

Bullying— *What you can do about it*

A guide for primary level students

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

The Alberta Teachers' Association, Edmonton T5N 2R1
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The Society for Safe and Caring Schools and Communities, 11010 142 Street
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Printed in Canada.

ISBN 1-897189-32-X

**This booklet was written by Niki Wosnack
and illustrated by Jennifer Wosnack.**

Bullying— What you can do about it

*Teachers and parents are encouraged to discuss the stories with students
and help them complete the activities featured in this booklet.*

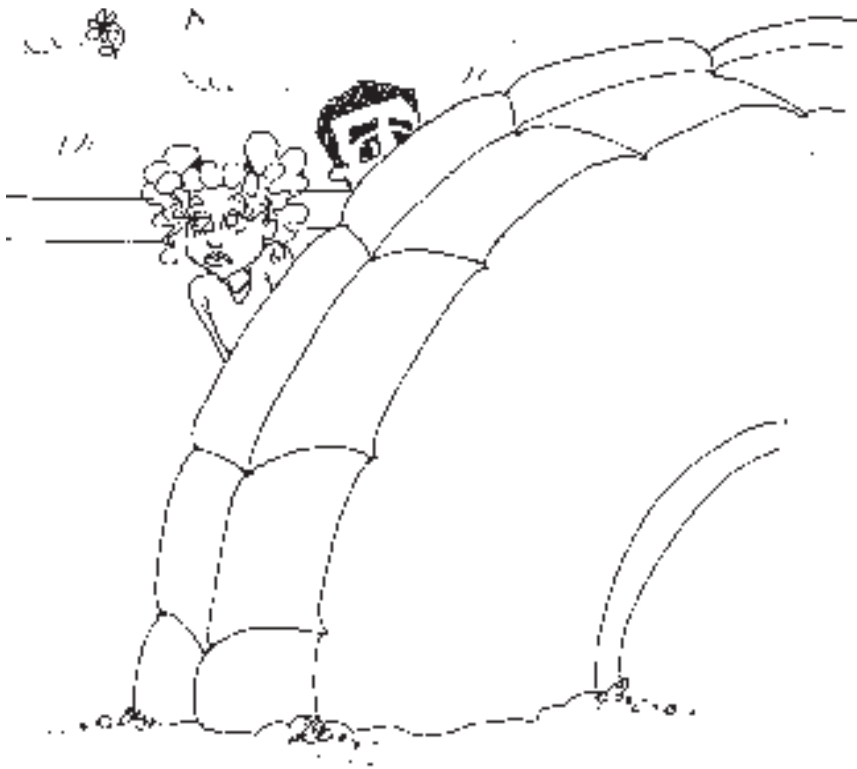
“Hey, Martin, what are you doing?” sang a yellow mop of curls, as Sarah poked her head partially over the lip of the tire to look at Martin. “You look funny,” she said.

“Get inside here fast, before he sees you,” Martin whispered.

“Before who sees me?” asked Sarah, as her eyebrows dropped down in puzzlement.

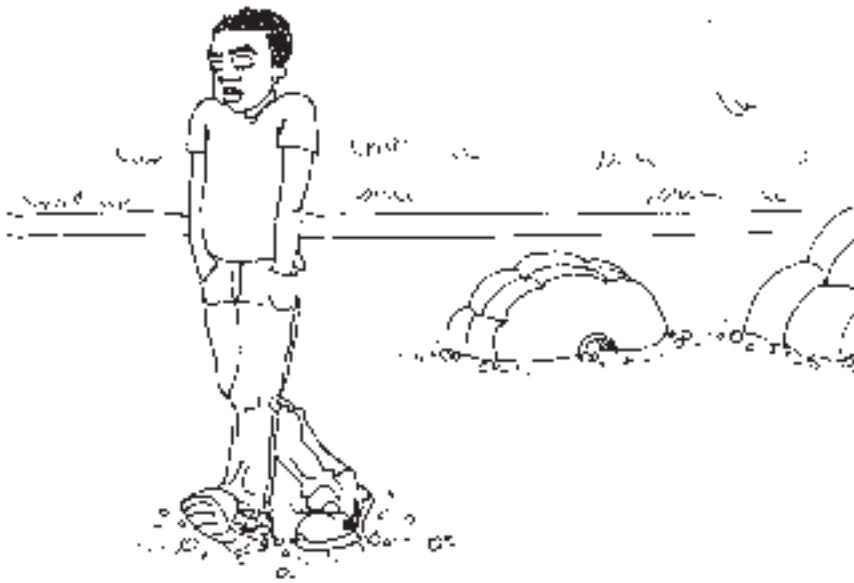
“Nestor the Mean Machine, of course,” replied Martin, as he inched his head over the tire’s edge, exposing a single brown eye to the playground.

“Has he been bugging you again? He’s just being mean. You need to ...”



