

## UNAC (with Safe and Caring Schools) *Safe and Caring Schools for Students of all Faiths - A Guide for Teachers*



**United Nations  
Association  
in Canada** | *Edmonton  
Branch*



**ACGC**   
Alberta Council for Global Cooperation



# Safe and Caring Schools for Students of All Faiths



**A guide for teachers**

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# *Safe and Caring Schools for Students of All Faiths—A Guide for Teachers*

Canada is a pluralist society with a diversity of religions and spiritual practices. Because schools are microcosms of society, issues related to religious beliefs and practices can emerge there, too. Dealing with these issues is especially challenging when students are ridiculed, harassed or bullied because of their religion. Students who are victims of religious intolerance suffer academically, emotionally and sometimes even physically. Some students withdraw and become isolated, some seek solace by joining gangs and some simply lose their self-esteem and self-respect.

For many students, religion is an important part of life; on the other hand, many children come from homes that do not adhere to any faith and may have little or no knowledge of spiritual matters. All students' backgrounds must be respected. Schools must be places where all children are accepted for who they are without fear or intimidation.

Teachers play a critical role in fostering safe and caring learning environments regardless of students' ethnicity, race, gender, class, ability, sexual orientation or religion. Though it is not the role of teachers to promote a specific religious or spiritual belief system, they can help students respect religious diversity and appreciate and celebrate each other's individual identities, worldviews and customs. They can teach strategies to avoid or resolve conflicts peacefully and deal with disrespectful behavior. Teachers in public schools<sup>1</sup> incorporate character education in their teaching practice when they model respect and acceptance and teaching proactive social skills and positive values.

<sup>1</sup> In Alberta public schools refers to public and Catholic schools.

Respecting diversity can be challenging in any context. Religious faith is deeply personal and embedded in family cultural and state traditions; therefore, issues around religion can be highly sensitive and potentially controversial. That is why it is important to create safe and caring schools that foster an understanding of others' beliefs. This booklet offers teachers:

- suggestions to help students appreciate, understand and empathize with others;
- strategies to deal with conflicts and issues arising from religious diversity; and
- activities to promote peace, harmony and nonviolence.

NOTE: It is not the purpose of this booklet to say that schools should promote a particular religious perspective, nor to provide information about specific religions.<sup>2</sup>

<sup>2</sup> The best way to obtain this information is to contact members or clergy of a particular faith. To find information about various faiths or denominations, use the resources cited at the end of this booklet.

## *Religion—What's It About?*

*Religion is a way of walking, not a way of talking.*

William R. Inge

Historically, religion has been a powerful force in shaping both religious and secular societies. It has shaped important institutions, influenced laws and provided guidance for principled living in virtually all cultures. There is archeological evidence of religious beliefs and practices from the dawn of civilization. Early people created artifacts such as fertility goddesses, painted caves to ensure successful hunting and buried their dead in ways that indicate a belief in life after death. From the beginning, humans have believed that divine and inexplicable forces are responsible for the cycles of nature, the complexities of creation and the mystery of death.

Knowing more about religion in general is a good place to begin to help students understand how religion can be an enriching, positive influence rather than one that causes people to focus on differences. Problems and misunderstandings can be resolved when students understand that all religions have unique expressions of faith, most evident in outward appearances and different customs and rituals. The information in this section focuses on what religions have in common.

The ultimate aim of each religion is the same—to help people live meaningful and fulfilling lives. All religions attempt to answer profound questions related to the human condition: Where did we come from? Where are we going? What is the meaning of life? Religion can be a quest for salvation, enlightenment, perfection, fulfillment and joy. It can help people cope with or overcome suffering and loss.

Religion can be a binding force in communities. All religions encourage people to respect others, to share and to cooperate. Each teaches compassion, justice and peace. How these ideals are interpreted and practised has resulted in a great variety of religious faiths. Ironically,

sometimes differences in religious teachings have also led to conflict and disharmony.

