

NBELA (New Brunswick Education Leadership Academy)

Action Research Final Report

What are the better practices required, by a school district and schools trained in *The Red Cross RespectED: Beyond the Hurt*, to see noticeable changes in the school climate, incidences of office referrals related to bullying, and behaviour of bystanders in a school?

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NBELA Action Research Final Report

Action Research Question:	What are the better practices required, by a school district and schools trained in <i>The Red Cross RespectED: Beyond the Hurt</i> , to see noticeable changes in the school climate, incidences of office referrals related to bullying, and behaviour of bystanders in a school?
School(s) involved in Project:	Fredericton City Middle and High School
Date:	November 2010 - May 2012
District:	School District 18
Area of Focus:	Anti-Bullying and Safe Schools

Abstract

This action research project was designed to examine better practices required with the implementation of the *Red Cross RespectED: Beyond the Hurt* program to see noticeable changes in the school climate, incidences of office referrals related to bullying, and behaviour of bystanders in a school. Pre- and Post-student surveys, student and Teacher Facilitator written comments, focus groups and behaviour tracking data were used to monitor targets of: the impact of peer facilitated presentations at the middle/high school, impact of safe school initiatives/interventions/strategies at the school, reaction in bystanders responding to incidences of bullying, office referrals regarding bullying at school and the creation of the school as a safe learning environment.

The project explored the effectiveness of the *Red Cross RespectED: Beyond the Hurt* program, a whole school approach to bullying with an embedded / student-delivered anti-bullying workshop, on the school culture and aimed to identify the better practices for sustainability of the program. According to the Public Safety Report *Bullying Prevention in Schools (2012, p. 7)*, "research has shown that narrowly focused programs directed solely at bullies or their victims; situational deterrents; and zero tolerance policies including school expulsion have limited effectiveness and may actually increase or exacerbate the problem." (Fox et al, 2003; Mayencourt, Locke & McMahan, 2003; Pepler, Smith & Rigby, 2004; Shaw, 2001).

The study was conducted between November 2010 and May 2012. The post survey results showed positive changes. Overall, schools identified greater student knowledge of bullying, whole school interventions were incorporated, and feedback indicated students felt safe at school. Further, students were taught leadership and presentation skills that prepared them to go into classes, present to parent groups and the media to share what they had learned and to pass along skills and information necessary to reduce bullying.

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INTRODUCTION

Bullying is in the headlines almost weekly and is a rising concern of many schools. Further, given the negative outcomes and adverse consequences, it has attracted the attention of many educators on how best to address. As noted in *Bullying in Schools: Guidelines for Intervention and Prevention* (2007), PREVnet researchers suggest that interventions “occur within and beyond the classroom and be broad in scope to promote positive interactions and social experiences for all children” (p. 11).

This action research project focused on bullying prevention at the middle and high school level. Through conducting surveys with students and the Teacher Facilitators, and examining school data, evidence of successful better practices for implementation and sustainability of the *Beyond the Hurt* program were explored. According to Bowllan (2011), “when considering a school-wide bullying prevention program it would be important to include appropriate stakeholders such as parents, teachers, and support personnel along with school administration throughout the decision-making, planning, implementation, and evaluation phase of the program.”

During the 2010-2011 school year, School District 18 partnered with the Canadian Red Cross and had fourteen educators trained as facilitators of the *Red Cross RespectED: Beyond the Hurt* program. The Red Cross *Beyond the Hurt* program is a comprehensive approach to bullying and harassment that focuses on building capacity with youth and school staff. Youth and educators are trained on how, via a peer facilitation model, to respond and stand up to bullying. In addition to youth providing *Beyond the Hurt* workshops to their peers many other initiatives within the school community are organized. The program provides an opportunity for students and teachers to discuss how to make the school safer through additional initiatives outside of the classroom student-led workshops. (Canadian Red Cross, 2012)

METHODOLOGY

The project began with a “Train the Trainer” session for 14 educators who work with youth ages 12 and older. Educators selected for the training were guidance counsellors representing the middle and high schools and/or educators already involved in bullying prevention initiatives at their schools. Over a two-day training session, facilitated by instructors of the Red Cross, the educators received current information on topics such as: bullying and harassment, the impact of bullying on young people and those youth which are the most vulnerable, the difference between harassment and bullying, how the law and school policies can react effectively to the problem, how to respond to disclosures, proactive strategies, resources and support available. Upon completion of the two day training workshop, fourteen educators were certified to deliver *Beyond the Hurt* Peer Facilitation to middle and high school students.

