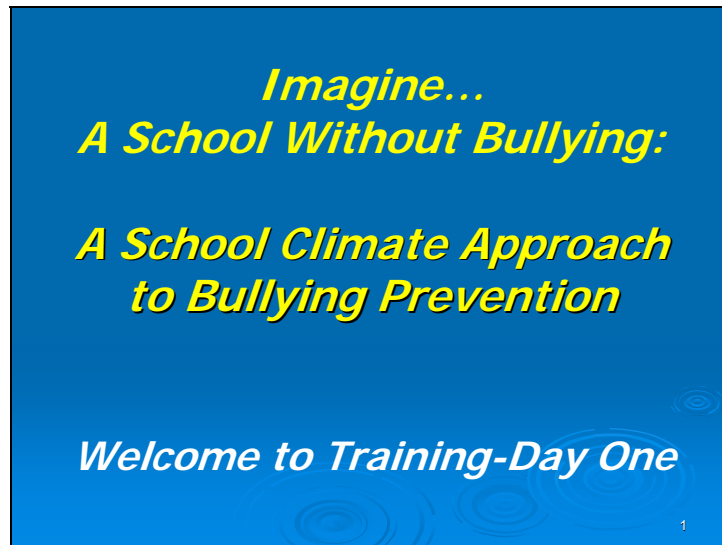


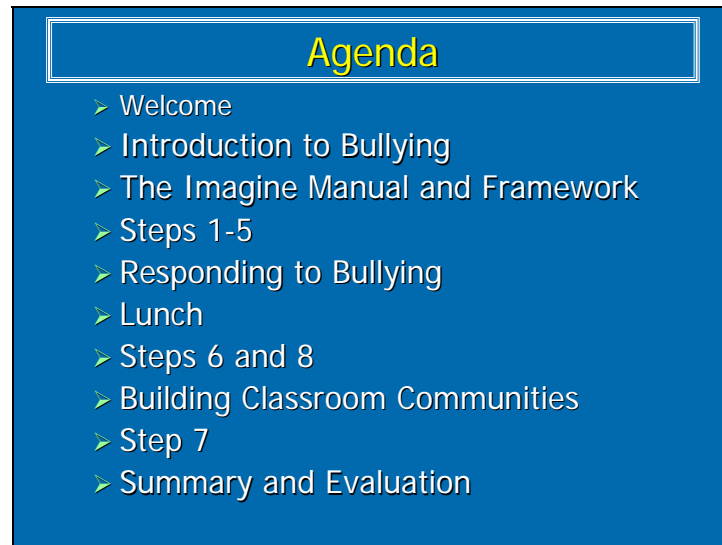
Slide 1



This PowerPoint presentation is part of a full day of training. **See Day 1-Agenda and Detailed Agenda for the activities that accompany this PowerPoint**

\*Note: The facilitator ensures that the target audience has had their expectations for the training articulated, clarified and posted where all can see. During this training it is important to come back and revisit these expectations from time to time to ensure that the groups' expectations are being attended to during the training

## Slide 2



### Agenda

- Welcome
- Introduction to Bullying
- The Imagine Manual and Framework
- Steps 1-5
- Responding to Bullying
- Lunch
- Steps 6 and 8
- Building Classroom Communities
- Step 7
- Summary and Evaluation

\*The facilitator allows a minute for the participants to silently read the agenda and gives them an opportunity to ask any questions they may have about the agenda at this time

Note: It is suggested that the facilitator not orally read the agenda to the participants. In this way the adult learner is respected

## Goals for Today's Training

- Understand the nature of bullying
- Understand the principles of responding to and preventing bullying
- Become familiar with the Imagine Manual and Framework

Understand the nature of bullying

Definition and Hallmarks

What it Looks Like

Your Experiences with Bullying

Types of Bullying

The Social Context of Bullying

Conflict versus Bullying

Who is Bullied? Who Bullies?

Consequences of Bullying

Why Children Don't Tell Adults

Understand the principles of responding to and preventing bullying so that all adults and students can understand and support the processes

Become familiar with the *Imagine* Framework and Manual

**For overview, see pages 6-9 in the *Imagine* Manual**

## Slide 4

### Definition of Bullying

Bullying is a relationship problem  
in which one person (or group)  
uses power aggressively  
to cause distress to another person  
(or group)  
(Pepler, 2004)

**\* See *Imagine Manual*, page 11 for definitions of bullying**

A person is being bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other persons (Olweus, 1991).

Other words for bullying used in literature: harassment or peer abuse

Key Messages from Dr. Debra Pepler and Dr. Wendy Craig from PREVNet (Promoting Relationships and Eliminating Violence Network) [www.prevnet.ca](http://www.prevnet.ca)

Avoid the stigmatizing labels of “bully”, “victim” and “bully/victim”. Instead use terms such as “bullying behaviour”, “person who was bullied”, “person who bullied”, “person who watched the bullying”, also known as the “bystander”, etc.

Bullying is a community problem, not a school problem

\*Engage the participants, time permitting, in a short discussion regarding this principle. Perhaps ask, “Why is bullying considered to be a community problem / issue?”

Bullying is a relationship problem which requires relationship solutions

\*Do a “check in” here. Ask, “How many folks here would agree with this statement?” Follow this question with, “What does this statement imply that people need to have as a skill set?” (Answer: Relationship Literacy skills) List the responses if possible

Bullying requires a developmental/systemic approach

\*Give some information about why it has to be systemic / developmental. For example: “ Children, youth and adults develop their relationship literacy skills over time. These skills may impact others in a positive or negative way. We need to approach bullying in a systemic way because we all have a part to play in violence prevention. Further, children / youth need to hear the same messages regarding bullying from their parents, their school and their community

Encourage formative, not punitive, consequences for children who bully

The root word of the term formative is “form”. We want to help form children. Many of us in society – in particular in education – tend to use terms interchangeably regarding “discipline”, “consequences” etc. If you were a person born in the 1940's, 1950's, 1960's, 1970's, 1980's we were socialized to accept / deliver “punishment” – we just called it different things. We need to ask ourselves what our goal is around bullying behaviour. Rather than ask what kind of “consequences” we would like – perhaps the question is rather, “What do we want children to learn from this experience?”

Adults are facilitators of children's healthy development and must help create positive environments that promote the ability of children to create and maintain healthy relationships. Adults are also responsible for minimizing opportunities for negative peer interactions

### The Four Hallmarks of Bullying

(Pepler & Craig, 1998)

- Imbalance of power between the two parties
- The intent to harm the target
- Distress in the person who is targeted
- Frequent, repeated, attacks

**See *Imagine Manual*, page 12**

Imbalance of power between the (two) parties

The child who bullies is in a position of power “relative” to the victim

A power advantage may arise from many aspects of the relationship: differential in size, strength, age, social status, learning style / ability, culture, gender, looks, and / or through familiarity with another’s vulnerabilities

As bullying unfolds over time, the power differential and dynamics in the relationship become increasingly consolidated

The intent to harm the target

The person who bullies takes time to think about how to torment the target, even if for only for a brief time

Many young children do not realize that what they are doing (e.g. repeated name-calling) is bullying behaviour. They need to learn that their behaviour is unacceptable. Sometimes they may be following other children’s role modeling (e.g. older sibling, older or more “experienced” student, Bart Simpson, etc.) This unacceptable behaviour needs to be clearly articulated ‘for’ and ‘with’ the child. The student also needs to know why this behaviour is unacceptable. We may not assume that children know why the behaviour is unacceptable

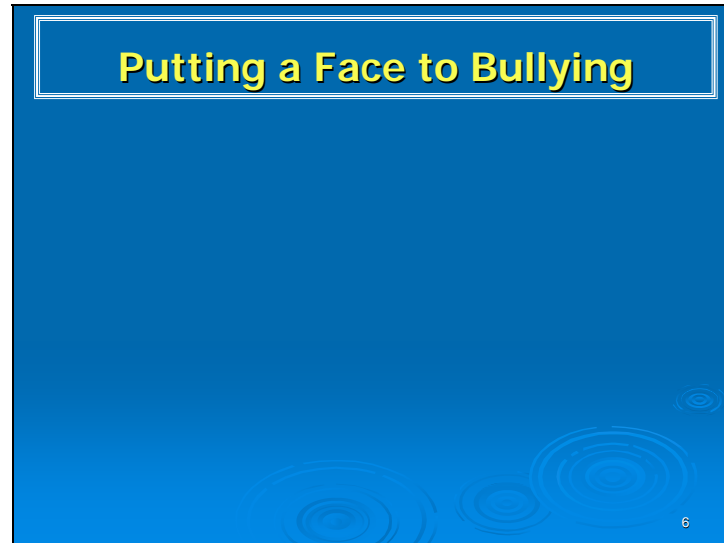
Distress in the person who is targeted

Whether the behaviour is bullying or not, is determined by the person who is in distress—they are feeling powerless and trapped in the abusive pattern of the relationship

