands if they find that feeling easy to express, or both hands if it is both easy and hard or they are neutral about their ability to express that feeling (it is neither difficult nor easy to express).
8. Comment on the rich and beautiful rainbow of feelings that color our days and our lives! Point out that part of what makes feelings so rich is that they may be experienced differently by different children. Children have a right to feel his or her feelings exactly the way he or she feels them.
9. Pair students to share one minute with their partners for each question:
 - 1) Can you think of a way you could help someone feel better after he or she has been teased or called a name or excluded from a game?
 - 2) Can you think of a time you stood up for someone being teased or excluded?
 - 3) Would you stand up for him or her now, even if you didn't do it then? How?
10. Go around the classroom having children complete the statement,
I feel _____ right now because _____.

HEALTHY FRIENDSHIPS¹

OVERVIEW:

This activity explores the different characteristics of a supportive and healthy friendship and allows students to practice being a supportive friend to others by completing a kind act during the school day.

OBJECTIVES:

- ✓ To identify the characteristics of a good friend.
- ✓ To understand and practice how to be a supportive friend to others.

GRADE LEVEL: K-Grade 4

TIME: 15 minutes

PROCEDURE:

1. Prior to the class, photocopy one or two Friendship Wheels and arrows on cardstock paper. Cut out the arrows and fasten it to the Friendship Wheel
2. Ask students to share examples of things that friends do for each other. Students may share examples such as:
 - Giving compliments or saying "Good job!"
 - Including the other person in a game or activity
 - Sharing with each other
 - Giving hugs, high fives or smiles
3. Have the students sit in a circle and put the Friendship Wheel on the floor in the middle. Read the acts of kindness that are listed on the friendship wheel and ask the students to think of words to describe these kind actions.

Characteristics may include:

- Respectful
 - Trustworthy
 - Honest
 - Thoughtful & Caring
 - Kind
 - Funny
 - Helpful
4. After you have read the actions listed on the Friendship Wheel, ask the students to share other actions you could do to show a friend you care. Write these additional actions in the blank spaces on the wheel.
 5. Explain to students that they have a very important job today. We are going to spin the wheel and that is the action that each person will have to complete before the end of the school day. *Option:* For older grades, each student could spin the wheel and select an individual action that they have to complete throughout the day.

6. Read the selection out loud and then ask students to share examples of how you might complete the task.
7. Remind students that we want friends that we can have fun with, are kind and can rely on for help. Being around these friends helps us be good friends too.
8. *Option:* Invite students to draw themselves acting as a supportive friend and display them in the classroom.

¹ This activity was adapted from the 'How Friends Are Helpful' lesson from Alberta Health Services.

ACTS OF KINDNESS WHEEL



BULLYING SCENES

OVERVIEW:

Children discuss bullying and then position themselves to show how they would respond to different bullying scenarios.

OBJECTIVES:

- ✓ To deepen understanding of different kinds of bullying
- ✓ To identify strategies, people and organizations that can support children being bullied
- ✓ To analyze different responses to bullying

GRADE LEVEL: Grades 3-6

TIME: 20 minutes

PROCEDURE:

1. Introduce the topic of bullying asking questions such as these:
 - What is bullying?
 - What are the different ways people bully?
 - Why do you think people bully?
 - How does bullying affect people who are bullied? People who bully? The whole community?
2. Ask students to trace their hand on a colored piece of paper and cut it out. They should think of one person for each finger whom they can turn to for support if they are being bullied (e.g. friend, parent, teacher, counselor, sibling). Ask students to explain the supporters they have named.
3. Explain that now you will look at different ways people can respond to situations involving bullying.

Demonstrate how it will work:

- a. The teacher will read a description of bullying. For each situation three possible responses are given. A fourth response is always open if you think of a different response.
 - b. Each corner of the room is numbered. After you hear the situation and the responses, go to the corner that represents what you think you would do in this situation.
4. Read out the bullying situation and give the children time to choose their response and go to the corresponding corner of the room. Once the children have taken a position, ask a few in each position why they chose that response and some of its advantages and disadvantages.
 5. After responding to five or six bullying scenes, debrief the activity by asking questions such as these: How did you feel about the activity? Were some of the scenes difficult to respond to? Which ones and why?

Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What should you do?

1. Nothing. You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents or teacher and tell them what is happening.
4. Something else (Open corner).

Your teacher keeps calling you 'stupid' every time you get an answer wrong in class and says that there's no point in even trying to teach you because you can't learn. Other children have started calling you names too. What should you do?

1. Go straight to the headmaster and tell them what is happening.
2. Start missing class because you don't like going to school.
3. Ask your parents if you can change class or change school.
4. Something else (Open corner).

A group of older kids from another school like to pick on younger from your primary school. They wait to catch a child walking home or waiting for the bus alone, surround him or her, and take money, food, or toys. They also throw rocks and threaten to do worse. What should you do?

1. Be very careful to go to and from school in groups
2. Tell adults in your school what is happening and ask for help.
3. Carry rocks or a knife to protect yourself.
4. Something else (Open corner).

A new boy in your class is refugee. Your friends always say racist things to him, make fun of his English and tell him to go back home. What should you do?

1. Join in, he's not your friend so you don't have to worry about him.
2. Tell your teacher that your friends are saying racist things to him.
3. Offer to give him English lessons when you're not playing if your friends to help him fit in.
4. Something else (Open corner)

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What should you do?

1. Nothing, he / she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him / her about why he / she was crying.
3. Tell you friend that you won't tease him / her in front of anyone anymore but that he / she really is stupid and he / she should get some extra lessons.
4. Something else (Open corner).

A group of kids in your class are spreading hurtful rumours about you by sending SMS messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true. What should you do?

1. Nothing. No one will believe you if everyone thinks the rumours are true.
2. Start spreading bad rumours about the other kids.
3. Tell everyone the rumours are untrue.
4. Something else (Open corner).

WRITING FRAME

OVERVIEW:

This activity allows for extended discussion about the types of bullying and helps students identify bullying a relevant context.

