

Focus on HARASSMENT and INTIMIDATION: Responding to Bullying in Secondary Schools

Lesson Title: MANAGING EMOTIONS (Pages: 61-62)

Major Focus: Responding to and managing to emotions better equips students to deal with and/or avoid situations of harassment or intimidation.

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grades	Curriculum Outcomes
<i>Adolescence: Healthy Lifestyles</i>	7	<ul style="list-style-type: none"> ▶ to understand the nature of feelings and the ways in which they are expressed ▶ to be aware of appropriate ways of expressing feelings ▶ to develop strategies for dealing with negative feelings (Emotional and Social Well-Being)
	8	<ul style="list-style-type: none"> ▶ to differentiate between appropriate and inappropriate ways of handling feelings ▶ to use the decision-making process to choose alternate course of action when dealing with feelings (Emotional and Social Well-Being)
	9	<ul style="list-style-type: none"> ▶ to become aware of effective and ineffective ways of relating to others and practice assertive behaviour (Self-Concept)
<i>Healthy Living 1200</i>	HS	<ul style="list-style-type: none"> ▶ demonstrate an understanding of the importance of communication, negotiation, and conflict resolution skills in personal relationships (Personal Dynamics)
<i>Physical Education</i> (Intermediate and Senior High)	7, 8, 9, HS	<ul style="list-style-type: none"> ▶ assess attitudes and behaviors during activity in relation to self, the class, the school and community. ▶ analyze personal responses and behaviors in cooperative groups. ▶ model socially responsive behavior within the school and community. ▶ reflect critically on their decisions and actions.

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Lesson Title: ROLE PLAY (Pages: 63-66)

Major Focus: Understanding factors that can lead to harassment, intimidation and violence and to practice constructive ways to deal with such behaviour.

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grades	Curriculum Outcomes
<i>Adolescence: Healthy Lifestyles</i>	7 8 9	<ul style="list-style-type: none"> ▶ to consider positive ways of dealing with stress (Emotional and Social Well-Being) ▶ to discuss ways of dealing with stress and stressful situations (Emotional and Social Well-Being) ▶ to become aware of effective and ineffective ways of relating to others.. (Self-Concept)
<i>Human Dynamics 2200</i>	HS	<ul style="list-style-type: none"> ▶ analyze emotional and social issues that affect adolescent relationships ▶ propose and evaluate strategies for dealing with issues in relationships (Relationships)
<i>Physical Education</i> (Intermediate and High School) <i>English Language Arts</i>	7,8,9, HS 8 1.1 1.3 1.4 2.1	<ul style="list-style-type: none"> ▶ assess attitudes and behaviors during activity in relation to self, the class, the school and community. ▶ analyze personal responses and behaviors in cooperative groups. ▶ model socially responsive behavior within the school and community. ▶ reflect critically on their decisions and actions. ▶ consider and reflect upon the contribution of others' ideas during discussion ▶ express a point of view in a convincing manner, offering relevant information to support that viewpoint ▶ listen to interpret key points in oral presentations and evaluate the relevancy of supporting details ▶ contribute to small-group and whole-group discussions by choosing strategies that contribute to effective talk

Curriculum Guide	Grades	Curriculum Outcomes
<i>English Language Arts</i>	2.4	▶ evaluate the effectiveness of their own and others' talk in a variety of contexts and consider the effects of verbal and non-verbal language (e.g. summaries, eye contact and body gestures)
	3.2	▶ demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others
	3.3	▶ recognize that spoken language reveals values and attitudes such as bias, beliefs and prejudice; understand how language is used to influence and manipulate
	3.3	▶ recognize that different situations require different speaking and listening conventions appropriate to the situation

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Lesson Title: LITERATURE STUDY (Pages: 67-68)

Major Focus: Analyzing literature that deals with subjects of harassment and intimidation

