Focus on Harassment and Intimidation
Responding to Bullying in Secondary School Communities

BRITISH
COLUMBIA

Ministry of Education   Ministry of Public Safety and Solicitor General

— Working Together for Safe Schools and Safe Streets —

2001

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PREFACE

*F*ocus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities is primarily addressed to educators, students, and parents. As a resource for the entire school community, however, it strongly encourages support by police and community-based organizations and agencies in creating a vision for a safe and welcoming school, and in realizing that vision. *Focus on Harassment and Intimidation* defines key concepts and processes associated with a safe learning environment and describes a collaborative process of safe-school policy development. It also provides suggestions for teaching those concepts and processes in the classroom, includes sample promising practices from around the province, and offers guidelines for responding to incidents of harassment and intimidation effectively, respectfully, and consistently.

A school culture is shaped by the values and attitudes of its community members, including all school staff and supporting organizations and agencies, students, parents, and the broader community. Harassment, intimidation, and other bullying behaviours are rare in a school community where the deep, personal commitment of its members to creating and maintaining a respectful, welcoming, and nurturing environment are explicitly stated, and where incidents of harassment or intimidation are addressed quickly, effectively, and in ways that restore or strengthen relationships.

Society has an influence on school culture and is also influenced by it. A school's interaction with the broader community must therefore be considered in the creation and maintenance of a safe learning environment. Schools are places where the focus is on learning and preparing for the future. The school system has both a unique opportunity and the responsibility to have a significant, positive impact on its community members and, by extension, on the broader society.

A C K N O W L E D G M E N T S

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Chapter 1

Introduction

Rationale

CARING IS THE CORNERSTONE OF A SCHOOL
community environment that is free of harassment and
intimidation. Research has shown that a sense of belonging and
connectedness — not just for students, but for everyone in the
school community — is a necessary element in the creation and
maintenance of a safe learning environment. (Neufeld, 1999)
Moreover, students in schools that promote a positive school
climate tend to do better academically. (Schonert-Reichl, 1999)

Many British Columbia secondary students experience
harassment and intimidation in their daily lives, either directly or
indirectly. A survey of BC youth shows that only 39 percent of
Grade 8 students and 58 percent of Grade 12 students reported
always feeling safe at school. Across Canada,
43 percent of Grade 8 boys and 50 percent of Grade 8 girls said
they had been physically, verbally, or psychologically intimidated
in the past school term, an increase of seven percent since 1994.
Fifty-six percent of Grade 8 boys and 50 percent of Grade 10
boys reported having intimidated others, an increase of eight
percent since 1994. (McCreary Centre, 1999)

Not just youth are affected. For example, almost half of BC
teachers report having experienced work-related violence,
including intimidation, verbal harassment, and stalking. (BCTF,
1999)

Violence occurs along a continuum that begins with
behaviours that are often excused or overlooked, and that,
without effective intervention, can escalate to more serious
forms. Research also indicates a link between school-based
aggression in youth and sexual harassment, family violence, and
criminal behaviour in later years. (Craig & Peplar, 1997; Olweus,
1993)

A safe learning environment occurs when a school
community establishes a non-judgmental, welcoming climate
where people exhibiting problem behaviours are nevertheless
accepted and included. In such an environment, students can
learn methods of settling conflicts and participate in activities

that meet their needs of recognition, power, and belonging. In a safe learning environment, administrators, teachers, and school staff model respectful behaviours, while recognizing the sources and causes of unacceptable behaviours and supporting the changes needed to replace those behaviours.

Research has shown that comprehensive programs that focus on creating a positive school climate and identifying elements in the school culture that detract from a positive climate can make a difference. *Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities* is therefore intended to provide secondary schools with the theoretical background, process models, and tools required for making positive change in their learning communities.

Guiding Principles

THE FOLLOWING GUIDING PRINCIPLES PROVIDE
a foundation for the development of a comprehensive, school-
wide effort to promote a safe, inclusive, and welcoming learning
environment:

1 Safety is everyone's responsibility.

2 Individual differences are valued and
celebrated in a safe community.

3 Harassment and intimidation are motivated
by the unmet and/or frustrated need for
safety, belonging, and/or power.

4 Harassment and intimidation are learned
behaviours, and can be replaced with more
socially acceptable behaviours.

5 Youth involvement is critical in addressing
harassment and intimidation from within a
peer culture.

6 Positive adult modelling and relationships
are significant in preventing and resolving
harassment and intimidation in schools.

7 The participation of the "affected
community" including victims, aggressors,
and bystanders is integral to effective
solutions.

8 Preferred resolutions aim to repair the
harm caused, strengthen relationships, and
restore a sense of belonging for those
affected.

Overview: Using this Resource

HARASSMENT AND INTIMIDATION ARE COMPLEX behaviours that cannot be addressed effectively through simplistic approaches. Each school has a unique history, culture, and demographic profile; it has its own procedures, resources, needs, and challenges. Developing a multi-faceted approach to address harassment and intimidation that allows room for the specific characteristics of a school community can therefore be much more effective than any single strategy or program.

Each incident of intimidation or harassment that occurs in a BC school has a unique cause and effect. While there are factors common to many cases, there are no causes that are present universally. Any approach with hope for real change in a school community must address school culture and system-wide patterns and practices in the school community.

The approach outlined in this resource emphasizes the need to place the harassing or intimidating behaviour in a context that includes consideration of expected behaviours, the history of the aggressor, the relationship dynamic among all involved, the school culture, and the variety of appropriate response options available. This resource therefore supports and encourages

- facilitation of an in-depth understanding of harassment, intimidation, and bullying in secondary school communities
- assessment of a school community culture
- development of an action-oriented, school-wide strategic process that addresses policy and procedure development, program implementation, teaching, and immediate incident response
- consideration of existing promising practices as part of the development of a plan
- use of current research and relevant school-based information as integral parts of the planning process
- development of and appropriate use of a continuum of responses to incidents of harassment and intimidation.

Focus on Harassment and Intimidation provides these elements of a comprehensive approach organized into the following eight chapters:

1. **Introduction** — includes rationale, guiding principles, and an overview of the resource.

2. **Understanding** — defines the terms used throughout the resource and discusses key concepts to develop a common understanding of current theory regarding harassing, intimidating, and bullying behaviours in the secondary school context. This chapter also provides research-based information on the prevention of these behaviours.

3. **Taking Action, Part I — Preparing for Action** introduces a four-element, dynamic model as the first part of an effective approach, the preparation.

4. **Taking Action, Part II — Developing Policies and Procedures** provides guidelines for developing policies that address harassing, intimidating, and bullying behaviours and describes the relationship between policy and procedure at the school level.

5. **Taking Action, Part III — Teaching** includes pro-active management strategies for both classroom and non-classroom settings. Sample lesson plans that focus on content related to harassment, intimidation, and bullying are also provided.

6. **Taking Action, Part IV — Responding** introduces a model for responding to incidents of harassment, intimidation and/or bullying. A series of sample scenarios are used to explain and demonstrate the model.

7. **What Others Have Done — Promising Practices** provides detailed examples of approaches, programs, and procedures currently being used in secondary schools around the province.

8. **Supporting Resources** offers an annotated list of resources that could support a school's planning or implementation. This chapter also provides a bibliography of works cited in this resource.

Understanding

IN DEVELOPING AN EFFECTIVE SCHOOL-WIDE plan to address harassment and intimidation, members of the school community must first acquire a basic understanding of the theories, issues, and terms related to these behaviours. The following definitions will support both the use of this resource and the development of a common language among members of the school community involved in school-wide planning.

Defining the Terms

HARASSMENT, *INTIMIDATION*, AND *BULLYING* ARE often used interchangeably. For purposes of this resource, *harassment* and *intimidation* refer to the more complex and often more intense experience of students at the secondary level. The term *bullying* is not commonly used in this resource, as part of the purpose of Focus on Harassment and Intimidation is to address the complex behaviour dynamics at the root of bullying. All three behaviours, however, involve an attempt, whether conscious or unconscious, to exert control over others.

aggressor

As used in this resource, *aggressor* is the term applied to any individual in a given situation who is either solely or jointly responsible for an act of harassment or intimidation at any level of severity. The term is not intended to label a person but rather to identify the role played by that person in a specific situation.

bullying

Though not a term used often in this resource, *bullying* is defined as "a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance" (Olweus, 1993). Bullying behaviour is a function of harassment and intimidation.

bystander

This term refers to any person or group who witnesses or is affected by an act of harassment or intimidation but is not directly involved as aggressor or victim.

culture

The term *culture*, as used in this resource, refers to the characteristics of a school community. These include policies and practices, climate, social patterns of groups and individuals, unique features of the physical building(s), and pervasive attitudes among any groups and individuals associated with the school.

harassment

Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of *harassment*. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

intimidation

Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for victim's safety)
- inciting hatred toward victim
- setting up a victim to take the blame for an offence.

safe school

A *safe school* is "a place where positive relationships between school staff and students are fostered, and where meaningful involvement of both school and community members is promoted" (*Safe School Planning Guide*, 1999). In a safe school, all members of the school community, including students, parents, families, teachers, administrators, support staff, and visitors:

- feel welcome and accepted (i.e., more than "tolerated")
- can learn, work, and participate in curricular and extracurricular activities without fear of harm
- have the opportunity to be meaningfully involved in development of the school policies and/or practices that affect them
- are included without discrimination based on race, country of origin, appearance, age, gender, sexual orientation, physical or mental ability, income, familial or marital status, or religion
- are encouraged to speak openly about issues affecting the safety of the school community and its members
- contribute to a safe environment, not only in the classroom, but also on school grounds, at school activities, and in the community.

victim

As used in this resource, *victim* is the term applied to any person in a given situation who is on the receiving end of an act of harassment or intimidation. As with the term "aggressor," this is not a permanent label. A victim in one instance could be an aggressor in another, and vice-versa.

Key Concepts

CONCEPTS IMPORTANT TO AN UNDERSTANDING OF harassment and intimidation are discussed here in a question-and-answer format.

Who are aggressors? Who are victims?

It is important to understand that harassment and intimidation are not predetermined behaviours of particular individuals; they are learned behaviours that, given effective intervention, can be replaced with more appropriate responses. Schools can substantially reduce harassing and intimidating behaviour by helping students learn pro-social skills such as anger and conflict management, stress-management, responsible decision making, and effective communication, within a positive school environment.

An aggressor could be anyone — given opportunity, a sense of frustration, perceived cause, peer influence, power over another, or a chance to regain perceived lost power. (Neufeld, 1999; Artz, 1998; Berkowitz, 1993; Craig and Peplar, 1997) It is also important to acknowledge that students can be harassed and intimidated by adults in the school community, and adults can be harassed and intimidated by students.

A study conducted in a number of middle schools in the Midwestern United States reveals that young adolescents cannot be neatly categorized as either aggressors or victims. Researchers report that "It looks like bullying is a continuum of behaviours. … Kids who bully a lot also say they've been victimized too. Nearly 80 to 90 percent of adolescents report some form of victimization from a bully at school" (Asidao et al, 1999). Because of the dual role that students play in this dynamic, "… teachers did not recognize victim behaviours. The bully behaviour perceived by others may actually be a response initiated in self-defense." As a result, "Bully-victims are often punished for their bully behaviours while their experiences as victims go unnoticed. Punishing bully behaviours without acknowledging victim experiences may actually foster increased frustration and subsequent displays of aggressive behaviour by bully-victims" (Asidao et al, 1999).

Just as anyone can be an aggressor, given the right circumstances, so too can anyone be a victim of harassment. It cannot be overstated that a victim is not an immutable personality type. A victim in one context could be a bystander in another and an aggressor in yet another.

Where do harassment and intimidation occur?

Harassment and intimidation can occur anywhere and at any time — in the classroom, in school hallways and entranceways, in the cafeteria, on playing fields, in buses, and at the mall. The more subtle types of aggression often occur in classrooms and other areas where adult-directed activities take place. Unstructured environments where students gather are common settings for more overt forms of harassment and intimidation. Both types of intimidation and harassment are usually interrelated.

What part do bystanders play?

When harassment occurs in a group situation, the bystander plays an essential role. Individuals — adult or youth — are more likely to behave aggressively when they see someone whom they perceive as more powerful than themselves behaving aggressively. (Olweus, 1993) This is exacerbated when an aggressor appears to be rewarded with attention and status. The bystanders' own inhibitions against hurtful behaviour can diminish, particularly when several people are involved. A bystander's distorted perception of the victim as "asking for" or "deserving" this treatment also leads to more positive feelings toward the aggressor.

Bystanders — adult or youth — contribute to harassment or intimidation when they encourage or provoke the aggressor (e.g., by laughing, heckling), watch while refusing to help the victim, and/or fail to report the incident.

Bystanders, especially those with high social status, can also play a critical role in stopping harassment and intimidation. Research indicates that when bystanders do intervene, they are effective. (Craig and Pepler, 1997)

What are the effects of harassment and intimidation on the victim?

The impact of such behaviours depends on the frequency, duration, pervasiveness, and severity of the harassment and intimidation, and on the victim's personal history, circumstances, and psychology. It is never a neutral occurrence, and the harmful effects can endure for a long time. Possible effects can range from the relatively mild to the extreme. Victims may experience some or all of the following:
- symptoms of stress and anxiety (e.g., insomnia, difficulty making decisions, physical illness, depression)

- lower self-esteem
- lower grades and/or dropping out of school
- a sense of isolation
- rejection by former friends
- inability to make new friends
- despair and helplessness
- increased risk of suicide. (Craig and Pepler, 1997)

What are the effects of harassment and intimidation on the aggressor?

Although attention is generally focused on the individual being harassed, the aggressor is also harmed, with both short-term and long-term effects. Possible outcomes of habitually engaging in harassing and intimidating behaviours include:
- distorted self-image
- distorted world view in which aggression is seen as the way to gain power
- weak friendship and social network
- loneliness
- four times the risk of criminal involvement in later life
- physical harm through greater involvement in violent episodes
- poor mental health
- interrupted education and/or unemployment. (Craig and Pepler, 1997)

How are school culture, society, and individual behaviour related?

People learn much of their behaviour socially. That is, much of what is deemed appropriate by an individual is enmeshed in the fabric of society. Peer modelling is one of the most powerful types of social learning. (Bandura, 1973) Youth interaction creates a youth culture with expectations and norms that reflect the larger culture, and at the same time, are unique within it.

Just as culture affects individual behaviour, so does the amalgamation of all individual behaviours within it shape the culture itself. *Figure 1* is a simple feedback loop showing how culture and behaviour are interconnected and interdependent.

Because many types of individual and group behaviour — sometimes with conflicting purposes and motivations — combine to make a secondary school culture, it is not surprising that cultural tension exists at some time or another in every school community. A safe school, as defined in the section, "Defining the Terms," can be achieved when the complex nature of school

Figure 1
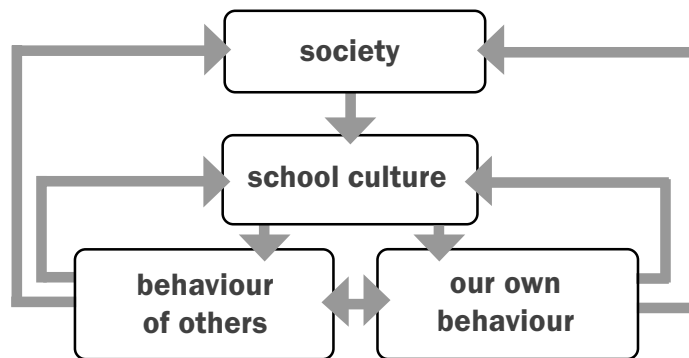
culture is taken into consideration, and when goals for improvement also have a positive impact on school culture.

The eight components of a safe school culture, as identified in *BC Safe Schools Planning Guide*, are:

• a climate of respect
• violence-prevention policies and procedures
• anti-violence curriculum and school-based programs
• appropriate training and professional development
• support for students and staff
• a safe physical environment
• community involvement
• effective communication.

What is "Peer-Oriented Society"?

Peer-oriented society is a cultural phenomenon that has always existed, but has perhaps never been as prevalent as it is today. While it is natural for youth to learn from one another, never before have so many youth relied solely on other youth for behavioural cues and other social behaviour lessons.

The result is a society-within-a-society that reflects the values and behavioural norms of youth culture without a strong influence from adult society. Because the values and behaviour patterns of young people are not yet completely formed or matured, the peer-oriented society is characterized by chaos, confusion, and a feeling of separation from significant adults in their lives, on the part of many youth. (Neufeld, 1999)

The anxiety caused by this separation can grow into frustration on the part of the affected youth as they grapple with the world, feeling alone and inadequate. Their perceived powerlessness to affect their environment (resulting from often immature and ineffective peer-learned social problem-solving skills) also results in feelings of frustration.

"Students who feel recognized and appreciated by at least one adult at school will be less likely to act out against the school ethos of nonviolence."

— Hill Walker, 1999

This frustration often manifests in overt aggression. This is called the **frustration-aggression hypothesis.** (Berkowitz, 1989; Neufeld, 1999) Students who feel that they have no internal control over outcomes in their lives are much more likely to be involved in aggressive acts than are students who feel that they have control. (Hopkins, 2000) Helping students feel connected to society and especially to significant adults in their lives is vital in addressing the challenge of harassment and intimidation in schools. Providing students with opportunities to realize internal control over important elements of their lives can help them avoid feelings of frustration and consequent aggressive interactions with others.

Adults in the school can create an environment where youth have opportunities to experience personal control over social outcomes in their lives. Teaching social skills to students is essential to achieving this, as is the willingness to encourage youth to take real leadership roles in their school communities. When students learn that they have control over significant aspects of their lives, they are less likely to engage in aggression caused by frustration or to harass or intimidate others to whom they may otherwise attribute negative outcomes in their lives.

School communities can reduce the effects of the peer-oriented society by creating an environment where students can make healthy attachments to adults within the community. Because of the significant amount of time they spend with youth, all adults working in the school setting have a unique opportunity to participate in healthy social relationships with young people. These relationships can help those youth who feel detached from adult family members experience meaningful social relationships with adults. "Students who feel recognized and appreciated by at least one adult at school will be less likely to act out against the school ethos of nonviolence" (Walker, 1999) .

Adult presence beyond the classroom is key to making the school a safe and welcoming environment. Adults in the school — staff, teachers, and administrators — who greet students in the hall, eat lunch in the student cafeteria, participate in adult-student sports events, are present in the hallways, and leave their classroom doors open, contribute to positive adult-youth interaction and a sense of consistency in all school settings and situations.

How do feelings of exclusion or alienation relate to intimidation and harassment?

Feelings of exclusion and alienation are often the result of harassment or intimidation, and they can also contribute to further antisocial, even violent behaviour. When a person feels detached from society in general, the potential for harm is increased. Both official, institutional forms of exclusion (e.g., suspension, expulsion) and more subtle forms of exclusion (e.g., social isolation by peers, feelings of separation from significant adults) can be contributing factors to violent behaviour or self-harm. The excluded person can also become a target for harassment and intimidation or further exclusion. A common factor among incidents of extreme school violence has been the personal and/or official and unofficial institutional exclusion felt by the aggressors. (U.S. Surgeon General, 2000)

How do prejudice and discrimination relate to intimidation and harassment?

Federal and provincial laws support human rights and set standards for society to respect and include groups and individuals regardless of race, culture, ethnicity, language, gender, ability, or sexual orientation. Where individual differences are not respected, people may experience discrimination or prejudice in the form of harassment or intimidation. Prejudice and discrimination can be based on any perceived difference, and should therefore be considered seriously by schools planning to reduce levels of harassment and intimidation.

Schools need to be especially sensitive to situations facing students whose racial or cultural background, gender, appearance, sexual orientation, or ability might make them targets of harassment. Prejudice and discrimination are manifest most commonly in passive, socially exclusionary behaviours, which can contribute to feelings of alienation on the part of those excluded. These feelings, in combination with other factors, can contribute to violent and antisocial behaviour, including self-harm.

What types of prejudice and discrimination are most commonly at the root of harassment and intimidation?

- *Racism* — Usually accompanied by prejudice against members of all other racial or ethnic groups racism is a belief or set of assumptions about the superiority of one race or ethnic group. These beliefs can lead to discrimination, the effects of which can be lasting.

- *Sexism* — Discrimination against individuals because of their biological sex and belief in the associated gender stereotypes, sexism is a major factor in violence against women. This is particularly so in intimate relationships, especially when combined with an aggressor's perceived loss of power, even if that perceived loss has nothing to do with the female victim. (Prince & Arias, 1994)

- *Gender discrimination* — The unfair treatment of any individual or group that does not fit a prevailing gender stereotype is gender discrimination. Stereotypical views of what it means to be male or female continue to permeate society and those who do not fit the stereotypes often experience social distress. In school, this can lead to academic and behavioural problems and can work against the development of positive social and interpersonal skills. (Warner, Weist, and Krulak, 1999)

- *Homophobia* — Defined as the irrational fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour, homophobia is a specific kind of *discrimination based on sexual orientation*. Discrimination of this sort targets not only homosexual youth. *LGBTQ youth* is the term used to refer to victims or potential victims of homophobia, as lesbian, gay, bisexual, and transgendered youth and youth questioning their sexual orientation are directly affected by discrimination based on sexual orientation.

  Prejudicial views about LGBTQ youth can be held by anyone, including the youth themselves. This kind of inward hatred or fear can lead to a student's denial of his or her own sexual orientation, distrust and sometimes harassment of other LGBTQ people, increased fear and anxiety, withdrawal from friends and other potential support people, and, in some instances, can contribute to suicidal or self-harm behaviours. (Blumenfeld, 1992; GALE, 2000)

  Homophobia can also victimize students who are not gay and who are not thought to be gay. When a student is taunted using homophobic terms, whether or not he or she is gay or

perceived to be gay, the taunting is no less harmful. The intent is the same: to intimidate or harass. In school cultures that are generally homophobic, the act of calling someone gay, regardless of that person's actual sexual orientation, is an extremely exclusionary act.

The casual use of the word "gay" to imply that something or someone is bad contributes to a culture in which one who is referred to as homosexual, accurately or not, will generally feel harassed and intimidated.

Because schools have a tremendous influence on social norms, going beyond anti-discrimination policies on paper and attempting to create a truly inclusive, welcoming learning environment for all youth can make a real difference. This can be achieved by considering the impact of programs, teaching, modelling, ceremonies, and day-to-day procedures and making necessary changes or enhancements.

- *Discrimination based on ability —* Students of all ability levels have been integrated in classroom settings in BC schools for over 20 years. Historical segregation of students with disabilities was a reflection of social attitudes that assumed children with physical disabilities were also unable to learn, and that equated intellectual disability with mental illness. Despite the lack of formal segregation, students with disabilities can be excluded from mainstream culture in school communities where differences are not highly valued, or where stereotypes left over from historical misperceptions are still prevalent. Successful integration of students of all ability levels relies on the efforts of schools, communities, and families to increase the avenues to and options for success.

What is at the root of prejudice and discrimination?

All forms of prejudicial discrimination come from similar psychological and sociological roots. There are four main sources of attitudes of discrimination.

- *Group prejudice —* This refers to prejudice caused by one's need to fit within social norms out of a fear of being excluded. People who discriminate for this reason have a strong need to belong, often because they do not feel a part of their peer group or society. Such people will highlight differences in others in an attempt to make themselves seem more closely related to the social majority.

> For strategies to enhance student success, refer to the many resources provided by the Special Programs Branch of the Ministry of Education, available in print format or on the ministry Web site at
>
> www.bced.gov.bc.ca/ branches/sp/

- *Social stereotypes* —These are oversimplified images of people who fall, or who are placed, into a particular social category. Stereotypes, whether positive or negative, are simplistic and, therefore, inaccurate. Faulty assumptions of others and the discriminatory actions and beliefs based on those assumpt-ions is a major cause of tension within the school community culture.

- *Modern prejudice* — While most people today realize that discrimination is socially unacceptable, they may still exhibit unconscious discriminatory behaviour. In effect, people who engage in modern prejudice unconsciously find ways to rationalize their prejudicial beliefs, based on other more socially acceptable perceived issues (e.g., the false belief among longtime residents that immigrants negatively affect the unemployment rate). This type of prejudice often takes the form of acts of omission (e.g., social exclusion), which in turn tacitly support other, more overt forms of discri-mination.

- *Status inequalities* — Either overt or subtle, social hierarchies, often present in large systems such as schools, foster differences in the power, prestige, or privilege among individuals and groups. Those who end up at the lower status levels, for no reason other than they belong to a group that can be differentiated from any other group, may suffer from a loss of self-esteem, a poor self-image, a loss of motivation to succeed, or other negative effects. (Cook, 1985)

How can the effects of prejudice and discrimination be reduced?

All forms of prejudice and discrimination can be addressed effectively by school communities in any of three ways. **Changing the belief component**, while the most difficult, can nevertheless be accomplished through awareness and information campaigns that help people to recognize discri-mination in all its forms and to challenge stereotypes to which they may subscribe. Because beliefs are so complex and ingrained, however, this cannot be a stand-alone approach.