OBJECTIVES:

- ✓ All children will be able to discuss their feelings about bullying
- ✓ They will learn how their behaviour affects others and how they can play a role in helping stop bullying
- ✓ They will understand how we must all take responsibility for our own actions

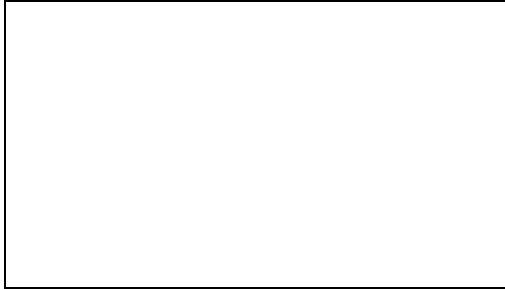
GRADE LEVEL: Grades 3-6

TIME: 20 minutes

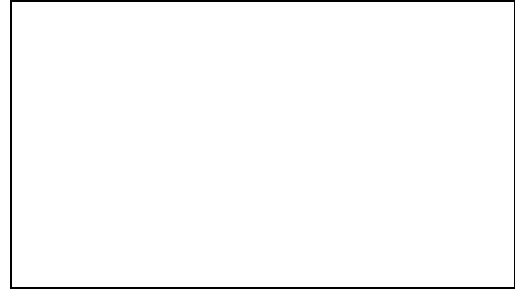
PROCEDURE:

1. Start off with the story frame. Give each student a copy of the writing frame and read out the first part; all the students have fifteen minutes to draw/write brief answers to each section. Ask the students not to use the names of real friends but to make them up.
2. When the stories are finished, divide the class into small groups and ask them to tell each other their versions of the story. Explain that you want them to think about what has happened and what will be the next step to stop the bully.
3. After about five minutes, get back into the whole class group and gather all the answers. List them on the board.
4. Give 10 minutes to the students to answer the questions. Brainstorm with the students.

1. Draw a boy or girl below.
Give your character a name.



2. Draw his/her two friends below.
Give them names.



3. Your character sees one of his/her friend calling names your other friend in front of the other students. As you walk over them, you realize that everybody is laughing at the situation. Draw them here.



4. What does bullying involve?
5. What are the 4 different types of bullying? Give examples of each type of bullying.
6. If you are bullied, or if you are a witness to bullying, who should you talk to?
7. List 3 ways you can respond to a bully.

WHY SHOULD I CARE?

OVERVIEW:

This activity demonstrates how bullying hurts the participants (the person targeted, the person who bullies and the person who witnesses)

OBJECTIVES:

- ✓ Identify how bullying affects each person involved in a bullying scenario

GRADE LEVEL: Grades 1-4

TIME: 20-30 minutes

PROCEDURE:

1. Explain that today the students will be playing a game to help them learn how bullying affects everyone.
2. Copy the Jeopardy Chart onto your board.
3. Explain the rules of Jeopardy: Class will be divided into two or three teams. Each team will be given the opportunity to choose a category and a point amount (for example, bystanders for 100 points.) The teacher will ask the corresponding question (questions are true or false: after students answer the question, elaborate with the additional information following each question.). If they get the correct answer they get the points, if they answer incorrectly they don't get any points. The turn goes to the next team. Continue until you've covered all the questions.
4. Debrief the game by asking students what they learned about how bullying hurt the targeted person, the bystanders, and lastly the person bullying.
5. Conclude the lesson by reinforcing the message that bullying hurts everyone.

Jeopardy Chart (Board):

Person Bullying	Person targeted	Bystanders
100	100	100
200	200	200
300	300	300
400	400	400

Person Bullying:

100: Bullying doesn't hurt the person bullying.

False – Bullying hurts everyone, including the person bullying, the person targeted, and the bystanders.

200: The person bullying may not have any real friends.

True – Kids sometimes pretend to be friends with the person bullying because they are scared if they're not, they will be targets for the person bullying. A relationship based on fear is not a real friendship.

300: The person bullying never gets in trouble.

False – Kids who bully do get in trouble. Consequences for bullying may include a call to their parents, lost privileges, and in some cases they may get suspended.

400: The person bullying may be getting bullied too.

True – Sometimes kids who bully are also getting bullied either at home or at school. They may think bullying is one way to have power.

Person Targeted:

100: Bullying only hurts the person targeted.

False – Bullying hurts everyone in the bullying triangle, including the person bullying and the bystanders.

200: Bullying can affect students' grades.

True – It's hard for kids to learn when they do not feel safe in school.

300: Bullying will get worse if you tell a grownup.

False – Telling a grownup about someone getting bullied is one of the best ways to help stop bullying. You can ask the grownup to keep your name a secret.

400: Bullying only hurts when a person gets punched or kicked.

False – Bullying can hurt someone's body, but it can also hurt a person's feelings, self-esteem, and their ability to learn, and feel safe.

Bystanders:

100: The bystanders have the most power to stop bullying.

True – The bystanders are the majority and they have the most power to stop bullying.

200: The bystanders enjoy watching other kids getting bullied.

False – The bystanders often feel sad when they see other kids getting hurt. They may also feel scared about getting bullied too.

300: You may get in trouble for telling a grownup someone is getting bullied.

False – Telling is different from tattling. We tell to help. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. Tattling is when you tell on someone to get them in trouble.

400: Bystanders can feel angry and like they can't do anything to stop bullying.

True – Often bystanders don't realize they have the most power to stop bullying, or they don't know what to do to stop it. If this is your case, ask a grownup to help you.

IN THE KITCHEN

OVERVIEW:

This activity helps students recognize bullying behaviours, particularly the unique aspects of bullying that occur using technology. Using a video clip, students are able to watch and discuss how comments sent using technology could impact the target and how to respond.

OBJECTIVES:

- ✓ To define bullying and, more specifically, Cyberbullying.
- ✓ To understand the unique impact of Cyberbullying on the target and how to respond when Cyberbullying occurs.