Over the next six to eight months, the certified instructors then began to coordinate training for up to 12 students and another educator at their respective schools. At several schools, the students completed application forms (Appendix A). This provided an opportunity for the teacher trainers to gain an idea of the number of students interested and the strengths the students felt they could bring to the project. Over the two days of training the students and teachers learned about the different forms of bullying and harassment, the impact of bullying/harassment on people throughout the lifespan, how to offer a workshop to their peers and effective presentation skills to deliver the message to peers in a classroom setting.

Two schools were chosen as part of this action research project to determine the better practices required to effectively implement the *Beyond the Hurt Program* and one of these schools was chosen to monitor if there were noticeable differences in collected data related to incidences of office referrals to bullying, perception data and behaviour of bystanders.

Using a variety of data sources, the goal was to investigate whether the program *Beyond the Hurt* achieved its intended goals of increasing student awareness of types of bullying, examining student responses to bullying, office referral reports and changes in school climate.

Data collected prior to the implementation of the *Beyond the Hurt* program, included:

- Provincial Parent Perception Data
- Provincial Student Perception Data
- Tell Them From Me Data
- Behaviour Tracking Data

Additional data collected for the action research project includes:

- Educator facilitator evaluations of the program
- Student completed evaluations of the 2 day youth training (Appendix B)
- Student evaluations of the classroom sessions (Appendix C)
- Focus groups with high school students (Appendix D)
- Tell Them From Me “Bullying and Safe School Survey” (post program implementation)

The data collected was used to assist in better understanding the impact of the program.

RESULTS

TABLE 1A and 1B : Perception Data from 2009-2010 - One Year before *Beyond the Hurt* was implemented in School A

Table 1A presents pre-program implementation Parent Perception Data of School A. The questions were asked in November 2009 and a total of 63.5% of families from School A responded. The results indicate that, although parents generally rank the school as having a safer and more caring environment compared to district and provincial comparisons, the lowest % agreements were found in two areas (*Students treat others well* - 66% and *The school's response to bullying is effective* - 65%). In other words, parents indicated bullying and how students treated each other as an area of concern at the school. This fits well with the goals of the *Beyond the Hurt Program*; to use a peer facilitation model to educate students about the impact of bullying and the issues related to bullying, to explore the rights and responsibilities of individuals, and further to incorporate proactive school strategies to work with youth to create safer environments.

TABLE 1A : Parent Perception Data from 2009-2010

	% Agreement – School	% Agreement - District	% Agreement - Province
School has discipline policy that is fair and reasonable.	82	80	76
My child's teachers are effective at helping students manage their behaviour.	78	75	73
This school promotes and teaches respectful behaviour.	91	86	84
Students treat others well.	66	62	57
My child feels safe at this school.	91	87	82
The school's response to bullying is effective.	65	63	60

Table 1B presents pre-program implementation Student Perception Data of School A. The questions were given to the students in November 2009 and a total of 597 students responded. As found in the Parent Perception Survey (see above) the results indicate students generally rank the school as being a safer and more caring school compared to district and provincial comparisons. However, as in the case of the Parent Perception Data the students are indicating that “Bullying” and “how they treat each other” are areas of concern.

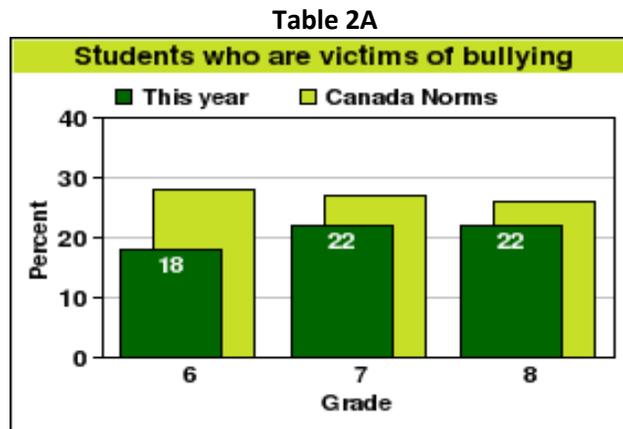
TABLE 1B :Student Perception Data from 2009-2010

	% Agreement – School	% Agreement - District	% Agreement - Province
I feel safe at this school.	87	82	78
Bullying* is NOT a problem at this school.	44	30	30
Mostly, people in this school treat each other with respect.	61	47	45
This is a caring school.	82	73	66

