ON BULLYING

A JOURNAL OF YOUTH PERSPECTIVES

ACTIVITY BOOK

FOR GRADES 7 TO 12

ONECA
Ontario Native Education Counselling Association

INTRODUCTION

We know that bullying is something that all children and youth face and we hope to change that for our communities. At the Ontario Native Education Counselling Association (ONECA) we were humbled by the stories, insights, poems, lyrics and artwork shared with us from our youth. This is why we believe that the conversation around bullying needs to be safely extended through reflection and activities.

HOW TO USE THIS BOOK

This activity book is an opportunity for our youth to work with others (family, friends, educators, community) and dig deeper into bullying.
We have taken examples of youth stories from our *On Bullying A Journal of Youth Perspectives* and created respectful questions and activities. *Thinking Aloud* is where you will find questions and points for reflection. *Engaging Activities* is where you will find creative ideas to organize and extend your thoughts.

CONTENT WARNING

The following content includes emotionally difficult material and we encourage readers/participants to have a well-being plan. If you believe that this content may be harmful to you, then you may choose to forgo it.

We have included these mental health resources for you to reach out to if you are having difficulty or just need someone to talk to:

GOOD2TALK.ca Student Help Line	**1 866 925 5454** Or text GOOD2TALKON to 686868
HOPEFORWELLNESS.ca Indigenous Help Line	**1 855 242 3310** Or Live Chat at hopeforwellness.ca
TALK4HEALING.com In 13 Indigenous Languages	**1 855 554 4325** Or Live Chat at talk4healing.com
YOUTHLINE.ca LGBTQ2S+ Support	**1 800 268 9688** Or text 647 694 4275
KIDSHELPPHONE.ca 24/7 Bilingual support	**1 800 668 6868** Or text CONNECT to 686868

Stand By

Here I stand
Here I see
I watch as you sit there quietly
I see your pain
I see your tears
and hear your cries
Yet I do nothing by standing here

I want to help
But I am shy
Maybe one day I can work up the courage
Instead of standing by

Months have gone by
And I still see you
With the same hurt and tears
I have the courage now
I can help you be free from these awful people
Now come on and walk beside me.

THINKING OUTLOUD

This beautiful poem is called 'Stand By' and talks about 'having courage'. Is there a time you had to be courageous and brave?

Reread the poem. What line can you relate to and why?

ENGAGING ACTIVITIES

1 Write your own poem about 'growing into courage' by using one of these tools at:

poetrygames.org/poetry-machine

2 Select four lines from this poem that have impact and create your own word art by using this site:

wordart.com

He got quieter.
His nights got longer.
His blades got bigger.
His sleeves got longer.
His music became louder.
His meals got smaller.
He became skinnier.
And no one noticed.

THINKING OUTLOUD

This powerful poem maps out the journey of a brave youth who feels 'invisible'. How can you support your peers so they feel 'seen'?

Are there 'mental health supports' that you could have recommended to this brave youth who wrote this poem?

ENGAGING ACTIVITIES

1. Revise this poem using various pronouns (she, they) so that it includes many peers. Record it in a visual format by using one of these organizers:

   canva.com/graphs/graphic-organizers

2. Write a letter of support to this brave youth by using this tool:

   readwritethink.org/classroom-resources/student-interactives/letter-generator

Too White, Too Brown

I am of mixed race. My father is Indigenous and my mother was a Caucasian woman. When I was in high school, I went to a predominately white school. There were other native kids but I never belonged with either group. I was too white for the native kids and too brown for the white kids. The native kids would ask me, "*If you're native then let's see your status card.*" And the white kids would ask me to "*chant and dance like an Indian*". I thought of my elders and ancestors and would remember to be strong and resilient. I am a proud mixed woman and now want my son to grow up the same way.

– 21 YEAR OLD

Thinking Outloud

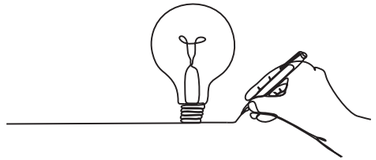
This strong story about 'identity' is very relevant today. Have you witnessed a similar situation at school or in the community?

One of the key messages from this story is to 'think of our Elders and remember to be strong' – Do you have an Elder or Knowledge Keeper that you can turn to?

ENGAGING ACTIVITIES

1. Create a collage that reflects your 'identity' and what you are really proud of. Use this tool to do this:

   befunky.com/features/collage-maker



2. Draw a picture of the 'ideal school' where everyone is accepted for who they are. You can use this tool to do this:

   sketch.io/sketchpad

THINKING OUTLOUD

This artwork is impactful and shows the damage that bullying has on this brave youth – How does the artist convey their message in this art?

How do the eyes of the artist in this work tell the story of what they are going through?

ENGAGING ACTIVITIES

1. Curate (select) a list of ten songs that you would send to this brave youth to give them hope. You can use this resource to find songs:

   soundcloud.com/fm_freemusic

2. Recommend two (2) music videos from these Indigenous youth to support and inspire this brave person (the artist) using this resource:

   nwejinan.com

FOR MY KINKY HAIR

I was different. They had straight long blond hair, beautiful blue eyes like the ocean, pale smooth skin. And then there was me, dark brown eyes, kinky hair that would stick out in a crowd and brown skin that looked like chocolate. I despised school so much that I would fake being sick so that I could stay home, and my parents saw me change from being their cheerful little girl. I wish I could tell my younger self that it's completely fine to be different, and don't let others decide your worth. You are worthy, beautiful and strong. I am thankful I am here today, as sadly a lot of other kids can't say the same.