Faith is an essential character of religion. It recognizes a transcendent sacred order and offers ways to deal with the inexplicable elements of human experience in this world and beyond. Faith touches our senses and innermost feelings. People express faith and spirituality through song, dance and prayer. Religious faith is also reflected in artifacts such as religious art and architecture. Most religions recognize a god, creator or supreme being—a deity or divinity responsible for creating life and the universe. Many religions recognize and worship more than one god. Some people do not practise any religion or believe in any god.

Though it is important to recognize that specific beliefs, practices and rituals are different, the ultimate purpose of all faiths is the same—to address the mysteries of existence. Helping students understand others' religions is an important step in helping them understand others' worldviews, increasing respect and defusing potential conflict. It is also important to recognize that many people who do not practise any religion are moral, ethical and responsible.

## *What Can I Do in the Classroom and School?*

*A seven-year-old Spanish child said, “We would be much happier if we learn to speak and to listen; if we know how to get along with each other; if we could trust each other.”*

Marcus Braybrooke, *Faith and Interfaith in a Global Age*

Teachers, counsellors and school administrators must be aware of potential issues relating to the practice of different religious faiths. Keeping open lines of communication between staff, parents and students is the best starting point. The following practical suggestions offer strategies to mitigate potential problems. Select activities that are consistent with your district and school policies. Consider modifying existing policies that are inappropriate or that no longer apply.



## *General Teaching Tasks*

### *1. Provide leadership.*

Strive to create a safe and caring environment that values everyone regardless of faith backgrounds (or lack thereof). Involve parents, teachers and students in updating, evaluating and modifying school policies, procedures and practices that deal with religious diversity. Focus on finding ways to eliminate barriers and ensure inclusion of all faith groups in all school activities. Keep abreast of changes in the demographics of the school population to address the current group of students. Establish basic behavioral expectations in which respect for all students is a given, regardless of faith. If you are in a high school, offer and promote the social science options: Religious Ethics 20, Religious Meanings 20 and/or World Religions 30. In a junior high, offer Ethics 8.

### *2. Be a positive role model.*

A teacher's reaction to religious diversity is a powerful model for student behavior. Make respectful references to students' religious beliefs and encourage discussion that does not judge or stereotype. Model respect by being informed about religious practices that involve the observance of dietary laws, prayer schedules, religious holidays, and clothing or headgear requirements. Communicate with parents on how best to accommodate religious observances without drawing undue attention to the student.

### *3. Challenge put-downs, jokes and comments that target religious beliefs, clothing or customs.*

Laughing at or ignoring derogatory comments can be interpreted as a sign of support. You may wish to discuss hurtful language with the whole class and come up with ideas about how to eliminate it in your classroom/school. Caution students about the pejorative use of words that are derogatory or apply negatively to specific groups. Discuss stereotyping.

#### *4. Teach conflict-resolution and conflict-management skills.*

If an issue arises in your classroom, use discretion in bringing it to the attention of the whole class. Provide direction about how to engage in respectful discussions about differences. Discuss the harm of actions such as staring, engaging in verbal attacks and making ill-informed or media-driven generalizations about others. Teach the skills and strategies of conflict resolution and management. Encourage students to come up with solutions that result in win/win situations. When an incident does occur, talk to the victims and deal with the offenders firmly in private.

#### *5. Teach critical thinking.*

Constantly think of ways for students to critically examine television, magazines, newspapers and websites. Teach them to uncover biases, points of view and other forms of reporting. Ask them, What is the meaning behind the message, what is the agenda of the writer and whose interest does the message serve? The following are examples of critical questions that can be used to stimulate dialogue with secondary students:

- Do phrases that imply that someone is typical of a particular faith reinforce stereotypes?
- Can people live morally and ethically without adhering to a religion? Explain.

Questions for elementary students may include the following:

- What do we mean when we say that a person is good?
- Why do people hurt each other?

#### *6. Teach character education.*

Consider beginning each school day with a thought for the day. Thoughts can be selected from a wide variety of sources and should reflect principled action that can apply to all students. For example, read a different golden rule each day, quotes from various scriptures, or select anecdotes or short poems from various sources. Focus on concepts important in any character-education program, such as honesty, respect, forgiveness, responsibility, justice and fairness. Obtain the golden rule

poster and purchase or create a multifaith calendar (see Resources for Teachers). Use curriculum connections to further develop these ideas.