Frequent, repeated, attacks

The target could be hurt by one person, or by several people (e.g. different people in the classroom, on the playground and after school calls someone "Fatso" on an ongoing basis. This behaviour may not be coordinated amongst peers but the end result is the same for the target)

The severity, frequency, pervasiveness (number of contexts) and chronicity of the bullying affect the impact the bullying will have on the child



**\*Play any media that shows examples of bullying**

Good Sources for these clips are:

Bully On the Bus

Recommended for Grades 1-6 – girl being socially bullied at school and on bus

Source: MTI Film and Video, 1993 Format: VHS

Region of Waterloo Public Health Resource Centre Number: 302.54 BUL

Gum in My Hair – How To Cope With A Bully (20 min)

Recommended for Gr. 6 and up - recognizing and strategies to stop bullying at a real school

Source: Twisted Scholar, 2003 Format: DVD

Region of Waterloo Public Health Resource Centre Number: 302.54 GUM

It's a Girl's World : A Documentary About Social Bullying

Recommended for Grades 6-12 with Adult Guidance – filming and discussion of social bullying among girls

Source: National Film Board of Canada, 2004 Format: DVD

Region of Waterloo Public Health Resource Centre Number: 302.54 ITS

Silent on the Sidelines: Why We Ignore Bullying

Recommended for Grades 4-12 – situations on bystanders

Source: Sunburst Communications, 2004 Format: VHS, DVD, teacher's guide

Region of Waterloo Public Health Resource Centre Teaching Kit



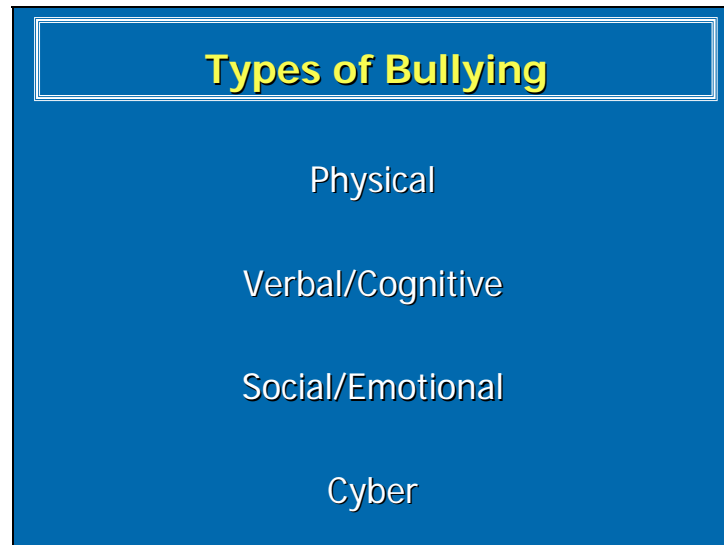


## Experiences with Bullying

In your small groups discuss:

- What struck you most about these clips?
- What image/feelings/memories do these clips bring forward for you?
- What has been your experience with bullying in your current school community (or most recent school community)?

\*Facilitator has a few groups volunteer to share the results of their discussion



**See *Imagine Manual*, page 14; see page 18 for gender differences**

#### Physical bullying

e.g. pushing, spitting, kicking, hitting, making obscene or derogatory gestures, threatening with a weapon, defacing/destroying property, stealing

is the most obvious form of bullying

is usually the one most noticed and dealt with by schools (because it's visible)

Males tend to bully physically more often than girls. Males tend to value status and dominance in the social group and they tend to express that in more physical ways

#### Verbal/Cognitive Bullying

e.g. mocking, name-calling, mimicking, insulting, bossing, sarcasm, derogatory noises, swearing, slurs, intimidating calls, racist, sexist, or homophobic taunting, verbal threats against property or relatives/friends, verbal threats of violence, coercion, extortion

verbal bullying is the most common form of bullying amongst school children

#### Social/Emotional

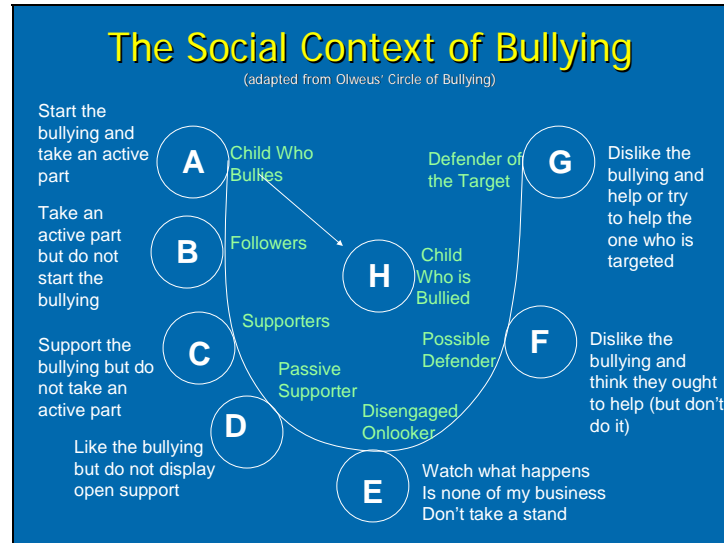
e.g. gossiping, ignoring/shunning, sending derogatory notes/e-mails, embarrassing, spreading rumours, excluding, telling lies about person or their friends or relatives, inciting hatred, alienation due to prejudice, public humiliation, making a person the object of group jokes, setting up someone to look foolish in front of a group, daring another to do something dangerous, setting up someone to take the blame

females tend to use social and emotional bullying more often than boys, as they tend to value relational power more so than physical power

Bullying behaviour changes appearance according to age, gender, skills, and backgrounds

Bullying behaviour can take on sexual overtones as children move through puberty as they realize that sexuality is often be a sensitive, vulnerable issue for many teens. This can become sexual harassment, intimidation etc.

## Slide 9



Bullying usually happens within a social context (Olweus)

Peers are present in 85 percent of bullying episodes (Pepler and Craig, 1998)

Frequently children exchange or play different roles in the circle of bullying as they experiment with power

Everyone present is affected by the bullying and has a role to play in bullying situations

The Imagine Framework encourages more people to move toward the preventative, pro-social, intervention end of the spectrum i.e. "G" in the circle

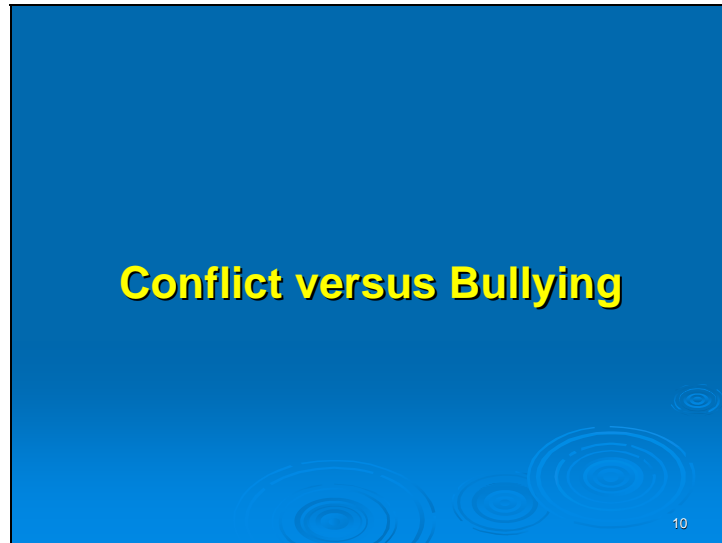
Bullying behaviour stops in less than 10 seconds, most of the time, when peers intervene on behalf of the victim. (Pepler et al, 1997)

To intervene does not mean "taking on" or trying to "confront" or "fight" the person who is engaged in bullying behaviour. Rather, it is more about befriending the victim, ignoring the person actively engaged in bullying behaviour, talking and walking away with the person who has been bullied

The Language we use is important!! Describe the behaviours and avoid labeling the child

It is important to remember that most children experiment with power

We want the children to know and understand that while they may have made poor choices, it is possible to change their behaviour, to **learn** more positive and healthy ways of interacting with each other. Discipline is all about learning from the experience in order to change future behaviour



Normal Conflict is:

occasional

accidental

causes genuine upset to both parties

when people try to work things out

when people aren't trying to get power over another

when both parties admit responsibility

when there is an effort to solve the problem (responsive)

