

BE SOMEONE'S

HERO

February 26, 2020

#PinkDay #BeSomeonesHero

TABLE OF CONTENTS

Introduction

History of Pink Day	3
Tips for Success	4
Who to Contact.....	4

K+S Pink Day Shirts

K+S Pink Day Shirt Sale	5
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K+S Pink Day Activities

K+S Pink Day Planning	6
Healthy School Brainstorm.....	8
School Announcements	10
Pledge Puzzle.....	12
Pledge Puzzle Template.....	14
Power for the Positive	15
Positive Post-It Power	18
The Power to Heal.....	19
Labels & Stereotypes	20
Art Exhibition	22

Appendices

Helpful Resources	23
Bullying & the Law	24
Bullying Legislation in Canada	24-25
Bullying Poster	26
To the Targets of Bullying Poster	27
To the Bystanders of Bullying	28
Cyberbullying Poster	29
K+S Pink Day poster	30

HISTORY OF PINK DAY

Pink Day started in 2007, when a grade nine student in Cambridge, Nova Scotia was bullied by classmates for wearing a pink shirt to school. Taking notice, two students rallied their peers to send a message to the bullies. The next day, the halls were filled with students in pink T-shirts.

Pink Day started because two boys chose to do something about bullying rather than stand by and watch it happen. Now the movement is worldwide, educating and inspiring others to stand together and take action against violence and bullying.



TIPS FOR SUCCESS

Thank you for participating in K+S Pink Day! Here are some tips to help you plan your celebration:

- Pink Day participation should meet the needs of your school, so customize your approach to whatever works best.
- Start planning early. Include students, staff and community partners in Pink Day preparation. The activity on page 7 is one way to include students.
- Send friends and families of your school a letter alerting them of your school's Pink Day participation (template on page 30)
- Use the resources within this guide to plan classroom and whole-school activities, fundraisers and more!
- Pink Day shirts are a great way to engage students and staff in Pink Day and ordering is easy. Page 6 has all the details.
- Everyday is, and should be, Pink Day. If February 26, 2020 doesn't work for your school, select an alternative date to raise awareness about bullying.



TELL US YOUR PLANS!

We'd love to know what your school is doing to celebrate! Let us know by emailing: kelsi.prince@redcross.ca



K+S PINK DAY SHIRT SALE

K+S Pink Day t-shirts will be available for purchase from a third party supplier or schools will be able to print their own shirts in-house.



K+S PINK DAY PLANNING*

GRADE LEVEL:

All grades (in classroom setting)

MATERIALS:

- Pens or pencils
- Flip chart paper/black/white/SMART board

TIME:

60 minutes, several months before Pink Day

OBJECTIVE:

Students will recognize that actions have impacts and commit to bold actions to create a positive and inclusive culture in their school. Students will also create a class or school-wide initiative for the upcoming Pink Day celebration.

PROCEDURE:

1. Ask students what they know about Pink Day. Fill in any gaps left by their explanations. Explain that they, with your support, are going to create an action plan for how your school will participate in Pink Day.
2. Organize the students into small groups. Ask students to brainstorm different ways they could take action to prevent bullying behavior and promote healthy relationships at their school.
3. After the appropriate amount of time, ask groups to share their ideas. Record the ideas on flip chart paper.
4. Once all ideas have been shared and listed, ask students to come up to the flipchart list and star the idea that they feel is most inspiring. The idea that receives the most stars will be the selected action activity for Pink Day.
5. Post three flipchart pages around the room with the following headings: Your Activity, Action Steps, Timeline and Delegation.
6. Lead the students through the following discussion questions, recording their responses:
 - a. Your Activity:
 - i. What is your activity?
 - ii. What are you going to do?
 - iii. What do you hope to accomplish by doing this activity?
 - b. Action Steps:
 - i. What steps do you need to take to put your plan into action? (e.g. do you need permission from your principal to present at an assembly?)

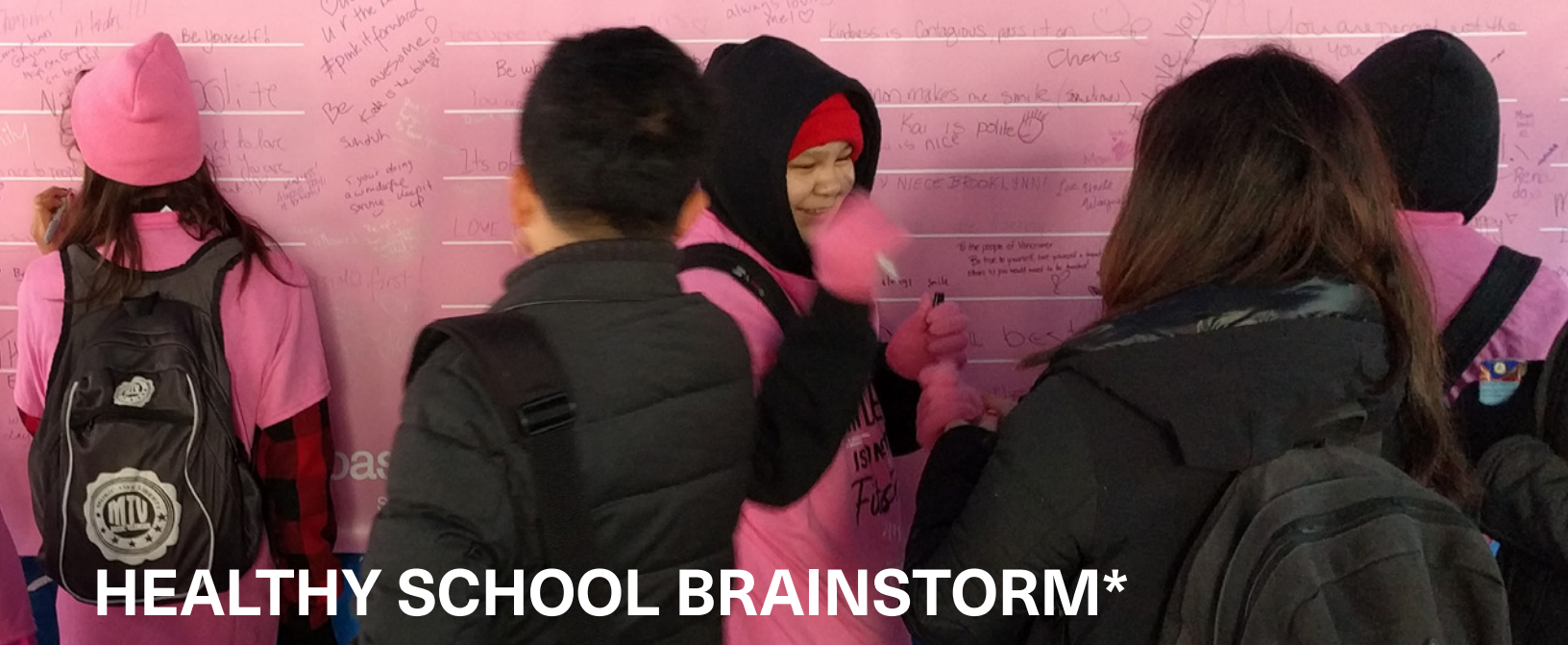
- ii. What supplies, materials or space will you need for your activity?
- iii. Who can provide additional support? Older students? Community agencies?

