

Pink Shirt Day 2022 School Package



Anti-Bullying Awareness Day or Pink Shirt Day (February 23rd, 2022) is coming up!

Does your school or students have anything planned to acknowledge the day? Are staff and parents hoping to get involved and share anti-bullying messages with students?

The Central Alberta Sexual Assault Support Centre (CASASC) of Red Deer is committed to the prevention of sexual violence and helping build safer communities for all Central Albertans that is rooted in the values of respect, education, awareness and renewal. We believe in building communities free of bullying, harassment and violence.

The CASASC Education Team would like to help acknowledge this day and make planning a little easier for your staff and students. Attached, you will find activities to assist you in planning your own anti-bullying and pro-social messages throughout the month of February.

1. School Announcements
2. School Wide Activities
3. Activity List by Grade
4. Colouring Pages (attached)
5. And more!

The enclosed items are FREE for your school to use. You may use these resources on **Pink Shirt Day**, or any other time of the year to continue your anti-bullying and pro-social conversations.

CASASC would love to support your schools, please share any images and/or videos for your school participation in February or on **Pink Shirt Day** with us via email (education@casasc.ca) or tag us in social media (Twitter @CASASC2, Instagram @CASASC3). Whether you are showing off your **pink** outfits, displaying pro-social and anti-bullying messages, or participating through the suggested activities and story times, we'd love to see them! Use these hashtags in your posts, activities and messages: **#PinkShirtDay #CultureofRespect #iRespect**

We appreciate all your hard work for raising anti-bullying awareness and continuing to encourage a positive, and respectful school culture on **Pink Shirt Day** and throughout the school year.

As an added resource, the CASASC Education Team offers FREE educational programming geared towards preventing bullying and promoting healthy school and peer relationships in our iRespect US program – see page 30 for more details.

We hope you find these tools useful in enhancing your school culture and pro-social behaviour this upcoming **Pink Shirt Day**, and we look forward to seeing the wonderful photos and videos you share with us. Have a wonderful day, and please reach out if you would like additional support.

Pink Shirt Day 2022

What is Pink Shirt Day and why do we wear pink?

Pink Shirt Day aims to reduce bullying behaviour by celebrating diversity in all its forms and supporting workplaces, communities, and schools to be safe, supportive, welcoming, and inclusive of all people.

Pink Shirt Day aims to raise awareness of these issues. Many places use the opportunity that comes with Pink Shirt Day and bullying awareness to raise funds to support programs that foster children's healthy self-esteem.

By wearing pink, it supports the mission to create a more kind, inclusive world by raising awareness for anti-bullying initiatives.

Pink Shirt Day falls on the last Wednesday of February, annually. Let's all wear our pink shirts on Feb 23rd (or another day in February that works for you) and let's use our voice and stand up to bullying in a healthy, non-confrontational way. Let's show that it's ok to be different and to like different things. Let's show that a colour does not define who you are and what you like.

Travis Price, one of the young men who started Pink Shirt Day, explains in his own words about the history of Pink Shirt Day in this 4-minute video:

Travis Price- Creating Pink Shirt Day by the Canadian Museum for Human Rights

<https://www.youtube.com/watch?v=Tb2a4nPBgUY>

Virtual Adaptations

Consider the various virtual and distance friendly options for any of the noted activities below. Activities can be done within classroom cohorts, and many options should be able to be adapted to a virtual setting.

A virtual movie, house and bedroom decorating contests, cooking and crafts from home with the support of parents and caregivers.

When using your virtual platforms have all participants change their backgrounds to pink with an inspiring message and take a group photo – and much more!

School Announcements

We've included a week of morning announcements admin/teachers can use during the month of February. You may use our suggested wording and information and have admin read the messages or have your student leaders write their own announcements.

Announcement #1

Today is the start of Bullying Prevention and Awareness Week here at [YOUR SCHOOL].

Each morning this week I will share some information regarding bullying behaviour. The purpose is to raise the awareness of bullying prevention and to teach you how to respond effectively to bullying situations and behaviours.

Today's Bullying Prevention Awareness topic is "Bullying 101." Bullying can happen in many ways. It can be physical, and it can also be emotional and social — using words to hurt someone, leaving someone out, or gossiping and spreading rumors. Bullying also happens over cell phones and the Internet.

Bullying is a misuse of power. Power is the ability to make something happen. Someone may have more power than another person because they are bigger, stronger, smarter, or more popular. While it is normal for someone to have more power, what is important is they use their power in a positive way to help others, not to misuse their power to tease or bully others.

We will be talking about bullying behaviours and power all this week, but your challenge for today is to reflect on the types of power you have, and how your power may be used to help, or hurt others.

Announcement #2

I want to share with you some tip/suggestions for what you can do to prevent bullying behaviour.

There are roles involved in a bullying situation. There are the person or people who choose to use their power in a bad/hurtful way and use bullying behaviours, there is a person targeted by the bullying behaviour, and there may be witnesses to the bullying behaviour.

Don't forget, bullying is about what you do, your behaviour, not who you are!

Someone who witnesses a bullying situation may feel they do not have the power to stop the behaviour from happening. If we remember that power means the ability to make something happen, and that we all have sources of power, then we do have the ability to stop bullying behaviour from happening. In half of all bullying situations, bullying stops in 10 secs or less when someone intervenes and says or does something to stop the bullying situation.

You can directly say something to the person using bullying behaviour and ask them to stop or consider their actions. You can indirectly check in with the person being targeted or ask for help from a teacher or adult.