GRADE LEVEL: Grades 5-8

TIME: 20 minutes

PROCEDURE:

1. Introduce the concept of Cyberbullying by explaining:
 - Cyberbullying is using technology to send cruel, hurtful messages that hurt someone's feelings and ruin their reputation.
 - Ask students to share ideas of how technology can be used to bully someone? Sending mean and sometimes threatening emails or text messages; Breaking into an email account and sending hurtful messages to others under an assumed identity; Creating blogs or websites that have stories, cartoons, pictures, or jokes belittling others; Taking an embarrassing photo of someone with a digital camera/cell phone and emailing that photo to others.
 - Cyberbullying can happen anywhere and anytime. Since the person that is cyberbullying is not facing the person being targeted, they may feel anonymous. How could this make the person being targeted feel? They may be very anxious to see their classmates at school because they don't know who is targeting them or they may assume that everyone agrees with the comments and could feel very isolated and alone.
2. Ask the students to watch the following video and explain that the group of girls are sitting around a kitchen table. Ask the students to consider whether this conversation would likely happen face-to-face in real life?
3. Following the video, ask the students:
 - Do you think that someone would say those hateful things in person with friends sitting at the table? With someone's mother in the kitchen?
 - Do people say things using technology that they wouldn't be comfortable saying face-to-face? Why is that?
 - What is the impact of Cyberbullying?
 - What are some ways that you can stand up against Cyberbullying?

4. Encourage students to use the following steps to respond to Cyberbullying:
 - **STOP:** Don't try to reason with or talk to someone who is bullying you.
 - **BLOCK:** Use the block sender technology to prevent the person from contacting you again.
 - **TALK:** Tell a trusted adult, inform your school, use a help line and report it to the police.
 - **SAVE:** Save any instant messages or emails you receive from the person who is bullying you, or capture any comments that have been posted on the web.

5. Remind students to use their power to speak out when someone is mean to another person online. If they or someone they know is being targeted, remind students to talk to an adult they trust for help.

THE OUTSIDER GAME

OVERVIEW:

This activity focuses on how differences can lead to prejudices and discrimination, and this can then lead to rejection. It builds empathy by providing students with an opportunity to explore rejection based on an identified characteristic.

OBJECTIVES:

- ✓ To explore how it feels to experience discrimination and rejection.
- ✓ To understand how we all have power and how that power can be misused to hurt others.

GRADE LEVEL: Grades 5-8

TIME: 30 minutes

PROCEDURE:

1. Tell students that they are going to participate in a game called The Outsider Game, which will explore discrimination and rejection.
2. Ask for two student volunteers and then ask them to step outside the classroom.
3. Help the remaining students in the classroom to divide into small groups according to something that is visually common among them, such as length or style of hair, type of clothing, height, colour of shoes or socks, or eye colour.
4. The student volunteers ('outsiders') are invited back into the classroom and are asked to walk around the room and decide which group they belong to, without asking the groups any questions. The 'outsiders' are only to observe and find the common element they have with the group.
5. After the 'outsiders' decide which group they belong to, ask them to state the reason why they believe that group is where they belong. If the reason is wrong, the 'outsider' may not join the group they have chosen. If the reason is right, the group must welcome them to join.
6. Ask two more student volunteers to leave the room and have the remaining students re-group with different commonalities. Bring in the two students and repeat the process.
7. This can continue to be repeated based on the time available and size of the group.
8. After the 'outsiders' have been included or not included in the various groups, have students sit and debrief the game. Consider the following questions:
 - How do we behave when we belong to a group?
 - What happens when someone wants to join our group but they are different?
 - Who has the power to determine acceptance or rejection into the group?
 - Those of you that were 'outsiders', how did it feel trying to choose a group?

- If you were rejected, how did it feel?
- How are prejudices formed?
- Why are people discriminated against?

ACTIVITY EXTENSION – Exploring the concept of power

Power is the ability to act. It is about having choices about who you are and what you do. Power is not static – people can experience both powerful and non-powerful positions depending on the situation that they are in.

Abuse of power is the key factor in bullying and harassment. Those who bully increase in power, and people who are targeted lose power.

Group power can support or oppose bullying and harassment. For example:

- A group of youth can stop bullying: when peers intervene to help the person being targeted, they were successful in stopping the bullying 57% of the time in 10 seconds or less (Hawkins, Pepler and Craig 2001).
- A group of people can help to bully: sometimes people identify with the person doing the bullying rather than the person being targeted. There is a desire to side with the bully. This reinforces the power and status of the person doing the bullying.

Bullying behavior is when someone exercises power to hurt another person physically, verbally or socially. In the end, we all have power but we have to choose how to use it.

Consider the following discussion questions:

- What are two things that give kids power in this school? Why?
- What are some reasons for stepping up and stopping bullying when we see it?
- Why might someone be scared or worried about getting involved in a bullying or harassing situation?
- Who can stop bullying: teachers and/or students? Why?

ANTI-BULLYING QUIZ

OVERVIEW:

This activity demonstrates the short and long term damage caused by bullying to all participants in a bullying situation.

OBJECTIVES:

- ✓ To emphasize the concept that bullying hurts everyone

GRADE LEVEL: Grades 5-8

TIME: 15-20 minutes

PROCEDURE:

1. Tell students they have 10 minutes to answer True or False to the following statements.
2. Ask students to explain their choice.

ANTI-BULLYING QUIZ

1. One-third of Canadian teens are involved in bullying.
(True) (False)
2. Less than 10% of Canadian teens admit to bullying others.
(True) (False)
3. Students who are bullied in school are usually attentive students with good attendance.
(True) (False)
4. Most students who bully are insecure.
(True) (False)
5. Contrary to stereotypes, male bullies are not usually bigger and physically stronger than their peers
(True) (False)
6. Bullying can occur within the family or the family home.
(True) (False)
7. Students who witness bullying often refuse to remain friends with the victim and feel guilty for not reporting the incident.
(True) (False)
8. Bullies have trouble making friends.
(True) (False)
9. Bullies do poorly in school compared to others who do not bully.
(True) (False)
10. Most bullies discontinue violent or aggressive behavior in adulthood.
(True) (False)
11. If you are being bullied it's best to handle it alone.
(True) (False)
12. Peers play a major role in bullying – by either escalating or stopping it.
(True) (False)