*7. Use current resources.*

Upgrade library and school media resources to reflect the religious diversity in your school. Use posters and other visual displays to show pictures and symbols of faith practices from all religions. Broaden school events to include both the religious and the secular—a spectrum of voices and perspectives.

*8. Establish good communication between students from all faiths.*

Encourage dialogue but avoid debating religious issues. Finding commonalities rather than highlighting differences decreases the likelihood that students will think in terms of *us* and *them* and builds the concept of *we*. Teach the use of open-ended questions rather than closed or confrontational questions which are likely to put someone on the defensive. Encourage “how” and “what” statements rather than aggressive pronouncements. Good questions develop positive relationships. Encourage open-mindedness by showing an interest in gathering information rather than dispensing it. A question such as “How do you celebrate your holidays?” is better than “Why do you light candles and burn incense?” because it is less likely to elicit a defensive reaction.

*9. Be aware of your own biases.*

We all have biases. Be aware of yours. For example, sometimes teachers refer to students by the name of their faith rather than their given names. This form of labeling, usually done unconsciously, can promote stereotyping and draw unnecessary attention to the student.

*10. Keep parents informed.*

It is important that parents know that you value religious diversity and that you are willing to discuss related issues with students. Parents should understand that you are not proselytizing but, rather, that you value opportunities to facilitate dialogue between students and want them to understand each other’s worldviews.

## *Classroom Activities*

The following activities suggest ways to establish a safe classroom for students of all faiths. Many of these activities can be used to promote respect and understanding while you teach the knowledge, skill and attitude outcomes in your subject area. Attitude outcomes in the curriculum mirror ethical principles that are fundamental to most faiths. Stories in language arts offer rich opportunities to reinforce these principles. Comprehension of literature sometimes requires knowledge of faith perspectives to fully understand the meanings of some stories and references. Many knowledge outcomes directly linked to the social studies and science curricula can be related to issues of religious diversity. Teach skills in math by asking students to collect data related to behavior and interpret it.

If religious controversies arise in any subject encourage open discussion and respect for others' worldviews. Be aware of the policies in your school and school district before using the following activities.

### *1. Recognize the holidays of other faiths.*

Most schools in Alberta celebrate holidays at Christmas and Easter, but it is also important to acknowledge the holidays of other faiths. Know which religious holidays affect the students in your classes and try to accommodate students who are absent because of them.

### *2. Create bulletin boards, displays and other visuals for the classroom or school hallway.*

a) Create posters, diagrams, world maps, pictures and PowerPoint presentations that illustrate key facts about the world's religions. Use few words; instead, try to express this information visually. Use graphs, maps, diagrams, timelines, and basic or key words. Where possible, have students make these visuals. On a world map, include information about a Faith, such as place and approximate date of origin, name of the founder (or prophet), name of the deity or deities, holy places, and rites and rituals. This information can be shown in many interesting ways.

When the visuals are completed, draw comparisons between the faiths. Post the displays on your hall bulletin boards or in display cases.

b) Find and display quotations from inspiring leaders or prophets, focusing on peace messages. Start by asking students to brainstorm the names of religious or spiritual leaders of the past or present. Encourage students to examine the impact of these leaders and determine the influence each had on his or her own society.

### *3. Examine artifacts and symbols.*

Students can learn a great deal by examining artifacts and symbols.

- a) Use stamps, flags, coins and pictures from the world's nations. These artifacts often represent important religious and secular beliefs. Ask students to determine criteria for categorizing the items. For example, stamps with portraits, important events or significant symbols could be grouped and later discussed. Ask students to find more information about these artifacts by using texts or the Internet. Encourage students to bring their own collections to share with the class.
- b) Make a wall map of the world and label the areas of the world's major faiths. Use different-colored strings to connect pictures, symbols and names of prophets and leaders to the area where the faith originated.