Providing **equal-status contact** for groups or individuals who are typically on the lower end of social power or prestige can also be an effective strategy. Schools can create situations where lower-status members of the school community are in direct contact with higher-status individuals. This approach requires that the lower-status person be on an equal footing with the higher-status person in the engineered situation. Over time, these

"…between one-third and one-half of students surveyed who had been victimized did not report the incident to parents, teachers, or the police."

Ryan, Mathers & Banner, 1993, cited in Bala et al., 1994

experiences will foster greater interpersonal under-standing, mutual respect, and sometimes even friendship. (Cook, 1985)

Perhaps the most conducive to fostering a culture free of discrimination and prejudice is the pursuit of a **superordinate goal.** If a significant goal exists that can be shared by the vast majority of the school community, hostility between groups will diminish. Cooperation in the attempt to reach a shared goal helps to reduce conflict by encouraging people in opposing groups to feel like they are members of a single, larger group. (Gaertner, et al., 1990)

How does the "code of silence" challenge school communities? What should be considered when developing solutions?

The **code of silence** is pervasive in many secondary school cultures. A study of victimization in Canadian schools found that "between one-third and one-half of students surveyed who had been victimized did not report the incident to parents, teachers, or the police" (Ryan, Mathers & Banner, 1993, cited in Bala et al., 1994). Factors that contribute to under-reporting include:

- perceptions that police could not do anything
- perception that the crime was too minor
- not being clear that the incident was actually a crime
- fear of retaliation. (Anderson et al., 1994; Finkelhor & Ormrod, 1999)

Youth may also not report crime because of embarrassment, fear of being blamed for the incident, and fear of not being taken seriously. (Anderson et al., 1994; Mung, 1995)

Other youth will not report crime because they believe it does not affect or involve them. Beliefs about the school community culture and peer pressure also contribute to non-reporting by youth, as reporting of crime is sometimes thought to be viewed as a sign of weakness or betrayal, and youth fear reprisal or retaliation. (Anderson et al., 1994; Bala et al., 1994; Charach et al., 1995; Elias, 1986; Healey, 1995; Finkelhor & Ormrod, 1999) Within youth culture, reporting is often referred to as "ratting."

While respecting the need for confidentiality, it is essential that youth be taught the difference between "reporting" (which is speaking up on your own or someone else's behalf in order to keep someone safe) and "ratting" (which is speaking up in order to get someone into trouble). Schools with successful anti-harassment initiatives attribute their success to students speaking up on behalf of other students. Providing opportunities for confidential reporting is key to addressing the code of silence challenge. Successful examples include:

- anonymous tip boxes placed strategically in the school
- administrators conversing with students in the hallways often about a variety of topics, rather than remaining in the office where a verbal report to the principal or vice-principal would be obvious to other students
- focus group discussions about the perceived honour of silence versus the perceived honour of promoting social justice
- restorative discipline practices that focus on repairing harm, fostering inclusion, and asset building, rather than punishment
- peer mediation programs, which allow problems and potential problems to be resolved by fellow students instead of, or in addition to, traditional school discipline practices.

What is a "restorative approach" and how can this philosophy shape solutions to intimidation and harassment issues?

A restorative approach aims to repair harm caused by an incident of harassment and intimidation and to restore balance in the school community affected by the incident. Within this framework, the victim, aggressor, and school community together search for solutions that promote reparation, reconciliation, and reintegration. A restorative approach:

- brings together the people affected by an incident or pattern of behaviour that has caused harm within the school community
- attempts to bring together those most directly involved (i.e., the affected community)
- provides the affected community with an opportunity to understand the extent of the harm done to themselves, others, and the school community
- provides an opportunity to determine how to repair the harm, learn from the experience, and prevent further incidents.

The participants in a restorative strategy used to address an incident would ideally include:

- the victim(s)
- support people for the victim (parents and friends)
- the aggressor(s)
- support people for the aggressor (parents and friends)
- facilitators (trained staff and students)
- members of the involved/affected community.

All participants are given an opportunity to recount what occurred. This allows all involved to have a complete picture of the incident with which to determine how to repair the harm caused to victim, aggressor, and community. Options for repairing harm are then discussed, and the participants come to

an agreement that outlines an appropriate course of action.
A mentor is sometimes assigned to work with the aggressor.

Results of a restorative approach are measured by how
much repair was achieved rather than by how much punishment
was inflicted. A restorative approach not only provides the basis
for an effective response but also plays a preventative role by:

- teaching co-operative problem solving and solution-focused
thinking — two important elements of a safe-school culture.
- helping aggressors address the shame they feel after
committing an act of harassment or intimidation in a way that
encourages them to interact positively rather than to repeat
the negative behaviour. (Morrison, 2000)

Preparing for Action

A plan must be comprehensive, and it should be created and implemented with the support of a significant number of the affected community. This includes teachers, administrators, parents, support staff, students, police, neighbours, and representatives from the broader community.

THIS CHAPTER PROVIDES INFORMATION THAT WILL help members of the school community — school personnel, students, and parents — fulfil the four elements of preparing a plan of action:
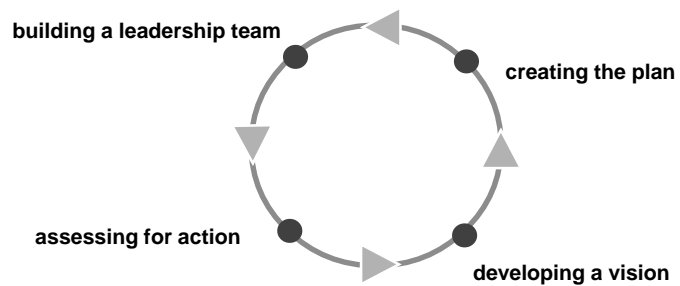
The typical direction in the cycle, as shown by the diagram, is **building a leadership team**, followed by **assessing for action**, then **developing a vision** and **creating the plan**. These elements are not steps. That is, once the planning process has been through one cycle, any of the four elements may be revisited at any time, depending on the individual needs of the school. For example, it would be necessary to assess an aspect of the school culture again after implementation in order to evaluate the effectiveness of any part of the plan. This assessment, in turn, may result in the creation of a new leadership sub-team with a sharper focus on a smaller number of issues.

Research indicates that a successful response to harassment and intimidation must be school-wide. No single individual or group within the school community can be expected to address the problem alone. A plan must be comprehensive, and it should be created and implemented with the support of a significant number of the affected community. This includes administrators, teachers, parents, support staff, students, police, neighbours, and representatives from the broader community.
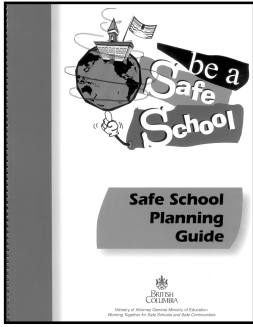
The *Safe School Planning Guide* can be obtained by contacting the Safe Schools Centre at: 1-888-224-7233.

"A comprehensive, multifaceted approach that includes family, peer, media, and community components was viewed by experts as critically important."

— Dusenbury, et al. *Journal of School Health*, December, 1997, Vol. 67, No 10

For schools already using the *Safe School Planning Guide* (Ministry of Education, 1999), it may be useful to begin at the **assessment** stage, and then proceed in the most logical direction based on the assessment of the current school culture. For schools beginning the process of addressing harassment and intimidation in a comprehensive way, the four elements will likely be followed in the preceding order the first time through the cycle. After that, the order may vary.

"When staff fail to intervene in violence — whether bullying or violence stemming from peer conflicts — students interpret the failure as permission to be violent."

— Carole Remboldt, *Respect & Protect: A Solution to Violence in Our Schools and Communities,* 1995

Element 1: Building a Leadership Team

TO ENSURE THAT A SCHOOL-WIDE PLAN REFLECTS a broad cross-section of the school community, the leadership team may include students, administrators, parents and other family members, teachers, support staff, school trustees, and school liaison and community police officers. Wherever possible, it is useful to include representatives from the district administration, community youth groups, local businesses, social service organizations, and any other individuals or organizations whose viewpoints, expertise, and support would contribute to the leadership team's broad-based effectiveness.

Persons committed to, and willing to participate in, a leadership team often emerge in the initial assessment phase. Another way to identify supportive volunteers is to invite all concerned parties to a well-planned and well-publicized public information meeting. A guest speaker, panel, video, or student presentation (e.g., skits, art exhibit, debate) may help spark interest and discussion. Such a meeting might also serve to outline the school's current responses to incidents of harassment and intimidation, with a focus on the importance of everyone's input and involvement in the development and implementation of a comprehensive plan.

Team Requirements and Responsibilities

CREATING a team to guide the initiative will ideally be an ongoing process, rather than a single event. To be successful, the leadership team will require a clear sense of purpose, time for collaboration, support and training in the process of collaboration, and a willingness on the part of all participants to take personal and collective responsibility for team outcomes. A team will also need to model the attitudes it wishes to promote.

Involving School and District Staff

AT FIRST CONSIDERATION, addressing harassment and intimidation seems like a burden added to already heavy workloads of administrators, teachers, support staff, and district staff. When such problems are left to fester and grow, however, they will eventually demand more attention and in a much more urgent way. Research literature indicates that, along with student involvement, the involvement of people in positions of authority is most important in addressing harassment and intimidation in schools. (Remboldt, 1994) Principals' involvement on leadership teams is invaluable.

Staff involvement can be encouraged and supported by:

- increasing emphasis on positive social skills
- providing training in pro-social skills, harassment issues, conflict resolution, diversity issues, youth aggression theories
- providing training in techniques to address the learning needs of academically challenged students
- building on current staff responses that are effective
- developing a code of conduct or a code of rights and responsibilities for all members of the school community
- developing a consistent, efficient school-wide reporting procedure for incidents of harassment and intimidation
- developing clear procedures for intervening and for responding to critical incidents
- arranging team-building social activities.

Involving Students

STUDENTS, who are directly involved in the majority of incidents of harassment and intimidation in schools, should be included in all phases of a school-wide response as part of the team responsible for developing and implementing strategies to address these issues. Students can play an important role in changing the culture of their school.

Successful initiatives are those that engage students and adults in honest dialogue and open communication. At the same time, students need ongoing adult direction, support, and encouragement. Students are a valuable resource, and, when their opinions are sought and nurtured, make a worthwhile contribution to any school initiative. Students, by all accounts:

- are keenly aware of the issues
- have first-hand knowledge and experience
- have ideas about how to address the issues
- can be risk-takers and creative thinkers
- have an enormous amount of energy and enthusiasm to share
- can develop age-appropriate messages for other students — in other words, messages that work
- can provide continuity delivering key messages both during and after school hours
- can positively influence their peers.

The following steps outline how schools can involve students in the leadership team addressing harassment and intimidation:

1. *Raising Student Awareness*

The purpose of an awareness campaign is to inform everyone of the issues and to gain support in building an action plan to address them. Keeping in mind that a multifaceted

approach works best, the following are some ideas to help create awareness within a school.

- Include a statement on the school's intention to develop a plan of action to prevent and address harassment and intimidation in the regular daily or weekly announcements.
- Invite relevant guest speakers to student assemblies. Look to the community, youth-serving agencies, and the police for suggested speakers. The BC Safe School Centre may also be able to recommend a guest speaker within your community.
- Undertake a school-wide student survey about students' experiences with harassment and intimidation and share the results with the whole school.
- Develop in-class exercises that address the topics of intimidation and harassment. Assignments at every grade level could include anything from essays in which students explain what harassment and intimidation is, to a poster contest using a harassment and intimidation theme.
- Hold information sessions with students and staff and discuss how harassment and intimidation can affect everyone. Another option may be to work with student council on a joint staff-student presentation.

A key to gaining the support of the school community is helping people understand the issues and how the issues affect them. Once this level of awareness is reached, support and "buy-in" will follow.

2. *Adding More Students to the Team*

Once a harassment and intimidation awareness campaign is under way, it's time to recruit more students to the leadership team. When encouraging additional students to get involved, it is important to highlight that:

- it is everyone's responsibility to respond to issues that affect them and the school
- they will have opportunities to build their strengths and use their talents — good listeners can mediate, artists can create, talkers can spread the message
- they will have opportunity and power to change the school culture
- everyone can contribute and every contribution is valuable.

There is no single ideal way to involve students. It takes time to develop meaningful involvement. Here are some general principles to keep in mind.

- Ensure students have a say in identifying problems and developing responses. Have students participate on committees, and genuinely value their opinions and contributions.

Benefits of student involvement

- promoting respect
- fostering pride and ownership
- giving students valuable experiences, life skills, and opportunities to discover their talents and interests
- offering important opportunities for students and adults to learn from each other
- fostering a change in school culture
- contributing to systemic societal changes.

The BC Safe School Centre (call toll-free at 1-888-224-7233) may be able to provide you resources and materials to assist in the delivery of student training. You may also consider contacting your local library, college, or university for materials and support.

- Be flexible and willing to adapt methods in order to involve students meaningfully.
- Provide students with opportunities to question, to be heard, and to be understood. This is essential to ensuring that their involvement is meaningful and relevant.
- Share responsibility with students for decision making, managing activities, and trust them to take an active role in running their own projects. This will empower them and help to ensure their continual participation.
- Recognize and accommodate differences in cultural background, economic status, gender, sexual orientation, and interests. This will not only ensure equitable student representation, but will also help reach a broader audience.
- Offer a variety of participation options with varying degrees of commitment and provide students with alternatives. This increases the likelihood of getting students involved and keeping them involved.

3. *Training Students*

To acquire the capacity to make a difference in their school, and to participate fully as team members, students will require some skill-building — formal training and education regarding harassment and intimidation issues generally, and response strategies more specifically. Skills can be acquired through instruction, observation, or modelling. The level of training will be dependent on a number of factors including students' current skill sets and available resources within the school or community. Possible local sources to assist with training include:

- school counsellors
- leadership class teachers and other staff
- school police liaison officers
- local police
- community health organizations
- community recreation organizations
- other district resources
- youth agencies (e.g., YMCA, Boys and Girls Clubs)
- local and provincial government organizations
- Youth Action Teams
- BC Student Voice.

Part of the training curriculum might include self-evaluations. Students may need to examine their own attitudes, biases, beliefs, and their understanding of harassment and intimidation. The training should help students understand the various roots of intimidation and harassment and to practise proven strategies for addressing aggressive acts. The following is a list of suggested topics for student training:

- communication skills
- presentation/facilitation skills
- organizational skills
- facilitation skills
- assertiveness training
- discrimination prevention
- anger management
- conflict resolution skills
- intervention skills (e.g., limit setting, deflecting aggression, self-management, or controlling immediate impulses).

4. *Sustaining Student Involvement*

Be prepared for student turnover. It is a natural part of any long-term initiative that involves students, and it can result in real challenges in sustaining an initiative. Following are some techniques that can help keep student team members active.

- Have long-term student participants provide orientation and skill-development training for newer participants.
- Provide various layers of involvement requiring different levels of skills and commitments.
- Develop ongoing recruitment opportunities.

It is essential to provide opportunities for people to get to know one another, have fun, and socialize. This will help reduce turnover and keep up the energy and enthusiasm.

Involving Parents

PARENTS have both a legal right and a public responsibility to be involved in their child's learning. This involvement does not end when the student enters secondary school. Meaningful parent participation on the leadership team and at every step in the initiative is essential to the effectiveness of any effort to reduce harassment and intimidation in secondary schools.

Call It Safe: A Parent Guide for Dealing With Harassment and Intimidation in Secondary Schools (2000)*,* a resource developed specifically for parents by the BC Confederation of Parent Advisory Councils and the Ministry of Education, has been adapted for inclusion in this resource. *Focus on Bullying* (Ministry of Education, 1998) and *Building Partnerships in Schools* (BC Principals' and Vice-Principals' Association, 1998) also offer valuable advice for:

- including parents in your school-wide initiatives
- building consensus
- making parents part of the leadership team
- creating effective home-school communication initiatives.

Members of the Parent Advisory Council can assist with assessment and data gathering initiatives, recommend the formation of a safe school committee and serve on the committee, promote communications initiatives among parents and students, advocate for safe school policies, and provide ongoing support for efforts.

Involving Members of the Local Community

WHEN building partnerships and planning your response initiatives, it is important to involve interested community groups and individuals. This can add support, ideas, fresh perspectives, and resources. Keep in mind that partners can:

- become regular members of the team
- provide information and advice
- participate in special events and promotions
- donate cash, products, or services
- promote activities
- produce, distribute, or display flyers or posters.

Partnerships also help create a sense of shared ownership between the school community and the larger community. Challenges related to harassment and intimidation will come to be seen as community challenges and not just "school problems."

Involving Police

MOST secondary schools in BC have strong, well-established relationships with their local police departments or detachments. This relationship can take many forms, but School Liaison Officers (SLOs) are becoming more numerous. An SLO program is designed to enhance communication and mutual under-standing between schools and police, and to help students form meaningful relationships with police.

In schools with an active SLO program, police will be involved in the leadership team addressing intimidation and harassment. In schools where there is not an SLO, inviting a police officer to join the team or to help advise the team is a positive step toward enhancing the relationship between the school community and the police, and a way to benefit from the knowledge and experience a police officer can offer.

Involving the Ministry of Children and Family Development

STUDENTS who regularly exhibit harassing, intimidating, or violent behaviours may be experiencing difficulties in aspects of their lives outside school and may be in need of individual support. When a student is abusive to a peer or to another member of the school community, staff must consider whether a report to the Ministry of Children and Family Development is appropriate.

A report to the Ministry of Children and Family Development **must** be made if a staff member has reason to believe that a child has been or is likely to be abused, neglected, or is in need of protection. This duty to report is set out in the *Child, Family and Community Service Act.*

Element 2: Assessing for Action

ASSESSING FOR ACTION INVOLVES TAKING AN objective look at both the school community culture as a whole and the individuals within it, with respect to harassment and intimidation issues. This "taking stock" process serves a number of purposes, including:

- offering insight on how staff, students, parents, and administrators perceive the problem of harassment and intimidation and current approaches to addressing it
- initiating a valuable process of self-reflection among individuals and groups throughout the school
- encouraging in-depth discussion and reflection on the issues, and bringing these issues to the attention of a broad cross-section of the school community.

To assist in this process, this section provides an inventory, **Assessing Ourselves**, **Assessing Our School** (p. 34). The questions are intended for everyone — administrators, teachers, support staff, students, parents, school-police liaison officers, and community members.

Using the Inventory

Opportunities for using the inventory may be found at in-service or professional development sessions, school staff meetings, PAC meetings, student council meetings, as a part of accreditation, or in the classroom to open discussion of the issue and to solicit students' views. Schools could also use the inventory prior to launching a school-wide or community-wide forum on harassment and intimidation to help raise awareness and sensitize people to the issues, generate interest and support in addressing the problem, and identify those who will take a leadership role in taking action.

The inventory is not intended to be used as a questionnaire for collecting data (see p. 36 for information on data collection). Rather, the questions are starting points for personal reflection and discussion. Discussions that result from this process can form the beginning of the assessment process and help the leadership team decide what data should be collected.

It might be helpful to remember that in this first step toward understanding various perceptions about the school community culture, some views may be less than flattering. It is, however, a rewarding challenge to take an honest look at all facets of a school culture and to take collective responsibility for them. Engaging in a conversation that allows for the more difficult truths to be aired may be uncomfortable initially, but ultimately it builds trust, strengthens relationships, and supports a sense of belonging.

Equally important are the strengths and successes, as individuals and as a school. These too, need to be acknowledged and honoured. It's essential that schools know what resources they can draw on, both individually and collectively, in addressing harassment and intimidation.

Harassment and Intimidation:

ASSESSING OURSELVES, ASSESSING OUR SCHOOLS

The purpose of this inventory is to help you gather your personal thoughts and experiences related to harassment and intimidation, as a first step in developing a school-wide response to problems that may currently exist. This is NOT intended to be a questionnaire where all questions are answered in full and in writing. Use this set of questions in its entirety, or use pieces of it to promote thinking and discussion about harassment and intimidation in school communities.

Harassment   any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person

Intimidation   the act of instilling fear in someone as a means of controlling that person

_____

1. How safe do I feel at my school? How welcome? How much do I feel like I belong? Why?

2. How would I describe the relationships between staff and students in our school? Relationships among staff? Relationships among students?

3. How could I contribute to a sense of community in my school? What am I doing already? What could others do? What are others doing already?

4. How would I describe our school culture? How diverse is the culture? How well does it welcome diversity?

5. Have I ever discriminated against anyone for any reason? Have I ever witnessed someone else's act of discrimination? Have I ever felt discriminated against?

6. Have I ever harassed or intimidated anyone for any reason? Have I ever witnessed someone else being harassed or intimidated? Have I ever felt harassed or intimidated?

7. How effective are the harassment and intimidation prevention initiatives at our school? How do we measure their effectiveness? How do we use the information we gather to shape the way we address intimidation and harassment?

8. How do I feel about teaching or learning about harassment and intimidation at school? What would be the best way to do it? What challenges would need to be overcome? What opportunities exist already?

9. How are issues of harassment and intimidation communicated to parents? The broader community? How are parents involved following incidents affecting their children as either victims, aggressors, or bystanders? How is the broader community involved in resolution options?

10. What does "safe school" mean to me? What would it look like? Feel like?

Collecting and Analysing Data

IDENTIFYING people's opinions and perceptions of harassment and intimidation in the school is a valuable part of assessment. Collecting and analysing objective data will help to complete the picture and provide information that will help the leadership team validate the subjective responses from the inventory on the previous pages.

Following are some methods for gathering data. To create a clear and comprehensive picture of harassment and intimidation in the school, it would be advisable to use more than one of these strategies.

Checklists

These can be helpful in identifying strengths, weaknesses, and areas of concern, and in detecting more covert behaviours that may not surface in office referrals. They can be used to identify the kinds of behaviour witnessed in hallways, cafeterias, classrooms, parking lots, and in the local community. Schools can also use checklists to determine how well they are progressing toward goals identified by the leadership team.

Tracking Office Referrals

 If a school records name(s) of students, the time the incident occurred, the location of the incident, and any consequences or follow-up for every reported incident of harassment or intimidation, analysis of the reports or office referrals will indicate the kinds of overt behaviour problems that may be occurring in the school, and may also reveal trends. In tracking such incidents, it is important to ensure that freedom of information and protection of privacy are respected.

Group Discussions and "Town Hall Meetings"

The information and ideas arising from discussions are subjective from an assessment standpoint but they may reveal valuable anecdotal information that may not emerge from inventories, surveys, or checklists. It is therefore essential to record the main points raised at these meetings.

Once this data has been gathered, selected members of the leadership team can analyse it to determine trends, strengths, areas needing improvement, and key areas of concern.

If your school or district has an EBS Coach, their material can provide you with more information on how to collect and analyse data effectively.

"Sometimes, you may think you know what's happening, but often you're relying on your own biases, which are not always accurate... That's the beauty of the data."

— P. Mazzuca, *JSD Journal*, Winter 2000

Surveys and Questionnaires

Surveys and questionnaires can provide excellent sources of data to inform planning decisions. Creating a survey that asks the right questions, in a way that is appropriate for the intended audience, is a difficult task.

Some of the general principles of survey construction are described below.

- Make the instructions for the survey simple and brief.
- Use clear language in each question on the survey.
- When designing questions, be careful to avoid language that might suggest or discourage particular types of answers.
- If response scales are used, be sure to vary the direction of the scales from time to time. For example, the far left side of the scale should sometimes be the most positive response option and sometimes be the most negative response option.
- If multiple choice responses are offered, make all response options as parallel as possible. People are more likely to choose responses that stand out from the others (e.g., longer responses, responses with larger words).

Interpreting data gathered from a survey is a complex task. There are methods available to help determine:

- the validity of each question (how accurately each question measures what it was trying to measure)
- the reliability of each questions (how consistently each question perceived by the group of respondents)
- whether responses to a question should be excluded from analysis
- if a question led respondents to answer in a certain way
- which results are significant.

It is important that someone with the training and skills required to construct surveys is involved in the design of the leadership team's surveys or questionnaires. It may seem like a simple task, but a poorly constructed survey can quite unintentionally lead respondents to certain answers to certain questions. When designing a survey, it is important to build in internal reliability and validity through parallel questioning. Where a skilled and experienced resource person is not available, a book called *Designing Surveys That Work: A Step by Step Guide* (Susan Thomas, 1999) can help the team acquire the necessary basic techniques.

Element 3: Developing a Vision

DEVELOPING A VISION IS A POWERFUL TEAM-building process. It allows everyone to consider what their values, priorities, and desires are, to share them with others, and to find common ground. It harnesses collective intention and imagination to create a tangible destination in which everyone has a stake. From this collective vision a school-wide plan can take shape. Developing a vision also helps paint a picture of the task ahead, clarify the philosophy and goals, and motivate action.

Here are some key principles for leadership team members to keep in mind when developing a vision.

- Ask the question, "What do I want?" and ask it frequently. It is easy to lose sight of what you actually want to achieve.
- Don't worry about how it will be accomplished. Think about what is wanted independently of process considerations. A vision will require you to take steps that are as yet unknown. If people are caught up in the "how," they will remain stuck in the current reality and find it difficult to bring something new into being.
- Separate your goals from issues of possibility. People should be discouraged from censoring or inhibiting what they want because of apparent impracticality.

