

# Pink Shirt Day 2024 Resource Package



Anti-Bullying Awareness and Pink Shirt Day is coming up on February 28<sup>th</sup>!

Does your school or community have anything planned to acknowledge the day? Are staff and parents involved in sharing messages of prevention and anti-bullying with children, youth, and community members?

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

CASASC would like to help acknowledge this day and make planning a little easier for schools and communities. In this document, you will find activities to assist you in planning your own anti-bullying and pro-social messages throughout the month of February.

This resource is FREE for you to utilize. You may use these resources anytime in February or target them to use on [Pink Shirt Day](#).

CASASC would love to share in your celebrations and bullying prevention and awareness initiatives. Please share any images and/or videos of your participation in February or on [Pink Shirt Day](#) with us via email ([education@casasc.ca](mailto:education@casasc.ca)) or tag us in social media (Twitter @CASASC2, Instagram @CASASC3, Facebook @Central Alberta Sexual Assault Support Centre). Whether you are showing off your [pink](#) outfits, displaying pro-social and anti-bullying messages, or participating through the suggested activities and storybooks, 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 positive, and respectful school and community cultures on [Pink Shirt Day](#) and throughout the year.

As added support, our Education Team offers NO COST educational programming geared towards preventing bullying and promoting healthy schools and peer relationships in our [iRespect](#) program series – see page 30 for more details.

We hope you find these tools useful in enhancing safe, supportive and respectful environments for your school and community during this upcoming [Pink Shirt Day](#). We look forward to seeing the creative photos and videos you share with us. Have a wonderful day, and please reach out if you would like additional support.

CASASC Education Team  
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## Table of Contents

|  |    |
|--|----|
| About Pink Shirt Day 2024.....                   | 4  |
| Daily Messages .....                             | 5  |
| School/Community Wide Initiatives .....          | 8  |
| Inspiring Quotes .....                           | 9  |
| Pink Shirt Day Activities .....                  | 10 |
| Elementary School Grades/Ages.....               | 10 |
| Middle School Grades/Ages .....                  | 12 |
| High School Grades/Ages.....                     | 14 |
| T-Shirt Activity .....                           | 16 |
| Movie List with Discussion Points .....          | 17 |
| Video Suggestions for Elementary School.....     | 17 |
| Video Suggestions for Middle School .....        | 19 |
| Video Suggestions for High School & Adults ..... | 22 |
| Additional Crafts and Recipes .....              | 25 |
| Pink Playdough Recipe (non-toxic) .....          | 25 |
| Pink “Princess” Popcorn .....                    | 26 |
| Simple GOOP Recipe (non-toxic) .....             | 27 |
| Tissue Paper Hearts or T-shirts .....            | 28 |
| Our Paper Selves.....                            | 29 |
| CASASC iRespect US Programs .....                | 30 |

# About Pink Shirt Day 2024

## **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 bullying behaviour and the unhealthy impacts it can have on others. Many places use the opportunity that comes with Pink Shirt Day and bullying awareness conversations to support programs that foster children's healthy self-esteem and peer relationships.

By wearing pink, you are showing your supports of missions like ours, 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 this year on Feb 28th (or another day in February that works for you) and let's use our voices to stand up to bullying in healthy & respectful ways. Let's show that it's ok to be different and to like different things.

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>

## Daily Messages

We've included a week of daily messages that can be used during the month of February. You may use our suggested wording and information and have the messages shared during morning announcement or as an information sharing in your workspace.

### Message #1

Today is the start of Bullying Prevention and Awareness Week here at \_\_\_\_\_.

Each morning this week we will share some information regarding bullying behaviour. The purpose being 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 take many forms. It can be physical, emotional or social like using words to hurt someone, leaving someone out, or gossiping and spreading rumors to be intentionally mean and cruel. Bullying happens in-person and also online, this is called cyberbullying.

Bullying can be defined as a misuse of power. Power is the ability to make something happen. Someone may have more power than another person because they are bigger, have a different skill, are smarter, or have lots of friends. While it is normal for people to have more power than others, using that power to harm others is not normal and not okay. It is important that we use our powers in positive ways to help others and not misuse our power to tease, harm or bully.

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

### Message #2

Bullying is about what you do, your behaviour, not who you are!

We want to share with you some tip/suggestions for what you can do to prevent and respectfully respond to bullying behaviour.

There are almost always three types of people involved in a bullying situation. The person or people who 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.

Someone who witnesses a bullying situation may feel they do not have the power to stop the behaviour from happening. We have the power to make a difference, it can be helpful to brainstorm different ways you would feel comfortable helping during a bullying situation. In half of all bullying situations, the bullying behaviour can stop within 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 and to stop bullying behaviours directly and indirectly. Each of us can make a difference. What will you do?