### *4. Research and present information on religion.*

- a) Have students create photojournals, scrapbooks, portfolios or PowerPoint presentations. Find or take pictures, collect articles on faith topics and encourage discussion on topics that touch on religious issues. Encourage written analyses and thoughtful sharing.
- b) Have students write reports on their own faith or one that interests them. Group the topics and ask students to present their reports to the class. Discuss the presentations, focusing on what the various faiths or denominations have in common.

- c) Focus on Canadian history topics. Research First Nations, early colonists and recent immigrants. What ideas, beliefs, ceremonies and practices has each contributed to the Canadian identity?
- d) Set up a T-chart that compares religious groups in Canada. List the religious groups down the left-hand side. List the questions the students would like to ask about these religions across the top of the chart. Focus on *how* and *what* questions rather than *why* questions. Fill in the answers to these questions. End the assignment by focusing on commonalities.
- e) Draw up seminar topics about religions of interest to the students in your class. Invite guest speakers, elders, theology students or others to participate. Present these seminars at times when the whole school can attend.
- f) Provide a list of terms related to religion. Ask students to use the library and the Internet to find definitions of these words. This list provides a few examples: *agnostic, animism, atheist, humanism, monotheism, pantheism, polytheism, proselytize, sect* and *spirituality*. Meanings of these terms will vary. This exercise provides an opportunity for students to think critically.

### 5. *Take field trips.*

Visiting places of worship is a valuable learning experience. Pre-arrange to have tours that provide question-and-answer time. Connect these trips to curriculum outcomes. Inform parents and invite their participation. Clearly state that the purpose of such visits is to help students learn respect for religious diversity and others' worldviews.

### 6. *Invite guest speakers.*

Invite speakers from various faiths to participate in panel discussions or to provide a prayer or meditation for a school holiday, celebration or special event. Panel discussions and roundtable chats can be enlightening and informative. Prepare students by giving them basic information about each faith and brainstorming questions. Caution

speakers against proselytizing, and be specific about the purpose of the class. Inform parents. Some schools may require written consent from parents for students to attend. Alternative arrangements should be made for students who do not have parental permission.

### *7. Explore controversies.*

Help students understand all of the perspectives inherent in controversies that involve matters of faith. Daily newspapers feature issues or conflicts involving the church and state. Explore these issues from all perspectives. Focus on principles of respect, dignity and responsibility in guiding discussions. Role-playing helps students understand and empathize with positions they might normally negate.

### *8. Use stories.*

Stories can be powerful teaching tools and provide insights and understanding that textbook information lacks. Stories can be told by invited guests, dramatized or simply read aloud. Introduce stories from each faith. To illustrate commonalities, highlight the virtues that they share.

### *9. Use talking circles.*

Many Aboriginal people use talking circles to ensure that everyone has a voice in important matters. An object is passed around the circle, and only the person holding the object can speak. This method of taking turns is an effective way to give everyone an opportunity to both speak and listen.

### *10. Post quotations that illustrate respect for religious diversity.*

Select quotations to serve as discussion stimulators. Here are two examples:

“God of all beings, of all worlds and of all time. . .grant. . . that the little differences between [our] clothes, between all our different and inadequate forms of speech, between all our ridiculous customs and imperfect laws, between all our senseless opinion and our estates, so disproportionately different

in our eyes and so alike in Thee: grant that these little nuances that distinguish the atoms known as men from one another may not be signals for hatred and persecution.”

Voltaire, *Treatise on Tolerance*

On my way to the Mosque, Oh Lord, I passed the Magian in front of his flame deep in thought, and a little further I heard a rabbi reciting his holy book in the synagogue, and then I came upon a church where the hymns sung gently in my ears and finally I came to the mosque and pondered how many are the different ways to You—the one God.

Sufi poet

*11. Study celebrations as food for thought.*

Celebrations that include praying, singing, dancing, wearing certain clothes and eating certain foods are outward ways that faith is practised. Remind students that most faiths are deeper than they appear. Always encourage students to look beneath the surface. True respect for diversity goes beyond acknowledging celebrations and sampling food.