Have team members imagine a date five years in the future in which their school has become a place where everyone feels a sense of belonging and where harassment and intimidation never occur. The team members could reflect individually, then discuss the following in small groups:

- What would it be like to be part of such a school?
- How would you feel as you walk in the door?
- What would it look like? (e.g., in the hallway, in the classroom)
- What would it sound like?
- What would people be saying about your school and its students?

Developing the Vision Statement

When a leadership team is developing a vision statement, it may be helpful to include descriptions of desirable characteristics of an ideal school community. What kinds of relationships exist among individuals and groups in the ideal school? What opportunities are provided in the ideal school? What attention is paid to the needs of students? What are the academic and social expectations of the school community? What resources are in place to facilitate success?

Element 4: Creating the Plan

WHILE A TEAM'S PLAN WILL BE UNIQUE AND WILL vary depending on the characteristics of the existing school community, there are common ingredients for creating effective plans. After the building of the team, assessment of the school culture, and the development of a vision, a team is ready to begin constructing a plan.

To plan effectively and strategically, certain steps should be followed. The following is a summary of one strategic planning process that will support a team's efforts to address harassment and intimidation.

1. *Develop value statements or guiding principle statements.*
   These say as much about how a team plans to meet its goals as they do about what those goals are. Reaffirm the vision of the team with respect to these statements.

2. *Analyse initial assessment data.*
   This will help establish a baseline against which change can be measured. The weakness of many initiatives is the fact that they cannot be sure they have succeeded because no baseline had been established before the plan was implemented.

3. *Develop a communication plan.*
   The plan should keep all key stakeholders informed throughout the implementation process.

4. *Develop a list of supports.*
   What needs to be added or changed to help the team meet its objectives? These supports may be policies, rules, routines, or anything else that facilitates the team's efforts.

5. *Hold goal-setting sessions.*
   Goals should be constructed based on four key questions.
   a) What do we hope to accomplish?
   b) How does this relate to our vision?
   c) How will we track progress?
   d) How will we communicate this goal and our progress toward meeting it to the school?
   A goal should be articulated in a single, clear statement. (How the goal will be attained will be addressed in the following step, when strategy is considered.)

6. *Hold strategy sessions*.
   Have subgroups focus on one or two goals at a time. Action plans can be developed around agreed-upon strategies. Action plans should include who will do what, when, where, and how, and a way to monitor effectiveness.

7. *Celebrate your successes.*
   Build in opportunities for celebration of achievement at various stages of implementation.

Evaluating the School-Wide Plan

   See Chapter 4, Taking Action Part II: Developing Policies and Procedures and Evaluating the Plan for information on how to evaluate the school-wide plan and the policies and procedures that support it.

Developing and Evaluating Policies and Procedures

Writing policies that are effective, that reflect the values of the school community, and that work together in an integrated fashion is a complex task.

NOTE: "Policy" in this chapter refers not only to school board level policy. It is also intended to refer to school level administrative procedures, rules, or codes of conduct.

FOR SCHOOLS THAT DO NOT YET HAVE SCHOOL-wide plans to address intimidation and harassment, this section will assist them in **creating effective policies and procedures**. For schools that have well-established school-wide plans, this chapter offers suggestions for **evaluating the policy elements of that plan**. It also offers help in reworking existing policies that may not be supporting the goals of an existing plan.

Effective Policies

POLICIES provide a road map for members of the school community. They inform people of the norms of behaviour expected within that community. Effective policies also ensure that behaviours that do not meet expectations are addressed in a fair, consistent manner. Policies regarding harassment and intimidation support a school's comprehensive plan to address these behaviours in the following ways.

- The existence of policies raises awareness of harassment and intimidation issues.
- Written policies reflect the vision, with respect to harassment and intimidation, of the school community.
- Policies provide the basis for the development of procedures that deal with incidents of harassment and intimidation quickly, responsibly, and effectively.
- Policies that address harassment and intimidation directly and that are implemented diligently, help the school community demonstrate that it has satisfied its obligation to provide a safe environment for its members.

Assessing Existing Policies and Procedures

SCHOOLS DEVELOP POLICIES AND PROCEDURES TO support the actions of individuals and groups working toward the realization of common goals of the school community. Often when a school begins planning comprehensively to address intimidation and harassment, the leadership team will uncover existing policies and procedures that address similar issues. Where these existing policies support the goals of the leadership team, no modifications will be required, and some new policies may be developed. In order to determine whether existing policies are effective, however, some kind of assessment must take place.

The following **key questions** can serve as a framework for assessing the effectiveness of any existing policies and procedures.

- *Which aspects of the policy or procedure are to be considered when judging its value?*
  For example, the level of compliance with the policy or procedure may be one aspect to consider.

- *What standards must be reached for the policy or procedure to be considered adequate?*
  For example, how many reported aggressive incidents per month is an acceptable number? How long should it take to reach that standard?

- *What goal-related outcomes (i.e., evidence) would indicate that the policy or procedure is supporting the comprehensive plan?*
  For example, an outcome-based goal might be to have 80 percent of incident reports created using a new incident reporting procedure that is integral to the overall plan.

- *How will results of the evaluation be used to improve the policy or procedure and better enable the achievement of the goal(s) it is intended to support?*
  For example, there is a relationship between the wording of a policy and compliance with it. Are goals not being met because of an omission in a policy statement?

In addition to guiding the assessment of existing policies, these questions can also be used to generate a set of **guidelines** to help with the development of new policies and procedures where they do not already exist.

Guidelines for Policy Development

WRITING POLICIES THAT ARE EFFECTIVE, THAT reflect the values of the school community, and work together in an integrated fashion is a complex task. School-based policies must support one another, and they must also be consistent with external policies and laws that govern schools, school boards, and the public. This section accordingly provides:

- a policy development process
- suggested policy components
- references to relevant legislation and policy
- guidelines to assist in the evaluation of a school-wide plan, including policies and procedures.

Policy Development Process

POLICIES must support and complement other school and district policies, codes of conduct, laws and rules. When policies are developed by administrators in consultation with representatives of the community that will be most affected by them, the values of that community are better reflected in the language of the policy, making acceptance and compliance more likely.

In a school community, consulting representatives will likely be students, other school administrators, teachers, support staff, and Parent Advisory Councils (PACs). If the issue intended to be addressed by the new policy affects members of the broader community, they should also be invited to provide consultative input. This may include the school building's immediate neighbours, other schools, local merchants, school board trustees, school liaison and community police officers, and/or representatives of the municipal government. It is important for the leadership team or the policy development sub-team to make the extent of their involvement clear to everyone involved. While broad input is valuable, the leadership team must have the freedom to make final decisions about the policy development.

Policies are intended to help support a vision or an initiative based on that vision. A school administrator, working with a leadership team, should ask some key questions to ensure that the policy under development will help rather than hinder a school's efforts. For example:

- What policy or policies do we need to help us achieve our goal(s)?
- Is there already an existing policy that meets or partially meets our need?
- What do we **not** want the new policy to affect?

School Policy Development Process Flowchart

Boxes (right column, top to bottom): need/goal → propose policy → develop draft policy → propose adoption of final draft → adopt policy → communicate policy → implement policy

Dashed boxes (left of flow): identified need/goal; input/consultation; test scenarios/revise; check related policies (district and school) and legislation; school-based authority; review and recommend

School community representatives grouping: students, teachers, school community representatives, parent advisory council, school support staff, school administration

Once a draft policy has been written, it can be reviewed by a representative group who will apply the policy to hypothetical test situations. This pro-active strategy can save much time and effort in the approval and policy implementation stages. Having a school administrator on your leadership team and in your policy consultation group becomes even more critical at this point in the process.

The manner in which the newly adopted policy is communicated to members of the school community is as important as the policy itself. If the policy is announced without planning and organization, the consistency of the communication cannot be ensured. Without opportunity for informed discussion with all members of the school community whenever new policy is introduced, ill-informed resistance may emerge, undermining the efforts of the team and the goals of the policy.

An effective code of conduct begins with a single, positively stated declaration of the purposes that your code is designed to serve. For example, "At XYZ Secondary School, we want all members of our school community to feel welcome and safe." Next, a small number of realistic, positively stated expectations for all members of the school community is included. Because the code of conduct is intended to reflect the school's mission and vision, all policies and procedures that are developed should support the code.

Policy Components

REGARDLESS of the specifics of a policy addressing harassment or intimidation, there are **six key components** that should be present if the policy is to be effective.

- *Statement of purpose*
  This should include scope and application of the policy. Upon what values is this policy based? Who is affected by the policy? What situations are included in the scope of this policy? Are there any notable exceptions?

- *Statement of the standard of expected behaviours*
  This should be phrased in positive terms wherever possible. Notable behaviours that are not acceptable should also be included but should not overpower the message of what is acceptable. It is likely that this part of a policy statement will make reference to a school or district code of conduct.

- *Description of procedures used to review incidents*
  This should not include specific consequences for hypothetical violations, as room must be left for contextual factors and for professional discretion.

- *Set of guidelines to assist with follow-up action*
  Once a report of a violation of policy is confirmed, a set of guidelines should describe or refer to options for re-teaching expected behaviour and applying restorative measures, or a procedure for developing a plan to address situations where unacceptable behaviour is repeated.

- *A statement of the review/revision process*
  This could be a reference to an existing school and/or board appeal process. If no procedure exists whereby policies are reviewed and revised if necessary, this procedure should be added to the policy itself, including who will be involved in the review process, and what criteria (i.e., performance indicators) will be used to measure the effectiveness of the policy.

- *Appeal mechanism*
  Include an explanation of the appeal process to be undertaken when an individual disagrees with a policy, or objects to his or her treatment based on the policy. This could be a reference to an existing appeal process of the school or school district.

Reference to Relevant Legislation and Policy

BECAUSE no school policy exists in isolation, a policy development team must also consider all related policies and laws. When addressing school safety, harassment, and intimidation, some of the relevant references are:

- school district policies and procedures
- *Canadian Charter of Rights and Freedoms*
- *BC School Act* and *School Regulations*
- *BC Human Rights Code*
- *Freedom of Information and Protection of Privacy Act*
- Workers' Compensation Board regulations
- *Child, Family and Community Service Act*
- *Young Offenders Act/Youth Criminal Justice Act*

Here are four other publications that might also prove useful.

- *Keeping Schools Safe: A Practical Guide for Principals and Vice-Principals* (BC Principals' and Vice-Principals' Association and BC School Trustees Association) — provides information intended to aid in the development of school-based procedures and policies, with detailed references to pertinent legislation and case law.
- *Focus on Suspension: A Resource for Schools* (BC Ministry of Education) — suggests options for addressing problem behaviour, which are alternative to exclusion from school.
- *Fostering a Safe Learning Environment: How the BC Public School System is Doing* (Annual Report, 2000/01: BC Auditor General) — provides statistics, trend information and background theory related to safe school issues. It also makes 19 recommendations to the Ministry of Education and school boards based on the Auditor's findings.
- *Fair Schools* (Public report No. 35: BC Ombudsman) — offers helpful suggestions for creating school-based procedures that are non-discriminatory and equitable and that allow for appeal where there is disagreement about a decision.

(See Chapter 8: Supporting Resources for full bibliographic information for these resources.)

Developing Procedures to Support Policy

A POLICY is only as valuable as the procedures that support it. Any and all related policies must be considered whenever a procedure is developed. A procedure may be challenged by those affected; but if that procedure directly supports a policy, its use is also supported by that policy.

The well-being of students and staff is first and foremost when a procedure is developed; however, consideration must also be given to the growing number of school-related litigations. In cases where procedure closely follows and supports established policy, the school officials following these procedures are offered a certain amount of protection should the procedure be tested in court. Where procedures do not compliment or may even undermine policy, justification for following such procedures is difficult to defend.

According to the resource, *Keeping Our Schools Safe: a Practical Guide for Principals and Vice-Principals*, policies and procedures that "most frequently give rise to legal questions and concerns" include the following:

- positive school-climate policies and procedures, particularly expectations of student conduct and specific policies on subjects such as drugs and alcohol or weapons
- policies and procedures addressing student discipline
- policies and procedures related to suspension or exclusion of students, and provision of educational services to students with a history of violent behaviour
- policies and procedures that address relations between schools and the justice system, including student records, police practices in schools, and access to student records
- policies implementing the requirements of the Workers' Compensation Board regulations on violence in the workplace.

Evaluating the School-Wide Plan

THIS SECTION IS INTENDED TO BE REVISITED AFTER a school has developed and implemented a plan. Evaluation should be built in to the planning process, with the indicators of success determined at that time. Data collected in the initial assessment stage (the baseline data) can also be compared with post-implementation data.

Steps in Evaluating Policies and Procedures

THE POST-IMPLEMENTATION evaluation process regarding policies and procedures is comprised of four steps.

1. *Engage a representative review team.*
   The review team should include those involved in daily operations where the policies or procedures guide their decision making and those served or affected by the policy or procedure. Involving affected members of the school community will help ensure that all outcomes of the policy or procedure are examined. Opening the evaluation team membership to include opposing perspectives can strengthen the evaluation's credibility.

2. *Describe the objectives.*
   Clear descriptions of the expected effects of each policy or procedure help to focus the evaluation. It is difficult to separate a policy or procedure from implementation of that policy or procedure, but it is important at this stage to at least consider the difference.

3. *Focus the evaluation design.*
   Considering the stage of development of a policy or a procedure is key to determining the purpose of the evaluation. For example, if the policy has been implemented for only a few months, the evaluation may be focused on refining the wording of the policy where further implementation would be aided as a result. If a policy or procedure has been in place for a longer period of time, the evaluation may be to decide on removing, replacing, or significantly modifying that policy or procedure to better reflect current needs. A policy or procedure should not be abandoned until it has had a chance to be fully implemented and refined.

4. *Gather credible evidence*

An evaluation should include information that will convey a well-rounded picture so that recommendations and actions resulting from the policies and procedures are credible. Indicators — statements of expected outcome or attributes related to the policy or procedure — may aid in determining whether a policy or procedure has met the criteria for which it was designed. An evaluation would examine the extent to which indicators had been satisfied as one means of determining the effectiveness of a policy or procedure. Whatever evidence is used, the quality of the evidence and its sources, the quantity of evidence gathered, and the logistics of gathering the information must all be considered.

Elements in Evaluating a School-Wide Plan

As POLICIES and procedures are evaluated separately, the entire school-wide plan (of which policies and procedures are integral parts) should also be evaluated. Evaluation of a plan is essentially the same process as assessment of the school culture. That it takes place after a plan has been implemented allows the information found in the assessment to be used to evaluate the plan's effectiveness.

A solid evaluation process can also:

- provide an opportunity to reflect on the whole process
- affirm successes
- prevent ineffective practices from wasting time and resources
- improve the efficiency and effectiveness of current procedures
- allow the leadership team to assess feasibility of their agenda or timelines
- assist in identifying gaps in the process or plan
- make it possible to accommodate new needs that have arisen since the plan's inception
- enable the integration of new resources — financial, human, curricular, etc.
- provide an opportunity to determine the plan's impact on the school community.

While evaluation takes place after the implementation of a policy or procedure, it cannot be overemphasized that the evaluation process — the outcomes or indicators that will be used to measure the effectiveness of a policy or procedure — should be considered during the policy or procedure development stage. This makes it more likely that a proper evaluation will take place and will make that evaluation simpler and less time-consuming.

School-Wide Plan Evaluation Checklist

Whether a school has in place a school-wide plan to address harassment and intimidation issues, or is in the process of developing one, the School-Wide Plan Evaluation Checklist may help to assess how comprehensive the plan is.

❑ There is a broadly representative leadership team to address harassment and intimidation concerns, including students, school administrator, teachers and other school staff, and parents.

❑ Our school administration is actively involved in this initiative.

❑ Our students are directly involved AS LEADERS in the creation, maintenance, and evaluation of this initiative.

❑ We have established a vision to which we are committed.

❑ Respect for diversity is a major focus in our school.

❑ We have gathered meaningful data from which we can determine goals, policies, and strategies.

❑ We have established a Code of Conduct or Behavioural Code with a single, positively stated, declaration of purpose, and a small number of realistic, positively stated expectations for all students, staff, parents, visitors, and other members of the school community.

❑ We have established procedures for clearly communicating our behaviour expectations to all members of the school community.

❑ We have established procedures for encouraging the fulfilment of these expectations.

❑ We have established a continuum of strategies to address potentially problematic behaviours or situations.

❑ There is a consistent system for responding to problem behaviour in all parts of the school, including the hallway, cafeteria, gymnasium, classroom, grounds, parking lot, etc.

❑ Consequences are clearly stated and corrective procedures are well-established.

❑ Individual support is available for students with chronic behaviour concerns.

❑ We have systems in place for effectively monitoring our progress.

❑ We are consistent in acknowledging our successes and the contributions of those who are devoting time and energy to this initiative.

❑ There is a system in place to acknowledge student successes.

Teaching

For a school-wide harassment and intimidation prevention initiative to be successful...
it is imperative that all educators play a part in addressing these behaviours at the classroom level.

ALL EDUCATORS RECOGNIZE HARASSMENT AND intimidation in schools as a serious problem, although some may view it as an issue to be addressed only in Career and Personal Planning instruction or in the counselling office. For a school-wide harassment and intimidation prevention initiative to be successful, however, it is imperative that all teachers play a part in addressing these behaviours in their classrooms. This chapter offers a number of ways that secondary school teachers can work with students to address harassment and intimidation issues, including:

- generic instructional strategies that can be used in any teaching environment
- a series of lesson plans that illustrate how the topic of harassment and intimidation can be addressed in relation to a number of prescribed curricula.

Rationale

- *Students who are well prepared to recognize and respond to incidents of harassment and intimidation are a school's best prevention strategy.*
  Preparing students to be change agents in promoting a safe and welcoming school culture is an effective strategy that requires frequent opportunities for student practice in every secondary school classroom.

- *Harassment and intimidation behaviour patterns are highly resistant to change.*
  It takes a concerted effort on the part of everyone involved in the school community — students, educators, families, and members of the local community — to create harassment- and intimidation-free schools. It is therefore vital that all educators address the issues in a meaningful way.

Sound teaching practices are the very same strategies that help to create a safe and welcoming learning environment.

- *A "code of silence" may protect and encourage students who harass and intimidate others.*
  Every secondary educator is uniquely positioned to address the code of silence at a classroom level by using teaching practices and developing relationships that encourage students to speak up on behalf of themselves and others and to report incidents. (See "Key Concepts: How does the code of silence challenge school communities?" on page 19.)

- *Students learn more effectively in a safe environment than in an unsafe environment.*
  Episodes of harassment and intimidation can happen anywhere, any time, in any secondary learning environment. Accordingly, every secondary educator needs to work with students to reduce the likelihood that episodes of harassment or intimidation will occur in his or her classroom, or anywhere else.

Pro-active Strategies

EDUCATORS CAN PLAY AN ACTIVE ROLE IN addressing harassment and intimidation through the decisions they make about teaching. Secondary educators can make connections between the subjects they teach and strategies that reduce harassment and intimidation. In this way, every secondary educator — no matter what subject he or she teaches — can infuse "anti-harassment and anti-intimidation" into the curriculum by using effective instructional practices and by fostering a caring atmosphere in the classroom.

Incidents of harassment and intimidation are rare in classrooms where everyone's dignity is respected and promoted, where cohesion and affiliation are high, where students feel connected to each other and to their teachers, and where they feel a shared sense of personal responsibility for everyone's safety and security. It follows, therefore, that anything teachers do in their classrooms to promote dignity and respect for all, increase feelings of connectedness, and create a sense of order and purpose in their classrooms, helps to reduce harassment and intimidation. (Pepler, 1998)

Some of the classroom strategies outlined in this section are relatively simple and require little time and skill. Other activities are more complex and require both a commitment of time and advanced planning. They are not solely designed to discourage harassment and intimidation; however, sound teaching practices are the very same strategies that help to create a safe and welcoming learning environment.

Physical Environment

THE PHYSICAL ARRANGEMENT of the classroom can support or interfere with instruction, and can also have negative or positive effects on student behaviour and social interaction. Since each classroom and class of students has unique characteristics, there are no specific set-ups that are universally effective. There are, however, some guidelines for optimizing the physical learning environment. A safe learning environment is enhanced in a classroom where:

- there is space for the teacher to move freely about the classroom (i.e., along the front, back, and sides of the room, and between individual desks or tables or clusters of desks)
- sight lines are established in such a way as to help teachers see as much as possible from as many locations as possible
- students are aware of reasons for classroom arrangements and their suggestions about room configurations are taken seriously

- the room is set up for each session (ideally with students' help) in a way that supports the learning activities for that session
- the classroom arrangement takes into consideration students' individual learning styles, tolerances, and preferences, creating a classroom atmosphere that is neither over-stimulating nor under-stimulating.

Effective Instructional Strategies

CONTEMPORARY research suggests that effective instructional strategies are critical in creating safe and welcoming classrooms for both students and teachers (e.g. Sugai and Horner, 1999). Challenging behaviours may indicate that students' learning needs are not being met by the current classroom strategies. Adapting instruction to fit the needs of individual learners is therefore key to reducing challenging behaviours arising from student frustration. Some simple adaptations are:

- presenting assigned tasks in a structured way that is both verbal and visual
- breaking assignments down into more manageable steps
- increasing or decreasing the amount of time allotted to a given task so that students are neither overwhelmed nor bored, both of which can lead to challenging behaviour
- providing more frequent teacher feedback on work in progress
- using peer assistance in addition to, or instead of, teacher assistance on a particular task.

The following instructional strategies take into account diversity in learning and also support the goal of a classroom free of harassment and intimidation.

Using a Variety of Tasks and Activities

Each task or activity could focus on a different learning modality, address a different topic, or change the tone of the session. A full hour or more of individual seatwork (e.g., textbook reading, writing, note-making, worksheets) is considered neither effective instructional practice nor conducive to pro-social behaviour on the part of students. Instead, for example, a teacher might incorporate 15 minutes of teacher-centred lecture, followed by 15 minutes of seatwork, followed by 15 minutes of small group or pair discussion, followed by 15 minutes of large group discussion and review.

Presenting Concepts in Multi-sensory or Multi-modal Ways

Ensuring that all students are receiving at least part of the lesson in a way that best suits their learning modality can help to avoid frustration or problems with attention and concentration. This may involve developing learning activities that allow for listening, speaking, reading, writing, and body movement.

Using an Advanced Organizer

Using an agenda, list, or diagram to inform students of the main features of a lesson before it begins has proven to be effective both academically and as a behaviour-management tool. An advanced organizer also communicates clear expectations for the class. It provides students with a checklist that allows them to follow the progress of the lesson, pace their work, and anticipate the next portion of the lesson. In secondary schools, advanced organizers facilitate transition from students' previous classes to the present one by helping them focus on the new surroundings and subject matter.

Including Social Skills Content

When social skills are explored through a variety of contexts (e.g., math or physics problems, history discussions, novel and short story analyses, drama performances), students can see how social skills are an integral part of daily life and not merely an isolated set of abilities. This can be quite effective in helping to nurture a culture of respect and pro-social behaviour.

Using the Ministry of Education's draft *Social Responsibility Performance Standards* can help teachers integrate and evaluate social skills in the classroom. Printed copies are in each school and can also be downloaded from the ministry's Web site.

Holding Class Meetings

Class meetings (also known as talking circles or learning circles) are teacher-directed, whole-class activities with a formal structure. They focus on recurring class concerns or problems that are not directly related to the curriculum. The meetings are usually relatively short, occur infrequently, and are held on an "as needed" basis.

Class meetings can focus on a problem or concern that the teacher identifies, (e.g., "I've noticed that recently…") and include a student perspective ("Is this a problem for you? Why?"). The class brainstorms potential solutions to the problem, identifies the best solution, and agrees on an action plan.

If you plan to hold a class meeting in response to a specific incident of harassment or intimidation, it is best to let a day or so go by between the incident and the class meeting, which should focus on remedy, not blame.

Focusing on Processes

Co-operative learning strategies, which occur when groups of students work together to accomplish a shared goal or task, focus on processes that foster social growth. Although it is common to find students working in groups in secondary schools, not all groups incorporate co-operative learning structures, which are characterized by the following elements.

- *Positive interdependence*
  Students must work together to accomplish their group's learning tasks. The phrase "We sink or swim together" captures the essence of positive interdependence.

- *Face-to-face interaction*
  Students learn from each other by talking and working together and helping each other understand the material they have been assigned.

- *Individual accountability*
  Students in collaborative learning groups are individually accountable for their own work and a criterion-referenced system of evaluation is used.

- *Social skills*
  Social skills (sometimes called interpersonal skills) are explicitly developed as part of co-operative learning. Students in co-operative learning groups must use the appropriate social skills they are developing for their group to accomplish its task.

- *Group processing (self-assessment)*
  Students in co-operative learning groups reflect on how their group is functioning and the extent to which its members are using effective social skills to work together productively to accomplish shared tasks. This helps students to realize that an environment free of harassment and intimidation is created and maintained when all the members of the group contibute to a shared sense of community.