ANSWER KEY: ANTI-BULLYING QUIZ

1. True: in a recent survey, Approximately 12% of girls and 18% of boys reported bullying others at least twice in previous months. 15% of girls and 18% of boys reported being victimized at least twice over the same time period.
2. False: See above
3. False: Students targeted by bullies sometimes avoid school or have trouble concentrating. They can also develop personality disorders like depression and anxiety.
4. False: Studies show that most bullies have confidence and high self-esteem.
5. False: Male bullies are usually bigger and stronger than their victims.
6. True: Bullying is a relationship problem defined by the use of aggression by a person with greater power towards a person with lesser power. Aggression within family relationships is termed "child abuse", "elder abuse" or "intimate partner violence". Within peer relationships, it is called "bullying" or "harassment". The family is the first context in which children learn about relationships, and lessons learned in the family provide the foundation for future relationships. In relationships between parents, and between other adult family members, there may be an imbalance of power due to biological, cultural, psychological or economic factors.
7. True: Witnessing an act of bullying has negative consequences even if you are not directly involved.
8. False: Bullies seem to make friends easily, particularly with other students who are aggressive and may join them in bullying.
9. True: The problem behaviors associated with bullying include impulsiveness, disliking school and getting in trouble often.
10. False: 60% of bullies have at least one criminal conviction because the behavior carries over into adulthood.
11. False: Putting an end to bullying requires a commitment from everyone in a school, including teachers, custodians, students, administrators, cafeteria workers and crossing guards. You should seek adult intervention and try to stay among friends if you are being bullied.
12. True: In about 85-88% of bullying incidents observed on the school playground, peers were present and were watching the bullying happen. Peers spent 54% of the time watching the child who was bullying, 21% of the time joining in and only 25% of the time watching the victimized child.

HOW CAN STUDENTS BE MORE PROACTIVE IN PREVENTING?

OVERVIEW:

This activity teaches to the students how they can be more proactive in preventing and intervening in bullying situations.

OBJECTIVES:

- ✓ Recognize the bystander's ability to intervene in bullying situations
- ✓ Describe specific action steps to directly and indirectly intervene as a bystander

GRADE LEVEL: Grades 6-8

TIME: 30-45 minutes

PROCEDURE:

1. Begin by reviewing the definition of bullying and solicit responses to the following question: "Can anyone tell me why the bystander has the most power on the bullying situation?" Acceptable responses "bystanders are a larger group", "student who bully are trying to get our attention, so if we do not give it, they will stop".
2. Tell the students you are going to say some common beliefs about bullying. Direct them to raise their hands if they think the statement is true, keep it down if they think it is false.

Statements:

- I am tattling or snitching if I tell someone about a bullying situation.
(False) - Tattling and snitching are done to get someone in trouble. Telling and reporting are done to help someone. Those being bullied never forget those who tried to help.
 - Bullying is a normal part of growing up. It makes you stronger.
(False) - The damaging effects of bullying can last for years, not just for those being bullied, but for everyone.
 - Students who bully are not well liked.
(Truth) - They may look like they have a lot of friends sometimes. But it's usually because their "friends" just pretend to like them so they won't get bullied.)
 - If I try to help, I may be the next target.
(False) - You always need to consider safe ways to help, and there are anonymous ways to report bullying. Studies show that when bystanders do not tolerate bullying, it decreases dramatically.
3. Discuss direct and indirect ways that students can safely intervene and report bullying.
 4. Ask for four volunteers to read four prepared scenarios to the class. The rest of the class will assume the role of bystanders. After a script is read aloud, have the students answer the following questions orally: "What is the relationship, if any,

between you (the bystander) and the other participants in the bullying situation (the person who is targeted and the person who bullies)? What intervention, if any, would you use to stop the bullying? What follow up steps need to be taken and by whom, in your opinion?"

Scenario A

Cheryl, Candace and Maria are friends in the 6th grade. Cheryl and Maria live in a trailer park with their families. All three girls ride the school bus home in the afternoon. Amanda and Sarah, both 8th graders, also ride the same bus in the afternoon. During the fall, Amanda and Sarah start repeatedly calling Cheryl and Maria "trailer trash" and make fun of their clothes and belongings. One day, Candace, frustrated with the on-going treatment of her friends, shouts at Amanda and Sarah, "Why don't you two stupid snobs shut up and leave them alone!" Amanda gets up and hits Candace and says, "You shut up! Why do you hang out with those two trailer trash idiots anyway?" Several students, including the bus driver and **you**, witness this interaction.

Scenario B

Angela is a star track and soccer athlete at Central High School. She grew up with three brothers and has always been very active in athletics since childhood. Angela has a very short haircut, is usually in jeans and t-shirts and never wears skirts or make-up. Angela has many friends, both male and female. Nonetheless, Angela sometimes hears comments made by other female students referring to her as a "lesbo," "dyke," or "boy." Angela usually ignored these comments until one day, a student made a loud comment in the cafeteria about Angela being a "boy" playing on the girls' soccer team. Angela was furious and walked up to the girl, slapped her and called her an "ugly skank." **You** are sitting at the next table.

Scenario C

A group of three girls, whom you don't know personally, have repeatedly coaxed Joan, an ESE student who has a developmental disability, into performing acts that violate the Student Conduct and Discipline Code. Realizing that Joan would be unable to comprehend fully or consent to the activity, the girls told her that they would be her friends if she would do as they instructed her. These acts included stealing money from another student's backpack and vandalizing school property. **You** overhear these girls telling Joan to do something illegal while you are waiting for your friend.

Scenario D

Pat, who is a friend of yours, confides in you that he/she has been sending derogatory text messages about another student whom you both dislike. Pat also claims to have put things on his/her Facebook message board. Pat has heard that the student is very scared and upset, and Pat plans to crank it up even more!

5. Discuss specific people/places/procedures in the school where bullying can be reported. Take the class on a brief "field trip" to the place where the Anonymous Reporting Box is located.

Teacher answer key

Scenario A

In this scenario, the bystander has no personal relationship to the person targeted and has no personal relationship with the students bullying. The bus driver should intervene in the situation and report it to the principal, but you are a bystander as well. It is not ok to decide “It’s someone else’s responsibility, not mine.” It is important you report it, or intervene more directly if you feel safe to do so. What are some ways you could directly intervene?

Scenario B

This scenario is a bit of a trick question. The situation does not meet the criteria for bullying. There is no evidence that the behavior is ongoing. If no students recognized this fact, make sure you discuss the concept that not every conflict they witness is a bullying situation that requires their intervention. Was Angela justified in slapping the girl? No, she escalated the situation. However, this appears to be more of a conflict between two people that will be dealt with by administrators. You would not need to become involved unless the slap provoked a fight—then you could get help before someone got seriously hurt.

