

POLICY NUMBER AND NAME: 04.10 HARASSMENT AND BULLYING PREVENTION – VERSION 2.0	RESPONSIBILITY	BOARD	SUPERINTENDENT	SLT
		A	D	I
SECTION: 04 – STUDENT ENROLLMENT AND EDUCATION	LAST REVISION DATE: SEPTEMBER 27, 2021			
ADOPTED: DECEMBER 2016	REVIEW FREQUENCY: EVERY 3 YEARS OR AS MANDATED BY THE MINISTRY OF EDUCATION			

PREAMBLE

At Richmond Christian School students must be provided a safe, caring and orderly school environment where God's love is expressed through the school community. Richmond Christian School values, honours and respects each student as being created in the image of God and is therefore worthy of the love expressed in John 3:16. Students have a responsibility to respect the rights and dignity of others.

It is expected that students will learn in an atmosphere that fosters success for individuals and the student body as a whole. Students are expected to maintain an attitude that is cooperative, courteous, inclusive and respectful while at school, school events and where their actions affect the school community. The restoration of relationships, forgiveness and restitution are the goals of any discipline proceeding, including those cases involving bullying or harassment. As Micah 6:8 teaches; the Lord requires us “to act justly and to love mercy and to walk humbly with our God.”

As behaviours and expectations differ from student to student, grade to grade, and campus to campus, the principals are primarily responsible for ensuring that each incident of bullying and/or harassment is dealt with in an age-appropriate and consistent manner. Each campus will incorporate a progressive approach in its procedures per Policy 4.15 Discipline to ensure that students are offered opportunity to correct their behavioural practices.

Although this policy is written primarily about student behaviour, the principles listed below apply to all members of the Richmond Christian School Community. This includes faculty and staff, board and committee members as well as the parent community at large.

REVIEW HISTORY		
DATE	VERSION	CHANGES
SEPTEMBER 27, 2021	2.0	

1. DEFINITIONS

a. Bullying:

- i. Bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one party or a group toward another party or group where there is a power imbalance.
- ii. Bullying may be:
 - 1) physical: using physical force or aggression against another person.
 - 2) verbal: using words to verbally attack or hurt someone.
 - 3) social/relational: trying to hurt someone through excluding them, spreading rumours or ignoring them.
 - 4) cyberbullying: using electronic media to threaten, embarrass, intimidate, exclude someone or to damage their reputation.
- iii. All bullying is considered to be poor behaviour. However, not all poor behaviour may be categorized as bullying.

b. Harassment:

- i. Harassment is the act of systematic and/or continued unwanted and annoying actions of one party or a group toward another party or group. This may include threats and demands.

Behaviour that persists after the aggressor has been asked to stop is harassment. The following are some examples of harassment:

- 1) condescending treatment that undermines another's self-respect: name-calling, teasing, disrespectful comments;
- 2) gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
- 3) social isolation, exclusion from a group, threatening to withdraw friendship;
- 4) repeated unwanted communication;
- 5) unwelcome jokes, innuendoes, insults, or put downs;
- 6) taunts about a person's body;
- 7) derogatory comments or discrimination based on one's disability, religion, attire, age, economic status, ethnic or national origin, sexual orientation or gender identity and expression; or
- 8) unwanted and uninvited sexual attention, particularly when it is

intimidating, hostile or offensive to the recipient.

- c. Intimidation:
 - i. Intimidation is the act of instilling fear in someone as a means of controlling that person.
 - ii. Any of the following behaviours may be considered intimidation:
 - 1) verbal threats, threatening phone calls;
 - 2) physical threats: showing a weapon, jostling, threatening to punch, stalking or following;
 - 3) defacing or stealing a victim's property;
 - 4) daring or coercing a victim to do something dangerous or illegal;
 - 5) extortion;
 - 6) inciting hatred toward a victim; or
 - 7) setting up a victim to take the blame for an offence.
- d. Threatening or violent behaviour:
 - i. Threatening or violent behaviour can be broadly defined and may include a student expressing a threat of something unpleasant or violent to gain control or power over another person.