We all have power to make something happen. We all have power to stop bullying behaviours directly and indirectly. Each of us can make a difference.

Announcement #3

Here at [YOUR SCHOOL], we strive to make our school culture a place where students and staff can learn, feel safe, and have fun. The adults and students at this school need to work together to help make this a reality in our school, it cannot just come from one group or another.

Sometimes, adults do not realise that bullying is an issue because it is not something that is brought to their attention, or because they do not recognize what is happening is bullying.

Students may feel like telling an adult will make the situation worse, they feel they can deal with the issue on their own, or they don't know how to resolve the bullying situation.

I would encourage both staff and students to be aware of what is going on around them and choose to talk with one another to make sure that bullying behaviour is addressed and stopped in our school. [INSERT YOUR SCHOOLS POLICY OR PROCESS FOR SUPPORTING STUDENTS WHO DISCLOSE ABOUT BULLYING BEHAVIOUR]

I encourage both staff and students to think of 5 adults in our school community we can talk to if we ever have questions or need support in stopping bullying behaviours.

Announcement #4

Today, our topic to consider for bullying prevention is "Bullying Prevention: It is Not Just a Week".

Pink Shirt Day and Anti-Bullying Prevention Week is meant to raise awareness of the issue of bullying and encourage everyone to think of solutions to stopping bullying behaviour.

Staff, students, and adults need to continue to talk about bullying and solutions all year round, not just on one day or week out of the year. Bullying can unfortunately happen all the time and can have a negative impact on those affected by it. We now know it is no longer a "normal" part of growing up, or something that children need to "toughen up" against. It can affect people mentally, emotionally, physically, and make them feel unsafe and unwelcome in places where bullying behaviour happens.

Bullying affects everyone. That is why it is important to continue our conversation around bullying prevention all year round, not just today or this week. Pink Shirt Day is not just about the shirt you wear but why you are wearing it, lets make every day a "pink shirt day".

I want us to consider answering the following questions, and providing feedback to our admin.

1. How is a school environment where bullying behaviour happens different from a school that actively works to prevent it?
2. What are some ideas, activities, or groups that can help continue bullying prevention efforts here at our school?

We look forward to hearing your ideas.

Announcement #5

Today's theme to round out our conversation this week is "The End of Bullying Begins with You."

We all have power to make something happen. We can choose to use our power to help others rather than harm them and choose to use or not use bullying behaviour.

Bullying prevention begins when our school community uses their power to positively help others. This starts with our staff, adults, community members, your classmates, and you.

We hope that this week/month has allowed for more conversations when it comes to preventing bullying behaviour in our school, and we hope to continue this conversation all year round, not just this week or today.

Pink Shirt Day is not just about the shirt you wear but why you are wearing it, lets make every day a "pink shirt day".

If you need any support, you can reach out to the adults in your life that you trust and feel supported by, then can help talk to you about anything, including stopping bullying behaviour. We can also use the Kids Help Phone for support and help by calling 1-800-668-6868 or texting 686868

Together, we can make positive choices to help our school community and prevent bullying behaviours.

School Wide Initiatives

These initiatives can be used to invite the whole school to participate in Pink Shirt Day/Month activities. Use them during the month of February, or any other time of the year to encourage conversations around positive peer relationships and healthy school environments.

❖ **Door Decorating**

- Encourage each class to decorate their classroom door with positive, pro-social, and anti-bullying messages or images on their door. Hold a fun contest between classes for most decorated door (by items), most pink, most creative, most inspiring message, best collaboration (possibly between two classrooms).

❖ **Pink Contest**

- Hold a fun schoolwide contest, on Pink Shirt Day (Feb 23) or another day of your choosing.
 - Select the winning class that had the most students wearing pink t-shirts and pink items.
 - Individual prizes could be given to students who: wore the most pink items overall, were the most creative, had pink hair, etc.
 - Don't forget to take a pink photo with all your students in their pink finery.

❖ **Kindness Sticky Notes**

- Encourage your students and leadership teams to create sticky notes with inspiring, kind, or thoughtful statements that can be posted on any locker, desk or bathroom mirror.
- Students should take the opportunity to write kind messages to other students, the goal each student receives one kind message, bonus if the messages are personalized.

❖ **"Pink" Bake Sale, Pink Breakfast or Pink Popcorn Day**

- Staff and/or students could host a bake sale or pink themed breakfast for the school, or their individual class, to partake in. A recipe for Pink Popcorn can be found on page 29.

❖ **Fun Music Day/Lunch Time Dance**

- Pick a day where students can put in requests for inspirational and upbeat songs to be played over the loudspeaker throughout the day. The purpose is to play pro social, upbeat, respectful songs to get staff and students moving, and reflecting on positive songs.
- Alternatively, your school could organize a day-time dance at lunch or in the afternoon.
- Check out our "iRespect Playlist" on YouTube
<https://www.youtube.com/playlist?list=PLiQcKuitYvrVl2ootFe7TVfN7lefH9g->

Inspiring Quotes Activity

Quotes and inspirational intentions help ground and inspire us to do better. Use these quotes, or some of your own, to create posters, social media posts, videos, or images to share around your school.