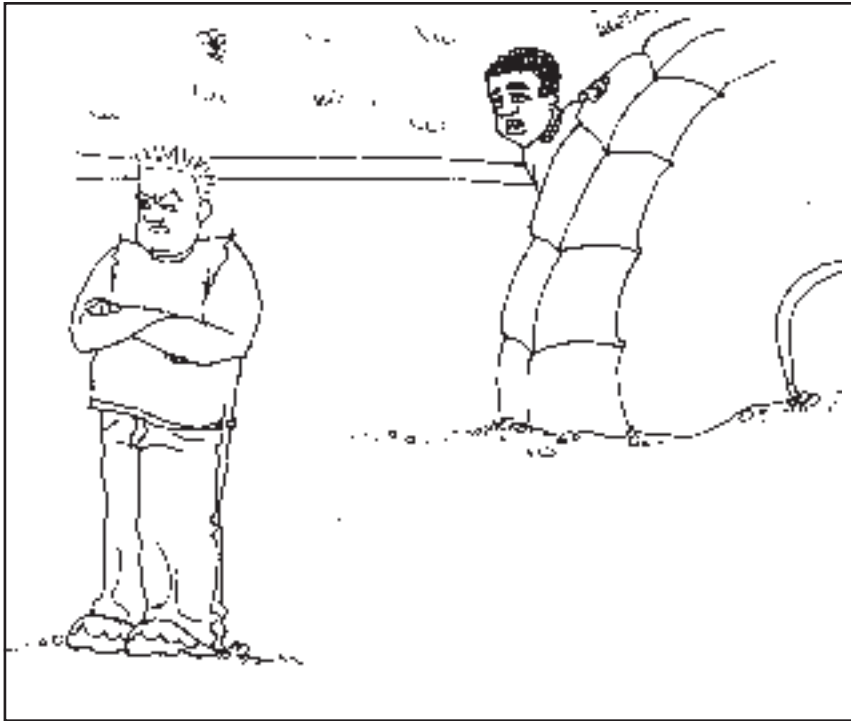
Nestor the Mean Machine— A tale of bullying

“I just can’t stand it. I hate Grade 2. I’ll run away and start a new country where no one ever goes to school. Yeah, that sounds good. I’ll call it ‘Playallday’ and I’ll only let people my size live there!” grumbled Martin, as he swiped at pebbles beneath his beat-up old runners.



Martin plopped himself down in the inside lower corner of the giant tire in the playground with a grimace and a sigh. As he peeked over the tire's rim his eyes widened, and he felt his heart pumping like Michael Jordan's legs when he's running down the basketball court.

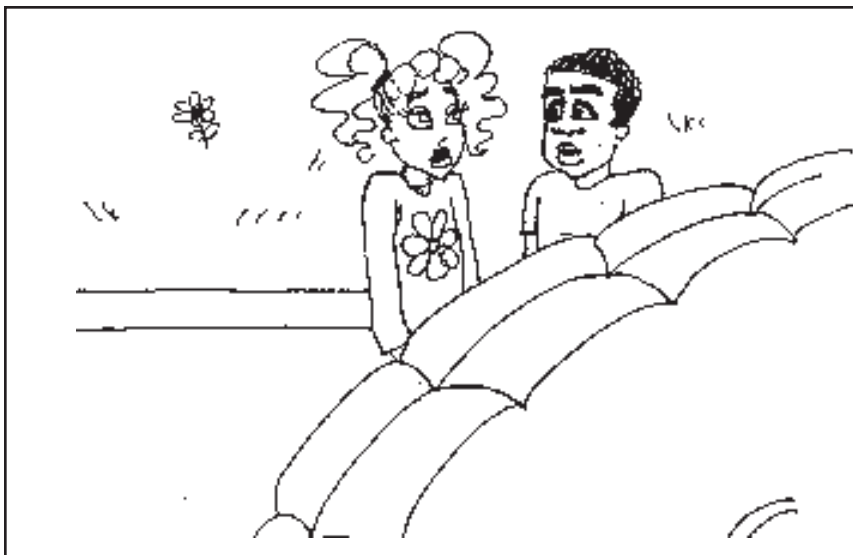
"Oh no, it's Nestor the Mean Machine," breathed Martin as he shrunk back into the dark shadows of the tire. "Please, God, don't let him see me . . . I'll eat Brussels sprouts for supper . . . I'll take a long bath and not complain at all . . . I'll even let Aunt Hilda pinch my cheeks and kiss me . . . just, don't let him see me." Martin imagined himself shrinking inside until he was just the size of a teeny, tiny mosquito . . . while Nestor mutated into a three-ton charging **Tyrannosaurus Rex!**



“I need to quit school and move out of my block, that’s what I need to do,” Martin cut in. “He’s always hanging around and bugging me. Why, if he were a piece of gum I’d throw him in the garbage. If he were a plant I’d refuse to water him.” Martin’s voice got louder and louder as he spoke until Sarah nudged him with her elbow. Martin could tell from the look on Sarah’s face that he was sounding pretty dinosaurish himself. “Aw, I know I’m not being very nice about him. I’m sorry. It’s not right to say mean things about other people.”

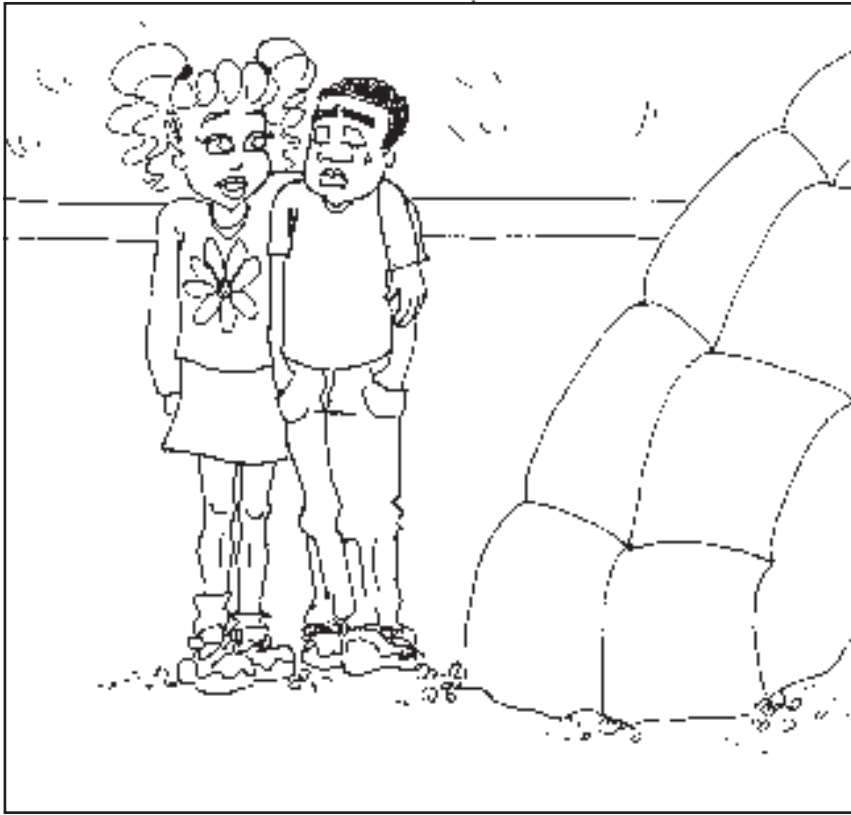
“What did he do?” asked Sarah.

