

# **Bullying and harassment: Everybody's problem**

**A senior high staff and parent resource**

# **Bullying and harassment: Everybody's problem**

**A senior high staff and parent resource**



**This booklet was authored by Niki Wosnack and Sue Waring.**

Developed under agreement with the Minister of Education, province of Alberta, Canada.

The Alberta Teachers' Association, Edmonton T5N 1R1

© 2000 by The Alberta Teachers' Association  
All rights reserved. Published 2000.

Revised copyright © 2006, the Society for Safe and Caring Schools and Communities

The Society for Safe and Caring Schools and Communities, 11010 142 Street NW, Edmonton AB T5N 2R1

Any reproduction in whole or in part without prior written consent of the Society for Safe and Caring Schools and Communities is prohibited.

Printed in Canada

ISBN1-897189-91-5

# ***Bullying and harassment: everybody's problem***

## ***Facts***

- Bullying and harassment do occur in schools.
- The majority of incidents of bullying and harassment do not get reported.
- Threat, no matter what form it takes, seriously impairs learning and performance.
- Students report that teachers take action to intervene in situations involving harassment/bullying 25 percent of the time. Seventy-one percent of teachers believe they always intervene.
- The human costs of harassment are incalculable in terms of pain and loss of relationships and productivity.
- Failure to effectively intervene increases the risk of violence or aggression for both victims and aggressors.

## ***What is bullying?***

Bullying is

- a repeated pattern of unprovoked, aggressive behaviours (physical, verbal or psychological) carried out by an individual or group that results in harm or hurts; and
- always unwelcome, unwanted and uncomfortable to the person(s) against whom it is directed.

## ***What is sexual harassment?***

Sexual harassment is

- unwanted sexual advances, requests for sexual favors, or other behaviours of a sexual nature that intimidate, coerce, humiliate, or in any way create a hostile work or school environment or that make submission a condition for work or study.

Some examples of sexual harassment include

- unwelcome leering and sexual propositions;
- sexual slurs, threats, derogatory comments or unwelcome graphic comments about a person's body; and
- unwelcome sexual jokes, gestures, touches, cornering or blocking normal physical movement in sexually suggestive ways.

## ***Do you care about student achievement?***

Do you want students to perform well on assignments, quizzes and exams? Do you want them to think critically and apply knowledge and skills? If you want to maximize learning, it's time to pay serious and systematic attention to ensuring our schools are truly safe and caring places—in classrooms, hallways, cafeterias, washrooms and on school grounds.

We have a critical role to play in adopting anti-harassment policies, programs and procedures that eliminate all threat from the learning environment. Why should we be so concerned? Let's look at the research findings from neuroscientists and cognitive scientists on brain functioning.

## ***Current research on brain functioning***

### ***How emotion affects learning***

Teachers have always known the importance of creating and maintaining a positive classroom climate, but the link between emotion and learning has only recently been understood. Current research shows that emotion guides both reason and behaviour. Researchers believe that emotions act as gatekeepers to the intellect, and that when alarm or threat is felt, little cognitive reasoning occurs.

We've tended to think of ourselves and our behaviour in rational, logical terms, but our emotions more often direct the decision. Emotion drives attention, which drives learning, memory and behaviour—so emotion is the triggering mechanism for just about everything we do. Far more neural fibers project from our brain's relatively small emotional center into the large rational/logical cortex than the reverse. We can't regulate and evaluate students' emotions so schools have tended to reduce the emotional and/or contextual loading of activities, and focus rather on the pure mastery of concepts/facts/skills. (Sylwester 1998)

Many other experts in this field have validated the link between threat and impaired learning. Eric Jensen, in *Brain-Based Learning* (1996), stated that when a threat is perceived, the brain uses fewer of the higher-order thinking skills associated with the neocortex and responds with an instinctual, survival mechanism. Threats, as we all know, can be physical, emotional or intellectual.