Scenario C

In this scenario, you have no personal relationship with either the people bullying or the person targeted. However, you are aware of what is happening and whether you know the people involved or not, you have a responsibility to do something to help, whether directly or indirectly, depending upon what feels comfortable and safe for you to do. Discuss with your students what are some ways they could directly/indirectly intervene?

Scenario D

In this situation, you are a friend of the person bullying. You don’t particularly like the person targeted, but you know this is a bullying situation and that there are damaging consequences for both your friend and the person targeted. You are probably comfortable directly intervening with your friend, the aggressor, by discouraging this behavior. If they don’t respond, would you do something more?

IS IT SEXUAL HARASSMENT?

OVERVIEW:

This activity teaches students the definition of harassment and the difference between sexual harassment and flirting.

OBJECTIVES:

- ✓ To define harassment and more specifically sexual harassment.
- ✓ To identify sexually harassing behaviours.
- ✓ To help understand the impact of experiencing sexual harassing behaviours.

GRADE LEVEL: Grades 9-12

TIME: 15-20 minutes

MATERIAL:

“ALWAYS”, “SOMETIMES” , “NEVER” Display cards

PROCEDURE:

1. Introduce the concept of harassment by explaining:
 - Harassment, similar to bullying, is cruel, hurtful behaviour and a misuse of power. The difference is that harassment is based on discrimination and is against Canadian Human Rights legislation. Prohibited grounds for discrimination include personal characteristics like race, ethnicity, religion, age, sex, marital status, family status, disability, pardoned conviction and sexual orientation. People, 12 years and older, can be charged with harassment.
 - One form of harassment is sexual harassment. It is unwelcome behaviour based on sex or sexual orientation that negatively affects an individual or groups of individuals. The primary factor in sexual harassment is the impact on the person being targeted. Sexual harassment does not include behaviour that a person likes or wants, it is not flirting.
 - Harassment, like bullying, impacts the person who is targeted, the person doing the harassing, and the people who are witnesses of the mistreatment. Impact is key when we talk about harassment. It is Explain to the students that you will now be providing them with an opportunity to consider whether certain behaviours are sexual harassment or not, and what makes them so. As you read out a behaviour statement (below), ask the students to decide if the behaviour is ALWAYS sexual harassment, only SOMETIMES sexual harassment or NEVER sexual harassment. It is important to think about how our actions, our behaviour, and our humour might offend others even if we do not intend to hurt anyone.
2. Choose three different areas of the classroom. Identify each area using the ‘ALWAYS’, ‘SOMETIMES’, ‘NEVER’ display cards.

3. Explain to the students that you will now be providing them with an opportunity to consider whether certain behaviours are sexual harassment or not, and what makes them so. As you read out a behaviour statement (below), ask the students to decide if the behaviour is ALWAYS sexual harassment, only SOMETIMES sexual harassment or NEVER sexual harassment.

Behaviour Statements:

- Comments about a person's body, appearance or dress
 - Leers or stares
 - Sexual or dirty jokes
 - Graffiti
 - Whistling, catcalls, howling
 - Posting sexual comments on someone's Facebook wall
 - Invitations for dates
 - Spreading sexual rumours
 - Hugging or patting
 - Pressure to have sex
 - Making kissing sounds or smacking sounds; licking the lips suggestively
 - Obscene T-shirts, hats, pins
 - Names such as 'chick', 'sexy', 'stud', 'fag'
 - 'Rating' an individual
 - Following someone
 - Emailing or texting sexual messages, photos or videos
4. Ask each student to choose their response by standing next to the appropriate display card (ALWAYS, SOMETIMES, or NEVER).
 5. After everyone has chosen their response, ask someone from each response to explain the reason for their choice.

ALWAYS

SOMETIMES

NEVER

EXTENSION ACTIVITY – REFLEXION AND DISCUSSION

GRADE LEVEL: Grades 9-12

TIME: 30-50 minutes

1. Guide the students through a reflection and discussion of the activity

REFLECTION QUESTIONS:

- **Why does harassment impact both the witnesses and the people directly involved?**
Did you predict your classmates' responses to the questions? How would it make you feel if you found out someone thought you were using harassing behaviour when you didn't mean to?
 - **Does anybody have an idea of what we could do in our school to make it safer for everyone?**
What responsibility do adults have to make the school safer? Do young people have a responsibility to make this school safer? Encourage students to reflect on how their actions impact the safety of the school community.
2. Invite the students to express their feelings of the exercise in writing (essay, poem or song, or short story) or in a visual representation (painting, drawing, sculpture).

MYTH – INFORMATION

OVERVIEW:

This activity explores the myths that circulate in our society about sexual minority people and the impact of myths on our personal beliefs and behaviours.

OBJECTIVES:

- ✓ To clarify information about lesbian, gay, bisexual, transgender and sexual minority people (LGBTQ*).
- ✓ To increase understanding of the impact of myths on individuals and groups.

GRADE LEVEL: Grades 9-12

TIME: 25 minutes

MATERIAL:

Myth cards

PROCEDURE:

1. Ask students if they know what a myth is and ask them to give examples of myths.
 - One definition of *myth* is something that many people believe but is not true.
 - Another definition is that a *myth* is a belief about a group of people. Part or all of the myth may be true about one person, yet it is not true for all of the people in the group.
2. Tell students that you are going to share some myths about LGBTQ* people.
3. Ask them to separate into small groups. Explain that they will then discuss a couple of myths in their group and answer these 2 questions:
 - If a person is LGBTQ*, how does this myth affect them? Consider:
 - What a person would believe about himself or herself?
 - How a person would act?
 - Who a person would hang out with?
 - How a person's family would treat them?
 - If a person is heterosexual, how does this myth affect them?
4. Use one myth as an example to discuss as a class.
5. Hand out 1-2 myths to each small group and ask the students to consider the two questions listed above.
6. Have the small groups shared what they discussed with the whole class. Encourage students to creatively share their discussions with the class using drama, song, poetry or role-play.
7. Reinforce with students that myths are applied to entire groups of people and are often used to try to explain things we don't understand or aren't comfortable with. Discuss with students how teenagers are often the target of myths and ask students to

list some examples. Remind students that myths about teenagers affect all teens in the same way that myths about LGBTQ* people affect all LGBTQ* people.

