

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



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|--------------------------------|---|---|
| TITLE | → | The right to feel comfortable and safe at school |
| TARGETED STUDENT | → | Elementary Cycle Three and secondary school |
| OBJECTIVE | → | <ul style="list-style-type: none">• Highlight common needs and rights• Raise students' awareness of the repercussions of violence and bullying• Encourage reflection on the boundaries and responsibilities of individuals and groups |
| APPROXIMATE DURATION | → | Between 40 and 60 minutes |
| MATERIALS AND RESOURCES | → | <ul style="list-style-type: none">• Éducaloi information sheets: Violence and bullying among students• Pencil and paper• In the appendix: crossword puzzle and scenarios• List of resources |
| 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. |

VIOLENCE, BULLYING AND CYBERBULLYING

KEY MESSAGES

- › Violence, bullying and cyberbullying are serious behaviours that may cause significant harm to the person targeted, but also affect witnesses and the school climate.
- › Some acts, such as threats, assault, harassment or the dissemination of humiliating content, may lead to disciplinary and legal consequences for the person who committed them.
- › These behaviours can create a climate of insecurity, fear and discomfort, and negatively impact everyone's well-being and sense of security.

1 Definitions and legal aspects: Violence, bullying and cyberbullying

Crossword puzzle

Based on the Éducaloi information sheets and real-life examples, the facilitator explains the concepts of violence, bullying and cyberbullying. Students are shown how certain behaviours can have significant consequences for the people targeted, but also for the people who commit these acts.

To reinforce their understanding of the concepts presented, students participate in a crossword puzzle activity that allows them to review key concepts related to rights, responsibilities and boundaries that should not be crossed.

Required materials

- › Crossword puzzle (Appendix 1)
- › Board or screen on which to project the grid or crossword puzzle sheet for students
- › Pencil



Overview of the activity

Presentation of the concepts

The facilitator presents the concepts of violence, bullying and cyberbullying using the Éducaloi information sheets.

Among other things, they explain:

- › **what these behaviours are**
- › **the potential impacts on the people targeted**
- › **the possible consequences for the people who commit these acts**

Real-life examples may be presented to enable students to recognize certain situations.

Crossword puzzle activity

To reinforce their understanding of what they have learned, students complete a crossword puzzle featuring the concepts covered.

There are two possible options:

OPTION 1

GROUP ACTIVITY

- › The grid is projected on the board.
- › Students give answers.
- › The facilitator writes the words in the grid.

OPTION 2

INDIVIDUAL OR TEAM ACTIVITY

- › A grid is given to each student or team.
- › Students try to complete the crossword puzzle before the end of the period.

Once the grid is completed, the facilitator reviews each word to remind students of the important concepts in the Éducaloi sheets.

WE ALL HAVE THE SAME RIGHTS

KEY MESSAGES

- › Words and actions can have real impacts on others, even when presented as jokes.
- › Crossing the boundaries of respect can turn an ordinary situation into an act of violence or bullying.
- › Behaviour that undermines a person's dignity or safety is unacceptable and may result in consequences.
- › Students have the right to be respected and feel safe at school.
- › Witnesses play an important role: encouraging or laughing at a situation can make it worse, while taking a stand can help to stop it.
- › Understanding where the boundary lies between acceptable, problematic or violent behaviours helps in preventing conflicts and maintaining a respectful school climate.

2 Activity: “You crossed the line”

Objective

Encourage students to reflect on boundaries, unacceptable behaviours and the consequences of acts involving violence or bullying.

Materials

- › Two lines laid out on the floor (tape, string or imaginary line)
- › A clear space in the classroom

Context

The facilitator explains to students that some situations in school life that seem harmless can cross boundaries depending on the context, the intention involved or the frequency with which the situation occurs. There may be consequences when a boundary is crossed because every student has the right to be respected and to feel safe.

The facilitator points out that many behaviours fall into a grey area, that is, a situation where it is not always clear whether the boundary has been crossed.

The students therefore must take a stance on the different situations based on their perception.

Two lines are laid out on the floor, marking off four separate areas:

- › Acceptable behaviour
- › Grey area / I don't know
- › Problematic behaviour
- › Violence, bullying or cyberbullying

Students must move to the area that best corresponds to their opinion.

There isn't always one single right answer: the goal is to think about and discuss the accepted boundaries.