### Message #3

Here at \_\_\_\_\_, we strive to make this a place where we feel respected and can learn, feel safe, and have fun without the fear of being targeted by bullying behaviour. Children, youth and adults need to work together to help make this a reality, it is up to all of us to contribute to healthy and safe environments.

Sometimes we get stuck when we don't understand the scope of bullying behaviour and don't feel confident or empowered to intervene.

Adults may not realise that bullying is an issue because, especially when it is not brought to their attention by others, or when they do not recognize what is happening is bullying.

Students, you may feel like telling an adult will make the situation worse, that dealing with the issue on their own is more impactful, or that you don't know what to do and how to respond.

We encourage everyone to be aware of what is going on around them, talk with trusted adults and look out for one another, so that together we all can make sure that bullying behaviour is addressed and stopped.

*[INSERT YOUR SCHOOLS POLICY OR PROCESS FOR SUPPORTING STUDENTS WHO DISCLOSE ABOUT BULLYING BEHAVIOUR]*

I encourage children, youth and adults think of 5 trusted adults in our school and community that you can talk to if you ever have questions or need support in stopping bullying behaviours.

### Message #4

Today, our topic to consider is that "Bullying Prevention Is Not Just a Week or a Day".

February, Pink Shirt Day and Anti-Bullying Prevention Weeks are meant to raise awareness of the issue of bullying and encourage everyone to think of solutions to stopping bullying behaviour. These are not days to fix all the problems at once, and are not times for us to just show support once. We raise awareness on these days so that ALL YEAR we treat others with respect, we talk about bullying, we promote prevention and positive intervention.

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 unfortunately happens all the time and can have a negative impact on those affected by it. We now know it is

not a “normal” part of growing up, or something that children need to “toughen up” against. The impacts can be felt long after the bullying incident has stopped, impacts can affect people mentally, emotionally, physically, and make them feel unsafe and unwelcome.

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”.

*[schools ask your students to help contribute to creating a safe and respectful school space by gathering their feedback]*

Students, please answer the following questions for us, to help us work on our school environment.

1. Does bullying behaviour happen in our school?
2. Is there spaces where you feel unsafe, unsupported and fearful of being targeted by bullying behaviour? Where?
3. What are some ideas, activities, or groups that can help continue bullying prevention efforts here at our school?

### **Message #5**

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 schools and community use their power to positively help others. This starts with us.

We hope that this day/week/month has allowed for more conversations when it comes to preventing bullying behaviour in our spaces, 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. 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/Community Wide Initiatives

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

### ❖ **Door Decorating**

- Encourage each classroom, or local businesses to decorate a door space with pink coloured, positive, respectful, anti-bullying messages and images. Hold a contest for most decorated door (by items), most pink, most creative, most inspiring message, best collaboration (possibly between two classrooms) etc.

### ❖ **Pink Contests**

- Hold a PINK contest, on Pink Shirt Day (Feb 28) or another day of your choosing. Encourage everyone to participate by wearing pink, being the most creative in their outfits etc.
  - Schools or offices can give prizes to the class that had the most students wearing pink.
  - Schools can give out individual prizes to students who: wore the most pink items overall, were the most creative, had pink hair, etc.

### ❖ **Kindness Sticky Notes**

- Encourage, students, staff and leadership teams create sticky notes with inspiring, kind, or thoughtful statements that can be posted on any locker, desk or bathroom mirror.
- Take the opportunity to write kind messages to others, the goal being that each person in your school or office receives one kind message, bonus if the messages are personalized.

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

- Schools and community could host a bake sale or pink themed breakfast for the school, classes or businesses to partake in. A recipe for Pink Popcorn can be found on page 26.

### ❖ **Fun Music Day/Lunch Time Dance**

- Pick a day where students or staff can put in requests for inspirational and upbeat songs to be played over the loudspeaker or in the office 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 Playlists on YouTube
- Volume 1 - <https://www.youtube.com/playlist?list=PLiQcKuitYvrVl2ootFe7TVfN7lefH9g->
- Volume 2 - [https://www.youtube.com/watch?v=WMweEpGlu\\_U&list=PLiQcKuitYvrWbFQ\\_NvzYSf4DY-Txc4ilQW](https://www.youtube.com/watch?v=WMweEpGlu_U&list=PLiQcKuitYvrWbFQ_NvzYSf4DY-Txc4ilQW)



## Inspiring Quotes

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 in your space, around your community and with others.