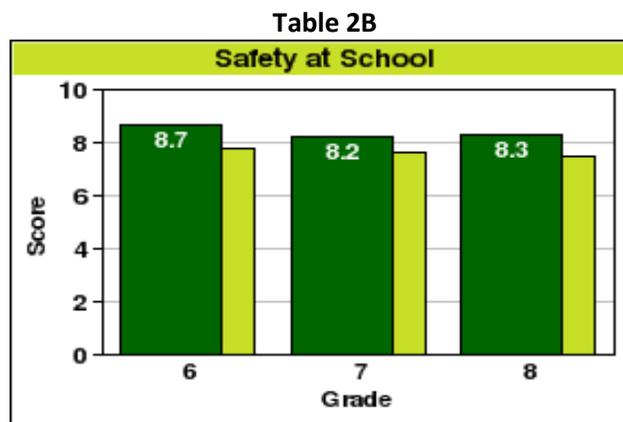
Both Tables 1A and 1B indicate there was agreement between parents and students in identifying School A as being a caring and safe place of learning. As well, both groups identify that “bullying” and “how students treated each other” are areas of concern.

Tables 2A and 2B: TTFM Report “Pre - *Beyond the Hurt*” from 2009-2010
 (TTFM – Tell Them From Me Survey from the Learning Bar <http://www.thelearningbar.com/>)
 The TTFM on-line survey was administered to 173 students from School A in February 2010.

The information found in Tables 2A and 2B is data to specific questions on frequency and severity of bullying behaviours experienced by students. Both tables re-enforce the data found in the Perception Data in Tables 1A and 1B but the data found in Tables 2A and 2B below compares the school with similar sized schools nationally.



- 21% of students in this school were victims of moderate to severe bullying in the previous month; the Canada norm for these grades is 27%.
- 19% of the girls and 23% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canada norm for girls is 26% and for boys is 28%.



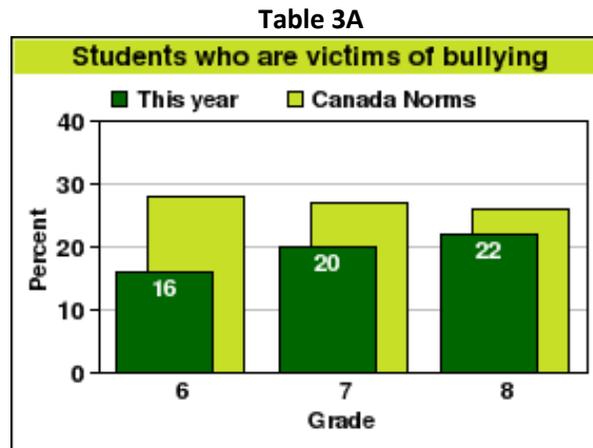
- In this school, students rated ‘Safety at School’ 8.4 out of 10; the Canada norm for these grades is 7.6.
- In this school, ‘Safety at School’ was rated 8.6 out of 10 by girls and 8.2 out of 10 by boys. The Canada norm for girls is 7.9 and for boys is 7.4.

Table 3A and 3B: TTFM Report “Beyond the Hurt” Year 1 from 2010-2011

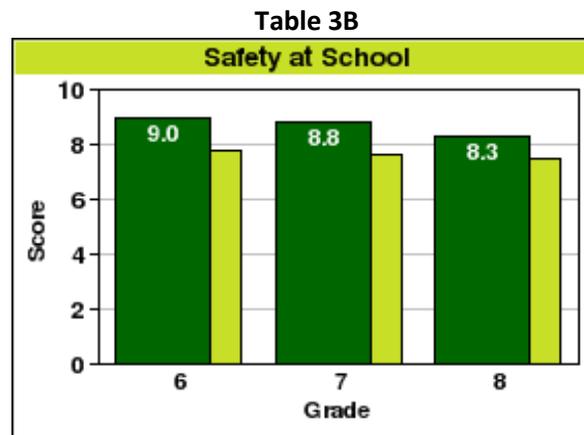
(TTFM – Tell Them From Me survey from the Learning Bar <http://www.thelearningbar.com/>)

The TTFM on-line survey was administered to 340 students from School A between Nov. 2010 and Jan. 2011

The information found in Tables 3A and 3B is data to the same specific questions on frequency and severity of bullying behaviours experienced by students that were asked to the students in the school year 2009-2010 (Tables 2A and 2B).



- 19% of students in this school were victims of moderate to severe bullying in the previous month; the Canada norm for these grades is 27%.
- 19% of the girls and 19% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canada norm for girls is 26% and for boys is 28%.