- *"The things that make me different are things that make me"*- Winnie the Pooh
- *"People will forget what you said, people will forget what you did, but people will never forget how you made them feel"* – Maya Angelou
- *"Everything will be okay in the end. If it's not okay, it's not the end"*- Unknown
- *"Don't be afraid to stand up for what you believe in, even if it means standing alone"*- Unknown
- *"Never doubt yourself. Never change who you are. Don't care what other people think and just go for it"*- Britney Spears
- *"Do your little bit of good where you are. It's those little bits of good put together that overwhelm the world"*- D. Tutu
- *"Why fit in when you were born to stand out"*- Dr. Seuss
- *"No matter what happens in life, be good to people. Being good to people is a wonderful legacy to leave behind"*- Taylor Swift
- *"Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition"* -Steve Jobs.
- *"With great power, comes great responsibility"* – Uncle Ben from Spiderman

Suggested Pink Shirt Day Activities by Grade

Below is a large selection of activities broken down by grade.

Activities for Grades K-2

1. Use our **T-Shirt Activity** on page 16 to create positive, anti-bullying messages with your students.
 2. **Read a story** related to anti-bullying, kindness, diversity, or inclusion. Follow each story with discussions around how to be a kind and helpful person, brainstorm ways your students can include others. Here are some suggested titles:
 - o *The Seeds of Friendship* by Michael Foreman
 - o *You, Me and Empathy* by Jayneen Saunders
 - o *You Fill My Bucket: Daily Acts of Kindness from Around the World* by Carol McCloud
 - o *I am Enough* by Grace Beyers
- ❖ **Create pink playdough (non-toxic)** as an art project or fun take home activity (see page 28). Talk with your students about having fun with others, sharing, playing together and get them to brainstorm what they can say when someone wants to share/play with them; for both accepting (yes, I want to play) and declining (no thanks I don't want to play right now) situations.
 - ❖ **Kindness Paper Quilt**- have the students decorate squares of paper to then hang on a classroom corkboard in the hallway or a wall in their classroom, to make up their very own unique classroom quilt. Encourage the students to use statements of kindness, inclusion, and friendship on their unique squares. Use this activity to talk about the diversity (likes, dislikes, similarities, differences) of your classroom and students.
 - ❖ **Kindness Challenge**- Have your students choose to do one kind thing throughout the day or week that helps others in their school or community. You could collect/tally all these actions on one sheet of flip paper to hang in your classroom. The actions can be big or small. Have your students write their name beside the action they chose to do or press a painted pink fingerprint beside the action.
 - ❖ **Host a movie** during a block or lunch period and have students discuss the movie, and the messages they are conveying.
 - o Toy Story 3 see page 17 for discussion notes.
 - o Ant Bully see page 17 for discussion notes.
 - o Zootopia (2016) see page 17 for discussion notes.
 - o Sesame Street: Don't be a bully see page 17 for discussion notes.
 - o Yes, That's Bullying see page 18 for discussion notes.
 - o Bully- A read along story see page 18 for discussion notes.
 - o The playground is for everyone see page 18 for discussion notes.

Activities for Grades 3-5

- ❖ Use our **T-Shirt Activity** on page 16 to create positive, anti-bullying messages with your students.
- ❖ **Read a story** related to anti-bullying, kindness, diversity, or inclusion. Follow each story with discussions around how to show respect to our classmates, brainstorm ways your students can include others.
 - *I Walk with Vanessa* by Kerascoet
 - *The Cool Bean* by Jory John and Pete Oswald
 - *I Am Human* by Susan Verde
- ❖ **Diversity Unicorn Activity** on page 25. Print out one copy for each student.
 - Pick five (5) statements from below:
 - Languages spoken, my favourite food, my strongest quality, something or someone I help with at home, a skill I am proud of, a career aspiration, or my favourite hobby (etc.)
 - Have students write their answers to each statement on a different cloud around the unicorn.
 - Once finished, have students go around the classroom and write the names of their classmates who have a similar answer as them – by each cloud.
 - Debrief and compare how everyone is the same, or different from one another to celebrate the diversity in your class.
- ❖ **Prevention Pledge** found on page 26. Print out one copy for each student – or use blank colored paper, we suggest pink, to do the activity. Have students individually answer the question “I pledge to prevent bullying by...” and decide as a class if you would like to post the pledges in your classroom, hallway, or have the students keep them at their desk.
- ❖ **What Can I Do? Worksheet** found on page 27. Print out one copy for each student. This activity is meant to discuss pro-active and positive responses to bullying behaviours that your students can use if they witness bullying. Some responses can be direct or indirect.
- ❖ **Kindness Paper Quilt**— have the students decorate squares of paper to then hang on a classroom corkboard in the hallway or a wall in their classroom, to make up their very own unique classroom quilt. Encourage the students to use statements of kindness, inclusion, and friendship on their unique squares. Use this activity to talk about the diversity (likes, dislikes, similarities, differences) of your classroom and students.
- ❖ **Kindness Challenge**- encourage students to be kind and considerate to others for an entire week. Have the class vote for one or two people who showed kind behaviour, made good choices, or stood up for others over the course of a week. This can be held starting February 1st, on Pink Shirt Day, or another week during the school year.
 - You can do this activity ongoing with class kindness students of the month/week.

- ❖ **Host a movie** during a block or lunch period and have students discuss the movie, and the messages they are conveying.
 - McGruff the Crime Dog-Anti Bullying Film see page 19 for discussion notes.
 - Wonder (2017) see page 19 for discussion notes.