– 16 YEAR OLD

THINKING OUTLOUD

The narrative from this beautiful 16 year old sends clear teachings to us the reader. Identify the teachings that are valuable to you right now.

Why is this narrative important to share with other youth?

ENGAGING ACTIVITIES

1. Develop a 3 part storyboard that documents key points in this narrative. Use this tool to assist you in this process:

   storyboardthat.com/storyboard-creator

2. Reread the narrative and brainstorm advice that you would like to share with parents and caregivers on how to support brave youth like this 16 year old. This tool can assist you:

   listmaker.com/create

ON THE SPECTRUM

People pick on me because I have autism. I often don't understand situations as I see them differently, and I don't understand the different meaning of words. I gave up going to the office because they don't help much and don't believe me. Other people were telling me that they were going to kill my guide dog. My dog guide was my best friend and really helped me when I had anxiety.

Autism is sometimes hard to see because it doesn't show unless you have a meltdown or if you can't talk. People think you are a bad kid that doesn't have manners.

Because I have been bullied so much, I have bullied other people. Bullying has shown me that I can get my own way, and I feel powerful. But after, when I think about it, I feel bad and remember how I felt when I was bullied. I like to spend my time with adults because they understand me better and are more patient when I act silly or tell them bad jokes. Instead of getting me in trouble, they explain why I shouldn't say things that can hurt others. Adults need to know if someone has a special need or disability before they judge you.

– 19 YEAR OLD

THINKING OUTLOUD

This poignant story called 'On The Spectrum' is such a deep and real lesson for all of us from this beautiful 19 year old. How can you take this story and learn from it?

Why do you think that this beautiful 19 year old is a strong and resilient human being?

ENGAGING ACTIVITIES

1. Produce an infographic using **piktochart.com/formats/infographics** on 'autism' by utilizing the information from **autismontario.com** and other sources that you find.

2. Create a twitter message that supports other First Nations youth that are on the autism spectrum. Use this tool to ensure your message has a broad audience: **getchirrapp.com**

THINKING OUTLOUD

The artwork is powerful and sends a strong message to us. In your own words – describe the teaching you receive here.

What advice would you give this beautiful youth about 'real friends'?

ENGAGING ACTIVITIES

1 Take a look at the resources at this site

kidsbridgecenter.org/resources-elementary-middle-school

and identify one (1) resource that you would recommend to this beautiful youth as a support.

2 It is important to know words that are supportive and kind. Create digital artwork that showcases positive messages and words using this resource:

autodraw.com

BULLIED BY A TEACHER

I feel bullied by my teacher. I was made to feel belittled, unheard and a bother to her. She has expressed multiple times that I make her life harder. I feel like she goes out of her way to pick on me and call me out in front of the entire class. I always wanted to skip school and was never comfortable asking for help with my work, for fear of making her angry.

– 14 YEAR OLD

THINKING OUTLOUD

This narrative by this brave 14 year old brings up so many emotions. A teacher is supposed to be a safe person. How can other educators learn from this retelling?

Are there other strategies or solutions for this brave youth other than 'skipping school'?

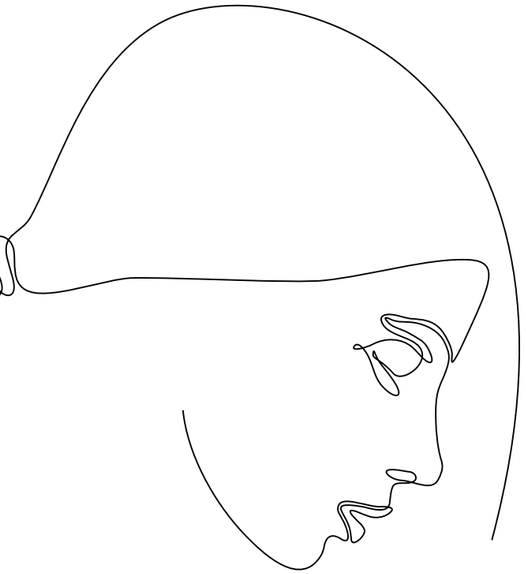
ENGAGING ACTIVITIES

1. Create a poster for educators that focuses on 'how to treat their students' using this site as your guide:

   postermywall.com/index.php/l/online-poster-maker

2. Develop a speech to text message to accompany your poster by using this resource to do this task:

   speechnotes.co



NOT JUST DRAMA

When I was in 8th grade, I was bullied by people I thought were my friends. I suffered for a year with really bad depression and anxiety. I didn't want to leave my bed. I didn't want to go to school. I would feel sick and call home. I finally told my mom what was happening and she believed me. But I wanted teachers to help at school because it all happened at school. When I told teachers about it, they told me it was just drama and it would blow over. But it wasn't. I want adults to know that not everything that happens is just petty middle school drama. It's real and it effects people really badly.

