



# Bullying Prevention



## Teacher's Guide (for Grades 7-12)

### CLASS ACTIVITIES

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# Introduction

## PURPOSE

At YouthSpeak, our vision is to inspire and empower youth to live resilient and meaningful lives. Our mission is to assist youth facing challenges through leadership training and empowering them by sharing personal stories in order to promote mental health, well-being, empathy, and hope in assemblies and workshops. We aim to make sure no child or youth feels alone, and those who are struggling with mental health or challenges are connected to available support tools to improve their overall well-being.

The purpose of this teacher guide is to provide valuable and easy-to-follow awareness-building activities. This teacher's guide is a resource that teachers can use in their classrooms with their students. The activities in this teacher guide are exclusively for the Intermediate and senior divisions but may be modified for your unique classroom.

## HOW TO USE

This teacher guide has seven activities that are designed to promote anti-bullying. They can be used in the classroom to help students understand and explore important topics such as confidence and empathy skills from a young age. Each activity has an estimated time frame and a material list at the top of the page with specific steps on how to run the activity underneath. There are also virtual alternatives for each activity so you can use these activities in your online teaching as well. Teachers do not need to follow every step for each activity and can revise the steps to suit their unique classroom.

## SAFE SPACE

Please remind students that the classroom is a safe space and encourage them to have open discussions about bullying prevention and mental wellness. Discussing these topics can bring up strong thoughts and feelings, and it is important to let them know that if students are experiencing any difficult feelings and need help, that the teachers, administration, and other caring adults are always there to listen and support them.

# 1. Brilliant Brainstorm

## ORGANIZATION

GRADE: 7 to 12

TIME: 10-15 minutes

MATERIALS: Blackboard/ whiteboard/ chart paper

DELIVERY: This activity can be completed both in class, and virtually over google meets.

## OBJECTIVE

To brainstorm with students what empathy means to them. By the end of this activity, students will be familiar with recognizing empathy and the multiple ways to express empathy.

## INSTRUCTIONS

1. Initiate a whole class discussion on what empathy means to them, by using the suggested brainstorming prompts.

Prompts:

- a. What comes to mind when you hear "Mental Health?"
- b. What comes to mind when you hear "Empathy?"
- c. What are forms of bullying?
- d. What are some ways you can prevent bullying?

e. What are some things you want to hear when you feel stressed, anxious, sad or upset?

2. Arrange students into small groups of 5-6 in the classroom/small breakout rooms. In their small groups, have students come up with ways they can show empathy.

Examples: listening intently when someone is speaking, do not judge, show emotional support, and try to put yourself in the other's shoes.

3. Have the groups brainstorm their ideas on a piece of chart paper with illustrations/on a google doc or slide that can be worked on collaboratively and shared with the rest of the class afterwards.

4. Have students present their ideas to the class. A follow-up class discussion can also be initiated.

Optional: Chart papers can be placed around the classroom.

# 2. Crumpled Character

## ORGANIZATION

GRADE: 7 to 12

TIME: 10-15 minutes

MATERIALS: Large piece of chart/construction paper, markers

## OBJECTIVE

To explore how words and actions can have consequences and can be damaging to someone's self-esteem and self-confidence. These words and actions can never be taken back, and it shows how bullying leaves a lasting impact.

## INSTRUCTIONS

1. Put students into groups and have them draw and name a character on a large piece of chart/construction paper.
2. Each student in the group will have a turn to write something negative or mean to the character (remind students to be appropriate).
3. Once every student has had the chance to write a comment on the paper, ask each group to crumple the paper.
4. After the paper is crumpled, then request groups to try and flatten out the paper back to its original form (paper will remain wrinkled).
5. Engage the students in a class discussion asking the following questions:
  - a. What did you notice about the paper?
  - b. Are the wrinkles coming out?
  - c. What do you think this represents?
  - d. How do your actions and words affect others?
  - e. How can they be damaging?
6. Discuss with students that even though the paper is crumpled, the character is still a valuable person. However, the mean words and actions have long-term effects on them. Mention the importance of being kind to others.

## MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. On a google slide, use clipart or images from a website, such as Canva, to create an anonymous character portrait. Share this google slide with all of the students by making it accessible, and then screen share the image.
2. Have each student edit the google slide by writing something negative or mean to the character by typing it into a text box and placing it over the image (remind students to be appropriate).
3. Once every student has had the chance to write something mean or negative to the character, print the picture and crumple it into a ball then show the students. Next, try to flatten out the paper back to its original form (paper will remain wrinkled).
4. Engage the students in a class discussion asking the following questions:
  - a. What did you notice about the paper?
  - b. Are the wrinkles coming out?
  - c. What do you think this represents?
  - d. How do your actions and words affect others?
  - e. How can they be damaging?
7. Discuss with students that even though the paper is crumpled, the character is still a valuable person. However, the mean words and actions have long-term effects on them. Mention the importance of being kind to others.