Activities for Grades 6-8

- ❖ Use our **T-Shirt Activity** on page 16 to create a positive, anti-bullying messages with your students.
- ❖ **What Can I Do? Worksheet** found on page 27. Print out one copy for each student. This activity is meant to discuss pro-active and positive responses to bullying behaviours that your students can use if they witness bullying. Some responses can be direct or indirect.
- ❖ **Prevention Pledge** found on page 26. Print out one copy for each student – or use blank colored paper, we suggest pink, to do the activity. Have students individually answer the question “I pledge to prevent bullying by...” and decide as a class if you would like to post the pledges in your classroom, hallway, or have the students keep them at their desk.
- ❖ **Power Over and Power Under Activity**
 - Using a pen/marker divide a piece of paper into three equal sections. In the middle section have the students write their name.
 - In the empty upper section, above the name, write the names of people who have power over you (for example, teacher, coach, police)
 - In the empty lower section, below the name, write the names of people who you have power over (for example: younger sibling, younger students).
 - In the middle section, with the name, write the names of people who they have an equal amount of power with (for example, peers, teammates)
 - Have a conversation about how different situations and scenarios could move people around this list, in one situation you may not have power over someone and in other your power could be equal or more.
 - Discuss what gives those people above you power and what gives you power over the people below you. Have students reflect on how they use their power, and how their power can be used to hurt or help others.
- ❖ **“I Care Because...”**- Have your students answer the question when asked why people should care about preventing bullying in their school or community. This statement could be expressed in a creative way through writing, digital art, fine art, skits, roleplaying, creating a short video, or translating their statement into a second language. Give students time to “showcase” their project with their classmates, administration or others in the school.
- ❖ **Kindness Paper Quilt**— have the students decorate squares of paper to then hang on a classroom corkboard in the hallway or a wall in their classroom, to make up their very own unique classroom quilt. Encourage the students to use statements of kindness, inclusion, and friendship on their unique squares. Use this activity to talk about the diversity (likes, dislikes, similarities, differences) of your classroom and students.
- ❖ **Kindness Challenge**— encourage students to be kind and considerate to others for an entire week. Have the class vote for one or two people who showed kind behaviour, made good choices, or stood up for others over the course of a week.

This can be held starting February 1st, on Pink Shirt Day, or another week during the school year.

- You can do this activity ongoing with class kindness students of the month/week.
- ❖ **Create a School Initiative-** Encourage students to reflect on ways to create a more welcoming school environment in their school. Potential initiatives could include creating a “No One Eats Alone” club or space in your school, creating a “Compliments Wall” where students can take or share positive statements and compliments, or talking about strategies to use if your students witness instances of bullying behaviour. Be creative, think about using social media, technology, other grades and classes. Create an initiative that can last all year long.
- ❖ **Poster Project-** Create a posters or collages with pictures of a healthy school free from bullying behaviour and capture what it looks like and post them up in the hallways for everyone to see.
- ❖ **Host a movie** during a block or lunch period and have students discuss the movie, and the messages they are conveying.
 - Cinderella Story see page 20 for discussion notes.
 - Karate Kid see page 20 for discussion notes.
 - Bullying is never ok 2 see page 21 for discussion notes.
 - ByStander see page 21 for discussion notes.
 - Are your words damaging see page 21 for discussion notes.

Activities for Grades 9-12

- ❖ **Prevention Pledge** found on page 26. Print out one copy for each student – or use blank colored paper, we suggest pink, to do the activity.
 - Have students individually answer the question “I pledge to prevent bullying by...” and decide as a class if you would like to post the pledges in your classroom, hallway, or have the students keep them at their desk.
 - Ask the students to consider what actions they can do to contribute to safer school environments for younger students, what could they do as older students to help the broader prevention of bullying behaviour.
- ❖ **Power Over and Power Under Activity**
 - Using a pen/marker divide a piece of paper into three equal sections. In the middle section have the students write their name.
 - In the empty upper section, above the name, write the names of people who have power over you (for example, teacher, coach, police)
 - In the empty lower section, below the name, write the names of people who you have power over (for example: younger sibling, younger students).
 - In the middle section, with the name, write the names of people who they have an equal amount of power with (for example, peers, teammates)
 - Have a conversation about how different situations and scenarios could move people around this list, in one situation you may not have power over someone and in other your power could be equal or more.
 - Discuss what gives those people above you power and what gives you power over the people below you. Have students reflect on how they use their power, and how their power can be used to hurt or help others.
- ❖ **“I Care Because...”**- Have your students answer the question when asked why people should care about preventing bullying in their school or community. This statement could be expressed in a creative way through writing, digital art, fine art, skits, roleplaying, creating a short video, or translating their statement into a second language. Give students time to “showcase” their project with their classmates, administration or others in the school.
- ❖ **Poster Project**- Create a posters or collages with pictures of a healthy school and capture what it looks like and post them up in the hallways for everyone to see.
- ❖ **Create a School Initiative**- Encourage students to reflect on ways to create a more welcoming school environment in their school. Potential initiatives could include creating a “No One Eats Alone” club or space in your school, creating a “Compliments Wall” where students can take or share positive statements and compliments, or talking about strategies to use if your students witness instances of bullying behaviour. Be creative, think about using social media, technology, other grades and classes. Create an initiative that can last all year long or an initiative that can be presented to a local middle or elementary school.