Bullying is:

repeated

intended to hurt

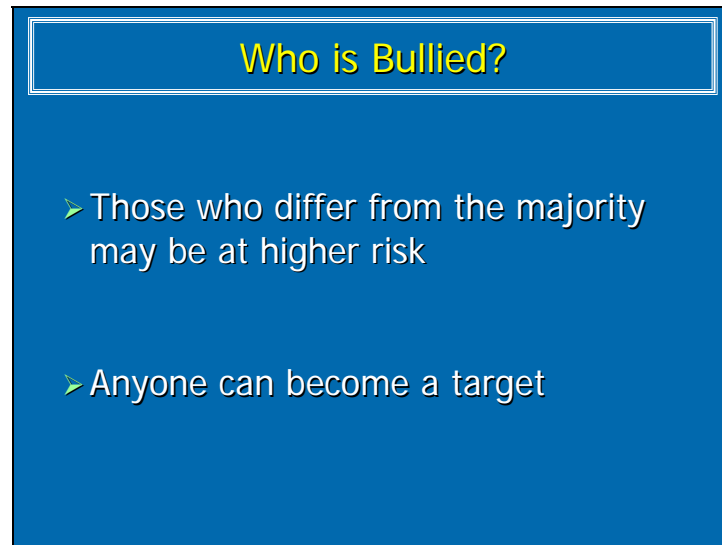
when only the target is genuinely upset

when there is blaming by the person who bullied

when the person who bullied is trying to get power over the other person

when the target is blamed for the incidents

when there is no effort to solve the problem from the person who bullied (reactive)



### Who is Bullied?

- Those who differ from the majority may be at higher risk
- Anyone can become a target

**See *Imagine Manual*, pages 16-18**

Children and youth who are marginalized in our society may be at higher risk:

Racial and ethnic minorities—especially if they are visibly different or speak with an accent

Sexual minorities—children who don't conform to society's gender-based expectations e.g. girl who prefers to play with machines or boy who prefers to take care of children, children who are androgynous or gender fluid, children who identify as homosexual or whose relatives do so

Children with exceptionalities e.g. anxious, cautious, sensitive or shy children, those who are easily upset, gifted children, children who have difficulty learning social skills or academics, children with physical and/or mental challenges, children who are physically beyond or behind their peers in growth

Children who are socio-economically disadvantaged

Anyone can become the target of a bully—there are often no explanations of why a certain someone was picked on

Though it sounds odd, many times bullying happens within a group of friends---the group takes turns targeting someone in their circle. The people whom they expect to care about them become the ones who hurt them and instill fear in them

Bullying often happens amongst siblings or within families

The comfort and familiarity among friends and siblings can make people feel like they don't have to respect a person's personal space and therefore the bullying is seen as acceptable and perhaps even expected (e.g. sister demeaning sister in front of friends, constant taunting, threatening to hurt her when Mom and Dad are gone)





### Who Bullies?

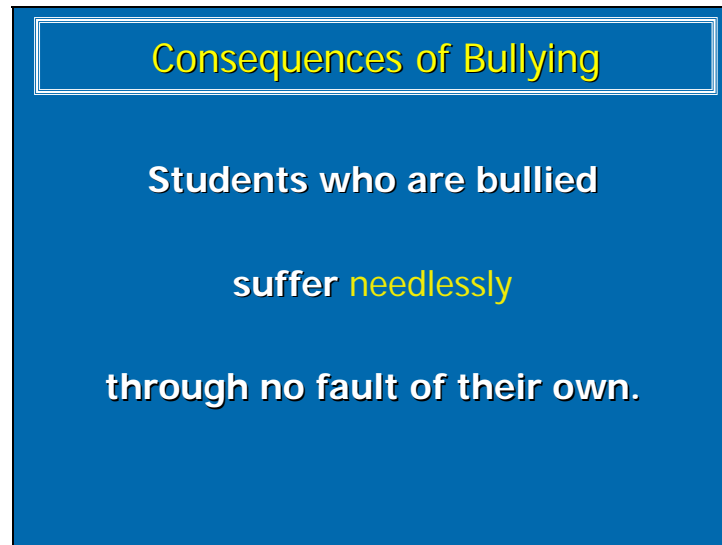
Those who:

- have not yet learned to empathize
- are not accepting of differences
- have been bullied or have witnessed bullying
- have aggressive tendencies that remain unchecked

**See *Imagine Manual*, pages 16-18**

Studies show that people who chronically bully rarely lack self esteem (unless they have been victimized as well). Bullying works for them in gaining the power and control they so desire.

If children have not had their aggressive tendencies tempered by age eight, it becomes much more difficult to help them change their patterns of interaction



Not all bullying incidents or situations are equal--the degree of impact depends on:

- the severity of the bullying (how distressing/damaging/humiliating it was)
- the frequency (how often the abuse is occurring/occurred)
- the pervasiveness of the abuse (the number of contexts e.g. does it happen in class **and** on the yard **and** in gym **and** at lunch **and** outside school—the more contexts it happens in, the stronger the impact)
- the length of time the bullying occurred (e.g. one week, one month, one year, every grade...)

70-80 percent of children who receive minor intervention and support will have problems that will pass (but may leave life-long memories)

10-15 percent of children will have problems that are more enduring and will need significant help to recover

5-10 percent of children who are bullied will need very intense, prolonged and comprehensive intervention without which they may go on to complete “bullicide” or commit violence against those who bullied them (Pepler and Craig, 1998)

It's improbable that society will ever totally prevent “one time” incidents of peer abuse due to the experimentation with power within peer relationships

However, it is highly possible to prevent bullying situations that cause significant anticipatory fear in children. Imagine is designed to prevent this kind of repetitive peer abuse. It may also help

decrease bullying behaviour in general due to increased social skills learning and a more positive school climate

## Consequences of Bullying

**The student who bullies not only  
endangers others,  
but is at risk him/herself**

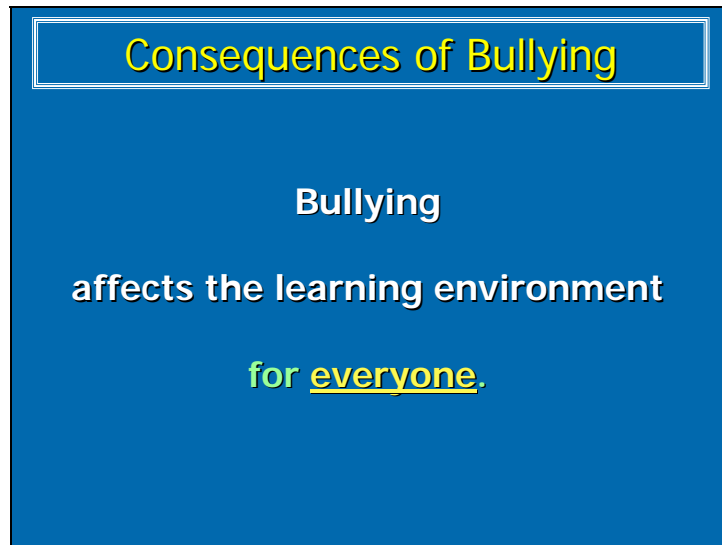
Several longitudinal studies conducted over two decades have recognized that unchecked bullying behaviour in childhood leads to increasing misuse of power and escalation of aggression (Pepler, 2006 presentation)

Bullying may lead to dating aggression, marital abuse, child abuse, elder abuse

Bullying may lead to gang aggression

Bullying may lead to sexual harassment, workplace harassment

Twenty-five percent of adults identified by their peers as bullies at age eight had criminal records, as opposed to 5 percent who had not bullied as children (Olweus, 1993)



Bullying creates a climate of fear for the people who are being bullied and for those who witness it

Eighty-five percent of bullying incidents are witnessed by other students (Pepler and Craig, 1998)

Fear interferes with learning!

**See *Imagine* Manual, page 19 for the role of those observing bullying**

### Why Children Don't Tell Adults

- feel ashamed or that it's their fault
- are afraid it will get worse
- won't "rat" on someone (the social norm)
- are afraid they won't be believed by adults
- got no response/poor response in past

Bullying is often hidden from or unnoticed by adults

If adults fail to act effectively against bullying, children receive the message that bullying is an acceptable way to relate to peers or that there are no significant consequences if one uses bullying

When trust is eroded between children and adults, children then stop telling adults about bullying because they believe there is nothing to gain and there is too much to risk i.e. backlash from peers

### Why Focus on Grades JK-8?

If bullying behaviour (**violence**) is not **“denormalized”** in the early years, it becomes an established form of dysfunctional peer relations which **interferes with both academic and social learning**

To denormalize bullying, it must be noticed, labeled and intervened with effectively

In these early years, we prefer to use the language “Student who bullied”, “Student who was bullied” and “Students who witnessed the bullying” (also known as bystanders), because we don’t want to reinforce or entrench those roles among the children

We want adults and children to see that children do not have to be stuck in these roles. They can learn and change and grow, given the appropriate support/intervention



### How Do We Respond To and Prevent Bullying?

- Educate students, staff and parents about bullying - what it is, how to respond to it, how it can be prevented
- Build trust between adults and children by consistently naming and responding to bullying behaviour

Individuals and various communities need to take ownership and action!

