



## Current Projects

### ***Safe and Caring Schools and Communities Restorative Justice Project, Phase Two: Training and Leadership Development***

Phase one of this project developed lesson plans for grades 4–12 based on restorative justice approaches in a variety of subjects as well as a restorative justice model, using conferencing and healing circles, to help schools deal with conflict or inappropriate behaviours. Phase two focuses on training school staff and students to implement the resources and the process developed in Phase one. Several Alberta schools are piloting these resources, allowing for evaluation and improvement. Student training will also provide leadership and research training for youth so that they can train others within the school and evaluate data collected in the restorative justice process.

### ***Dealing with Homophobia, Phase II: Expansion, Evaluation & Promotion of Phase I Resources***

This project will enhance the capacities of schools and communities to decrease risk factors and increase protective factors related to crime and victimization of LGBT youth by developing and disseminating information, tools and resources. In Phase one, SACSC partnered with the Alberta Teachers' Association to develop resources that help school districts deal with homophobia and reduce the risk factors affecting LGBT youth. Phase two of the *Dealing with Homophobia* project will focus on the expansion, evaluation and promotion of the resources developed in the first phase of this project. A youth leadership training institute component will include sessions that train students to design and deliver workshops to their peers; the objective being to engage students in discussion and action around human rights issues and how they relate to LGBT, bullying and discrimination. Youth will also participate in gathering research data from their peers and evaluate the effectiveness of youth-led initiatives. A list of resources developed through phase one is available on the SACSC website at:

[http://www.sacsc.ca/Projects\\_Dealing%20With%20Homophobia.htm](http://www.sacsc.ca/Projects_Dealing%20With%20Homophobia.htm)

### ***Towards Achievement of the Millennium Goals: Students Taking Action***

This project will undertake student-led action research and professional development activities for teachers and student teachers. Student leaders will form learning relationships with local and international NGOs and spearhead student-created projects that are integrated into curricula outcomes and focused on Global Classroom Initiative themes. Student leaders will conduct action research using focus group methods to identify what the students in the school know about the Millennium Goals and to identify what action is already taken that is related to the Millennium Goals. With the findings of their research in the schools, students will identify priority areas and one or more of the Millennium Goals that are most relevant to their school and community. Students will then develop and implement an action plan. Following implementation, students will engage in further research to evaluate the actions taken. Students will learn about the needs related to the millennium goal(s) selected, which groups in Canada are addressing those needs, what gaps in service are evident and what students can do to improve the situation. Through collaboration with each other and with non-governmental organizations, students will increase their awareness of global issues, how they impact their local community and the larger global community as well as the potential positive impact their actions can have as global citizens—students taking action.

### **The Development of a Youth Action Process to Build a Safe, Caring and Inclusive Learning Community—A pilot project**

This project is an expansion of the other Youth Action pilot projects that the Society is scheduled to undertake in Edmonton during the 2006-2007 school year. The project will be expanded to include two other high schools. Students will undertake the Youth Action process; however, instead of focusing on diversity issues or the Millennium Goals, these schools will focus on building a safe, caring and inclusive learning community in the school. Students will narrow the theme based on their focus group findings during the first stage of the youth action process.

### ***Centre for Research, Policy, Practice and Evaluation in the Prevention of Bullying and Violence—the SACSC Research Link***

The Society, in partnership with the University of Alberta has completed a project that established a Centre for Research, Policy, Practice and Evaluation in the Prevention of Bullying and Violence in Preschool and School-Aged Children. The Centre supports a collaborative, community development-based, trans-disciplinary approach to the prevention of childhood bullying and violence through research and policy development as well as through the development, implementation and evaluation of resources and training programs. Phase one of this project focused on building an extensive partnership base including a wide range of stakeholders who share an understanding of research, programming and strategies as well as evaluations related to the prevention of violence and bullying. In phase two, the SACSC Research Centre will: identify gaps in current research/knowledge; undertake a review of existing school district policies concerning bullying, homophobia, racism and lack of tolerance and understanding in relation to different faiths and cultures; evaluate the SACSC model for implementation; and establish a virtual research centre which will house research and publications from all partners and provide a venue for a web-based forum.

### ***Building Intercultural Respect through Policy Development***

The Society for Safe and Caring Schools and Communities and the project partners/supporters will work together in a policy review and development process. The specific purpose of the project is to create a policy kit and related resources in order to guide policy development that encourages programs (curricular and extra-curricular) and practices in schools that increase the understanding and appreciation of cultural diversity with a particular emphasis on gaining understanding and building respect for visible and behavioural differences—customs, traditions, beliefs, physical appearance—and preventing racism, discrimination, harassment and bullying. The expected outcome of such policy development is to ensure more equitable opportunities for all children and youth to succeed in school and become positive, contributing citizens in Alberta society.

### **Post Secondary Credit for SACSC Workshops and Institutes**

This project provides for leadership training, the development of safe and caring school and community completion-certificate programs, post-secondary credit for adult leadership training, the development of a college training program for safe and caring community coordinators and necessary resources. It is designed specifically to promote adult learning related to reducing the risk factors that result from a lack of respect and responsibility, low self-esteem, prejudice and discrimination, bullying and aggressive responses to conflict while increasing protective factors among children and youth.

**For detailed descriptions of current and past projects please visit the SACSC website at [www.sacsc.ca/Projects.html](http://www.sacsc.ca/Projects.html).**