

2016-17 Student First Anti-Bullying Forum

The Ministry of Education is highlighting previously archived bullying prevention resources, now available in PDF format, from the *2016-17 Student First Anti-Bullying Forum – Our School Includes Everyone*. The ministry hosted the forum as part of [Saskatchewan’s Action Plan to Address Bullying and Cyberbullying](#).

The theme of the 2016-17 forum, *Our School Includes Everyone*, focused on positive and supportive school climates and student mental well-being. Resources are geared towards students’ in grades 6 to 9. The forum's resources were designed to give teacher’s flexibility and choice in how they are used. Activities may be used with whole class or small groups and presented at different times to fit class schedules.

This package is also available in French.

2016-17 Student First Anti-Bullying Forum: Our School Includes Everyone Keynote Speakers

Kelvin Redvers (English Keynote Video)



Kelvin Redvers is a First Nations filmmaker originally from the Northwest Territories. At age 15 he started a video production company in his hometown of Hay River. His short films made during high school went on to win awards at festivals in Canada and around the world.

He attended Simon Fraser University for film production and gained his first national TV broadcast credit at age 21. At age 23, Redvers was hired at CTV First Story, an Aboriginal current affairs show, where the first episode he produced/directed won a prestigious Jack Webster Award (the 'Oscar' of BC journalism).

His narrative short *The Dancing Cop* premiered at the Toronto International Film Festival and screened at several other festivals. He is very connected to the Indigenous media world, and his work often touches on Aboriginal issues in a variety of formats.

In his English keynote video, Kelvin highlights the significance of hope and positivity and the importance of creating safe, positive spaces for everyone. He emphasizes that the best way to make a difference is by listening to others first, before taking action. "We have to find that balance of respect. And I think if all of us can do that we will truly change our schools, we will change our countries and we will change the world."

Tunchai Redvers (English Keynote Video)



Tunchai Redvers is a Dene and Métis Two-spirit social justice advocate, facilitator/public speaker and poet belonging to the Deninu K'ue First Nations.

Born and raised in Treaty 8 Northwest Territories, she left home at a young age to pursue studies, graduating with a degree in International Development Studies and a certificate in Civic Engagement and Global Citizenship; she is currently working towards a Master of Social Work.

Tunchai has spent a significant amount of time working in and with Indigenous communities across Canada and studying and volunteering abroad. By her early 20s, she was named one of MTV and WE Day's Top 10 Drivers of Change in Canada, has been published in a number of works for her writing and is the co-founder of the We Matter Campaign.

In her English keynote video, Tunchai discusses her past experiences with bullying, both as a victim and as a bystander, and provides suggestions to students on how they can make their school more supportive and inclusive for everyone. She talks about how to keep ourselves well and how to be a supportive friend. “We are all beautiful, important people. It doesn’t matter our culture, skin colour, religion, sexual orientation or gender identity. We are all people who want to be loved, cared for and supported.”

Jennifer O’Bomsawin (French Keynote Video)



Jennifer O’Bomsawin is a student in applied politics at the University of Sherbrooke. A graduate of the Kiuna Institution, the first Indigenous CEGEP (College) in the province of Quebec, she is a young activist and advocate of Indigenous rights and interests.

Recipient of the Queen Elizabeth Diamond Jubilee Medal for her involvement, she is very active in many youth organizations and events. She is the co-president of the Assembly of First Nations National Youth Council and spokesperson for the First Nations Youth Network. She pursues her desire to establish an indigenous self-government in Canada.

In her French keynote video, Jennifer describes how she dealt with being bullied, built her self-esteem, and learned about who she is. She encourages students to participate and engage in school committees and other groups to help create a safe environment for everyone.

2016-17 Student First Anti-Bullying Forum: Our School Includes Everyone

This outline provides teachers with a suggested format to help facilitate conversations with students using the 2016-17 Student First Anti-Bullying Forum resources. Teachers should use their professional judgement and adapt the conversations as required to best meet the needs of their students.

Review *How to Use the Resources and Helpful Suggestions* before facilitating the conversations with students.

How to Use the Resources and Helpful Suggestions

The materials from the 2016-17 Student First Anti-Bullying Forum were designed to provide educators with flexible options regarding:

- Who facilitates the activities;
- Who participates in the activities;
- Which resources and activities are chosen; and,
- When the activities occur.

Examples of Options

- Activities may be facilitated by a classroom teacher, guidance counsellor, family support worker, student group leader or other school personnel.
- Activities are suitable for whole class participation, or they may be presented to small groups such as a noon hour or after school club or a group of students who would benefit from working together to address a specific situation occurring in the school or the classroom.
- Facilitators may choose to use all of the resources and activities, or select resources and activities that best meet the needs of the students they are working with.
- The decision about which students will benefit from engaging in the activities, when the activities will be scheduled, which resources will be used and who will facilitate the sessions is left to your professional discretion.