"...a move from 'doing to' to 'working with' is impossible unless there has been an effort to create and sustain relationships among the people involved."

– From *Beyond Discipline: From Compliance to Community,* by Alifie Kohn, 1996.

Teacher-Student Interaction

IN ADDITION TO strong instructional strategies, positive teacher-student interactions can help create a safe atmosphere and support a learning environment that is free of harassment and intimidation.

Modelling Respect

Teachers have the strongest influence on the behaviours and attitudes of students when they model acceptable or desired behaviour. Teachers can model dignity and respect for others by:

- using questions to enhance student learning and extend knowledge rather than calling on students who are disengaged as a way of getting them to pay attention
- responding to a student's answer that seems "off the mark" in a way that affirms the answer or restructures the question
- avoiding a discussion of a student's inappropriate behaviour in front of others
- speaking to students respectfully at all times, especially when they are being uncooperative, oppositional, or defiant (i.e., avoiding sarcasm, put-downs, blaming, name-calling, labelling)
- listening actively in conversations with students (i.e., decoding the student's unique message and providing feedback about it) as opposed to listening passively (i.e., listening silently with only verbal or non-verbal acknowledgment to the student to continue)
- spending time in class talking about issues beyond the course content, which sends a message to students that the class is more than course content
- greeting students as they arrive in class, which sets a positive tone and provides a natural opportunity for discussion.

Setting Clear Behaviour Expectations

Setting clear behaviour expectations with a class before disrespectful or harassing behaviours occur is another powerful way to maintain a safe learning environment. The *Social Responsibility Performance Standards* from the Ministry of Education can help both students and teachers define the parameters of appropriate behaviour.

Maintaining Order

The saying, "well begun is half done," truly applies to secondary classroom teaching. Students perceive starting class business while there is excessive noise as tacit acceptance of such behaviour. Teachers can set a respectful tone for a lesson by

waiting until everyone is paying attention and all unrelated conversations have stopped before proceeding. When this simple procedure is followed consistently, a class tends to remain orderly and respectful whether speaking, listening, working in groups, or working independently.

Avoiding Power Struggles

Teachers can reduce the potential for the occurrence of violent or otherwise damaging acts by avoiding engagement in power struggles with students. Encounters that escalate from calm toward anger and violence almost always involve a power struggle between two or more people. Teachers who allow themselves and their students pre-planned "escape routes" from potentially escalating situations experience many fewer violent or disrespectful outbursts by students.

Avoiding Reward-and-Punishment Tactics

Rewards can eventually be seen by students as expectations or bribes, and punishments as mere inconveniences or threats. These are the most common problems experienced by teachers who use reward-and-punishment tactics. The dangers of rewarding and punishing are many. For example, because acts of aggression may yield short-term rewards for an individual that are greater than the reward offered by the teacher, aggression becomes reinforced for students who do not consider long-term consequences. Punishment is at the root of the code of silence, as students are reluctant to get other students "in trouble" and may fear retribution or social exclusion.

Reinforcing intrinsic motivation for pro-social behaviour is much more effective. This is best achieved by fostering a sense of community in the classroom, where the well-being of the group is valued as much as (because it is linked with) the well-being of the individual.

Sample Lesson Plans

THE PHILOSOPHY AND CONTENT OF THIS RESOURCE
are consistent with, and build on, the 1998 resource, *Focus on
Bullying: A Prevention Program for Elementary School Com-
munities*. Classroom practices initiated at the secondary level are
designed to extend concepts from the elementary resource,
including:

- examining definitions of bullying behaviour
- identifying emotions associated with harassment and
  intimidation
- providing information on when and how to ask for help
- defining assertive behaviour
- outlining rules and defining respectful behaviour
- describing a school without bullying
- participating in a school-wide initiative for bullying prevention.

Grade 8 teachers, in particular, are encouraged to refer to
the *Focus on Bullying* resource; many of the Grade 7 lesson plans
found there can be readily adapted for a Grade 8 classroom.

Using the Lesson Plans

THE LESSONS illustrate a range of ways in which harassment and
intimidation can be addressed through various provincially
prescribed curricula. They can be used by classroom teachers as
part of a school harassment and intimidation prevention program,
and secondary teachers of all grade levels and subject areas will
find these lessons readily adaptable for their own situations.

Many of the lessons contain specific suggestions for
adaptations for other subject areas (see the "Cross-Curricular
Connections" section in each lesson plan). Teachers could also
have students:

- discuss, in a number of subject areas, the three handouts found
  at the end of this section ("What Constitutes Harassment and
  Intimidation?" "Factors that Contribute to Harassment and
  Intimidation," and "Impacts of Harassment and Intimidation")
- examine the role of rules in sports, and compare to the need
  for societal rules — What would happen to sports if there were
  no rules? What would happen in society? (Physical Education)
- examine the ramifications of discrimination and diversity for
  businesses (Business Education)
- analyse current events/media news coverage of harassment and
  intimidation incidents (Social Studies, English Language Arts).

The "Materials & Resources" section in each lesson plan
also contains additional suggestions and tools for introducing
harassment issues in the classroom.

The lesson plan subject areas and grade levels included in this section are:

- *Managing Emotions*, CAPP 8
- *Role Plays*, Drama 8
- *Literature Study*, English 8
- *Making Schools Safer*, CAPP 9
- *Self-Portrait*, Visual Arts 9
- *Celebrating Diversity*, CAPP 9/10
- *The Legal Issues*, Social Studies 11
- *Media and the Perception of Youth*, Communications 11
- *Community Well-Being*, CAPP 11/12

LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcomes for Grade 8 Career and Personal Planning.

It is expected that students will:
- identify factors that contribute to emotional health and well-being (Mental Well-Being)
- describe the characteristics of personal autonomy (Mental Well-Being)
- examine the influence that friends have on individuals' attitudes and behaviour (Mental Well-Being)

SUGGESTED TIME

2 hours

MATERIALS & RESOURCES

- Student Handouts:
  - Student Response Guide and What Constitutes Harassment and Intimidation (found at the end of this chapter)
- chart paper, pens

EXTENSION

Have students interview a parent or other significant adult about how they manage their emotions.

MANAGING EMOTIONS
Grade 8 Career and Personal Planning

Early adolescence is a time of emotional upheaval, filled with new and constant pressures from family, school, peers, and the larger society. Learning how to manage these emotions is an important life skill. By focusing on appropriate responses to emotions such as anger, fear, and sadness, students will be better equipped to deal with and/or avoid participating in situations of harassment and intimidation.

Procedure

1. The day before conducting this lesson, assign a homework task: over a period of 24 hours, students should record every emotion they experience. They do not need to record the context, only the emotion.

2. In groups, have students create a word web of their emotions. Post the webs around the classroom. Have students visit each other's webs, and add to them with:
    - things that might have happened to evoke each emotion
    - ways people might respond when they feel that emotion.

3. Debrief as a class. Select some of the responses recorded by students, and ask whether or not they are "appropriate." Discuss: How do you know whether or not it's appropriate? (whether or not it makes the situation better, whether anyone else gets hurt, etc.)

4. Read the following scenario to the class (changing the names if necessary).

Meena is a new grade 8 student at school. She and her family just moved to Canada, and she doesn't speak very much English. Joe, another Grade 8 student, has been picking on Meena since almost the first day. A number of times he has tripped her in the classroom or hallway. A few weeks ago Joe started grabbing Meena's backpack every day, taking out her lunch and throwing it in the boy's washroom, or tossing it around with his friends. Joe tells Meena not to tell anyone or she'll get "sent back to where she came from." Several other students witness these incidents, but they don't do anything.

Ask students:
– *How do you think Meena is feeling?*
– *Why do you think Joe does these things to Meena?*
– *What do you think the onlookers felt? Why didn't they do anything?*

As students share their responses, refer to the word webs they created earlier. What similar emotions were identified by students? What behaviours? Point out that the scenario they just heard was an example of harassment. Distribute the handout, and allow time for students to read it. Check for questions.

5. Ask students to brainstorm some things they could do when they are faced with any situation where they feel anger, fear, or sadness. Distribute the Student Response Guide and guide their answers toward the following points:
   – being assertive
   – using positive self–talk
   – asking for help (e.g., from a friend, teacher, parent).

If necessary, outline the skills involved in being assertive. For example:
   – decide to be assertive
   – stay calm
   – use a clear strong voice
   – look at the person
   – say the person's name
   – tell them to stop.

Ask students to brainstorm positive self-talk statements such as:
   – *I can do it.*
   – *I am an important person.*
   – *I am responsible for my own behaviour.*

Assessment Strategies

- Ask students to write a story, perform a role play, or create a cartoon illustrating appropriate strategies for dealing with a situation where they feel angry, afraid, or sad. Look for evidence that students are able to demonstrate what they have learned about appropriate responses.

- Read a story or view a video with a harassment theme. Stop at appropriate places and ask students to role play appropriate responses to the harassment situation. Then have several pairs demonstrate for the whole class. Use questioning to determine the effectiveness of students' responses.

LEARNING OUTCOMES

This lesson can be used to help
students achieve the following
learning outcomes for Grade 8
Drama.

It is expected that students will:
- suggest and try a variety of
  appropriate solutions to a
  given problem (Critical Analy-
  sis)
- make and act on reasoned
  and thoughtful decisions
  (Critical Analysis)
- use specific criteria to assess
  and evaluate their work
  (Critical Analysis)
- demonstrate trust through
  collaborative drama (Expres-
  sion and Trust)
- demonstrate an appreciation
  for the diversity of others and
  their various perspectives
  (Expression and Trust)

SUGGESTED TIME
2-3 hours

MATERIALS & RESOURCES
- index cards
- Student Handouts:
  - One–Line Scenes (found at
    the end of this lesson)
  - Student Response Guide,
    and What Constitutes
    Harassment and Intimida-
    tion (found at the end of this
    chapter)
  - student self-assessment
    journals

EXTENSIONS
Have students develop some of
the characters and/or situations
into more elaborate scenes that
dramatically present construc-
tive responses and options for
solving the conflict.

ROLE PLAY
Grade 8 Drama

Students may encounter situations of harassment and intimida-
tion, and be unsure of the best ways to deal with such behaviours.
The purpose of this lesson is to help students develop a personal
understanding of the factors that can lead to harassment, intimi-
dation, and violence in schools, and to encourage them to prac-
tice constructive ways to deal with such behaviour, using the
response model. Within the safety of the classroom, students will
practise improvising characters and scenes and develop the ability
to solve dramatic problems.

Note: This lesson would be best used after a level of trust has been established
in the class.

Preparation

Prepare three numbered index cards (see Procedure step 1) with
the following lines:
Card 1. *I've had it. I can't take this any more!*
Card 2. *Well you just asked for it.*
Card 3. *I'm sorry. Don't look at me. It's not my problem.*
Prepare photocopies of the handouts, **One-Line Scenes** and
Student Response Guide. Arrange the seating in the room to
allow for groups of students to improvise brief scenes.

Procedure

1. Invite three student volunteers to participate in a short role
   play. Give each volunteer an index card with an opening line
   of dialogue on it (see Preparation). Explain to the students
   they are to improvise a three-minute scene, starting with the
   lines on the cards. The student with Card 1 is to begin. After
   three minutes, ask them to switch cards. Do this once more so
   that each student has a chance to recreate the scene.

2. Debrief as a class. Ask:
   – What words come to mind to describe each character?
   – What title would you give each run-through of the scene?
   – What effect did switching roles have on the scenes?
   – Did it make a difference whether a character was played by
     a boy or a girl?

3. Distribute the handout, **Student Response Guide**. Ask three
   different volunteers to try the same activity that began the
   lesson. The procedure is the same, but challenge students to

improvise an appropriate resolution to the conflict, using the response guide. Remind them of the assessment criteria that have been developed.

4. Have the class debrief the second set of scenes. Ask:
   – Was it easy or difficult for the conflict to be resolved?
   – What were the more effective and appropriate ways to solve the conflict?
   – What effect did switching roles have on the scenes?
   – Did it make a difference whether a character was played by a boy or a girl?
   – What title would you give each run-through of the scene?

5. Explain that the character in Card 1 was the victim. The Card 2 character was a harasser, and Card 3 represented the bystander. Write these roles on the board. Ask the class to suggest descriptors for each.

6. Have the class form groups of three. Explain that each member of the trio will perform one of the three identified roles. The teams are to improvise a scene. In the scenes, which should be located at school, the characters will be unable to resolve their differences. The students may, if they wish, use the opening lines from the original cards, but it is not necessary. Give the class about five minutes to practise their improvisations.

7. Ask teams to volunteer to replay their scenes in front of the class. After each scene, elicit ideas from the class about how the characters could better resolve their conflict. Ask the performing team to do the scene again and to try to resolve the conflict, using the suggestions from the class.

8. After a number of teams have performed, present to the class the handout, **What Constitutes Harassment and Intimidation?** Ask the students: Have situations like these scenes ever happened to you or someone you know? Ask students to elaborate to the extent they are comfortable, and then ask: What did you or your friend do? What happened as a result? Referring students to the **Student Response Guide**, ask: What would you or your friend have liked to do differently? Ask students to list specific actions that worked to defuse the conflict and actions that did not. Then have the class compile statements that summarize the most effective ways to deal with harassing and/or intimidating behaviours.

9. Close the lesson by challenging the class to practise their responses to situations of harassment and/or intimidation. Explain that teams will be given a line they must state once, at either the beginning, middle, or end of the improvisation. Choose a team and read or hand a line to them from the

handout, **One-Line Scenes**. At the end of each team's improvisation, discuss the scene's conflict and solution with the class.

Assessment Strategies

- As students participate in this lesson, observe the extent to which they:
  - improvise characters and scenes
  - sustain their role in a short role play
  - solve dramatic problems spontaneously
  - demonstrate an awareness of others in role and their impact on the dramatic situation
  - identify harassing and intimidating behaviour
  - demonstrate constructive ways to deal with harassment, intimidation, and victimization.

- Have students note in their self-assessment journals how well they performed and participated in their role plays.

- Discuss with students the characters and scenes they created. Use a checklist to note the extent to which they are able to:
  - offer reasoned and thoughtful explanations for their dramatic decisions
  - assess their solutions to problems
  - demonstrate an awareness of others in role and their impact on the dramatic situation.

- Have students write their own definitions of harassment and intimidation. Ask them to include examples.

One-Line Scenes

"I still say we should have got involved."

"Promise you won't tell what we did to her."

"Let's tell a teacher about it."

"It doesn't matter what we do."

"This is too dangerous to get involved in."

"They're weird. No wonder they get teased."

"They are always together."

"I don't want those people to come with us."

"They dress weird."

"She's not one of us."

"Everyone should have the right to wear headgear in school."

"They don't belong here."

"It's time to stop them from teasing us."

"He doesn't like sports. What's the matter with him?"

"Why should we be friends with her? She's not like us."

"They can't even speak English."

"They always seem to be alone. Let's go talk to them."

"He just doesn't fit in. I wish we could help."

"She has no friends. I don't want to be seen with her."

LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcomes for Grade 8 English Language Arts.

It is expected that students will:

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels stories, poetry, other print material, and electronic media (Comprehension)
- locate and interpret details in stories, articles, novels, poetry, or non–print media to respond to a range of tasks (Comprehension)
- explain the motivation of the characters in works of communication, providing evidence from the text of each work (Comprehension)
- describe and give examples to explain their personal criteria for assessing and responding to what they view, read, or hear (Engagement and Personal Response)
- use grammatically correct language when writing and speaking (Knowledge of Language)

LITERATURE STUDY
Grade 8 English Language Arts

In this lesson, students have the opportunity to analyse literature that deals with the subjects of harassment and intimidation. This lesson may take place as part of a larger literature study.

Preparation

Acquire a range of literature resources (see page 68 for some examples).

Procedure

1. Begin with a review of harassment and intimidation. What constitutes harassment or intimidation? What are some of the factors that contribute to harassment and intimidation? Refer to handouts as necessary.

2. Identify a selection of texts (see Materials and Resources) that deal with the dynamics of harassment, intimidation, or conflict among youth, and have students choose one to read.

   Advise students that, as they read their selection, they should consider the following:
   - Identify the main character(s) who are the aggressors.
   - Why do you think this person acts this way?
   - Identify the main character(s) who are the victims of harassment or intimidation.
   - How do you think this person feels?
   - How might the harassment or intimidation have been avoided?
   - Could the roles of aggressor and victim be switched? If so, how?

3. After students have completed their assignments, debrief as a class. Are there any generalities that can be made about the dynamics of harassment and intimidation? Do these generalities apply to students' own experiences?

4. Ask students to examine the motivation behind a character's behaviour by formulating four or five questions to ask the character if that were possible. Have students refer to the text to see if they can find what the character's answer might be.

MATERIALS & RESOURCES
- literature selections that deal with the dynamics of harassment and intimidation, particularly among youth; suggested titles include:
  - *The Outsiders* by S.E. Hinton
  - *The Chrysalids* by John Wyndham
  - *The Pig Man* by Paul Zindel
  - *My Name is Seepeetza* by Shirley Sterling
  - *Freak the Mighty*
  - "Justice" Issues collection
  - "What's Fair" collection
- Student Handouts:
  - What Constitutes Harassment and Intimidation, Factors that Contribute to Harassment and Intimidation, and Impacts of Harassment and Intimidation (found at the end of this section)

Assessment Strategies

- Check on students' comprehension of their stories by asking:
  – What questions do you still have?
  – Which character or event stands out most clearly in your mind? Why?

- Collect students' questions, and look for evidence of their abilities to assess characters' motivations and make references to the text.

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Students identify harassing and intimidating behaviour, and factors that can lead to such behaviour in school.

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LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcomes for Grade 9 Career and Personal Planning.

It is expected that students will:
- identify criteria for setting short- and long-term goals (Planning Process)
- set short-term goals and evaluate long-term goals, revising as necessary (Planning Process)
- show respect for others (Mental Well-Being)
- design and implement a plan to promote personal, school, and community well-being (Mental Well-Being)

SUGGESTED TIME

2-4 hours plus out-of-class time as necessary

MATERIALS & RESOURCES
- Student Handouts:
  - Harassment Scenarios and Keeping our School Safe (found at the end of this lesson)
  - What Constitutes Harassment and Intimidation, Factors that Contribute to Harassment and Intimidation, Impacts of Harassment and Intimidation, and Student Response Guide (found at the end of this chapter)
- chalkboard or flip chart
- overhead projector

MAKING SCHOOLS SAFER
Grade 9 Career and Personal Planning

Students may encounter situations of harassment, intimidation, and victimization and be unsure of what to do. The purpose of this lesson is to help students to identify harassing and intimidating behaviour, to gain a deeper understanding of the factors that can lead to such behaviour in school, and to encourage them to reflect on the ways in which they can respond appropriately to make the school a safer place.

Preparation

Read and organize the resources for the lesson. Determine whether the information will be presented as student handouts or displayed as overheads. Note that the handout, **Keeping Our Schools Safe** contains a sample goal planning strategy; if students are already familiar with a different strategy for achieving goals, use that instead.

Procedure

1. Present the following quotation: "We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent." (Henry Friedman)
   Discuss as a class:
   – To what differences is the writer referring?
   – What does the writer mean by the phrase "each and every one of us can make a difference by not being indifferent"?
   – What do you think we should not be indifferent about?
   – What are some of the ways we could make a difference to others?

2. Read aloud selected scenarios from the handout, **Harassment Scenarios**. Explain that some of these stories demonstrate innocent misunderstandings, while others describe inappropriate behaviour such as harassment or intimidation. After each scenario is read, discuss with the students what they think the scenario demonstrates (i.e., innocent misunderstanding or intentional harassment/intimidation). Have them explain their thinking.

3. Present to the class the handout, **What Constitutes Harassment and Intimidation?** Explain that harassment and intimidation, if not properly addressed, can lead to more serious complications and violence. Discuss the following quotation: "It is better to place a fence at the edge of a cliff

- Encourage the class to communicate to the school community the qualities of a safer school by creating collages, murals, Web pages, posters, articles for the school newspaper, mini-dramas, a presentation at the assembly, or displays for classrooms.
- Ask students whether they or anyone they know have experienced any situations similar to the ones identified in the scenarios. Have them write about their experiences privately in their journals. Advise them not to use real names and to use hypotheticals. What did you or your friends do? What happened as a result? What would you or your friends have liked to do differently?

than to have an ambulance waiting at the bottom." (Anon)
After students have had an opportunity to review the information from the handout, ask which of the scenarios fit these definitions. Discuss.

4. Revisit the scenarios, and ask students to suggest how the "victim" in each situation might feel or react. Record students' responses.

5. Review some of the harassment scenarios that were the most provocative for students. Have them imagine what they would have done in those situations. Focus the discussion on an analysis of the most effective strategies. Record students' ideas.

6. Have the class brainstorm what they think are the chief causes of harassment and intimidation in the school. Create a list or build a web of their ideas.

   Present the handouts, **Factors that Lead to Harassment and Intimidation** and **Student Response Guide**. Discuss and compare this information to the factors and responses the class identified. Have students decide which of the factors from the handout should be added to the class list.

7. Have students brainstorm the characteristics of a "safer school," where students are free from harassment and intimidation. Encourage students to refer to their earlier brainstormed lists for ideas.

8. Divide the class into teams. Give each team a copy of the handout, **Keeping our School Safe**. Review the steps for achieving a goal. Allow time for groups to work on their plans.

9. Have each team make an oral presentation on their plan. Invite discussion and feedback.

10. As a class, synthesize each group's plan into a class plan for building a safer school environment. Help students to identify tasks and priorities, assign responsibilities, and access resources to put the plan into action.

Assessment Strategies

- In this lesson, note the extent to which students:
   – participate thoughtfully in class discussions
   – identify harassing and intimidating behaviour
   – outline the factors that can lead to harassment, intimidation, and violence, and describe how such behaviours can affect their lives
   – offer reasoned solutions for dealing with harassment, intimidation, and victimization in school

    – outline the qualities of a "safe" school community

    – identify ways in which they can make school a safer place.

- Have students write their own definitions of harassment and intimidation. Ask them to include examples.

- As students synthesize the individual team plans into a class plan, look for evidence that they are able to justify their choices.

- Assign students the task of writing a story about harassment or intimidation from the point of view of the victim. Look for evidence that they are able to identify the effects of harassment on the victim.

Harassment Scenarios

A. *Jason complains to his friends that he is tired of being hassled because he doesn't like sports.*

B. *You are at a party. Some of your friends make a joke. You all laugh, but you are uneasy because the joke puts down women.*

C. *You're standing in the hall with some friends discussing how weirdly Kim dresses. Just then, Kim walks by and smiles. You all stop talking and stare as Kim walks by.*

D. *Mike, Jessica, and Ravi witness a pushing brawl in the school hallway. One student in particular seems to be taking the brunt of the pushing. Mike wants to step in, but is scared he might get hurt. He asks his friends to help him do something. Jessica says it isn't their business. Ravi says he knows the kid being pushed, and figures he had it coming.*

E. *Angie has just made what you think is a racist comment about another student, and you told her to cut it out. She responds by saying, "Hey, I have the right to freedom of speech. I can express whatever opinion I want."*

F. *A quiet student is being teased. The teacher walks by and lightly says something like, "Hey, quit fooling around, you guys."*

G. *A bunch of older kids have been bothering you for weeks. Today, in the middle of a crowded hallway, they grabbed your jacket and walked away with it. One of your friends says you should tell a teacher.*

H. *You and your friends always make fun of each other. One day, after you tease Morgan he says, "If you say that again I'm gonna smash your mouth."*

Keeping our School Safe

Team Members:

_____   _____

_____   _____

_____   _____

Goal: To help make our school safe for everyone
Steps to achieving the goal

What	Who	When

Potential obstacles

People and resources that can help

LEARNING OUTCOMES
This lesson can be used to help students achieve the following learning outcomes for Grade 9 Visual Arts.

It is expected that students will:
• develop and make images:
  - using a combination of image-development techniques
  - using a variety of styles and movements (or a series of images) that represent a subject or theme
  - that solve complex design problems, considering form and function
  - that deliberately engage more than one of the senses (Image-Development and Design Strategies)
• create images that:
  - support or challenge personal and societal beliefs, values, traditions, or practices
  - demonstrate an awareness of the styles of various artists, movements, and periods
  - respond to historical and contemporary images or issues
  - reflect a sense of personal and social responsibility (Context)
• make and arrange a display or portfolio of work, taking into consideration the nature of the artwork, venue, and audience (Context)

SELF-PORTRAIT
Grade 9 Visual Arts

This activity has students express their personal identity through the vehicle of a self-portrait. Students then have an opportunity to experience their classmates' self-portraits, giving them insight into the diversity of characteristics represented in the school community.

Procedure

1. Begin with a discussion of the self-portrait: What makes a good self-portrait? What might an artist do to create a representational self-portrait?

2. Set up a gallery walk to provide an opportunity for students to view a number of examples of self-portraits. At each portrait, students should identify what they think the artist has communicated about herself or himself in the portrait.