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grade	Curriculum Outcomes
<i>English Language Arts</i>	8 1.3	▶ express a point of view in a convincing manner, offering relevant information to support that viewpoint
	4.2	▶ read widely and experience a variety of literary genre from different provinces and countries
	4.3	▶ explain how and why authors use pictorial, typographical and other organizational devices (e.g. headings, tables, graphs and bold print) to construct and enhance meaning
	4.4	▶ use cueing systems and a variety of strategies to construct meaning in reading and viewing a variety of print and media texts
	4.5	▶ explain the reading and viewing processes that help them construct meaning from increasingly complex texts
	5.1	▶ select and use information with increasing independence to meet their individual learning needs <ul style="list-style-type: none"> • use a range of print and non-print sources (e.g. E-mail, CD ROMS, books, newspapers) • use various research strategies to answer their research questions
	6.1	▶ extend on personal responses to texts by providing detailed explanations, examples and supporting arguments
	6.2	▶ explore personal points of view about texts, citing appropriate evidence

Curriculum Guide	Grade	Curriculum Outcomes
<i>English Language Arts (cont'd)</i>	7.1	▶ consider the relevance and reliability of information in texts they read and view
	7.3	▶ respond critically to texts of increasing complexity <ul style="list-style-type: none"> • describe the form, structure and content of texts and how they might contribute to meaning • recognize how personal knowledge, ideas, values, perceptions and points of view are influenced by what they read and view • recognize how and when personal background influences both the creation of texts and the readers'/viewers' interpretation and response • describe how cultures and reality are portrayed in texts • identify values inherent in a text
	8 9.3	▶ ask for reader feedback while writing and representing and consider this feedback in subsequent drafts
	10.2	▶ use the conventions of written language in final products
	10.5	▶ gather information from a variety of sources and integrate ideas in communication

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Lesson Title: MAKING SCHOOLS SAFER (Pages:69-73)

Major Focus: Understanding factors that can lead to harassment, intimidation and violence and reflecting on ways in which students can respond appropriately to make the school a safer place

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grades	Curriculum Outcomes
<i>Adolescence: Healthy Lifestyles</i>	7- 8	<ul style="list-style-type: none">▶ to be aware of appropriate ways of expressing feelings▶ to develop strategies for dealing with negative feelings▶ to consider positive ways of dealing with stress (Emotional and Social Well-Being)▶ to use the decision-making process to choose alternate course of action when dealing with feelings▶ to discuss ways of coping with stress and stressful situations (Emotional and Social Well-Being)
<i>Physical Education</i> (Intermediate and High School)	7,8,9, HS	<ul style="list-style-type: none">▶ assess attitudes and behaviors during activity in relation to self, the class, the school and community.▶ analyze personal responses and behaviors in cooperative groups.▶ initiate socially responsive activity programs within their school.▶ reflect critically on their decisions and actions.

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Lesson Title: SELF-PORTRAIT (Pages: 74-75)

Major Focus: Expressing personal identity and through, the self-portraits of others, gaining insight into the diversity of characteristics represented in the school community

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grade	Curriculum Outcomes
<i>Art 7-9 Teaching Guide</i> (Intermediate Teaching Guide)	7,8,9	Key Stage Outcomes:
	1.301	manipulate and organize design elements and principles to achieve planned compositions <ul style="list-style-type: none"> ▶ assess and utilize the properties of various art media and their ability to convey messages and meaning ▶ create artworks, integrating themes found through direct observation, personal experience, and imagination
	2.301	<ul style="list-style-type: none"> ▶ respond verbally and visually to the use of art elements in personal works and the work of others ▶ invent and incorporate unique visual symbols to create personal meaning in their art ▶ analyze and make use of visual, spatial, and temporal concepts in creating art images ▶ acknowledge and respect individual approaches to and opinions of art ▶ work interactively, co-operatively, and collaboratively
	4.301	<ul style="list-style-type: none"> ▶ develop an appreciation of diversity among individuals as reflected in their art work
	5.301	<ul style="list-style-type: none"> ▶ draw upon other arts disciplines as a resource in the creation of their own art works ▶ use, with confidence, experiences from their personal, social, cultural, and physical environments as a basis for visual expression
	6.301	<ul style="list-style-type: none"> ▶ develop independent thinking in interpreting and making judgments about subject matter ▶ constructively critique the work of others ▶ analyze the works of artists to determine how they have used the elements and principles of design to solve specific visual design problems