# 3. I See What You See In Me

## ORGANIZATION

GRADE: 7 to 12

TIME: 10-15 minutes

MATERIALS: Writing utensils, paper

## OBJECTIVE

To promote a positive classroom community and to encourage kindness to oneself and others.

## INSTRUCTIONS

1. Have each student write their name at the top of a piece of paper.
2. Tell students to crumple up their paper and gently toss them across the room on the count of three.
3. Instruct students to pick up a piece of paper (not their own), flatten it, and to return back to their desks to write something positive about that student in 30 seconds (i.e., an attribute, compliment, or something they admire).
4. Have students re-crumple their papers and pass these papers in a rotation to

the next person for them to write something positive on their sheet (if students receive their own, they can feel free to write something positive about themselves). Remind students to be unique, creative and appropriate when writing positive things – do not be repetitive!

5. Repeat Step 4 until the rotation of papers is complete and all the students have had a chance to write one positive thing on everyone's paper.
6. Students can then retrieve their own paper and read all the positive comments. Students can feel free to share the comments to their classmates or keep it to themselves!
7. Encourage students to use these papers as a great reminder of all the positive ways people see them, especially when they have a hard time recognizing these positive attributes in themselves.

## MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Have each student create their own google slide within a classroom google presentation with their name. They can include small graphics and personalize it if they want as well.
2. Instruct students to go through all of the different slides, starting with the slide directly after their own, and to write something positive about each student. They will have 10 minutes to complete the activity, and will want to write positive comments for as many students as possible in that time. Remind students to be appropriate.
3. The students can write these positive compliments by adding a text box to the google slides.
4. Once the ten minutes are up, students can look at their own google slide. This can be done by presenting the entire google slides presentation using screen share during the google meet, or by allowing the student to view them in their own time, and read them out if they feel like sharing.
5. Encourage students to save their individual google slide by printing it or saving it to their personal electronic device.
6. A follow-up discussion can occur, to discuss how hearing positive compliments felt, or whether they enjoyed getting to write them for their peers.

Prompts:

- a. Why is it important to give compliments and praises to your peers?
- b. How did it feel to receive compliments and praises, and to give them as well?
- c. Why would it be especially important for students that have a hard time recognizing these positive attributes in themselves?
- d. Can you always tell if someone is having a bad day, and would benefit from a positive compliment?

## 4. Take a Compliment

### ORGANIZATION

GRADE: 7 to 12

TIME: 20–30 minutes

MATERIALS: "Take a Compliment" posters, tape, scissors, writing utensils

### OBJECTIVE

To teach students to think about their words before saying them and to encourage

students to be kind to one another and to themselves.

## INSTRUCTIONS

1. Put students into groups or have them work individually to create a "Take a Compliment " poster using the template/example on page 10.
2. Have students create their poster with writing utensils.
3. Instruct them to pre-cut the tabs on their poster on the vertical dotted line so that it is ready to be posted around the classroom.
4. Tell the students that at any time, anyone can go up and tear off a compliment for themselves or give one to their peers to brighten their day.
5. Engage in a conversation about how a small compliment can go a long way.

## MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Put the students into small breakout groups, and encourage them to use a google document or google slide that can be worked on collaboratively
2. Have the students create "compliment posters" in their small groups. Images from the internet or handmade drawings can be uploaded to include in the poster. Each poster should have 10 different positive compliments.
3. Have the students present their completed posters to the class during a google meet once they are finished.
4. Engage in a conversation about how a small compliment can go a long way, and the idea of positive affirmations. Discuss how we are often our biggest critics, and it is important to remind ourselves of all the positive things about



# 5. Gratitude List

## ORGANIZATION

GRADE: 7 to 12

TIME: 10-20 minutes

MATERIALS: Lined Paper, writing utensils

DELIVERY: This activity can be completed both in class, and virtually using google docs

## OBJECTIVE

To recognize and appreciate things to be grateful for. To assist students with creating positivity and optimism within their daily lives.

## INSTRUCTIONS

1. Have a discussion with students about how important it is to reflect on the good things in life that inspire them.
2. Give each student a sheet of blank paper/get students to open a word document and ask them to make a list of:
  - a. Minimum of 4 things, people, and places they like
  - b. One thing they've worked hard to achieve
  - c. One thing that's going well right now
  - d. Two subjects or pursuits they're passionate about
  - e. Two people they can count on
  - f. Three things they look forward to
3. Discuss as a class what they wrote down and why they are grateful for those things.

## EXTENSION:

1. Give students a period of time for informal writing.
2. Based on the items on their gratitude list, students can be creative with their journal entry.
3. Students can freely write. They can write a letter directed to someone they

are grateful to have in their lives, or simply write about a positive memory.

## 6. Assertive Communication

### ORGANIZATION

GRADE: 7 to 12

TIME: 10-20 minutes

MATERIALS: Lined Paper, writing utensils

DELIVERY: This activity can be completed both in class, and virtually using google docs

### OBJECTIVE

To understand passive, assertive and aggressive communication. At the end of this activity, students will comprehend how effective using the appropriate communication can be.