“Nothing today, but on Tuesday he ordered me to bring my super soaker over to his house so he could play with it. I saved up for a long time to pay for that water gun and I’m not giving it to him. I hid it under my bed and I’m not taking it out. Anyway, he’s been calling me names like ‘baby,’ and threatening to beat me up if I don’t follow his orders. I’m worried he’ll see me.”

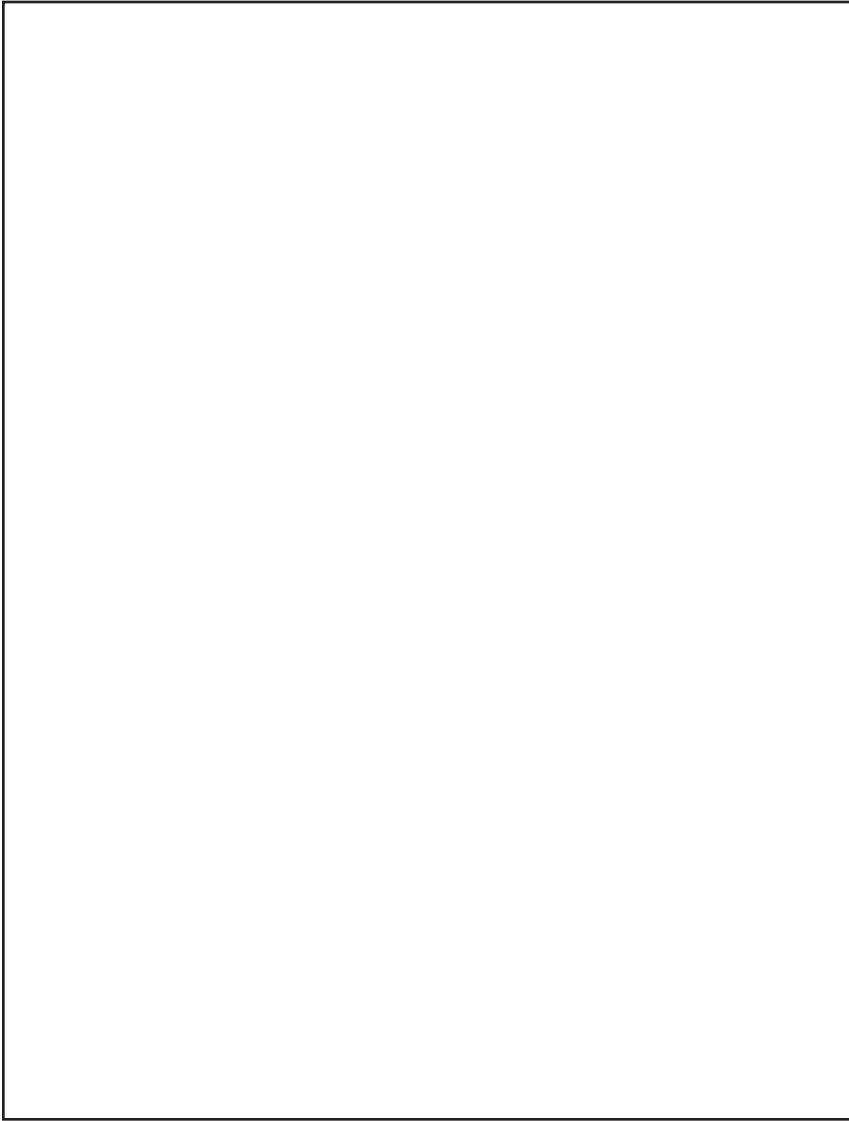


“You don’t have to fix it by yourself. Why don’t you tell someone what’s going on?” urged Sarah. “You need help to get him to stop bullying you.”

Martin didn’t answer for the longest time. Finally he whispered, “I’m scared,” as he examined the inside of the tire. “I don’t know how to get him to leave me alone. He’s so big and I don’t want him to steam rollover me.” Sarah thought she caught a glimpse of a tear rolling down Martin’s cheek just before he lowered his head onto his knee.



1. *Martin doesn't know how to make the bullying stop. What could he do to make things work out better?*
2. *Draw a picture of how Martin could solve his bullying problem.*



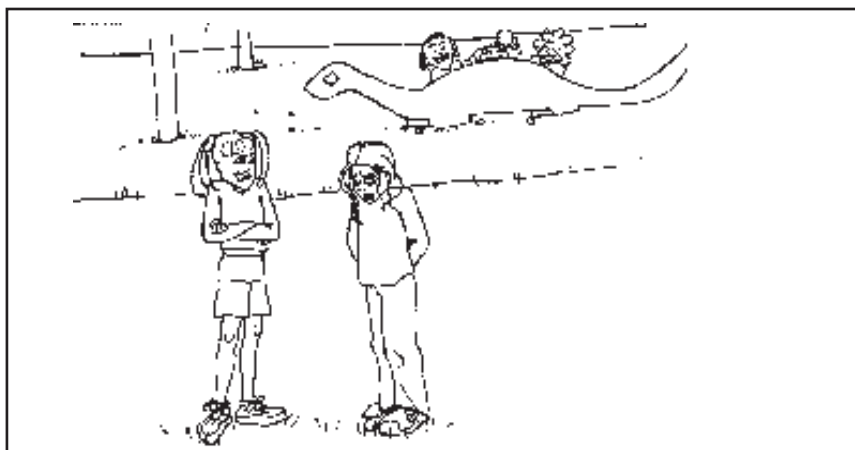
“Girly-boy! Girly-boy!”— Another tale of bullying

“Did you say your name is Sam? That’s a boy’s name! How come your mom and dad gave you a boy’s name?” asked Polly. Sam winced as she noted the raised eyebrows, scrunched-up nose and pursed lips beneath long orange pigtails and big blue eyes.