# Legislation

## *The ATA Code of Professional Conduct*

[www.teachers.ab.ca/professional/code.html](http://www.teachers.ab.ca/professional/code.html)

1. *The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, **religious belief**, color, sex, sexual orientation, physical characteristics, age, ancestry or place of origin.*
4. *The teacher treats pupils with dignity and respect and is considerate of their circumstances.*

## *The ATA Declaration of Rights and Responsibilities for Teachers*

[www.teachers.ab.ca/about/declaration.html](http://www.teachers.ab.ca/about/declaration.html)

9. *Teachers have the right to be protected against discrimination on the basis of race, **religious belief**, color, sex, sexual orientation, physical characteristics, age, ancestry or place of origin and have the responsibility to refrain from practising these forms of discrimination in their professional duties.*

## *Section 33 (1) Religious and Patriotic Instruction*

A board may prescribe religious instruction and exercises and it may permit persons other than teachers to provide religious instruction to its students. A student can be excluded from such instruction with a written request by a parent.

## *Alberta Learning's Policy, Regulations and Forms Manual*

Section 1—Education Programs and Services Policy Requirements  
Locally Developed Courses

[www.learning.gov.ab.ca/educationguide/pol-plan/polregs/122.asp](http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/122.asp)

### Policy 1.2.2—Locally Developed Religious Studies Courses

Alberta Education recognizes the right of all school authorities to reflect their particular views and belief systems in locally developed religious studies courses, provided that such courses develop respect and promote understanding of individual and minority group differences; develop an understanding and appreciation of the beliefs, customs and practices, literature and traditions of other major world religions; develop critical thinking; develop desirable personal characteristics; and conform to other provincial policies.

#### *Private Schools*

The right of private schools to offer credits for instruction based on their particular religious values and belief systems, is recognized by this province provided certain conditions are met, such as opportunity for students to develop a respect and understanding for other major world faiths.

In Alberta, teachers can inform students about the tenets of various religions; however, they cannot proselytize a particular faith. All of the secular schools in Alberta are based on moral principles and adhere to the Program of Studies. This mandated curriculum requires the teaching of positive attitudes in every course.

# Resources for Teachers

## Books

Ontario Multifaith Council on Spiritual and Religious Care. 2000. *Multifaith Information Manual*. 4th ed. Toronto: Author. To order, call (416) 422-1490, e-mail [omcsrc@omc.on.ca](mailto:omcsrc@omc.on.ca). or visit [www.omc.on.ca/orderform.html](http://www.omc.on.ca/orderform.html).

Russell, J. *This is Where I Live: Character and Ethics: Music Kit for the Classroom and Youth Choir*. Montrose, Calif.: Sugarbone Records. To order, call 1-888-784-2744 or visit [www.sugarbone.com](http://www.sugarbone.com).

Scott, S. L., ed. 1999. *Stories in My Neighbour's Faith: Narratives from World Religions in Canada*. Etobicoke, Ont.: United Church Publishing House. To order, e-mail [book@uccan.org](mailto:book@uccan.org).

The Board of Education. 1985. *Readings and Prayers: For use in Toronto schools*. Toronto: Author.

Toropov B., and Buckles. 2002. *The Complete IDIOT'S Guide to World Religions*. 2d ed. Indianapolis, Ind.: Alpha.

## Other Booklets in the SACS Respecting Diversity Series

*Safe and Caring Schools for Students of All Races: A Guide for Teachers*  
*Safe and Caring Schools for Newcomer Students: A Guide for Teachers*  
*Safe and Caring Schools for Aboriginal Students: A Guide for Teachers*  
*Safe and Caring Schools for Islamic Students: A Guide for Teachers*  
*Safe and Caring Schools for Lesbian and Gay Youth: A Guide for Teachers*

## *Brochures*

Multifaith brochures are available from Recursion Press, 508 Roxboro House, 330 26 Avenue S W Calgary, AB T2S 2T3, phone (403) 252-9686, e-mail [elish@consultskills.com](mailto:elish@consultskills.com).