Situations read one by one:

- › Rolling your eyes when a student is speaking in class.
- › Giving a diminutive nickname to a student or friend (e.g. sloth, Sherlock, dummy) even if the person says it doesn't bother them.
- › Mocking the way a student speaks when talking to them or to make others laugh.
- › Sighing loudly when a student is placed on your team.
- › Saying "It's just a joke" after making a comment on a student's appearance.
- › Refusing to sit next to a student or to be on the same team as a student by saying "I prefer being with somebody else."
- › Changing seats in class when a student comes to sit next to you.
- › Excluding someone from an activity by saying "We already have enough people on the team" when it isn't the case.
- › Speaking about a student in the third person when they're right there.
- › Spreading a recurring joke about a student within the group.
- › Saying to a student, "Come on, why do you feel targeted?"
- › Pretending to clap for a student in an ironic way.
- › Whispering and giggling while looking at a student.
- › Making a joke about a student's appearance in front of the class.
- › Ignoring someone on purpose during a team activity.
- › Posting an embarrassing photo of a student in a private group.
- › Being impolite to the teacher in front of the other students.
- › Spreading a rumour about a student.
- › Speaking loudly to express your disagreement.
- › Responding aggressively to a staff member.
- › Laughing at a student because of their academic results.
- › Filming a humiliating situation and sharing it.

QUICK DISCUSSION AFTER CERTAIN SITUATIONS

The facilitator asks some questions:

- › Why did you choose this area?
- › At what point is the boundary crossed?
- › What might be the consequences for the person targeted?
- › What might be the consequences for the person who committed the act?
- › What right wasn't respected (respect and dignity, freedom of expression, safety, equality and inclusion)?
- › What could make the situation spin out of control and lead to violence or bullying?

3 Activity: The consequence scale

Objective

Encourage students to reflect on the seriousness of actions and the possible consequences.

Overview

A horizontal line is laid out on the floor in the classroom or drawn on the board:

Minor consequence ←————→ Serious consequence

The facilitator reads a situation. Students must physically position themselves on the line (or point to a spot on the line on the board) according to how serious they think the situation is.

EXAMPLES OF SITUATIONS:

- › Making a hurtful joke
- › Excluding someone from the group
- › Insulting someone online
- › Sharing a humiliating photo
- › Threatening someone
- › Punching someone

Discussion

- › Why did you choose this spot?
- › What might be the consequences at school?
- › In what cases could legal sanctions apply?

4 Investigation game

KEY MESSAGES

- › Actions that take place at school can have significant consequences.
- › Filming or sharing a humiliating situation can make a situation worse.
- › Witnesses play an important role in how a situation evolves.
- › Every student has the right to be respected and to feel safe at school.

Objectives

Have students:

- › analyze a situation involving violence between students
- › understand the role of witnesses and people who share content
- › identify the rules in the school's code of conduct that may be violated
- › think about the possible consequences

Material

- › Clue cards (or clues read by the facilitator)
- › Pencil and paper

Context

The facilitator explains the following:

An incident occurred in the hallway during the break.
Since this event, a video has been circulating among students.

Your mission is to carry out an investigation to understand:

- › what happened
- › who is involved
- › which rules in the code of conduct' were violated
- › what consequences there could be

Overview

The investigation teams receive the clues one by one.

They discuss each clue and take notes.

CLUE 1

During the break, several students are in the hallway near the lockers.

CLUE 2

Two students start teasing each other. The comments become increasingly mean.

CLUE 3

One student pushes the other against a locker.

CLUE 4

Several students close by laugh at the situation.

CLUE 5

A student pulls out their phone and films the scene.

CLUE 6

The video is shared in a group chat among students.

CLUE 7

Other students also share the video and add disparaging comments.

Investigators' mission: answer the following questions

ANALYZING THE SITUATION

What behaviours are problematic?

Identify the possible roles of the people involved:

- › the student who pushed the other student
- › the student who was pushed
- › the student who filmed
- › the students who shared the video
- › the students who laughed or commented
- › the witnesses

The code of conduct

- › What school rules may have been violated?

Possible consequences

Identify the consequences for:

- › the person targeted
- › the person who pushed the other student
- › the person who filmed
- › the students who shared the video
- › the witnesses
- › the school climate

Solutions

- › What could we do to fix the situation?
- › How could we have stopped the situation from getting worse?

Putting it all together

Each team shares their conclusions:

- › Who is the most responsible in this situation?
- › Are witnesses also responsible?
- › Could the situation have been avoided?