“It’s not a boy’s name! It’s a nickname. Sam is short for Samantha,” explained Sam with a quiver in her voice.

“It is so a boy’s name,” chirped Polly. “Beth, Rachel and Sarah, come over here,” ordered Polly. Sam could see Polly’s pigtails swinging as she skipped over to three girls perched on a huge green metal brontosaurus embedded in the sand playground at Harmony Park.

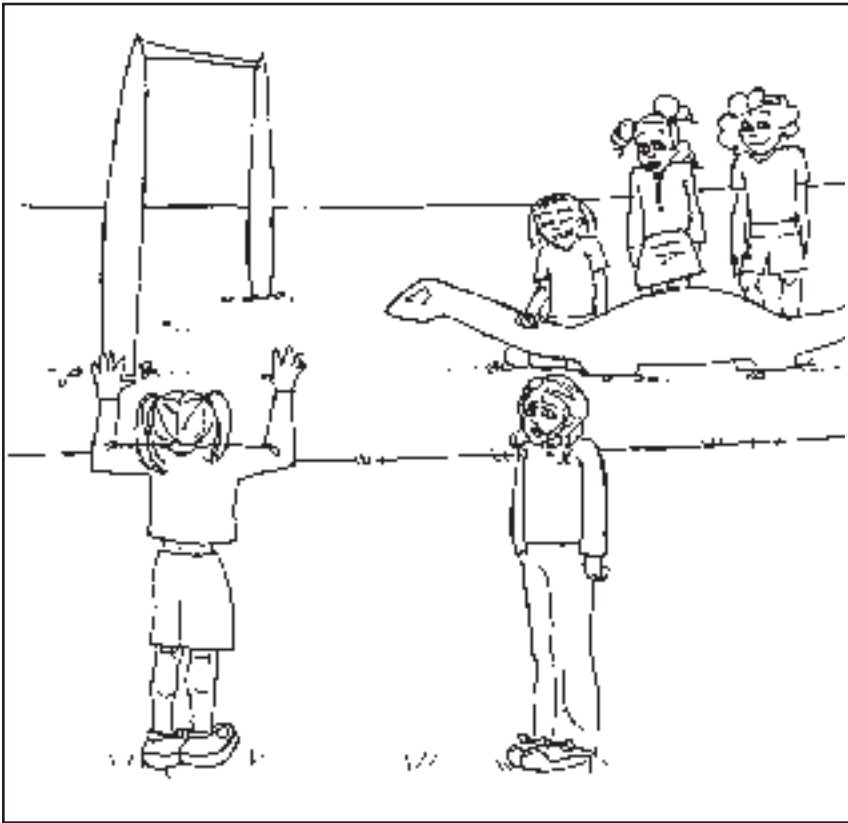
Sam felt as if she were watching a Disney film unfold before her eyes. Combinations of hands and feet appeared momentarily slightly before three heads popped into sight from behind the brontosaurus.



Polly's entire body appeared to vibrate with energy as she yelled in a singsong voice as loud as thunder. "Hey girls, meet SAM! She's a girly-boy!"

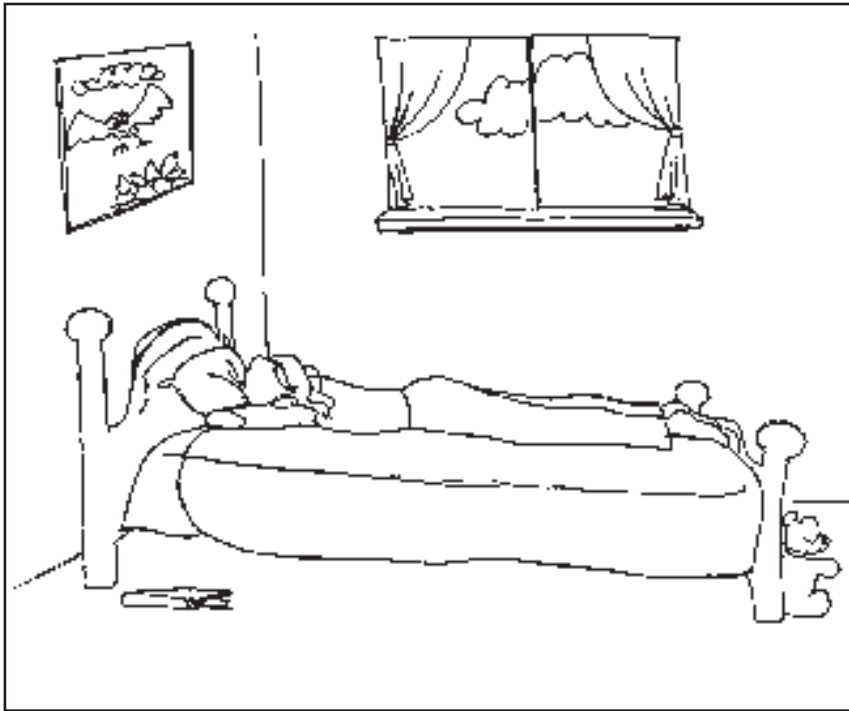
Sam could feel four sets of eyes staring at her. She froze. Her neck and face grew hot as she lowered her eyes to the grass in front of her feet. "I already told you, it's not a boy's name, it's a nickname," explained Sam, her voice quivering and her eyes filling with tears.

