

IDEAS FOR EDUCATIONAL ACTIVITIES

VIOLENCE AND BULLYING AMONG STUDENTS

DO YOU HAVE THE RIGHT?

Annual Violence and
Bullying Prevention
in Schools Week

MARCH 23 TO 27, 2026



TITLE	→	We are all different, but we have the same rights
TARGETED STUDENTS	→	Preschool, Elementary Cycles One and Two
OBJECTIVES	→	<ul style="list-style-type: none">• Highlight common needs and rights• Raise the students' awareness of the repercussions of violence and bullying• Encourage reflection on the boundaries and responsibilities of individuals and groups
APPROXIMATE DURATION	→	Between 30 and 50 minutes
MATERIALS AND RESOURCES	→	<ul style="list-style-type: none">• Éducaloi information sheet: Violence and bullying among students• Pencils• Green and red cards (optional)• In the appendix: 1) pictures of emotions, 2) question sheets, 3) pictures of superheroes, 4) images of conflict, violence and bullying, 5) resources• If needed: call on resource persons to address the topics covered in the activity
FLEXIBILITY	→	The order of activities is for reference only and can be adapted to suit each school or group. For example, activities can be carried out at different times and adjusted according to the students' age group.

CONTEXT



At school, all students have the right to be respected and to feel safe. Insults, physical assault and bullying are factors that affect the students' sense of safety and the school climate. Lack of respect for differences or overstepping others' boundaries infringes on their rights. This can have consequences for relationships and the class atmosphere, as well as individual consequences. Therefore, these activities aim to highlight common needs and the importance of rules, as well as to encourage reflection on the repercussions of everyone's actions.

WE ARE ALL DIFFERENT, BUT WE HAVE THE SAME RIGHTS.

KEY MESSAGES

- › Every student has rights at school, such as the right to be respected, to be safe and to learn in a calm environment.
- › However, these rights also come with responsibilities. In order for everyone to exercise their rights, everyone must respect others and their boundaries.
- › Our words and actions can have an impact on others and on the school climate.
- › Understanding these rights and responsibilities helps prevent situations of violence and bullying and creates a safer environment for everyone.



1 Activity: Imagine a school without rules

Objective

Help students understand why rules exist and why everyone is responsible for respecting the rights of others.

Procedure

SCENARIO

Tell the following story:

Imagine that starting tomorrow, there are no more rules at school. Students can do whatever they want: run in the corridors, shout in class, take other people's belongings, interrupt teachers, push others in line. No one will stop them, because there are no rules.

Then, ask the students the following questions:

- › What might happen at school?
- › Will the students be able to learn properly?
- › Will everyone feel safe?

Write their ideas on the board.

DISCUSSION

Have students think about the following questions:

- › Why are there rules at school?
- › What do they do?
- › Who should enforce them?
- › Are rules only for punishing or protecting students?

CONNECTIONS WITH RIGHTS

Explain the connection between rights and responsibilities, in simple terms.

Rules exist to **protect everyone's rights**, for example:

- › the right to be respected
- › the right to learn
- › the right to feel safe

However, for these rights to exist, **everyone also has responsibilities**.

Ask students the following question:
Which rule do you think is most important for everyone to feel comfortable at school?

Each student can suggest a rule or respectful behaviour.

Write the answers on the board to create a short class charter.

2 Guided discussion and activity: Do you have the right?

KEY MESSAGE

Using the Éducaloi information sheet:

- › Explain to the students that rules protect their rights and allow them to feel safe and secure at school. These rules make it easier for them to learn together, despite their differences.
- › Go over the statements on the sheet, emphasizing how others may feel (attitudes and behaviours that are allowed or not allowed), the possible consequences (school rules and laws outside the school) and the importance of asking for help when needed.

2a Guided discussion

- › **Why is it important to respect others as they are?**
- › **How do school rules help us feel safe?**
- › **Do you have the right to break school rules?**

CERTAIN ACTIONS ARE NOT ALLOWED



- › Throwing an object at a student
- › Hitting, pushing or punching
- › Saying unkind words
- › Making fun of someone
- › Excluding someone on purpose

HOW THESE ACTIONS AFFECT THE OTHER PERSON



When a person is treated this way, they may:

- › feel afraid
- › feel sad
- › feel lonely
- › no longer want to come to school

These actions hurt.
They are not acceptable
at school, and they make
the classroom less enjoyable
and less safe for all students.

