

## IDEAS FOR EDUCATIONAL ACTIVITIES

# VIOLENCE AND BULLYING AGAINST STAFF

## DO YOU HAVE THE RIGHT?

Annual Violence and  
Bullying Prevention  
in Schools Week

MARCH 23 TO 27, 2026



<b>TITLE</b>	→	<b>No to violence against school staff</b>
<b>TARGETED STUDENTS</b>	→	Preschool, Elementary Cycles One and Two
<b>OBJECTIVES</b>	→	<ul style="list-style-type: none"><li>• Help students understand the consequences of violence against school staff</li><li>• Reduce violence and bullying toward school staff</li></ul>
<b>APPROXIMATE DURATION</b>	→	Between 30 and 50 minutes
<b>MATERIALS</b>	→	<ul style="list-style-type: none"><li>• Éducaloi information sheet: Violence and bullying against staff</li><li>• In the appendix: 1) scenarios, 2) snakes and ladders game, 3) resources</li><li>• Paper and cardboard</li><li>• Pencil</li></ul>
<b>FLEXIBILITY</b>	→	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



Everyone who works at school has the right to be respected and to feel safe so they can carry out their tasks properly. Lack of respect and violent actions toward school staff can have consequences for relationships and the class atmosphere, as well as individual consequences.

# EXPECTED BEHAVIOUR

## KEY MESSAGES

- › At school, every school staff member has the right to be respected, be listened to and feel safe.
- › Everyone should be able to find their place, and to work and teach in a safe environment.

## Unacceptable behaviour:

Insulting, threatening and hitting are examples of unacceptable behaviour that infringes on the rights of others.



# 1 Ice-breaker group activity with a short discussion

## KEY MESSAGES

Not respecting school staff has consequences for you and others, which can harm classroom climate and safety. Just like the snakes in the game of Snakes and Ladders, disrespectful acts can slow us down, but they cannot stop us from being successful.

### Reminder about the code of conduct:

- › Why is it important to respect the code of conduct?
- › Why is the code of conduct important?
- › What are the consequences of not respecting the code of conduct?
- › What are the effects of respecting the code of conduct?

## Snakes and Ladders game

Use the Snakes and Ladders game template and present it to the students (see Appendix 1).

### LADDERS

Ladders correspond to the **behaviours permitted** in the code of conduct and classroom rules:

- › Following adults' instructions
- › Waiting your turn to speak
- › Speaking to staff with respect
- › Doing your work calmly
- › Encouraging others
- › Helping another person

### SNAKES

Snakes correspond to **behaviours that are not permitted** in the classroom's code of conduct and rules:

- › Throwing objects
- › Breaking the teacher's materials
- › Throwing insults
- › Shoving or hitting an adult
- › Stealing objects
- › Disobeying instructions

### END POINT

The end point is a safe classroom climate.



You can also build the Snakes and Ladders game with the group or in teams of four students. This allows students to identify the acceptable and unacceptable behaviours they observe in the classroom or school and add them to the game.

---

### Discussion

How might an adult feel when they are not being respected by students and are faced with an unacceptable situation?

---

# RESPECT FOR SCHOOL STAFF AND SCHOOL RULES

## KEY MESSAGES

- › Rules, laws, civility and respect protect the rights of staff and ensure a safe environment where students can learn.
- › Crossing these boundaries has consequences, while respecting them promotes learning and reinforces individual and collective responsibilities.
- › Each student must respect their peers and the staff and follow the rules. They must express their needs or emotions in a respectful manner, asking for help if needed.

## 2 Creating a collective concept map

Discussion leads students to recognize the essential role of school staff in ensuring their safety and helping them learn. With the help of the Éducaloi sheet, students understand that respecting adults and following school rules protects the rights of everyone.

By reflecting on this, students can develop a better understanding of individual and collective responsibilities within the school community. It is a good opportunity to remind students that disrespectful words and actions can have consequences.

Divide the class into small groups, each responsible for answering a specific question. Once discussions come to an end, bring back the groups to create a collective map that combines and organizes the teams' ideas. The maps produced during this activity can be hung on the classroom walls or in the school to serve as a visual reminder of the concepts that were examined.

### Examples of questions:

- › Why can't a school function without rules?
- › Why and how do school rules help us to learn in a safe environment?
- › Do adults experience stress in the same way as students?
- › Is laughing at your teacher the same as physically hurting them?
- › How can violence against school staff affect the teacher, activities and support for students?
- › Are other students affected when an adult is mistreated? In what way?
- › Why does everyone's safety also depend on respect for staff?
- › Why is it important to respect adults, even when you are angry or stressed?
- › Can violence against staff really help solve a problem? What are some more effective solutions?
- › How can we express our disagreement without hurting anyone's feelings?
- › How would you react if you saw an adult being insulted? What are some possible respectful actions?