c. Timeline and Delegation:

- i. What date will you deliver your Pink Day activity?
- ii. What tasks need to be completed before this date?
- iii. Who is going to be responsible for each task?
- iv. What additional supports might you need for your activity to be successful?

7. After completing the three flipchart pages, tell the students that this is the first step in planning a Pink Day activity at their school. Together, you will continue to put the plan in action in the coming weeks and months.





HEALTHY SCHOOL BRAINSTORM*

GRADE LEVEL:

All grades (in classroom setting)

MATERIALS:

Flip chart paper
Markers

TIME:

20 minutes

OBJECTIVE:

Students will be able to identify the qualities of healthy peer relationships and characteristics of a healthy school environment.

PROCEDURE:

1. Ask each classroom teacher to prepare three pieces of paper with one of the following titles: HEAR, SEE and FEEL. Post these three pieces of paper on a wall in the classroom.
2. Ask students to close their eyes for one minute and visualize a healthy school environment. Ask them to focus on what they see, what they hear and what they feel.
3. After one minute, ask the students to open their eyes and choose a partner. Have the students share with their partner what they thought about during their visualization for about four minutes.
4. Next, go over to the SEE, HEAR, FEEL titles and ask each pair what they discussed. Capture their responses under the appropriate title. See examples on the next page.

SEE	HEAR	FEEL
<ul style="list-style-type: none"> • Students comfortable being anywhere in the school • A clean school • Open doors • People standing up for each other • Everyone welcomes newcomers • Sharing, playing, smiling • Signs of celebration: art, certificates, awards on walls • Students/staff comforting and helping others • Students easily making friends 	<ul style="list-style-type: none"> • Friendly and welcoming comments • Compliments are given • Friendly teasing • Ideas and feelings are shared • A variety of languages • Students challenge their friends when they are bullying others • Students/staff challenge anyone using homophobic, sexist or racist language/comments • Music 	<ul style="list-style-type: none"> • Safe • Energized • Cared for • Appreciated • Included • Accepted • Hopeful • Optimistic • Supported • Proud of their school

5. If they seem to be missing something you feel is important, try to prompt them with questions.
6. Remind students that a positive school environment is a place where people treat each other well and have healthy relationships. It's having respect for everyone, not just your friends.
7. Challenge the students to commit themselves to a task to maintain a healthy, positive school environment all year long.
8. Gather all of the responses from each classroom and create a whole-school list as a front bulletin board display.





SCHOOL ANNOUNCEMENTS

GRADE LEVEL:

All grades

TIME:

During school announcements

OBJECTIVE:

Students and staff will be excited to participate in K+S Pink Day, learn about the impact of bullying, and how to respond to bullying behaviour.

PROCEDURE:

Use daily announcements to help students become aware that their school is participating in Pink Day.

Bullying Statistics Announcements

- Did you know that bullying occurs every seven minutes on the playground and every 25 minutes in the classroom¹? Actions have impacts – Be someone’s hero and speak up when you see bullying happening. Participate in Pink Day on **February 26, 2020**.
- “With great power comes great responsibility!” Take responsibility and be bold in the face of bullying behaviour! Actions have impacts – Be someone’s hero and speak up when you see bullying happening! Participate in Pink Day on **February 26, 2020**.
- 85% of bullying takes place in front of others¹.
- About one in every two people has been targeted by online² bullying behaviour! Be bold – check in with the person being targeted. Participate in Pink Day on **February 26, 2020**.
- The second leading cause of death for youth in Canada is suicide. Show someone you care on Pink Day – you could save a life.
- Did you know that when a bystander intervenes within 10 seconds of the start of a bullying situation, it will stop completely one out of two times? Actions have impacts – Be someone’s hero and speak up when you see bullying happening! Participate in Pink Day on **February 26, 2020**.
- Bullying is a global issue – one in three children report being bullied across 38 countries or regions³. Actions have impacts – Be someone’s hero and speak up when you see bullying happening! Participate in Pink Day on **February 26, 2020**.
- Bullying occurs most frequently at schools⁴, and in areas where there are many students and few adults⁵. This means that students have the most power to change bullying situations. Actions have impacts – Be someone’s hero and speak up when you see bullying happening! Participate in Pink Day on **February 26, 2020**.

1 Pepler & Craig, PREVNet, 2001

2 Pepler & Craig, Electronic Bullying: Definition and Prevalence Factsheet. Retrieved from <http://www.prevnet.ca/sites/prevnet.ca/files/factsheet/PREVNet-SAMHSA-Factsheet-Electronic-Bullying-Definition-and-Prevalence.pdf>.

3 Currie, C. et al. (2012). Social determinants of health and well-being among young people. Health behaviour in school-aged children (HBSC) study: International report from the 2009/10 survey.

4 Delfabbro, P., Winefield, T., Trainor, S., et al. (2006). Peer and teacher bullying/victimization of South Australian secondary school students: Prevalence and psychosocial profiles.

5 Black, S. and Jackson, E. (2007). Using bullying incident density to evaluate the Olweus bullying prevention programme.