WHAT I NEED TO DO



- › Use kind words
- › Say “stop” when something bothers me
- › Go get an adult

2b Activity: Allowed or not allowed?



Green card or **thumbs up** for **ALLOWED**



Red card or **thumbs down** for **NOT ALLOWED**

The goal is to help students recognize:

- › what is allowed or not allowed
- › actions that cause harm
- › what they can do when a situation is difficult

The facilitator reads a sentence describing a situation:

- › Martin throws his eraser at Mathilde.
- › Lea laughs at Alex in front of the class.
- › Sam won't let Jean play.
- › Maya says to her friend, "Stop it, it bothers me."
- › Lucas goes to an adult to ask for help.

After each situation, the facilitator asks the students questions:

- › Is it allowed or not allowed?
- › Who does it hurt?
- › How might the person feel?

Do you have the right to:

- › throw your eraser at someone?
- › break or steal someone else's things?
- › insult another student?
- › tell another student, "Stop it, it bothers me"?
- › laugh at another person in front of the class
- › not let another student play?
- › push or hit a student in the schoolyard?
- › take something without asking permission?
- › go to an adult to ask for help?

Other examples of questions (if you wish to continue the discussion)

- › Have you ever seen someone push another student in the schoolyard?
- › Has anyone ever broken one of your toys or taken something without asking your permission?
- › Do I have the right to be disrespectful to a student in the classroom?
- › Why is it important to respect others as they are?
- › Do I have the right to break school rules?
- › Are there consequences for breaking the rules?
- › How do school rules help us feel safe and secure?
- › Is laughing at another student the same as physically hurting them?
- › If everyone else is doing it, can I do it too?
- › Do I have the right to touch someone without asking, even if it's just to play?
- › Is it okay to push, hit or fight for fun?

3 Activity: My emotions and what I have the right to do

KEY MESSAGES

- › We have the right to have emotions, but we don't have the right to hurt others with actions or words. I have the right to be angry or sad, but I don't have the right to hit, push, yell or insult other people.
- › The activity shows the connection between events experienced, emotions felt and resulting behaviours.
- › It helps students understand that everyone reacts differently and that crossing other people's boundaries can have consequences.
- › The activity helps students recognize that certain behaviours can cause fear, anger, shame or exclusion and can be detrimental to well-being and learning.
- › Students become aware that crossing boundaries or breaking rules and laws has consequences.
- › To ensure that everyone's rights are respected, each student has a responsibility to behave appropriately and without violence.

The facilitator places four images representing different emotions in the corners or on the walls of the classroom (see Appendix 1). Then, they read the statements, explaining that it is entirely possible to feel several emotions at once. The students move toward the image that best corresponds to the main emotion they are feeling.

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- › A student helps you.
 - › You are eating in a quiet place.
 - › Someone laughs at your drawing.
 - › A student is not listening to instructions.
 - › There's a lot of noise in the classroom when you need to concentrate.
 - › Someone is going to get help from an adult because you were pushed by another student.
 - › Two students are arguing.
 - › A student takes your pencil without asking your permission.
 - › Another student does not want to play with you.
-

The facilitator reads the scenarios and asks the students to complete the statements.

Scenarios	Statements to be completed
Martin is angry because he lost a game.	Martin has the right to be angry, but he doesn't have the right to...
Léa is sad because no one is playing with her.	Lea has the right to be sad, but she doesn't have the right to...

The facilitator encourages the students to suggest acceptable responses:

What can you do when you are angry or sad? (Breathe, ask for help, communicate, walk away.)

Possible discussion points:

- › When we feel strong emotions, such as sadness or anger, what can we do to remain respectful toward others?
- › Do I have the right to express my anger by shouting in the classroom?
- › Do I have the right to do something if it hurts someone else?
- › Who decides whether a joke is funny: the person who tells it or the person who hears it?
- › Do my emotions give me every right?
- › Can I hurt someone because I am sad?
- › Do I have the right to shout at a student in the classroom because I am angry?
- › If a student in the classroom plays a joke on me that I do not like, do I have the right to tell them to stop?