– 15 YEAR OLD

THINKING OUTLOUD

8th grade is such a hard year as most students transition into high school. This courageous youth faced a lot of bullying. Can you identify a sentence that connects with you? Why?

Why is mental health supports so important for this 15 year old and other youth?

ENGAGING ACTIVITIES

1. Develop a description for a course and 5 topics that you would like adults to take to relate and understand youth. Use this resource to create your course:

   visme.co/templates/syllabus

2. Connect with a trusted Knowledge Keeper or Elder and learn teachings about 'taking care of self'. Share your takeaways by creating an Instagram post with this resource:

   adobe.com/express/create/post/instagram

THINKING OUTLOUD

Why do you think this wonderful artist used the hands and colours to support this message?

What other messages or teachings would you put at the centre of this artwork? Why?

ENGAGING ACTIVITIES

1. Design a similar powerful piece of artwork that focuses on this theme of ‘stop bullying’ by using the tool at:

   artweaver.de

2. Check out this First Nations Well-Being Hub:

   achwm.ca/resource-hub/child-and-youth-info

   Locate a resource that you would share with this artist.

FOR BEING INDIGENOUS

From ages 10-18, I was bullied for the way I looked or even because of the colour of my skin. I was mostly bullied for being Indigenous. This bullying made me feel alone, out of place, like I didn't belong.

I remember being bullied in my geography class in grade 9 because of my name. My name was different and new, that no one had heard before, and I think that made other people feel threatened. It made me hate my name. All I wanted was just to fit in.

– 18 YEAR OLD

THINKING OUTLOUD

This courageous 18 year old faced so much bullying, but, this is also called 'racism'. Have you witnessed 'racist bullying' before?

Who could you turn to about addressing 'racist bullying' at your school?

ENGAGING ACTIVITIES

1. Many of our people are returning to or finding out what their 'traditional' or 'spirit' names are? Check out this news clip to see how this is finally now legal.

   cbc.ca/news/politics/indigenous-traditional-names-passport-1.6064850

2. Try respectfully using lines from this brave story and create lyrics for it at:

   song-lyrics-generator.org.uk

BULLY IN ME

The bully in me won't let you be
Hurt people hurt people, so I hurt you
I torment you, ruin your day
I don't mean to make people cry
I won't deny, I lie and fight
But that's what I've know to be right
I try to submerge the anger and rage
With all my might, replace it with happiness
Instead it comes out as spite
I say things to hurt to help me feel alright
To no prevail, I don't gain a thing,
I carry on with a sick feeling of guilt inside
I don't write this for pity
I write this so you see another side to me

– 15 YEAR OLD

THINKING OUTLOUD

Why do you think that this poem and perspective from this 15 year old poet is important to share?

Are there 'other sides to you' that people don't see? Why or why not?

ENGAGING ACTIVITIES

1. Reread the poem. Draw a picture of what you are reading and hearing using this tool to show your insights:

   krita.org

2. Use this voice recording tool and create a message to the writer of this poem on what you have learned:

   online-voice-recorder.com

FOR BEING LGBTQ2S+

When I was 4, I had my room painted purple and loved to play with barbies. Everyone at school said that was “girly”. Young me thought that was an insult, but soon it started my journey to figure out who I am. In grade 4, I started to have a relationship with a boy. Everyone ridiculed me for being gay, but I did not care. I was who I was, and that is it. My parents were more than supportive, but I was not accepted at school. To this day, I deal with everything; being Autistic, Pansexual, Non-Binary, a Furry and having ADHD. Through years of therapy and growing a hard exterior, I can deal with it. It still hurts, but not as much.

– 15 YEAR OLD

THINKING OUTLOUD

This narrative documents the journey of this brave 15 year old. Is there a particular line that you can relate to?

Is there a ‘safe space’ for LGBTQ2S+ youth at your school?

ENGAGING ACTIVITIES

1. Check out these amazing LGBTQ2S+ books and find one online that is in a ‘read-aloud’ format.

   weareteachers.com/books-with-lgbt-characters/

2. Create a postcard that honours the LGBTQ2S+ communities using this tool:

   create.vista.com/create/postcards

CHERS ADULTES

Je suis souvent passée à côté.
Ignorant les insultes chuchotées et les remarques déplacées
Je ne savais pas comment réagir.
J'essayais de me convaincre que c'était pour faire rire.
Je baissais ma tête dans les couloirs.
Je faisais semblant de ne rien voir.
J'avais honte de ne rien faire.
Mais la culpabilité que je ressentais ne m'empêchait pas de me taire.
Sachez chers adultes, que les sourires peuvent être fabriqués.
La joie de vivre peut être simulée.
Un seul "Comment à été ta journée?" n'est pas assez.
Car l'habituel " Très bien! Et toi" est toujours répété.
Creuser au-delà de la surface.
Sauver les victimes avant qu'elles ne se lassent.

– 15 YEAR OLD

THINKING OUTLOUD

This free verse is called 'Dear Adults' and calls upon people to 'dig beyond the surface' when it comes to small talk. Do you agree? Yes or no?

Why do you think that this free verse is aimed at adults?

