

IDEAS FOR

ADDITIONAL ACTIVITIES

PRIMARY SCHOOL

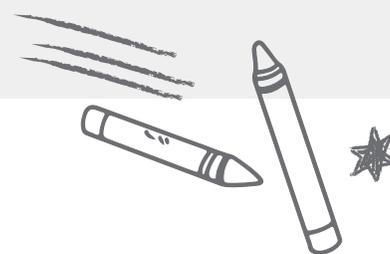
DO YOU HAVE THE RIGHT?

Annual Violence and
Bullying Prevention
in Schools Week

MARCH 23 TO 27, 2026



1 ACTIVITY: CREATING WORKS OF ART



CONTEXT

Tastes, preferences, appearance and interests may be similar or different. An open and respectful attitude toward these characteristics influences the classroom climate.

KEY MESSAGES

- › Every student has the right to be respected, to feel safe, and not to be insulted, hit or bullied. Tastes, preferences and interests may vary, and these differences are normal.
- › Everyone can contribute to a healthy and safe classroom environment.
- › The attitude you choose to adopt toward other students and school staff affects everyone's sense of security.



1 Option: Collage

Each student creates a collage based on the emotions they experience in different situations.

2 Option: Ephemeral works of art

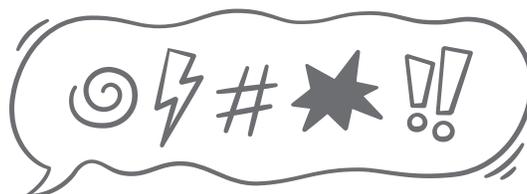
Each student creates an ephemeral work of art. The students illustrate the emotions they experience in different situations and then use these emotions to create their work, which will be ephemeral. Ideally, the activity takes place in an outdoor space, such as a schoolyard or park. Indoors, the activity can be held in an open, unobstructed space.

The works are then presented in class, with a discussion of behaviours to adopt with regard to differences in others (asking questions, being curious, listening actively to others, smiling, etc.) and behaviours to avoid (laughing, making fun of others, talking at the same time as the person presenting, biting, etc.).

Examples of situations

Examples of situations from which the students can draw inspiration to illustrate their emotions in their work:

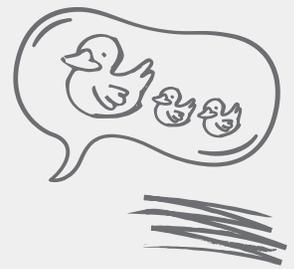
- 1 Someone in class called me a “nerd” because I answered the teacher’s question correctly. The whole group laughed and some students insulted me, saying, “We know, Mr. Perfect spends all his time studying! Teacher’s pet!” I feel embarrassed. I just want to be left alone.
- 2 A student next to me is warned by the teacher about his behaviour. He loses his temper, starts shouting and throws his pencil case at the teacher. All the other students watch the scene in silence. I would like to do something, but I am afraid he will be angry with me if I get involved.
- 3 Several times, a student has made fun of my lunch and thrown it in the trash, saying it looked “disgusting.” I’m afraid it will happen again at lunchtime today, and I’ll be hungry all afternoon. I also feel sad because no one is trying to defend or help me.
- 4 I am playing a video game in co-op mode with friends. I lost the game, and a member of the other team sent me a private message threatening me and telling me how bad I am at this game. I feel sad and at the same time scared because his words were very violent.



2 ACTIVITY:

STORY – MOTHER DUCK AND HER DUCKLINGS

(PRESCHOOL AND ELEMENTARY CYCLE ONE)



CONTEXT

The adults at the school hold positions of authority that are intended to be reassuring in order to ensure a healthy and safe environment for all students. Their role is, in particular, to remind students of the school rules and ensure they are followed in order to guarantee everyone’s wellbeing.

KEY MESSAGE

- › Students must respect the adults at school and follow the rules of conduct. If these rules are not followed, there will be consequences for them and others.
- › Actions and words affect them and others.

Story: Mother duck and her ducklings

One spring morning, near a small sparkling pond, a mother duck was walking with her five little ducklings.

The ducklings walked behind her, in a neat line. The mother duck moved forward slowly.

She looked left and right. She watched out for cars, bicycles and large dogs.

Why were the ducklings following her? Because they knew their mother was protecting them. Because they felt safe with her. Because she knew the way.

One day, the smallest duckling asked, “Mommy, why do I have to walk behind you?”

The mother duck replied with a smile, “Because I want to make sure you get there safely. I’m here to guide you, not to scold you. I want you to learn to follow the right path.”

The little duckling thought about it . . . Then he felt proud to follow his mother.

At school, it’s pretty much the same thing.

Teachers, school administrators, monitors and all adults are like mother ducks.

They walk ahead.
They lead the way.
They watch out for danger.
They put rules in place to keep everyone safe.

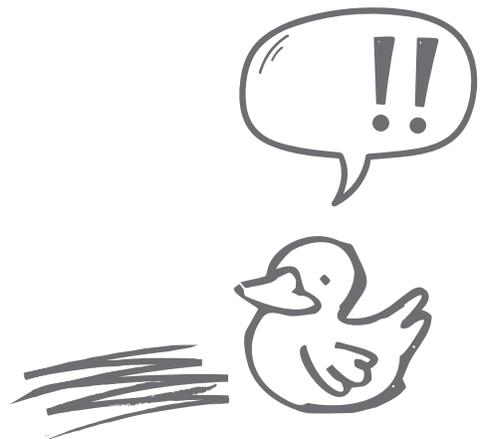
Rules are not there to punish.
They are there to protect.

When you listen to adults and trust them, you feel safer.
You learn without rushing.
No one loses their way.