"Girly-boy! Girly-boy!" sang the four girls in unison. "We don't play with girly-boys!"



“I didn’t want to play with you anyway,” muttered Sam. “You’re just being mean!” Sam turned on her heels, squared her shoulders and marched off toward her house. She tried to act as if she no longer heard the laughing voices repeating, “Girly-boy! Girly-boy! We don’t play with girly-boys,” drifting on the wind behind her.

Sam walked slowly into her house and up to her room. She felt as though she were made of ice. Alone in her room, Sam threw herself onto her bed, buried her face in her pillow and sobbed until her hiccups shook the bed.



Later that evening, Sam sat wrapped in her mother's arms. She loved the smell of soap and cinnamon, and the warmth and softness of her mother's body pressing her close to her heart. The sound of her mother's voice felt like gentle waves lapping the shore as Sam's attention drifted in and out, in and out. Sam knew she would have to face Polly and her friends tomorrow, but tonight she just wanted to pretend tomorrow would never come.



All too soon Sam awoke. She stretched, enjoying the cocoon-like warmth of her favorite comforter when suddenly she remembered Polly. Sam lurched upright, threw back the covers, bolted out of bed and stomped down the stairs hollering, “I hate Pukey Polly,” at the top of her lungs.

“Okay, I’ll stay away from Polly and ignore her if she bugs me,” grumbled Sam to her mother as she slowly—ever so slowly drew on her purple blouse with the bright gold star on the back of it. Sam could have taught lessons to a tortoise the way she was moving. “Let Polly get some green itchy scales on her legs and arms,” whispered Sam as she tied her left shoelace. “Uh, Oh.” groaned Sam as she looked into her mother’s face. “I didn’t mean it. I was just grumbling,” she explained as she took in her mommy’s straight



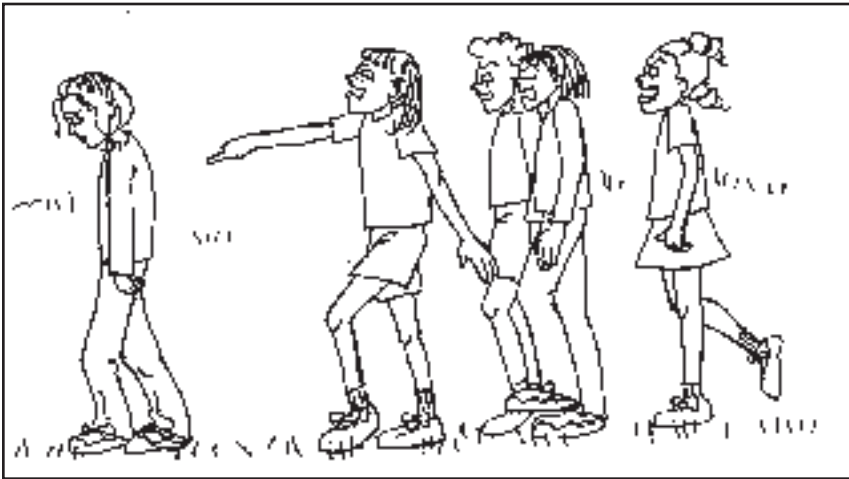
back, frowny eyes and crossed arms. Sam hung her head and said, “I’m sorry mom, I won’t say things like that anymore.”

Sam’s mom gave her a hug and said, “That’s my girl. Just remember, walk away. If you leave them alone, they’ll leave you alone. Have a good day at school.” Sam walked out the door and headed off to class.

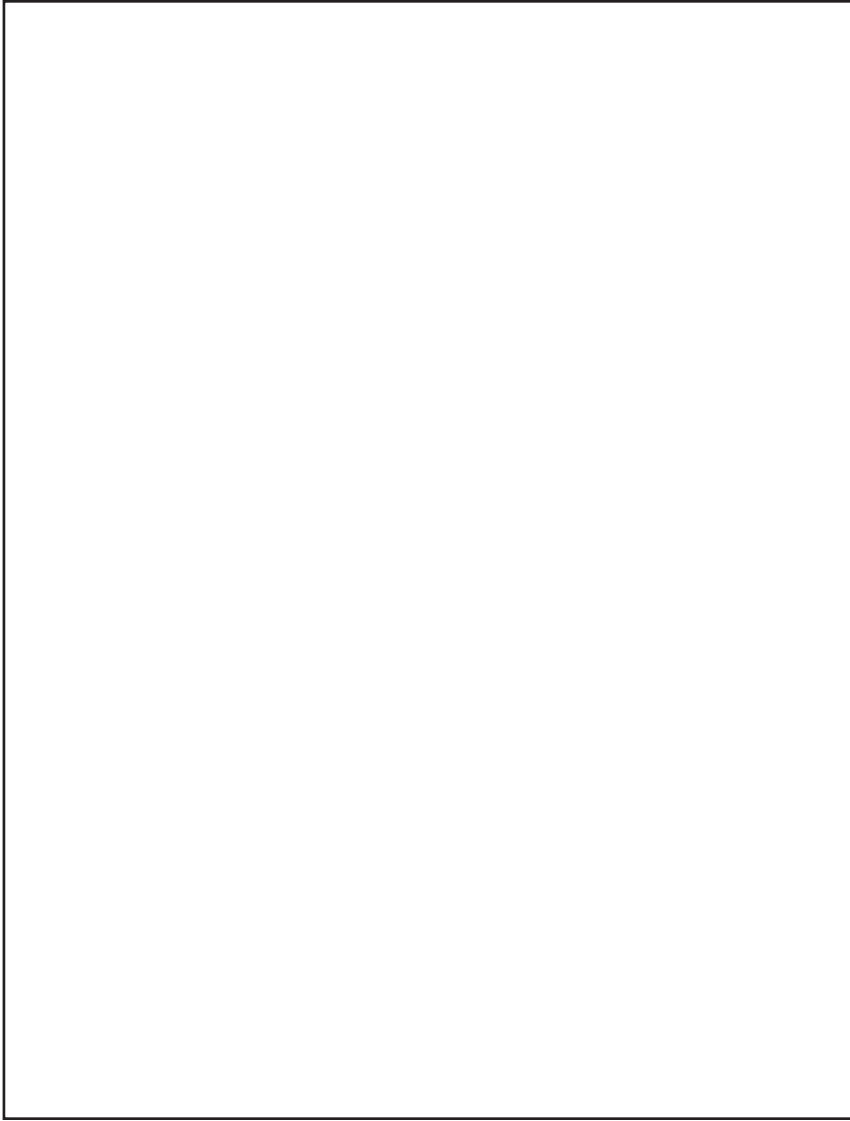
“Oh man, I can’t believe it. I really got lucky. I don’t think she’s at school today,” crowed Sam, just before the foul foursome sauntered into view.

