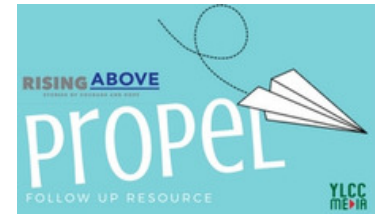


# RISING ABOVE

STORIES OF COURAGE AND HOPE

## THE REASON

Thank you for active support and participation in a Rising Above. Rising Above is a unique Canadian-made documentary film, produced by YLCC Media—in partnership with the Canadian Red Cross and a variety of sponsors.



We at YLCC Media hope that attending a Rising Above event is a catalyst for further discussion in your classroom and school about the important topic of bullying. At least 1 in 3 adolescents in Canada have reported being bullied. The Canadian Institutes of Health Research states, “bullying can have both short and long-term impacts on someone’s physical and psychological health. Victims often feel lonely, isolated and unsafe. Researchers have also shown that bullying can lead to depression, anxiety, low self-esteem and physical illness. In extreme cases, bullying can be fatal” (<http://www.cihr-irsc.gc.ca/e/45822.html>).

The importance of ongoing discussion and reflection on the topic of bullying is the purpose for Rising Above and why we at YLCC-Media are so passionate about this film. The Propel Resources were created to help educators continue to ‘propel’ students to think about the effect of bullying behaviour and to hopefully inspire positive behaviour changes.

## 6 UNIQUE PROPEL LESSON PLANS

There are 6 different lesson plans all emphasizing key themes from the film, all of which align with provincial curriculum outcomes regarding bully prevention and mental health awareness.

Here We Go (Pre-Event)

Lets Keep Talking (General)

Power of Peers (Central Story: Scott - Canadian Red Cross, retired Saskatchewan Rough Rider)

Build vs Destroy (Central Story: Anthony - Motivational Speaker)

#onlinerresponse (Central Story: Lynelle - Personal Story)

Small Actions (Central Story: Josh (The Doorman) & Travis (co-founder Pink Day)

## PROPEL RESOURCE STRUCTURE

The way to use the different Propel Resource is quite simple and has the following breakdown:

Overview & Learning Objectives

Materials (if needed)

Schedule/Procedure

Activity Options

Discussion/Debrief

Additional Resources

Under Material there will be a URL to selected clips from Rising Above available on Vimeo. These are meant to be used as introductions. We want this resource to be as helpful to you as possible. Please modify each lesson plan to suit the needs of your class.



## JOIN THE ACTION

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#risingabovedoc

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## OVERVIEW & LEARNING OBJECTIVES

Students are encouraged to have ongoing conversations about bullying and to implement some of the lessons learned from Rising Above in practical ways in their school. Student will understand:

- What bullying is (mis-use of power)
- Bullying behaviour can be a result of many different things: issues or problems at home, or insecurities on part of the bully.
- Bullying is a behaviour (Joel is acting like a bully) instead of a label (Joel is a bully)

## MATERIALS

Introductory Video Title (located at Vimeo.com): Lets Keep Talking (Introduction)

URL: <https://vimeo.com/231082176>

Password: Propel

## SCHEDULE/FORMAT

**Introduce Film Clip and Explain Propel Resource Purpose**

This opening clip is from spoken word poet Shane Koyczan. He is addressing that bullying has existed for a long time and yet we have not spoken about it..

We are hoping to pick up the conversation that was started at your Rising Above event and to see what we learned from the film and think of ways we can implement what we learned here at this school.

Film clip

Activity (See below)

Discussion/Debrief/Conclusion (See below)

## CONCLUSION

Bullying is a misuse of power. It is important to recognize that we can influence others and ourselves with our words and thought processes. It is also important to note that individuals who demonstrate bullying behaviour often do so as a result of personal challenges.

## RESOURCES/SOURCES

Activities adapted from:

<http://bullyproofclassroom.com>

[http://selfesteem.dove.ca/en/Articles/Written/Understanding\\_bullying\\_behaviour.aspx](http://selfesteem.dove.ca/en/Articles/Written/Understanding_bullying_behaviour.aspx)

<http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention/definitions-of-bullying-and-harassment>



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## ACTIVITY OPTIONS

**Start the conversation (all ages):** Get students to define what bullying is (either small or large group). Is bully present within this school? The Canadian Red Cross describes bullying as : form of aggression where there is a power imbalance; the person doing the bullying has power over the person being victimized.

**Get inside the mind of a bully (grades 7-9):** Find an example of bullying in one of the TV programmes or films that the students watch. Use this as a starting point to discuss why the bully might be behaving in that way. You can also use examples of bullying from literature or stories – for example, Cinderella. You can read them together and even get them to draw or write the stories out, asking "Why do you think they are picking on Cinderella?" as you go.

**Positive Self-Acceptance discussion (grade 9-10):** Get students to define self-acceptance and self-esteem. Self acceptance is a reflection of beliefs you gained as a child and adolescent. It usually comes from messages you get about yourself. Self esteem is a belief or feeling about yourself. It is what you believe or feel you are capable of doing. Having high self esteem can help build self acceptance. Get students to share times when they felt really confident. Using the definition of bully developed previously, how would bullying affect self-acceptance.

**Self- Acceptance Activity (all ages):** Get students to fill in the blank lines below. Encourage students to put the list in their locker, mirror, or somewhere where they will see it.

I am a brave person. An example of a time I was brave was

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I am capable of being happy. A time I was happy was

-----

I am a good friend. A time I was there for a friend was

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I am capable of making decisions for myself. A time I made a good decision was

-----

I am loved and cared about. People who care about me are

-----

I am talented. Two things I am really good at are

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