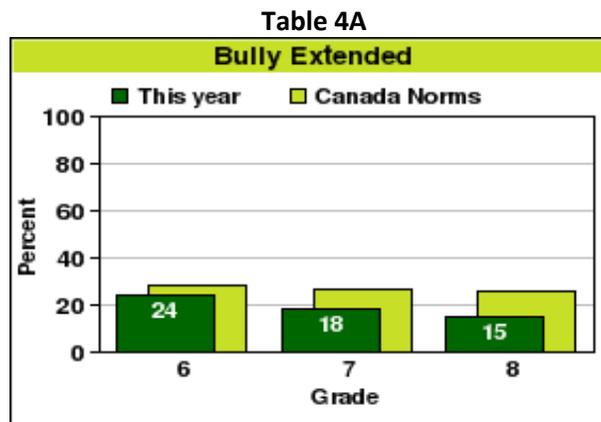
- Students feel safe.
- In this school, students rated ‘Safety at School’ 8.7 out of 10; the Canada norm for these grades is 7.6.
- In this school, ‘Safety at School’ was rated 8.9 out of 10 by girls and 8.6 out of 10 by boys. The Canada norm for girls is 7.9 and for boys is 7.4.

Table 4A and 4B: TTFM Report “Beyond the Hurt” Year 2 from 2011-2012

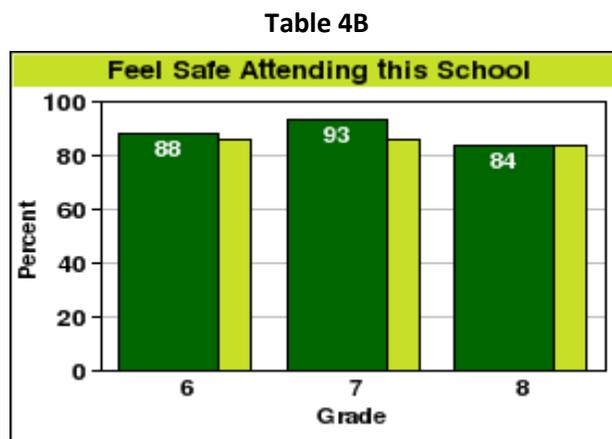
(TTFM – Tell Them From Me survey from the Learning Bar <http://www.thelearningbar.com/>)

The TTFM on-line survey was administered to 505 students from School A in March 2012

The information found in Tables 4A and 4B is data to the same specific questions on frequency and severity of bullying behaviours experienced by students that were asked to the students in the previous two school years.



- 19% of students in this school were victims of moderate to severe bullying in the previous month; the Canada norm for these grades is 27%.
- 17% of the girls and 21% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canada norm for girls is 26% and for boys is 28%.



- Students feel safe at school as well as going to and from school.
- 88% of students felt safe attending the school; the Canada norm for these grades is 85%.
- 90% of the girls and 86% of the boys felt safe attending the school. The Canada norm for girls is 87% and for boys is 84%.