The facilitator can follow up the exchange by discussing:

- › possible disciplinary consequences (meeting with the principal, detention, suspension)
- › consequences for relationships (loss of trust, tensions between students)
- › consequences related to the sharing of humiliating pictures, which can have serious repercussions

5 Rewriting a scenario (Appendix 2)

Each student chooses a scenario and must:

- › explain what went wrong, what right was not respected, how the story will end if it keeps going under the same conditions and what the possible consequences are
- › imagine an alternate ending by replacing the conditions and the actions of the people involved with better choices

Examples:

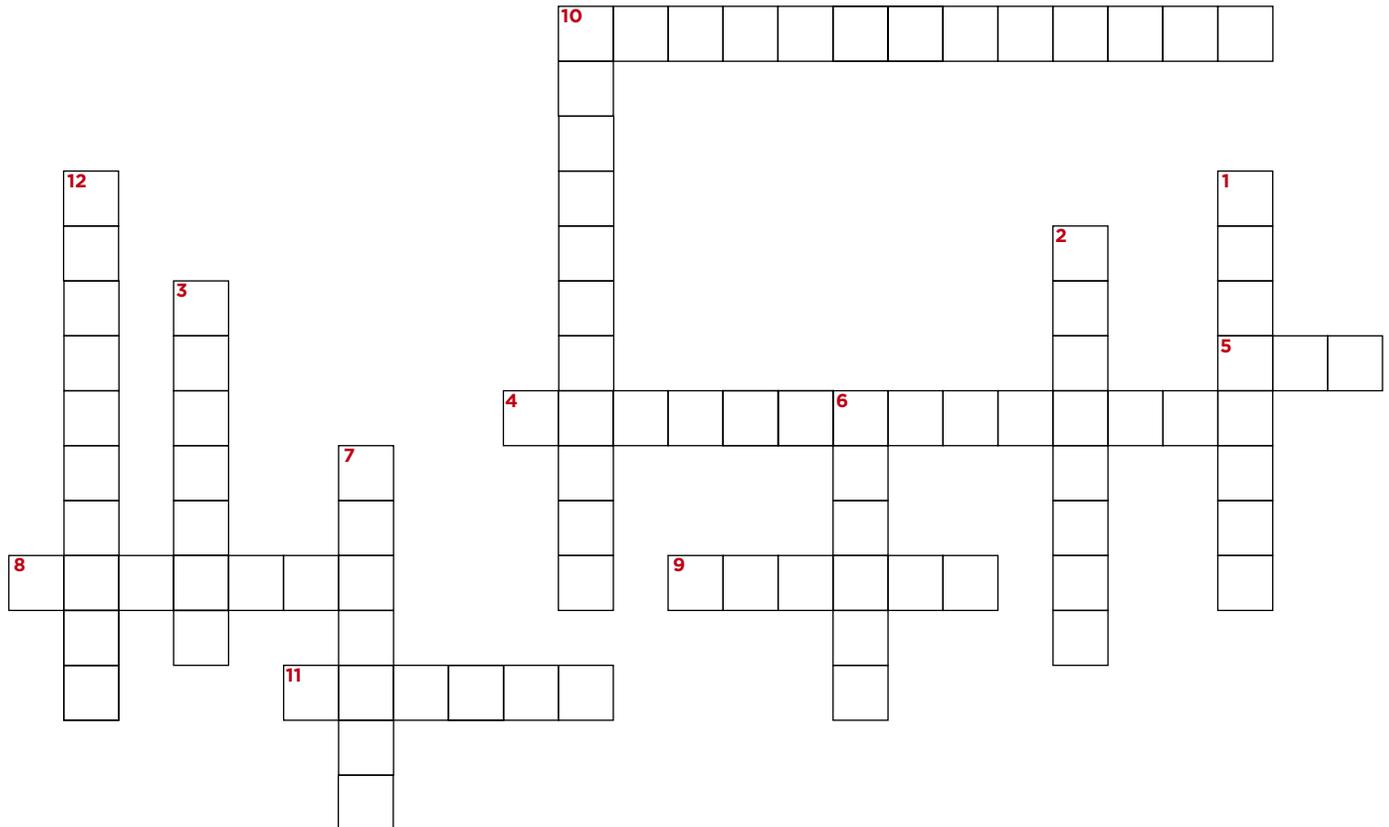
- › A witness intervenes
- › A student asks for help
- › The situation is resolved differently

Students can present their modified scenario in different formats:

- › a short skit
- › a comic strip
- › a dialogue
- › a short story

APPENDIX 1

Crossword puzzle (activity 1)



ACROSS

4. Accountability for your actions and their consequences
5. Set of adopted rules that everyone must follow to ensure order, safety and the protection of rights within society
8. Person who sees a situation of bullying
9. A statement or action meant to scare, harm or have negative consequences on someone
10. Type of bullying that occurs through the use of digital technologies, such as social media, messaging apps, text messages, online games or sharing platforms
11. To inform an adult or an authority figure of a problematic situation