MYTHS

- A- People choose to be homosexual
- B- Homosexuality is a type of mental illness & can be cured by therapy
- C- It's unnatural to be gay, lesbian, bisexual or transgendered
- D- Having really good sex with someone of the opposite sex could cure most LGBTQ* people
- E- LGBTQ* children and teenagers do not exist
- F- LGBTQ* people don't value family
- G- LGBTQ* people can be identified by certain mannerisms, clothing or physical characteristics
- H- The typical LGBTQ* person is young, white and not religious
- I- In a same-sex relationship, one partner usually plays the masculine role and the other plays the feminine role
- J- LGBTQ* people would change if they could

CAN BULLYING BE A PROBLEM BEYOND HIGH SCHOOL?

OVERVIEW:

This activity describes the damaging effects of bullying on all participants in the bullying triangle (the persons who bullies, the person who is targeted, the person who witnesses)

OBJECTIVES:

- ✓ Recognize the inherent imbalance of power in high school
- ✓ Suggest an empathetic response for all participants in the bullying triangle
- ✓ To create a literary piece (poem, song lyric or fictional story) which demonstrates the power of the bystander.

GRADE LEVEL: Grades 10-12

TIME: 45 minutes

MATERIAL:

Journals or writing paper

PROCEDURE:

1. The purpose of this part of the lesson is to help students get in touch with their emotional reactions to having been part of a bullying triangle, in preparation for the next activity.

Teacher Directions to Students: "As Seniors in high school, I want you to take a few minutes to think about your experiences with bullying situations from kindergarten till now".

- Have you ever bullied anyone?
- What did it feel like?
- What emotions did you have?
- Why did you do it?
- Were you ever bullied in your school life?
- What emotional damage did it do to you?
- How long did those feelings last?
- Did it change who you are? Jot down a few words or notes as you reflect, so we can discuss it later."

After assessing that students finished thinking and writing, lead a discussion by asking the same questions again and eliciting student responses.

2. Creative Writing Assignment:

Say, "You just reflected and shared what it feels like to be bullied in school and what it feels like to be the person bullying. For the next part of this lesson, I want you to write a poem, song lyric or fictional story told from the bystander's point of view. Concentrate on the feelings and emotions of the bystander, just as you just focused on the feelings and emotions being the person targeted and the person bullying. You may do this assignment individually or in pairs. We will be sharing some of your work with the class."

Allow sufficient time for this activity. Ask for volunteers to share their work. Highlight the feelings of the bystander in discussions of student work.

WHAT CAN I DO ABOUT IT?

OVERVIEW:

This activity reflects upon their personal evolution through High School regarding bullying awareness, their role(s) in the bullying triangle, and their actions to intervene.

OBJECTIVES:

- ✓ Name direct and indirect ways to intervene in a bullying situation
- ✓ Know the definition of the word “advocate” and what actions an advocate might take to combat bullying

GRADE LEVEL: Grades 10-12

TIME: 45 minutes

PROCEDURE:

1. The purpose of this activity is to allow students to reflect on how their attitudes have evolved over their high school years in the areas of bullying awareness, their roles in the bullying triangle, and their actions to intervene. First, ask students to sit in a large circle with you, seminar-style. This seating arrangement allows everyone to be visible and indicates that the teacher is an equal member of the conversation.

Say to the class, “We are going to have a conversation about how you have personally grown over the past four years (grade 12 students) regarding your attitudes towards bullying, diversity, and your own self-confidence. I will ask a few questions to get you started, but always feel free to ask questions of each other and to elaborate on answers given.

Note to Teacher: Here are some prompter questions to begin the conversation:

- How have your attitudes changed about the damaging effects of bullying over the years?
 - Have you seen more or less incidents of bullying since you started high school? If your answer is “more,” is it because you are more aware of bullying situations or because there are actually more incidents?
 - How have you changed in your willingness to help a person who is the target of bullying?
 - Have you ever intervened, either directly or indirectly? Do you believe it helped?
2. Instruct the students that you will be naming various strategies used to intervene in bullying situations. When you name a strategy, ask students to first tell you whether that strategy is an indirect (I) or a direct (D) intervention. Then ask them to raise their hands if they have ever used the strategy in their high school years. Appoint someone to act as secretary and record the strategy and the number of students who have used it.

The strategies you will name are as follows:

A) Strategies towards the person bullying:

Show your displeasure (D); say something like “that’s not cool (D);” walk away (I); enlist the help of another bystander (D); ignore the person bullying (I); make a joke or change the subject to distract them (D); suggest a better idea (D).

B) Strategies to help the targeted person:

Say something nice (I); help the person leave the situation (D); show friendliness and support (I); anonymously report (I); offer to go with them to get help (D). Ask the secretary to report out the three most commonly used strategies and the three least used strategies. Ask the class to volunteer possible reasons for these results.

3. The purpose of this next activity is to encourage students to behave as “advocates against bullying” in school, which is a higher level of intervention than being a bystander. Define and discuss the word “advocate,” both as a noun and a verb. An advocate (n.) is someone who actively gives support, an activist. To advocate (v.) is to encourage, support, and promote something. Remind the students that we are all called upon to be activists for respect.
4. Divide the class into small groups of 4-6 students. Give the students the following scenario: “There is a new, important position in the Nunavut school system, called Bullying Prevention Specialist”. The person who is hired for this job must be a current high school senior, and will be responsible for decreasing the incidents of bullying in his/her school. The job description also states the Bullying Prevention Specialist will share the responsibility for strengthening the enforcement of anti-bullying policies and possibly recommending new anti-bullying initiatives in the school and community. All serious applicants must present their ideas to an interview committee, who will make the final decision.

In your small groups, use your own knowledge and life experiences to develop two ideas that would meet these goals and impress the committee. Select one of your group members to present your two best ideas to the class, aka ‘the committee.’ After all the ideas have been presented, post them around the room. Ask the students to take a marker and put a check next to the three ideas that they believe would have the most impact. Everyone gets three votes. When the winning idea is selected, ask the class why it would have the most impact, and what parts of that idea could be reasonably implemented within the next two weeks. If there is student interest and time permits, consider following up with the enrichment activity.