2. PREVENTION

- a. RCS community members are expected to promote and encourage positive behaviour and are compelled to bring issues or concerns to the attention of the Administration.
- b. In addition to the guidelines outlined in Policy 4.15 Discipline, RCS will continue to state, review and revise behavioural expectations, Codes of Conduct, and discipline procedures that will enable each student to experience:
 - i. physical safety;
 - ii. social connectedness;
 - iii. inclusiveness; and
 - iv. protection from all forms of bullying, regardless of their race, culture, religion, gender, sexual orientation or gender identity and expression whether at school, at a school-related activity or in other circumstances that will have an impact on the school environment.
 - v. Educational opportunities will be provided throughout the school year and in focused events.

3. REPORTING AND INVESTIGATING

- a. RCS commits to diligently investigate all reported incidents of bullying and harassment. All parties involved in the process will work to resolve the situation in the most expedient manner possible.
 - i. Reports may be made to any RCS staff member and will be directed to the appropriate staff member responsible for investigating reports of bullying or harassment.
 - ii. Throughout the reporting and investigation process all those involved, including the aggressor and their family and the victim and their family, will be asked to participate with civility and with a resolution oriented goal in mind.
 - iii. As in all cases, the discipline proceedings should be thorough and balanced and should disciplinary action be warranted, consequences must not become demeaning, punitive, or shame- based, as this is a form of bullying and harassment.
- b. RCS commits to taking all reasonable steps to establish accountability to prevent retaliation against any person who made a complaint regarding a breach of conduct as outlined in this policy or other RCS policies and agreements.
- c. Privacy and confidentiality will be respected but cannot be guaranteed when addressing incidents identified as harassment and/or bullying. Some situations of bullying and harassment may involve notification of the RCMP, the Ministry of Children and Families and/or the involvement of counseling services.
 - i. Students involved in a bullying or harassment situation may be required to attend counselling to facilitate a healthy resolution for all parties involved. RCS may offer counselling support to both the victim and the aggressor per the RCS counseling contract.

REFERENCES

- 1. Focus On Bullying: A Prevention Program for Elementary School
- 2. Safe, Caring and Orderly Schools: A Guide (BC Ministry of Education)
- 3. ERASE Bullying

APPENDIX

EC and Anti Bullying Program

Parents, Staff, and students have a role to play in promoting healthy relationships and creating positive social environments that prevents bullying inside and outside of school. At RCS bullying is defined as a conscious, willful, deliberate, repeated, and hostile event marked by an imbalance of power, intent to harm and/or threat of aggression.

Bullying can be verbal, social, physical, or electronic/digital.

Ways we address, prevent and teach this anti bullying philosophy are through:

1. PBIS SOAR
2. Weekly Chapels
3. Social and Emotional Learning
4. Curricular Connections

1. PBIS SOAR Program

This Positive Behavior Intervention and Support Program teaches students clear expectations in a variety of settings for a safe and positive environment. It is a school wide program that is intentionally taught to empower students and help them understand school expectations.



S O A R

	<u>S</u> erve	<u>O</u> bey	<u>A</u> ccept	<u>R</u> espect
All settings	☐ Help Others ☐ Keep others safe ☐ Clean and tidy	☐ Follow the Group Plan ☐ Listen to the adult ☐ Follow safety expectations ☐ Know and follow expectations	☐ Include Others ☐ Accept differences in others ☐ Accept mistakes are okay and move on	☐ Other's privacy ☐ Other's choices ☐ Use your manners ☐ School equipment and property ☐ Use respectful language
Classrooms	➤ Use encouraging words ➤ Ask if someone needs my help	☐ Whole body listening ☐ Get to work right away	☐ Try my best ☐ Celebrate learning ☐ Accept gifts and talents of others ☐ Try new things	☐ When others speak ☐ Value other ideas
Hallways	➤ Walk on the right and single file to give others needed space	➤ Walk on right side ➤ Mask on ➤ Hands and feet to self	➤ Silent waves and smiling eyes	➤ Use your eyes to admire bulletin boards ➤ Take care of furniture
Washrooms	➤ If I make a mess, clean it up	☐ "8 is great!" ☐ Ignore distractions ☐ Keep hands and eyes to self ☐ "Sparkle while you wait"	➤ Accept that others may need more time ➤ Accept that washrooms are a shared space	➤ Use my manners ➤ Give privacy ➤ New waiting routines ➤ New handwashing routines