- *"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
- *"A true selfless act always sparks another"*- Klaus from Netflix's Klaus (2019)
- *"Be somebody who makes everybody feel like a somebody"*- Kid President
- *"If you see someone without a smile, give them one of yours"*- Dolly Parton
- *"Integrity is doing the right thing even when no one is watching"*- C.S. Lewis
- *"Have courage and be kind. Where there is kindness, there is goodness, and where there is goodness, there is magic"*- Disney's Cinderella.

## Pink Shirt Day Activities

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

### Elementary School Grades/Ages

- ❖ 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 be a kind and helpful person, brainstorm ways your students can include others.

Here are some suggested titles:

- *It's OK to be Different* by Sharon Purtill (ages 0-5)
  - *You Fill My Bucket: Daily Acts of Kindness from Around the World* by Carol McCloud (ages 0-9)
  - *You, Me and Empathy* by Jayneen Saunders (ages 3-9)
  - *Speak Up* by Miranda Paul (ages 4-7)
  - *All Are Welcome* by Alexandra Penfold (ages 4-8)
  - *The Cool Bean* by Jory John and Pete Oswald (ages 4-8)
- ❖ **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.

- ❖ Print a copy of the **Safety Network** handout on pages 34 & 35, one for each student. Lead students through the activities on the sheet. Students will brainstorm who their safe and trusted adults are and have a space to write down the phone numbers of these safe adults.
  - Adults may need to do some pre-work by asking students and parents to bring to class the names and phone numbers of safe adults, their home address and phone number.
  - We recommend that teachers laminate the safety network handouts once finished. We suggest students keep these handouts somewhere easy to access like in a backpack or lunch kit, they could keep a copy beside their home phone and one in their classroom.
  
- ❖ **Host a movie** during a block or lunch period and have discussions about the movie, and the messages they are conveying.
  - *Toy Story 3* see page 17 for discussion notes.
  - *Ant Bully* see page 17 for discussion notes.
  - *Zootopia (2016)* see page 17 for discussion notes.
  - *Sesame Street: Don't be a bully* see page 17 for discussion notes.
  - *The playground is for everyone* see page 18 for discussion notes.
  - *Yes, That's Bullying* see page 18 for discussion notes.
  - *Bully- A read along story* see page 18 for discussion notes.

## Middle School Grades/Ages

- ❖ Use our **T-Shirt Activity** on page 16 to create positive, anti-bullying messages with your students.
- ❖ **What Can I Do? Worksheet** found on page 33. 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 32. 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.
- ❖ **Diversity Unicorn Activity** on page 31. 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.
- ❖ **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 1<sup>st</sup>, 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.

- ❖ **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 discussions about 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.
  - *Cinderella Story* see page 19 for discussion notes.
  - *Karate Kid* see page 20 for discussion notes.
  - *Bullying is never ok 2* see page 20 for discussion notes.
  - *ByStander* see page 21 for discussion notes.
  - *Are your words damaging* see page 21 for discussion notes.
  
- ❖ **Read a book from your school/local library-** connect with your school librarian to see about putting up a display table with books regarding bullying, kindness, including others, diverse students, and more. Connect with your local library to see what books or book lists they have for Bully Awareness Month.

## High School Grades/Ages

### ❖ **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, parents)
- 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 to (for example peers/friends' 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.

### ❖ **Prevention Pledge** found on page 32. 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.

### ❖ **“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.

### ❖ **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 discussions about 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.
  
- ❖ **Read a book from your school/local library-** connect with your school librarian to see about putting up a display table with books regarding bullying, kindness, including others, diverse students, and more. Connect with your local library to see what books or book lists they have for Bully Awareness Month, choosing kindness, diversity, etc.

## 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.

*(print on pink paper, write your answer in the shirt, colour, and then cut out and share with your class)*

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





## Movie List with Discussion Points

Pay attention to the nature of the videos revolving around bullying behaviour and be aware of potential trigger warnings for children and youth. Hurtful and harassing language may be used. Give space to sit with and reflect on the videos before going into guided discussions.

### Video Suggestions for Elementary School

❖ **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](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 Middle School

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

[https://youtu.be/EvhldB\\_8WXE](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 who are different.

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?