**See *Imagine Manual*, pages 20-21**

### How Else Do We Respond To and Prevent Bullying?

- Role model and teach social skills and the appropriate use of power
- Create classroom, school and family environments that build trust and promote relationship literacy

The *Imagine* framework can incorporate relationship literacy/social skills/character education programs that may already be taking place in your school. Or, using the assessment tool, it may be identified that this is lacking at your school

School staff cannot do it all! Children need support from families and communities to learn to build healthy relationships amongst peers. A comprehensive approach involving all stakeholders makes the impact of the plan much bigger and more sustainable

**See *Imagine* Manual, pages 20-21**



Eighty-five percent of bullying incidents are witnessed by someone not directly involved (Pepler et al, 1997)

Imagine is intended to help the majority of the student population **that is not chronically involved in bullying** situations

The Imagine Framework encourages those students who are bystanders/witnesses to take positive action against bullying behaviour

It can help them to develop sensitivity, compassion and intolerance to bullying behaviour, as well as support them to intervene in bullying situations

This initiative will not “cure” the children who have complex behavioural issues and who participate in bullying routinely (about five percent of your school population)

Those children will still require intensive intervention from specialized resources

However, it may help those children, especially the ones who are bullied, by stopping the bullying before it goes very far or continues on for very long

*Imagine* is a Framework—  
Not a Program!

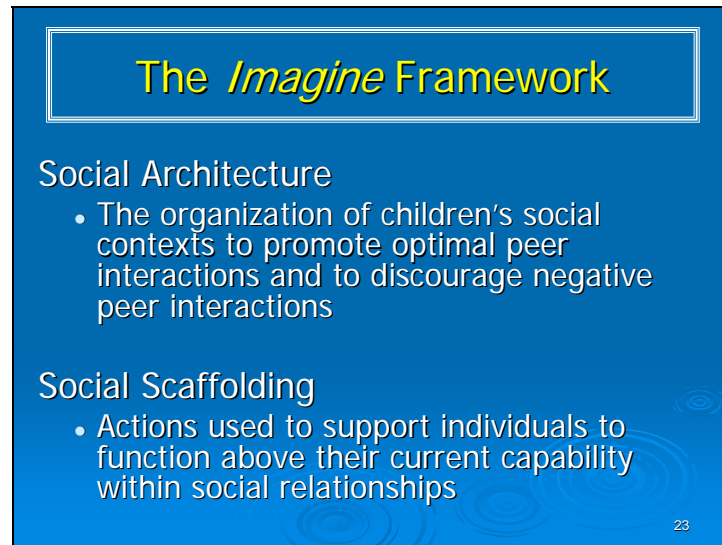
Every school can use the framework to improve their school climate, no matter what their current climate is or what their demographics are.

The *Imagine* Framework can be adapted for use in any school no matter what the current climate is or what their demographics are

All 10 steps of *Imagine* work towards improving relationships within the school community, which will improve the school climate. Children and adults will feel more included, connected and respected

### Goals of the *Imagine* Project

- Raise awareness and understanding of bullying behaviour
- Improve prevention, identification and response to all forms of bullying
- Create safer and more caring school communities



### The *Imagine* Framework

**Social Architecture**

- The organization of children's social contexts to promote optimal peer interactions and to discourage negative peer interactions

**Social Scaffolding**

- Actions used to support individuals to function above their current capability within social relationships

23

Two Concepts that are Key to the Imagine Framework introduced by Dr. Debra Pepler (2004), York University and The Hospital for Sick Children, Toronto Canada:

#### Social Architecture

Organizing children's social contexts to promote optimal peer interactions and to discourage negative peer interactions (like bullying) e.g. cooperative learning, non-competitive games, classroom meetings, deliberately designed classroom seating plans, etc.

Creates dynamic health promoting social contexts for children and youth

Requires attention to social dynamics in children's relationships at home, school and in community

Adults can organize children's social experiences to:

Enhance positive interactions and opportunities

Reduce probability of risky interactions and opportunities

#### Social Scaffolding

Actions used to support individuals, e.g. assertiveness training, anger management, behaviour management plans, etc.

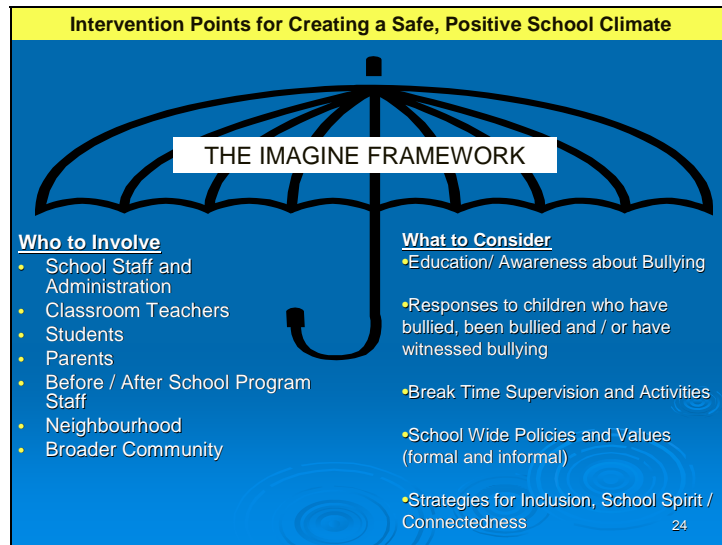
Scaffolds provide the child with support to function a bit above his/her normal levels

Relationship scaffolding enables the child to behave and interact in advanced ways e.g.

intentional circle of friends

Scaffolding can be both programmatic (as in behaviour management plan) and moment-to-moment (as in visual or verbal cues)

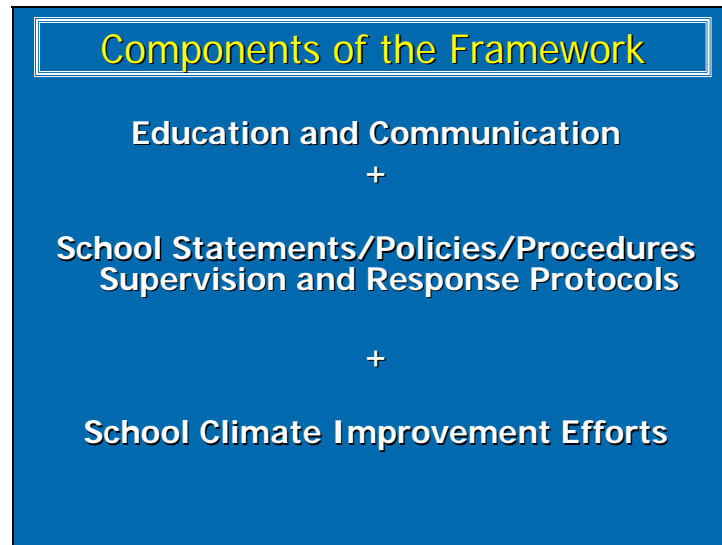
Scaffolding can be provided by multiple foundations: parents, peers, schools, community



Each of these items is an “intervention point”-a point at which action can be taken to influence the feelings, thoughts and behaviour of others

**Give Examples from Imagine Summary Document (See Day Two Training Handouts)**





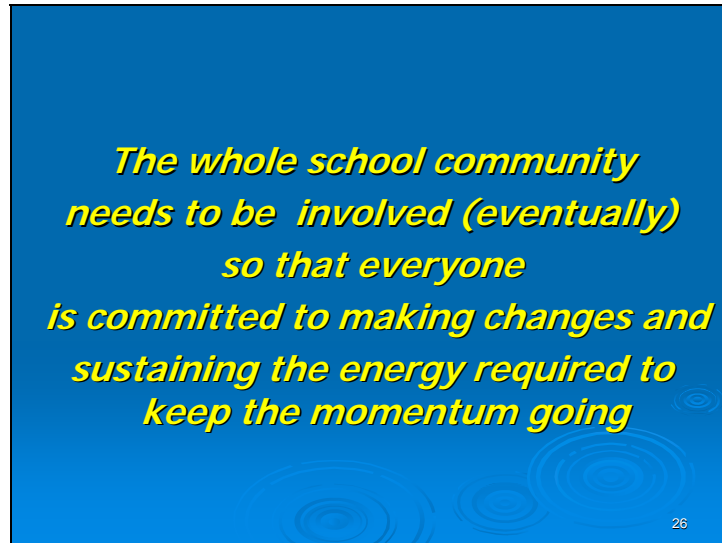
Education and Communication: Learning a Common Language