3. Have students use their image-design journals to record what they would want to say about themselves in a self-portrait. What personal strengths and attributes would they want to portray? How would they communicate these characteristics.

4. Provide time for students to complete their self-portraits. Determine whether all students will use the same medium, or whether they will have a choice.

5. Once students have completed their portraits, set up a display of class work. As students view each other's work, encourage them to focus on the personal characteristics that each portrait displays. What does this say about the diversity represented in the class? How can an awareness of diversity contribute to a more respectful school community.

Assessment Strategies

■ Use a peer and self-assessment checklist to have students assess their own and their classmates' work. Help students develop the criteria beforehand. Criteria could include:
  – demonstration of learned techniques
  – appropriate use of materials
  – articulation of personal characteristics.

Cross-Curricular Connections

This lesson about personal identity can be adapted for a music, dance, or drama class, addressing the following learning outcomes using corresponding modes of self-expression. It can also be used at the grade 8 or 10 levels.

2-4 hours

MATERIALS & RESOURCES
- pictures (print or computer-based) of a variety of self-portraits
- materials for students' self-portraits (e.g., painting, drawing, sculpting, photography, computer design)
- image or design journals

EXTENSIONS
- Students can present their self-portraits in a school-wide or community-wide display.

Dance
- create movement in response to a range of stimuli (Creation and Composition)
- identify and use dance as metaphor or analogy (Creation and Composition)
- choreograph dances for a variety of environments and purposes (Creation and Composition)
- analyse roles in dance (Dance and Society)

Drama
- restate the thoughts, feelings, and beliefs of others (Expression and Trust)
- choose appropriate ways to express thoughts, feelings, and beliefs (Expression and Trust)
- use set criteria to assess and evaluate the work of self and others (Critical Analysis)
- identify effective dramatic forms for representing particular ideas and experiences (Drama as Metaphor)
- reflect the cultural variety of their communities in their dramatic work (Social and Cultural Context)
- articulate criteria for their own aesthetic responses (Making Connections)

Music
- represent thoughts, images, and feelings derived from music experiences (Thoughts, Images, and Feelings)
- apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings (Thoughts, Images, and Feelings)
- demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music (Thoughts, Images, and Feelings)
- demonstrate an ability to critique the work of self and others (Context — Self and Community)
- compare and contrast music created for a variety of purposes (Context — Historical and Cultural)

LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcome for the following courses.

Grade 9 CAPP

It is expected that students will:
• show respect for others (Mental Well-Being)

Grade 10 CAPP

It is expected that students will:
• encourage respect for others (Mental Well-Being)

SUGGESTED TIME

1-2 hours

MATERIALS & RESOURCES

• Student Handouts:
  - Respecting Each Other (found at the end of this lesson)
  - What Constitutes Harassment and Intimidation, Factors that Contribute to Harassment and Intimidation, and Impacts of Harassment and Intimidation (found at the end of this chapter)

CELEBRATING DIFFERENCES
Grade 9 and 10 Career and Personal Planning

This activity helps students to understand the positive things about living in a society and being friends with people who have different cultures and interests from themselves, and to encourage respect and tolerance for them.

Note: This lesson deals with sensitive issues. Teachers should ensure that class members have had enough time together to become comfortable with each other and to have learned an appropriate process for addressing those issues. The classroom environment for this lesson should be open to free inquiry and to various points of view.

Preparation

Review the Key Concepts section of this resource, which outlines some of the dynamics of harassment and intimidation, and why certain groups are targeted. Be prepared to answer students' questions.

Procedure

1. Begin with a visualization exercise. Ask students to reflect on the following:

   Imagine a world where everyone is exactly the same. Everyone looks the same, acts the same, thinks the same, and likes the same things.

   What would it be like to live in such a place? What would you like about it? Dislike?

   How would it be different from here? The same?

   Would there still be people who harass and intimidate others in such a place?

   Allow students a few minutes to record their thoughts in their journals, or to talk with a partner.

2. Ask students to consider how friendships are formed. Have them think about some of their friends and discuss what it is about them that they like. Are they friends because of the similarities they have, the differences they have, or both?

3. Have students brainstorm a list of qualities they admire in people who are different from them. Then ask what are the positive things about living in a community, or being friends with people who have different interests, cultures, or traits

from them (e.g., they can learn about different languages, foods, music, sports, activities; they can learn tolerance and respect for people who are different from them).

4. Review the definitions of harassment and intimidation using the student handouts. Discuss as a class: Are some people more likely to be harassed or intimidated? Why might that be?

5. Distribute or display the handout, **Respecting Each Other**. Have students read the scenarios and then, in groups, have them write better endings for the scenarios. Debrief by asking the following:
   – Why do you think that these people acted this way?
   – Why do you think that these people were treated this way?
   – How do you think that they (the victims) felt?
   – What makes the endings you have written better than the first scenario?
   – What can we do to make our school more accepting of differences?

Assessment Criteria

■ Invite peer responses to the other groups' scenarios such as:
   – How did the individuals show or encourage respect for others?
   – What factors made this exercise challenging or difficult?
   – What else could they have done?
   – How could you use the ideas presented in **Respecting Each Other** to help you show respect in other situations?

Respecting Each Other

Write a positive ending for each scenario that you would like to see at your school.

Respect for diversity

A new student arrives at school wearing the traditional dress of her culture . . .

Racial discrimination

You overhear a friend of your father's blaming people of a particular ethnic or racial background for "stealing his job" . . .

Gender discrimination

The schedule for the intramural hockey league, consisting of several boys' teams and several girls' teams, had more practices scheduled for the boys' teams . . .

Respect for diversity

Several students play chess at lunch time in the same common area used by the "cool" clubs affiliated with sports teams and academics . . .

Caring environment

In the locker room with six other students, a male student is upset and crying . . .

Sexual harassment

Your best friend is very upset after finding out that she has been named on the Grade 10 boys' "hit list" . . .

LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcomes for Social Studies 11.

It is expected that students will:

• gather relevant information from appropriate sources (Skills and Processes)
• demonstrate appropriate research skills, including the ability to:
  - develop pertinent questions about a topic, an issue, or a situation
  - collect original data
  - present and interpret data in graphic form
  - evaluate and interpret data for accuracy, reliability, bias, and point of view (Skills and Processes)
• devise and defend a personal definition of what it means to be Canadian (Social Issues)
• describe the role of cultural pluralism in shaping Canadian identity (Cultural Issues)
• identify the major provisions of the *Canadian Constitution*, the *Canadian Charter of Rights and Freedoms*, and human rights legislation (Legal Issues)
• identify and assess critical legal issues facing Canadians (Legal Issues)

THE LEGAL ISSUES
Grade 11 Social Studies

This lesson provides an opportunity for students to examine the legal ramifications of harassment and discrimination in society.

Procedure

1. Begin with a discussion of the definition of "Canadian." What does it mean to you to be a Canadian? Compile a class list of definitions. What does this list say about the diverse nature of our country?

2. Continue with a discussion of "rights." Discuss the following questions:
   - What rights do you have?
   - What rights **don't** you have that other people do have?
   - How are your rights protected?
   - Why is the protection of individual rights important to society?
   - What happens when there is a conflict between the rights of two different individuals, or the rights of an individual and the rights of the larger society?

Students may already be familiar with the *Canadian Charter of Rights and Freedoms* and the BC *Human Rights Code*, and the role of the courts in determining prevalence when rights are in conflict. Point out that:

   - The *Canadian Charter of Rights and Freedoms* states that every individual is equal before and under the law, and has the right to the equal protection and equal benefit of the law without discrimination.
   - The BC *Human Rights Code* forbids:
     - publishing or displaying any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons, or is likely to expose a person or a group or class of persons to hatred or contempt
     - denying services or facilities
     - discriminating against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age of that person or that group or class of persons.

MATERIALS & RESOURCES
• Student Handouts:
  - Legislation (found at the end of this lesson)
  - What Constitutes Harassment and Intimidation, Factors that Contribute to Harassment and Intimidation, and Impacts of Harassment and Intimidation (found at the end of this chapter)
• Internet and/or library access

– The BC *Multiculturalism Act* outlines the policy of government to carry on services and programs in a manner that:
  - promotes cross-cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry, and place of origin
  - promotes the full and free participation of all individuals in the society of British Columbia
  - reaffirms that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia.

  Discuss: Do these provisions protect all people? If not, why not? Distribute the student handout, **Legislation**, and advise students to read this information on their own.

3. Distribute the student handout, **What Constitutes Harassment and Intimidation?** Discuss as a class: how do these definitions fit the legal definitions outlined in the legislation?

4. Ask students to brainstorm how an individual's human rights might be violated. Students may be aware of current or recent human rights cases being tried in the courts.

5. Have students work in groups to research a recent provincial or federal court case where an individual's human rights were allegedly violated. Students' research should focus on the provisions of the legislation, the decision, and any precedents used or set. Provide an opportunity for students to present their findings to the class.

Assessment Strategies

■ Assess students' research presentations on the basis of pre-determined criteria such as:
  – references to relevant legislation
  – independent interpretation of the data
  – evidence of appropriate research skills used
  – organization and style.

Cross-Curricular Connection

This lesson can also be used to address the following learning outcomes for Law 12:

It is expected that students will:
- define law and evaluate its purposes in society (Principles, Concepts, and Sources of Law)
- distinguish between moral and legal issues (Principles, Concepts, and Sources of Law)
- demonstrate an understanding of legal principles such as the rule of law and natural justice (Principles, Concepts, and Sources of Law)
- analyse the impact of the following on Canadian society:
  - the constitution, in particular the *Canadian Charter of Rights and Freedoms*
  - human rights legislation (Principles, Concepts, and Sources of Law)
- contrast the legal rights and responsibilities of individuals, groups, and organizations in Canadian society (Structures and Processes of the Legal System)
- analyse why society criminalizes certain behaviours (Criminal Law)
- analyse what constitutes a crime (Criminal Law)

Legislation

The School Act (BC)

6 (1)   A student must comply
- (a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and
- (b) with the code of conduct and other rules and policies of the board or the Provincial school.

11 (2)   If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.

15 (5)   If the superintendent of schools is of the opinion that the welfare of the students is threatened by the presence of an employee, the superintendent may suspend the employee, with pay, from the performance of his or her duties.

76 (1)   All schools and Provincial schools must be conducted on strictly secular and non-sectarian principles.

85 (2)   A board may, subject to this Act and the regulations, do all or any of the following:
- (a) determine local policy for the effective and efficient operation of schools in the school district;
- (c) make rules
    - (i) establishing a code of conduct for students attending educational programs operated by or on behalf of the board,

88 (1)   A board must provide health services, social services and other support services for schools in accordance with any orders made by the minister.

Human Rights Code (BC)

4   If there is a conflict between this Code and any other enactment, this Code prevails.

7 (1)   A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
- (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
- (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

8 (1)   A person must not, without a bona fide and reasonable justification,
- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
- (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

Legislation (continued)

12 (1) An employer must not discriminate between employees by employing an employee of one sex for work at a rate of pay that is less than the rate of pay at which an employee of the other sex is employed by that employer for similar or substantially similar work.

13 (1) A person must not
   (a) refuse to employ or refuse to continue to employ a person, or
   (b) discriminate against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.

21 (1) Any person or group of persons that alleges that a person has contravened this Code may file a complaint with the commissioner of investigation and mediation in a form satisfactory to that commissioner.

Multiculturalism Act (BC)

3 It is the policy of the government to
   (a) recognize and promote the understanding that multiculturalism reflects the racial and cultural diversity of British Columbians,
   (b) promote cross cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry and place of origin,
   (c) promote the full and free participation of all individuals in the society of British Columbia,
   (d) foster the ability of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to share in the economic, social, cultural and political life of British Columbia in a manner that is consistent with the rights and responsibilities of that individual as a member of the society of British Columbia,
   (e) reaffirm that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia,
   (f) work toward building a society in British Columbia free from all forms of racism and from conflict and discrimination based on race, cultural heritage, religion, ethnicity, ancestry and place of origin,
   (g) recognize the inherent right of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to be treated with dignity, and
   (h) generally, carry on government services and programs in a manner that is sensitive and responsive to the multicultural reality of British Columbia.

Legislation (continued)

Criminal Code of Canada
Provisions of the Criminal Code include:
- emotional/psychological abuse (criminal harassment, conveying threats, intimidation, extortion)
- physical abuse (assault, causing bodily harm)
- sexual abuse (sexual interference, sexual touching, sexual exploitation, sexual assault, indecent acts, corrupting morals)
- hate/bias crimes.

Young Offenders Act (federal)
This act governs the application of the criminal justice system to young people over 12 but under 18 years of age. It establishes a special court known as the youth court, which has exclusive jurisdiction over any offence alleged to have been committed by a young person, including any sexual offences that are provided for in the *Criminal Code of Canada*. This act also provides for the disclosure and non-disclosure of youth court records (including police records pertaining to youths) and provides for the protection of the identity of young persons charged under this act.

Full text of provincial and federal legislation is available online.
- *Statutes of British Columbia*
  http://www.publications.gov.bc.ca/
- *Ministry of Education Minister's Orders to the* School Act
  http://www.bced.gov.bc.ca/legislation/e.html
- *Statutes of Canada*
  http://canada.justice.gc.ca/Loireg/index_en.html

LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcomes.

Communications 11

It is expected that students will:

- explain how perspectives and biases are reflected in print and non-print resources, including electronic communications (Comprehend and Respond — Critical Analysis)
- compare different sources of information on the same topic (Comprehend and Respond — Critical Analysis)
- identify ways in which mass media influence individual perceptions and social behaviours (Comprehend and Respond — Critical Analysis)
- describe how different arrangements of words, sounds, and visuals alter intended impact (Communicate Ideas and Information — Composing and Creating)
- use appropriate criteria to critique their own and others' ideas, use of language, and presentation forms relative to purpose and audience (Communicate Ideas and Information — Improving Communications)

MEDIA AND THE PERCEPTION OF YOUTH

English 11/Communications 11

Adolescents are consumers of much popular media. That same media depicts adolescents in various ways. The purpose of this lesson is to enable students to investigate how communication media influence the ways in which youth are perceived. By understanding the nature of bias, stereotyping, and point of view in reporting, students become empowered in their relation to the mass media rather than continuing as either its passive consumers or its nameless subjects.

Note: This lesson is best used as part of a larger unit on media literacy.

Procedure

1. Have students identify all the ways news is reported today. Ask: Which of the communications media most accurately reports news? Have students explain the reasons for their opinions.

2. Focus students on their own perceptions of news reports about youth. Ask: When the news reports on youth, what types of stories are reported most often? Direct the class to consider what the general population might believe about youth today. Ask: What words might the general population use to describe youth? As the students give their ideas, write them on the board.

3. Present the handout, **What Constitutes Harassment and Intimidation?** Discuss:
   – Do you agree with this description?
   – Do you think negative behaviour by youth is on the increase in our school?
   – Have you or someone you know personally experienced harassment, intimidation, or violence recently?

   Have the class compare the experiences they share with the summary on the board of what the general population might believe about youth. Discuss: Do news reports reflect reality or influence its perception?

4. Present the handout, **Media Quotes about Youth**, and allow time for students to read the quotations. Have the class contrast the facts on the overhead to what has been written on the board. Discuss the following questions.

This lesson can be used to help students achieve the following learning outcomes.

English 11

It is expected that students will:

- synthesize and report on information from more than one source that they have read, heard, or viewed to address a variety of topics and issues (Comprehend and Respond — Comprehension)

- make connections between the ideas and information presented in literary and mass media works and their own experiences (Comprehend and Respond — Engagement and Personal Response)

- analyse the relationship between the medium and the message (Comprehend and Respond — Critical Analysis)

- compare and analyse different presentations of the same ideas and issues (Comprehend and Respond — Critical Analysis)

- use appropriate criteria to critique and appraise their own and others' ideas, use of language, and presentation forms, taking into consideration the purposes of the communications (Communicate Ideas and Information — Improving Communications)

– Do you believe there is emphasis on positive news stories about youth, or on negative stories? Why is this so?
– Can you think of any examples of any other groups of people who may have been affected by media reports?
– How exactly do you think such stories affect perceptions and attitudes about people?
– What are the factors in news reports that lead people to form their perceptions about youth and, in particular, youth and violence?

As students offer their ideas about the factors in news reports that lead people to form their perceptions about youth, create a concept web on the blackboard or an overhead.

5. Introduce the assignment: the class will investigate the ways in which the news media reports on youth. The class will collect and then analyse news reports about youth on television, radio, magazines, newspapers, and news-oriented web sites. After introducing the assignment, ask the class to predict what they will discover. Record their predictions.

6. Develop with the class a list of the ways in which the news reports will be analysed. This list could include the type of event reported; the age, gender and/or number of youth in the report; the words used to describe the event and/or the individuals; the placement of the news report in the context of all the news presented; as well as the overall frequency of reports on youth.

7. Divide the class into five groups to complete the assignment. Each group will investigate one type of news media (e.g., television, radio, magazines, newspapers, and web sites). Students should monitor their news medium for at least one week, and keep a record of all the news stories that pertain to youth during that period of time.

8. When each group is finished collecting their data, they will analyse the news stories using some or all of the items from the list generated in step six. Each group will create a report, including a description of the procedure followed, data charts, a written summary, and an analysis and evaluation of their findings.

MATERIALS & RESOURCES
- Student Handouts:
  - Media Quotes about Youth (found at the end of this lesson)
  - What Constitutes Harassment and Intimidation (found at the end of this chapter)
- access to a variety of news media: radio, television, newspapers, magazines, and web sites
- chalkboard or overhead

EXTENSIONS
- Have students write a news report about positive contributions of youth to the school and community. Have students submit their story to a local newspaper or radio or television station, or publish their work on the Internet.
- Have students investigate trends in the ways other societal groups are reported in the news media.

9. Have groups present their findings to the class. Review the overall findings. Discuss:
   - How did the findings compare to what the class predicted they would find?
   - Are there similarities or differences between the way in which similar stories were reported in different media? What could be the reasons for these similarities or differences?
   - Are there any biases or points of view evident in the stories reported?
   - Are youth portrayed most often positively or negatively?
   - Is there any evidence of youth being stereotyped?
   - Were there any patterns in how incidents of youth involved in harassment, intimidation, or violence were reported?

Assessment Strategies

- As students participate in this lesson, note the extent to which they:
  - exhibit the critical thinking skills of analysis, synthesis, and evaluation
  - work collaboratively with others
  - identify the differences and similarities in how various communication media report news about youth, and suggest logical reasons for differences
  - identify points of view, stereotyping, and bias in mass media
  - outline ways in which mass media influence how youth are perceived
  - understand the relationship between youth's behaviour during incidents of student harassment, intimidation, and violence, and the way in which youth are reported in the mass media.

- In their self-assessment journals, have students analyse how well they participated in class discussions and how well they collaborated while in teams.

- Have students list what they think are the most effective ways that media report about youth.

- Discuss with students their thoughts about the relationship between youth behaviour during incidents of student harassment, intimidation, and violence and the way in which youth are reported in the mass media. Brainstorm with the class how students could influence the ways in which youth are reported in the mass media. Note the extent to which students are able to demonstrate during the discussion the critical thinking skills of analysis, synthesis, and evaluation.

- Ask the class to write essays answering one or more of the following questions:
  - Do you believe that media reports influence opinion? If so, how? If not, why not?
  - Are there some communication media that report about youth more objectively than others? If so, what could be the reasons for this? If not, why not?
  - Is it possible to change the way in which the media reports about youth?
  - How can you affect change in the media?

Cross-Curricular Connections

This lesson can be adapted for a Drama 11 (Film and Television) class by focussing on portrayal of youth in dramatic media. This will help students address the following learning outcomes:

It is expected that students will:
- explain the effect of film and television messages in the community (Context: Social, Cultural, and Historical)
- analyse how artistic components are used in film and television works to achieve specific purposes and reach specific audiences (Context: Social, Cultural, and Historical)

Media Quotes about Youth

"Lost in the media coverage and in the sea of pop-culture images is the fact that there is little evidence that kids today are any worse than kids five or twenty-five years ago."
— K. Onstad "What Are We Afraid Of?: The Myth of Youth Crime." *Saturday Night Magazine*, March 1997.

"Experts disagree whether the number of youth charged with violent crime has actually increased in comparison to violent crime generally. Research has shown, however, the news media is the principal source of public information about youth violence, and that crimes involving youth violence have been sensationalized."
— *First Call — Child and Youth Advocacy Coalition*, First Call's BC web site, September, 1999. www.firstcallbc.org/

"Overall, reported cases of crime in Canada have gone down over the past few years. Like crime rates on the whole, the average rate of youth crime has generally dropped in the same period. Two-thirds of youth crime where police lay charges is property related — usually stealing. Most youth crime is non-violent."
— Quoted from Health Canada's web site *Voices for Children*, September, 1999. www.voices4children.org

"A 1994 U.S. survey reported that 48% of television news stories about children were connected to crime or violence, and 40% of newspaper news stories made the same connection."
— *Newsweek*, August 23, 1999.

"Print media stories about crime in Canada focus mainly on violent crime by youth. In one study 94% of newspaper stories on youth crime involved violent cases. Changes in how and why police charge people have contributed to changes in reported youth crime."
— Quoted from Health Canada's web site *Voices for Children*, September, 1999. www.voices4children.org

"The reported increase in the rate of youths charged with violent crimes over the last decade is almost entirely because of a rise in minor assault charges. Beyond minor assault charges, the actual rate of youths charged with violent crime has increased by only 1/5 of one percent between 1993 and 1995."
— Quoted from Health Canada's web site *Voices for Children*, September, 1999. www.voices4children.org

"Most girls are doing fine, but there are a growing number of girls who are not doing so well. Those girls who are looking for messages of power and for a way to achieve status are being seduced by media images of women that bring together in all kinds of ways the images of sex and violence."
— Dr. Sibylle Artz, University of Victoria, as quoted in a Canadian Press news story written by Wendy Cox, CNEWS, November 27, 1997.

"Youth crime rates dropped for the sixth consecutive year. For the second consecutive year, charges against youth for violent crimes dropped."
— *The Progress of Canada's Children 1998*, Canadian Council on Social Development. As posted on The Canadian Council on Social Development web site. www.ccsd.ca/

"Less than 5-10% of youth are involved in gangs or criminal activity."
— *Take a Stand: Crime and Violence Prevention Kit,* Youth Programs Division, BC Ministry of Attorney General, Burnaby, BC, 1996.

"People tend to over-estimate the amount of violence among juveniles. There is evidence the violence committed by youth is becoming more violent."
— Prof. Steve Hart, Simon Fraser University as quoted in a Canadian Press news story written by Wendy Cox, CNEWS, November 27, 1997

LEARNING OUTCOMES

This lesson can be used to help students achieve the following learning outcomes for Grade 11/12 CAPP.

It is expected that students will:
- evaluate components needed to build and maintain healthy relationships in their adult lives (Family Life Education)
- demonstrate an understanding of the many manifestations of abuse in society (Child Abuse Prevention)
- evaluate the impact of abuse in society and the workplace (Child Abuse Prevention)
- describe the steps that society has taken or can take to reduce or eliminate abuse (Child Abuse Prevention)
- design, implement, assess, and evaluate a plan to promote personal, school, and community well-being (Mental-Well Being)

SUGGESTED TIME

2-3 hours plus out-of-class time

MATERIALS & RESOURCES

- Student Handouts:
  - Appropriate Responses (found at the end of this lesson)
  - Student Response Guide, and What Constitutes Harassment and Intimidation (found at the end of this chapter)

COMMUNITY WELL-BEING
Grade 11/12 Career and Personal Planning

This activity can be used to help students review and synthesize what they have learned over the years about appropriate and inappropriate social behaviour, and to make a plan for school and community well-being.

Note: A review of the response model in Chapter 6 will be helpful before conducting this lesson.

Procedure

1. Begin with a review of the definitions of harassment and intimidation, using the student handouts. Ask students if there are any instances where any of these behaviours might be acceptable. Students may cite "it's just a joke." Point out that something done as a joke may still constitute harassment or intimidation.

2. Distribute the handouts, **Appropriate Responses** worksheet and the **Student Response Guide**. Conduct a discussion on possible responses using the guide. Have students work in pairs to complete the worksheet.

3. Ask students: what might the effects of harassment and intimidation be on society as a whole? What provisions are already in place to help prevent and mitigate harassment and intimidation? Compile a class list. Responses could include:
   - federal and provincial legislation (*Charter of Rights and Freedoms*; *Human Rights Code*)
   - Ministry of Children and Family Development
   - Ministry of Community, Aboriginal and Women's Services
   - school and community initiatives (anti-racism, anger management, etc.)
   - local organizations and services.

   Refer to the Suggested Resources section later in this guide for more suggestions.

4. Divide the class into groups. Have each group select one provision or service, and research what it does, who it serves, and how it can be accessed.

5. Compile students' findings into a community services directory.

Assessment Strategies

- Collect students' completed worksheets and look for evidence that they are able to articulate appropriate responses.
- Have students use self- and peer-assessment based on pre-determined criteria to evaluate their community service directory project.

