

IDEAS FOR EDUCATIONAL ACTIVITIES

VIOLENCE AND BULLYING AGAINST STAFF

DO YOU HAVE THE RIGHT?

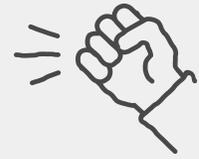
Annual Violence and
Bullying Prevention
in Schools Week

MARCH 23 TO 27, 2026



TITLE	→	No to violence against school staff
TARGETED STUDENTS	→	Elementary Cycle Three and secondary school
OBJECTIVES	→	<ul style="list-style-type: none">• Foster civility toward school staff• Understand the consequences of violence against school staff for the classroom climate and quality of learning• Reduce violence and bullying toward school staff
APPROXIMATE DURATION	→	Between 30 and 45 minutes
MATERIALS AND RESOURCES	→	<ul style="list-style-type: none">• Éducaloi information sheet: Violence and bullying against staff• Paper• Pencil
FLEXIBILITY	→	The order of activities is for reference only and can be adapted to suit each school or group. For example, the activities can be carried out at different times and can be adapted to the students' age group.

CONTEXT



At school, every staff member has the right to be respected, be listened to and feel safe in order to do their job well.

EXPECTED BEHAVIOUR

KEY MESSAGE

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

1 Ice-breaker activity

The facilitator presents various real-life situations involving behaviours directed at a school staff member. Students are invited to form an opinion on the effect they think the behaviour could have on the situation and on the classroom climate.

Each situation leads to a structured discussion on the concrete impacts: disruption of the class, loss of learning time, conflict escalation, peer pressure, possible disciplinary consequences, sense of safety compromised, etc. The objective is to help students recognize that certain actions directed at an adult, even if trivialized or presented as “jokes,” can quickly undermine the classroom environment and negatively affect the entire group.

Adapted statements

- › Intentionally ignoring instructions to show disagreement
- › Making the class laugh when an adult is providing an explanation
- › Subtly making fun of the adult (but loud enough to be heard)
- › Not doing the assigned work
- › Making fun of a teacher
- › Refusing to collaborate
- › Threatening a staff member
- › Imitating a teacher or monitor
- › Playing a trick on a teacher

Overview

Choose some volunteers in the class.

1a Scenario (1 minute)

(Choose the statement that is most relevant according to the context)

A student challenges instructions.
Two students laugh.
The volume gradually rises.

The scene is interrupted.

1b Questions to consider

- › Who caused the situation to change?
- › At what point could it have stopped?
- › Does it become peer pressure?
- › How might the teacher feel in this situation?

RESPECT FOR SCHOOL STAFF AND COMPLIANCE WITH SCHOOL RULES

KEY MESSAGE

Rules, laws, civility and respect protect staff and enable them to feel comfortable at school, to teach and to intervene more easily.

2 Guided simulation

This is a structured scenario where students participate in a simulation that involves decision-making. Students are given different roles (principal, student, staff member, witness) and must analyze a problematic behaviour from the perspective of rights, responsibilities and consequences.

The facilitator presents the initial situation, assigns the roles and explains the expectations. They remind everyone of their rights (dignity, safety, integrity, reputation) and guide discussions. The activity continues with a period of reflection to identify the concrete impacts experienced by the victim and the measures that can be applied. The Éducaloi information sheets may be used to support and guide discussions.

Overview of the activity

2a Presentation of a case

Example: A student insults a teacher in front of the whole class after receiving instructions.

2b Assignment of team roles

- › **Team 1:** Principal (decides on measures)
- › **Team 2:** Staff member concerned
- › **Team 3:** Student who committed the act
- › **Team 4:** Witnesses

2c Preparation

Each team must prepare arguments according to their role.

- › **Principal team:**
 - What measures are being considered?
 - How are they proportionate to the situation?
- › **Staff member team:**
 - What right was infringed upon?
 - What impact does this have?
- › **Student team:**
 - What responsibilities were not fulfilled?
 - Are there extenuating circumstances?
- › **Witness team:**
 - Was the classroom climate affected?
 - Was the sense of security affected?
 - Can you do anything in this type of situation?

2d Simulated hearing

Each team briefly presents their point of view.

2e Collective analysis

The facilitator asks guiding questions:

- › What happens in a school where these actions are not dealt with?
- › What specific behaviour is problematic?
- › What would happen if there were no consequences?