4 Understanding the difference between conflict, violence and bullying

KEY MESSAGES

- › This activity helps to better understand and distinguish between three important concepts: conflict, violence and bullying.
- › It shows that violent and bullying behaviour has negative effects, not only on the person who experiences it, but also on witnesses who see or are aware of the situation.
- › These behaviours can create a climate of insecurity, fear and discomfort, and negatively impact everyone's well-being and sense of security.

Definitions of concepts

- › Using Éducaloi's information sheets and concrete examples, the facilitator explains the concepts using definitions that are appropriate for the students' age group.
- › The facilitator explains to the students that violent and bullying behaviour harms not only the victim, but also the witnesses who know about or see the situation. The perpetrators also experience repercussions related to their behaviour.
- › The consequences related to the actions are also addressed, in accordance with the school's code of conduct.

After defining the concepts, the facilitator can show the students some short comic strips and ask them, for each situation, whether it appears to be a conflict, violence or bullying, and why (see Appendix 4).

- › Is it a conflict, an act of violence or bullying? Why?
- › Does the behaviour comply with school rules? Why or why not?
- › How might the students involved feel?

5 Scenario: What could you do?

Students are presented with scenarios and must determine whether they involve conflict, violence or bullying. They are then encouraged to reflect on the potential repercussions and consequences of such behaviour and to suggest appropriate solutions for resolving conflicts and dealing with situations of violence or bullying. The facilitator makes sure to address the sanctions and consequences related to each action or situation discussed.

KEY MESSAGES

What I have the right to do

- › Say “stop”
- › Refuse to do anything hurtful
- › Ask an adult for help

Impacts on the classroom climate

- › Violence and bullying create a climate of insecurity in the classroom and make students feel less safe.
- › How can you react and act responsibly as a victim, witness or perpetrator in situations of violence and bullying?
- › When a person is feeling uneasy or is experiencing something difficult, they may seek support from an adult or trusted person, such as a parent, teacher, educator, supervisor or peer.
- › They can also say that certain actions or words are upsetting and ask for them to stop.

Everyone’s responsibility

- › Each student has a responsibility to behave respectfully, to refuse to participate in hurtful behaviour, and to seek help from an adult when a situation exceeds the limits of the school’s code of conduct or anti-bullying and anti-violence plan, for example.

Question sheets

The facilitator presents the situations of their choice (see Appendix 2). The students must determine whether it is a conflict, a situation of violence or bullying, then reflect on the repercussions of the behaviours and propose solutions to resolve the situation. The consequences and sanctions related to the actions are also addressed, in accordance with the school's code of conduct.

EXAMPLE OF A SCENARIO

A group of students repeatedly hit a student and say hurtful things to him. This happens often and causes the student pain. This scenario allows for the presentation of unacceptable behaviours and for discussion:

- › Is it a conflict, violence or bullying?
- › Is this behaviour acceptable?
Why or why not?
- › Is it possible for words to be violent?
- › As a witness, what can you do about this bullying situation?
- › What can the victim do?
- › Could there be consequences for the group of students who are behaving badly?
If so, what might those consequences be?
- › Are there consequences for actions if it was a dare, a joke or something done “just for fun?”
- › Is “it was just for fun” enough to justify an action?
- › Can you say “I was just joking” if the other person is crying?

6 Superhero mural

A discussion has begun about unacceptable situations that have actually occurred and that violate students' rights. The discussion leads to the search for solutions.