- ❖ **Host a movie** during a block or lunch period and have students discuss the movie, and the messages they are conveying.
 - Mean Girls (2004) see page 22 for discussion notes.
 - Back to the future see page 22 for discussion notes.
 - Forest Gump see page 22 for discussion notes.
 - Are you okay? (2021) see page 23 for discussion notes.
 - The Devil Wears Prada (2006) see page 23 for discussion notes.
 - Cyberbullying Movie see page 24 for discussion notes.
 - Pupils see page 24 for discussion notes.

Pink Shirt Day T-Shirt Activity

We wear pink in February to celebrate all the good things we do to stand up and prevent bullying behaviour. Bullying behaviour happens when someone uses their power/skills to hurt or make someone feel sad/bad.

How do you show KINDNESS when standing up for and helping others?

(write your answer in the shirt, colour, and then cut out and share with your class)



Movie List with Discussion Points

Please note the nature of the videos revolving around bullying behaviour and be aware of potential trigger warnings for students. Hurtful and harassing language may be used. Give students space to reflect on the videos before going into guided discussions.

Video Suggestions for Grades K-2

❖ **Toy Story 3** (Rated G) Length: 103 mins

Themes: friendship, fun, bullying, power, change, growing up

Questions/Discussions:

- Is it ok to hurt someone else's feelings just because you are hurt?
- Should you use your power to hurt others? What can you do to help others?

❖ **Ant Bully** (Rated PG) Length: 90 mins

Themes: bullying, power, working together, strength of character

Questions/Discussions:

- Is it ok to take out your frustration on someone else why or why not?
- What should we do when we feel mad or upset?
- How does working together help everyone?

❖ **Zootopia, 2016** (Rated PG) Length: 108 mins

Themes: diversity, inclusion, power, unique skills, passion, friendship

Questions/Discussions:

- How was Gideon Grey (the childhood bully) at the beginning of the film? How did he change when he met Judy again?
- How was Judy treated by her family and fellow police officers for following her dream?
- Judy had many unique skills that her fellow police officers did not have. How did these skills help her in the film?
- How did Nic being bullied by his fellow Junior Ranger Scouts make him feel? How did he change because of what happened?

❖ **Sesame Street: Don't be a bully- YouTube short story** Length: 2:19 mins

<https://youtu.be/BjN9rqdNNVA>

Themes: A sing along song, play nice with others, share

Animals of the famous Muppet group react to unfairness on the playground by singing a song, "Don't Be a Bully".

Question/Discussion:

- Would you stand up for yourself and others in this type of situation?

❖ **The playground is for everyone. - YouTube short story** Length: 1:03 min
https://youtu.be/---E_YtatRU

Themes: sharing, including others, everyone has a right to public spaces
Several animal characters on a playground try to prevent others from playing on the climbing bars. When one student steps in and stands up to the students who are excluding others the teacher overhears and explains that excluding someone socially is a form of bullying.

Questions/Discussions:

- Would you feel comfortable standing up to those bullies on the playground? Why or why not?
- What would you need to feel more comfortable in standing up?

❖ **Yes, That's Bullying- YouTube short story** Length: 1:16 min
<https://youtu.be/XVnY8qPbP1U>

Themes: Using our words in a nice manner, inclusion, bullying, respect
This animated video introduces the term "bullying" to young children and identifies several actions that qualify, including the use of hurtful words.

Questions/Discussions:

- Do you think the teacher did the right thing explaining to all the students the situation?
- How would you respond to the person who is saying not very nice things to you?

❖ **Bully- A read along story- YouTube short story** Length: 5:53 mins
<https://youtu.be/Ej1LIIN34SM>

Themes: read along story, bullying, acts of kindness, why someone may choose to bully others, friendship, working together
In this story, Billy learns that kindness can be a solution to bullying behaviours. He decides to be kind rather than standing up to the person who is bullying.

Questions/Discussions:

- How can we learn to be kind to a person who is bullying and make the situation different?
- How can we use empathy to understand other people?

Video Suggestions for Grades 3-5

❖ **McGruff the Crime Dog-Anti Bullying Film** Length: 4:58 mins

https://youtu.be/EvhldB_8WXE

Themes: bullying, looking out for your community, STOP TALK and WALK away from bullying, self esteem and body issues, diversity, being unique

In this anti-bullying episode, McGruff introduces a three-step strategy kids can use in dealing with verbal bullying; the steps are "Stop, Talk, and Walk."

Questions/Discussions:

- In what situations could you use the three steps? When do we need a trusted adult to intervene to help us out?
- Practice Stop, Talk, and Walk until students feel comfortable saying it to someone who is doing bullying behaviour.

❖ **Wonder, 2017** (Rated PG) Length: 113 mins

Themes: inclusion, bullying behaviours, friendship, supporting your community, kindness, being unique, understanding the struggles of those with a facial difference

Questions/Discussions:

- What were some examples of bullying that you notice in the movie?
- Bullying is repetitive, mean, and cruel words or actions against a person. Why do you think Julian chose to act this way towards Auggie? How did Julian feel about his actions towards the beginning of the film vs the end?
- Some forms of bullying behaviour can be seen as a 'normal part of growing up', like teasing, gossip, or excluding others. However, these actions are not 'normal' they still hurt those impacted by these behaviours. What are some ways we can rethink these behaviours and actions?
- How did the community (Auggie's friends, classmates, teachers, parents, etc.) support him and help him and others feel included? What could you do in your school or community to make others feel included and welcome?