ENGAGING ACTIVITIES

1. Take these courageous words from this 15 year old and translate to your language using this resource:

   translate.google.ca

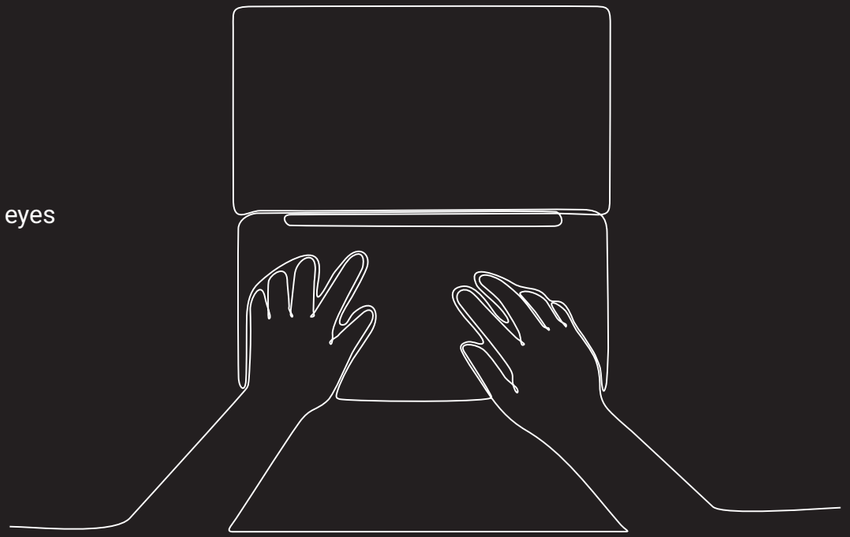
2. Create your own free verse poem that is a 'Dear Adults' one at:

   poem-generator.org.uk/free-verse

ONLINE

They sit behind a screen
always so mean
all alone without a shoulder
where I can lean
cornered, trapped, terrorized
with happiness shining in their eyes
my tears well up, until I realize
they can't say it to my face
it must not be true
so I decide
person behind the screen
I won't listen to you

– 16 YEAR OLD



THINKING OUTLOUD

This brave 16 year old takes a stand on online bullying. How do you know this from the poem?

Why is this poem so current in the lives of youth today?

ENGAGING ACTIVITIES

1. Check out these youth resources and identify one that you can share with your teacher.

   canada.ca/en/public-safety-canada/campaigns/cyberbullying/cyberbullying-youth.html

2. Develop a pamphlet for your class on 'online bullying' using this tool:

   postermywall.com/index.php/l/pamphlet-maker

I WAS A BULLY

It was around grade 5 when it all started. People started picking on her, calling her names and not talking to her. Not knowing any better, I became one of those people. I wanted to fit in. I knew it was wrong, but you do not really think about that when you're young.

After a few months, I realized that all of the bullying she was getting was making her cruel like the rest of them. The bullied was becoming the bully. I regret being like the others, being childish.

– 17 YEAR OLD

THINKING OUTLOUD

Do you think that Grade 5 students know how to address bullying? Why or why not?

Have you witnessed peers, friends or family doing things that are not good to 'fit in'?

ENGAGING ACTIVITIES

1. Take this impactful story and map it out on a timeline using this resource:

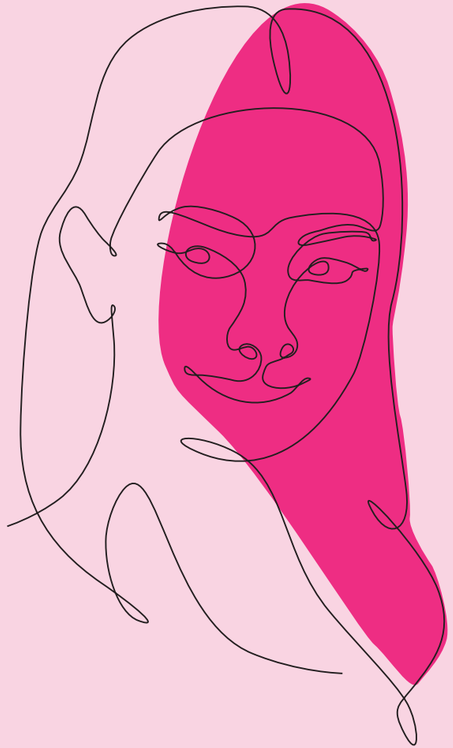
   timepath.co/education

2. Write a letter to the 'girl' in this story using this tool and make sure to include how you relate.

   abcya.com/games/friendly_letter_maker

A WOMAN OF COLOUR

Throughout the 17 years of my life, I have gone through the trials and tribulations of what it means to be a woman of colour, living within the walls of red and white, we call Canada. I know I did not deserve the heartache that I went through, and yet, I also know I would not be the young woman I am today writing this piece to you. I am here and breathing because I persevered through every late-night thought, every text, every message with the intent to erase me from existence. I am here because I believed in tomorrow and what it might bring. I am still living in the walls of red and white that is Canada, but this time there is a door.



THINKING OUTLOUD

This 17 year old woman writes with a strong teaching meant for all of us. What is the teaching and why is it important?