The brain, however, does not distinguish between these types of threats and uses a reflexive response (Sylwester 1998), often called the flight-or-fight response, to ensure survival.

### ***The response to threat is automatic and physiological***

When faced with a threat, the brain

- loses its ability to analyze or respond to subtle cues in the environment;
- reverts to “tried and true” or “kneejerk” repetitive behaviours, regardless of their effectiveness. This is why modeling is so powerful in influencing behaviour;
- loses the ability to distinguish patterns or perceive relationships, analyze or reason;
- loses memory capacity; and
- responds by releasing stress hormones that tell our bodies to respond to the perceived threat. This occurs before the message is sent to the neocortex where reason and logic can be accessed.

Often, a person exposed to threat quite literally cannot think. Furthermore, chronic stress or threat has been found to physically damage neurons in the part of the brain implicated in memory storage and retrieval. Scientists have also linked weakening of the immune system to the presence of chronic threat or stress. These experiences primarily affect the brain through production of stress hormones such as cortisol and adrenaline. When these hormones are overactive, the brain literally rewires itself over time to be in a state of constant alarm. The alarm system interferes with the ability to engage higher-order thinking and complex learning, which reduces attention, skill acquisition, performance and recall.

### ***Indicators of bullying***

The following behaviours or signs may signal that harassment is occurring:

- Absenteeism that is too frequent and may involve skipping school
- Missing belongings or money that the student claims are lost
- Uncharacteristic difficulty attending to and completing school work
- Verbalization which avoids talk about school or shows unhappiness at school

- Unexplained bruising and disheveled clothing
- Adoption of nervous mannerisms, withdrawal from family/friends
- Crying at night or in secret
- Apathy/depression
- Complaints of headaches, stomachaches
- Disrupted sleep patterns
- Reluctance to walk to and from school, or to ride the bus

### ***What you can do***

- Recognize the impact bullying has on learning, health and future prospects.
- Get involved in setting up a systematic program to eliminate bullying.
- Take each reported incident seriously and act on it.
- Be visible in and around the school.
- Reacquaint yourself with harasser/victim behaviours and characteristics.
- Challenge mind-sets that encourage silence, or negate the courage reporting takes.
- Incorporate teaching strategies from *Toward a Safe and Caring Curriculum*.
- Affirm students' courage in reporting the harassment.
- Monitor the situation and follow up with the student and parents.
- Participate in the *Toward a Safe and Caring Community* workshops.
- Work with others in the school to develop a safer and more caring school climate.

# *Handling bullying effectively*

## *School staff*

### *Victims*

1. **Stay calm and talk to the victims separately.**
2. **Get the facts.**
  - Names of those involved
  - Sequence of events/ behaviours/ frequency of bullying
  - Circumstances and location
3. **Offer support.**
  - Tell the victims it's not their fault; they didn't cause the bullying.
  - Validate the courage it takes to report bullying.
  - Assure the victims that you will take all possible steps to ensure that the bullying stops.
  - Suggest a meeting with the students' parents and the aggressors' parents if the circumstance and severity warrant.
  - Ask what needs to happen in order for the victims to feel safe in the future.
4. **Make safety arrangements.**
5. **Practise effective responses.**
  - Help victims identify groups and situations where they can make appropriate friends, and other strategies to protect themselves from bullying.
  - Recognize and affirm the use of these strategies.

### *Aggressors*

1. **Stay calm and talk to the aggressors separately.**
2. **Get the facts.**
  - Names of those involved
  - Sequence of events/ frequency/type of bullying
  - Circumstances and location

**Note:** The aggressors will probably minimize or deny actions or responsibility.

3. **Be firm.**
  - Set limits.
  - Assign logical school consequences (see last section in this booklet).