Tips to Consider

- Use your observations and your school's OurSCHOOL data to identify school climate and/or student mental well-being issues your students may be experiencing and guide your choice of resources and activities.
- Activities may be tailored to meet the needs of different student groups and school communities.
- You may wish to invite a trusted, supportive adult to join your group, especially if there are students who may be sensitive or experience triggers to the topics discussed. For example, there may be an Elder, another staff member or a community support person who could help to facilitate the discussion.
- If sensitive or triggering situations for some students arise from the discussions, the following support(s) may be helpful:
 - The student may need encouragement to talk to a trusted adult;
 - The student can reach out to a Kids Help Phone counsellor (1-800-668-6868); and/or,
 - The student can contact the Saskatchewan HealthLine at 811 to speak with a health care provider.
- Some students for whom English is an additional language may require language support.
- If you plan to work with a whole class or large group, think about whether some students would feel safer expressing their thoughts in a smaller group.
- Teachers are advised to preview the videos prior to use in the classroom.

Curricular Connections

The content and activities provided for the 2016-17 Student First Anti-Bullying Forum may be used to address the following [Health Education curricular outcomes](#) in grades 6 to 9. They may also be used to address other Health Education outcomes and/or outcomes in other subject areas. It is important for students to progress from understanding the consequences of bullying and the importance of positive school climate and focus on making good decisions and applying them. These resources support inquiry-based learning.

Health Education 6

Outcome USC6.2: Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

Outcome USC6.6: Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Health Education 7

Outcome USC7.4: Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.

Outcome USC7.6: Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Health Education 8

Outcome USC8.1: Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

Outcome USC8.4: Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.

Health Education 9

Outcome USC 9.2: Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

Outcome USC9.7: Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.

Part 1: Starting the Conversation

Setting the Context

We are going to be participating in a series of conversations over the next few classes. The conversations were part of the 2016-17 Student First Anti-Bullying Forum.

Introduce the theme *Our School Includes Everyone* to students (total time is approximately 60 minutes for both conversations).

1. To help us think and talk about creating a school that includes everyone, we will be watching a number of videos, asking questions and having conversations as a whole group and in small groups. During the conversations, you will be asked to reflect upon and develop a plan for how we can build a positive and supportive school climate where everyone feels safe, included and respected.
2. Introductory Conversation 1: ([Kelvin Redvers](#)) What do I think and how can I take action? (total conversation approximately 30 minutes).

Step 1:

Prior to watching the video, ask students to self-reflect upon what they think is needed for students to feel safe, included and respected at school. Advise them that they will have the opportunity to share during a conversation after watching a video.

Step 2:

Provide background: introduce Kelvin Redvers and his keynote video:

Kelvin Redvers, a First Nations filmmaker from Northwest Territories, speaks about why he started the *We Matter Campaign* with his sister Tunchai. Kelvin highlights the significance of hope and positivity, and the importance of creating safe, positive spaces for everyone. He emphasizes that the best way to make a difference is by listening to others first, before taking action.

Step 3:

Show keynote video, Kelvin Redvers "Finding the Balance"

[<https://rover.edonline.sk.ca/en/rover/videos/3007>] to the whole class or group (video runtime is 11 minutes and 32 seconds).

After watching the video, bring together all the students to discuss the following questions and/or invite students to add their own questions:

- Think about what you feel is needed for students to feel safe, included and respected at school. How does that compare to what Kelvin said in his video?
 - How does Kelvin suggest taking action to create safe and positive spaces?
3. Introductory Conversation 2: ([Tunchai Redvers](#)) How do I feel and how can I take action to help ensure personal well-being for myself and others? (Total conversation 30 minutes)

Step 1:

Prior to watching the video, ask students to self-reflect upon what they feel is needed for themselves to feel safe, included and respected at school. Advise them that they will have the opportunity to share during a conversation after watching a video.

Step 2:

Provide Background: Introduce Tunchai Redvers and her keynote video:

Tunchai Redvers is a Two-spirited student, advocate and poet hailing from Northwest Territories who started the *We Matter Campaign* with her brother Kelvin. Tunchai discusses her past experiences with bullying, both as a victim and as a bystander, and provides suggestions to students on how they can make their school more supportive and inclusive for everyone. She talks about how to keep ourselves well and how to be a supportive friend.

Step 3:

Show keynote video Tunchai Redvers “Inclusive and Supportive Spaces”

[<https://rover.edonline.sk.ca/en/rover/videos/3011>] to the whole class or group (video runtime is 11 minutes 56 seconds).

4. After watching the video, bring together all the students to discuss following questions and/or invite students to add their own questions:
 - Think about what you felt when Tunchai asked us to think about when someone said something negative about us and then something positive or kind about us. What did we learn from this activity?
 - How does Tunchai suggest that we keep ourselves and others well?