DOWN

1. Repeated behaviour, words or actions that occur in a context of a power imbalance (physical strength, popularity, age, status, numbers, etc.)
2. Any intentional act, whether expressed through words, actions or in writing, that causes harm to another person. It can be physical, psychological or sexual.
3. To freely agree to an activity, without pressure, threats or manipulation, and to be able to change your mind at any time
6. To be protected from violence or any form of harassment
7. Not being subjected to insults, threats, humiliation or bullying
10. In a situation involving violence, it is a repercussion that can affect the person who experiences the act, the person who commits the act and the overall climate around them
12. To post content that ridicules someone, spread false information about a person or share rumours on social media

APPENDIX 2

Examples of scenarios (activity 5)

Scenario 1 – The rumour

- › For the past few days, several students have been saying that Alex cheated on an important exam. Nobody really knows if it's true, but the rumour is spreading quickly throughout the school. Some students are talking about it in the hallway, and others are repeating it to their friends. Gradually, some students begin to make fun of Alex, and several are now refusing to team up with him for assignments.

Scenario 2 – The exclusion

- › In a secondary school classroom, students must form teams to carry out a project. One group deliberately decides to exclude a student from their team. They say in front of everyone that he is “weird” and that they don't want to work with him. The student ends up alone and doesn't know with whom to do the assignment.

Scenario 3 – The anonymous account

- › An anonymous account appears on social media, and several students at the school start following it. This account posts messages making fun of certain students and criticizing their appearance, their clothes or their personality. Several students comment on the posts or react to them. The targeted students start feeling humiliated and uncomfortable at school.

Scenario 4 – Repeated mocking

- › Every day, a group of students makes fun of the same student when he walks by in the hallway. They laugh at how he speaks and make comments in front of the other students. Some people nearby see the situation, but they don't say anything. After a while, the targeted student starts avoiding certain areas in the school and is often alone.

Scenario 5 – The video

- › During the break, two students are arguing near the lockers, and one pushes the other. A student pulls out their phone and films the situation while several others watch and encourage the fight. The video is then shared in a group chat among students at the school. Many students watch it, and some add disparaging comments.

Scenario 6 – Threatening messages

- › A student receives several private messages from another student at the school. In these messages, the student is insulted and receives threats about things that could happen at school. The messages become increasingly aggressive as the days go by. The targeted student hesitates to talk to an adult, fearing the situation might get worse.

Scenario 7 – Student ranking

- › In a group chat between students, some of them decide to rank students in their year. They create categories like “the most popular,” “the most embarrassing” or “the least cool.” The names of some students are going around, and many people comment or react. Some students learn that they have been placed in humiliating categories.

Scenario 8 – The screenshot

- › Two students are talking in a private conversation. One of them makes a critical comment about another student in the class. A screenshot of this conversation is taken and shared in another group chat. Quickly, several students see the conversation and start talking about it at school.

Scenario 9 - The humiliating challenge

- › During the break, a group of students challenge another student in front of the others for fun. They ask him to do something ridiculous, while several students watch and laugh. The student seems uncomfortable, but he is reluctant to refuse for fear of being ridiculed even more.

Scenario 10 - The team project

- › In a classroom, a teacher asks students to form teams to carry out a project that will count for a good portion of the final grade. Students start making groups with their friends or with people with whom they already did projects in the past. A student approaches a group that is already talking together and asks if he can join them. After a moment of hesitation, one of the students in the group answers that the team is already full. However, there seems to be room for one more. A little later, some students in the group say in front of their peers that they would prefer not working with this student because they think he is difficult to collaborate with during team projects. The student concerned is left to find another team in the class. A few students who witnessed the situation wonder whether the group simply had the right to choose their work partners or whether the situation could be perceived as a form of exclusion.

Scenario 11 - The repeated joke

- › During an oral presentation in front of the class, a student mispronounces a word or confuses two pieces of information. In that moment, several students laugh a little, and the student quickly corrects his mistake before continuing with his presentation. The activity ends, and the class continues normally. In the following days, some students start talking about this episode again when they run into this student in the hallway or during breaks. For example, they repeat the mistake he made or exaggerate the situation to make their friends laugh. Each time this happens, a few students laugh. As the days go by, the story is brought up regularly in conversations. Some students say that it's just a joke and that everyone can make mistakes during a presentation.

Scenario 12 - Imitating

- › In a secondary school classroom, a student arrived a few months ago after moving from another region. The way he speaks is a little different from the other students in the class. At first, some peers find his accent amusing and sometimes repeat certain words he uses. During breaks or in the hallway, a few students imitate the way he speaks to make their friends laugh. Several students nearby laugh when they hear these imitations. With time, these imitations become more frequent. Sometimes, certain students repeat these comments even when the student concerned is nearby. They sometimes say that it's just for laughs and that it's not to be mean.

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**.