Enrichment (Optional): Have students compile their best ideas and develop an action plan to implement some of their initiatives. Their action plan could include presentations to administrators, student council members, class officers, parent advisory council, etc.

Their plan should also include strategies to involve the student body to become activists against bullying.

WHAT IS BULLYING?¹

Bullying is a relationship problem in which an individual or group repeatedly and intentionally uses power to cause distress to someone. It is a disrespectful relationship problem that requires relationship solutions.

If children bully others they are learning to use power and aggression to control and distress others. Children who are being bullied become increasingly powerless and find themselves trapped in abusive relationships. They need help to stop the bullying. If children bully and are bullied by others, they have an especially high risk for future difficulties. Bystanders, who witness bullying but are not actively involved in bullying behavior themselves, also learn about the negative use of power and aggression in relationships.

The power imbalances that influence bullying may be based on:

- Physical advantages, such as size and strength
- Social advantages in the peer group, such as a dominant social role, higher social status or popularity and strength in numbers
- Systemic power (advantages that reflect the greater power in society of some groups and stigmatize others on the basis of race, religion, culture, sexual orientation, economic disadvantage, disability or personal differences such as weight)

Bullying can take many forms, including:

- **Physical bullying:** hitting, kicking, shoving, spitting, beating up, stealing or damaging another student's property
- **Verbal bullying:** name-calling, mocking, hurtful teasing, humiliating or threatening another student, racial comments or sexual harassment
- **Social bullying:** excluding other students from the group, gossiping or spreading rumours, setting other students up to look foolish and damaging friendships
- **Cyberbullying:** the use of electronic media to bully others such as:
 - Using **email, text messages** and **social media** such as Facebook, Twitter or Instagram, to threaten, harass, embarrass, humiliate, socially exclude, or damage reputations and friendships
 - Taking a hurtful or embarrassing **digital picture or video** of someone and emailing it to others or posting it on line
 - **Obtaining passwords** to private accounts and sending or posting messages in another person's name that will embarrass them or get them into trouble.
 - **Passing on links** of humiliating, embarrassing, harassing, threatening or damaging content for others to view

CYBERBULLYING

Cyberbullying has many things in common with physical, verbal, and social forms of bullying, such as the intention to harm and the effect of a peer group witnessing the bullying. Students who are cyberbullied are often bullied in person as well. However, there are also some key differences that distinguish cyberbullying from the other forms of bullying.

Why Cyberbullying is different:

- Students who are cyberbullied have a harder time getting away from the behavior because it “follows them home,” increasing the potential for feelings of powerlessness in the victim.³
- Cyberbullying has also been referred to as “non-stop bullying” because it happens 24 hours a day, 7 days a week, and reaches students even when they are alone.⁴
- Cyberbullying messages can be posted anonymously and distributed quickly to a very wide audience; it can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts and pictures is extremely difficult after they have been posted or sent.
- Cyberbullying evolves with technology, so ways of dealing with it always have to be changing.

What is the impact of Cyberbullying?

Because of the power of electronic technology, students who are cyberbullied feel:

- Unsure who to trust, because the identity of the person(s) sending the messages is not clear.
- Concerned what other people (who have seen the messages) will think of them.
- Worried that this will affect relationships in the future, since others may see negative messages at any time.
- Unsafe everywhere since there is no escaping technology.
- Alone and that no one cares.

How can you help a student who is being Cyberbullied?

- Listen and be supportive. Acknowledge your student's strength in telling you. Reassure students that you know it is not their fault.
- Let students know that you need to report cyberbullying to the school administration and the student's parents. Offer to accompany students to meetings with administrators and the student's parents.
- Work together to find solutions. Brainstorm ways that the cyberbullying can be avoided.
- If your “gut” tells you the cyberbullying is serious, advise the student to make a copy of the message before deleting it. Offer to work with the student and the student's parents to get the Internet service provider, cell phone service provider, or content provider to investigate the issue or to remove the offending material. Inform the police when physical threats are involved or a crime may have been committed against the student.

KEY FACTS ABOUT BULLYING¹

Over **1,100,000** Canadian school-aged students are bullied at least once, each and every week.

- Peers are present during **88%** of bullying incidents
- When peers are present, they:
 - **54%** of the time – passively watch
 - **25%** of the time – intervene to stop the bullying
 - **21%** of the time – join in on the bullying
- When peers intervene, bullying stops in **less than 10 seconds**, **57%** of the time

83% of students say bullying makes them feel uncomfortable

- Students don't always stand up to bullying because:
 - They are anxious about being bullied themselves
 - They don't want to alienate themselves from their peers
 - They simply don't know what to do or say
- Research suggests that it is the popular or self-confident students who **do** tend to intervene by directly addressing peers who bully
- We encourage two additional ways to stand up to bullying:
 - **Offering support and comfort** to the child/youth who is victimized
 - **Report the bullying** to a responsible adult

Facts on Bullying of LGBTQ* students (*Lesbian, Gay, Bisexual, Transgender and Queer)
The following facts are taken from *Every Class in Every School*, a national Canadian survey of high school students published in 2011. It is the first national survey of its kind, and its results demand attention.

1. Part of students' everyday school experience includes hearing language that insults the dignity of LGBTQ people.
Whether or not students are LGBTQ, **70%** say they hear expressions like "that's so gay" every day in school, and **48%** report hearing words like "faggot," "lesbo," and "dyke" used as insults every day in school. **86% of LGBTQ students and 58% of non-LGBTQ students say they are upset by such language.** Students report that teachers often look the other way when they hear homophobic and transphobic comments, and some teachers even make these kinds of comments themselves.
2. LGBTQ students and students with LGBTQ parents experience much higher levels of bullying, discrimination, harassment and other abuse than other students do:
 - **21%** of LGBTQ students and **8%** of non-LGBTQ students are physically harassed or assaulted because of their actual or perceived sexual orientation or sexual expression.
 - **55%** of LGBTQ students and **26%** of non-LGBTQ students are verbally harassed about their gender expression.
 - **49%** of male and **36%** of female LGBTQ students report being sexually harassed (compared to **23%** of male and **17%** of female non-LGBTQ students).