This story ends with 'this time there is a door'. What do you think or what do you hope is behind that door?

ENGAGING ACTIVITIES

1. Select a door hanger template from this resource and decorate it with all the dreams and messages you wish for this 17 year old woman.

   templatelab.com/door-hanger

2. Create a vision board of your dreams by using one of these templates:

   moneyprodigy.com/vision-board-worksheets-for-students-pdfs

FOR BEING TRANS

I'm transgender, female to male. I started highschool this past September and was put into a girls gym class. When school started, despite having changed my name in the system, they kept me as my birth name. I told my teacher my preferred name and pronouns, but he continued to use she/her for me. Throughout the time I spent in that class, I was called slurs and often treated different than all the cis gender girls. I've noticed that people often stare in the hallways and laugh, but that's easy to deal with. As a trans person, I know things have been like this for a while for people in my community. I started art and I was really excited but that quickly changed.

A group of kids in my class love to make comments and remarks. They started harassing me everyday, so I decided to go to the principle. But that didn't change anything. They didn't stop, so I went to the office again where the principal yelled at me and told me not to come back unless someone was bleeding or dying. I haven't told anyone because they won't understand. Everyone is old fashioned where I live, and they aren't very accepting. But out of all of this, I'm slowly learning to accept myself more. Just cause someone calls me a girl, doesn't mean I am. I don't owe anybody anything because they haven't done anything but harass me and make me feel like I don't belong in my own skin.

– 14 YEAR OLD

THINKING OUTLOUD

Why is it important for youth to self-identify and share their own pronouns (he; she; they; other)?

Do you have pronouns that you prefer? Share here if you are comfortable.

ENGAGING ACTIVITIES

1. Create a collage of respectful pronouns and messages for trans youth using this resource:

   fotor.com/features/collage

2. Use this question generator tool and enter the word 'transgender'. Share these questions with your teacher.

   chalkypapers.com/free-study-apps/topic-question-generator

It's me, the quiet girl.

It's me, the shy girl.

These words define who I am
in the eyes of those who don't know me.

Or should I say, in the eyes of those
who don't care to know me?

It's me, the girl with the weird hair.

It's me, the girl with the crooked smile.

All these words echo in my head as I walk
by the girls without any imperfections.

It's me, the fat girl.

It's me, the ugly girl.

All these words change the way I look at
myself in the mirror, and I hate the way I look.

I just wish I could be as kind to myself
as I am to others.

THINKING OUTLOUD

Describe the tone of this free verse poem written by this courageous girl. What words set the tone?

How can this brave girl be kinder to herself? Provide some advice.

ENGAGING ACTIVITIES

1. Respectfully take a line or some of the words from this poem and create a concrete poem with this tool:

   poetrygames.org/poetry-machine/poetry-10.php

2. Find an Indigenous TikTok influencer that addresses issues related to well-being and mental health at:

   tiktok.com/tag/indigenous

THINKING OUTLOUD

Identify the objects and words in this powerful artwork about bullying. Do these have meaning for you?

Are there particular images or words that are relevant to you right now? Why or why not?

ENGAGING ACTIVITIES

1. Respectfully take the words from this artwork and create a puzzle to accompany it using this tool:

   puzzlemaker.discoveryeducation.com

2. Take this beautiful artwork and convert it to a pencil sketch using this online resource:

   suncatcherstudio.com/photo-to-sketch

RACIST BULLYING

As a child I was surrounded by kids with forcefully slanted eyes and roars that echoed "Ching Chong". They were monsters. These monsters would pretend to be my friends yet, they would make fun of my food. My Liang Ban Huang Gua was poison to them. My dried seaweed was bamboo, and I was a Panda. I begged my mom to make me a monster's lunch so they wouldn't make fun of me anymore, but I didn't like monster lunches.

They had new rules all the time. Suddenly, I wasn't skinny or pretty enough to fit in with the monsters. I found myself not eating at home, even when it was safe. Suddenly, it wasn't just school where the monsters had their hold on me. They were beginning to take over my life.

The marker I used to draw on myself began to sting. The ink turned red. Showers started hurting, but it's my fault. I'm the one that did it. Bruises scattered across my skin, but it's my fault. I'm just clumsy. Everything is my fault. I just want the monsters to like me.

Constantly, a tsunami of mixed emotions and invalidated feelings wash over me, making me drown. As it swallows me, I sink further and further. The surface light is dim and all I see is darkness. I never learned to swim.

– 15 YEAR OLD

THINKING OUTLOUD

How does this brave 15 year old describe their bullies? Why?

Is there a trusted adult you can turn to if you or a peer have signs of 'self-harm'?