## *Resource Centres*

The Edmonton Interfaith Centre for Education and Action is located at 11148 84 Avenue, Edmonton, AB T6G 0V8, phone (780) 413-6159, fax (780) 413-6143. A multifaith calendar and the Golden Rule Poster are available for purchase at the Interfaith Resource Library at the Edmonton Interfaith Centre. E-mail [intfaith@telus.net](mailto:intfaith@telus.net).

## *Websites*

The ATA's Safe and Caring Schools Project ([www.teachers.ab.ca/safe/index.html](http://www.teachers.ab.ca/safe/index.html))

Calgary Inter Faith Community Action Association ([www.calgary-interfaith.ab.ca/](http://www.calgary-interfaith.ab.ca/))

Academic Info: Religion Gateway ([www.academicinfo.net/religindex.html](http://www.academicinfo.net/religindex.html))

Ontario Consultants on Religious Tolerance ([www.religioustolerance.org](http://www.religioustolerance.org)). Describes many faith groups. Also, covers new religious movements, including cults, and describes other belief systems, such as agnosticism, atheism and humanism.

Comparative Study of Religion ([www.religion.rutgers.edu/vri/comp\\_rel.html](http://www.religion.rutgers.edu/vri/comp_rel.html))

Diversity and Motivation: Culturally Responsive Teaching ([edweb.sdsu.edu/csp/sp/resources.pdf](http://edweb.sdsu.edu/csp/sp/resources.pdf))

Guidelines for Creating or Facilitating a Workshop or Group Discussion on the Golden Rule Across the World's Religions, by Paul McKenna ([www.scarboromissions.ca](http://www.scarboromissions.ca)). Click on Interfaith Dialogue, Golden Rule.

# The ATA's Safe and Caring Schools (SACS) Resources



The ATA's Safe and Caring Schools Project's resources and materials are available through Alberta Learning's Resources Centre (LRC), 12360 142 St. NW, Edmonton, Alberta, T5L 4X9. Tel: 427-5775 in Edmonton. Elsewhere in Alberta call 310-0000 and ask for the LRC or fax (780) 422-9750. To place Internet orders, visit [www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca) \*These materials are eligible for the Learning Resources Credit Allocation (25% discount). Contact the LRC for details.

**The ATA's SACS Project has four program areas and an inventory of promotional items:**

## I. SUPPORTING A SAFE AND CARING SCHOOL

This program area helps build a SACS culture. It includes information about SACS, an assessment tool to aid in planning and quick, easy-to-read booklets that review current research on SACS topics and successful programs.

<b>Safe and Caring Schools in Alberta Presentation:</b> video, overheads and 30 brochures		
Q # 455297		\$15.00
<b>The ATA's Safe and Caring Schools Project: An Overview (K-12)</b> (Pkg of 30) Describes the origin and objectives of the project (2001, 4 pp.)		
Q # 445298		\$ 6.80
<b>Attributes of a Safe and Caring School (K-12)</b> (Pkg of 30) A brochure for elementary, junior and senior high schools, describing the characteristics of a safe and caring school (1999)		
Q # 445313		\$ 6.80
<b>The ATA's Safe and Caring Schools Project: Elementary Booklet Series (16 booklets)</b> (K-6) (see LRC website)		
Q # 445610		\$11.50
<b>The ATA's Safe and Caring Schools Project: Secondary Booklet Series (15 booklets)</b> (7-12) (see LRC website)		
Q # 445628		\$10.80
<b>Preschool Bullying: What You Can Do About It—A Guide for Parents and Caregivers (1-6)</b> Provides advice on what parents can do if their child is being bullied or is bullying others (2000, 24 pp.)		
Q # 445347	\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying: What You Can Do About It—A Guide for Primary Level Students (K-3)</b> Contains stories and exercises to help children deal with bullies and to stop bullying others (1999, 28 pp.)		
Q # 445397	\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying: What You Can Do About It—A Guide for Parents and Teachers of Primary Level Students</b> Contains tips to help teachers and parents identify and respond to children who are involved in bullying (2000, 12 pp.)		
Q # 445454	\$1.33 ea for 10 or more	\$2.65 ea