Before she could turn and walk away, Sam felt a jolt as her eyes locked with Polly’s. Polly’s smile grew as she opened her mouth wide enough to drive two large cars through and shouted, “There’s Sam, the girly-boy. Don’t touch her anyone. You might get girly-boy germs.”

Sam walked away but Polly and her friends followed, chanting “Girly-boy germs! Girly-boy germs!” as they advanced. This time, mom’s advice to ignore them wasn’t going to work.

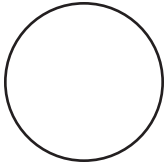


- 1. Ignoring the girls isn't working for Sam. What else could she do?*
- 2. Draw a picture that shows one way Sam could stop the bullying problem she is facing.*

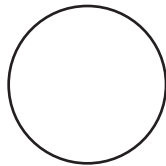


Bullying behaviours

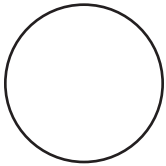
Cut out the "Safe and Caring Bullying/No Bullying" symbols at the bottom of the page. Paste them beside the actions that describe either Safe and Caring behaviour (no bullying) or unsafe and uncaring behaviour (bullying).



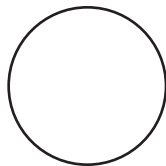
threatening someone



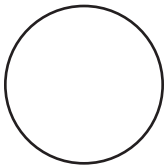
pushing and shoving



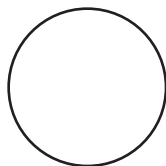
asking to join in a game



spreading rumors



name-calling or mocking



telling a person you are mad at him or her

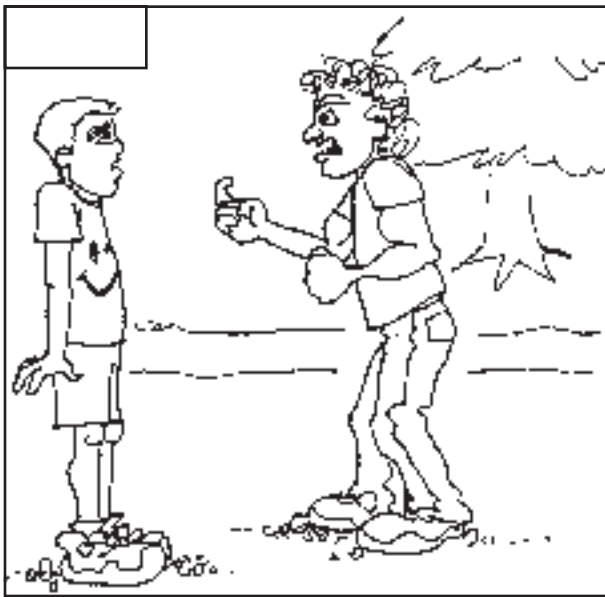


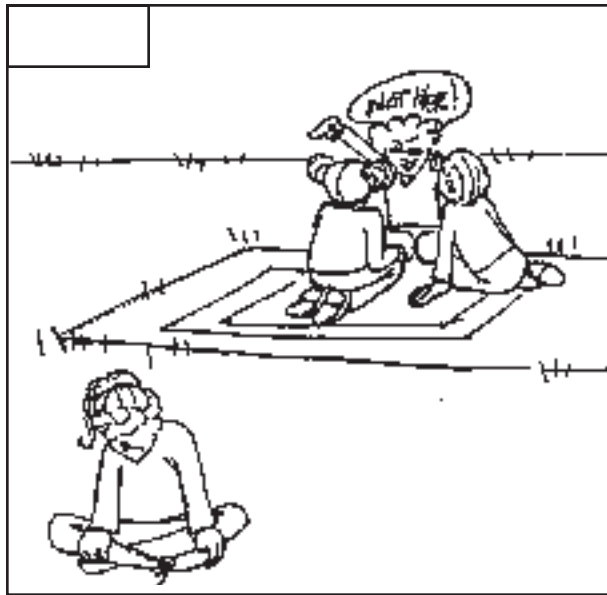
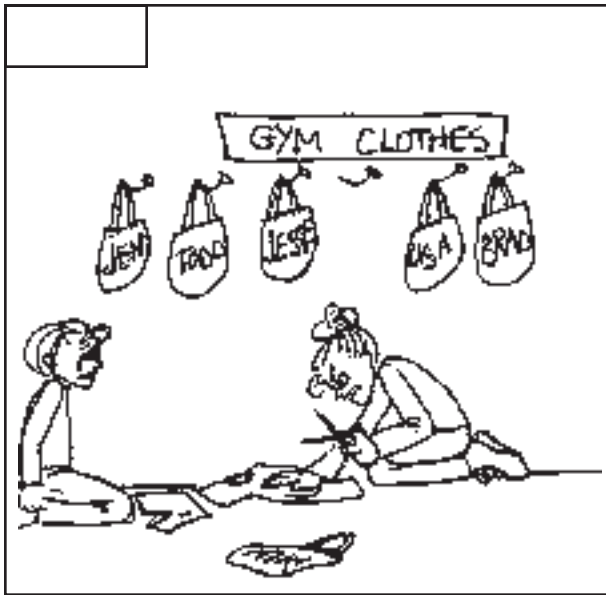
Bullying behaviours