Power Announcements

- “Don’t ever hear in your head ‘Who am I to say something?’ You are a human being. You are a person. You can 100% change the world... It’s the little things that really count. Be brave.” – Emma Watson Participate in Pink Day on **February 26, 2020**.
- “With great power comes great responsibility!” Take responsibility and be bold in the face of bullying behaviour! Show your support by participating in Pink Day on **February 26, 2020**.
- Power is the ability to make something happen; it’s about making choices that reflect who WE are and WHAT WE stand for. Actions have impacts; Be someone’s hero and speak up when you see bullying happening!
- “Be the change you want to see in the world” – Mahatma Gandhi. Be the change you want to see in your school; participate in Pink Day on **February 26, 2020**.
- When you see bullying behaviour, you have the power to do something! Stand up to bullying behaviour, tell an adult about unsafe situations, and support the person being targeted.
- Everyone has power. Use yours for good and let people know that bullying behaviour is not acceptable and show people targeted by bullying behaviour that you care. Actions have impacts; Be someone’s hero and speak up when you see bullying happening!
- Have you seen a bullying situation? Support the person targeted – eat lunch with them, walk them to class, say hello in the hallway, give them a compliment. Actions have impacts; Be someone’s hero and speak up when you see bullying happening! Show your support on **February 26, 2020**.
- Watching a bullying situation and doing nothing gives power to the bullying behaviour. Give power to the person being targeted by intervening. Actions have impacts; Be someone’s hero and speak up when you see bullying happening! Show your support on **February 26, 2020**.

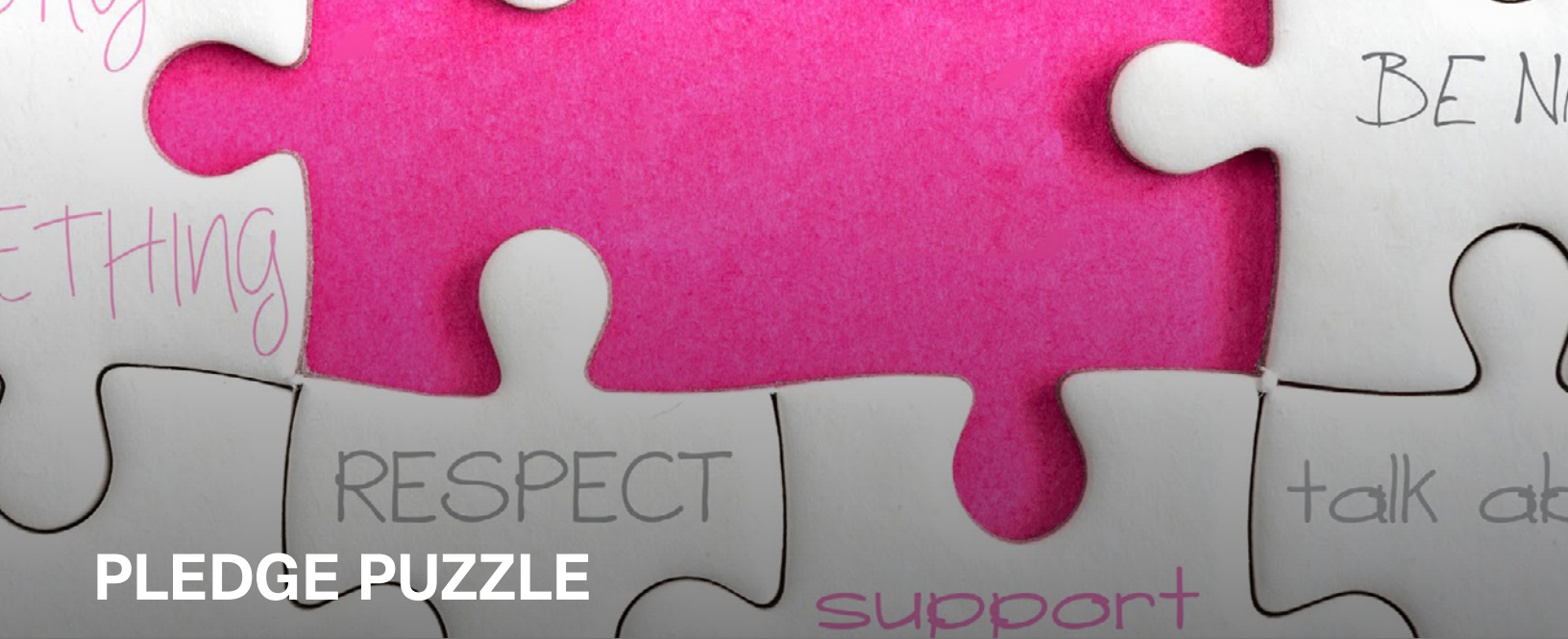
LGBTQ-Specific Announcements

- What does it really mean when someone says, ‘that’s so gay’? Think before you speak. Homophobic language is harmful and our school is a safe place for everyone. Actions have impacts; Be someone’s hero and speak up when you see bullying happening! Participate in Pink Day on **February 26, 2020**.

- People, no matter their gender or who they love, deserve respect. Our school is a safe place for everyone. If you or someone you know is being targeted, reach out for help and don’t stop until you get it. Show support for everyone on **February 26, 2020**.

Misc. Announcements

- You are more than a label; you are more than a stereotype. When we label people, we put them in a box and limit what we can see about that person. We could be missing something really amazing! Let’s see people for their ‘whole selves’. Celebrate Pink Day on **February 26, 2020**.
- If you are the only one laughing, it is not a joke. Think before you laugh. Participate in Pink Day on **February 26, 2020**.
- Impact is more important than intent -- sometimes, not everyone is in on the ‘joke’. Make sure your impact is a positive one.
- We’re here to help. If you’re being targeted by bullying behaviour or you know bullying behaviour is happening to someone else, reach out to an adult in this school. We commit to working with you to stop the bullying behaviour. Actions have impacts; Be someone’s hero and speak up when you see bullying happening!
- “Imma keep running ‘cause a winner don’t quit on themselves” – Beyonce (Freedom from Lemonade). Don’t quit on yourself. Be a winner, be bold. Celebrate Pink Day on **February 26, 2020**.
- “Let us remember: One book, one pen, one child, and one teacher can change the world” – Malala Yousafzai. Actions have impacts; Be someone’s hero and speak up when you see bullying happening! Celebrate Pink Day on **February 26, 2020**.
- “I’m not the only kid
Who grew up this way
Surrounded by people who used to say
That rhyme about sticks and stones
As if broken bones
Hurt more than the names we got called
And we got called them all” – Shane Koyczan. Actions have impacts; Be someone’s hero and speak up when you see bullying happening! Celebrate Pink Day on **February 26, 2020**.



PLEDGE PUZZLE

GRADE LEVEL:

All grades

MATERIALS:

- Designated wall or bulletin board in a common area of the school or classrooms
- Enlarged Pledge Puzzle template (page 15)

- Paper or canvas
- Markers
- Tape or stick pins

TIME:

Throughout the day or week (on or leading up to Pink Day)

OBJECTIVE:

Students will identify how actions promote a safe and respectful school, commit to bullying intervention, and be reminded of their commitment regularly.