- Address legal consequences/implications in a factual, nonthreatening way.
  - Contact parents, unless the students are legally adults.
4. **Offer help.**
    - Offer support in finding positive ways to solve problems and to help the aggressors learn to interact with others.
    - Generate and practise positive and productive alternative behaviours for similar situations.
  5. **Discover the reasons for the bullying.**
    - What purpose did the bullying serve?
    - Has there been a pattern to the bullying behaviour?
  6. **Build skills.**
    - Continued bullying should result in an “Attitude Adjustment” course spanning three to five noon hours or after-school sessions in which the students learn to recognize negative behaviour, practise correcting it and dealing with other logical consequences specific to the situation.
  7. **Offer ways to reconcile.**
    - When appropriate, discuss ways to atone or make up for hurt caused.
    - Consider the victims’ wishes.
  8. **Monitor behaviour and follow up with the students/parents.**

### *Witnesses*

1. **Stay calm and talk to those involved separately.**
2. **Get the facts.**
  - Names of those involved
  - Sequence of events/ behaviours/ frequency of bullying
  - Circumstances and location
3. **Emphasize that it takes courage to report bullying.**
  - Those who witness bullying and harassment have the most power to stop it.
4. **Take responsibility.**
  - Reaffirm the expectation that everyone has a responsibility to help make the school safe and caring.

# *Handling bullying effectively*

## *Parents*

### *Parents of victims*

1. **Calm yourself.**
  - Don't allow your initial response to control your actions.
  - Take action to stay calm so that you can think rationally.
2. **Offer comfort.**
  - Let your teen know you are on his or her side and will do all you can to see that he or she is safe.
  - Tell your teen that reporting the bullying was the right thing to do.
  - Emphasize that he or she has the right to be safe at school.
3. **Work with the school.**
  - Contact the teacher immediately to ensure that the situation is being monitored.
  - Ask for advice about contacting the aggressor's parents.
  - Check the school's discipline plan for information.
  - Ask about specific actions the school will take in this situation.
  - Participate in the school's action plan.
4. **Make safety arrangements.**
  - Tell your teen not to go places alone and to tell an adult if someone is harassing him or her.
5. **Help your teen develop skills and confidence to stay safe.**
6. **Practise effective responses.**
  - Recognize and validate these responses when you see your teen use them.
  - Never encourage a physical response toward harassment or bullying.
  - Get information about effective responses your teen can use to deal with bullying. (The school counsellor can help.)
7. **Affirm your teen's courage in telling you.**
  - Congratulate him or her on learning how to deal with harassing behaviour.
8. **Communicate.**
  - Talk about your teen's feelings . Make it clear that you believe in your teen's ability to work through the problem.
  - Follow through by checking with the school to ensure the problem is resolved.

## *Parents of aggressors*

1. **Stay calm.**
  - Don't allow your initial response to control your actions.
  - Take action to calm yourself so that you can think rationally.
2. **Be firm.**
  - Set limits and give clear messages that you love your teen but don't love his or her behaviour—all harassing and bullying must stop.
  - Impose appropriate, nonviolent, logical consequences. (See final section in this booklet.)
3. **Offer help.**
  - Let your teen know you will work with him or her to help find better ways to solve problems.
4. **Get the full picture.**
  - Talk about how harassment affects victims.
  - Help your teen explore the reasons for the harassment and help him or her find different ways to interact with others.
  - Check with the school staff and get as much specific information as possible.
  - Help your child identify the circumstances under which he or she becomes aggressive.
  - Be careful not to excuse the aggression. Work to gain an understanding of the skills your teen needs to learn to solve problems effectively. It is paramount to affirm and encourage positive behaviours and constructive, problem-solving skills.
  - Let your teen know the risk for legal consequences for harassment.
5. **Have balance.**
  - Make sure you spend time affirming the qualities and behaviours you appreciate in your teen.
  - Be careful not to focus only on what isn't working.
6. **Encourage talk about feelings.**
  - Teach your teen ways to express feelings that will help build empathy and problem-solving skills.
7. **Practise alternatives.**
  - Work out different ways to solve problems that do not involve verbal or physical aggression.
  - Discuss ways to handle situations that have been problems in the past. Make a plan.
  - Practise new responses.