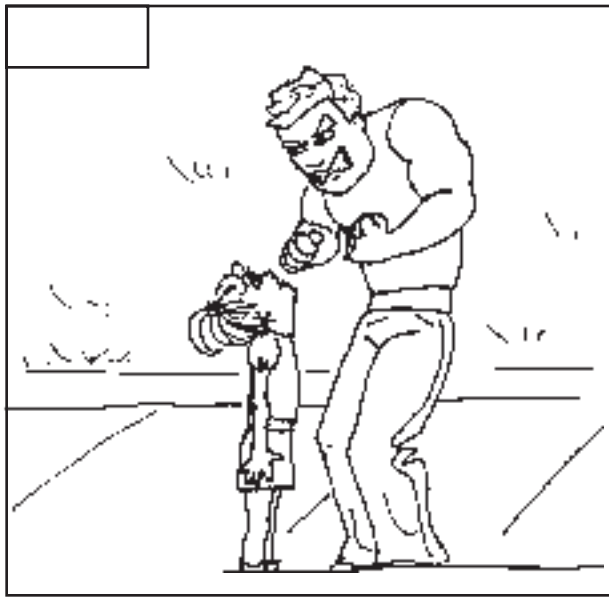
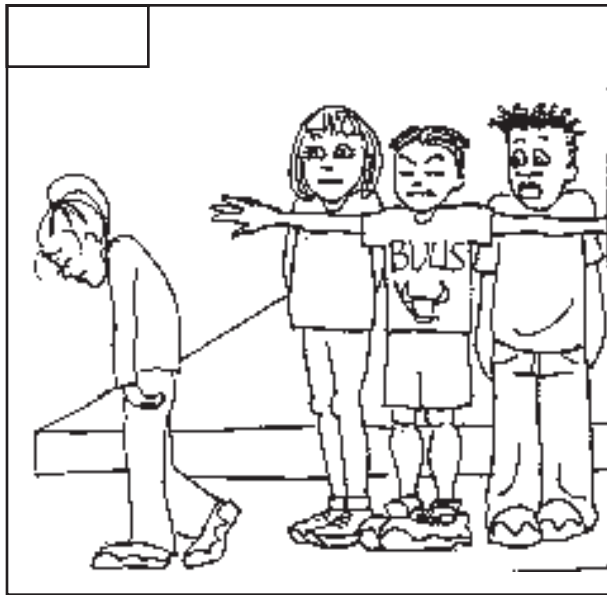
Bullying hurts people in many different ways. It hurts feelings and bodies and causes major pains in the brain! In short, people who bully are not good at making friends, sharing or waiting their turn. What's the difference between normal conflict and bullying? . . . Glad you asked! Bullying is different from everyday conflict because it carries a danger of being hurt. Another difference is that bullying happens over and over again.

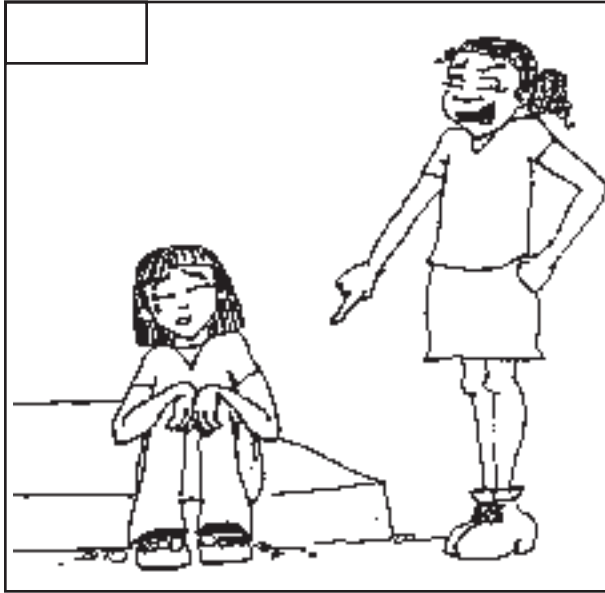
Decide which type of behavior is being shown and color the boxes in the upper left corner with the color that matches the type of bullying shown. You can color the pictures when you have finished.

1. Body hurt (Red)
(Green)
2. Feelings hurt (Blue)
3. Property hurt (Yellow)
4. Threats









Are you being bullied?

Here's some information you may find helpful.

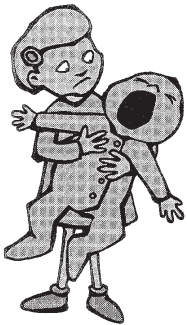
You aren't alone.

Most people run into bullying problems sometime in their lives. The problem gets worse when you don't tell anyone. Silence helps the person bullying and hurts you. Why? Because they get to keep bullying you and you don't get the help you need. Ignoring a bullying problem won't make it go away. In fact, ignoring it usually means the bullying will continue. Find the courage to tell the person bullying you to stop. If he or she won't stop, tell an adult you trust and keep telling adults until you get help.