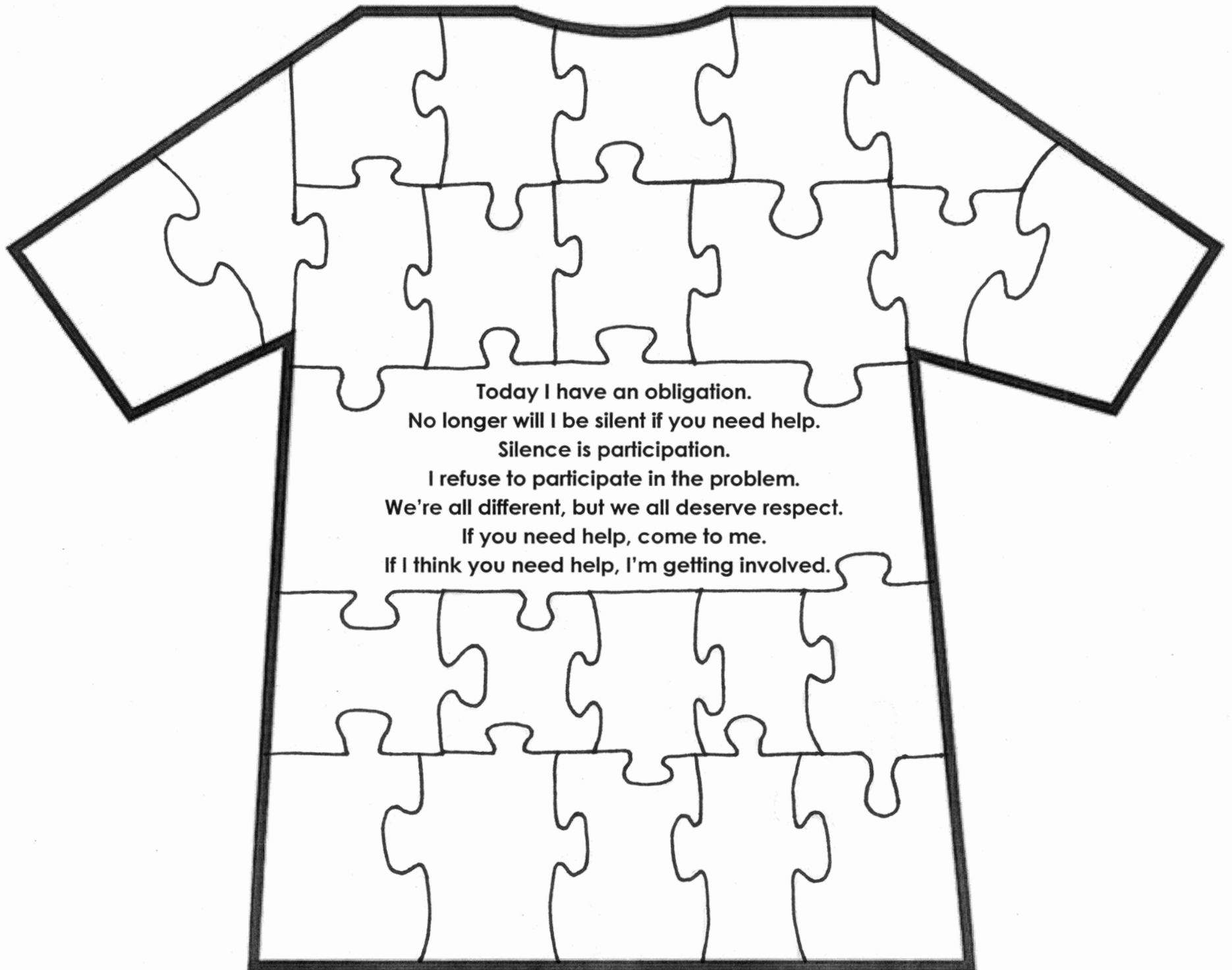
PROCEDURE:

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.
3. If they choose to watch and do nothing, they are actually creating an audience for the person bullying and this contributes to the behaviour continuing. By not doing anything, they are supporting the bullying behaviour.
4. 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?
5. If you were a bystander who 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 who is bullying to stop

6. Explain to students that they should talk to the person being targeted later in the day.
7. Explain to students that actions have impacts and they can make theirs bold in the face of bullying behaviour! Each of us makes choices each day about how we treat others, and together we create a better school. This is like a puzzle, where each piece is important because we need all of them to finish the puzzle. It is the same way when all of us work together in our classroom and our school.
8. Tell students that each of them is going to receive one piece of the pink shirt puzzle. Ask them to write one thing that they can commit to do to make the school a place where everyone feels safe and respected.
9. Put all of the pieces of the puzzle together and display the shirt puzzle (on a designated wall or bulletin board in the classroom or school) as a visual reminder for students, staff and visitors of the school.

OPTION: Instead of using the pledge puzzle template, have students trace their hand or foot as a representation of the action they have pledged.





Today I have an obligation.
No longer will I be silent if you need help.
Silence is participation.
I refuse to participate in the problem.
We're all different, but we all deserve respect.
If you need help, come to me.
If I think you need help, I'm getting involved.



POWER FOR THE POSITIVE*

GRADE LEVEL:

Gr. 5-12 (in a classroom setting)

MATERIALS:

- Power for the Positive cards (on page 17 and 18)
- Flip chart and markers or a black/white/Smart board

TIME:

Throughout the day or week (on or leading up to Pink Day)

OBJECTIVE:

Students will demonstrate how to use personal power to build inclusive schools.

PROCEDURE:

1. Remind students that we all have different types of power. This power can be used in either a positive or negative way. When power is used in a positive way, it helps other people in some way. It might help someone feel included, help them with a task they are having trouble with or help them feel safe and respected. When power is used in a negative way, it can hurt others in some way. It might make someone feel excluded, harm them physically or mentally, or force them to do something they don't want to.
2. Divide students into seven groups. Distribute a Power for the Positive card to each group. In their groups, have students read the scenario and answer the questions together. Acknowledge there might be more than one way to answer the questions.
3. Ask groups to volunteer to read out their scenarios and share their responses.

POWER FOR THE POSITIVE SCENARIO 1

Maria is new to your school and struggles with English. You don't really know her, but you know that she loves soccer and would love to join your team. When the soccer tryouts are announced, you see that Maria hasn't caught the details because the announcer spoke quickly.