- 8. Aid reconciliation.**
  - Help your teen work out a way to make it up to the victim(s).
  - Help your teen look at the situation from the victim's point of view.
  - Consider what the victim would want to happen.
- 9. Cooperate with the school.**
  - Keep in touch with school staff to find out how your teen is doing. Ask for help if you need it.
- 10. Monitor TV, violent movies, video games.**
  - Media violence has been shown to increase aggression in children and adolescents.
- 11. Reflect.**
  - Examine your parenting strategies, especially strategies used to discipline.
  - Parenting strategies that are too strict or too lenient have been shown to cause behaviour problems in children and teens.
  - Remember that you are a powerful role model for your teen.

### ***Witnesses***

- 1. Stay calm and talk to your teen separately.**
- 2. Get the facts.**
  - Names of those involved
  - Sequence of events/ behaviours/ frequency of harassment
  - Circumstances and location
- 3. Stress that it takes courage to report bullying and harassment.**
  - Those who witness bullying and harassment have the most power to stop it.
- 4. Contact the school**
  - Encourage your teen to report incidents of bullying and harassment to responsible adults in the school.
- 5. Take responsibility.**
  - Reaffirm the expectation that it is your teen's responsibility to help make the school safe and caring for everyone.

# *Logical consequences*

## *The 4Rs of Logical Consequences*

*Reasonable*

*Related*

*Respectful*

*Responsible*

## *Introduction*

In arriving at logical consequences for incidents where bullying or harassment has taken place, care must be taken to ensure that the aggressor has the opportunity to learn different, more constructive ways to interact with peers. One way to set the stage for behavioural change would be to design and conduct an Attitude Adjustment Program over several noon hours or after school. This program would incorporate identifying problem behaviours, thinking errors and corrective responses to past behaviours which resulted in bullying or harassment of others.

Students would have the opportunity to work with a staff member to correct negative behaviours and thinking patterns. Goal setting and a method for monitoring future behaviour would also need to be established as part of this program.

## *Guidelines for development of logical consequences*

A range of logical consequences that could be applied should meet the following criteria:

1. Reasonable → the consequence fits the inappropriate behaviour.
2. Related → the consequence teaches a skill or attitude that will prevent future inappropriate behaviour.
3. Respectful → the consequence must respect the dignity of both victim and aggressor.
4. Responsible → the consequence ensures that the aggressor is the one who is held accountable for his or her actions.

Re-examine any philosophy in which the incorporation of zero tolerance means one size fits all when it comes to assigned consequences.

Unfortunately, zero tolerance has been reframed as a simplistic justification for treating every problem with one solution. Zero tolerance is too often an excuse to punish without thought, to remove the troublemakers without guilt or responsibility, or to sound tough without doing the tough work of finding real solutions. "As tough as necessary is the conceptual opposite of zero tolerance. It means, 'do what works'" (Curwin and Mendler 1997).

## ***Bibliography***

- Curwin, R. L., and A. L. Mendler. *As Tough as Necessary: Countering Violence, Aggression, and Hostility in Our Schools*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1997.
- Gautier, G. *Class Meetings for Safe and Caring Schools*. Edmonton: The Alberta Teachers' Association, 1999.
- Jenson, E. *Brain-Based Learning and Teaching*. Del Mar, Calif.: Turning Point, 1995.
- Lajoie, G., A. McLellan and C. Seddon. *Take Action Against Bullying*. Coquitlam, B.C.: Bully B'Ware Productions, 1997.
- LeDoux, J. E. *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Simon & Schuster, 1996.
- Pert, C. *Molecules of Emotion: Why You Feel the Way You Feel*. New York: Scribner, 1997.
- Sudermann, M., P. Jaffe and E. Shick. "Bullying Information for Parents and Teachers." *CAP Journal* 8, no. 1 (Fall 1998).
- Sylwester, R., ed. *Student Brains, School Issues: A Collection of Articles*. Arlington Heights, Ill.: SkyLight, 1998.