Part 2: Expanding the Conversation

Creating “I Feel” statements (total conversation approximately 30-45 minutes).

1. Reflect upon the introductory conversations:
 - As a larger group, do a brief reflection upon what was shared during the initial student conversations.
 - What resonated with students?
 - What do students think are the key points from the conversations that were had and the video(s) that were watched?
2. Introduce the next conversation to students:
 - Now we will be hearing from other Saskatchewan students about what they think is needed for students to feel safe, included and respected at school.
 - We will then be talking about what we think is needed in our own classroom, school or community.
3. Expanding the Conversation: I feel safe/included/respected in my school when ...

Step 1:

Prior to watching the video, ask each student to individually complete the following sentence starters:

- “I feel safe in my school when ...”
- “I feel included in my school when ...”
- “I feel respected in my school when ...”

Step 2:

Do not share the statements yet. Students will do so after watching the video.

Step 3:

Show the "I Feel Safe, Included and Respected" [<https://rover.edonline.sk.ca/en/rover/videos/3009>] video, to the whole class or group (video runtime is 1 minute and 52 seconds).

Step 4:

After watching the video, bring students together to discuss the following:

- Have students reflect upon what was shared in the video.
- If they feel comfortable, have students share their own "I feel safe when ...", "I feel included in my school when ...", "I feel respected in my school when ..." statements in smaller groups. If students don't want to share their own statements, they can discuss the statements shared in the video.
- After the students are done their small group discussions, complete the following activity:

Activity: sharing as a class community (not optional).

- Using a large chart paper, write the heading "Our School Includes Everyone When ..."
- Have students write anonymously at least one of their "I feel" statements on a sticky note or card and have them post it on the chart paper.
- Take a photo of this chart paper, ensuring the "I feel" statements are legible. This chart will be referenced in the concluding conversation.

Part 3: Concluding the Conversation

Planning for Action (total conversation approximately 30 minutes).

1. As a large group:

Review the large group/class chart "Our School Includes Everyone" created at the end of the last conversation in Part 2 with student "I feel" statements.

2. Introduce the next conversation to students:

- Now we will be hearing from other Saskatchewan students about what they did to help other students to feel safe, included and respected at school. We will then be talking about what we can do to make a difference in our own classroom, school or community.
- Show the "Positive School Climate" [<https://rover.edonline.sk.ca/en/rover/videos/3010>] video, to the whole class or group. (video runtime is 2 minutes and 36 seconds).

3. As individuals, have students:

- Reflect upon what they see happening at their school related to the "I feel statements" posted on the chart.
- Remember, these situations can be positive or negative, based on what students have actually observed in their school.

Examples include:

- I see that some people at my school are alone at recess.
- I see some students being bullied online.
- I see some that some students eat lunch alone.

4. As individuals, have students:

- Reflect upon their "I see" statements.

- Then ask them to come up with a positive action for every “I see” statement to help students feel safe, included and respected in these situations.

Examples include:

- I am going to go to sit and talk with the student who is alone at recess.
- I am going to talk to a trusted adult and use the online reporting tool to report when I see people being bullied online.
- I am going to invite the student eating lunch alone to join my group of friends so we can eat together.

5. In small groups, have students:

Share some of the “I see” and “I am going to” statements.

6. After the students are done their small group discussions, complete this activity:

Activity: Sharing as a class community (not optional).

- Using a large chart paper, write the heading “We Will Help to Ensure Our School Includes Everyone By ...”
- Have students write anonymously at least one of their “I see” and corresponding “I am going to” statements on sticky notes or cards and post the notes/cards on the chart paper.

7. Have students look over their statements as a group and determine if there is a common theme.

- Is there something students can work together on as a larger group to help address these situations so that they can create a school that includes everyone?
- Challenge students to take action, either individually or as a group, to address the issues on their chart.
- Are there actions that they can start doing now to help others?
- What can they do on an ongoing basis to help build a better community for their whole school?
- This will vary depending on the students’ responses and ideas.

8. If students have a great idea, encourage them to apply for a “[Be Kind Online Grant](#)” as they may be eligible to receive a grant for up to \$1,000 to implement their idea.

Note:

There are a number of options available to students to report bullying. **Please remember that these options do not replace calling 911 if the matter is urgent in nature or if it is a life or death situation.**

- Option 1: Talk to a trusted adult. Students are encouraged to consider this option first.
- Option 2: Provide access to the anonymous [Report Bullying SK](#) student online reporting tool to report bullying incidents. The tool can be accessed through SaskTel’s “[Be Kind Online](#)” website, using a computer or mobile device.
- Option 3: Reach out to a [Kids Help Phone](#) counsellor when a student feels they need someone to talk to, or contact [Saskatchewan HealthLine](#) at 811 to speak with a health care provider.