Table 6: Behaviour Tracking Data from 2009-2012

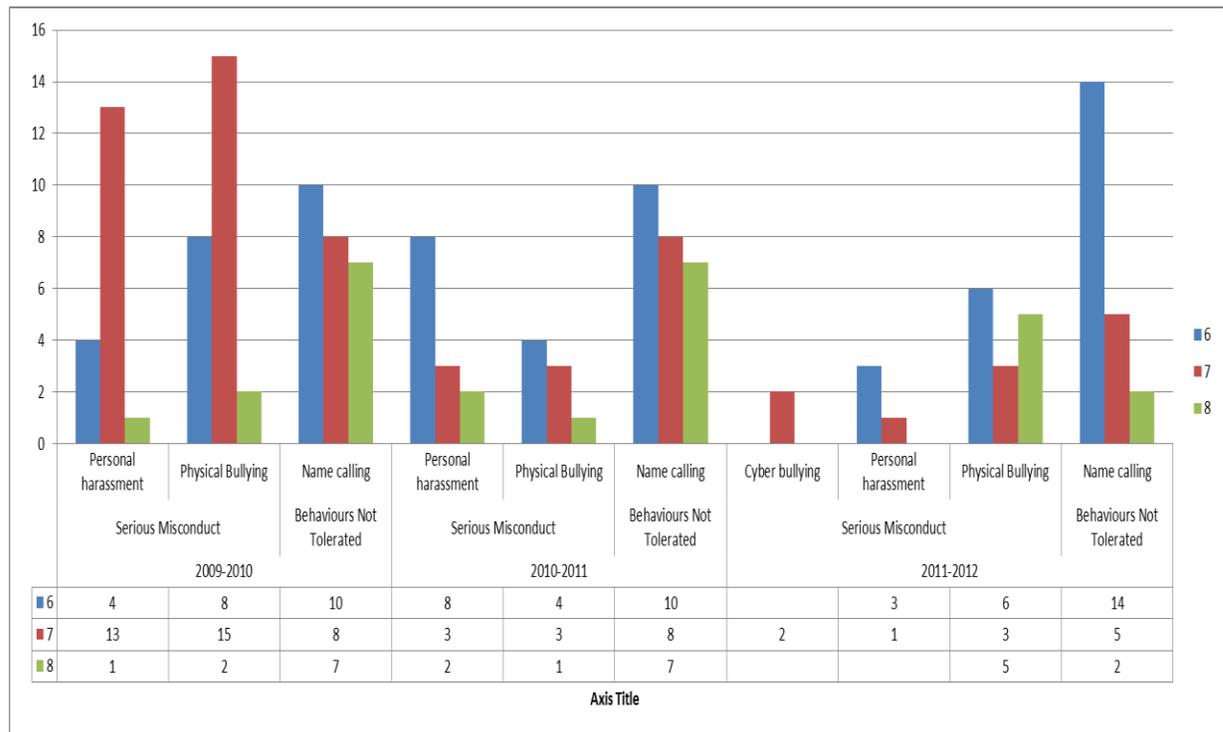


Table 6 represents office referrals by staff for the following categories: personal harassment, physical bullying, name calling and cyberbullying over a three year period (pre- *Beyond The Hurt* and during implementation). The office referrals are recorded on a behaviour tracking form and are submitted by the teaching staff to the administration.

It is important to note that recoding the category of cyberbullying only began during the 2011-2012 school year.

Overall, there was a decrease in the number of office referrals of behaviours related to bullying.

DISCUSSION OF RESULTS

Prior to the introduction of the *Beyond The Hurt (BTH)* program to School A it appears from the results that School A had many facets that marked it above average in being a safe and caring school. Though bullying and how students treated each other were areas of concern by both parents and students of the school, the concern was not as great as compared to district, provincial and national data. It would indicate the school needed to continue fostering a caring environment while lowering the incidence of bullying as well as ensuring students were able to treat each other better.

During the first year of the *BTH* program the school did make some improvements in the number of students who were victims of moderate to severe bullying in the previous month (down from 21% to 19%). This was done as the students continued to identify the school as a safe place.

Though the second year of the implementation of the *BTH* program did not indicate any change with the overall data from the previous year, a closer look at the data indicates a great improvement in the number of students in Grade 8 who were victims of moderate to severe bullying in the previous month. The *Tell Them From Me (TTFM)* data in both 2009-10 and 2010-11 shows that 22% of Grade 8 students were victims of moderate to severe bullying whereas the percentage dropped to 15% in the 2012 survey. Tracking the same cohort of students from School A over a three year period pre *Beyond the Hurt* implementation to year 1 *BTH* and Year 2 *BTH* presents a trend in data with a decrease in incidence of bullying. In other words, the second year of the program had a significant impact on the students most involved (Grade 7 Year 1 to Grade 8 Year 2).

Conversations with the Principal provided qualitative validation of this data. He did specify that the trend in the past showed that students from Grade 6 through to Grade 8 would sustain similar results throughout their middle school experience or see an increase, not a decrease, as was reported in the TTFM data. He was pleased. There was a decrease in victims of bullying.

RECOMMENDATIONS

“A safe school environment is critical for students’ learning and well-being. Schools are safer when school staff, students, parents and community agencies work together to prevent bullying, exclusion and sexual harassment.” (*Tell Them From Me, Bullying and School Safety Report 2011-12*)

The implementation of *Beyond the Hurt (BTH)* has shown promising results. Key components were creating a school environment in which all students feel safe, embedding the program into existing initiatives and curriculum, and regularly monitoring the program.

Results of the student surveys and focus groups identify positive impacts at the school. One Grade 8 student commented that there is a “steady decline in bullying incidents you see or are part of as a bystander, mostly because there has been such a positive response to this (*Beyond the Hurt*), everyone is wearing bracelets and t-shirts, it is definitely on the decline.” Students shared that since participating in the *Beyond the Hurt* program “their peers have become more aware of bullying as an issue and have more proactive ways in addressing it”.

The results of the *Tell Them From Me* survey, pre- and post- implementation of the *Beyond the Hurt* Program at the pilot middle school, indicate improvements. Students identify that they feel safe at school and that there are safe ways to report incidences of bullying.

Based on the feedback received by the schools, facilitators and students, interventions should be whole school. Implementing an on-going school wide intervention greatly increases the chance of attaining the desired outcomes.

Factors that were identified that had an impact on the outcomes of the *Red Cross RespectED: Beyond the Hurt* program include:

- On-going training of students
- Sustainability of youth trained
- Sustainability of Teacher Facilitators
- Support from the school and school district

In an effort to improve the program, it is important that a strong relationship exist with the Red Cross and the school district. Bullying prevention requires the support, leadership and resources of the school district, school and community stakeholders. A comprehensive whole school approach that extends from the youth to staff, parents and community with school-wide initiatives, classroom presentations and individual interventions indicated positive impacts.