Video Suggestions for Grades 6-8

❖ **Cinderella Story** (Rated PG) Length: 95 mins

Themes: bullying behaviours - especially cyberbullying, standing up for yourself and what you believe in, staying true to yourself, following your dreams,

Questions/Discussions:

- Is it ok to make fun of someone because of where they work or what they do?
- How can we be a friend and include Sam in this movie?
- How can we stand up to the bullying that is happening A) With the stepsister, B) With her stepmom C) With the classmates?
- How can we use our power to avoid the harming others?

❖ **Karate Kid, 1984** (Rated PG) Length: 127 mins

Themes: using your power in a positive way not a negative one, treating others with respect, patience, growth, adjusting to change, standing up for what is right

Questions/Discussions:

- What forms of bullying behaviour did you notice in the movie?
- How was karate used as a source of power (the ability to make something happen) in the movie? How was it used to hurt someone? How was it used to help someone?
- Why do you think it was difficult for some of the Cobra Kai students to choose not to use violence?
- What were some ways that Daniel used their power in a positive way?

❖ **Karate Kid, 2010** (Rated PG) Length: 140 mins

Themes: using your power in a positive way not a negative one, treating others with respect, patience, growth, adjusting to change (a new language, culture and country), standing up for what is right

Questions/Discussions:

- What forms of bullying behaviour did you notice in the movie?
- How was karate used as a source of power (the ability to make something happen) in the movie? How was it used to hurt someone? How was it used to help someone?
- Why do you think it was difficult for some of the rival martial arts students to choose not to use violence?
- What were some ways that Dre used their power in a positive way?

❖ **Bullying is never okay 2 - YouTube short film** Length: 3:19 mins

https://youtu.be/dZA9-g_dz34-

Themes: types of bullying behaviour, power, conflict vs bullying behaviour, strategies for when bullying behaviour happens to you or friends, cyberbullying,

This animated video helps to talk about the different types of bullying behaviours and has different examples of each.

Questions/Discussions:

- What types of bullying were in the video?
- What are some things a person can be picked on for that they cannot control? How does that make you feel?
- How do you feel about some of the anti-bullying strategies that were suggested in the video? Which one(s) are you likely to use?
- Using the examples of bullying, discuss how they can make us feel and appropriate responses.

❖ **Bystander YouTube Video** Length: 1:38 min

<https://youtu.be/StPGbbBBrl0>

Themes: the impacts of bullying behaviours, bystanders and bullying, stopping bullying behaviours

This short film highlights the stats on bullying and talks about the different forms of bullying and how bystanders can impact bullying situations.

Questions/Discussions:

- What are some of the impacts of bullying behaviours?
- Have there been times where standing up to bullying behaviour has been tough? What makes it hard to stand up to bullying?
- How can being an "upstander" improve a classroom or school environment?

❖ **Are your words damaging- YouTube Short Film** Length: 1:14 min

<https://youtu.be/7UPYE8grP7o>

This powerful piece about the relentlessness of cyberbullying, and how easily it can be hidden from or missed by family. The film was created by a fifteen-year-old to call out the dark world of online bullying and to expose the issues that modern children face

Questions/Discussions:

- How is cyberbullying different from other forms of bullying?
- What are some strategies for preventing cyberbullying?
- How should social media and messaging be used in a positive way? What should you do if you feel you are going to begin using social media in a negative way to harm others?

Video Suggestions for Grades 9-12

❖ **Mean Girls, 2004** (Rated PG-13) Length: 97 mins

Themes: cliques, fitting in, being unique in your skills or interests, friendship, recognizing unhealthy or toxic friendship, bullying, power, clique culture and the effect it has in a school environment.

Questions/Discussions:

- What were some examples of bullying behaviour that you noticed in the movie?
- How did the clique system contribute to the school's culture?
- What were some examples of positive friendships in the movie? What were some of examples of negative, toxic, or bullying behaviour in some of the friendships?
- How did the school culture shift by the end of the movie? What led to this culture shift?

❖ **Back to the Future** (Rated PG-13) Length: 116 mins

Themes: long term impacts of bullying, standing up for yourself

Questions/Discussions:

- How would you stand up to the person who is telling you to do something you don't want to do or knows is not right?
- How did Biff's behaviour impact George as a teenager and later as an adult?

❖ **Forest Gump** (Rated PG-13) Length: 142 mins

Themes: power, inclusion, being unique, friendship, love, bullying, respect

Questions/Discussions:

- Discuss with the class on each of the tasks that Forest does in the movie and how he overcomes each situation with grace and dignity and does it by being a good person.
- Should we make fun of someone else because they have something different than us?
- What makes you unique?
- How does it make you feel when Forest gets picked on?
- Is Forest Gump an inspiration to you why or why not?
- What can we learn from Forest Gump in all his endeavours?

❖ **Are you okay? (2021) Award Winning Short Film by Fight Child Abuse on YouTube-**

Length: 8:46 mins

<https://www.youtube.com/watch?v=tJsGGsPNakw>

Themes: the effects of cyberbullying and an unsafe school environment, supporting other targets of bullying behaviour, how to use your power to help others.

In this short film we explore a student standing up for another student and something amazing happens when one asks the other a simple question.

Questions/Discussions:

- How was social media used in the short film? How did it contribute to the school's culture?
- Noah and Raquelle were both negatively impacted by cyberbullying. How do you think they were feeling while they were being targeted?
- What are some of your thoughts/feelings on how the adults (the school counsellor and Raquelle's father) responded to the cyberbullying? Do you think it was effective?
- How did Raquelle's "are you okay?" affect Noah?
- What are some ways to make sure other people feel included?
- How can social media be used in a positive manner?