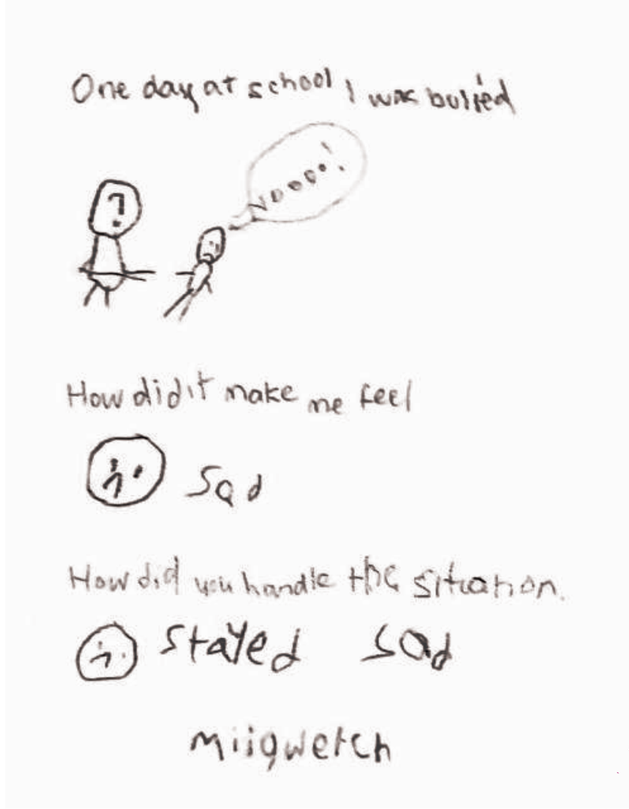
ENGAGING ACTIVITIES

1. Develop a list of five (5) resources for youth your age that are experiencing this level of racism and bullying. Start with this site to conduct your search:

   reelcanada.ca/education/livestreams-with-filmmakers/student-livestream-resources

2. This website has amazing tools for youth that are facing racism and bullying. Select one of these links and learn. Share with a trusted person.

   mindyourmind.ca



THINKING OUTLOUD

This is such a heartbreaking message from this elementary student. What would you say to this courageous youth?

Is there programs and supports in your community that could help a youth like this one?

ENGAGING ACTIVITIES

1. Develop a set of interview questions that asks 'bullies' about why they do what they do? Use this resource that has various question stems:

   education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf

2. Write an article about bullying and the effects on the person. Use this resource to organize your thoughts:

   teacherspayteachers.com/Browse/Search:newspaper%20template/Type-of-Resource/Worksheets/Price-Range/Free

FEAR & VIOLENCE

When I was in elementary school, I had a lot of medical problems, and I was really small for my age. There was a kid in my class who was older and was really mean. He always made fun of me, pushed me around and generally bullied me. One day, he followed me to an area near the side of the school where there was some water flooding and pooling. He threw me down to the ground and put my head into that water. It was deep, and I couldn't breathe. I was drowning. Someone close by yelled, and he got distracted, so I was able to run away. The next day, he put me in a choke hold from behind. I felt everything getting foggy. I thought I was going to die.
So, I kicked backwards as hard as I could and connected with his groin. I was able to get away. He cried and told on me, and I got called into the office. The Principal told me that I should never respond physically. I would have passed out or died if I didn't. My dad told the Principal that, if someone assaults you, you have the legal right to defend yourself. I didn't get suspended, but they said I was still wrong and should have told someone instead of kicking him. I was scared and felt so bad about myself, that I just wanted to die instead of going to school. I tried to kill myself by trying to get hit by a car to avoid dealing with it all. I regret that now and understand it wasn't a solution. But at the time, I felt hopeless.
I went to counselling after, to learn how to cope with everything better.

– 15 YEAR OLD

THINKING OUTLOUD

This courageous 15 year old titled this story 'Fear & Violence'. Do you believe that this title reflects their experiences here?

Why do you think that the school failed in their response to helping this brave youth?

ENGAGING ACTIVITIES

1. Go to page 43 in this document and create your own self-care kit.

   thunderbirdpf.org/wp-content/uploads/2021/08/Life-Promotion-Toolkit-WEB.pdf

2. Bullying nearly cost this courageous youth their life. Check out these important resources on suicide and identify the services that this organization provides.

   kidshelpphone.ca

THINKING OUTLOUD

This poster is rich with words that are positive and supportive and clearly sends a 'no' message about bullying. What word stands out to you and why?

Can 'one kind word change someone's day'? Why or why not?

ENGAGING ACTIVITIES

1. Create your own Word Art of positive words and messages by using this resource:

   wordclouds.com

2. This free online resource creates compliments and positive messages if someone is struggling. Access three (3) new compliments at this resource to share with others.

   generatormix.com/random-compliment-generator

I was cyber-bullied by many girls, which turned into in class bullying. It made me feel really bad and hurt the way I now trust people. It scarred me. I told my parents about it and showed them what's going on. It got so bad, that I had to change schools and start over. I would want adults to talk to their kids and let them know that bullying can ruin other kids lives.

– 11 YEAR OLD

THINKING OUTLOUD

Cyber-bullying and 'trolling' is a new and hurtful way to cause pain on our youth. Are there 'rules' you would suggest to Facebook, Twitter, Instagram and other social media tools to put in place to stop this?

This story of an 11 year old having to change schools because of bullying is a hard read. Can you relate to parts of this powerful story?