Curriculum Guide	Grade	Curriculum Outcomes
Art 7-9 Teaching Guide (Intermediate Teaching Guide) cont'd	7.303 8.303	<ul style="list-style-type: none"> ▶ evaluate and use various media and technological processes for their sensory qualities and ability to convey messages and meaning ▶ identify and discuss the source of ideas behind their own work and the work of others ▶ use feedback from others to examine their own art works in light of their original intent
Art and Design 2200/3200	HS D1 D2 D14 D26 D28 D31 D32 D42	<ul style="list-style-type: none"> ▶ develop personal imagery through drawing ▶ incorporate visual concepts, art processes and process related concepts in their drawings to realize their expressive intentions ▶ understand the importance of maintaining a sketchbook-journal ▶ sharpen observational skills and include work with the figure and the portrait ▶ produce drawings that reflect personal style ▶ learn to evaluate drawings through oral and written critiques ▶ recognize drawing as a form of communication and self-expression ▶ compare works of artists
Physical Education (Intermediate and Senior High)	7, 8, 9,HS	In Movement: <ul style="list-style-type: none"> ▶ use and refine body mechanics in a wide variety of movement activities. ▶ participate in a variety of activities combining movement and music. ▶ participate in personally developed activity programs. ▶ participate in a variety of personal fitness activities.

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Lesson Title: CELEBRATING DIFFERENCES (Pages:76-78)

Major Focus: Understanding, respecting, tolerating and being friends with people who have different cultures and interests from our own.

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grade	Curriculum Outcomes
<i>Adolescence: Healthy Lifestyles</i>	7 - 8	<ul style="list-style-type: none"> ▶ to identify the characteristics of a friendship ▶ to understand that new friendships may cause stress (Relationships) ▶ to recognize the need for communication, understanding, sensitivity and cooperation with friends ▶ to recognize the importance of building and maintaining friendships ▶ to recognize the need to develop new friendships (Relationships)
<i>Human Dynamics 2200</i>	HS	<ul style="list-style-type: none"> ▶ demonstrate an understanding of the impact of customs, values, and beliefs on relationships (Relationships)
<i>Physical Education</i> (Intermediate and Senior High)	7,8,9, HS	<ul style="list-style-type: none"> ▶ assess attitudes and behaviors during activity in relation to self, the class, the school and community. ▶ analyze personal responses and behaviors in cooperative groups.

The Legal Issues (Newfoundland and Labrador Insert)

This lesson provides an opportunity for students to examine the legal ramifications of harassment and discrimination in society.

Materials & Resources

Student Handouts:

- Insert: Schools Act, 1997 (Newfoundland and Labrador)
- What Constitutes Harassment and Intimidation, Factors that Contribute to Harassment and Intimidation, and Impacts of Harassment and Intimidation (found at the end of this chapter)

Internet and/or library access

Procedure

1. Begin with a discussion of the definition of “Canadian.” What does it mean to you to be a Canadian? Compile a class list of definitions. What does this list say about the diverse nature of our country.
2. Continue with a discussion of “rights.” Discuss the following questions:
 - What rights do you have?
 - What rights **don’t** you have that other people do have?
 - How are your rights protected?
 - Why is the protection of individual rights important to society?
 - What happens when there is a conflict between the rights of two different individuals, or the rights of an individual and the rights of the larger society?

Students may already be familiar with the *Canadian Charter of Rights and Freedoms* and the *Newfoundland and Labrador Human Rights Code*, and the role of the courts in determining prevalence when rights are in conflict. Point out that:

- The Canadian Charter of Rights and Freedoms states that every individual is equal before and under the law, and has the right to the equal protection and equal benefit of the law without discrimination.
- The Newfoundland and Labrador Human Rights Code forbids:
 - ▶ a person in an establishment to harass another person in the establishment because of race, religion, religious creed, sex, sexual orientation, marital status, physical disability, mental disability, political opinion, colour or ethnic, national or social origin of that person.

- ▶ discriminating against a person regarding employment or any term of employment because of race, religion, religious creed, sex, sexual orientation, marital status, physical disability, mental disability, political opinion, colour or ethnic, national or social origin of that person or that person's age if that person has reached the age of 19 yrs. and has not reached the age of 65 yrs.
- ▶ publishing a notice, sign, symbol, emblem or other representation indicating discrimination or an intention to discriminate against a person or a class of persons because of race, religion, religious creed, sex, sexual orientation, marital status, physical disability, mental disability, political opinion, colour or ethnic, national or social origin of that person or class of persons.