All members of the school community need to become aware that bullying is not “normal” behaviour and that it needs to be discouraged and stopped

All members of the school community need to become educated about bullying intervention and prevention

All members of the school community need to know what the school’s stand is on bullying, what the plan is for dealing with bullying behaviour as well as bullying situations (i.e. repeated targeting of an individual/group), and what the plan is for preventing bullying through school climate improvement

All relevant parties need to know what the outcomes are (at least in generalities, if not specifics) when bullying situations are dealt with at the school. This “communication loop” needs to be closed and must be continuous in order to build trust

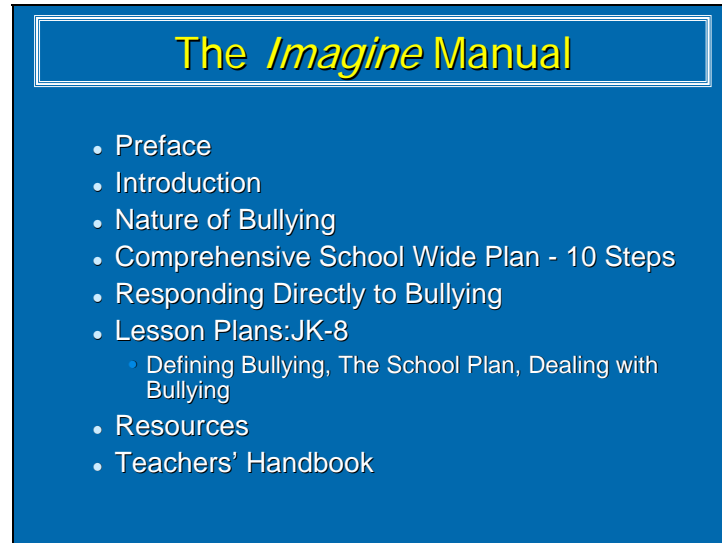


"Some of you may feel right now that you are unable to involve your whole school community"

"Maybe you have some staff members that are bullying and you need to begin awareness with staff"

"Or maybe you have a parent population who does not or cannot support the school for whatever reasons"-that does not mean that you can't continue to invite and welcome parents! For some schools, it took three years before they got a parent who would join in the efforts"

"The point is that safety is everyone's responsibility, and everyone's help is necessary for safety to be ensured"



Practical Features of the Manual

Checklists for Each of the 10 Steps

Lesson plans with black line masters

Easily Adaptable Samples of:

School Statements

Letters for Home

Posters

Newsletter Inserts

Parent Information Sheets

Recognition Certificates

Student Discipline Reports

Promotional Sheet

Etc.

Resources section includes those available in Waterloo Region and also General Resources that may be available anywhere. Each community may want to insert their own list of available resources into the manual

Slide 28



\*This slide will need to be customized to your own board/community

In Waterloo Region, we offered:

14 hours of training and a half-day booster session

*Imagine* manuals for each school community

A reference book : Positive Discipline in the Classroom, Revised 3<sup>rd</sup> Edition, Nelson, J., Lott, L. and Glenn, H. Stephen. 2000. Three Rivers Press: New York

A video on classroom meetings: Bridgette: The Power of Classroom Meetings. See [www.sd83.bc.ca/classmtg/classindex.html](http://www.sd83.bc.ca/classmtg/classindex.html)

Assessment and planning tools

Electronic newsletters

Ongoing implementation support:

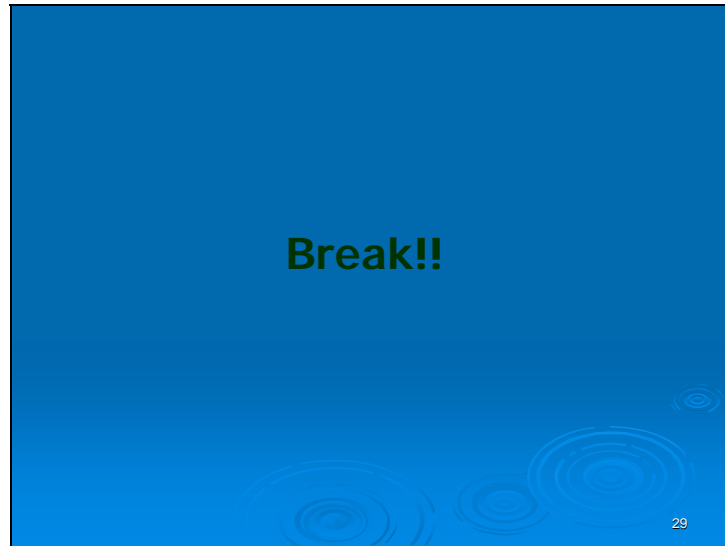
administrator support meetings

presentations for staff and/or parents

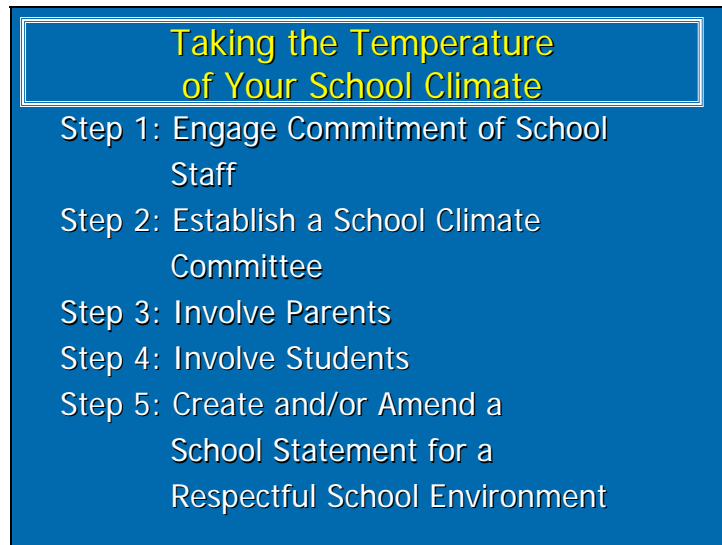
ongoing consultation



Slide 29



\*You may want to offer a fun, physical activity during break time or play upbeat music

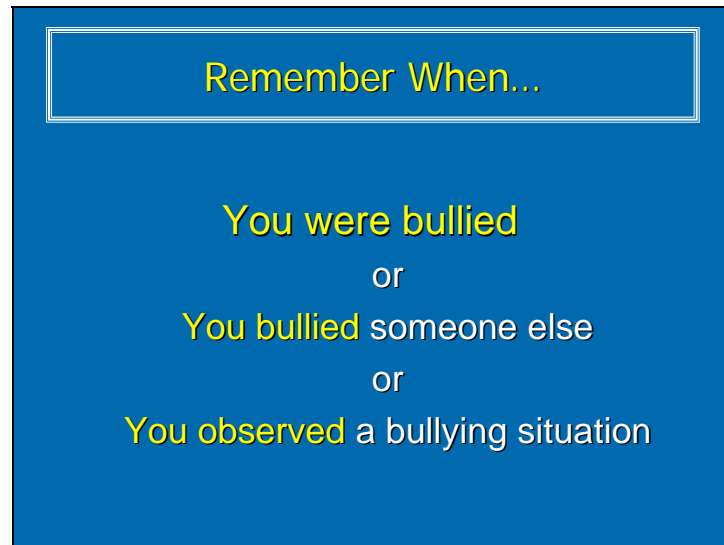


**Taking the Temperature  
of Your School Climate**

- Step 1: Engage Commitment of School Staff
- Step 2: Establish a School Climate Committee
- Step 3: Involve Parents
- Step 4: Involve Students
- Step 5: Create and/or Amend a School Statement for a Respectful School Environment

**For information to add to this slide, see Section 3, pages 22-77 in the *Imagine Manual***

\*After this slide, the participants will break into school specific groups to review the steps and what they include, and then assess their school using the School Assessment Tool



\*This activity is extremely important for engaging the emotions of the adult learners. Emotional engagement is extremely important in getting commitment for implementing the framework. Give it the time it requires, given the signals from the group

\*This activity is done as a personal reflection shared with a small group and then some sharing occurs in the large group with the help of the facilitator using these questions:

What happened?