Appropriate Responses

For each situation, write an appropriate response.

The editor of the school newspaper says that you can't write for the paper because "boys are no good at English."

Appropriate Response:

A friend complains that she doesn't like her Chemistry lab partner because "he barely speaks English."

Appropriate Response:

Another student in your class demands to copy your work during the upcoming test.

Appropriate Response:

You overhear one student call another student a "dyke."

Appropriate Response:

Student Response Guide

Dealing with Harassment and Intimidation

STOP IT

Analyze the situation and stop the behaviour in a way that ensures no harm will come to you and no further harm will come to the victim.

Respond by:

- saying the behaviour is inappropriate
- stopping it in the moment.

This may require seeking assistance and taking the victim to a safe place.

NAME IT

Describe the behaviour in terms that are clear and direct.

Respond by:

- pointing out the impact on others
- reminding all involved of expected behaviours or rules
- relating the incident to school and community beliefs and values.

REPORT IT

This step — standing up for others who are being mistreated — is essential to stopping harassment and intimidation in your school.

A report should include at least:

- a description of what happened
- who was involved/affected.

What Constitutes Harassment and Intimidation?

HARASSMENT, *INTIMIDATION,* and *BULLYING* are often used interchangeably. For purposes of this resource, *harassment* and *intimidation* refer to the more complex and often more intense experience of students at the secondary level. All three behaviours involve an attempt to exert control over other persons.

Harassment

Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of *harassment*. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:
- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- unwelcome, repeated communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Sexual harassment is unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient. It usually includes an element of power differential in which the recipient is vulnerable in some way to the offender.

Intimidation

Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:
- verbal threats: threatening phone calls, threats of violence against person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for victim's safety)
- inciting hatred toward victim
- setting up a victim to take the blame for an offence.

What Contributes to Harassment and Intimidation?

Students recently identified the following personal and social factors of the pervasive youth culture as responsible for or contributing to harassment and intimidation behaviours:

Personal Factors
- lack of respect for self and others
- lack of empathy for others
- insecurity, jealousy, lack of self-esteem
- feelings of alienation, disenfranchisement, frustration
- inability to deal with anger
- lack of problem-solving and social skills

Social Factors
- use of alcohol and drugs
- boredom
- peer pressure
- membership in cliques
- involvement in romantic relationships
- responding to negative encouragement (e.g., taunts, dares)
- desensitization to violence (through TV, Internet, movies, video games, news media)
- intolerance toward differences (e.g., income, race, religion, sexual preference, gender, disabilities) and stereotyping others
- emphasis on image (Ministry of Education & Ministry of Attorney General focus groups, 1999)

Also central to harassment and intimidation in schools is the "**code of silence**," which is a pervasive part of youth culture. A study of victimization in Canadian schools found that "between one-third and one-half of students surveyed who had been victimized did not report the incident to parents, teachers, or the police" (Ryan, Mathers & Banner, 1993, cited in Bala et al., 1994). Factors that contribute to underreporting include: perceptions that police could not do anything about it, perception that the crime was too minor, and not being clear that the incident was actually a crime. (Anderson et al., 1994; Finkelhor & Ormrod, 1999) Youth also do not report crime because of embarrassment, fear of being blamed for the incident, and fear of not being taken seriously. (Anderson et al., 1994; Mung, 1995)

Other youth will not report crime because they believe it does not affect or involve them. Youth cultural beliefs and peer pressure also contribute to non-reporting by youth, as reporting of crime is viewed as a sign of weakness or betrayal and youth fear reprisal or retaliation. (Anderson et al., 1994; Bala et al., 1994; Charach et al., 1995; Elias, 1986; Healey, 1995; Finkelhor & Ormrod, 1999)

What are the Effects of Harassment and Intimidation

. . . on the victim?

The impact of such behaviours depends on the frequency, duration, pervasiveness, and severity of the harassment and intimidation, and on the victim's personal history, circumstances, and psychology. It is never a neutral occurrence, and the harmful effects can endure for a long time. Possible effects can range from the relatively mild to the extreme. Victims may experience some or all of the following:

- symptoms of stress and anxiety (e.g., insomnia, difficulty making decisions, physical illness, depression)
- lower self-esteem
- lower grades and/or dropping out of school
- a sense of isolation
- rejection by former friends
- inability to make new friends
- despair and helplessness
- increased risk of suicide. (Craig and Pepler, 1997)

. . . on the aggressor?

Although attention is generally focused on the individual being harassed, the aggressor is also harmed, with both short-term and long-term effects. Possible outcomes of habitually engaging in harassing and intimidating behaviours include:

- distorted self-image
- distorted world view in which aggression is seen as the way to gain power
- weak friendship and social network
- loneliness
- four times the risk of criminal involvement in later life
- physical harm through greater involvement in violent episodes
- poor mental health
- interrupted education and/or unemployment. (Craig and Pepler, 1997)

. . . on the affected community?

The affected community includes anyone who is connected with an incident — its causes, its immediate outcomes, and its long-term effects. Possible outcomes of being in the community affected by harassment and intimidation include:

- distorted image of the community
- chronic fear and anxiety
- increased social isolation
- desensitization or hypersensitization to harassment and intimidation.

Responding

The response model provided in this section is intended to assist schools in developing a comprehensive response plan involving all members of the school community.

> For more information, see "What is a restorative approach?" on pp. 20-24.

> NOTE: In addition to assessing an incident for factors such as severity, roles and responsibilities of those involved, and the impact of legal or contractual considerations, schools should adapt the response model to work within local policies and procedures.

DEPENDING ON THE CIRCUMSTANCE, ANYONE IN the school community might respond initally to an incident of harassment or intimidation. The response model provided in this section is intended to assist schools in developing a comprehensive response plan involving all members of the school community. An effective school-wide strategy to reduce the number of incidents of harassment and intimidation must be applied consistently, encourage communication throughout the school community, and facilitate development of a school culture where members of the community participate in a positive way. Finally, an effective approach includes a resolution process that, rather than emphasizing punishment or exclusion of aggressors, aims to restore relationships, repair harm caused, and develop a sense of belonging for all those involved in an incident of harassment or intimidation.

To help schools implement their action plans, this chapter provides:
- foundation elements of an effective response
- a comprehensive response model for use as a guideline in the development of a customized, school-wide plan
- sample scenarios that explore application of the response model within the school-wide plan.

Foundations of Effective Response

IF THERE IS NO SIGNIFICANT OR IMMEDIATE response to harassing and intimidating behaviour, all those involved (directly or indirectly) may conclude that such behaviour is acceptable. Victims, believing that nothing can or will be done to stop the behaviours, may feel helpless. Aggressors may see harassment and intimidation as acceptable forms of self-expression or successful ways of solving problems. Bystanders may become increasingly unwilling to intervene and/or report, thus reinforcing the code of silence that enables harassment and intimidation to thrive.

Schools can address these issues by encouraging communication and empathy, and by promoting responsibility and accountability.

Encouraging Communication

An effective response strategy:

- facilitates the safe reporting of intimidation and harassment
- encourages victims to speak up and report
- encourages bystanders to intervene and report
- provides mechanisms for all parties involved in the incident to communicate and resolve the situation
- involves the use of language that will facilitate resolution rather than create further confrontation
- supports and complements school and board policies and is in turn supported and complemented by those policies.

Encouraging Empathy

Those who consider only the consequences to themselves are more likely to commit offences or engage in hurtful behaviour. (Kohlberg, 1995) It is therefore important, as an initial step in encouraging empathy in individuals, to convey to aggressors the impact of their behaviour on their victims and others in the school community.

It is also important to recognize that some aggressors, depending on their own experiences as victims of harassment, intimidation, and/or violence, may find it more difficult to empathize with others if empathy has not been modelled for them in similar situations.

For more information on restorative approaches (encouraging personal accountability and focusing on repairing harm) see the Web site at ojjdp.ncjrs.org/pubs/pubs.html

Promoting Responsibility and Accountability

Those who harass or intimidate others often create excuses for their behaviour, or justify the behaviour to themselves and others by attributing blame or fault to the victim(s) or others within the school community. (Gibbs, Potter, & Goldstein, 1995) The aggressor thereby avoids responsibility or accountability and experiences less anxiety about behaviours that she or he may know to be inappropriate. An effective response strategy therefore promotes responsibility and accountability in order to help members of the school community to:

- stop and think before acting
- resist negative peer pressure
- take responsibility for their own behaviour.

The Response Model

AN EFFECTIVE RESPONSE INCLUDES THE
component parts of a comprehensive strategy illustrated in the
model below and described in the following pages.

The response components will often overlap, and the six
steps will not always be addressed in the same order. For
example, taking action and assessing can occur simultaneously,
and further assessment may be necessary after an incident has
been reported or recorded.

The model emphasizes the need to place the harassing or
intimidating behaviour in the context of expected behaviours, the
history of the aggressor, and the dynamic involving aggressor,
victim, and bystander. The response can then be chosen from the
variety of appropriate options available.

An effective response is one in which staff and students,
along with taking a restorative perspective, are prepared to:

• understand harassing and intimidating behaviours
• assess the behaviour, and
• take action.

The response model is intended to be a flexible tool to assist in making an informed response, whether immediate or following a referral.

Understanding harassing and intimidating behaviours
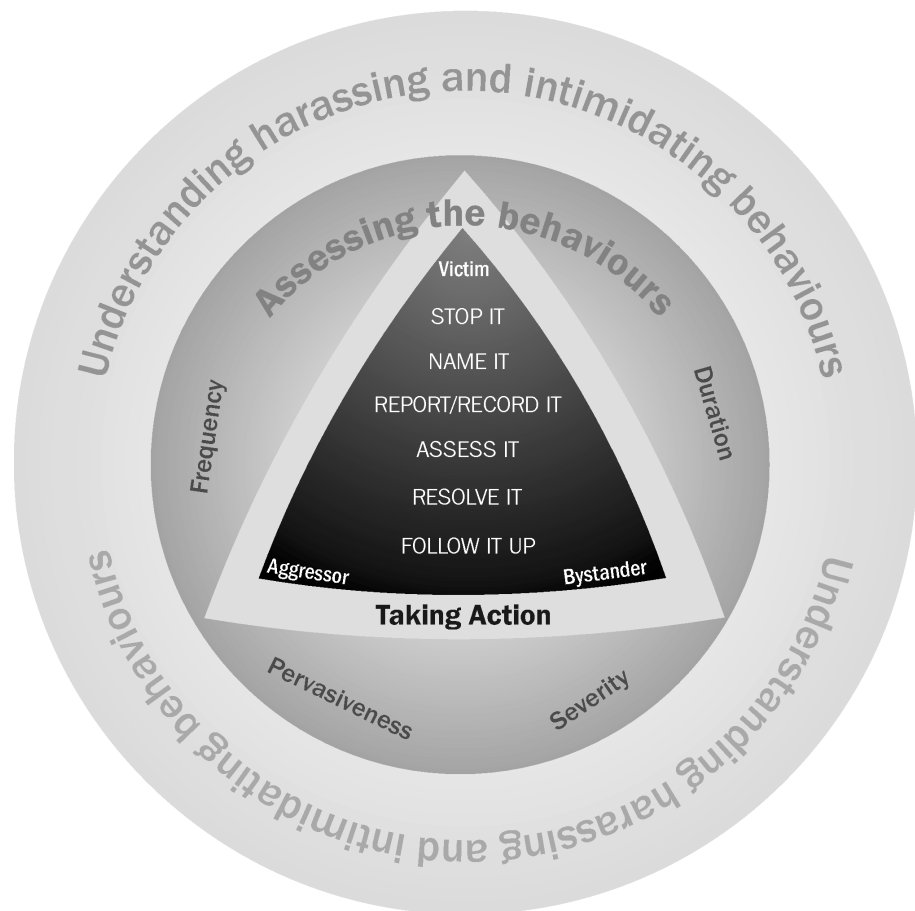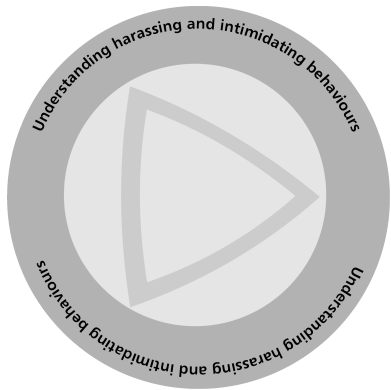
Understanding the Behaviour

SCHOOLS ASSESS each incident of harassment and intimidation to formulate an immediate response. This assessment also helps the school to further develop a comprehensive school-wide plan. It is therefore essential that all members of the school community understand the range of such behaviours and can identify and define them. By building a school vocabulary of harassing and intimidating behaviours, the school takes a vital step in creating awareness and taking action.

The list below provides examples of physical, verbal, and social forms of harassment and intimidation. As a conflict or situation escalates, which can be a long-term or short-term process, physical forms usually follow verbal and social forms. This list is not exhaustive; schools should create their own lists of behaviour definitions, including those specific to unique contexts in the school community.

Harassment
— any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating or offensive to another person.

Intimidation
— frightening or coercing someone in order to exert control over that person.

Harassment and intimidation can be physical, verbal, or social but are usually a complex combination of all three forms.

pushing	teasing	social isolation	intimidating phone calls
kicking	insulting	sexual pressure	defacing property
fighting	ridiculing	derogatory remarks	racist taunting
spitting	gossiping	targeted theft	homophobic taunting
threat(s)	embarrassing	forced sexual contact	sexist taunting
put-downs	dirty looks	coercion	public humiliation
name-calling	social threats	malicious rumours	extortion

Assessing the Behaviour

ONCE MEMBERS OF THE SCHOOL community have developed a common understanding and sense of awareness of harassing and intimidating behaviours and attitudes, and can recognize the patterns of their occurrence in the school, they are better prepared to assess incidents of harassment and intimidation. Just as assessment of the school culture is required before planning for long-term, school-wide improvement, so too must assessment of individual incidents take place before they can be resolved effectively.

It is critical to consider the **duration, pervasiveness, severity**, and **frequency** of an incident before taking further action. (Pepler, Edmonton Safe Schools Conference, November 1999) The following questions will help response teams assess reported incidents. Based on the assessment, different approaches may be appropriate. All incidents should be taken seriously.
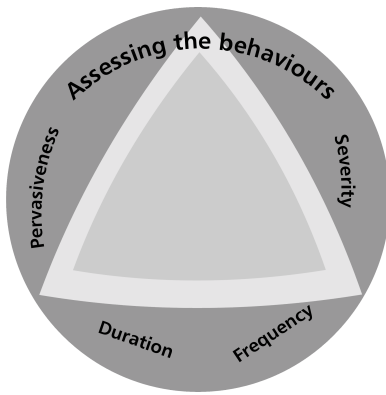
"The severity and duration of the bullying behaviour determines the level of response required."

— From *Focus on Bullying,* 1998

Duration (length of time)

- For how long/how many times has this behaviour been happening in the school? Outside the school setting?
- What is the history of the relationship between/among the individuals or groups involved in the incident?

Pervasiveness (location or locations)

- How widespread is the behaviour? (e.g., connection with the school, extra-curricular activities, the local community, home)
- How many people are involved? (e.g., aggressors, bystanders, affected community members)

Severity (seriousness of impact)

- Is it a criminal offence?
- Do authorities outside the school need to be informed? Information only, or supporting action?
- How serious is the impact on the victim(s)?
- How serious is the impact on the school community?
- Did the incident require immediate intervention?

Frequency (repetitions in specified time period)

- How many times has this occurred between these individuals or groups this day, week, or month?
- How many times have the victim(s) and aggressor(s) been involved in incidents in the past?
- Have similar incidents been reported before? If so, what was the outcome of any action taken?

Taking Action

ONCE AN ASSESSMENT has been made and the behaviour is understood to be harassment and/or intimidation, it is time to take action.

Effective response begins with **stopping** and **naming** the behaviour when it is encountered, and moves to **reporting**, **recording**, and **assessing** the incident. The school community then works to **resolve** the situation by applying options for restoring relationships and providing opportunities for learning social skills and personal management skills.

A plan to **follow it up** is essential to ensuring that the behaviour or conflict has stopped and that the needs of the victim(s), aggressor(s), bystander(s), and any other affected members of the school community have been addressed.

Victim

STOP IT
NAME IT
REPORT/RECORD IT
ASSESS IT
RESOLVE IT
FOLLOW IT UP

Taking action

Aggressor

Bystander

Taking action

Addressing the Needs of the Victim

Even a single incident of harassment or intimidation can leave a victim upset and fearful of possible future incidents. School staff, students, and parents must work together to provide the following support.

- Acknowledge the incident and reassure the victim. Ensure the victim knows that reporting the incident is necessary. Reassure the victim that action will be taken with the aggressor(s) with the goal of resolution and, wherever possible, restoration.

- Make a plan for the victim's safety, if necessary. Brainstorm with the victim about how she or he can stay safe, including what to do if in danger. Discuss reporting of future incidents that may occur.

- If the victim is amenable and the aggressor accepts responsibility, consider using a restorative approach as a resolution option. Bring the victim and aggressor together, where appropriate, to resolve the issue and restore or strengthen their relationship.

- Follow up with the victim. In a few days or weeks, depending on the plan, determine its success and assess the victim's vulnerability to further harassment or intimidation. Assess the student to determine the need for counselling or other interventions, including community referrals (e.g., Victim Services, medical attention, mental health services), and keep parents informed.

Addressing the Needs of the Aggressor

A system for responding to aggressors must take into account that these behaviours range from isolated and transient incidents to chronic patterns of interacting with others. An effective response will ideally result in a change in the aggressor's behaviour. Behaviour change requires that the aggressor reflect on inappropriate behaviours and have opportunities to learn alternative, more socially acceptable behaviours.

When behaviours of harassment and intimidation become chronic, there may be reason to believe the student is experiencing difficulties in other aspects of his or her life. In these situations, consultation with the aggressor's parents or the Ministry of Children and Family Development may be appropriate.

Addressing the Bystander

Incidents of harassment and intimidation are often strongly encouraged, implicitly or explicitly, by those who witness the incident. In these situations, it is important to ensure that bystanders are included in the response strategy. Asking them some affective questions about the incident allows them to reflect on their own motivations for not responding and to see the negative influence of their role. They should be strongly encouraged to take a more pro-active approach to addressing harassment and intimidation.

It is equally important to be aware of and sensitive to the needs of bystanders or other members of the school community who may suffer from anxiety after witnessing or hearing about a serious act of violence. Debriefing serious incidents with the whole school should be considered, along with any other actions deemed appropriate according to the school's policies and procedures for responding to critical incidents.

Monitoring Progress

Monitoring the effectiveness of a response strategy is a long-term process. Actions taken after each incident must be recorded and tracked as part of the school-wide data collection process. These data should be analysed to assess the impact of the school's long-term efforts to reduce the frequency of harassment and intimidation. Successes can be celebrated, and adjustments can be made to goals, strategies, policies, or procedures where necessary.

At a minimum, all members of the school community will:

STOP IT

Stop the behaviour in a way that prevents physical harm. Respond verbally to immediate situations; state that the behaviour is inappropriate.

This may require intervening peers and/or staff to seek assistance and to take the victim to a safe place for support and follow up. It may also be necessary to remove the aggressor from the scene of the incident before proceeding.

When intervening, do not assume that the incident is isolated — to treat it as such may make the situation less safe.

NAME IT

Staff and students must be able to describe the behaviour in terms that are clear and direct.

All members of the school community should respond by:

- accurately describing the behaviour that is unacceptable, pointing out the impact on others
- reminding students what behaviours are expected
- relating the incident to school and community beliefs and values.

REPORT/RECORD IT

Staff and students should report an incident using predetermined reporting procedures.

The report should include, if possible, what happened, where and why it happened, who was involved, whether it has happened before (if so, how many times and for how long). Keeping track of all incidents will allow the school to:
- identify repeated behaviour of aggressors and/or victims
- identify settings that may be supporting harassing or intimidating behaviour
- facilitate communication with parents, police and/or community agencies as necessary
- comply with district, legislative, or legal/contractual requirements.

It is the responsibility of appropriate staff to:

ASSESS IT

Intervening teachers and staff should immediately assess the behaviour in terms of what they understand about harassment and intimidation and the people involved.

Appropriate staff (administrators, counsellors, or other staff members) should analyse the reported and recorded data to assess the incident in context of pervasiveness, frequency, duration, and severity in order to determine resolution option(s).

RESOLVE IT

Resolution of incidents is critical for those involved, and a necessary step in changing the school culture.

Once the assessment has been made, the objective is to resolve the incident in a way that provides support for victim and bystander, enhances empathy in the aggressor, encourages responsibility and accountability in the aggressor, and works to build social competencies for the aggressor.

Parents MUST be notified of the incident and involved in the resolution process.

FOLLOW IT UP

Follow up by appropriate staff (e.g., administrator, teacher, counsellor, school liaison officer, victim services) helps ensure that there will not be repeated incidents and determines if the resolution option used was successful.

Follow up should occur with: victim(s), aggressor(s), parents of victim(s) and aggressor(s), and bystander(s), and should answer these questions:

- Has the aggressor made amends, taken responsibility, demonstrated behaviour change?
- Is the victim feeling supported, safe, heard?
- Have bystanders altered their behaviour?
- Is communication with parents open, ongoing?

NOTE: This response model will vary according to the situation (e.g., severity of behaviour, roles of intervenors).

Choosing Resolution Options

HOW A SCHOOL imposes formal consequences following an incident of harassment or intimidation is often governed by district policy and procedures. Many districts have established procedures for suspending or transferring students to another school following incidents of harassment and intimidation. These procedures often do not involve victims or other members of the school community and may ultimately alienate those the process is intended to protect. Suspensions and transfers may not address what the aggressor needs in order to change his or her behaviour, especially in chronic cases.

Suspensions may be called for if they are imposed in order to:

- provide time for further assessment of the incident
- provide reflection time for the aggressor
- ensure immediate safety for the victim, the aggressor, or other members of the school community, or
- allow time for the aggressor to access a community service to which he or she has been referred.

To meet the goals of encouraging communication and developing empathy and personal responsibility, it is important to build into a suspension strategy supporting consequences that aim for behaviour change and understanding. Suspensions used as merely punitive measures are rarely effective, especially in cases of chronic violent behaviour patterns. (U.S. Surgeon General, 2001) In some cases, these exclusionary measures can be triggers for more extreme aggressive behaviour. (FBI, National Center for the Analysis of Violent Crime, 2001)

While restoration is the ultimate goal in resolving incidents of harassment and intimidation, there are occasions when this is not possible (e.g., severity of the behaviour, unwillingness of the aggressor to take responsibility for his or her actions). When this is the case, other formal, imposed consequences, while including as many restorative characteristics as possible, are required.

Investigation of an incident will sometimes uncover serious personal problems that are beyond the capacity of the school to address. In such cases, district or community referrals (e.g., district level student conduct review, police, victim services, Ministry of Children and Family Development) may be necessary for the provision of professional support to aggressors, victims, and/or bystanders.

Two examples of resolution options that have restorative components and that are being used effectively in schools are **peer mediation** and the **school community forum** (also known as **family group conferencing**).

Peer Mediation

In peer mediation, students who are trained in mediation and negotiation work with peers to resolve conflicts peacefully and to the satisfaction of all involved. Peer mediators are impartial, skilled communicators and listeners, who are respected and trusted by others. They should reflect the diversity of the school community and represent all grades in the school.

Peer mediators are not counsellors, and they do not decide who is right or wrong nor determine the outcome of the mediation session. Their role is to facilitate open and honest discussion between the parties and to assist them in reaching an agreement that will be acceptable to both. The mediation process works to restore the relationship between the two parties and to prevent further escalation of the conflict.

While mediation may be part of an appropriate resolution, peer involvement in this process may not be the best option in some instances of harassment and intimidation. Depending on the circumstances (e.g.,), adult-facilitated mediation may be preferable.

School Community Forums (Family Group Conferences)

A School Community Forum is a structured meeting intended to deal with the consequences of an incident. It includes aggressors, victims, and parents and supporters of both parties. All those involved work together to decide how best to repair the harm. A trained facilitator asks the aggressor to describe his or her actions and thoughts at the time of the incident. The facilitator then asks the victim and his or her parents and supporters to describe the incident and how it has affected them. The aggressor's parents are asked to do the same. Finally, the victim is asked what restorative option(s) he or she prefers. All parties discuss the response and, when agreement is reached, sign a simple contract. Any action taken as a result of the forum is monitored and followed up.

Scenarios: The Response Model in Context

THE FOLLOWING 10 SAMPLE SCENARIOS HAVE BEEN developed to represent a realistic variety of harassing and intimidating behaviours as they may occur in a school.

The first five scenarios suggested responses that use the response model. Five further scenarios (**Working Scenarios**) are intended for practice by individuals wishing to test their understanding of the model. The working scenarios can also be adapted for group activities in workshop situations. A **Sample Response Matrix** for recording practice responses is provided at the end of the chapter.

THE TAUNTS

[homophobia]

Considerations and Cautions

- In dealing with situations of this type, it is important for staff and students to focus on the issue of harassment and intimidation and not on perceived sexual orientation. Care must be taken to avoid revictimizing the student who was taunted.