### INSTRUCTIONS

1. As a class, discuss what passive, assertive and aggressive communication is.
  - a. Passive Communication is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs.
  - b. Assertive Communication the ability to express positive and negative ideas and feelings in an open, honest and direct way.
  - c. Aggressive Communication is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others.
2. Break students into groups and have them come up with examples of all 3.

After 2 minutes, bring the class together and see if their examples are correct.

- a. Passive Communication examples → being too nice, overly compliant, putting oneself down.
  - b. Assertive Communication examples → being firm but polite, compromising, standing up for oneself.
  - c. Aggressive Communication → being mean or harsh, bullying or trampling others.
3. Put students back in their groups and have them think of three situations where they used assertive communication and reflect on the emotions they felt after each situation.
  4. Instruct students discuss the importance of using assertive communication.

## Booklists to Check Out

Taking a Stand Against Bullying: 25 Bullying Preventions Books for Tweens and Teens

<https://www.amightygirl.com/blog?p=10257>

10 Honest Books About Bullying for Teenagers <https://www.readbrightly.com/10-honest-books-bullying-teenagers/>

12 Books About Bullying for Young Readers and Teens <https://bookriot.com/books-about-bullying/>

Books about Bullies and Bullying for Teens and their Allies

<https://www.springfieldlibrary.org/library/books-about-bullies-and-bullying-for-teens-and-their-allies/>

11 Children's Books About Bullying, Teasing & Empathy

<https://www.familyeducation.com/life/dealing-bullies/lets-get-along-11-childrens-books-about-bullying-teasing-empathy>

11 Enlightening and Empathetic YA Novels About Mental Illness

<https://www.readbrightly.com/enlightening-empathetic-ya-novels-about-mental-illness/>

Reality Scoop: Promoting Mental Wellness with YA Literature

<http://www.yalsa.org/thehub/2016/02/02/reality-scoop-january-is-mental-wellness-month/>

You're Not Alone: Mental Health Nonfiction Picks for Teens

<http://www.yalsa.org/thehub/2019/09/09/mental-health-nonfiction-picks-for-teens/>

## Resources

- Kids Help Phone: Text- 686868 (24/7 support)  
<https://kidshelpphone.ca/>
- Find trusted, culturally competent therapists that know *our* feelings and can help navigate being a strong, black woman.  
<https://therapyforblackgirls.com/>
- Black Youth Helpline: a Black youth specific service, positioned and resourced to promote access to professional, culturally appropriate support for youth, families and schools.  
<https://blackyouth.ca/> +1416-285-9944 / +1833-294-8650
- Youth Line offers confidential and non-judgmental peer support through our telephone, text and chat services.  
<https://www.youthline.ca/> +1647-694-4275

- If you or someone you know is in crisis or requires immediate support, please contact 310-COPE at 1-855-310-COPE (2673) or visit your nearest emergency department.
- Autistic Self-Advocacy Network (ASAN): to empower autistic people across the world to take control of their own lives through public policy advocacy, the development of autistic cultural activities, and leadership training for autistic self-advocates. <https://autisticadvocacy.org/>

### **Apps for Students:**

- Breathe, Think, Do with Sesame: This app teaches young students how to calm down and solve everyday challenges.
- Calm: This app teaches activities to help you sleep, breathe and relax.
- Headspace: Options customized for three age groups—under 5, 6-8, and 9-12. Plus, parents can use the adult version to practice breathing alongside their child.
- HelloMind: Young worriers can significantly benefit from HelloMind, an app which helps change negative thought patterns.
- Smiling Mind: It is designed to help youth through the stresses, and challenges of daily life. It offers programs for a variety of age groups, including 7-9, 10-12, 13-15, 16-18 and adults.
- MindShift: Scientifically proven strategies based on Cognitive Behavioral Therapy (CBT) to help you learn to relax and be mindful, develop more effective ways of thinking, and use active steps to take charge of your anxiety.

## **Want to Get Involved and Help Empower Other Youth and Inspire Change?**

*Here are some ways you can support:*

- Join an event committee
- Attend our events

- Join our Board of Directors
- Follow us on social media



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- Donate to Canada Helps
  - You can click the “Donate” Button on the [www.youthspeak.ca](http://www.youthspeak.ca) homepage
  - *OR* this link will take you straight to the donation page  
[https://www.canadahelps.org/en/charities/youthspeak-performance-charity-organization/?utm\\_expid=.Z0WUQV4rT9mKtKTXtGPdnw.0&utm\\_referrer=https%3A%2F%2Fyouthspeak.ca%2F](https://www.canadahelps.org/en/charities/youthspeak-performance-charity-organization/?utm_expid=.Z0WUQV4rT9mKtKTXtGPdnw.0&utm_referrer=https%3A%2F%2Fyouthspeak.ca%2F)
- Share your special skills with our team of youth to help build their leadership skills
- Perform administrative tasks that are important behind the scenes work

[www.youthspeak.ca](http://www.youthspeak.ca)

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