PRICES SUBJECT TO CHANGE

<b>Bullying: What You Can Do About It—A Guide for Upper-Elementary Students and Their Parents</b>	Directed at students who are the victims, witnesses or perpetrators of bullying, and their parents (2000, 16 pp.)		
Q # 445321		\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying in Schools: What You Can Do About It—A Teacher's Guide</b>	(1–6) Describes strategies that teachers can follow to stop bullying in schools (1997, 10 pp.)		
Q # 445339		\$1.33 ea for 10 or more	\$2.65 ea
<b>Beyond Bullying: A Booklet for Junior High Students</b>	(7–9) Explains what students should do if they are being bullied or if they see someone else being bullied (2000, 12 pp.)		
Q # 445470		\$1.33 ea for 10 or more	\$2.65 ea
<b>Beyond Bullying: What You Can Do To Help—A Handbook for Parents and Teachers of Junior High Students</b>	(7–9) Defines bullying behaviors and suggests strategies that parents and teachers can follow to deal with it (1999, 16 pp.)		
Q # 445488		\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying is Everybody's Problem: Do You Have the Courage to Stop It?</b>	(Pkg of 30) (7–12) A guide for senior high students, defines bullying and provides advice on how to respond to it (1999)		
Q # 445305		\$4.76 for 10 or more pkgs	\$6.80/pkg
<b>Bullying and Harassment: Everybody's Problem—A Senior High Staff and Parent Resource</b>	(10–12) Provides advice for parents and teachers of high school students on how to deal with bullying (2000, 12 pp.)		
Q # 445496		\$1.33 ea for 10 or more	\$2.65 ea
<b>Class Meetings for Safe and Caring Schools</b>	(K–12) Explains how regular class meetings can help teachers and students work out conflicts before they become major problems (1998, 20 pp.)		
Q # 445587		\$1.33 ea for 10 or more	\$2.65 ea
<b>Expecting Respect: The Peer Education Project—A School-Based Learning Model</b>	(K–12) Provides an overview of Expecting Respect, a project that trains junior and senior high students to make classroom presentations on establishing healthy social relationships (1999, 16 pp.)		
Q # 445462		\$1.33 ea for 10 or more	\$2.65 ea
<b>Safe and Caring Schools: Havens for the Mind</b>	(K–12) Reviews the role of SACS in healthy brain development and learning		
Q # 445503		\$1.33 ea for 10 or more	\$2.65 ea
<b>Media Violence: The Children Are Watching—A Guide for Parents and Teachers</b>	(K–12) Contains tips for parents and teachers in countering the effects on children of media violence (1999, 12 pp.)		
Q # 445511		\$1.33 ea for 10 or more	\$2.65 ea
<b>Peer Support and Student Leadership Programs</b>	(K–12) Describes a number of programs that have been used successfully at various grade levels to encourage students to help their fellow students (2000, 30 pp.)		
Q # 445503		\$1.33 ea for 10 or more	\$2.65 ea
<b>Niska News</b>	(K–12) A collection of articles about SACS reprinted from The ATA News (1999, 36 pp.)		
Q # 445529		\$1.33 ea for 10 or more	\$2.65 ea

PRICES SUBJECT TO CHANGE

- Principals' Best** (K–12) Describes activities that various schools in the province have undertaken to create a safe and caring environment for students (1999, 16 pp.) See website.  
**Q # 445545** \$1.33 ea for 10 or more \$2.65 ea
- Volunteer Mentorship Programs:** (K–12) Describes a number of successful programs in which adult volunteers were assigned to serve as mentors to school-aged children (2000, 28 pp.)  
**Q # 445579** \$1.33 ea for 10 or more \$2.65 ea
- Volunteer Mentorship Program:** (K–12) A video portrays programs in which adults from the community work with children to help them develop various skills (1999, 9 ½ minutes)  
**Q # 445602** \$ 7.00
- Volunteer Mentorship Program: A Practical Handbook** (includes 3.5" disk) (K–12) Explains how to set up programs in which adults serve as mentors to school-aged children (1999, 44 pp. plus a computer disk containing sample documents used in the program)  
**Q # 445595** \$10.00