Discuss: Do these provisions protect all people? If not, why not? Distribute the handout, Legislation (with Schools Act, 1997 insert) and advise students to read this information on their own. (Newfoundland and Labrador Human Rights Code can also be found on the internet: <http://www.gov.nf.ca/hoa/statutes/h14.htm>)

3. Distribute the student handout, What Constitutes Harassment and Intimidation? Discuss as a class: how do these definitions fit the legal definitions outlined in the Legislation?
4. Ask students to brainstorm how an individual's human rights might be violated. Students may be aware of current or recent human rights cases being tried in the courts.
5. Have students work in groups to research a recent provincial or federal court case where an individual's human rights were allegedly violated. Students' research should focus on the provisions of the legislation, the decision, and any precedents used or set. Provide an opportunity for students to present their findings to the class.

Assessment Strategies

- Assessment students' research presentations on the basis of predetermined criteria such as:
 - references to relevant legislation
 - independent interpretation of the data
 - evidence of appropriate research skills used
 - organization and style

Schools Act, 1997

Chapter S-12.2

Conduct of students pg 8

11. Every student shall comply with school discipline and the rules of the school and shall carry out the learning activities within the prescribed curriculum.

Offense pg 11

17. (2) A person who by threat, intimidation or otherwise prevents or attempts to prevent the attendance of a child at school is guilty of an offense.

Liability for damage pg 13

21. Where property of a board or of an employee is destroyed, damaged or lost by the intentional or negligent act of a student, that student and his or her parents are individually and collectively liable to the board in respect of the act of that student.

Suspension pg 21, 22

36. (1) A teacher may suspend a student from a class period in accordance with the by-laws of the board.
 - (3) A principal may in accordance with the by-laws of the board suspend a student from
 1. one or more class periods;
 2. one or more courses or school programs;
 3. school;
 4. riding on a school bus; and
 5. participating in an activity sponsored or approved by the board.
5. A period of suspension shall be in accordance with the by-laws of the board and shall be no longer than 30 school days in total in a school year.
6. Notwithstanding subsection (5), the director may approve the extension of a period of suspension if the principal can demonstrate that the presence of the suspended student in the school threatens the safety of board employees or students or frequently and seriously disrupts the classroom or the school
7. Where a period of suspension is extended under subsection (6), before reinstating the student, the director may require certification from a medical practitioner or other professional person whom the director considers appropriate, that the student no longer threatens the safety of board employees or students.

Expulsion pg 23, 24

37. (1) Where a student is persistently disobedient or defiant or conducts himself or herself in a manner that is likely to injuriously affect the proper conduct of the school, the principal shall
 - (a) warn the student and record the date of an reason for the warning;
 - (b) notify the student's parent, in writing, that the student has been warned;
 - (c) send a copy of the notice referred to in paragraph (b) to the director; and
 - (d) discuss with the student's parent the circumstances giving cause for the warning.

- (2) Where, after a reasonable period and consultation with appropriate employees of the board, it is determined that the student has not made a satisfactory effort to reform, the principal shall report in writing to the director and recommend to the director that the student be expelled.
- (5) A board may re-admit a student who has been expelled.

Re-admission pg 24

- 38. A Student who has been expelled under section 37, a parent of the student or, if the student is 19 years of age or older, the student may, within 15 days of the effective date of the expulsion, make a written request to the board that the expulsion be reviewed.

Corporal punishment pg 25

- 42. A person shall not administer corporal punishment to a student in a school.

Duties of boards pg. 38

- 75. (1) A board shall
 - (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students.

Powers of boards pg. 41, 42

- 76. (1) A board may
 - (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
 - (f) by notice in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the *Psychologists Act* and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;
 - (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;
 - (i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties.

Suspension by director pg 45

- 81. (1) Where a director is of the opinion that the presence of an employee or other person is an immediate threat to the welfare of students or an employee of the board, the director may suspend the employee or other person, with or without pay, from the performance of his or her duties.