Outside	› Be a friend › Be a peacemaker › Invite others to play from your grade	☐ No contact games ☐ Play in your assigned area ☐ Bell means line up	☐ Accept invitations to play ☐ Listen to other ideas ☐ Compromise to make play fun ☐ Accept feelings and use a strategy ☐ New ways to play without touching	› Boundaries › Take care of the world around me › “No” and “Stop” from others
Off Campus	› Make good choices	› Obey all teacher, helpers and guides › Obey bus expectation	☐ Accept new ideas ☐ Be flexible ☐ Try new ways of doing things ☐ Join in	› Take care of property and environment › Be polite to guest speakers, guides, bus drivers and parents
Digital Space	› Wipe iPad when finished › Help others problem solve	☐ Choose appropriate links/program/apps ☐ Ask an adult for help if unsure ☐ Follow screen time boundaries ☐ Digital safety procedures (sign out of accounts).	› Realize impact of sharing personal or unkind content	☐ Share and use devices appropriately ☐ Ask for permission to use a device ☐ Respect others’ space (accounts) and work ☐ Cite sources

2. Weekly Chapels

Every year we intentionally choose a theme to help students live out a positive and faith filled life that challenges them to be loving, kind, respectful, patient and forgiving to others. Stories, visual examples, and lessons focus on how we can treat others that are different with respect and kindness.

3. SEL Program

We use a Social and Emotional Learning (SEL) Program called Kernels. Kernels is used throughout our K-Grade 5 campuses that teaches students to advocate properly as they identify, express, and regulate emotions, as well as understand the emotions of others. Also, it teaches students interpersonal skills to effectively navigate social situations as they resolve conflicts and promote helpful options and behaviors as they encounter conflict. Lastly, Kernels teaches how to be tolerant and accepting of differences through its Citizen Power sections of Curriculum.

4. Curricular Connections

KINDERGARTEN PERSONAL HEALTH & SAFETY UNIT (TERM 2)

Big Idea (Physical and Health Education)

- Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Curricular Competencies (Physical and Health Education)

- Identify and describe a variety of unsafe and/ or uncomfortable situations
- Identify caring behaviors among classmates and within families

In this unit, students learn about their body belonging to them and how to protect themselves against people who try to touch their bodies inappropriately or hurt them. Students learn how to identify and share their feelings and how to seek the help of community helpers when required. They learn about how to care for others by respecting personal boundaries.

GRADE 2 DIGITAL DISCIPLESHIP (TERMS 1-3)

Big Ideas (Physical and Health Education)

- Adopting healthy personal practices and safety strategies protects ourselves and others.

Curricular Competencies (Physical and Health Education)

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Develop and demonstrate respectful behaviour when participating in activities with others

In this unit, students understand what online meanness can look like and how it can make people feel. They are introduced to the STOP method to respond to mean behaviour online.

GRADE 3 HEALTHY LIVING UNIT (YEARLONG)

Big Idea (Physical and Health Education)

Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. (Physical and Health Education 3)

Curricular Competencies (Physical and Health Education)

- Describe and apply strategies for developing and maintaining positive relationships

In this unit, students learn strategies for developing and sustaining positive relationships, including how to deal with bullying behaviours and respond to conflict. When dealing with unkind behaviour, students are taught how to use their words in a confident voice; walk away to find a safe space; and find a trusted adult to help with the problem.

GRADE 3 DIGITAL DISCIPLESHIP (TERM 1)

Big Idea (Physical and Health Education)

Adopting healthy personal practices and safety strategies protects ourselves and others.

Curricular Competencies (Physical and Health Education)

- Describe and apply strategies for developing and maintaining positive relationships
- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations

In this unit, students agree to particular norms when engaging in online communities; learn about the importance of considering what words they use online; and practice and learn the STOP method to respond when mean words are used online.

GRADE 4 DIGITAL DISCIPLESHIP (TERM 2)

Big Idea (Physical and Health Education)

- Developing healthy relationships helps us feel connected, supported, and valued.