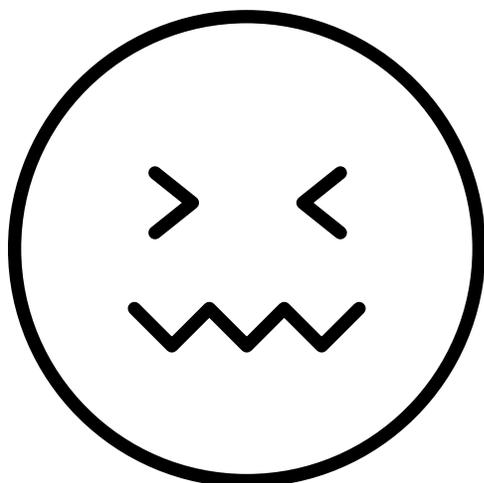
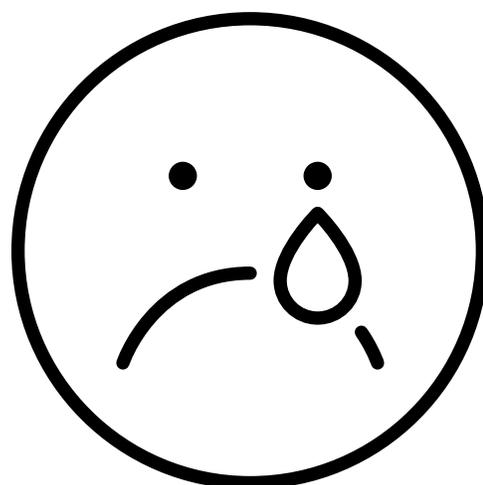
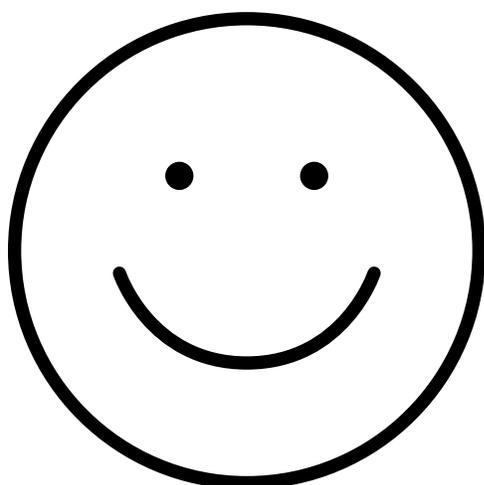
Each student then draws a picture (using or not using the images in Appendix 3) illustrating a positive action that the student has already taken to prevent or resolve a conflict peacefully. Together, the class's drawings will demonstrate that all students are unique and have the power to make a difference.

Here is an example of a theme that could be explored: the student is a superhero who has the power to change things.

The pictures are then displayed in the classroom or corridor and serve as a reminder and source of motivation. The school's code of conduct, or a section of the school's anti-bullying and anti-violence plan, can be displayed near the mural so that students can see a clear connection. The mural could also have a title such as: *Let's use our superpowers to create a safe place together!*

APPENDIX 1

Examples to be adapted according to the needs of the group (Activity 3)



APPENDIX 2

Question sheets (Activity 5)

Situation A – Sharing (conflict between students)

In the classroom, two students want the same game and try to take it from each other.

- › Is it a conflict, violence or bullying?
- › Is it allowed or not?
- › How might the two students feel?
- › What are the possible solutions?

Situation B – Always picking on me (bullying between students)

A group of students repeatedly hit a student and say hurtful things to him. This happens often and causes the student pain.

- › Is it a conflict, violence or bullying?
- › Is it allowed or not?
- › What can the witness do?
- › What can the victim do?
- › What consequences might the students who hit the other student face?

Situation C – Refusing to accept defeat (violence between students)

While playing ball, one student is angry because another student scored a point. The angry student does not want to lose and decides to hit the other student.

- › Is it a conflict, violence or bullying?
- › Is it allowed or not?
- › How might the person feel after being hit?
- › What can witnesses do?
- › Instead of hitting, what could the angry student have done?
- › What consequences might the student who hit someone face?

Situation D – This is not a joke (violence between students)

One student insults another student during an activity.

- › Is it allowed or not?
- › What should the victim do?
- › What should the witnesses do?
- › Why shouldn't witnesses laugh?
- › What can the student do next time instead of making fun of others?
- › Could there be consequences for the student who is being mean? If so, what might those consequences be?

Situation E – Running in the corridor (conflict between students)

Two students are running down the corridor and accidentally bump into another student, knocking them down. They do not apologize. The student who fell gets up and feels sad.

- › Is it a conflict, violence or bullying?
- › Is it allowed or not?
- › What could the students who caused the accident do?

Situation F – The quiet corner (disagreement between students)

A student feels angry because another student no longer wants to play a game. She is about to insult the other student and doesn't know how to express how she feels.

- › Is it a conflict, violence or bullying?
- › Is it allowed or not?
- › What can she decide to do?
- › (Take a break, breathe, ask for help)

APPENDIX 3

Colouring superhero pictures (Activity 6)



Ask them to stop!



Colouring superhero pictures (Activity 6) – Cont.



Be respectful





Find solutions



Colouring superhero pictures (Activity 6) – Cont.



Ask for help



Colouring superhero pictures (Activity 6) – Cont.