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**

POWER FOR THE POSITIVE SCENARIO 2

Jim and Laila often stand by the front door as students arrive at school. Sometimes, they point and snicker when Mark arrives, making fun of the way he walks with a cane. You can tell that Mark sees this, because he always looks at the ground and tries to hurry past.

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**

POWER FOR THE POSITIVE SCENARIO 3

Harley is in your math class. He's friendly and funny, and all your classmates like him. One day, a student teacher arrives to teach the class. You can see the student teacher is pretty nervous, because he's sweating a lot and keeps stumbling on his words. When the student teacher isn't looking, Harley starts to mimic him under his breath. Some of the students laugh.

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**

POWER FOR THE POSITIVE SCENARIO 4

Your teacher asked everyone to bring in a baby picture of themselves for an art project. The photos are now displayed in the school lobby. One day, you see two of the popular kids from grade seven snickering over Rebecca's baby photo. They are laughing and saying it's the ugliest photo they have ever seen. One student takes out their phone and says "I can't wait to send this to Darren so he can see how ugly she was." The other student laughs and says, "Do it!"

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**

POWER FOR THE POSITIVE SCENARIO 5

Samir is in grade six, and his locker is across from yours. In the mornings and at lunch, he sits alone and plays on his iPad. He doesn't seem to have many friends. You notice that none of the other kids in grade six say "hi" to him as they pass by. They just seem to ignore him.

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**

POWER FOR THE POSITIVE SCENARIO 6

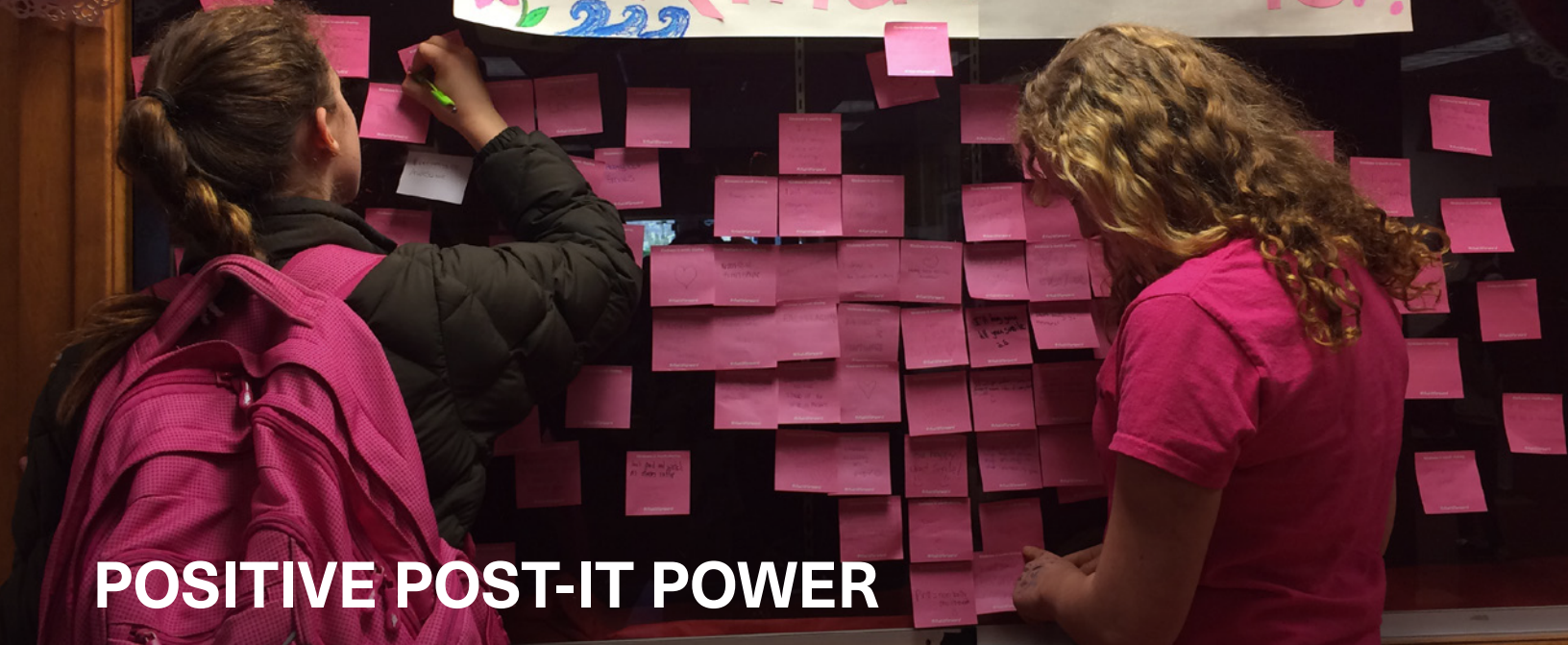
When the weather is warm, you and your friends eat your lunch at the picnic tables, instead of at your lockers. Today, when the bell rang and you came inside, you noticed orange peels and juice boxes at the same spot where all the grade eight boys usually sit and eat their lunch.

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**

POWER FOR THE POSITIVE SCENARIO 7

You have a large group of friends that you hang out with at school and game with online. One day you are all playing an online game and one the kids in your group starts swearing at another player. The hurtful words continue on SnapChat.

- **What kind of personal power do you have in this situation?**
- **How could you use your personal power to help this situation?**



POSITIVE POST-IT POWER

GRADE LEVEL:

All grades

MATERIALS:

Post-it notes

TIME:

Throughout the day or week (on or leading up to Pink Day)

OBJECTIVE:

Students will spread kind messages of positivity around the school, raise awareness about Pink Day, bullying behavior, and each person's power to make change.

PROCEDURE:

1. Provide students post-it notes on which to write anonymous, positive messages of support and encouragement to their peers.
2. The notes are then posted on each other's lockers or desks throughout the day on Pink Day.
3. Ensure that students are encouraged to look for lockers that may be empty and post a message of positivity on EVERY student's locker or desk.
4. After the day is over, ask students to bring all of the anonymous words of encouragement and kindness that they received to a common space and post them on a wall display, where they can be left for a period of time to demonstrate the kindness that the school generated in just one day.



POWER TO HEAL: MAKING AMENDS

GRADE LEVEL:

All grades

TIME:

Throughout the day or week (on or leading up to Pink Day)

OBJECTIVE:

Students will spread kindness around the school and take steps toward healing from bullying behavior at the school.