## Websites

**Alberta Learning:** <http://ednet.edc.gov.ab.ca/safeschools>

**The Society for Safe and Caring Schools and Communities Project:** [www.sacsc.ca](http://www.sacsc.ca)

**Tri-faculty Research (The faculties of education from the Universities of Lethbridge, Calgary and Alberta):**  
[www.education.ualberta.ca/educ/research/tri-fac/tri-fac.html](http://www.education.ualberta.ca/educ/research/tri-fac/tri-fac.html)

**ERIC/CASS Bullying in Schools Index:** [www.uncg.edu/edu/ericcass/bullying/DOCS/tableoc.htm](http://www.uncg.edu/edu/ericcass/bullying/DOCS/tableoc.htm)

**The National Association for the Education of Young Children (US):** [www.naeyc.org](http://www.naeyc.org)

**American Academy of Pediatrics: "Raising Children to Resist Violence":** [www.aap.org/family/parents/resist.htm](http://www.aap.org/family/parents/resist.htm)

*Always preview resources for your children to ensure that information and suggestions are suitable for your child. Some books and Internet sites may contain sensitive information on abuse.*

## Books

*Safe and Caring Schools: Havens for the Mind.* The Society for Safe and Caring Schools and Communities, 2002

# The Society for Safe and Caring Schools and Communities (SACSC) Resources



The Society for Safe and Caring Schools and Communities' 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 Society for Safe and Caring Schools and Communities 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.

Safe and Caring Schools in Alberta Presentation: video, overheads and 30 brochures

□ # 445297 \$15.00

**The SACSC: An Overview (K–12)** (Pkg of 30) Describes the origin and objectives of the project (2001, 4 pp.)

□ # 445298 \$ 6.80

**Attributes of a Safe and Caring School (K–12)** (Pkg of 30) A brochure for elementary, junior and senior high schools, describing the characteristics of a safe and caring school (1999)

□ # 445313 \$ 6.80

**The SACSC: Elementary Booklet Series (16 booklets)** (K–6) (see LRC website)

□ # 445610 \$11.50

**The SACSC: Secondary Booklet Series (15 booklets)** (7–12) (see LRC website)

□ # 445628 \$10.80

**Preschool Bullying: What You Can Do About It—A Guide for Parents and Caregivers** (1–6) Provides advice on what parents can do if their child is being bullied or is bullying others (2000, 24 pp.)

□ # 445347 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Primary Level Students** (K–3)

Contains stories and exercises to help children deal with bullies and to stop bullying others (1999, 28 pp.)

□ # 445397 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Parents and Teachers of Primary Level Students** Contains tips to help teachers and parents identify and respond to children who are involved in bullying (2000, 12 pp.)

□ # 445454 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Upper-Elementary Students and Their Parents**

Directed at students who are the victims, witnesses or perpetrators of bullying, and their parents (2000, 16 pp.)

□ # 445321 \$1.33 ea for 10 or more \$2.65 ea

**Bullying in Schools: What You Can Do About It—A Teacher's Guide** (1–6) Describes strategies that teachers can follow to stop bullying in schools (1997, 10 pp.)

□ # 445339 \$1.33 ea for 10 or more \$2.65 ea

**Beyond Bullying: A Booklet for Junior High Students** (7–9) Explains what students should do if they are being bullied or if they see someone else being bullied (2000, 12 pp.)

□ #445470 \$1.33 ea for 10 or more \$2.65 ea

**Beyond Bullying: What You Can Do To Help—A Handbook for Parents and Teachers of Junior High Students** (7–9) Defines bullying behaviours and suggests strategies that parents and teachers can follow to deal with it (1999, 16 pp.)