WORKING TOGETHER TO PREVENT VIOLENCE AND BULLYING AGAINST SCHOOL STAFF

KEY MESSAGE

- › Being civil toward school staff helps to create a safe environment that fosters learning while supporting everyone's personal and social development.
- › Violent words and actions directed at staff can be harmful and have consequences for the school climate and quality of learning. They can even lead to occupational injuries and time off work.

3 Activity: Media investigation

Objective

Have students analyze a real situation involving violence or bullying that was covered by the media so as to better understand the impacts, the rights at stake and the means of prevention.

KEY MESSAGES

- › Acts of violence and bullying can have serious consequences for those who experience them.
- › Learning to recognize what is and isn't acceptable helps to better understand situations of violence and bullying and to take action to prevent them.
- › Understanding the situations allows for reflection on what is and isn't acceptable and helps us prevent them.
- › Through their actions and choices, every student can contribute to creating a safe school climate.

Context (to be read to students)

The media often covers situations of violence and/or bullying taking place in our schools. These articles show that such acts are not always harmless: they can have significant consequences for students, school staff and the school climate.

These reports also make it possible to better understand what happened, the consequences of these acts and the solutions that can be implemented to prevent these types of situations.

Today, you will become news analysts who will reflect on these situations and propose solutions to improve the school climate.

Overview of the activity

Make teams of 3 or 4 students. Each team receives a newspaper article covering a situation involving violence and/or bullying at school (real article).

The students read the article together and fill out their media logbook.

MEDIA LOGBOOK

Understanding the situation

- › What happened in this situation?
- › Who were the people involved and what roles did they play in the event (person targeted, person who committed the act, witnesses, adults, etc.)?
- › At what point did the situation cross a boundary?

Recognizing the impacts

- › Among the acts reported in the article, which ones seem problematic? Why?
- › What might be the consequences for the person who is the victim (in the short and long term)?
- › What might be the consequences for the person who committed the act?
- › Are there certain actions described in the article that could lead to intervention on the part of the school or other authorities? In your opinion, at what point does a behaviour stop being acceptable in a school setting?

Identifying the rights involved

- › What behaviours described in the article could violate the school's rules or code of conduct?
- › If this situation was happening in your school, what rules or expected behaviours would be involved?
- › What measures under the anti-bullying and anti-violence plan could help to deal with or prevent this type of situation?
- › Who could have intervened in this situation and at what point?
- › What rights were not respected in this situation?
- › At what point did the situation cross a boundary?

Thinking about solutions

- › What could be done to prevent this situation from happening again?
- › Who, in the school, could intervene in such a situation (principal, teachers, counsellors, etc.)? What actions could help improve the school environment?

TEAM MISSION – BECOMING JOURNALISTS

Each team must prepare a short media segment to present their thoughts to the class.

They can choose from among the following formats:

- › **Newscast**
Students present the event and the proposed solutions.
- › **Podcast**
Students discuss the situation as if they were on a show.
- › **Short play**
Students demonstrate the situation and suggest a positive way to solve it.
- › **Front page of a newspaper**
Students create the first page of a newspaper with:
 - a headline
 - a summary of the situation
 - an “Analysis of rights and boundaries” section
 - a “Solutions” section

Each team presents their analysis to the class.

After each presentation, the class can discuss:

- › What solutions seemed the most effective to you?
 - › What would you have done in this situation?
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4 Team writing workshop

Present the school’s code of conduct and the anti-bullying and anti-violence plan

The facilitator presents the school’s code of conduct and the anti-bullying and anti-violence plan to the students and explains the main rules.

4a Reading and understanding the rules

Students take a few minutes to read the rules and the plan, and to ask questions if they do not understand certain elements.

4b Improve the rules of the school’s code of conduct and/or anti-bullying and anti-violence plan

On an activity sheet, the teams write suggestions to improve the school’s code of conduct and/or anti-bullying and anti-violence plan..

4c Sharing ideas

The teams share their ideas with the class. The teacher facilitates a discussion in which everyone reflects on why it is important to follow the rules and to understand the school’s code of conduct and anti-bullying and anti-violence plan.

4d Reviewing as a group

As a class, discuss the ideas that were suggested and highlight the behaviours that contribute to creating a respectful and safe environment at school.

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**.