WHY TEACHERS SHOULD CARE ABOUT BULLYING¹

We strongly recommend that students ask their teachers and other adults in their schools to help them deal with bullying situations. However, sometimes teachers either do not know how to help, or do not realize the seriousness or impact of the bullying situation. Often, how a teacher or caring adult intervenes (or does not intervene) is influenced by his or her own bullying history. It is important to be mindful of your attitudes and experiences with bullying so that you can reach out and help students in need.

Many people feel that bullying is “just kids being kids” and that it’s “harmless.” In fact, bullying is anything but harmless:

Risks for students being bullied:

- Depression (low mood, a sense of hopelessness)
- Social anxiety, loneliness and/or isolation
- Poor health (e.g., stomach aches, headaches)
- Low self-esteem
- School absenteeism and academic problems
- Aggressive behaviours
- Contemplating, attempting or committing suicide

Risks for students bullying others:

- Not knowing the difference between right and wrong
- Delinquency and substance abuse
- Academic problems and school drop out
- Adult criminality
- Difficulties in their relationships with others
- Being bullied at the hands of others

How to know if a student is involved in bullying

Bullying is not always easy to detect because it is usually hidden from adults. Look for the following clues to identify bullying:

Signs of being bullied:

- Afraid to go to school or other activities
- Appears anxious
- Low self-esteem and makes negative comments
- Complains of feeling unwell
- Lower interest in activities and Performance
- Loses things, needs money, reports being hungry
- Injuries, bruises, damaged clothing or belongings
- Trouble sleeping, nightmares
- Threatens to hurt self or others
- Appears unhappy, irritable

Signs of bullying others:

- Aggressive with parents, siblings, pets and friends
- Low concern for others’ feelings
- Bossy and manipulative behaviour
- Unexplained possession of objects or money
- Secretive about possessions and activities
- Holds a positive view of aggression
- Easily frustrated and quick to anger
- Has friends who bully and are aggressive
- Has trouble standing up to peer pressure

TEN WAYS TEACHERS CAN HELP PREVENT BULLYING¹

1. Lead by Example

- Model respectful and empathic behaviours and positive conflict resolution strategies.
- Think carefully about the words you choose and the way you behave with both children and adults.

2. Establish a Code of Conduct

- Involve students in developing a Code of Conduct about acceptable and unacceptable behaviours.
- If students are responsible for creating the classroom policies about bullying, they are much more likely to follow them and monitor others for doing the same.

3. Help Students Solve Relationship Problems With Relationship Solutions

- If students are bullying others, they need help to understand the impact of their behaviours on those they bully.
- Devise consequences that teach, rather than punish. Formative consequences are designed to send the message that bullying is unacceptable while also providing support for the student who is bullying to learn the skills and acquire the insights they need to establish healthier relationships. For example, a student who has been bullying a classmate may have to sit out of an activity but can use the time to write a letter of apology instead.

4. Encourage Students to Report

- Be sure that students know it's the teacher's responsibility to keep them safe at school and that you want to know if someone is being bullied.
- Clarify the difference between tattling and telling:
 - o **Tattling** = what you do to get someone into trouble
 - o **Telling** = what you do to get someone out of trouble
- Provide confidential ways to report bullying at school such as an anonymous "question box" to reduce student discomfort with reporting.

5. Acknowledge Positive Behaviours

- Notice and praise respectful, cooperative and caring behaviour whenever you see it. The more you praise positive behaviour, the more often it will occur.

6. Minimize Opportunities for Bullying

- Organize activities so that students who are vulnerable to being bullied are monitored by a teacher or grouped with students who will stand up for them.
- Whenever possible, teachers should assume responsibility for selecting students' teams, groups, partners and seating arrangements. If students are allowed to make these decisions, vulnerable students will be at high risk of being chosen last which is humiliating, or left out completely.

7. Teach the Social Skills Students Lack

- Teachers can help students who are bullied practice standing up for themselves through role-play scenarios in which they practice assertive but respectful behaviour.
- Students who are bullying others need help with learning social problem-solving skills, how to use power positively and strategies to resist peer pressure to bully.

8. Build on Students' Strengths

- Encourage students who are bullied to participate in activities they enjoy and highlight their talents for other students to see.
- If students are bullying others, provide opportunities for them to use their leadership skills in a positive way (e.g., teaching younger students a new skill).

9. Trust Your Instincts

- If you suspect a student is being bullied, you're probably right.
- Trust your instincts, start to ask questions and observe carefully, so that you can intervene and keep the student safe.

10. Be Ready to Listen and Help

- If a student reports bullying, be ready to listen and take action right away.
- Thank the student for having the courage to come forward, ask for details and convey your concern.
- Be willing to respond to all reports, even the seemingly trivial ones like name calling – consistency matters!

References:

- ¹ PREVNet (www.prevnet.ca)

RESOURCES

Kids Help Phone

www.kidshelpphone.ca

1-800-668-6868

The website provides information for children, youth and adults about issues children and youth face. The phone line provides free, confidential access to trained counsellors 24 hours a day.

PREVNet: Promoting Relationships & Eliminating Violence Network

www.prevnet.ca/

PREVNet is a Canadian organization, which provides information about bullying and youth relationship issues. The website provides information for parents, educators, children and youth including current statistics, resources, videos and conferences.

Kids Health

www.kidshealth.org/parent/emotions/behavior/bully-proof.html

The website provides a parent section with information and links for various topics including bullying and relationships.

Media Smarts: Canada's Centre for Digital and Media Literacy

www.mediasmarts.ca/cyberbullying

This website provides information, tip sheets and online tutorials to support parents in promoting safe technology use and tips for responding to cyberbullying.

Boys and Girls of Canada

www.bgccan.com

The website provides information for families and adult on bullying, what you should know about it, how to recognize signs and what to do.

Bullying.org Canada Inc

www.bullying.org

The website provides resources include Myths and Fact, school surveys, cyberbullying information sheet. Resources are available in English and French.

Canadian Centre for Child Protection

www.protectchildren.ca/app/en/overview

Links to resources that teach children and teenagers about internet safety and how to report cyberbullying. Some links include free lesson plans for teachers to download.

RCMP Bullying and Cyberbullying

www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm

This page has information on different kinds of bullying, including cyberbullying, the impacts of bullying, bullying and the law, and what you can do to help make things better!