PROCEDURE:

1. On K+S Pink Day, or the week leading up to the event, inform students that one of the steps toward creating safe and inclusive spaces for all students is to begin to heal past wrongs and move forward with positivity and respect.
2. Ask students to reflect about their interactions with their peers (and teachers) and to consider if there is a situation where they may have demonstrated a bullying behaviour for which they would like to apologize or make amends. This could be as simple as renewing a lost friendship due to bullying behaviour. Potential reflection questions include:
 - What happened and what were you thinking at the time of the incident?
 - What have you thought about since?
 - Who has been affected by what happened and how?
 - What do you think needs to be done to make things as right as possible?
3. Explain that this is an exercise in 'whole school healing' where they can get the negative feelings that may accompany mistreating someone off their chest and support the healing of the other person through the process of a respectful apology. This is an opportunity for a great discussion of what makes a sincere apology.
4. Practice giving and receiving apologies which could include these steps:
 - Plan out your apology; in person is best.
 - Accept responsibility for your behaviour.
 - Be sincere in your words, facial expression and body language.
 - Say "I'm sorry."
 - Pledge to use better behaviour in the future – and prove it through your actions.
5. Encourage the students to privately approach the person they feel they need to make amends to and begin the healing process.
6. At a later date, encourage the students to talk about some of the healing that is taking place and how the whole school healing energy may move forward in the remainder of the school year.



LABELS AND STEREOTYPES*

GRADE LEVEL:

All grades (in a classroom setting)

MATERIALS:

- White/black/SMART board
- Markers
- Blank paper
- Three pictures, each of a vastly different person (Example: a football player, a politician, and a grandmother)

- Sticky labels (one per student), with one of the following qualities written per label:
Hyper, athletic, crafty, cute, brainy, friendly, hipster, drama queen, wannabe, smart, lazy, forgetful, dreamer, musical, funny, nerd, skaters, extreme sports athlete, shy, gamer, social butterfly, goth, teacher's pet, snob, punk, loner and rebel

You can also choose labels that are meaningful to your group. Do not choose labels that reflect an ethnic or religious group, but rather, a personal quality.

TIME:

45 minutes

OBJECTIVE:

Students will define, identify and apply their knowledge of diversity, labels, and stereotypes—specifically how labels and stereotypes limit our perspectives.

PROCEDURE

1. Say: “Canada is a country where many different people from around the world have come to share a life together. This diversity is what makes Canada, our community, and our school such an exciting and interesting place. Unfortunately, difference is not always celebrated. Certain groups in our community may experience exclusion, or not always feel accepted and respected. One way to exclude people is through labelling and stereotypes. A label is something we put on someone because of the way we believe they look or act. It is a judgment we make about that person.”
2. Ask the students: “Why do we label things?” (Possible answers: to understand or know what something is, to categorize, to organize.)
3. Next, ask the students: “What is a stereotype?” (A stereotype is a label we put on individuals or groups of people.)
4. Say: “I am going to show you images of three different people. Without talking to each other or looking around the room, I want you to write down the first words that come to mind that describe each one of these people.”
5. One by one, show the students a picture of three different people. Give them a moment to write down a few words for each image.
6. Ask a few students to share the words they came up with for each picture. After each example, ask for other students to raise their hand if they also had that word written down. It is likely that many students will have written down the same or similar words.
7. “We had a lot of the same words when thinking about the ‘types’ of people in the pictures. The words we came up with gave us a very narrow view of who these people might be.”

These kinds of descriptions or narrow views are called stereotypes. Stereotypes misrepresent people because they don't give us the whole picture of who that person is, and instead, limit our understanding of them. Stereotypes also misrepresent how people feel, and how they behave. It can be very easy to form stereotypes. It can happen without us realizing it. But it's important to think about why we chose the words that we did, and where these ideas come from."

8. Ask the students: "How do we learn stereotypes?" (Possible responses: the media, our families, our friends, our cultures, films and television.) Emphasize that being stereotyped can be hurtful and very limiting for people.
9. Have students stand in a circle. Explain that you are going to attach a sticky label to their back, which describes a particular imaginary quality, such as "fun" or "quiet." As you stick labels on the students, explain that that they are not allowed to look at their own label, and no one else should tell them exactly what it says. Emphasize that the labels are randomly attached and have nothing to do with the students' actual qualities. Try to avoid giving a label to a student that may be actually used with that student in real life.
10. Instructions:
 - a. Imagine that you are at an end-of-year party.
 - b. Circulate around the room and talk to several people about your goals for the future. Your goals can be anything, such as attending university, becoming a nuclear physicist, a veterinarian, a police officer, a singer, or a race car driver.
 - c. As you talk to one another, react to one another according to the label that is on each other's back. This activity is not about guessing what your own label is, but rather, about responding to others according to what their label says about them. For example, if a person was wearing a label that said "hyper" and they wished to become a surgeon, you might say "Hmm, really? Don't you need to be pretty calm for that? You wouldn't want to be jittery and make a mistake that could have bad consequences.
11. Give them five minutes to circulate and talk with as many of their peers as possible.

12. After five minutes, have everyone come together and remove their labels. Debrief the activity with the following questions:

a. REACTIONS (WHAT?)

- i. How were you treated by others? What was that like for you?
- ii. Any similar experiences? Different experiences?
- iii. How did it feel to label others?
- iv. How did this treatment impact what you were trying to communicate?

b. PROCESSING (SO WHAT?)

- i. How does labelling limit what you are able to see and understand about someone?
- ii. How can labelling lead to unfair or hurtful behaviour?
- iii. Is having a positive label always a good thing?
- iv. How is labeling related to bullying?
- v. What impact can labeling have in a school environment?

c. APPLYING (NOW WHAT?)

- i. Self-reflection activity: Ask the students to take out a piece of paper. Ask them to think about a stereotype that may be held about a group to which they belong. Ask them to write down what the stereotype is, how they feel about it and ways that the stereotype limits or hurts them or others in the group.

d. Once everyone has finished writing, answer these questions as the group:

- e.** How can we challenge ourselves to not make assumptions and avoid stereotyping groups or people?
- f.** How can we inform others about a group we are a part of in order to eliminate harmful stereotypes and labels?

13. Place a garbage can in the middle of the room and have all the students throw their label away. Remind them that they are not their label. For fun, they can add some dramatic flair and toss their label away while saying "Goodbye, label!" or "You are not me, label!"



