



&



Classcraft

present

Well Played

Prevent Bullying with Classcraft



With the participation of:



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Context

Bullying is a prominent issue in today's schools, and a number of initiatives have been put into place in the last few years to address this relational problem. However, teachers often find it hard to define or identify bullying situations, and they lack the resources to help them day-to-day.

Thanks to scientific research, we can better understand the bullying phenomenon as well as identify the best ways to remedy it. Research findings are generally easy to implement and can contribute to more effective interventions against bullying.

In that context, 11 teachers from six schools in the province of Québec, Canada, have collaborated in the production of a practical anti-bullying guide for teachers. At the heart of this project is Classcraft, a role-playing

game that fosters positive class culture and collaboration between students and is used by thousands of teachers around the globe.

To start, the collaborating teachers familiarized themselves with the research on bullying in order to implement this knowledge into their use of Classcraft. The guide below is the result of their experimentations, observations, and conclusions.

First, the guide will go over the main scientific knowledge that should inform the teacher's interventions. Second, it will present the collaborating teachers' insights regarding their use of Classcraft to prevent bullying and discrimination.

Curious to know how this guide was made? You can find more information [here](#).



A few good reasons to tackle **bullying in schools**

It's our responsibility as adults and as professionals

According to the United Nations Convention on the Rights of the Child (1989), society as a whole is responsible for offering every child an education that promotes the development of healthy habits and behaviors and prohibits resorting to abuse of power to intimidate or harass others.

It's a widespread problem

Several studies conducted in Canada, the United States, and Europe state that a significant number of primary and secondary school students consider themselves victims of bullying. According to some of those studies, close to 40 percent of students admit to having been bullied in one way or another.

Bullying can be insidious

Bullying is often unnoticed, confused with other types of behaviors, wrongly assessed, or even ignored. In those cases, the situation can persist for years — leaving the bullies free to act and their victims without protection.

Bullying can have serious consequences

For the victims: Depression, anxiety, school failure or dropping out, suicidal thoughts, suicide.

For the bullies: As adults, it appears they have more drug and alcohol consumption problems and commit more crimes than average.



It has a negative impact on the school climate

When insecurity reigns at school, it can negatively affect students' perseverance and academic success.

From the point of view of our collaborating teachers, the benefits of using Classcraft for bullying are clear and promising.

More specifically, it enabled students to:

- ★ Understand the abstract concept of bullying in a more tangible way by connecting it with concrete terms and behaviors (some students realized they had been bullied – or were bullies).
- ★ Collectively develop awareness of the consequences of inappropriate behavior.
- ★ Feel more secure and better equipped to deal with bullying.

... And enabled teachers to:

- ★ Create a positive class atmosphere.
- ★ Give structure to learning and encouragement of good behavior.
- ★ Track behaviors and document events, which could then be useful when meeting with parents.
- ★ Add a new tool to the school's anti-bullying toolkit.

Bullying...?

What is it all about?

Bullying is an **antisocial act** — a word, a gesture, a behavior of a **physical/sexual, psychological/social, verbal** or **material** nature — that is negative and undesirable socially, such as pushing, harassing, excluding, ridiculing, breaking things, etc.

For an antisocial behavior to be bullying, it must be:

- ★ **Intentional**
- ★ **Repeated**
- ★ Done with the intent to **frustrate, humiliate, or upset**
- ★ Conducted in a **dominating** fashion (the power relation is imbalanced physically, psychologically, in numbers, etc.)

Here is a **printable poster** that shows the characteristics of bullying at a glance. We recommend that you print it and post it in your classroom or around the school.

Bullying can be identified by observing the students' behavior — be they victims or bullies. Note that victims don't necessarily show fear of their bullies and can even be part of the same circle of friends. Indeed, bullying isn't necessarily a violent act, and victims can appear accepting of their fate because they don't stand up to their bullies. In those cases, teachers may mistakenly believe that it's only a one-time conflict and that there's no bullying or lasting consequences, and victims are left to fend for themselves.

You can find more information on recognizing victims and bullies [here](#).



Bullying, antisocial behavior, teasing, or conflict?

How to make sense of it?

How can we make sense of the complex and varied relationships between children and teens? Is hiding another student's school bag considered bullying or simply teasing? In order to intervene accordingly, you must be able to differentiate between bullying and other types of common behaviors in the classroom.

Hence, the following situations do not constitute bullying:

- ★ A one-time squabble between two students, which amounts to a conflict (in which you should intervene).
- ★ A student hitting another student, which is plainly an act of aggression (and in which you should intervene).
- ★ A student writing on a friend's locker with the name of the student who likes them, which is teasing as long as all parties involved are amused.
- ★ An unpleasant student, known for their tendency to upset everybody, which constitutes antisocial behavior (in which case you must intervene to socialize him).

However, it is bullying if a student deliberately hides another student's bag, multiple times, and if their victim is consequently humiliated by having to look for their bag and feels unable to take a stand for it to stop.

With bullying, you must act as soon as possible by alerting the school administration, the parents, and any professionals involved.