Curricular Competencies (Physical and Health Education)

- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining positive relationships
- Describe and apply strategies that promote a safe and caring environment

In this unit, students explore positive and negative situations in social interactions online; define the characteristics of an upstanding digital citizen; and define cyberbullying, looking at various examples.

GRADE 5 DIGITAL DISCLESHP UNIT (TERM 1)

Big Ideas (Physical and Health Education)

- Personal choices and social and environmental factors influence our health and well-being.
- Developing healthy relationships helps us feel connected, supported, and valued.

Curricular Competencies (Physical and Health Education)

- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and apply strategies for developing and maintaining healthy relationships

In this unit, students learn the differences between in-person bullying, cyberbullying, and being mean. They also identify strategies for dealing with cyberbullying and ways they can be an upstander to those being bullied.

GRADE 5 D.A.R.E. PROGRAM

Through the D.A.R.E. Program, students learn the 5 W's of reporting bullying and use scenarios to practice how they would report bullying that they may encounter. They identify times when they may need help and brainstorm a help network that they can call upon should they encounter bullying.

Harassment and Bullying Preventions Strategies and Skills Overview (Middle Campus 2020-2021)

Overview

- We began our year with each grade group attending a one-day camp where they explored the theme: “Who You Gonna Be?”. This theme engaged students in thinking about building a healthy community by way of making a personal commitment to how they would live positively in it. Students chose words to describe who they wanted to be, such as: patient, kind, listener, encouraging, etc. These words were posted in the central atrium of our school; throughout the year, students will engage in self-assessment and reflection related to the commitment they made at the beginning of the year.
- In all grades, students engaged in 2-3 lessons regarding our camp theme, centered around our theme verse: “Therefore be imitators of God as dear children. And walk in love, as Christ also has loved us and given Himself for us, an offering and a sacrifice to God for a sweet-smelling aroma.” (Ephesians 5: 1-2). This verse is posted in our atrium next to their individual commitments. This verse and our theme were the focus of our school’s virtual assembly on the first day of school.
- At the beginning of the year, teachers prepare skits regarding school rules and expectations, and these are presented to the whole school. One skit focuses specifically on respect and how that must be shown to others in the school.
- Anti-bullying education at the RCS middle campus often occurs in the context of Anchor Time, a period at the beginning of each day where homeroom classes meet to develop community and spiritual growth. Teachers take ‘real-time’ classroom situations to coach students through pro-social behaviour and reinforce harassment prevention strategies.
 - All three grades are taught a formal Anchor Time unit called Racism Revealed, which focuses on helping students define racism and discrimination, look at current examples of racism in our world, and develop strategies to support and protect those who are discriminated against.
- All three grades engage in a Digital Citizenship Curriculum published by Common Sense Education. Topics in this unit include cyberbullying, relationships and communication, Internet safety, online de-escalation strategies and being an upstander.
- All three grades engage in a Healthy Relationships Unit which include concepts such as self-regulation (using the Zones of Regulation), responding to abuse, learning the differences between a bully and a bystander, and learning strategies to support bullying victims.

Grade 6	Grade Specific Units or Initiatives Addressing Harassments and Bullying Prevention Skills/Strategies	Curricular Standards
	Kindness Month Students will explore what kindness looks like and why it's important. Class discussion after reading "Have you filled a bucket today?", accompanied with a wall of "buckets" for students to fill each other's buckets with notes of kindness	PHE 6: Social and Community Health - Describe and apply strategies for developing and maintaining healthy relationships - Explore strategies for promoting the health and well-being of the school and community
	Students will brainstorm together as a class what acts of kindness could look like in our classroom. Students will make a list and will participate in "kindness matters" discussions. Students can fill out slips of paper where they "catch" each other in kind acts.	
	Anchor Time (in addition to Anchor Time bullet in 'Overview' above): <u>Fish in a Tree</u> (by Lynda Mullaly Hunt) read aloud - discussion of themes including bullying, peer pressure, self-worth, learning differences, friendship, perseverance - written reflection on themes above and connections to student's own lives	PHE 6: Social and Community Health - Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations - Describe and assess strategies for responding to discrimination, stereotyping, and bullying - Describe and apply strategies for developing and maintaining healthy relationships - Explore strategies for promoting the health and well-being of the school and community