ART EXHIBITION

GRADE LEVEL:

All grades

MATERIALS:

- Art materials
- Pink Day Promotion Poster (page 39)
- Change box

TIME:

2-6 weeks leading up to and including Pink Day.

OBJECTIVE:

Students will be able to represent pro-social behaviour through a variety of art forms and help raise funds for bullying prevention efforts.

PROCEDURE:

1. Use the **K+S** Pink Day Promotion Poster to help students become aware that their school is participating in Pink Day.
2. Book a space for your art exhibition.
3. Have the students create art that represents respect, friendship, kindness and ways to help others. Artwork could include:
 - Visual art: posters, sculptures, paintings, sketches, etc.
 - Media art: films, music videos, stop-motion animation, etc.
 - Performance art: dance, theatre, music, poetry, storytelling, etc.
4. Send home a letter inviting parents to the art exhibition. Include a ticket price.
5. Have students volunteer sell art exhibit tickets at the door or ahead of time.

OPTION: Allow attendees to purchase visual art.

HELPFUL RESOURCES

PrevNet: Promoting relationships and eliminating violence network

www.prevnet.ca/

PREVNet is a Canadian organization that 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 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.

A texting line provides 24 hours a day services at 686868.

Canadian Safe Schools

www.canadiansafeschools.com

The website has information for parents and students. It also provides listings of events and resources.

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

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.

PARENTING IN A DIGITAL AGE: Understanding Kids and Technology

<http://cyberbullying.primus.ca/>

As children get older and their social needs change, how they use technology also changes. This website, developed by [PREVnet](#) in partnership with [Primus](#), has been created as a resource for parents, to help them support their child as they become more independent online.

Royal Canadian Mounted Police – RCMP

<http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm>

The RCMP's Centre for Youth Crime Prevention (CYCP) provides Canadians with evidence-informed and age-appropriate crime prevention messages, information, tools, and programs to prevent youth crime and victimization. Visit their website for information on bullying and cyberbullying.

BULLYING AND THE LAW¹

Illegal forms of bullying include:

- Threats of death or serious bodily harm—whether done face to face, online, over the phone or through text messaging.
- Criminal Harassment—repeated tormenting online, with texts, phone calls and/or emails causing the other person to fear for their safety.
- Distribution of intimate images without consent—Sharing naked or sexual pictures of another person without their consent (also known as “revenge porn”).
- Assaults—including pushing, tripping, slapping, hitting or spitting.

For all of these criminal offences, it is important to notify your local police detachment or report it to CYBERTIP.CA. Based on the available information, police will decide if an investigation is warranted and whether charges may be laid.

BULLYING LEGISLATION IN CANADA

2012: British Columbia introduces ERASE Bullying (Expect Respect and a Safe Education) – a prevention and intervention strategy building on the province’s Safe, Caring and Orderly Schools Strategy² with the intent that “clear expectations of acceptable behaviour are held for all members of the school community, and where there is a sense of connectedness. ERASE Bullying will help ensure every child feels safe, accepted and respected, regardless of their gender, race, culture, religion or sexual orientation.”³

2012: Prince Edward Island passes a motion to encourage provincial anti-bullying legislation⁴.

2012: New Brunswick amends The Education Act, which includes “the development and implementation of a positive learning and working environment plan, which may include the development of strategies to promote inclusive school environments.”⁵

2012: Quebec enacts Bill 56 Accepting Schools Act, 2012: An Act to amend the Education Act with respect to bullying and other matters which amends The Education Act. Bullying is defined as “any direct or indirect behaviour, comment, act or gesture, including through the use of social media, intended to injure, hurt, oppress, intimidate or ostracize, and includes cyber-bullying’. The Act states the duties and responsibilities of the school boards, public or private schools, and the Ministry to provide a healthy and secure learning environment which allows every student to develop his or her full potential, free from any form of bullying or violence.”⁶

2012: Manitoba’s Safe School Section 47.1 of the Public Schools Act came into effect which states that “schools in the province should establish a Code of Conduct that deals with, among other issues, bullying prevention and response. The law pertains to all incidents of bullying that affect the school’s learning climate, those that happen in any school setting or activity.”⁷

1 <http://www.rcmp-grc.gc.ca/cycc-cpcj/bull-inti/index-eng.htm#law>

2 <http://www.lawnow.org/an-overview-of-anti-bullying-legislation-and-alternatives-in-canada/>

3 <http://www.erasebullying.ca/policy/policy.php>

4 <http://www.theguardian.pe.ca/News/Local/2013-04-26/article-3228223/UPDATE%3A-P.E.I.-government-considers-anti-bullying-legislation/1>

5 <http://www.prevnet.ca/resources/policy-and-legislation/new-brunswick/for-educators>

6 <http://www.prevnet.ca/resources/policy-and-legislation/quebec/for-educators>

7 <http://www.prevnet.ca/resources/policy-and-legislation/manitoba/for-educators>

2012: Alberta's Education Act received royal assent and requires all students to “refrain from, report, and not tolerate bullying or bullying behaviours directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means.”¹

2012: Nova Scotia enacted Bill 30, Promotion of Respectful and Responsible Relationships Act, which amended the Education Act (May 17, 2012) to define cyberbullying, establish provincial school codes of conduct, and require data collection and monitoring of reported incidents.”²

2012: Ontario passes Bill 13 which “states the rights and responsibilities of teachers, schools, school boards, and ministries when preventing or dealing with bullying instances. The law pertains to all incidents of bullying that affect the school's learning climate, whether on or off school property, face-to-face or electronic.”³ The Bill requires “school boards to establish bullying prevention and intervention plans, and to provide programs, interventions and other supports for students affected by bullying, whether as a victim, perpetrator or witness; permits schools to expel pupils who repeatedly bully and pose an unacceptable risk to the safety of other pupils; and requires schools to support gay and straight alliance clubs.”⁴

2013: Nunavut's then Nattilik MLA Jeannie Ugyuk and Nunavut Premier and Education Minister Eva Aariak call for provincial anti-bullying initiatives after a student raised concerns to Ugyuk⁵.

2013: Saskatchewan's Action Plan to Address Bullying and Cyberbullying is proposed and asserts that “if our children are to reach their full potential, they need to feel safe at school and in our communities.” The recommendations and subsequent proposed government actions are framed under building consistency across the system to prevent and respond to bullying; working across government to align priorities; supporting students to develop responsible and appropriate online behaviour; and, engaging children and youth in creating solutions to foster positive relationships.