Schools identifying greatest success with the program identified the following characteristics:

- School based leadership; individuals committed to the program
- Support of school administration and classroom teachers; administration provide opportunities for the entire school staff to become engaged in the support of *BTH*
- Communication of the program to teachers, parents and the community
- Student presentations linked to curriculum outcomes for classroom teachers
- Dedicated time invested with the Student Facilitators
- Adequate support to the Teacher Facilitators from the district (such as supply time for the training)
- Careful selection of Teacher Facilitators / teacher leaders
- Careful selection of the Student Facilitators; utilization of a student Application Form
- Empowerment of the *BTH* students
- On-going support to the *BTH* students from the school facilitators
- On-going support from local Red Cross staff

Areas / ways identified by school staff and students to strengthen the program:

- Provide peer education on working with the media for youth and Teacher Facilitators
- Establish networking opportunities for *BTH* students from the various schools
- Establish networking opportunities for *BTH* Teacher Facilitators from the various schools
- Institute regular student-leader meetings
- Build capacity and sustainability in the school (ensure the *BTH* group has representation from across the grades, have a core number of **committed** students, “students selected need to believe in what they are doing”.)
- Develop a Red Cross on-line registration process of students for workshop sessions
- Have the teacher *Beyond the Hurt* facilitator present during youth presentations or equip the classroom teacher with background information to assist youth if difficulties arise during classroom presentations
- Identify consistent data collection means for schools, such as *The Learning Bar-Tell Them From Me Bullying and School Safety Report* and *School Based Behaviour Tracking Data*
- Involve *BTH* youth in special Red Cross events, such as Red Cross Volunteer Appreciation Events, committees, focus groups
- Develop a process at the school level for delivery of information from the Red Cross to the *BTH* youth facilitators
- Hold focus group or think tank sessions with youth to get informal feedback on the program and thoughts around bullying

- Extend the *BTH* group to include a larger group of youth who become anti-bullying ambassadors for the entire school community
- Develop a school based yearlong plan / calendar of events, classroom presentation

Positives identified by youth participating in the *Beyond the Hurt* 2-day Student Facilitator Training;

- Lots of hands-on learning activities
- Activities empowered youth
- Information was eye opening; particularly some of the videos
- Youth were part of the learning and sharing – there were opportunities for youth to share what they felt would work best with their peers
- Program presented lots of materials/activities to choose from
- Training increased youth knowledge about bullying and harassment
- Students were eager to share the knowledge acquired from the 2 days of training

Recommendations for future student *Beyond the Hurt* Facilitator Training (as noted by youth and Teacher Facilitators):

- Have a half-day refresher session for throughout the year
- Provide age appropriate stories to share (middle and high school examples)
- Provide the latest Canadian statistics and Canadian trends
- Provide on-going lists of approved videos and/or YouTube examples for youth to use as part of classroom presentations
- Clearly identify activities for the various levels; i.e. middle and high
- Have available a calendar of special events that the youth can use to plan around (Anti-Bullying Week, Safe Schools Week, Blue Day, Pink Day, Random Acts of Kindness Week, Mental Health Week,)
- Take adequate time for student evaluation of the training
- Include strategies for the youth presenters on how to get responses from the audience: ways to ask questions, start discussions, get maximum student participation
- Involve high school *BTH* students with middle level training

Positives of the *Beyond the Hurt* Classroom Presentations by peers:

- Students were sharing personal stories
- A peer discussion atmosphere was created
- There was a comfort of peers in leading the sessions
- Activities chosen engaged youth; “Poker Face and skits were a blast”
- Lots of age appropriate group activities for students; “Lemon Peel Activity well received”

Recommendations for the *Beyond the Hurt* classroom presentations/sessions with peers:

- Have the classroom teacher prep the class before the student presentations
- Ensure one of the Teacher Facilitators is present for the peer presentations for backup in case a question is asked and the students do not feel comfortable responding
- Have practice coach sessions with the Student Facilitators (particularly at middle level)
- Have enough students trained as classroom facilitators so that the same students are not always out of class
- Mix and match facilitators over the grades – this allows for mentoring and capacity building
- Use current data/statistics
- Stress the importance of the bystander; focus on strategies for the bystander and how best to respond
- Start the classroom sessions with an engaging whole class activity
- Use presentation methods that are engaging for the classes; ensure the presentations are captivating to a youth audience
- Incorporate powerful videos, PSA's, YouTube clips
- Keep the presentations current to student trends, music and social media usage
- Need more than one 45 minute class session with peers
- Have a follow up package for the classroom teacher to facilitate after the student session