And like ducklings, you will grow up, become stronger . . .
And one day, you too will be able to show others the way.

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- › How does this story relate to what happens in the classroom or at school?
 - › What can happen if a duckling strays from its family?
 - › How might his mother and the other ducklings feel?
 - › As a student, how do you feel when another student is disrespectful to an adult at school?
 - › How might an adult feel when a student is disrespectful to them?
 - › How might students feel when they show disrespect to an adult at school?
 - › What can you do when you see a student breaking a class or school rule?
(Remind the student of the rule, go and see an adult, remain positive, behave in an appropriate manner, try to understand why the student is acting this way, what emotions they are experiencing, etc.)
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Following this story, the teachers can explain their role and boundaries to the students in relation to the different ways of showing respect or disrespect, and to what is allowed or not allowed in the classroom.



3 ACTIVITY:

A PLAY WITH TWO ENDINGS

(ELEMENTARY CYCLES TWO AND THREE)



CONTEXT

Students become aware that their choices have an effect on the outcome of a conflict.

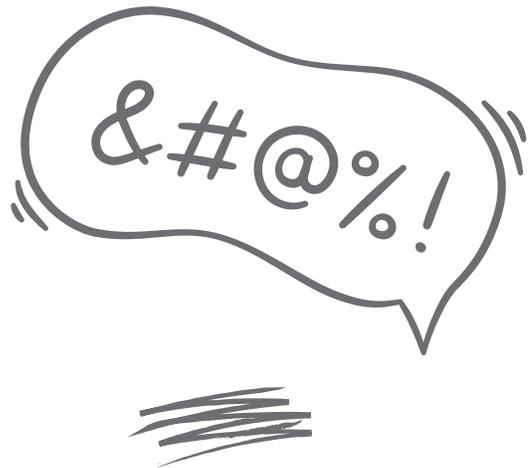
Overview

1. Present a brief scenario. The students act out the scene once with an ending that presents **a poor choice** (shouting, pushing, insulting, etc.). Inform students that they must pretend and that they are not allowed to touch other people while acting.
2. End the scene.
3. Replay the scene, but this time with an ending that presents **a good choice** (ask questions, discuss to find a solution, walk away, go and find an adult, breathe and try to stay calm, ask for the hurtful behaviour to stop, express your needs respectfully, compromise, etc.).
4. Ask the students:
 - › What changed? How was the second scene different from the first?
 - › Do good choices help to resolve conflicts more easily?
 - › In what ways do poor choices make a situation worse (possible consequences: losing a friend, the conflict escalating, people getting hurt, etc.)?
 - › How might the characters feel in the scene with the poor choices?
 - › How might the characters feel in the scene with the good choices?



Ideas for role-playing

- › The students are playing soccer. Samuel becomes angry and shouts insults at Léo. Léo decides to push Samuel.
- › For some time now, Alexandre has felt like his friends are talking behind his back. They no longer invite him to activities. He does not ask questions. He has trouble falling asleep at night because he imagines all the things his friends might be saying about him, and this makes him very anxious.
- › When faced with a conflict, Zoé always starts crying and doesn't say anything. Afterwards, she tends to spread rumours and lies about the people involved in the conflict.
- › Julie likes to play volleyball with her friends, but she's a sore loser. She glares at the other players or insults them when they make mistakes. The players on the team have started to act as if she were invisible
- › Nathan is going through a hard time. For the past few days, his parents have been fighting a lot. He has trouble sleeping and concentrating in class. He feels very sad and sometimes even angry. At school, he no longer wants to participate in activities. He doesn't laugh anymore. For some time now, he has been making fun of others and saying hurtful things to them.
- › Noémie enjoys spending time with her friends. Together, they make up stories that make them laugh. Every Tuesday at lunchtime, they take part in art workshops and sometimes meet up on weekends. Noémie cares deeply about her friends. However, she often fears rejection. When a conflict arises, she sometimes threatens others that she will no longer be their friend.



RESOURCES

+FORT

+FORT is a mobile application that offers support to young victims of bullying to help them better understand what they are going through and explore strategies to reduce the bullying they experience.

Tel-Jeunes

Text: 514-600-1002
Telephone: 1-800-263-2266

Professional counsellors are available for young people aged 20 and under who are affected by various issues, including bullying or cyberbullying. From 8 a.m. to midnight, Monday to Sunday.

Help line

(in French only)

Find a help line by administrative region.

Kids Help Phone

Online mental health services for children, adolescents and young adults available 24 hours a day, 7 days a week, throughout Québec.

Cybertip

Cybertip educates the public about sextortionists' tactics, precautions to take, and what teenagers can do if they fall victim to this crime. Cybertip can assist you if you have concerns about various forms of online violence against children, including the distribution of intimate images and online grooming.

National Student Ombudsman (NSO)

(in French only)

The NSO ensures that students' rights are respected with regard to the services provided to them and the way in which institutions handle reports or complaints concerning an act of sexual violence.

Crime Victims Assistance Centres (CAVAC)

CAVACs are present in all regions of Québec and provide access to professionals trained in intervention for issues related to violence, bullying or cyberbullying.

**Preventing and Managing
Violence Against School Staff
Practical Support Guide**

Practical support guide on preventing and managing violence against school staff.

**Guide étape par étape
pour régler une situation
de partage de photo intime
(step-by-step guide
to resolving a situation
involving the sharing
of intimate photos)**
(in French only)

Simple explanation of the steps to take if someone has shared your intimate photos without your consent or is threatening to do so.

**Resource directory
for school staff**
(in French only)

Various resources categorized by theme and target audience.

This content is also available in French. The *Charter of the French language*, its regulations and the **ministerial directive** govern the **consultation of English-language content**.