ENGAGING ACTIVITIES

1. There are many tools out there on bullying and this one has many resources in it. Check out this site and recommend something from it to your teacher.

   stompoutbullying.org

2. Produce a video clip that has a message of strength for those that are dealing with bullying. Use this resource to record and share with others.

   webcamera.io

POPULAR

I am the popular kid
Athletic, beautiful, kind, intelligent
Fooling people is our specialty
Giggling with our group
Smiling, hugging, praising
We are trained actors
When we are free to let down our facade
We are Geminis, becoming opposite
Yelling, blackmailing, abusing
Tears befriend pillows, mirrors criticise
Our phones hold all our secrets
But also, all our evidence
School is our stage
Feet pass the doors, and we are new
I am the popular kid
Athletic, beautiful, kind, intelligent

THINKING OUTLOUD

Can you provide examples from this important poem where you see this youth as a 'Gemini – becoming opposites'?

Would you give this poem a new name? Why or why not?

ENGAGING ACTIVITIES

1. The poem talks about 'our phones holding all of our evidence'. Using this resource design a phone that is respectful in its features and messaging.

   create.vista.com/templates/all-formats/phone

2. Review this site and select a resource to share with your class or family.

   adobe.com/express/create/photo-collage

BEST FRIEND & BULLY

It started with a girl. Me and her were best friends. I was so blinded that I couldn't see that she was manipulating and bullying me. So many people tried to help me, but I just kept going back to her. Looking back at it now, she was constantly putting me down, calling me ugly, commenting on how much I ate and how much I weigh.

I wish I could say that my bullying experience ended there, but it didn't. In grade 4, they mostly just told me, I was fat and I should go die. I was in the fourth grade. Can you imagine what that does to a kid? It didn't get any better throughout the years. I was constantly picked last for things and called names over and over again. One guy even punched me in the face. I used to skip meals, because I thought I was too big, and I didn't deserve to eat. I would starve myself for days. I remember in the fifth grade, it got so bad, I thought about just cutting my fat off. But I didn't.

To anyone who reads this story and maybe relates, I want you to know, the people who hurt you are just people who are hurt themselves, so they project their insecurities onto someone. No one is perfect. Some people act like they are, but deep down, they probably have insecurities. Never let someone make you feel bad.

– 14 YEAR OLD

THINKING OUTLOUD

This brave 14 year old tells a powerful story of bullying that begins in grade 4. When you think of a grade 4 student – how does this make you feel?

Is it possible to be a friend and a bully? Why or why not?

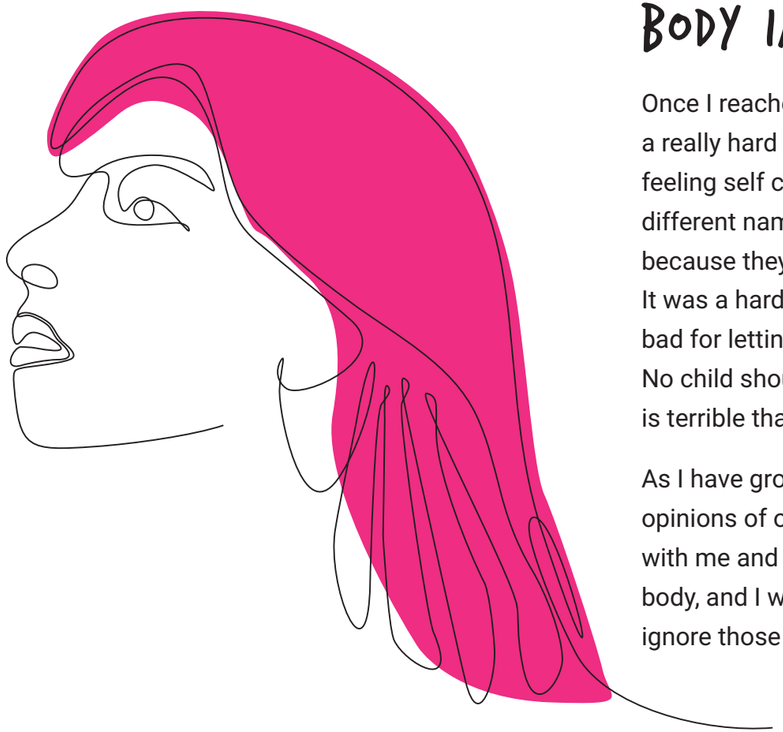
ENGAGING ACTIVITIES

1. Respectfully select a quote from this story and create a poster that honours this 14 year old. Use this resource to complete this task.

   befunky.com/features/poster-maker

2. Review this site and select a resource to share with your class or family.

   cfchildren.org/resources/bullying-prevention-resources/



BODY IMAGE

Once I reached the age of about twelve, I had a really hard time in school because I started feeling self conscious. I always got called different names and compared to other girls because they were smaller and prettier than me. It was a hard time, and looking back I feel really bad for letting my young self feel that pain. No child should ever feel this way, and I think it is terrible that people bully and belittle people.

As I have grown older, I have realised, the opinions of others should have nothing to do with me and how I perceive myself. I love my body, and I wish I could tell my younger self to ignore those feelings.

– 20 YEAR OLD

THINKING OUTLOUD

Body image is a serious issue and this is reflected in this 20 year old's story. Why do you think body image is something that youth face today?

There are so many strong messages in this story. Can you identify one of these and why?