□ # 445488 \$1.33 ea for 10 or more \$2.65 ea

**Bullying is Everybody's Problem: Do You Have the Courage to Stop It?** (Pkg of 30) (7–12)

A guide for senior high students, defines bullying and provides advice on how to respond to it (1999)

□ # 445305 \$4.76 for 10 or more pkgs \$6.80/pkg

**Bullying and Harassment: Everybody's Problem—A Senior High Staff and Parent**

**Resource** (10–12) Provides advice for parents and teachers of high school students on how to deal with bullying (2000, 12 pp.)

□ # 445496 \$1.33 ea for 10 or more \$2.65 ea

**Class Meetings for Safe and Caring Schools** (K–12) Explains how regular class meetings can help teachers and students work out conflicts before they become major problems (1998, 20 pp)

□ # 445587 \$1.33 ea for 10 or more \$2.65 ea

**Expecting Respect: The Peer Education Project—A School-Based Learning Model** (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.)

□ # 445462 \$1.33 ea for 10 or more \$2.65 ea

**Safe and Caring Schools: Havens for the Mind** (K–12) Reviews the role of SACS in healthy brain development and learning

□ # 445503 \$1.33 ea for 10 or more \$2.65 ea

**Media Violence: The Children Are Watching—A Guide for Parents and Teachers** (K-12)

Contains tips for parents and teachers in countering the effects on children of media violence (1999, 12 pp.)

□ # 445511 \$1.33 ea for 10 or more \$2.65 ea

**Peer Support and Student Leadership Programs** (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.)

□ # 445503 \$1.33 ea for 10 or more \$2.65 ea

**Niska News** (K–12) A collection of articles about SACS reprinted from The ATA News (1999, 36 pp.)

□ # 445529 \$1.33 ea for 10 or more \$2.65 ea



### III. TOWARD A SAFE AND CARING PROFESSION

SACSC 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 behaviour, 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)

# 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)

# 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)

# 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.

# 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

# 455312 \$ 7.00

## SACSC PROMOTIONAL ITEMS

**SACSC cards with color logo and envelopes** (Pkg of 40) Blank card and envelope, featuring the SACSC logo

# 444547 \$ 10.00

**Niska hand puppet** Featuring the Niska mascot

# 444555 \$ 14.00

**Niska labels** (800 peel & stick labels per pkg) Featuring the Niska mascot

# 444571 \$ 4.00

**Niska mouse pad** 8 ½" by 9 ½" featuring the Niska mascot

# 444563 \$ 6.00

**Niska tattoos** (125 per pkg) A 1½" by 1½" temporary tattoo featuring Niska

# 444597 \$23.40

**Niska water bottles** (5 per pkg) 5 white plastic water bottles featuring the Niska logo

# 444612 \$ 8.50

**Niska zipper pulls** (5 per pkg) Bronze, featuring the Safe and Caring Schools Logo

# 444589 \$ 7.75

**SACSC award buttons** (Pkg of 30–2 ¼" white buttons)

# 444620 \$10.00

**Safe and Caring Schools and Communities coffee mug**

# 444604 \$ 5.45

**Safe and Caring Schools and Communities pencils** (Pkg of 30) Inscribed with "Toward a Safe and Caring Community"

# 444662 \$10.70

**Niska T-Shirt** (white, featuring the Niska mascot front and back)

# 444745 adult X-large;  # 444737 adult large;  # 444729 adult medium;  
 # 444711 adult small;  # 444703 youth X-large;  # 444696 youth large;  
 # 444688 youth medium;  # 444670 youth small \$10.50

**SACSC men's golf shirt** (white, featuring the Niska mascot)

# 444787 X-large;  # 444779 large;  # 444761 medium;  
 # 444753 small \$24.95

**SACSC women's golf shirt** (white, sleeveless, featuring the Niska mascot)

# 444828 X-large;  # 444810 large;  # 444802 medium;  
 # 444795 small \$24.45

**\*All workshop materials can be ordered from the SACSC office by inservice leaders and workshop facilitators who have successfully completed the training: e-mail [office@sacsc.ca](mailto:office@sacsc.ca), fax (780) 455-6481 or phone (780) 447-9487.**

ISBN1-897189-91-5