### ❖ **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-](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/StPGbbBBri0>

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>

Themes: cyberbullying

*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 High School & Adults

### ❖ **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](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/qm8UmrcO1IY>

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/>



## Additional Crafts and Recipes

### 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:**

- ❖ 2 cups flour
- ❖ 1 cup salt
- ❖ 4 teaspoons cream of tartar
- ❖ 2 cups water
- ❖ 2 tablespoons vegetable oil
- ❖ Food coloring

#### **Instructions:**

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:**

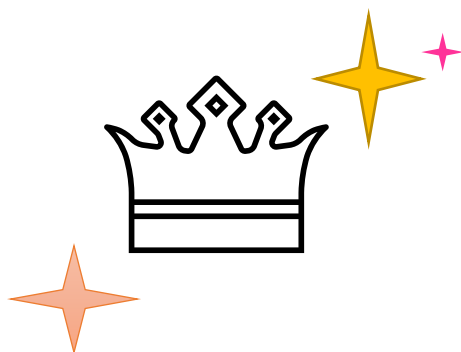
Spread the popped popcorn on a large sheet of parchment paper. Remove any unpopped kernels.

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.



## Simple GOOP Recipe (non-toxic)

*Credit to Diana Johnson with the Eating Richly Website*

Goop is a simple, yet fun way to teach young children tactile and fine motor skills. Moving slowly with the goop keeps it at a liquid consistency, but fast or hard movement will make it feel solid!

**Supplies:** One large mixing bowl, 1 fork for mixing

### **Ingredients:**

- ❖ 1.5 cups corn starch
- ❖ 1 cup water
- ❖ 1 Kool-Aid mix packet (pink)—you only need a little bit, as using the whole package may lead to stains on hands.

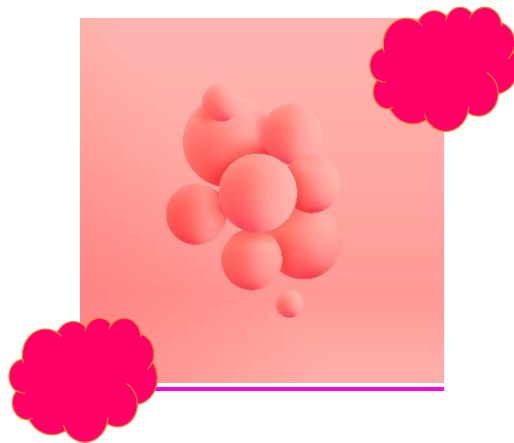
### **Instructions:**

Place all the ingredients in a large bowl.

Use a fork to mix the ingredients together slowly and carefully until completely combined.

Have fun and prepare for mess! We recommend playing with the goop in the mixing bowl and over a paper covered table.

For clean up, using paper towel to remove excess goop from fingers and then washing with warm soap and water is recommended. Goop can keep its consistency if sealed properly. Recommended to use no more than 5 days after it has been made.



## Tissue Paper Hearts or T-shirts

*Credit to CBC's Parents Website*

February is the month of love, kindness and pro social activities against bullying. Create hearts around Valentine's Day and keep them for Pink Shirt Day or create your own tissue paper t-shirt.

### Supplies:

- ❖ Heart or t-shirt template cut out of regular paper
- ❖ White poster board
- ❖ Tissue paper (white and various shades of pink and red)
- ❖ White glue

### Instructions:

Draw a heart or t-shirt on a regular piece of paper and cut it out. Trace the heart on your poster board and cut that out.

Prepare your tissue paper by cutting it into three-inch squares. Have the kids twist these squares into fluffy tufts or crumple them tightly and glue them to their heart.

Depending on age and strength, kids can use glue straight from the bottle, or be provided with a paintbrush and bowl full of glue.

Glue the tissue paper onto the poster board until none of the poster is showing.



## Our Paper Selves

*Credit to [bullyproofclassrooms.com](http://bullyproofclassrooms.com)*

This activity can be done in grades 5 to 12 in class or at home. For older youth, this activity can be used in mentorship opportunities as described below.

**Supplies:** Each student needs the noted supplies (two papers and a writing implement)

- ❖ Two pieces of paper each with an outline of a person/body shape (created ahead of time or by the students themselves)
- ❖ A pen or pencil

Step 1:

On one of the outlines, have students name the outline person. It could be their own name or another name of their choosing.

Have students write unkind, rude, or degrading messages all over the person. Examples are: "You're so ugly", "No one likes you", etc.

Once students have written their unkind messages, have them crinkle the paper up into a ball. Un-wrinkle the paper and post the papers up for everyone to see.

- Ask students to consider how these negative and hurtful comments can affect a person, their self-esteem and worth, etc.

Step 2:

On the second outline, have students name the outline person. It could be their own name or another name of their choosing.

Have students write encouraging, kind, and thoughtful messages all over the person. Examples include "I like hanging out with you", "you did a great job", etc.

Do not crinkle this paper. Post these outlines around the classroom beside the crinkled paper. Discuss with students how these messages are different, and how positive messages can affect a person, their self-esteem and worth etc.

