

Addressing Bullying through Personal and Social Development (PSD) Part of the School/Community Bullying Prevention Strategy

Information for Elementary Level Teachers

Young children are beginning to develop as individuals and to explore social relationships. They are developing a sense of independence but are also learning to work cooperatively with others. Adults need to guide, model, and respect the feelings of young children as they develop personally and socially.

In the context of each subject area learning and school and classroom routines and relationships, Elementary Level students will:

- ___ Begin to develop understanding and respectful behaviours in relation to human diversity in all its forms when supported to do so
- ___ Experience being treated with kindness, care, and respect
- ___ Begin to develop understanding of the idea of treating others as s/he would want to be treated
- ___ Develop understanding of the meaning of *kindness*, *truthfulness*, *patience*, and *fairness* through seeing them modeled in daily life, literature, television, film, and other media and supported by discussion and reflection on experiences in which they are present and absent
- ___ Experience effective, respectful social interaction skills/abilities being modeled in classrooms and schools
- ___ Experience being held responsible for own moral choices and behaviours within a fair and supportive environment
- ___ Develop the understanding and abilities related to "*peer smarts*" (i.e., the abilities to resist peer pressure)
- ___ Develop the understanding and skills/abilities related to active, respectful listening or listening to learn from others (e.g., avoid "name calling" and unkind criticism of others)
- ___ Develop understanding of the value of taking time to reflect or "stop to think" before acting in a way that might hurt or upset others and learn to use a few basic questions to reflect upon when supported to do so (e.g., "Will this action hurt someone?" "Who owns this? Does the owner want to share it?")
- ___ Develop a non-violent disposition and the understandings and abilities related to protecting oneself from the violent or harmful behaviour of others (e.g., learn to state clearly how someone has transgressed on her/his rights and insist that the transgression stop)
- ___ Continue to develop the disposition and abilities to avoid exclusionary behaviours
- ___ Develop understanding of forms of human diversity:
 - ◆ Increase comfort with a range of activities and roles including those sometimes associated more with opposite gender than own
 - ◆ Develop the abilities to recognize gender stereotypes, understand why they are unfair, and challenge gender bias in daily life when supported to do so
 - ◆ Demonstrate understanding of and the abilities to challenge homophobic attitudes and behaviours
 - ◆ Demonstrate the understanding that individuals differ from each other in physical appearance
 - ◆ Develop the abilities to recognize and refrain from the use of racial and ethnic slurs.

Addressing Bullying through Personal and Social Development (PSD) Part of the School/Community Bullying Prevention Strategy

Information for Middle Level Teachers

Adults need to find many ways to model care and respect and to build self-esteem and trust in Middle Level students. They need to recognize and affirm each student's abilities and potential to learn, change, and grow. Teachers need to inform Middle Level students about what they will be learning in the Personal and Social Development (PSD) area and why particular objectives such as the following are important.

In the context of each subject area learning and school and classroom routines and relationships, Middle Level students will:

- ___ Develop the understanding that *self concept* is influenced by how we think about ourselves, our *self-esteem* by how we feel, and our sense of *self-determination* by how we act
- ___ Develop the understanding that others initially perceive and (sometimes) judge us based on our appearance and/or behaviours at the time and that we have a role to play in helping others to know us more accurately and fully
- ___ Develop understanding of what qualities make for a good friend and develop the abilities to choose friends thoughtfully
- ___ Develop an awareness and understanding of peer norms and popular trends and the consequences of following or resisting them, and abilities to act according to own standards as necessary
- ___ Explore, discuss, and develop understanding of the pressures faced by adolescents and develop abilities to withstand or resist negative pressures:
 - ◆ Explore similarities and differences in the pressures faced by male and female students in early adolescence
 - ◆ Understand what is meant by "*harassment*" and learn ways to respond to or prevent it
 - ◆ Understand the needs that are met by belonging to "*cliques*" or "*gangs*"
 - ◆ Demonstrate the ability to stand up for others, practise *inclusionary behaviours*, and refrain from any form of ridicule
 - ◆ Develop the abilities to cultivate and maintain a variety of friendships to meet a range of needs
 - ◆ Recognize "*bullying*" behaviours in self and others, and know and use ways to refrain from and/or respond to bullying
 - ◆ Explore and practise *assertiveness* skills/behaviours
 - ◆ Develop understanding of when and how to give advice and the differences between enabling and "rescuing others"
 - ◆ Understand who gains and in what ways from the creation of "*cool*" images, possessions, and behaviours as introduced and portrayed in advertising
 - ◆ Begin to understand the losses and potential harm related to acting according to the dictates of others and advertising as opposed to being her/himself
 - ◆ Develop contentment, pleasure, and pride in meeting her/his own goals and the abilities to take healthy or constructive risks
 - ◆ Develop understanding of the concept of *moderation*, and abilities to exercise *restraint* and say "no" to situations that might compromise personal values or jeopardize self
- ___ Deepen understanding of the causes and effects of all forms of abuse and develop her/his personal commitment to non-violent and helpful, not hurtful behaviours
- ___ Understand threats to personal safety and well being at home, school, or in the community, know sources of help/support (e.g., help hotlines), and begin to contribute to group actions to increase the safety of school and community environments.

Addressing Bullying through Personal and Social Development (PSD) Part of the School/Community Bullying Prevention Strategy

Information for Secondary Level Teachers

It is important to become informed about the causes and effects of bullying. The effects on those who are the continuous targets of physical abuse, bullying, harassment, and extreme forms of teasing by their peers are profound and long term. Witnesses to peers abusing peers are also affected adversely.

Take responsibility and do your part. Bullying, harassment, and other forms of emotional and physical abuse are problems created in and by the larger social context and not simply the problems of students. Teachers, administrators, parents, and community members need to work together with students to develop understanding and a plan for making the school and community safe places to grow and learn.

It is critical to understand teenagers' needs in this area. Teenage students need to be:

- affirmed in their sense that such behaviours are harmful and "not okay"
- taught ways to respond to and help prevent bullying, harassment, and unkind teasing
- supported to seek help and inform adults about these forms of abuse
- helped to distinguish between the need to remain loyal to friends, be accepted by peers, and the need to protect self and others
- provided with opportunities to discuss these concerns
- supported to develop and share their own ideas about the best ways to respond to peer abuse and to participate in the development of school policy in this area.

In the context of subject area learning and school and classroom routines and relationships, Secondary Level students will:

- ___ Experience being treated as a unique and valued individual whose particular abilities and personal qualities are recognized and appreciated
- ___ Experience being treated with kindness, care, and respect
- ___ Deepen understanding of the risks, costs, and/or rewards of communicating or not communicating feelings to others in a variety of situations and of better/worse ways to do so
- ___ Understand the pressures faced by adolescents and young adults, and develop abilities to withstand or resist negative pressures
- ___ Develop understanding of "*relationship violence/abuse*" and measures to take to avoid becoming either a victim or perpetrator of relationship violence/abuse:
 - ◆ Recognize and resist exploitive/harmful gender role models
 - ◆ Develop understanding of the characteristics of healthy relationships including intimate ones
 - ◆ Understand who is at risk for relationship violence/abuse, sources of vulnerability and risk factors involved
 - ◆ Understand the cycle of abuse and ways to protect oneself from and/or support others to leave abusive relationships
 - ◆ Develop abilities to seek help and to act on help received
- ___ Demonstrate understanding of the causes and effects of all forms of abuse and a personal commitment to non-violent and helpful, not hurtful behaviour
- ___ Understand threats to personal safety and well-being at home, school, or in the community, know sources of help/support (e.g., help hotlines), and contribute to group actions to increase the safety of school and community environments
- ___ Experience effective, respectful social interaction skills/abilities being modeled in classrooms and schools
- ___ Continue to develop and demonstrate the skills/abilities and dispositions needed to prevent conflicts and resolve conflicts or disagreements fairly and respectfully.