Grade 7	Grade Specific Units or Initiatives Addressing Harassments and Bullying Prevention Skills/Strategies	Curricular Standards
	Anchor Time (in addition to Anchor Time bullet in ‘Overview’ above): Community Unit	Career Education 7 & PHE 7 • Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments. • Question self and others about the reciprocal relationship between self and community. • Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace •
Grade 8	Grade Specific Units or Initiatives Addressing Harassments and Bullying Prevention Skills/Strategies	Curricular Standards
	Anchor Time (in addition to Anchor Time bullet in ‘Overview’ above): 1. Student-Teacher Covenant -In groups, students discuss the rules and understandings that should govern the classroom. We’ll share our ideas together and create a covenant of classroom expectations. 2. Encouragement Notes –Students write encouragement on a piece of paper with a classmate’s name on it and then passes it on.	Career Education 8 & PHE 8 • Propose strategies for developing and maintaining healthy relationships • Create strategies for promoting the health and well-being of the school and community

Harassment and Bullying Preventions Strategies and Skills Overview (Secondary Campus 2020-2021)

Overview

- We started the year intentionally building community through ‘Camp RCS’ where we took the first three days of school to have students meet in connect groups, Grade groups and house teams in a variety of activities. During Camp we shared our school theme for the year, which is ‘UBUNTU: I am because we are’. The idea of Ubuntu specifically has us consider how our actions and who we are impacts the community that we are a part of. The Theme verse for the year comes from Ephesians 4 and specifically vs. 3 “Make every effort to keep yourselves united in the Spirit, binding yourselves together with peace.” Students began their year discussing what it means to be in community in their connect groups.
- This theme will continue throughout the year in our weekly Friday chapel, where students will continue to debrief the Chapel message in their connect groups. Some additional specific chapel themes that we are including are: Reconciliation with Indigenous Peoples (October 1), Unpacking what impacts unity (November), and Social Justice Topics (April)
- One of the Big Ideas of our Biblical Perspectives Courses is to ‘Love Others’. This big idea is lived out in various units as highlighted below.
- While our Christian Perspective and the integration of the BC Ed plan allows for conversations to address bullying and harassment issues in all classes, some specific learning is intentionally taught in the following areas.

Grade 9	Explanation of Teaching Strategies	Curriculum Competency/Content
	In Grade 9 both the Physical and Health Education and Career Life Education classes have units and lessons specific to bullying and Harassment Prevention. These topics include: Cyberbullying (How to act positively when online), Stereotyping & Discrimination (specifically with the LGBTQ+ Community), Healthy Relationships (family, friends, teacher, boyfriends), Abuse and providing students with access to resources. Some of the Learning Targets for students from these classes include: I can communicate and respond appropriately on social media	Advocating for the health and well-being of others connects us to our community (Big idea)
		Propose Strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Competency)
		Analyze strategies for responding to discrimination, stereotyping, and bullying (Competency)
		Propose strategies for developing and maintaining healthy relationships (Competency)
		Create Strategies for promoting the health and well-being of the school and community (Competency)

	I can determine when an online relationship is risky I can help a victim in a bullying situation I can stand up for myself in a bullying situation I can articulate the value of diversity I can handle someone who is being a frenemy I can communicate ways to improve school climate I can access help if I am being bullied or abused	Strategies to protect themselves and others from potential abuse, exploitations, and harm in a variety of settings (Content) Consequences of bullying, stereotyping, and discrimination (Content) Influences of physical, emotional, and social changes on identities and relationships (Content) Cyberbullying, Digital Drama & Hate Speech Commonsense.org, Digital citizenship
		How can we act with empathy and positivity when we’re online Cyberbullying, Digital Drama & Hate Speech Commonsense.org, Digital citizenship Chatting and Red Flags – How can you tell when an online relationship is risky
Grade 10 Explanation of Teaching Strategies		Curriculum Competency/Content
	In Grade 10 both the Physical and Health Education and Career Life Education classes have units and lessons specific to bullying and Harassment Prevention. These topics include: Preventative Self-Defense, Healthy Relationships (family, friends, teacher, boyfriends), Interpersonal Conflict, Substance Use, Effective Communication, Perspective taking and Cyberbullying (How to counter hate Speech). As part of the PE Self-Defense unit, we have ‘Hit and Run’ Self-Defense come to our school to teach our students what to do if they find themselves in a risky situation. This is imbedded into the unit, where the students examine scenarios and strategies to minimize their risk. Additionally, students learn workplace safety and behaviour. Some of the Learning Targets for students from these classes include:	Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (Competency) Analyze strategies for responding to discrimination, stereotyping, and bullying (Competency) Develop skills for maintaining healthy relationships and responding to interpersonal conflict (Competency) Strategies to protect themselves and other from potential abusive, exploitation, and harm in a variety of settings (Content) Consequences of bullying, stereotyping, and discrimination (Content) Cyberbullying, Digital Drama & Hate Speech Commonsense.org, Digital citizenship How can we counter online hate speech and xenophobia