❖ **The Devil Wears Prada, 2006 (Rated PG-13) Length: 109 mins**

Themes: power, workplace bullying and harassment, standing up for oneself

Questions/Discussions:

- What are some examples of bullying behaviour that you noticed in the movie?
- How was Miranda seen in the film? How did she use her power?
- How does Andy use her power in the film? How does she get power back for herself?
- This film shows how bullying behaviours can extend into adult life and into the workplace, creating an unsafe work environment where workplace harassment may happen. What are your thoughts on this? What are some strategies to help reduce the chances of an unsafe work environment? How can you support others and use your power in a positive way when it comes to work?

❖ **Cyberbullying movie** Length: 86 mins

*Movie contains references to suicide https://youtu.be/sKe_TWENIP8

Themes: cyberbullying, the effects of rumors and gossip, the impacts of bullying behaviours, finding support, standing up to cyberbullying,

This TV show film highlights a teenage girl who falls victim to online bullying, and the cost it takes on her as well as her friends and family.

Questions/Discussions:

- What kind of bullying behaviours were seen in the movie?
- How can technology and social media be used to hurt others? How can it be used to help people?
- How would you feel if you were in Taylor's situation?

❖ **Pupils - Short award winning film on YouTube** Length: 3:30 mins

<https://youtu.be/qm8UmrC01Y>

Themes: bullying behaviours, making the choice between being a witness to bullying behaviour or not.

A boy goes to school surrounded by students, teachers, friends and family that are blind to what is going on with him and at the end he must decide whether he should be a victim, or a hero.

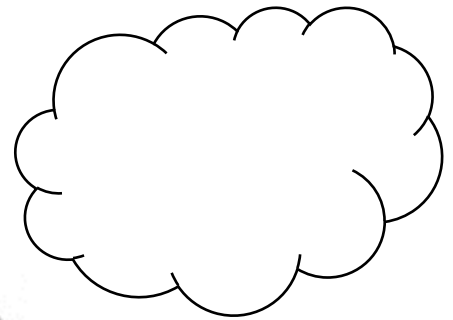
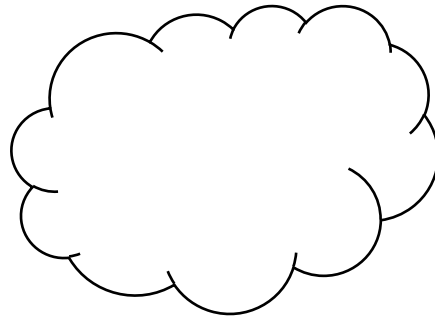
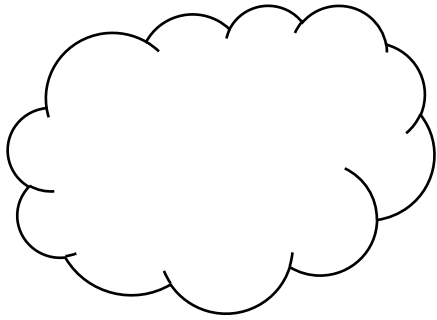
Questions/Discussions:

- What types of bullying behaviour did you notice in the video?
- What is the significance of the blindfolds?
- Why do you think the boy allowed himself to be blindfolded at the end of the video?
- What are some strategies the boy could use in this situation? What could you do if you were witnessing this behaviour?

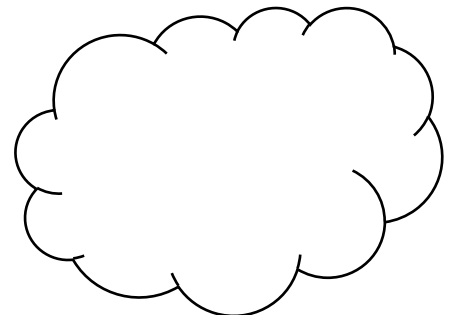
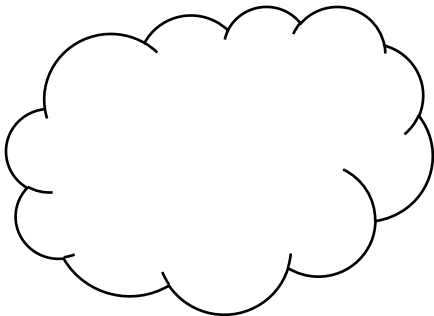
*Additional links or information on the YouTube videos can be found here:

<https://childhood101.com/bullying-videos-kids/>

DIVERSITY UNICORN



YOUR NAME



WHAT IS ONE THING THAT YOU PERSONALLY PLEDGE TO DO
TO PREVENT/ADDRESS BULLYING IN YOUR SCHOOL?

I pledge to prevent bullying
by:

#iRespectUS

WHAT CAN I DO?

If I am being targeted by bullying:

- Stay calm: try not to show that you're upset.
- Don't blame yourself – it's not your fault!
- If comfortable, look confident and tell the person who is doing the bullying to back off.
- If you're not comfortable, ignore the bullying, walk away and tell someone who can help.
- Talk to someone you trust, teacher, parent, coach – bring a friend with you for support. Tell them what happened, get help practicing what to say if this happens again.
- Stay close to friends/peers you can count on to stick up for you and go to areas where you feel safe.

If I SEE/HEAR others being bullied:

If you watch and laugh or walk away without doing anything, then you are part of the problem – if you step in or go and get help, you can be part of the solution.