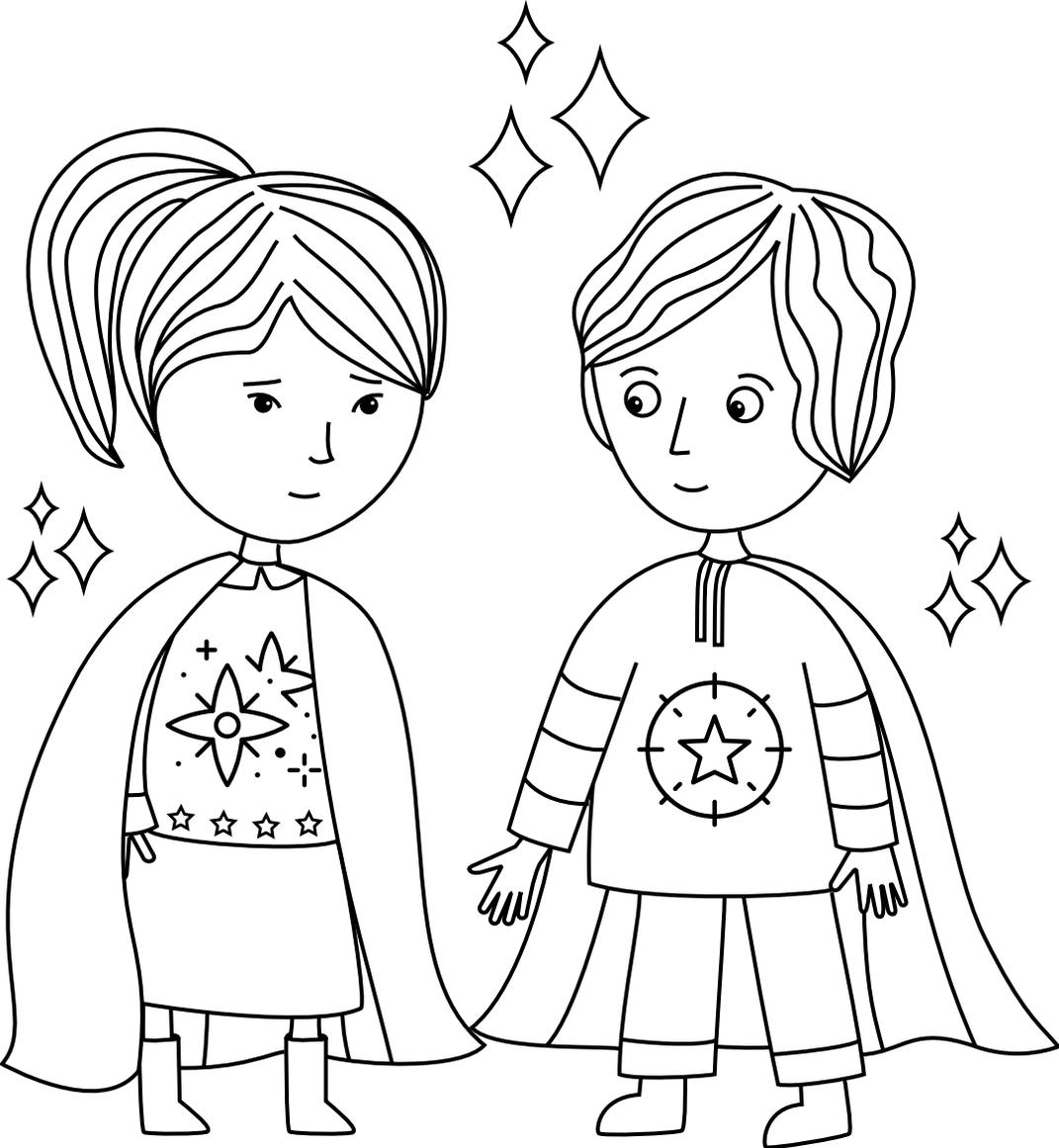
Talk calmly



Colouring superhero pictures (Activity 6) - Cont.