	I can fight against an attacker I can identify ways to minimize exposing myself to risky situations I can identify a person to express my needs to, if I am feeling exploited I can effectively communicate with someone who I disagree with I can appropriately engage with a culture that is different than my own. I can articulate why a bystander aids a bully, rather than aiding a victim. I can empathize with the challenges teens face who do not have friends In Biblical Perspectives 10 the Big Idea of <i>Love Others</i> is expanded to state that Foolish people destroy relationships. Through studying the ‘wisdom in relationships’ aspect of this course, students will understand practical wisdom that comes through loving others.	Strategies for maintaining well-being in personal and work life, inclusive practices, including taking different worldviews and diverse perspectives into consideration. Engage in respectful discussion around difficult topics Wisdom from various cultures and for life
Grade 11	Explanation of Teaching Strategies	Curriculum Competency/Content
	In Grade 11, Biblical Perspectives 11 and Career Life Connections have specific lessons on Bullying and Harassment strategies. In Career Ed, they are looking at what ‘Healthy Living’ means. As part of this, students participate in lessons on relationships and reaching out for	Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts (Competency) Strategies for personal well-being and work-life balance as well as self-advocacy (Content) Who is my Neighbour Unit

	help. These lessons also identify that healthy living also includes treating others with respect. In Biblical Perspectives 11 the Big Idea of <i>Love Others</i> is expanded to mean extending care to those who are different from me. Students will honour and understand the viewpoints of various other people groups around Vancouver, B.C. through in-depth study of particular people group's worldviews and beliefs about what it means to be human. Additionally, students will be challenged to treat the people in their own personal spheres of influence with the love and respect called for in New Testament Scriptures on healthy relationships. Some of the Learning Targets for students from these classes include: - I can reflect on what it means to live a healthy life - I can identify ways that I am living a healthy life and ways I can improve - I can care for people who are different from me - I can honour and understand viewpoints of groups that are different from mine - I can respect people who have a different worldview from me	Healthy Relationships Unit
Grade 12	Explanation of Teaching Strategies	Curriculum Competency/Content
	In Grade 12, Biblical Perspectives 12 and Career Life Connections have specific lessons on Bullying and Harassment strategies. In Career Ed, they are continuing to look at Cyberbullying, specifically on the impact of a lack of restraint manifested in disregard of social conventions, impulsivity, and poor risk assessment. In Biblical Perspectives 12 the Big Idea of <i>Love Others</i> is expanded to state to Love others – even if they have nothing to offer. Students examine the book of James and are challenged to extend mercy, non-judgement and love to others who may not deserve love. Additionally, the Biblical Perspectives teachers have a unit on Christ and Controversies: Hot topics. The goal	Cyberbullying, Digital Drama & Hate Speech Commonsense.org, Digital citizenship How does online disinhibition sometimes lead to cyberbullying? Or should online hate speech be censored? Practical Faith in the Book of James Engage in controversial discussion while remaining gentle, respectful and seeking understanding and common ground; (internalizing the Colossians Way method)

	of this unit is to learn how to discuss with opposing opinions and to discuss life topics with those who do not have likeminded opinions. Some of the Learning Targets for students from these classes include: - I can state the dangers impulsivity can have online - I can state the dangers of hate speech - I can apply wisdom from the book of James to extend mercy - I can respectfully discuss opposing opinions with people who have different viewpoints.	
--	--	--