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Lesson Title: THE LEGAL ISSUES (Pages: 79-84)

Major Focus: Examining the legal ramifications of harassment and discrimination in society

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

***See Legal Issues: Newfoundland and Labrador Insert**

Curriculum Guide	Grade	Curriculum Outcomes
<i>Intermediate Social Studies Curriculum Guide Grade 7-9</i>	9 2.37 5.27	<ul style="list-style-type: none"> ▶ understand that the Canadian judicial system and the Canadian Constitution enshrine certain rights and responsibilities for Canadians, including minority rights ▶ explore a human rights issue in Atlantic Canada that has international implications
<i>Canadian Law 2104</i>	HS	<ul style="list-style-type: none"> ▶ identify the major provisions of the Canadian Constitution, the Canadian Charter of Rights and Freedoms, and human rights legislation (legal issues) ▶ identify and assess critical legal issues facing Canadians (legal issues) ▶ define law and evaluate its purposes in society (Principles, Concepts, and Sources of Law) ▶ demonstrate an understanding of legal principles such as the rule of law and natural justice (Principles, Concepts, and Sources of Law) ▶ distinguish between moral and legal issues (Principles, Concepts, and Sources of Law) ▶ analyze the impact of the following on Canadian society: <ul style="list-style-type: none"> • the constitution, in particular the <i>Canadian Charter of Rights and Freedoms</i> • human rights legislation (Principles, Concepts, and Sources of Law) ▶ analyze why society criminalizes certain behaviours (Criminal Law) ▶ analyze what constitutes a crime (Criminal Law)
<i>Human Dynamics 2200</i>	HS	<ul style="list-style-type: none"> ▶ to demonstrate and understanding of what constitutes healthy relationships (Relationships)

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Lesson Title: MEDIA AND THE PERCEPTION OF YOUTH (Pages: 85-89)

Major Focus: Investigating how communication media portray bias, stereotyping and influence the ways in which youth are perceived

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grade	Curriculum Outcomes
<i>Art and Design 2200/3200</i>	HS MA20 MA23 MA24	<ul style="list-style-type: none"> learn to interpret and judge artwork based on informed criteria and personal opinion demonstrate the ability to describe and evaluate the media, processes and meanings of visual art and to make judgments understand the importance of critically viewing artwork as a source of inspiration and insight demonstrate knowledge of media literacy in the production and assessment of Web-based art works investigate media arts' styles from a variety of social, historical and cultural contexts— understand media arts as a communicative language of artists used to record, translate and express in an image gain knowledge of how people have portrayed themselves historically and in contemporary times, through the media arts
<i>Healthy Living 1200</i>	HS	<ul style="list-style-type: none"> critically analyze the media's portrayal of personal dynamics (Personal Dynamics)
<i>Human Dynamics 2200</i>	HS	<ul style="list-style-type: none"> critically analyze the impact of messages about relationships portrayed in the media (Relationships)
<i>English Language Arts (2201)</i>	11 2.2 2.4 3.3 4.4 4.5	<ul style="list-style-type: none"> effectively adapt language and delivery for a variety of audiences and situations in order to achieve their goals and intents critically evaluate others' use of language and use this knowledge to reflect on and improve their own uses of language adapt language and communication style to audience, purpose and situation use specific strategies to clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g. skimming, scanning, reading/viewing for detail) according to purpose demonstrate an understanding of the impact literary devices and media techniques (editing, figurative language, irony, etc.) have on shaping our understanding of a text

English Language Arts (2201) cont'd	11 5.3 6.4 7.6 7.7 7.8 8.3	<ul style="list-style-type: none"> ▶ analyse and evaluate the chosen information ▶ demonstrate a willingness to consider more than one interpretation of text and clarify their understanding ▶ respond critically to complex print and media texts ▶ demonstrate awareness that texts produce ideologies, identities and positions ▶ evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts ▶ make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
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Lesson Title: Community Well-Being (Pages: 90-91)

Major Focus: Appropriate and inappropriate social behaviour and making a plan for school and community well-being

Link to Learning Outcomes in Newfoundland and Labrador Curriculum

Curriculum Guide	Grade	Curriculum Outcomes
<i>Career Exploration 1101</i>		▸ demonstrate responsible attitudes towards self, home, school, and community (Understanding Self)
<i>Healthy Living 1200</i>	HS	▸ demonstrate an understanding of the importance of communication, negotiation, and conflict resolution skills in personal relationships (Personal Dynamics)