ENGAGING ACTIVITIES

1. There are five (5) tips at **twinkl.ca/blog/how-to-help-your-child-maintain-a-positive-body-image**

   on healthy body images for youth. Take these five (5) tips and create a graffiti artwall by using this plan at

   playgroundparkbench.com/graffiti-art-for-kids

2. Work with your teacher or family to hold a circle on bullying. Remember to consider these protocols when inviting Elders in.

   ictinc.ca/blog/first-nation-elder-protocol

THINKING OUTLOUD

The title of this word collage is 'Stop Bullying'. Is there a word on it that you have heard at school or in the community?

If you could put positive words and messaging on this word collage, what would those be and why?

ENGAGING ACTIVITIES

1. Take some of your positive words and messaging and create sentence strips for your class and others at:

   teacherspayteachers.com/Product/Editable-Sentence-Strips-Freebie-4824974?st=5120c55bc7018ceb5445e779168ee654

2. Use this resource to create a 3 scene comic that reflects the theme 'Stop Bullying'.

   storyboardthat.com/storyboard-creator

EX-BULLY

When I was little, I was a bully. Looking back, it makes sense why. My home life was really bad. I did not get much attention and was very neglected. There are many reasons why I was a bully. The one thing that really stands out for me is, I was really unhappy.

There are many things I needed from adults in my life. Attention, adequate basic needs, security and purpose. My life outside of school was mainly spent video gaming with no limit. I had no close friends. Our food, clothing and home was pretty shabby. We moved so many times, and my schools were often changed. My father bailed on me when I was a baby.

My mom dated a ton of men. Most of these men treated my brother and me badly or like we were nuisances. My mom lost custody of me in 2017.

We went to live with my grandparents. The first year, I got in 12 physicals at school. I had to eat lunch with the Principal every day. The second year, I got into 3 physicals. The third year, I got in no physicals.

Today, I have love, security, adequate basic needs and goals. Today, I am not a bully.

– 14 YEAR OLD

THINKING OUTLOUD

Why is this perspective called' Ex-Bully' really important to learn about?

This 14 year old clearly maps out what they 'need' from family and friends. What else do you believe is a 'need'?

ENGAGING ACTIVITIES

1. Think about the advice you would like to give parents, caregivers and educators on bullying. Develop a top ten list of your advice using this resource

   canva.com/create/checklists

2. Create a model of the 'needs' that support a healthy youth using this tool and share with your teacher and family.

   smartdraw.com/software/drawing-program.htm

THINKING OUTLOUD

How can we 'stop bullying'?

Why is it important to know what a 'real friend' is?

ENGAGING ACTIVITIES

1. Check out the anti-bullying quotes at this resource and select two (2) that you can relate to.

   inspiremykids.com/anti-bullying-quotes-kids-students

2. Use this tool to make your own t-shirt design on 'stop bullying'.

   create.vista.com/templates/t-shirt

NOT "GIRLY" ENOUGH

I was bullied by the more "popular" girls for always hanging out with the boys. I played lots of sports and would rather be playing football or mini sticks, instead of sitting around and gossiping with the girls. I was called many names, like whore, slut, attention seeker, etc. The one name that stuck with me for years was "Mankayla" because I was "built like a man". I started to get insecure about my weight and figure, but then I met my boyfriend and he helped me overcome that by reminding me, I am perfect the way I am. People try to demolish you with words because they feel insecure about themselves.

– 19 YEAR OLD

THINKING OUTLOUD

Have you witnessed similar situations where someone was 'not girly enough'?

There are many harmful stereotypes about 'what is a girl' and 'what is a boy'. Are there other stereotypes that are hurtful and why?

ENGAGING ACTIVITIES

1. Watch this video on gender stereotypes and summarize your key learning.

   youtu.be/HdHSDaJNQSg

2. Create a self portrait called 'I am perfect the way I am' using this design tool:

   thepyjamafoundation.com/self-portrait-activity

FIGHTING BACK

I moved to Canada from Haiti when I was six. It was difficult for me to learn and understand basic things. As a result, I was picked on. This went on for a while. It was hard to explain to teachers because of how bad my English was. My parents tried to help me, but they could only do so much. After a while, I got tired of it and began fighting back. This resulted in me getting into a lot of trouble, suspensions and bad grades. Teachers would say, "*If you tell us someone is bothering you, they will get in trouble, not you.*" I tried this a few times, but it didn't work. I never wanted to fight, but I didn't want to get beaten up either.

– 17 YEAR OLD

THINKING OUTLOUD

Do you think that 'fighting back' works? Why or why not?

This brave 17 year old tried to tell the teachers what was going on. What do you think the teacher could have said instead to make a difference?

ENGAGING ACTIVITIES

1. Write a letter of support to this brave 17 year old using this resource:

   canva.com/letters/templates

2. Create your own poem on what 'fighting back' looks like and means to you with this tool:

   poemofquotes.com/tools/poetry-generator/

CHI-MIIGWETCH

ONECA wishes to thank all of our brave children and youth for being you! We are humbled to be able to create materials for you that honour your voices.

Remember, you are not alone.

Please reach out to us at **www.oneca.com** for more information and supports.

YOU ARE NOT ALONE.

ONECA.COM