# WORKING TOGETHER TO BETTER PREVENT VIOLENCE AND BULLYING AGAINST SCHOOL STAFF

## KEY MESSAGES

- › The activity helps students develop an awareness of the emotions of those involved and the effects of their words and actions.
- › It helps them understand that disrespectful behaviour crosses boundaries, infringes on the rights of others and has consequences on the classroom environment and learning. It also leads them to consider actions that are more respectful and appropriate.

## 3 Scenarios: What could you do?

The facilitator presents the scenarios (see Appendix 2). Students must reflect on the consequences of violence and bullying against school staff, then name other solutions that could help resolve the situations.

### Example of a scenario:

A student is angry because he does not want to do an activity. He throws the teacher's books on the ground. The books end up all over the classroom.

- › What might the teacher be feeling?
- › Is the student's behaviour acceptable? Why or why not?
- › Could there be consequences for their actions?
- › How might other students in the class feel? What can they do?

# APPENDIX 1

## Snakes and Ladders game (Activity 1)



# SNAKES AND LADDERS

Theme: code of conduct and safe classroom climate

**START**

**FINISH**  
A healthy and safe classroom climate

25 Breaking material	26	27	28	29	20 Following instructions
24	23	22	21 Throwing objects	19 Disobeying instructions	18
13 Encouraging others	14 Helping a friend	15 Shoving an adult	16	17 Insulting someone	18
12	11	10	9	8	7
2	3 Speaking with respect	4	5	6 Waiting your turn to speak	6

Behaviors and Scenarios on the board:

- 25: Breaking material
- 20: Following instructions
- 19: Disobeying instructions
- 17: Insulting someone
- 15: Shoving an adult
- 14: Helping a friend
- 12: Encouraging others
- 11: (Empty)
- 10: (Empty)
- 9: (Empty)
- 8: (Empty)
- 7: (Empty)
- 6: Waiting your turn to speak
- 5: (Empty)
- 4: (Empty)
- 3: Speaking with respect
- 2: (Empty)

# APPENDIX 2

## Question sheets (Activity 3)

### Scenario A - Need to be heard

**A student is disappointed because his teacher does not have time to let him speak in class. He gets angry, covers his ears with his hands and screams at the top of his lungs.**

- › Is this behaviour acceptable? Why or why not?
- › Why is it sometimes better to wait for the right moment to speak up?
- › What can help you be patient or calm down?

### Scenario B - This is not a joke

**During a classroom activity, the teacher explains some instructions. A student raises her hand, then imitates the teacher's voice to make her peers laugh. Some students laugh, others seem uncomfortable. The teacher pauses. The atmosphere in the classroom changes.**

- › Is the student's behaviour acceptable? Why or why not?
- › In what way does the student's behaviour disrupt the group atmosphere and the activity?
- › What might the consequences be?
- › Could there also be consequences for the students who laughed?
- › What should you do when a student makes fun of a teacher?

### Scenario C - An annoying request

**A student is angry after his teacher asks him to do something. He screams insults at her and refuses to listen. He throws his pencil and repeatedly hits his desk.**

- › Is the student's behaviour acceptable? Why or why not?
- › What might the teacher be feeling?
- › How might other students in the class feel?
- › What consequences does the student's behaviour have on the learning and concentration of the other students?
- › What could the student do instead of yelling insults and hitting their desk?

### Scenario D - Anger management

**A student is angry because he does not want to do an activity. He throws the teacher's books on the ground. The books end up all over the classroom.**

- › Is this behaviour acceptable? Why or why not?
- › What might the teacher be feeling?
- › How might other students in the class feel?
- › What could the student who threw the books do instead?
- › Could there be consequences for the student? What are they?
- › What can students do when they are angry, without harming others or breaking objects in the classroom?

## **Scenario E – The importance of the witness**

**You see a student planning to play a trick on a teacher.**

- › How might the teacher feel if the trick takes place?
- › What can you do to prevent the trick from happening?

## **Scenario F – A deaf ear**

**Recess is over and the monitor asks a student to get in line to return to class. The student pretends not to have heard and keeps playing. The whole class is looking at him and has to wait.**

- › What might the monitor be feeling?
- › How might other students in the line feel?
- › Is this behaviour acceptable? Why or why not?
- › What are the possible consequences?

# 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**.