- Tell the person/people doing the bullying to back off (get your friends to help you say something together).
- Invite the person being bullied to leave the situation with you and help them get somewhere safe.
- Comfort the person who was hurt, ask if they are okay, let them know it wasn't fair or deserved.
- Talk to someone who can help, especially if it is not safe for you to intervene.
- If you are not confident in speaking out publicly, then you can make an anonymous report to staff.

SAY SOMETHING: "That's enough, can we talk about something else."

DEFEND: "Come on don't say/do that, you don't really know them."

DISTRACT: "Let's go to the gym, I want to shoot some hoops."

QUESTION: "Why do you do that? It's not funny, they weren't enjoying that." OR "Did you get their permission to post that, I don't think they would be okay with you sharing that information."

CHECK IN: "I saw what happened earlier. Are you okay?"

SHOW EMPATHY: "What they said was really mean. I'm sorry. Can I help?"

TELL AN ADULT what happened and/or if you didn't feel safe helping.

In the space below write three positive actions you would do or statements you would say to stop a bullying situation. What could you do that would actually work?

1. _____
2. _____
3. _____

Kids Help Phone

Phone: 1-800-668-6868

Text: 686868

Webchat: www.kidshelpphone.ca

Pink Playdough Recipe (non-toxic)

Credit to Pamela Fox with the Marin County Mommies Website

Makes enough playdough equal to two large playdough containers, or enough for 4 students if split into equal portions.

Supplies: Access to a stove top and countertop, one large non-stick pot for crafting purposes, spoon, and at least a cup of flour for dusting the countertop.

Ingredients:

3. 2 cups flour
4. 1 cup salt
5. 4 teaspoons cream of tartar
6. 2 cups water
7. 2 tablespoons vegetable oil
8. Food coloring

To start, mix the dry ingredients in a large pan, then add water, vegetable oil and food colouring.

Cook over medium heat until the dough starts to pull away from the pot. Remove playdough from the pot to place on a floured counter. Leave the playdough to cool before working it with your hands. Knead for a few minutes until the playdough is smooth and elastic. Let the dough rest for 15 mins before using. Excess playdough can be sealed in a plastic bag.

Suggested uses for the playdough: have the students create their own pink tee-shirts either by hand, or with a cookie cutter. Students could form hearts, smiles, or other positive creations with the playdough.



Pink "Princess" Popcorn

Credit to Carrie Robinson of the Frugal Foodie Mama website

Makes 12-14 servings

Supplies: Access to a microwave, parchment paper, baking sheets, microwave safe bowl, spatula

Ingredients:

- ❖ 2 bags of microwave popcorn, popped.
- ❖ 12 oz. bag of bright pink candy melts or chocolate
- ❖ ¼ cup of pink or white sprinkles
- ❖ 1 ½ TBSP of sparkling sugar (plain, pink or purple)

Instructions:

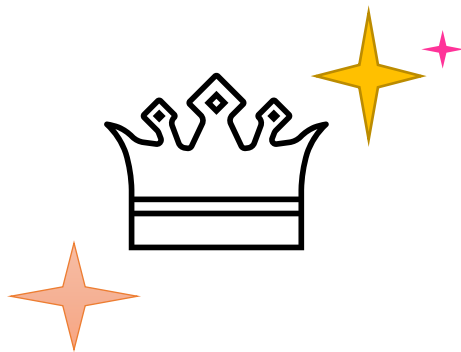
Spread the popped popcorn on a large sheet of parchment paper. Remove any unpopped kernels.

In a microwave safe bowl, melt the pink candy melts or chocolate according to the package directions.

Immediately drizzle the popcorn with the melted candy melts. Using a rubber spatula, gently turn the pink candy-coated popcorn to cover evenly. Immediately sprinkle the popcorn with the jimmies/sprinkles and then the sparkling sugar.

Turn again with the rubber spatula to evenly coat the popcorn with jimmies/sugar. Allow to sit out until the candy melts have set completely- usually just 10 minutes.

Store in an airtight container until ready to serve. Popcorn will keep for up to 5 days.



CASASC iRespect US Program

Time: each session is approximately 60 minutes in length

Offered for FREE in person or virtual presentations through options such as Google Meet

iRespect US session 1 & 2 are prevention programs focusing on empowering students in Grades 5 to 8 to build and maintain respectful peer relationships and contribute to healthy schools.

iRespect US focuses on our relationships and how we interact with others.

iRespect US session 1 topics include:

- Qualities of Healthy Peer/Friend Relationships
- Healthy Schools
- Resolving Disagreements & Arguments
- Communication
- Personal Power

iRespect US session 2 topics include:

- Understanding Bullying Behaviour
- Types of Bullying Behaviour
- Cyberbullying
- Teasing vs. Bullying Behaviour
- Empathy
- Impacts
- Support

Activities in this program include videos, worksheets and prevention pledges for students to complete at the end of each session.

What you can expect: relevant, age appropriate, and interactive content facilitated by our trained educators in a safe, respectful and inclusive manner.

What this program is not: sexual education or "sex ed". The program's aim is strictly prevention of unhealthy peer relationships and schools.

For more information on booking one or both sessions for your class or school, the CASASC Education Team can be reached at education@casasc.ca.

CASASC 24 Hour Sexual
Violence Help Line
Text/Call
1-866-956-1099
Webchat www.casasc.ca

For more information on any of our
education programs
connect with us at
education@casasc.ca