It's not your fault.

You didn't do anything to deserve being bullied or to start this problem. People who bully look for excuses to hurt or scare people. They feel strong if they can control you. Making you feel small, or frightening you, makes the person who is bullying you feel important. As you might have guessed, people who bully are people with problems.



What to do if you are bullied

S A F E

DO

DON'T

Stand up for yourself



- ✓ stand tall
- ✓ make eye contact
- ✓ walk away
- ✓ say: "Stop, I don't like it."
- ✓ say: "Leave me alone."

- ✗ say mean things to yourself like: "I'm no good."
- ✗ ignore it
- ✗ show you're upset

Ask a friend or adult to help



- ✓ ask a friend to help you
- ✓ make sure you are part of a group
- ✓ ask adults for help and keep asking until you get help
- ✓ use a calm voice to explain what has happened
- ✓ say: "I need help."

- ✗ think it's tattling to ask for help; you're probably helping someone else

Figure out your choices



- ✓ think about different ways to handle it (humor sometimes works)
- ✓ avoid an unsafe situation or give in until you are safe, then tell an adult
- ✓ think of how you want it to turn out and do things to help make this happen

- ✗ tease
- ✗ stay silent

End it calmly



- ✓ erase any hard feelings or anger
- ✓ refuse to listen to or believe anything the bully said
- ✓ treat the bully the way you like to be treated
- ✓ try to forgive the bully
- ✓ think of what you learned

- ✗ fight or name-call, this will make it worse or start it over

What should you do if you see someone being bullied?

C A R E

Care about others



DO

- ✓ offer to help the person
- ✓ think of ideas to solve the problem
- ✓ invite the person to play with you and your friends

DON'T

- ✗ tell the bully it's no big deal
- ✗ walk away without helping

Ask a friend or adult to help



- ✓ go tell an adult and ask for his or her help
- ✓ let your friend know it isn't tattling to report the one who is bullying

- ✗ handle it yourself by bullying back
- ✗ discourage the person from telling an adult

Remember to reach out



- ✓ check in with the person occasionally to let him or her know that you care
- ✓ treat the bully the way you would want to be treated

- ✗ ignore the person
- ✗ get into fights or conflicts with the bully

End it calmly



- ✓ let the person know you are willing to help if he or she has future bullying problems
- ✓ trust him or her to let you know if they need help

- ✗ keep asking the person daily to see if the bullying has started again

Do you bully others?

There's a quick way to find out. If you answer yes to any of these questions you may be at risk of bullying. If you answer yes to three or more you have bullying behaviors, should get help and make the decision to STOP BULLYING.

1. Do you like to pick on other people?
2. Do teasing and bugging other people make you feel good and powerful?
3. Do you always have to win at every sport or game you play?
4. Are you angry most of the time and do you hold grudges or stay angry for long periods of time?
5. Do you like to break or wreck other people's things?
6. Do you get upset or jealous when someone else does well?
7. Do you like upsetting or scaring others?
8. Do you take pride in being tougher than the other kids?
9. Do you blame other people when things go wrong?
10. Do you threaten others to get your way?

Read the next page to see how to change bully behaviors.

How to stop bullying others

It's easy to understand why people bully—it's a way for that person to feel strong and powerful. The problem is that hurting others hurts you too. Bullying is like wearing a t-shirt that reads in big letters: "There's something wrong with me."

Think about it. Would *you* trust and care about someone who might hurt you just for the fun of it? Some kids play or hang around with kids who bully because they have problems too or because they are scared of the kid who is bullying, but these aren't true friends.

It takes courage and strength to change, but you can. Here's how.

1. Make the choice to stop bullying right now.
2. Tell the person you have been bullying that you are sorry and that you won't bully him or her again.
3. Think of a person that people like and admire. Watch how he or she treats others and adopt some of the same behaviors.
4. Tell your parents, teachers or an adult you trust, that you have stopped bullying. Ask for their help and support. After all, doing things differently will be scary at first because it's new.
5. Make it your job to do two nice things every day. Don't look for thanks. Try to be anonymous.
6. Be patient. It will take time for others to see you've changed.
7. Make new friends with kids who are friendly and like the same things as you. If you ask to join in a game and someone says no, remember, that doesn't mean never—it could mean later, or tomorrow. When you play with others, don't be the boss. Enjoy letting someone else be in charge.
8. Give yourself a pat on the back. What you are doing takes courage and it will feel good with time.

Books for children

- Berenstain, S. and J. *The Berenstain Bears and the Bully*. New York: Random House, 1993.
- Berenstain, S. and J. *The Berenstain Bears and the In-Crowd*. New York: Random House, 1987.
- Bosch, C. *Bully on the Bus*. Seattle, Washington: Parenting Press, 1988.
- Kaufman, G., and L. Raphael. *Stick Up for Yourself!: Every Kid's Guide to Personal Power and Positive Self-Esteem*. Minneapolis: Free Spirit Publishing, 1990.

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 *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 behaviors 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

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.

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.)

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)

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)

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).

Kindergarten # 445446 F (Out of Province \$69.00) \$49.00

Grade 1 # 445371 F (Out of Province \$69.00) \$49.00

Grade 2 # 445389 F (Out of Province \$69.00) \$49.00

Grade 3 # 445404 F (Out of Province \$69.00) \$49.00

Grade 4 # 445412 F (Out of Province \$69.00) \$49.00

Grade 5 # 445420 F (Out of Province \$69.00) \$49.00

Grade 6 # 445438 F (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.)

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.)

445660 \$31.60

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

444836 \$ 9.00

III. TOWARD A SAFE AND CARING PROFESSION

The 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 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)

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, fax (780) 455-6481 or phone (780) 447-9487.**

ISBN 1-897189-32-X