Areas/ways identified by school district staff and Red Cross staff to strengthen the program:

- Begin the program under the endorsement of the Superintendent of Schools
- Provide an information session for school administrators prior to introducing the program in the school
- Involve school administration in the school based Youth Facilitator Training (such as, have the Principal welcome the youth, acknowledge the value of the training and program to the school, share experiences and hand out the certificates at the completion of the program)
- Select school based staff who are committed to the program and goals; need the right people to facilitate the training and for sustainability of the program
- Establish on-going communication of school district with Red Cross staff
- Ensure anti-bullying is a responsibility of a school district staff person
- Provide regular updates of current materials to Teacher Facilitators
- Build in means to collect data from students annually (look for patterns, hot spots in the school, where to target efforts) (Appendix E)
- Include Red Cross staff as part of the school district Teacher Facilitator meetings / conference calls
- Establish a school district youth *BTH* Advisory Committee
- Have some district trainers who are able to assist school based facilitators in the delivery of the student training
- Plan / budget for the program yearly (such as costs for materials, supply teacher costs)
- Plan for annual refreshers for the Teacher Facilitators
- Involve the entire school community; hold special event days where the entire school (staff and students) participate; connect to other school related initiatives (responsible use of technology and social media)
- Involve other school based staff in the training, such as School Resource Officers, Public Health Nurse and RCMP
- Share data, events and presentations with the public
- SharePoint Portal Site for Teacher Facilitators

Students noted that focusing on a positive, proactive school climate created many positives for the school. A variety of initiatives* (refer to list below), from report boxes to classroom Skype sessions with other students, help to create this positive environment. Reaching and empowering students to take a leadership role in addressing bullying and creating a school environment that fosters respect can have very positive outcomes. Overall, the qualitative and quantitative data supports that a comprehensive school-embedded student-delivered approach built around a strong program can result in a reduction in bullying behaviours in a school and have positive impacts on school culture.

Examples of how schools and youth have involved the school community to increase awareness of bullying include:

- School Bully Report Boxes
- Radio Public Service Announcements
- Morning School Announcements (read by youth)
- Development of YouTube PSA's
- Website information – Facebook Page as part of school website
- Whole School Events (Pink Day, Blue Day)
- T-shirt Campaigns
- Discussions via Skype with students in other parts of the province, country and world
- Discussions with leading experts in the field via Skype
- Parent presentations of school data
- Presentations at the school level and community level
- Presentations to government leaders; sharing ways to support those who bully
- High School Student Grade 11/12 – Independent Study Course *Beyond the Hurt*
- Posters - Wall Mural STOP Bullying events
- Selling Anti-Bullying Bracelets
- Having *BTH* members serve as “welcomers” to new students in their school
- Creation of Brochures / information facts
- Bake Sale “Take a Bite out of Bullying” Cookies
- Creation of a School Wide Anti-Bullying Quilt
- Involvement of students in developing Student Pledges and sharing them
- Preparation/Creation of Videos about bullying and its impact

CONCLUSION

I would like to credit the Red Cross, and particularly Stacy Coy, Atlantic Zone Senior Advisor RespectED: Violence and Abuse Prevention Canadian Red Cross for the continued support and guidance with this project. I am especially grateful to the administration, staff and schools involved in the study. I wish to thank them for their participation in the collection of additional data for this initiative.

It is the hope that this action research can be shared with interested parties and that the results will help inform the program stakeholders about its effectiveness and to guide its development. It is wished that the lessons learned will be beneficial for other jurisdictions as they explore the implementation of anti-bullying programs and, in particular, the *Red Cross RespectED: Beyond the Hurt* program.

The student leaders trained in the *Red Cross RespectED: Beyond the Hurt* program have made a difference. In classes and within the community they continue to build awareness around bullying and how best to respond as a school community. The *Red Cross Beyond the Hurt* program has been the catalyst to teach students in a peer delivery format the skills to respond to bullying and also to have an impact on school climate. School based interventions that engage students in activities related to bullying create more positive school environments. As one Grade 8 student quoted, “if someone does something wrong there is always someone to say that it is wrong, you shouldn’t be doing that, or they will tell anonymously or they will tell the teacher or confront them with - you shouldn’t be doing that.”

School based programs, such as *Beyond the Hurt*, have the ability to empower youth and have an impact on the issue of bullying. A program such as *Beyond the Hurt* has students who share the same passion to stop or reduce bullying, come together. When programs are effectively put in place school climate can be transformed. The program in School District 18 has had far reaching effects on the people involved. A student in Grade 11 provides the following feedback about her involvement with *Beyond the Hurt*; “I am really excited I did this. I look back at myself 2-3 years ago and I never dreamed I’d be the person I am - so glad I did this as it was the jump start to getting into other groups, to fit into the body/person I am today.” Working together, youth have the power to stand up to bullying and make a difference. A local school administrator shares, “a program like *Beyond the Hurt* provides an avenue for our students to gain control of the education about bullying behaviours and, as a result, we have seen a marked decrease in those negative behaviours in our school.”