Apologize



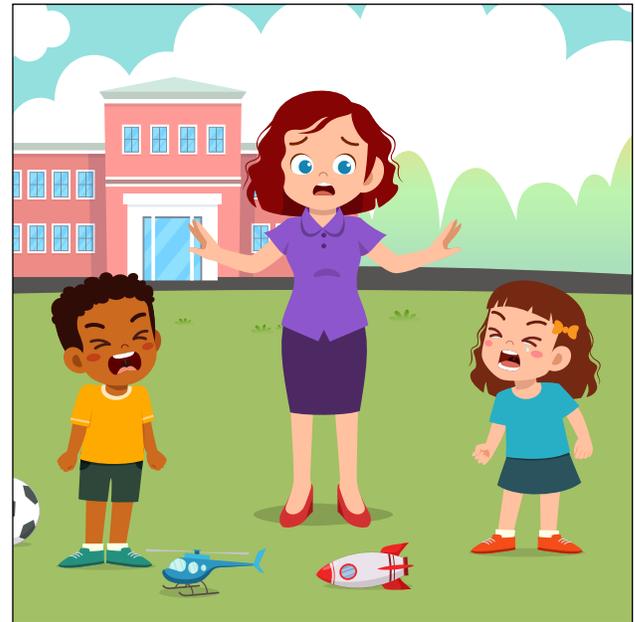
APPENDIX 4

Image: Conflict, violence or bullying? (Activity 4)

Example 1



1. Two students want to play the same game.



2. They get angry, cross their arms and start raising their voices.

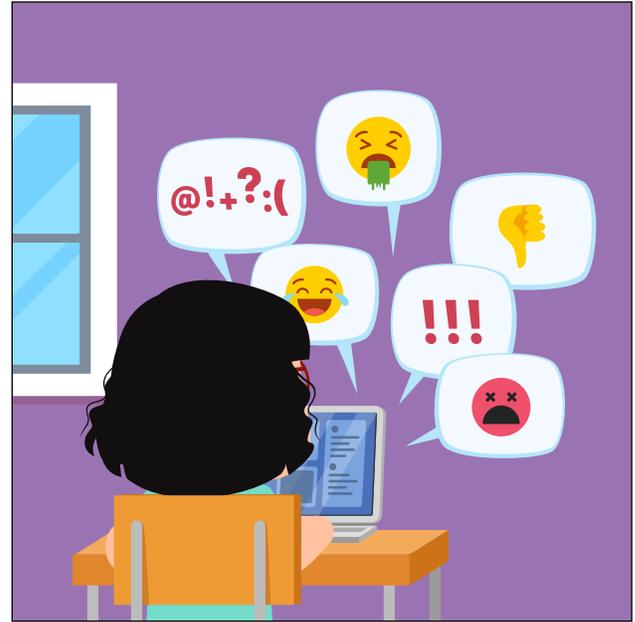


3. The children will take turns playing.

Example 2



1. For the past two weeks, a group of girls have been shouting insults at another student.



2. They spread rumours in a virtual group that includes a few students from the school.



3. The student who is being insulted feels sad and humiliated. She no longer participates in activities and does not want to go to school.

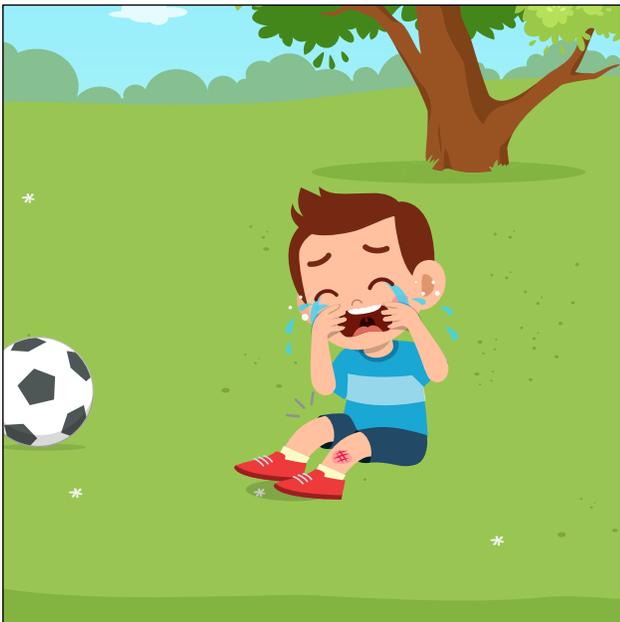
Example 3



1. A student gets angry during a soccer game.



2. The student kicks another student.



3. The other student is hurt and starts crying.

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**.