Brainstorm with students how to teach this activity to a younger grade or sibling. Discuss how to share with other youth how our words and actions can be uplifting or damaging. Discuss how to encourage younger people to use their power to help and not harm.



## CASASC iRespect US Programs

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

**Time:** each session is approximately 60 minutes in length

### **iRESPECT US 1 (grades 5-7)**

iRespect US part 1 is a program focused on empowering students to build and maintain respectful peer relationships and contribute to healthy schools. Topics include:

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

### **iRESPECT US 2 (grades 5-7)**

iRespect US part 2 is a program for students to learn skills related to building and maintaining respectful peer relationships. The program continues the learning from US part 1 empowering students to respectfully respond to bullying behavior. Topics include:

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

**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.

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](mailto:education@casasc.ca).

# DIVERSITY UNICORN



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**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](http://www.kidshelpphone.ca)

## My Safety Network

Who are the safe and trusting adults in your safety network? Can you draw pictures of 5 different people that are safe and caring, that you could talk to about unsafe touching and secrets. Remember our 3 rules, say "NO", GO somewhere safe, TELL a safe adult.

|                              |                              |
|------------------------------|------------------------------|
| <b>DRAW – Safe Person #1</b> | <b>DRAW – Safe Person #2</b> |
|------------------------------|------------------------------|

|                              |                              |
|------------------------------|------------------------------|
| <b>DRAW – Safe Person #3</b> | <b>DRAW – Safe Person #4</b> |
|------------------------------|------------------------------|

|                              |
|------------------------------|
| <b>DRAW – Safe Person #5</b> |
|------------------------------|

Remember: No one should ever LOOK AT, TOUCH, or TAKE PICTURES OF our bodies without our permission/yes.

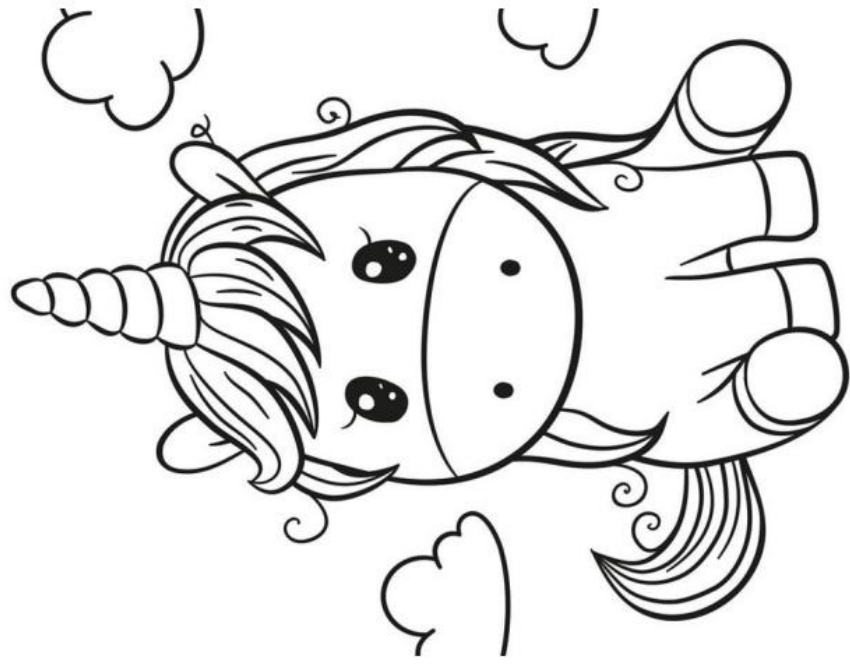
We need to always tell a safe and trusted person when someone does unsafe touching or asks us to keep an unsafe secret.

Unsafe touches and secrets make you feel:

- Uncomfortable
- Scared
- Yucky
- Confused
- Sad
- Unsafe

Now that we have drawn our 5 safe people, lets write their names and phone numbers here. You may need an adult to help you write and find the information.

- 1. NAME: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_
- 2. NAME: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_
- 3. NAME: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_
- 4. NAME: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_
- 5. NAME: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_



My Home Address is: \_\_\_\_\_

My Home Phone Number is: \_\_\_\_\_

**POLICE, FIRE, AMBULANCE** .....9-1-1  
**You can always find a safe person on the CASASC Help Line..... 1-866-956-1099**

CASASC 24 Hour Sexual  
Violence Help Line  
Text/Call  
**1-866-956-1099**  
Webchat [www.casasc.ca](http://www.casasc.ca)

For more information on any of our  
education programs  
connect with us at  
[education@casasc.ca](mailto:education@casasc.ca)