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APPENDIX A

Beyond the Hurt Peer Facilitator Application Form Everyone deserves to be safe from bullying and harassment – Stand-Up and Make It Stop!

We are looking for students in Grades 9- 11 to apply to become Beyond the Hurt Peer Facilitators. Training will be provided for a select group of 10-12 students who want to reduce the incidence of bullying and work toward promoting and supporting student behavior of acceptance and respect. Selected students will participate in two full days of training on April 21-22 which will certify them as Red Cross Beyond the Hurt Peer Facilitators. This training will prepare them for undertaking a role of advocate for bullying prevention through classroom presentations to peers and school wide activities aimed at reducing bullying and harassment in all its forms.

Selection Criteria:

Students will:

- **Possess leadership and facilitation experience or potential.**
- **Reflect the diversity of the students in our school.**
- **Be familiar with the issue of bullying and its negative impact upon student safety and well-being.**
- **Bring and share successful experiences rather than negative ones.**
- **Be in good academic standing and therefore be able to devote themselves to fully participating in on-going Beyond The Hurt activities.**
- **Be open, honest and respectful.**
- **Complete two full days of training.**

Application Due: April 12 in Guidance

Application Due: April 12 in Guidance

Name: _____ Grade: _____ Homeroom: _____

If preferred, responses may be submitted as a separate document attached to this application

Why do you want to become a Beyond the Hurt Peer Facilitator?

What two strengths do you feel you would you bring as a Beyond The Hurt Peer Facilitator and to this group? Explain.

What organizations or activities are you presently involved in and/or plan to be involved in next year?

Provide the names of two teacher references who will support your application to become a Beyond The Hurt Peer Facilitator.

Teacher Name _____ Signature _____
Comment _____

Teacher Name _____ Signature _____
Comment _____

By signing this I state that I have read and understand the selection criteria and that I am able, willing and committed to making a difference in my school!

Student Signature _____ Date _____

APPENDIX B

OVERALL EVALUATION OF TRAINING

1. Please take a moment to answer the following questions. Your comments are an **important contribution** as we design learning experiences to meet your needs.

What do you feel were the **strengths** of the Beyond the Hurt Training?



What do you feel were the **weaknesses** of this presentation?



What are the three most important **things [or topics]** you learned during this training?

- >
- >
- >

How can the training be **improved** for youth (at High School)?



What has happened in your school since you participated in the Beyond the Hurt training?



What **additional** training-follow up do you require?



To what extent do you expect this training will make a **difference** in your school with respect to bullying incidences?

1	2	3	4	5
No				Tremendous
Difference				Difference

Other Comments:

APPENDIX C

OVERALL EVALUATION OF CLASSROOM SESSIONS

What worked well with the classroom presentations?



What challenges might you face or did you encounter with the classroom presentations?
If something didn't work well? Do you know why?



What (if anything) would you do differently next time in presenting the training content?



Was an appropriate **amount of material** covered during the classroom session? If not, was too *much* material covered or too *little*?

What additional resources will you need in order to implement what you learned in this training?



Would any additional training be helpful to you as you continue your efforts with the Beyond the Hurt Group at your school?

Other comments:

APPENDIX D

Anti-Bullying Focus Group Questions:

- Tell us what you know about the “Beyond the Hurt “Program.
- What do you think _____ school students can do to prevent bullying?
- How effective (from 1-5) are the following strategies for preventing bullying and harassment - and why? (one – low, 5 - effective)
 - Use your power to help others and make them feel part of the group
 - Do not gossip or spread rumors
 - Ensure that teachers are educated about bullying and harassment, and understand the ways that bullying is likely to occur among the age groups they work with
 - Create a way for youth to report bullying anonymously
 - Have parents and the community involved in helping to promote awareness and discussion about bullying and harassment.
 - Create clear consequences for bullying behaviour
 - Increase supervision at school
 - Create school policies regarding bullying and harassment
 - Other : _____
- If you were cyberbullied – what would you do?
- What would you do if you saw or heard about a student being bullied?
- Where does bullying most frequently occur? And when?

○ Classrooms	Before school
○ Hallways	During classes
○ Gym	Between Classes
○ Locker area	Going to and from school
○ Washrooms	On the bus
○ Cafeteria	During break
○ Outside on school property	During sports events
	After school