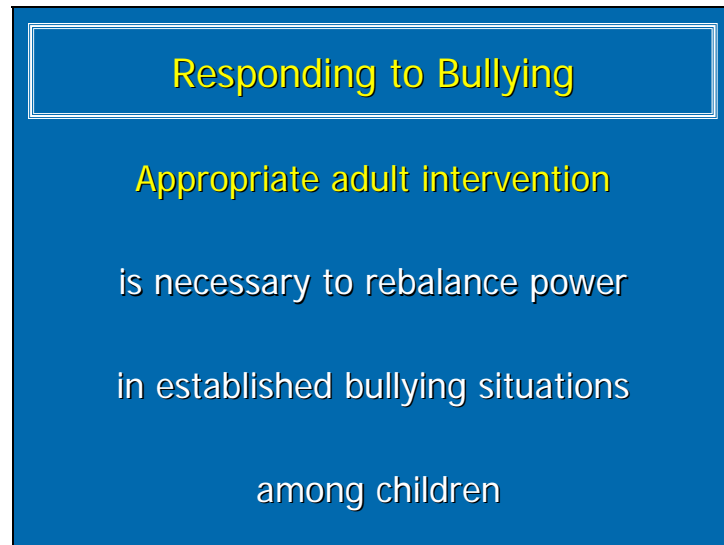
What was your role in the situation?

How was it handled at the school and/or at home?

How do you wish it had been handled?

How do you wish you had been treated?



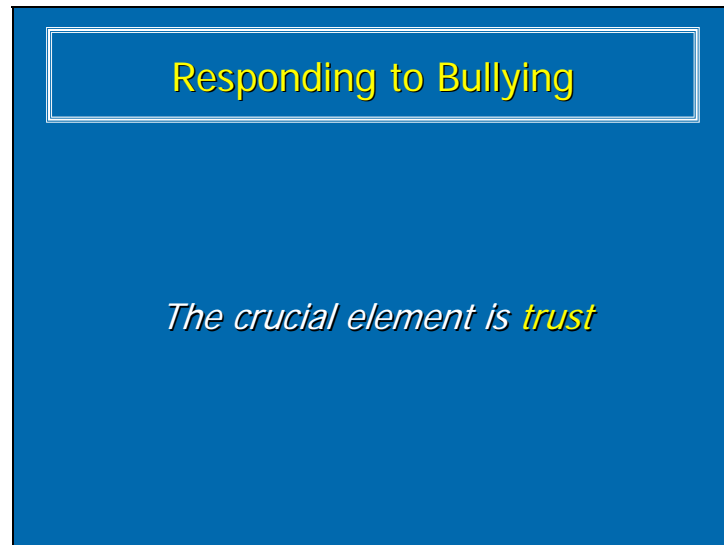


If the bullying situation has been happening for awhile, the power differential is becoming more and more entrenched between the two parties

This means the child being bullied is feeling more and more powerless to deal with it

The child being bullied needs the help of someone in authority to make the bullying stop, and then to help the two parties create a more positive way of relating to each other from that point forward. (This does not mean the parties have to “like” each other, but must at least treat each other respectfully)

Increasing adult awareness of the harm caused by bullying and increasing effective adult involvement in bullying situations are key to stopping and preventing bullying



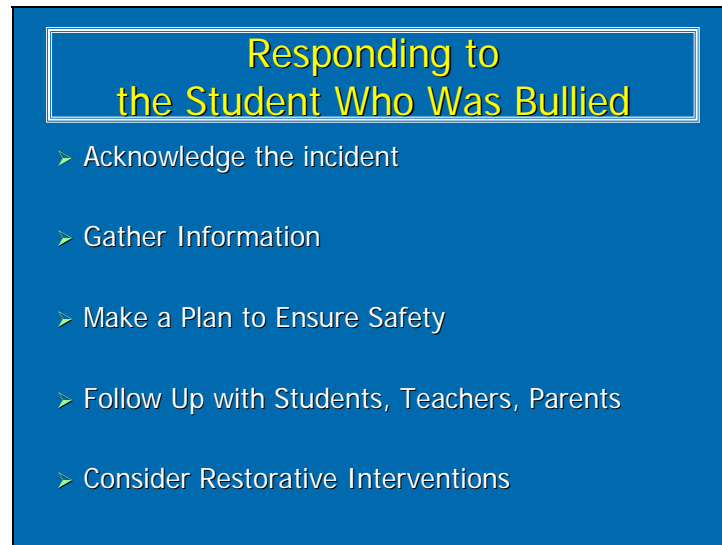
If we want children to report bullying situations, the crucial element is building trust between adults and children:

trust that the adult will respond appropriately to protect the targets and the witnesses,  
Trust that the adult will deal appropriately with the students who bully or support bullying

Adult role modelling of the appropriate use of power is important!

We must not only talk the talk, but walk the talk if we want to promote trust between adults and children

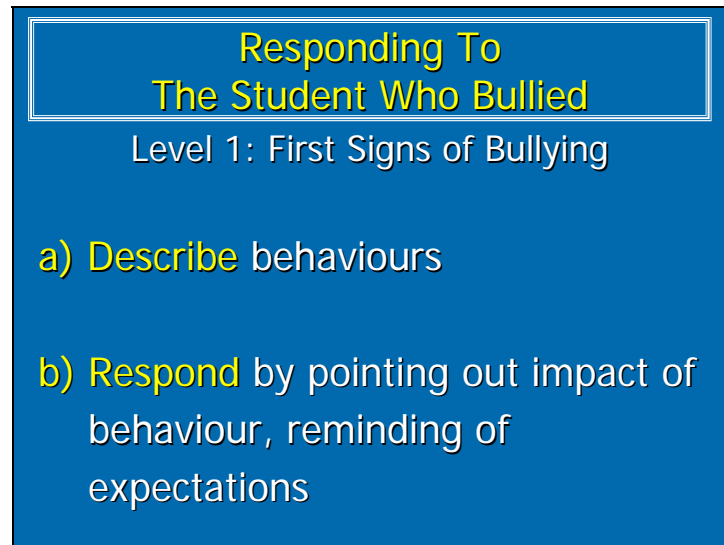
Having transparent, consistent policies and protocols about bullying, and informing staff, parents and children about them, will help make people more able to consistently follow them



**Responding to  
the Student Who Was Bullied**

- Acknowledge the incident
- Gather Information
- Make a Plan to Ensure Safety
- Follow Up with Students, Teachers, Parents
- Consider Restorative Interventions

**See Step 8, page 104, as well as Section 4, page 132 in the *Imagine* Manual for details about this slide**



**Responding To  
The Student Who Bullied**

Level 1: First Signs of Bullying

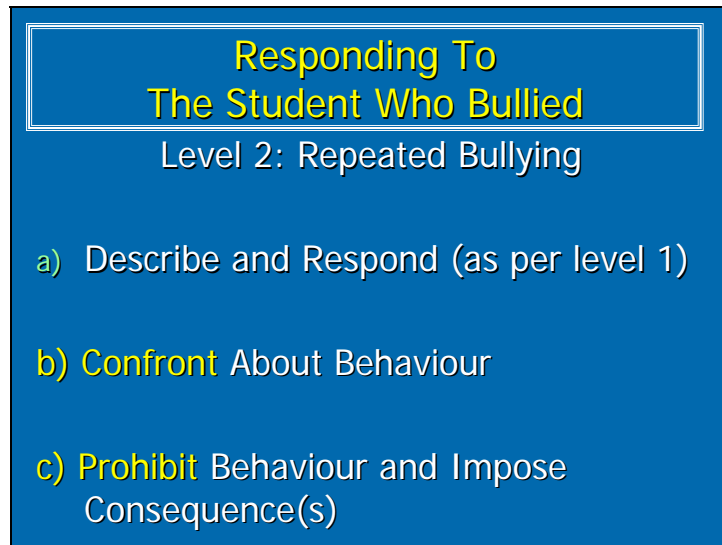
- a) **Describe** behaviours
- b) **Respond** by pointing out impact of behaviour, reminding of expectations

**See Step 8, page 104, as well as Section 4, page 132 in the *Imagine Manual* for details about this slide**

At level one, peer intervention can also be very effective. This kind of intervention needs to be taught (**see Module C in lesson plans**) and supported—it's no easy task to act differently than one's peers

In studies by Pepler and Craig (1998), when peers intervened, bullying behaviour stopped fifty seven percent of the time within 10 seconds

It is recommended that bullying behaviour be noted and tracked so the school can see patterns of behaviour and amounts of behaviour



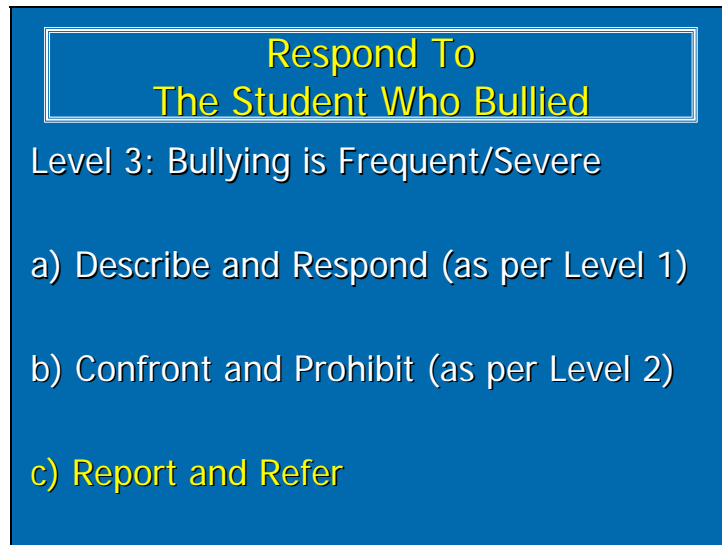
**Responding To  
The Student Who Bullied**