- There is clearly a need to address the homophobic attitudes revealed in the incident and recorded on video. This can be done throughout the school on an ongoing basis by raising awareness about issues of homophobia and sexual orientation and by employing proven strategies for reducing discrimination-related issues. (For strategies, see Chapter 2: Understanding)

- Caution: do not revictimize the student by discussing specifics of the incident with other staff or students.

> *As part of an assigned project, a small team of Grade 11 students decided to create a video documenting life in the school. While filming life in a school hallway, they captured on camera a group of students taunting another male student, Jim, loudly referring to him using homophobic terms. Jim was clearly embarrassed and uncomfortable, and attempted to ignore the harassment by walking away. The group followed behind him, still taunting.*

STOP IT

- Intervene by asking the group to stop the taunting behaviours. Solicit the help of another staff member, if necessary.

NAME IT

- Describe the behaviour (e.g., verbal harassment, homophobic insults).
- Point out the impact on others (e.g., hurtful, embarrassing).
- Remind students of expected behaviour (e.g., others treated with respect, differences tolerated).

ASSESS IT

- Find out more information from Jim and others: Who was involved in the incident? Was this an isolated incident for him? The aggressors? Involving these individuals?

REPORT/RECORD IT

- Ensure school administrators are informed, including all pertinent information. The video of the incident may prove useful in conveying details. The administrator will ensure appropriate documentation of the incident according to school/district policy for reporting incidents, including any statements provided by aggressors, victims, and bystanders.

RESOLVE IT

- Notify and involve Jim's parents.
- Notify and involve the aggressors' parents.
- Consider Jim's needs and safety in choosing an appropriate resolution option. A mediation or school community forum may be appropriate in this case.

FOLLOW IT UP

- Determine counselling or other needs of Jim and aggressors.
- Follow up with Jim, aggressors, and parents to help prevent repeat incidents and to determine that the resolution was successful.
- Determine nature of the problem within the school (i.e., pervasiveness, frequency, duration, severity).
- If the behaviour is widespread, incorporate it as an issue to be addressed in your school-wide plan.

GANGING UP

[verbal harassment and intimidation]

Considerations and Cautions

• In this scenario there is no opportunity to *Stop It*. It is necessary to *Assess It* before *Naming It*, as the aggressors must be identified.

• Caution: Do not revictimize Gail and Jane by discussing specifics of the incident in class.

Gail and her friend Jane have spent a few minutes after class finishing some work and are gathering their belongings. When they reach the classroom door, they discover that a group of girls has gathered there. The hostile group glares menacingly at Jane. As the two friends pass through the hall, Gail hears "loser" and some derogatory sexual terms levelled at herself and Jane. Unnerved, she and Jane leave as quickly as possible.

REPORT/RECORD IT

• Jane and Gail report the incident to a staff member, who provides administration with documentation of the incident according to school district policy for reporting incidents, including any statements provided by aggressors, victims, and witnesses.

ASSESS IT

• The staff member and/or the administrator find out more information from Gail and Jane: Who was involved in the incident? What might have motivated the aggressors? Has this type of harassment has been an ongoing problem for Gail and Jane, and if so, for how long?

• Based on the assessment, determine the best way to address the incident (e.g., involve administrator, counsellor, SLO).

NAME IT

• Describe the behaviour to the aggressors (e.g., harassment).

• Point out the impact on others (e.g., hurtful, embarrassing, degrading, disruptive).

• Remind students of expected behaviour (e.g., others be treated with respect, differences tolerated).

RESOLVE IT

• Notify and involve Gail's and Jane's parents.

• Notify and involve the aggressors' parents.

• Consider Gail's and Jane's needs and comfort level in choosing an appropriate resolution option.

FOLLOW IT UP

• Determine counselling or other needs of Gail, Jane, and the aggressors.

• Follow up with Gail, Jane, aggressors, and parents to ensure no repeat incidents occur and that the resolution was successful.

• Determine the nature of the problem within the school (i.e., pervasiveness, frequency, duration, severity).

• If the behaviour is widespread, incorporate it as an issue to be addressed in your school-wide plan.

THE LOSER

[put-downs, "ratting"]

Considerations and Cautions

- The principal must reassure Jacob's parents that the school has an effective response strategy to address harassment and intimidation that involves supporting victims and bystanders, as well as responding to the aggressors.

- One of the central issues in this scenario is the code of silence or "ratting." (See Code of Silence in Chapter 2, Understanding.)

- In this scenario there is no opportunity to *Stop It*. It is necessary to *Assess It* before *Naming It* as the aggressors must be identified. The order of the steps taken in this scenario are therefore changed.

- Consider involving the local police-school liaison officer.

Mr. Evans, Principal, received a complaint from the parents of Jacob, a Grade 8 student who had been continually threatened and harassed while walking home after school. The parents claimed that Sheldon, a Grade 10 student, along with two of his friends, had approached Jacob, told him that he'd better stay out of their way, and repeatedly called him a "loser." The next day, Jacob was so afraid that he delayed his departure from school for over an hour. However, Sheldon waited in the parking lot for him. Jacob was pushed, shoved, and tripped by Sheldon (and his friends, who were not students at his school). Sheldon also accused Jacob of being a "rat."

ASSESS IT

- Find out more information from Jacob: Who was involved in the incident? Were there are any witnesses? Where, if anywhere, do the other aggressors attend school?
- Find out if the harassment of Jacob has been ongoing and if so, for how long.

NAME IT

- Describe the behaviour to the aggressors (e.g., harassment and intimidation).
- Point out the impact on others (e.g., hurtful, embarrassing, degrading, threatening).
- Remind aggressors of expected behaviour (e.g., others be treated with respect, put-downs not tolerated).

REPORT/RECORD IT

- Ensure staff provide administration with appropriate documentation of the incident according to district/school policy for reporting incidents, including any statements provided by aggressors, victims, and witnesses.

RESOLVE IT

- Notify and involve Jacob's and the aggressors' parents.
- Consider Jacob's needs and comfort level in choosing an appropriate resolution option.
- Involve all necessary staff (e.g., counsellors, teachers, SLO).
- Address the code of silence and discuss the difference between "ratting" and reporting.

FOLLOW IT UP

- Determine counselling or other needs of Jacob and perpetrator(s).
- Follow up with Jacob, aggressors, and parents to ensure no repeat incidents and that the resolution was successful.
- Determine the nature of the problem within the school (i.e., pervasiveness, frequency, duration, severity).
- If the behaviour is widespread, incorporate it as an issue to be addressed in the school-wide plan.

TOUGH CLASS

[teacher-student]

Considerations and Cautions

• In this scenario there is no opportunity to *Stop It*. It is necessary to *Assess it* before accurately *Naming It*, as all pertinent details must be identified.

• Consideration must be given to provisions in the local collective agreement and to district protocols for incidents involving staff conduct.

Phillip has been frustrated and unhappy in his Social Studies class for the last three months. He feels that his teacher is unreasonable and mean. He believes that the marking is biased, the put-downs are hurtful and embarrassing, and that certain students in the class are being favoured. After Phillip gave an answer in class today, the teacher responded aloud, in front of the whole class, "If you had a brain, you'd be dangerous!"

ASSESS IT

• Determine if the harassment of this student has been ongoing and if so, for how long.
• Find out what action Phillip has taken so far to best support him in resolving this harassment.

NAME IT

• Describe the behaviour to the teacher who is the aggressor (e.g., harassment, intimidation).
• Point out the impact on the student (e.g., hurtful, embarrassing, degrading, disruptive).
• Remind staff member of expected behaviour (e.g., others to be treated with respect).

REPORT/RECORD IT

• Ensure appropriate documentation of the incident according to district/ school policy for reporting incidents, including any statements provided by aggressors, victims and witnesses.

RESOLVE IT

• Notify Phillip's parents.
• Consider Phillip's needs and comfort level in choosing an appropriate resolution option.
• Consider meeting with the teacher and union representative (if necessary).
• Meet with the teacher, counsellor, parents and family, and student (as appropriate) to discuss concerns and solutions.
• A mediation approach would likely be an effective way to restore the relationship between Phillip and his teacher.

FOLLOW IT UP

• Determine counselling or other needs of Phillip and the teacher.
• Follow up with Phillip, the teacher and Phillip's parents to ensure no repeat incidents and that the resolution was successful.
• Determine the nature of the problem in the school (i.e., pervasiveness, frequency, duration, severity).
• If the behaviour is widespread, incorporate it as an issue to be addressed in your school-wide plan.

IN THE HALL

[intimidation, racist remarks]

Considerations and Cautions

- Care should be taken to avoid making assumptions. Without knowing more, it is difficult to conclude who is the aggressor and who is the victim in this and other similar situations.

- While the students involved are of different ethnic backgrounds and racial comments were made, Mr. Mah should not assume that the incident is racially motivated.

> *Mr. Mah is in his classroom gathering materials for the Chemistry 12 class he is about to teach. Suddenly, he hears the heavy slamming of a locker and the sound of angry raised voices outside. When Mr. Mah emerges from his classroom, he can see students gathered against a bank of lockers. Others have turned to look in response to the disturbance. Mr. Mah notices that the noisy group appears to be senior male students. Seeing him approach, three of the boys in the group suddenly break off and move away down the hall. One of the three gestures threateningly at two who have remained by the open locker. Mr. Mah hears him call out, "You don't belong in this country! We'll deal with you later!" Mr. Mah observes that the three boys who have just left all have the same ethnic background, while the other two are clearly members of another ethnic group.*

ASSESS IT

- Find out more information from students, both those involved and bystanders, including the names of the other students and witnesses. Who were the victims and who were the aggressors?
- Determine if the intimidation of these students, or other students by the same aggressors, has been ongoing and if so, for how long.

NAME IT

- Describe the behaviour to the aggressors (e.g., harassment and intimidation).
- Point out the impact on others (e.g., threatening, disruptive).
- Remind aggressors of expected behaviour (e.g., others treated with respect, differences tolerated).

REPORT/RECORD IT

- Ensure staff provide administration with appropriate documentation of the incident according to district/school policy for reporting incidents, including any statements provided by aggressors, victims, and witnesses.

RESOLVE IT

- Notify and involve the parents and families of victims and aggressors.
- Consider victims' needs and comfort level in choosing an appropriate resolution option.
- Involve all necessary staff (e.g., counsellors, teachers, School Liaison Officer).

FOLLOW IT UP

- Determine counselling or other needs of the victims and aggressors.
- Follow up with victims, aggressors, and parents and to ensure no repeat incidents and that the resolution was successful.
- Determine the nature of the problem in the school (i.e., pervasiveness, frequency, duration, severity).
- If the behaviour is widespread, incorporate it as an issue to be addressed in your school-wide plan.

Working Scenarios

Incidents of harassment and intimidation can take many forms. The following working scenarios provide school staff with an opportunity to explore other aspects of harassment and intimidation. A sample matrix is provided as a guide to assist staff in working through each component toward an effective response strategy.

1. Bravado

Ms. Knowlton overheard a comment made by Serge as he entered the classroom with three friends. It was directed at a female who was just leaving the room: "Hey Tania, you better be ready for me tomorrow night!" As Tania carried on out of the room, she busied herself with her books, her head bowed. Ms. Knowlton heard Serge's friends laugh, one of them commenting, "Yeah sure stud, talk, talk."

2. An Initiation Tradition

The girls' Grade 10 volleyball team had just returned from its first out-of-town tournament. The next day, Mrs. Smith called the teacher-coach to say that her daughter, a new member of the team, reported that she and three other new members of the team had been forced by other team members to go skinny dipping in the hotel pool during after-hours. The girls had been reluctant and embarrassed, but felt pressured because it was supposedly an initiation tradition of the team.

3. The Shakedown

During a routine review of daily journal entries for her class, a Grade 8 Language Arts teacher discovered an apparent disclosure in Joe's journal entry for that day. As part of his day's activities, Joe had written, he met with a certain "Fred" and paid him "his regular $10 fee." The journal entry suggested that this payment enables Joe to "be safe and have friends at school."

4. The Vendetta

Last week Mr. Lewis confronted Howie, a very tall and muscular student, about his aggressive and threatening behaviour. He also reported the same to the principal, who in turn suspended Howie from school for one week. On Friday of last week, Mr. Lewis' car was keyed. Today, as Mr. Lewis was passing by a stairwell, he overheard Howie telling his friends that he was going to "get Mr. Lewis." Mr. Lewis chose not to confront the group, and although he was reluctant to admit it, felt fear.

5. The Outcast

In developing a Grade 10 Social Studies unit, Ms. Campbell asked students to complete sociograms as a first step in creating groups that could work together on an extended project. Upon reviewing the groups, Ms. Campbell noticed that Vinh, a student who appeared to be academically capable and socially inclined, had not been included in anyone else's sociogram. She nonetheless assigned him to a group with three other students. During in-class work sessions on the assignment, as Ms. Campbell monitored the progress of the various groups, she observed that Vinh's group did not appear to include him in discussions or decision making. On more than one occasion, it appeared that his attempts to participate were deliberately ignored or rebuffed by other group members.

STOP IT

NAME IT

REPORT/RECORD IT

ASSESS IT

RESOLVE IT

FOLLOW IT UP

Promising Practices

The sites were chosen because they each have a unique approach to the issue of harassment and intimidation.

IN THE FALL, 1999, A SURVEY DESIGNED TO ELICIT information on current practices dealing with harassment and intimidation was sent to BC secondary schools. The survey provided the **Safe Schools Working Group** with information from which to select the schools and districts that most effectively met the following criteria:

Criteria for promising practices in dealing with harrassment and intimidation in schools

❏ adheres to the key principles
❏ involves all aspects of the community
❏ contains a key role for youth
❏ has been sustained for 2-3 years (please also submit information on projects/programs that are under development or have just been initiated)
❏ encompasses a comprehensive school-wide approach
❏ uses a specific means of assessment and evaluation
❏ focuses on capacity building and transferability of skills
❏ is self-sustaining
❏ is transferable to other contexts
❏ embeds direct teaching of social skills within the "life" of the school (out of the classroom, into the hallways, throughout the school)
❏ has some connection with the formal curriculum
❏ displays evidence that there is respect for diversity
❏ focuses on awareness, intervention, and protection.

The Working Group selected schools and districts that had responded to issues of harassment and intimidation in various ways and at different times. Some are individual school initiatives, others are district initiatives. The following sites were chosen because they each have a unique approach to the issue of harassment and intimidation.

The BC Teachers' Federation, on behalf of the Safe Schools Working Group, hosted a two-day forum in Vancouver on January 10-11, 2000. During those two days, selected schools that had developed programs, policies, and initiatives in the area of harassment and intimidation shared their experiences.

The Participants

Norkam Secondary (Kamloops)

Through the accreditation process, Norkam Secondary was assessed in several areas including how it emphasized or encouraged empathy, conflict resolution, problem solving, personal planning, anger management, and involvement of the whole school and community in important issues. After looking at the data, administrators met to form policies and guidelines for responding to harassment and intimidation situations. Staff agreed on program goals, and the school formed a committee of two administrators, four teachers, two coordinators, two parents, and two students. A subcommittee developed a brochure and poster depicting harassing behaviours and distributed it to every school and classroom in the district.

The program focuses on drama activities, which are effective for demonstrating social interaction and can be used in a number of ways. For example, for Grade 8, the BullySmart program was adapted for a drama class and students developed a workshop based on bullying role plays. Grade 9 and 10 students created and presented half-hour dramas to other students and parents, including follow-up discussions. They also perform "intervention theatre," which invites viewers to suggest other ways the action could be resolved. The school is also planning to conduct student-leader training sessions to prepare students to do outreach in the community, including victims' assistance.

Thomas Haney (Maple Ridge)

Thomas Haney identified a need for comprehensive planning to deal with bullying, harassment, and intimidation situations about four years ago. Administration hired a coordinator to develop a pilot program with a series of lesson plans on gossip, put-downs, prejudice, and harassment.

The program began with a set of posters about bullying, intimidating, and harassing behaviours. Students analysed and discussed the content of the posters, and decided how they want to take action. Some students started the Youth Equity program to deal with abusive behaviour between students. Other students became involved in peer counselling, talked to elementary schools, performed plays, created videos, and/or did creative writing based on the posters.

The school currently focuses on awareness of sexual harassment, starting with Grade 8, with student-led small groups using games and role plays. Groups of students work on Spirit Weeks (pep rallies to get the school united and involved) and a Drug and Alcohol Awareness Week. Involved students get credit
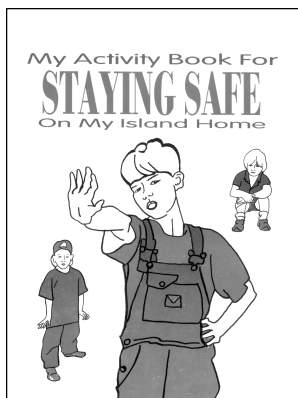
for a Leadership 11 course and can receive oral speaking credits and drama credits for role plays.

Victoria High School

Victoria High School's program is based on a communication strategy known as "non-violent communi-cation," developed by Marshall Rosenberg, a leading researcher and practitioner in the areas of mediation and communication. the school developed a weekly program for adolescents in which older students are trained to teach younger students. The younger students learn to perform role plays with two puppets that represent attitudes toward violence — a giraffe (it has the largest heart for an animal of its size) and a jackal — with the aim of encouraging the whole school to be a "giraffe" school.

The program deals with problems of harassment and intimidation and focuses on how people feel, with the understanding that if students can talk about it, then they are better equipped to deal with such situations.

Gulf Island Secondary (Gulf Islands)

SWOVA (Saltspring Women Opposed to Violence) and School District #64 (Gulf Islands) worked together in partnership to create the Women and Violence: Education is Prevention program to bring educational and skill-building anti-violence workshops into the classroom. The program, which works in K-12 with 10 schools in the district, is a good example of a community/school partnership. It was funded from a variety of sources including BCTF, although primary funding came from the Ministry of Women's Equality.

Gulf Islands Secondary began with a steering committee made up of RCMP, parents, school staff, transition house workers, youth workers, and students as equal partners. The students saw this as a way to make a difference in the community.

The school's focus, particularly in the last five years, is on preventing violence in the schools. Student teams have been involved in a number of violence prevention initiatives and in creating Freedom from Fear Day, a day-long program of violence prevention activities. Students wrote and facilitated a school-wide workshop on harassment, creating all the scenarios, and older students were involved in the development of an anti-violence activity book for 6-8 year-olds. In addition to violence prevention, the initiatives facilitate a process of social change and help students develop the ability to reach out to other students.

Involved students are paid in a variety of ways, such as cash, post-secondary tuition credit, or course credits. This helps to change the school culture, as students receive recognition and are rewarded for doing something worthwhile.

Kelly Road Secondary (Prince George)

Representatives at the forum: one counsellor/project leader, two students who are Youth Action Team members

The anti-harassment program at Kelly Road started with the accreditation process. The school identified bullying as a problem and formed a committee involving community partners. An expert was invited to come to the school; in preparation, the school conducted a survey that asked students what kinds of harassment issues were present, where they were occurring, whether they were gender specific, and what age groups were involved. A staff meeting was held to review the survey results.

The steering committee looked at the causes of bullying and decided what kinds of consequences to administer. The committee developed a number of information packages to give to those students who were known to bully others. They also developed a pamphlet on what bullying and harassment are and how to report incidents, along with an incident report form for both victims and observers.

The consultant made presentations to Grades 8-10 students, staff, and parents, who have been instrumental in supporting the initiative. Students were then invited to attend a meeting with school counsellors and administrators. The meeting, attended by about 40 students, included partners such as the RCMP and a representative from the Ministry of Attorney General. The students brainstormed ideas, and many wanted to talk to the Grade 7s about the issues, others wanted to make a video on harassment.

The second meeting of 12 students created a year-long agenda for project development. They created a Youth Action Team, which decided to present skits to Grade 8s on harassment and the reporting process. They plan to create radio and TV commercials based on bullying and harassment, reach out to elementary schools, and provide school policy pamphlets and photos of Youth Action Team presentations.

Port Hardy Secondary (Part Hardy)

Port Hardy is located on the east side of north Vancouver Island. The current population is 5,000, with an additional First Nations population of 2,000 living on federal lands, and a growing student population of nearly 600 (40 percent First Nations — an increase from 18 percent in 1994).

In 1994-95, students, parents, and staff from the secondary school in the community were brought together for a forum designed to find out what students felt were the important issues concerning harassment and intimidation. Out of this grew the Student Voice initiatives and contact with the BCPVPA and the school's Parent Advisory Council.

School staff and administration created a document outlining the issues raised at the forum. The students came up with the "4 Rs" of basic school conduct: "Respect Yourself, Respect Others, Respect Learning, Respect Property." Each incident of aggression is now assessed through this very simple code of conduct. Posters illustrating the code of conduct are located throughout the school, including each classroom. The goal is for all students to know it, feel ownership toward it, and to practise it. Each year the school has grade meetings to discuss the code where drama classes role-play the 4 Rs for new students. The school has developed strategies, such as "4 Rs for Pizza," to highlight positive behaviours. Students are encouraged to ask questions about expected behaviour, and to know they have the right to feel safe. Staff at the school have noted that the "code of silence" is less entrenched than it once was, as a result of this 4 Rs strategy.

The school has formed partnerships with many community members. These partnership projects include a student Crime Stoppers program that was started by the RCMP. Police-school liaison officers are involved both in and out of the school. They come to dances, coach sports, and get to know the students as individuals. Community drug and alcohol and mental health services are also partners. They call a meeting when they have a student who is at risk and all partners participate. Anti-racism workshops for the school and community were sponsored by BCTF and accreditation funds.

The district arranged to send a team of staff members away for EBS (Effective Behaviour Support) training and continues to support this program.

The school has kept track of its progress, and can provide staff and parents with data showing that the number of aggressive and disrespectful incidents has decreased dramatically.

Developing Promising Practices: Questions and Responses

FOR THIS RESOURCE, KEY CONTACT PEOPLE FROM the selected sites responded to a set of focus questions to provide detailed descriptions of their local initiatives. They described their processes in creating and maintaining their programs and how they measure their successes. Their words were tape recorded, transcribed, and edited for clarity and brevity only. (Individual attributions have not been made to sustain a focus on promising practices.) Key themes for building effective programs (e.g., providing training, getting support, listening to students) are identified at the end of each focus question and discussion.

Roundtable Participants
- school counsellor
- drama teacher
- career and personal planning teacher
- two student members of student leadership program
- youth counsellor (managing the Victoria High School Non-Violent Communication initiative)
- student involved in SWOVA
- SWOVA project leader
- school district representative
- school counsellor/project leader
- two student Youth Action Team members

How did you get started?

"The first thing we did was get training ourselves. We involved peer helpers, then the drama department. That went on for a long time before we decided to expand the program. Peer mediation became a huge stepping stone to talk to adminis-tration about safety."

K E Y   T H E M E S

‣ noticed an increase in number of incidents

‣ saw a need for more skills

‣ gained support from the principal

‣ recognized the need for student involvement

‣ built partnerships first

‣ needed to feel confident in ourselves, our program

‣ started in many different ways

■ *About six years ago I witnessed three altercations one right after the other, all involving students I didn't know, and I wanted to develop the skills to respond. I didn't think there was much we could do at the time in terms of school-wide initiatives but today I feel differently. More recently, I was inspired by a speaker on anger management.*

■ *There was a big push for action from parents at our school. We had a school-based initiative but the extra push for more programs came about partly because of the Rena Virk and Columbine incidents. We had tried lots of little things, so we decided to try something big and cohesive.*

■ *It was a real step forward for us when our superintendent made Safe Schools one of the things he wanted to focus on in the district.*

■ *We participated in informal meetings around the issue and wound up with a 10-12 page document, which was then tackled by students who came up with rules for basic school conduct. As studetns come to know it, feel ownership of it, and work with it, each situation will be filtered back through this code of conduct.*

■ *We sat down with the principal and brainstormed who we could bring into an anti-violence working group. We knew of staff members who had some expertise in the field, so we got them together and asked them to suggest how to proceed.*

What were your program goals?

"Our overall objective was to create a school environment that fosters respectful, compassionate and peaceful relationships and that would be measured by an overall sense of safety and well-being within the school as well as reduced incidents of physical harm."

K E Y   T H E M E S

▶ reduce incidents

▶ increase reporting

▶ raise awareness

▶ integrate smaller programs

▶ involve all students

▶ foster a safe school environment

■ *One of our goals is to integrate a number of smaller programs into one large program. Since we are all working on the same problem, if we had an umbrella program that we were all working together on, it would be more effective.*

■ *We want to get the students involved and aware of what's going on. The hope is that when something happens students might be more willing to let us know there is a problem.*

■ *Bringing awareness to the student population is our goal. We experienced a huge jump in the number of reported incidents in the year in which students were informed. Not only were they more aware of harassment and intimidation but they also had a reporting format and they understood school policy.*

■ *We started out as an adult-directed initiative but moved to youth involvement and youth-directed. We started out focussing on violence and abuse and moved to developing healthy relationships and we moved from receiving angry reactions to supportive humour. In some cases we started with lack of cooperation and moved to participation and pride.*

How do you define harassment *and* intimidation?