2013: New Brunswick revises Policy 703 Positive Learning and Working Environment, which “states the rights and responsibilities of the Department of Education, school districts, and schools and provides a framework for creating a positive learning and working environment. The policy pertains to all incidents of bullying that affect the school's learning climate, whether it's on or off school property (i.e. on the school bus), face-to-face or electronic.”⁶

2013: Newfoundland and Labrador revises the Safe and Caring Schools Policy which “does not provide a legal definition of bullying but does pertain to all incidents of bullying that happen in any school setting or activity that affect the school's learning climate.”⁷

2013: Northwest Territories enacts Bill 12: An Act to Amend the Education Act, which “established a definition of bullying and a Territorial School Code of Conduct, and required Divisional Education Councils or District Education Authorities to ensure that schools develop safe school plans.”⁸

1 <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p3.html>

2 <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p3.html>

3 <http://www.preynet.ca/resources/policy-and-legislation/ontario/for-educators>

4 <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p3.html>

5 http://www.nunatsiaqonline.ca/stories/article/65674nunavut_has_plans_to_tackle_bullying_in_schools_aariak/

6 <http://www.preynet.ca/resources/policy-and-legislation/new-brunswick/for-educators>

7 <http://www.preynet.ca/resources/policy-and-legislation/newfoundland-and-labrador/for-educators>

8 <http://www.preynet.ca/resources/policy-and-legislation/northwest-territories/for-educators>

BE SOMEONE'S HERO

Bullying is intentionally mean, cruel & hurtful behaviour. It is about using power in a negative way to hurt others.

VERBAL BULLYING

The use of words to hurt or humiliate another person and involves name-calling, insults, threats, discriminating comments and constant hurtful teasing.

PHYSICAL BULLYING

When targets are hit, kicked, slapped, choked, poked, punched, pinched, pushed, scratched, have their hair pulled, or are threatened with physical violence.

RELATIONAL/SOCIAL BULLYING

Making a person (usually someone within a group of friends) feel worthless through ignoring, isolating, excluding, shunning or the spreading of rumours. It is used to convince peers to exclude or reject a certain person or people and cut the target off from their social connections.

CYBERBULLYING

The use of information and communication technologies such as email, text messages, camera phones, instant messaging or networking websites to support deliberate, repeated and hostile behaviour by an individual or group with the intention of harming others.

FACTS

- Both bullying and harassment can be criminal.
- When youth stand up and speak out against bullying they are successful in stopping the bullying behaviour 57% of the time in about 10 seconds!

SPEAK UP

- Talk about it with someone you trust.
- Try to find a healthy way to change what is happening or how you react to it.
- Call a help line.
- Reaching out to a counsellor in an anonymous way can help make talking about it easier.
- **Kids Help Phone, 1-800-668-6868, kidshelpphone.ca**

BE SOMEONE'S HERO

YOU DESERVE RESPECT. YOU DO NOT DESERVE TO BE BULLIED.

To the person being targeted by bullying,

Take a stand. If you are being targeted, keep your cool, tell the other person what they're doing or saying is not okay and walk away. Using insults or fighting back might make the problem worse.

Don't join in the bullying by putting yourself down. Stay focused on things that make you feel confident and proud of yourself.

Get support. Hang out with friends that will support you, and work together to speak out against bullying and harassment.

Think about the qualities you want in a friend and try to have those qualities yourself. Know that people who treat you poorly, exclude you or spread rumours about you are not good friends.

Don't cast yourself as a "victim" for life. This person or people have singled you out in this situation, but that doesn't mean it will always be that way.

Cope with strong feelings of sadness or anger in a healthy way through sports, music, reading, journaling, or talking it out.

FACTS

- Bullying is not a normal part of growing up.
- You have a right to be treated with respect and feel safe.
- Being bullied is NOT YOUR FAULT. There is nothing wrong with you.
- No one deserves to be bullied.

BE SOMEONE'S HERO

TO THE BYSTANDER,

If you stand by and don't do anything, the chances that the bullying will continue are high. The person being targeted might be too nervous, scared, or worried to say anything.

If you do not feel like you can stand up for the person being targeted in the moment, help them by offering to talk about it, or by encouraging them to go and talk to a trusted adult together.

YOU CAN PLAY A ROLE AS:

- An Instigator (egg on or start the bullying)
- A Model (demonstrating good behaviours for others)
- A Participant (joining in the bullying)
- An Observer (creating an audience for the bully)

MAKE YOUR CHOICE.

Each person who witnesses bullying has the choice whether to:

- Do nothing and let it happen
- Report bullying incidents
- Do something to stop or distract the person doing the bullying
- Do something to help or support the person being targeted

FACTS

When youth stand up and speak out against bullying, they are successful in stopping the bullying behaviour 57% of the time in about 10 seconds!

Youth who laugh, agree or cheer only encourage the behaviour. Refuse to go along with bullying or harassment, instead, take the side of the youth who is being bullied.

SPEAK UP

Tell an adult that you trust, such as a parent, teacher, coach, counsellor or principal. You can also call for advice anonymously: **KidsHelpPhone | 1-800-668-6868 | kidshelpphone.ca**

BE SOMEONE'S HERO

Cyberbullying is the use of the internet & related technologies to harm other people, in a deliberate, repeated & hostile manner.

FOUR STEPS TO STOP CYBERBULLYING

1. **STOP:** Don't try to reason with or talk to someone who is cyberbullying you.
2. **BLOCK:** Use the block sender technology to prevent the person from contacting you again.
3. **TALK:** Tell a trusted adult, inform your school, use a help line and/or report it to police.
4. **SAVE:** Save any instant messages or emails you receive from the person bullying you, or capture any comments or images that have been posted online.

YOU ARE NOT ALONE, ASK FOR HELP

- **Talk about it** with someone you trust and try to find a healthy way to change what is happening or how you react to it.
- **Call a help line** – reaching out to a counsellor in an anonymous way can help make talking about it easier. **KidsHelpPhone | 1-800-668-6868 | kidshelpphone.ca**

FACTS

- 2/3 of youth have faced bullying over their cell phones or online.
- Three out of ten bullied students reported missing school at least once during the year because of cyberbullying.
- You can be a healthy digital citizen online! Model respect and empathy, and confidentiality in your online interactions.

BE SOMEONE'S

HERO



**K+S Pink Day is
February 26, 2020**

Join the bullying prevention movement

#PinkDay

#BeSomeonesHero