Level 2: Repeated Bullying

- a) Describe and Respond (as per level 1)
- b) **Confront** About Behaviour
- c) **Prohibit** Behaviour and Impose  
Consequence(s)

**See Step 8, page 104, as well as Section 4, page 132 in the *Imagine* Manual for details about this slide**

It is recommended that bullying behaviour be noted and tracked so the school can see patterns of behaviour and amounts of behaviour



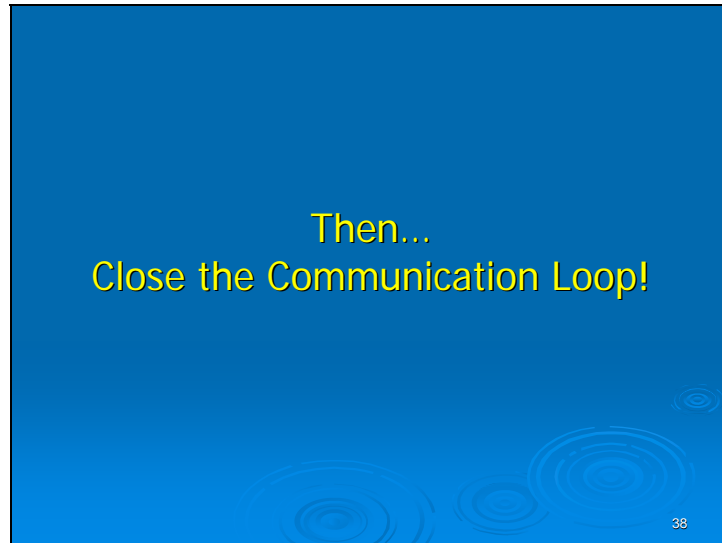
**Respond To  
The Student Who Bullied**

Level 3: Bullying is Frequent/Severe

- a) Describe and Respond (as per Level 1)
- b) Confront and Prohibit (as per Level 2)
- c) Report and Refer**

**See Step 8, page 104, as well as Section 4, page 132 in the *Imagine* Manual for details about this slide**

It is recommended that bullying behaviour be noted and tracked so the school can see patterns of behaviour and amounts of behaviour



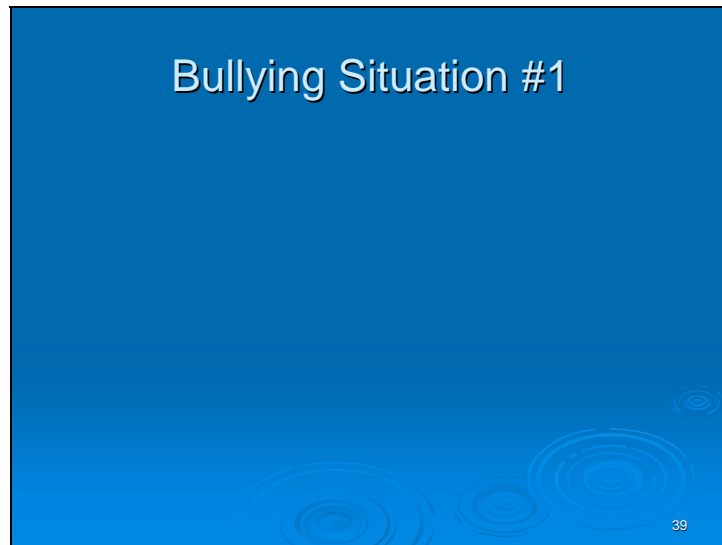
Informing relevant parties of what has taken place to address the situation will increase trust in the process!

Who are the relevant parties?

Depending on the situation, this may include all or some of the following: administrators, school staff e.g. secretary, child and youth worker, classroom teachers, playground supervisors, parents of the child who bullied; parents of the child who was bullied, the student who was bullied, and even possibly students who were bystanders and their parents

The issue of confidentiality may be raised as a barrier toward this communication but it doesn't have to be. The staff, students and parents may not need to know all the details, but they do need to know that:

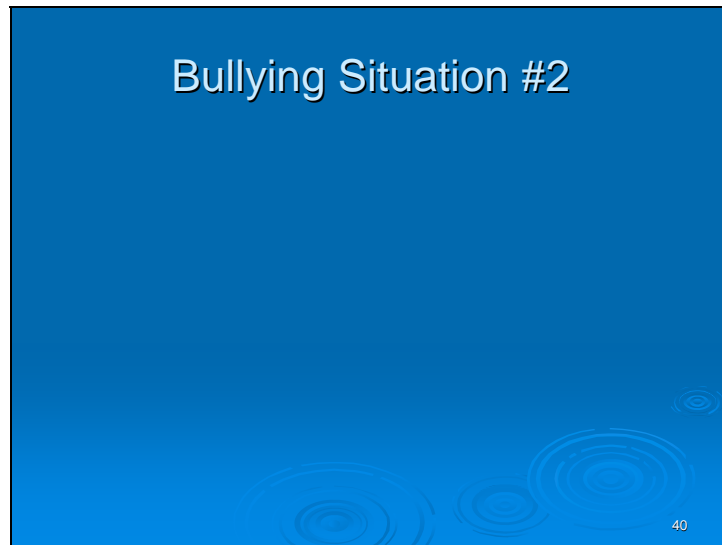
- a) the situation was taken seriously
- b) the person who was bullied is now safe (Share what their role might be in helping keep the child safe, e.g. through increased monitoring and development of assertiveness skills, etc.)
- c) the person who bullied faced consequences (perhaps of the social learning nature) and is going to make amends to the person and/or the school community. (Share what their role might be in supporting that person to learn to meet community behaviour standards)



\*Trainers will have to find clips of bullying to play that they have permission to show to a group. Otherwise, scenarios on paper could be used for analysis. There are many scenarios presented throughout the Module C lesson plans in the *Imagine* Manual

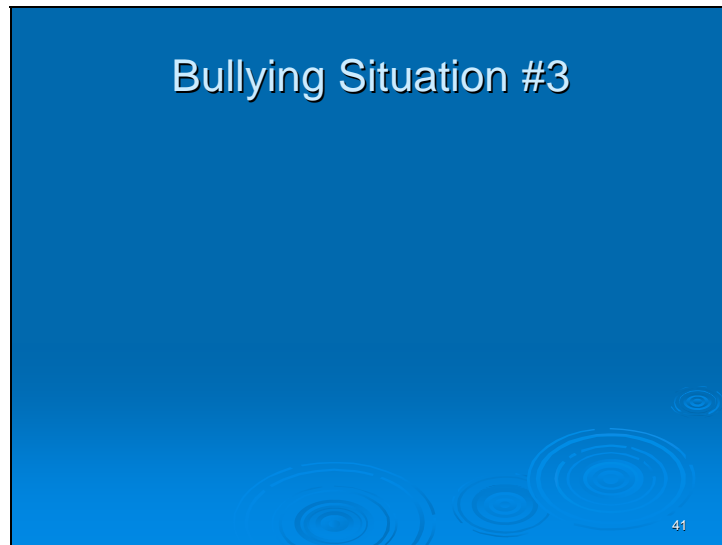
\*Facilitator will invite participants to form small groups to discuss and share how they might handle a situation like this





