RISING ABOVE
STORIES OF COURAGE AND HOPE

The Reason

Thank you for active support and participation in a Rising Above event. 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)
#onlineresponse (Central Story: Lynelle - Personal Story)
Leave your Legacy (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.

Stay Connected

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Overview & Learning Objectives

The students will learn about the dangers of cyber bullying, why it is so easy to do, and how to have positive responses online. Cyber bullying is one of the most pressing issues facing many young people, it is paramount for discussion and dialogue about this often 'anonymous' method of bullying.

Materials

Introductory Video (located at Vimeo.com)
Title: Lets Keep Talking (Introduction)
URL: https://vimeo.com/232749625
Password: onlineresponse

Schedule/Format

Introduce Film Clip and Explain Propel Resource Purpose
This weeks opening clip is of spoken word artist Shane Koyczan. He is addressing his experience of bullying and how things have changed since he was in high school. Cyberbullying is an increasingly important and destructive reality in many students lives. This is cemented in this clip by a current high school student explaining why bullying online is so 'easy' to do.

Film clip
Activity
Discussion/Debrief/Conclusion

Conclusion

Cyberbullying is not going away. The best thing we can do is become aware and develop good practices to deal with the negative behaviour of people online. Having a healthy engagement with social media and the internet is an important step to addressing the challenges of cyberbullying.

Resources/Sources

Activities adapted from:
http://mediasmarts.ca

ACTIVITY OPTIONS

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Cyberbullying Scenarios (grade 9-12): Remember that civil deals with property rights, personal dignity and freedom from personal injury. Civil penalties consist of fines and limitations on behaviour. Criminal law makes certain behaviours illegal and punishable by fines and/or imprisonment. (For example, if you don't get your faulty brakes fixed and you hit another car, that will likely fall under civil law. If you ram another car on purpose, that will fall under criminal law.)

Now read each of the scenarios below, and rate the seriousness of each one from 1 to 5, where:

1 = Totally acceptable and appropriate

2 = Possibly wrong, but no action needs to be taken

3 = Wrong, and school authorities or Internet service providers should take action

4 = Wrong, and civil action could be taken by the target or the target's parents

5 = Wrong, and criminal charges should be pressed

For any scenario you rate as a 3, 4 or 5, think about who is responsible, who should take action and what action should be taken.

A student posts a negative review of a concert given by another student's band. The review focuses on the band members' skill as musicians and the quality of their music.
1   2   3   4   5

A student discovers that other students in his class have created an online poll in which students are invited to vote on which students in the class should be beaten up.
1   2   3   4   5

A student creates a Facebook group in which he states that one of his teachers is a space alien who is scheming to abduct students and take them to her home planet.
1   2   3   4   5

A student sends frequent emails to his ex-girlfriend. When she asks him to stop, he sends more emails, many of which contain abusive language.
1   2   3   4   5

(More example: http://mediasmarts.ca/lessonplan/cyberbullying-and-law-grades-9-12-lesson)

Why is it Easier? (All Ages): Write out quote on board:

"I think online it's easier to say [mean] things, because you're not face-to-face and you're hiding behind a screen."

Start a chart on the board with the headings OFFLINE and ONLINE. Ask students how talking to people online (through things like video games, social networks, texting and instant messaging) is different from talking to people face-to-face.

Facilitate a conversation/debrief of the above exercises: How can you reduce the chances of hurting someone's feelings online? How can you tell if you've hurt someone's feelings without meaning to? How can you make things better if you've hurt someone's feelings without meaning to? How should you react if someone hurts your feelings online?

Who Sees What (All Ages): Have students create a tally of the platforms where they post and share the most content. Then have each student give their top three and do a tally for the whole class. What do they most often post about? Often students post about what they are doing which often is connected with their concern with how people see them online. Many privacy tools and settings have one limitation: they only control what you share and who you share it with. The people you choose to share it with can then do whatever they want with it and people can also post content about you or with you in it. Discuss in large or small groups about the thought process of students deciding what to put on social media or what not to.

How Lynelle Rose Above (All Ages): Continue the discussion from Rising Above regarding Lynelle's story. Watch this video and have a debate/discussion about her response. Was it good? Why was her response so moving? How can we 'rise above' like Lynette?

Video located at Vimeo.com