**CHECK LRC FOR NEW TITLES**

**II. TOWARD A SAFE AND CARING CURRICULUM—RESOURCES FOR INTEGRATION**

These resources are recommended and approved by Alberta Learning. They integrate violence prevention into all subjects K–6 and are divided into five topics: (approximately 85 pp.)

1. Building a Safe and Caring Classroom/Living Respectfully
2. Developing Self-Esteem
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Working It Out Together/Resolving Conflicts Peacefully

Student resource sheets are available in French. To order, check (F).

<b>Kindergarten</b>	<b>Q # 445446</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00
<b>Grade 1</b>	<b>Q # 445371</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00
<b>Grade 2</b>	<b>Q # 445389</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00
<b>Grade 3</b>	<b>Q # 445404</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00
<b>Grade 4</b>	<b>Q # 445412</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00
<b>Grade 5</b>	<b>Q # 445420</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00
<b>Grade 6</b>	<b>Q # 445438</b>	<b>F Q</b>	(Out of Province \$69.00)	\$49.00

**Anti-Bullying Curriculum Materials: Social Studies Grades 10, 11, 12** Developed by Project Ploughshares Calgary, this booklet contains a series of exercises that teachers can use to incorporate the topic of bullying into the high school social studies curriculum (1999, 81 pp.)

**Q # 445563** \$10.00

**Classroom Management: A Thinking and Caring Approach** Written by Barrie Bennett and Peter Smilanich, this manual outlines numerous strategies that teachers can use to cope with misbehavior in the classroom and create a learning environment that encourages student learning (1994, 342 pp.)

**Q # 445660** \$31.60

**SACS series of six full-color posters** A series of six full-color posters highlighting the Project's key concepts.

**Q # 444836** \$ 9.00

**PRICES SUBJECT TO CHANGE**

### III. TOWARD A SAFE AND CARING PROFESSION

The ATA's SACS Project trains inservice leaders and workshop facilitators. The following workshops are designed to help teachers implement the curriculum resources.

**Toward a Safe and Caring Curriculum—ATA Resources for Integration: Kindergarten to Grade 6\***

**Toward a Safe and Caring Secondary Curriculum—Approaches for Integration\***

A series of short sessions focused on strengthening SACS teaching strategies is also available.

### IV. TOWARD A SAFE AND CARING COMMUNITY

This program area is designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behavior, whether at school, at home or in the community. The community program includes a series of 2-2½ hour workshops for adults and older teens.

**Living Respectfully\***

**Developing Self-Esteem\***

**Respecting Diversity and Preventing Prejudice\***

**Managing Anger\***

**Dealing with Bullying\***

**Working It Out Together - Resolving Conflicts Peacefully\***

**Who Cares? brochures** (Pkg of 30) Provides background on the Safe and Caring Communities Project, a collaborative effort between the ATA and Lions Clubs of Alberta (1998)

Q # 444654 \$ 9.80

**Who Cares? CD-ROM and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1998)

Q # 444646 \$ 4.35

**Who Cares? video and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1997, 11 minutes)

Q # 444638 \$ 5.95

**Toward a Safe and Caring Community Workshops Action Handbook: A Guide to Implementation** Provides specific information about how to implement the ATA's Safe and Caring Schools Project—Toward a Safe and Caring Community Program. In addition, the handbook provides suggested activities and strategies to help communities continue to work on issues related to enhancing respect and responsibility among children and teens.

Q # 455304 \$ 7.00

**Violence-Prevention Catalogue of Alberta Agencies' Resources** Compilation of the information that was gathered from over 200 organizations and community groups who work in the area of violence prevention, and with children and youth in character development through community leadership.

Q # 455312 \$ 7.00

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