"We define harassment as a deliberate attempt to harm, and it must be dealt with assertively."

KEY THEMES

▸ develop awareness through mutual understanding

▸ involve students in defining the terms

▸ work together to reach common definitions

▸ use different means (e.g., visuals, drama) to collectively define key terms

■ *We define harassment as a deliberate attempt to harm, and it must be dealt with assertively. We see harassment as unwanted and unwelcome behaviour, or the failure to respect someone's personal belongings, their feelings, and their beliefs. It's important to be open to and understanding of differences, and know what behaviours, attitudes, actions are not acceptable.*

■ *One of the questions we asked ourselves early on was, "How do we define these things in abstract terms?" So we chose to create a visual portrayal of a particular activity; this allows us to focus the discussion, and also let students define their own limits. It gives students the power to determine what is OK and not OK.*

■ *We realized that adults were telling students what was right and wrong and that didn't have the effect that we wanted; so we created an environment where kids were talking to kids about the realities of school life. We thought there would be a lot more listening and behaviour changes if students were the ones that provided the definitions of what harassment and intimidation are.*

■ *Students defined the terms in partnership with adult facilitators in 'Freedom from Fear Day' workshops. At the beginning of the workshop, we asked students to define what they thought harassment was; then they went into groups that had students as co-facilitators. After the discussion, we had a general idea about what was unwelcome or unwanted attention as defined by the victim. For example, someone who is harassing doesn't necessarily see that they are but if you say "Look, this harassing, I don't feel comfortable with this," then there can at least be a general understanding of what harassment is. Having an open discussion where we created a definition together really worked.*

What is your overall approach?

"We looked at it this way: we are all in it together. We come from a society that at times is very violent; none of us is immune to this ... We are all vulnerable in some way."

K E Y   T H E M E S

▸ be conscious of the long term

▸ be prepared to adjust

▸ work with teachers and the whole school community

▸ create a flexible structure

▸ emphasize timing

▸ decide on the key issues

▸ model what you are trying to achieve

■ *Part of the process is trying to be conscious of the long term, and building in things that will keep the momentum going. We are planning to have students train other students to maintain momentum.*

■ *We work with teachers to facilitate what they need; winning their support is key. Try to create win-win situations; try to remove it from the personal.*

■ *Modeling what it is that you are trying to achieve with students can be a really important part of the work. We modeled good communication skills, good listening skills, resolving conflicts, and behaving respectfully—all the things we were trying to teach.*

■ *A school's ability to project ahead and see what may happen as a result of increased awareness is important. Schools must have a process in place throughout the school with teachers, counsellors, administrators helping to deal with situations that will arise once the students become more aware, which results in increased reporting.*

■ *Each school needs to have a specific focus in mind and develop a plan that is suitable for that school, based on its need. Our plan was based on research—we went out to find an expert who could tell us what was happening and what was working elsewhere, so we could modify our initiatives.*

■ *There are lots of ways to approach planning: forums, surveys, outside research.*

■ *We decided on the key issue to focus on, and we wanted it to be entertaining and organized and also that it was valid and worthwhile. It was important that our first presentation be a good one. We made an order of presentation, and then assigned duties, then just went ahead. We didn't want to try and plan out the perfect presentation because we would lose momentum—just start something, get feedback and move with it.*

How do you keep people involved?

"We have a strong First Nations cultural program here. We hired an Aboriginal coordinator 1½ years ago. The climate has since changed dramatically. We have First Nations students involved in Student Voice, our code of conduct team, and so on."

KEY THEMES

▶ build on interest and excitement

▶ create a team

▶ have a vision

▶ emphasize leadership

▶ involve the district

▶ do self-assessment

▶ get resources

▶ keep students interested and involved

■ *You need an interested team—people who want to be involved — and you need to have a vision that you can work toward. It is also important to have the administration as part of the team from the beginning, because you need policies and agreed-upon consequences.*

■ *We started with a large committee, and then reduced it to a workable size. We sent out a survey to our staff and the results confirmed that the staff was still supportive of the youth action team and its efforts. This gave us more information that we then used to get more people involved. Every once in a while you have to do a self-assessment to see where you're at with what the staff wants and who's there to support you.*

■ *We have had quite a few inquiries from other districts about the work that we have been doing. They usually tell us that the barrier issues are time and money. We tell them that you really do need someone with time to coordinate (preferably on paid time). You need to find the money from somewhere; priorities have to be rearranged.*

■ *It's a good idea to keep students interested by telling them what is going on; they need feedback on whether or not they are using the information we are creating. Positive feedback helps us keep going and makes us feel better about our achievements.*

■ *We brought in the Grade 8s early to carry the torch. It's important to keep the younger students and the newer teachers involved because teachers leave, too.*

■ *We use one of our Pro D days to bring in a trainer on non-violent education each year, so then we'll always have 30 people with the basic information.*

How do you encourage student involvement?

"Encouraging teachers to be non-judgmental is important in creating a safe space for students to communicate their concerns and experiences."

"Have some informal, casual meetings and be flexible and willing to change if things are not working."

KEY THEMES

‣ use a student-led process

‣ listen to students

‣ provide incentives

‣ be flexible and open

‣ clarify roles and expectations

‣ use both formal and informal processes

‣ maintain safety and confidentiality

■ *We started out with just eight kids and now we have over 20. It means a lot more when it's student initiated and created from scratch. It's really important for students to want to accomplish something through the programs and activities.*

■ *There should be incentives for students to be a part of any initiative; without this, you tend to only get the high achievers, and we need a mixture of students. We actually give CAPP credit for participation.*

■ *Students must be seen as equals. Give them time to create what is needed and don't push them. Encourage students to make suggestions about things that work for them. Student ideas really work for students. The process should not be teacher-led.*

■ *We students had someone come in to teach us how to run meetings, so now we have a formal structure to work within, allowing our teacher to support us without having to do all the work. This has increased mutual respect and understanding of all the work teachers have to do.*

■ *We encourage individual meetings and assure students of anonymity. We tell the students that this school will be what they want it to be. It is important that they are able to speak up and know that what they say will be confidential.*

■ *Some of our students were angry when their skate park was defaced with graffiti, and they thought that the community would think they had done it. They initiated a meeting with parents and school staff. This was all reported in the paper and followed up with an editorial acknowledging the fact that this was not done by the skaters. When students take ownership and take charge, they really get involved.*

■ *We as adults get to thinking that we really do know what is best, and we sometimes don't ask students to speak up or even listen to them. Adults need to allow these things to happen. We have to stop and learn from our students. Students truly rise up to the challenges you give them.*

How do you use communication initiatives?

"If you are creating initiatives in the school, it's important to build student awareness. We talked to all the peer counsellors and the leadership groups, who then did facilitation and conducted and/ or attended workshops."

KEY THEMES

▶ use testimonials

▶ use a touch of marketing

▶ involve a range of students

▶ make it personal

▶ encourage communication and community buy-in

■ *Communications initiatives help with awareness, particularly testimonials as to what teachers and students have done. We encourage people to get excited and get involved, which creates a critical mass for action.*

■ *Communication can be passive, such as newsletters. But if there is just a touch of marketing in what you are doing — posters, videos, dramas — enthusiasm can be built. A little marketing is worth a ton of communication.*

■ *We got people interested by issuing personal invitations to informal workshops. We had a core group from our anger management group that wanted to carry on, and we had some peer helpers. We also had students from an interpersonal communications course.*

■ *Peer mediation opens communication between groups. It's amazing how little communication naturally occurs between differing groups; there is not a forum for teachers and students to sit down and air their grievances. The key is to have time to develop communication and respect. We use a low-key approach, taking time within the day to connect with each student in order to build relationships and trust. If a concern is still there, then we use higher profile mechanisms or investigations.*

■ *If you are creating initiatives in the school, it's important to build student awareness. We talked to all the peer counsellors and the leadership groups, who then did facilitation and conducted and/ or attended workshops. We ended up with tons of facilitators from lots of different student groups.*

■ *We focused on building a diverse group of involved students, not just the leaders, to participate and communicate their concerns to the rest of the student body.*

How is partnership important?

"We have two parents at our school who were on our internal accreditation team two years ago. They came up with Parent Ambassadors, which is going well."

K E Y   T H E M E S

‣ obtain allies

‣ ensure leadership

‣ work through problems

‣ involve parents

‣ students must be involved

‣ work with the police

‣ use an organic or grassroots process

‣ involve business partners

‣ involve various cultures

‣ involve the whole community

- *It is really important to identify key allies, especially if you are an agency outside the school system. You must go through the proper channels (contact the superintendent, the board, principal, administration, staff), and work to make sure everyone is involved. These are the people that you can go to and say, "How can you help us?" Student allies, parent allies, board allies, and community agencies are important partners.*

- *It is important to have people other than educators on board— we have the Downtown Blanshard Advisory Committee, an employer group that supports our programs with time, if not money.*

- *Our own student services team was behind our initiative, and that includes teachers, counsellors, special education program people, and the BC Chapter of Non-Violent Communication.*

- *Our local RCMP detachment has been tremendously supportive. I am sponsored by the RCMP as a trained facilitator for Restorative Justice. We have RCMP liaison officers involved in and out of the school who come to dances, coach sports and who deal with the kids as individuals, even if they have done something wrong on a Saturday night. The relationship developed by our students and the RCMP could be modelled elsewhere.*

- *Last year when we painted garbage cans as a fundraiser for our programs, we asked different companies to donate paint and brushes. We started our initiatives from scratch, but we didn't really try to get any high-powered people behind us. This approach has its positives and negatives; on the positive side, we get to customize and oversee everything, and the negative is that sometimes it doesn't work out and there is no one else to look to for additional help.*

- *Schools do have a responsibility to the community, and vice versa. The real value of a community partner is that they're often able do things that may not be possible for a school staff member.*

What kind of support do you look for?

"We are lucky to have a woman who has spent at least 25 hours putting together a community grant fund. This type of partnering can look at modifying existing programs to address special needs students; partnerships are critical to obtaining re-sources."

KEY THEMES

▸ get a designated location

▸ obtain funding from a variety of sources

▸ build partnerships

▸ work with local businesses

▸ involve the district

▸ involve parents

▸ use the media

■ *We could sure use a room for our information and a computer for data entry. We need a designated spot for seminars; if they are held in the cafeteria, it doesn't seem important. Without a special room, the issue doesn't seem special.*

■ *Everything we have is donated; without donations and sponsorship, we couldn't do anything. The program would not work and many of our activities would not happen.*

■ *We have a guideline for writing formal letters asking for support, which are handed out to local businesses and followed up in person. We keep coming back until we receive assistance. We keep the data to recognize the organizations that have helped us.*

■ *Parent Advisory Councils are overburdened with fundraising requests, but they can raise significant amounts of money for harassment and intimidation programs when they care about these issues; they have given us strong support.*

■ *There are key groups who are willing to support such initiatives; every district is a registered charity, which can give tax receipts to those who contribute. We let businesses know about this.*

■ *We asked for help through the media—to let the community know what is going on in the school. This type of program promotion meant that others found out and volunteered their help. Press releases can take time, but they helped us get resources.*

■ *I look for other sources of money and fill out grant applications. It was money available from government that got us started, but we keep talking to people about where the money is, such as, BCTF, Ministry of Attorney General, National Crime Prevention Centre. Anyone can apply for grants of up to $50,000, and money is available from the Status of Women, who support policy development initiatives.*

What has worked well and why?

"We try to catch kids being good. We developed strategies to highlight positive behaviour."

"Receiving positive feedback from the staff after a year of turmoil was a sign of great success."

KEY THEMES

▸ get staff and student support

▸ give recognition

▸ work closely with administrators

▸ respond immediately to incidents

▸ build respect

▸ make it exciting

■ *The most difficult class to get in touch with was the best at discussing the issues when we used the visual format; they went past the bell and were still discussing the issue. That was indicative of a huge success; they could talk about it from many perspectives. Another success came through support from the community and the media; there were lots of articles about our progress as well as information that came through our newsletters.*

■ *We try to catch kids being good. We developed strategies to highlight positive behaviour. In our 4R's for Pizza program, students are told in homeroom on Monday what things we will be looking for; if we 'catch' someone, that person gets a ticket for a draw on Friday for a pizza party. We have extended this program to involve bus drivers, custodians, and others.*

■ *Our "Freedom from Fear Day" was unquestionably the most successful because of student involvement in writing the materials and delivering the workshop. As a result of the workshop, there were more reports of verbal harassment that would have been ignored in the past, and the school took action on these reports. In another case, a bully made a gross remark about a female student, and the whole class and the teacher all reacted to this student right at the time; they felt as a group they had the knowledge and the ability to talk to him and say "No, that's sexual harassment," and I don't think they would've been able to do that before.*

■ *Our EBS team has put together 10-minute lessons on certain aspects of respecting yourself, others, learning, and property. These are given to the homeroom teachers who are asked to teach students the skills around this. We have drama classes that also demonstrate this, showing scenarios where respect is not being shown, and then replay them showing where respect is being used; the kids know what is right.*

What has not worked well and why?

" Two of our key people (teachers) who were involved from the beginning have left us this year—and they have left big shoes to fill. We continually need new and fresh ideas."

KEY THEMES

▸ not everyone shares the excitement

▸ be prepared if things take a wrong turn

▸ try to think through potential problems

▸ tough to maintain a program over time

▸ beware of misogyny and homophobia

▸ complaints against teachers can be intimidating

▸ small schools can have a more difficult time

■ *We wish there were more people who would get involved; many believe that when there is one person doing the job, and that that is enough.*

■ *Some things have come up that I was not prepared for, such as staff resistance to some issues.*

■ *Things that are not followed up can be a real problem. In one case, some students became extremely abusive to females following the visual presentation on sexual harassment. You must be prepared to follow up if things do not go well.*

■ *We struggle at times to keep things going. It is the maintenance that is tough. We need consistent members on our teams.*

■ *In terms of the barriers we came up against, one was a form of misogyny — a real reaction to the idea that if we are doing something to address violence against women, that therefore we are attacking men. We also got a reaction of a religious nature— that this is "family business" not the business of the school.*

■ *We encountered issues of bullying and sexual harassment that were between students and teachers—this is a minefield. It's a very sensitive issue and it created big challenges for us. The process for resolving a complaint against a teacher is different from that of reporting student behaviour: the student has to make the complaint against the teacher while the teacher is still in the room. The process is kind of intimidating as they don't want to make the teacher angry, and they still want to pass the course. In all fairness, there should be a choice for confidentiality.*

■ *We have student leadership classes that are totally independent of our initiatives. This leads to a lack of coordination and integration, where often the students that are involved in youth action are too much in demand.*

How do you respond to incidents in the school?

" If a teacher thinks he or she can handle things, they do. If it is severe enough, it is referred to the vice principal. The vice principal looks at all the reports in consultation with the counsellor and others."

KEY THEMES

▸ use peer mediation

▸ create harassment response forms

▸ create a discipline team and/or a student response team

▸ put policies into place

▸ look for alternatives to suspension

▸ respond immediately and consistently

▸ provide staff with response strategies

▸ get the support of everyone

▸ provide training for staff and students

■ *Peer mediation is a big part of our response process. Students are referred to student mediators if violence or drugs are not involved. It's a non-hierarchical way of solving problems. There are benefits to mediation: the harassers see the effect that they have had on the other person. We've had a fair amount of success with it, although if there is a history of power imbalance, mediation may not work for both parties.*

■ *Our bright yellow harassment report forms are located throughout the school. A victim or witness can pick one up, fill it out, and turn it in. The form helps make students familiar with our process. They are asked to describe the incident, to answer questions related to the background, and to let us know how they feel at the time. Counsellors evaluate the content and interview the student. If it is clearly a bullying situation, the victim is given strategies for responding and administration deals with the bully. Repeat offenders are referred to counselling.*

■ *In our school, when someone is suspended, depending on the nature of the incident, they have to be referred to peer counselling and mediation after they come back.*

■ *Students often speak directly to other students when we see something happen. We use the person's name, ask them to stop doing the specific action, and indicate how it feels. For example, "Sarah, could you please stop calling me names, it hurts my feelings," instead of just saying "stop that" or running away. We encourage thinking a problem through and discussing the problem to find common ground before things are blown out of proportion and other friends get involved.*

■ *Staff are encouraged to first identify the types of bullying that go on in school, then they are given strategies for dealing with the problem. If they are uncomfortable dealing with a problem, they can fill out a report, which triggers a referral process.*

■ *Suspension is not always the answer; we created a package of stories that student perpetrators had to respond to, indicating their understanding of the issues.*

How do you evaluate or monitor progress?

"Since 1995-96, we have kept track of our progress and constantly show staff members, parents, and the public the graphs that show interventions and how the numbers have gone down dramatically."

K E Y   T H E M E S

▸ evaluate everything you do

▸ use surveys

▸ do monthly profiles

▸ increase supervision

▸ collect data and track progress

▸ develop reporting mechanisms

■ *We have built evaluation into our pilot program. We are using a pre-survey, then conducting an actual survey, and then doing a post-survey.*

■ *We evaluate everything we do; we have an evaluator involved — a very skilled person. We find it very helpful because this brings objectivity to what we are doing. She also knows how to create valid questionnaires so you can get a response that means something, which we then use as part of our planning process.*

■ *We do a monthly profile of discipline issues and use a baseline of incidents to evaluate.*

■ *We have a book where people can record what they have seen; we can then go to administration with this as proof to request support for our programs.*

■ *It is difficult to isolate the effect that one program has when there are a number of other programs going on, so the objective data we are able to accumulate might be tough to attribute to the program. We also wanted to have a pre and post survey to get a baseline from which to assess—build evaluation into implementation so we know whether or not we've been successful.*

■ *Since 1995-96, we have kept track of our progress and constantly show staff members, parents, and the public the graphs that show interventions and how the numbers of incidents have gone down dramatically.*

Do you have any tips to share with others?

"Always use a process that involves kids helping kids. Have funding and resources available and make extensive use of drama and role playing."

K E Y   T H E M E S

▶ have policy, a process, and resources in place

▶ know it won't work overnight

▶ never work alone; get help

▶ focus your energies

▶ address the question, "What's in it for me?"

▶ be available

▶ listen

▶ respect and encourage students

■ *If you do not have policy behind you when an incident happens and the consequences are perceived as minor, people may well say, "Gee, I thought this was going to make a big difference."*

■ *Be prepared to let people know that this isn't going to work overnight.*

■ *People should always work in pairs; never deal with a situation alone — that way it is not so personally upsetting.*

■ *Don't waste time starting a program with people who are not enthusiastic. Focus your energies, and look for enthusiasm. Surround yourself with individuals who share your vision; work with the converted.*

■ *Don't accept the hierarchy in the school; if you have a vision make it known.*

■ *Give "non-believers" time to come around. Don't bypass them and carry on — that can be worse.*

■ *Make sure you are available when things start to happen.*

■ *"Talking at" students doesn't work; listening is incredibly important.*

■ *Realize that the worst audience will be the bullies; they don't want to hear about this.*

■ *Address the question for stakeholders: "What's in it for me?" If you can address this, you have a better chance of success.*

■ *Be aware that some people will not change.*

■ *You can't just implement someone else's program for your school — it must be customized. You don't want to reinvent the wheel, but you need to start the dialogue with stakeholders and build from the bottom up.*

How would you like your initiative to develop?

"We hope that the Restorative Justice process will enable our children who do 'mess up' to make reparations quickly; we hope it will be as successful as it has been elsewhere."

KEY THEMES

▸ have the whole school involved

▸ be proactive

▸ have training for staff and students

▸ coordinate the work between schools

▸ do an even better job

- *Our whole school needs to be involved in using this method of communication; it has powerful prospects. We want to go out into the feeder schools to create beginnings, so that those schools become "giraffe" schools, too. This is a big vision, but not impossible.*

- *I'd like to see the training for staff and students to be ongoing, and that will only happen if funding is available. We have to find a way to get our parent groups involved; we also need greater district involvement.*

- *It would help to have a district coordinator who could help set directions and disseminate information and develop specific programs for victims and for bullies.*

- *I would like to see our program be part of what happens in our district every year, from K-12.*

- *We seem to be isolated but I hope to sustain what has started as a dynamic process. If each school is addressing the issues, they can coordinate their work, particularly between elementary and secondary schools.*

- *We want to move beyond reactive mode, to proactive mode, opening up to be able to deal with other issues once the process and structure are in place.*

- *I would really like to see us evolve to the point where high school students train other high school students to do this work.*

- *We want to do an even better job because some students are still not affected. We have not reached everyone. We are planning a meeting with one of our band's schools, but we need to do better job of transition. Our program still needs work. We hope that the Restorative Justice process will enable our children who do 'mess up' to make reparations quickly; we hope it will be as successful as it has been elsewhere.*

Have you made a difference?

"I think I must be making a difference because what I am doing has helped me develop skills, such as conflict resolution skills, that I use in my everyday life; it goes beyond school to the community."

- *I believe I* will *make a difference.*

- *Just because we have made a difference doesn't mean we should stop.*

- *I'm in Grade 12, so this is my last year at the school. When I leave I want to continue helping with this issue, but I don't know where I can go or what I can do. I don't know how I can continue my training. There is a lack of information for students on training, and job availability in this field.*

- *As students, we don't know if we are making a difference. We need insight and more inspiration through feedback from staff. We like to know if the administration is on board.*

- *I love what I'm doing. It's not just a passion; it's very satisfying. Connecting with the amazing people I meet, seeing their enthusiasm and their vision for the future is very motivating.*

- *I think I must be making a difference because what I am doing has helped me develop skills, such as conflict resolution skills, that I use in my everyday life; it goes beyond school to the community.*

Chapter 8

Supporting Resources
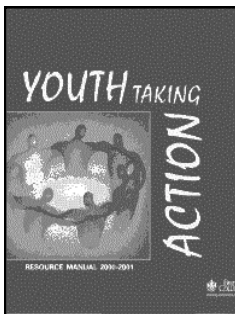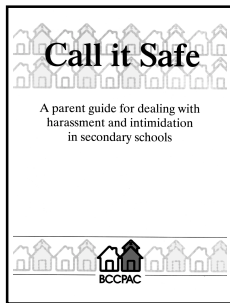
THIS CHAPTER DESCRIBES GUIDES THAT HAVE BEEN developed by various partners involved in the Safe School Initiative. It also provides a bibliography of works cited in this resource, including publications that offer research and background material on harassment and intimidation that schools may find helpful in developing approaches, policies, and procedures.

Partner Guides

Call It Safe: A Guide for Parents Dealing with Harassment and Intimidation in Secondary Schools

This guide was developed by the British Columbia Confederation of Parent Advisory Councils (BCCPAC) to provide guidance, information, and contacts to parents working with schools to reduce harassment and intimidation. It is also useful for others associated with schools who wish to understand parents' perspectives and engage their help in raising awareness and promoting effective prevention, intervention, and protection programs. This guide is included in Appendix B of this resource; additional copies can be purchased from BCCPAC.

Youth Taking Action

The Ministry of Public Safety and Solicitor General, Community Programs Division developed this resource for students in consultation with youth from around the province. The manual has supported participants in two-day training sessions on harassment, intimidation, and violence. It provides resource information for youth to use in building awareness, researching, fundraising, and resolving conflicts. The guide can be used by students anywhere to create their own presentations on the prevention of violence, including harassment and intimidation. Copies of this guide are available from the Safe School Centre.
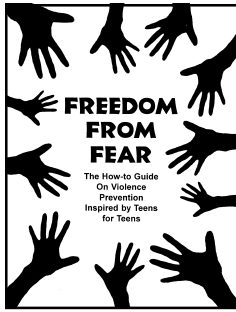
Freedom from Fear: A How-To Guide on Violence Prevention Inspired by Teens for Teens

This guide was created by SWOVA (Salt Spring Women Opposed to Violence and Abuse) with the assistance of the former Ministry for Women's Equality and the SWOVA Youth Team. It provides step-by-step guidance to creating student-led programs that raise awareness, change school culture, and help prevent incidents of harassment, intimidation, and violence. Copies are available to British Columbia educators through the Safe School Centre.
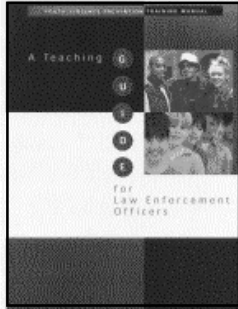
Youth Violence Prevention Training Manual

The *Youth Violence Prevention Training Manual*, developed by the Ministry of Public Safety and Solicitor General, Community Programs Division in partnership with RCMP and Municipal Police officers working with youth throughout British Columbia, is intended to assist law enforcement officers working with schools and community organizations.

It provides background information, presentation materials, and lesson plans designed to provide interactive learning experiences for children and youth from Kindergarten through Grade 12. Topics include: bullying and intimidation, drugs, gangs, Halloween safety, Internet safety, personal safety, police and the law, property crimes, relationship violence and harassment, and traffic safety. Information on this guide is available from the Safe School Centre.

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