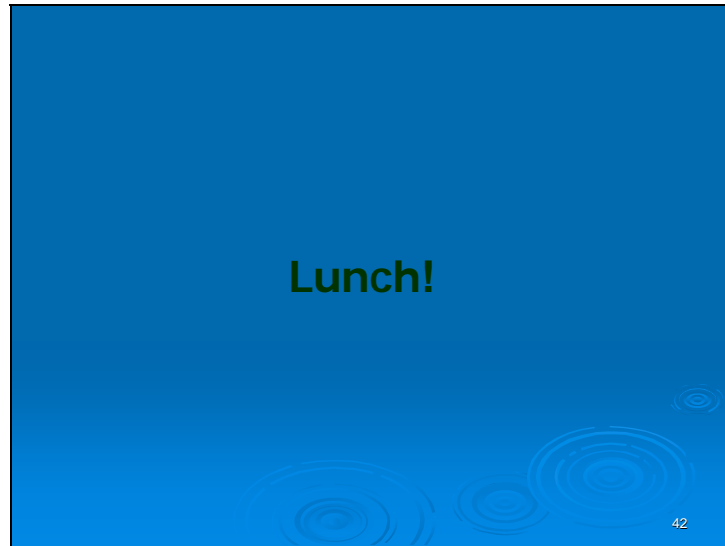
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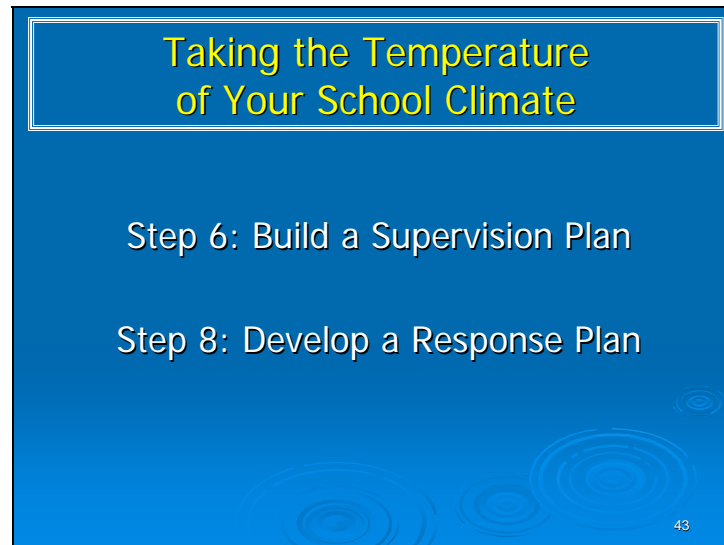
\*Facilitator will invite participants to form small groups to discuss and share how they might handle a situation like this



\*Trainers will have to find clips of bullying to play that they have permission to show to a group. Otherwise, scenarios on paper could be used for analysis. There are many scenarios presented throughout the Module C lesson plans in the *Imagine* Manual

\*Facilitator will invite participants to form small groups to discuss and share how they might handle a situation like this



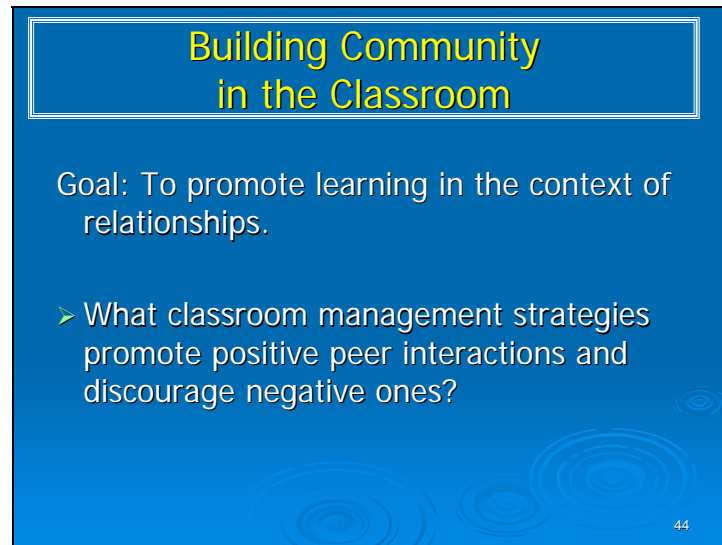


**For information to add to this slide, see Section 3: Step 6, pages 78-83, and Step 8, pages 104-116 in the *Imagine Manual***

Be sure to discuss tracking and documentation of bullying situations:

Tracking bullying incidents/situations is the way you gather data to support your planning efforts  
Bullying is becoming much more of a legal issue for schools; tracking/documentation can help decrease liability

\*After this slide, invite the participants to break into school specific groups to review the steps and what they include, and then assess their school community using the School Assessment Tool



**Building Community  
in the Classroom**

Goal: To promote learning in the context of relationships.

- What classroom management strategies promote positive peer interactions and discourage negative ones?

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What classroom management strategies promote positive peer interactions and discourage negative ones?

Co-operative Learning Groups (where students are intentionally grouped so there is a variety of different strengths but as a group the skills are present to complete the task. This encourages students to learn to appreciate each other strengths and cope with each others' weaknesses)

Strategic Desk Groupings (sitting children beside other children who can help them progress, not digress)

Classroom Meetings (where each child is heard and valued and children learn to solve problems among their own peer group)

These are examples of social architecture---creating environments that support positive interactions

**Class Meetings: See pages 85-93 in the *Imagine* Manual for points to discuss further**

\*Show Media, then invite discussion about how the strategies/skills may relate to their situations  
A good resource is "Bridgette: The Power of Class Meetings"

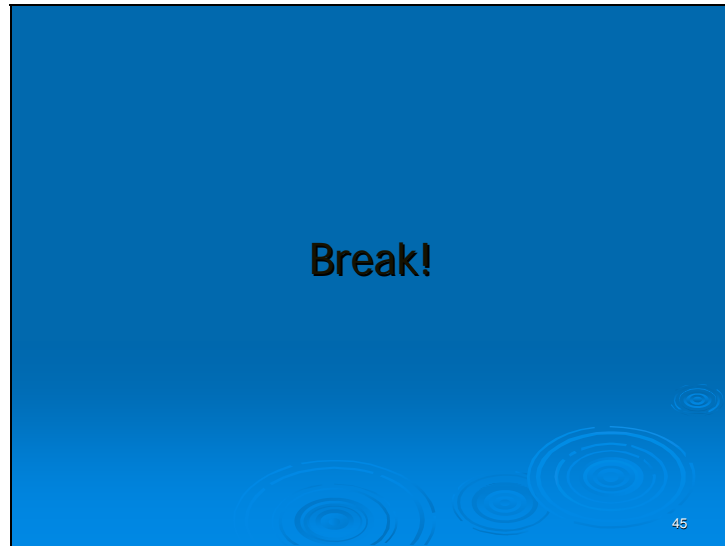
School District 83 in British Columbia produced a 15 minute video to introduce an effective classroom technique called "Class Meetings". This involves the teacher and students sitting down in a circle on a regular basis and arriving at joint decisions through a collaborative decision-making process. The video is presented through the eyes of a Grade 5 student, Bridgette, who is the chair of this week's meeting

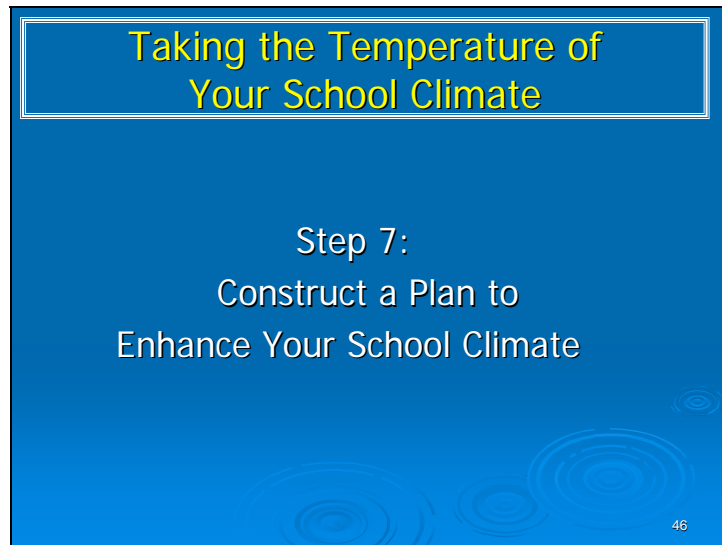
Class meetings help student learn the skills of talking with one another productively, and reaching collective long-term and short-term goals. Preparatory lessons on listening, encouraging and

problem solving are helpful in allowing students opportunities to skill build before they start into classroom meetings

The media is available through the School District Office in Salmon Arm, B.C. Call 205-832-2157 to order a copy. (They were priced about \$10-\$15 per video)

Materials are also available on the website: [www.sd83.bc.ca/classmtg/classindex](http://www.sd83.bc.ca/classmtg/classindex)





Creating a more positive school climate that inhibits bullying behaviour entails taking a stand for and supporting the learning and enactment of respectful, caring behaviour. But just as importantly, it will also be an environment where academic learning can flourish-which is the school system's bottom line!

**For information to add to this slide, see Section 3: Step 7, pages 84-103 in the *Imagine Manual***

\*After this slide, invite the participants to break into school specific groups to review this step and what it includes, and then assess their school using the School Assessment Tool



### Next Steps...

- Recruit others to join your School Climate Committee (SCC) (may need to do some info sharing/education to facilitate this)
- Schedule your next SCC Meeting
- Have SCC complete the school assessment tool
- Let the assessment findings guide your next steps

Slide 48



\*Invite participants to complete feedback forms and return them to trainers