Here's a simple tool to help you make sense of it.



Prosocial behaviors

In order to take action against bullying, you must identify it first and act second. That being said, recent studies have shown that, in order to be fully effective, addressing bad behaviors should be paired with a strategy to develop prosocial behaviors and include social and emotional learning.

Prosocial behaviors listed by researchers are acts or words that exemplify values like caring, empathy, and solidarity — which are the opposite of antisocial behaviors.

Prosocial behaviors must be differentiated from politeness and respect for the rules

of conduct in a group: raising your hand, lining up, keeping quiet, etc. Of course, those types of behaviors also contribute to a positive atmosphere and should be encouraged and valued. But those alone are not enough to prevent and act against bullying. You must also promote behaviors that clearly support good relations between students, like comforting a classmate, offering help, including a student who doesn't have friends, etc.

You can find a list of prosocial and antisocial behaviors to help you create your own template of behaviors in Classcraft [here](#).



Best practices

Research has identified a number of best practices that you should keep in mind to prevent bullying.

Studies have shown that **it's not enough** to intervene with students exhibiting antisocial or intimidating behaviors. Although **these behaviors are unacceptable and must be addressed**, you will get **better results** if you and your colleagues also adopt a preventive and educative approach by focusing on:



Promoting good quality of life and general well-being in the classroom and at school.



Encouraging self-esteem, empathy, altruism, equity, and helping one another out.



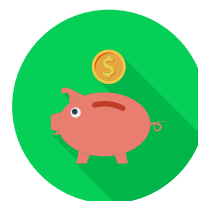
Fostering the students' sense of belonging to the school.



Supporting the resolution of quarrels between students.



Creating opportunities for doing good.



Rewarding prosocial behavior.

Practices to avoid

While scientific research has found some practices to be beneficial, others have been proven ineffective. **As such, you should avoid:**

- ★ Believing that children must and can solve their problems by themselves.
- ★ Being intransigent and limiting your interventions to punishing antisocial and intimidating behavior.
- ★ Encouraging victims to fight back.
- ★ Advising children against using social media in order to prevent cyberbullying. Instead, equip them with prevention strategies.
- ★ Settling for only quick and personal interventions between victims and bullies: Preventing and intervening against bullying entails a continuum of interventions involving the victim, the bully, the school staff, parents, professionals, etc.
- ★ Openly singling out a student as a victim or bully.
- ★ As an adult, not exhibiting prosocial values and behaviors. Adults are role models for children.

You can print a checklist of best practices and those to avoid [here](#).

Want to learn more about bullying? You'll find references to the scientific studies we used, as well as links to websites and resources on bullying [here](#). Some authorities have passed laws regarding bullying that obligate schools to put intervention programs in place. Consequently, we invite you to look into the enactment of such laws in your region.



Getting started with Classcraft

Now that you know more about the research backing up our project, you are ready to get started with Classcraft! What we are proposing in this section draws on the experimentations of our collaborating teachers, who took on the task of combining scientific research and Classcraft in order to prevent bullying.



Why Classcraft?

Classcraft is an online educational platform inspired by role-playing games. It promotes a positive class culture by encouraging 21st-century skills like collaboration, caring, and engagement. In Classcraft, students gain Experience Points (XP) and lose Health Points (HP) based on their behavior in class. They work in teams, level up, and unlock real-life benefits as they progress (powers). Classcraft goes beyond compulsory school curriculum by fostering collaboration through **play** — which is something every student recognizes and enjoys.

When it comes to preventing bullying in schools, Classcraft is the ideal tool for many reasons. The basis of the game is that students gain or lose points according to the teacher's expectations (game rules). As such, the teacher, or Gamemaster, determines the behaviors linked to XP gains and HP losses, and those behaviors are usually tied to the school's rules of conduct and student engagement. Here, we suggest adding examples of prosocial behaviors (XP) and antisocial behaviors (HP) to your list of positive and negative behaviors in the game.

Classcraft is set up in a way that promotes prosocial behaviors as students must learn

to rely on one another and cooperate in order to succeed. In Classcraft, you can explicitly reward any gesture of support and solidarity between teammates. Moreover, a variety of the game's functionalities (such as Random Events, Boss Battles, and Volume Meter, or the class volume measuring tool) are designed to foster collaboration between students. Students then work together to reach a common goal, which promotes a positive class culture where students can show empathy and care for one another.

Finally, from a cultural and motivational standpoint, Classcraft is appealing to children and teens: Because it's a game, they are immediately drawn in and engaged. Students become invested in their teammates' and their own avatar's progress and are truly enthusiastic about what is happening in the classroom. Since it promotes healthy relationships and works as a collective initiative involving the students themselves, Classcraft is a great medium to mobilize students in the fight against bullying.

In the following sections, we will explain how to set up Classcraft to best prevent bullying and suggest ways to implement it.



Set up your behavior presets

The first step to using Classcraft to prevent bullying is to understand how the game works. If Classcraft is new to you, please refer to the **Knowledge Center** for all the relevant information.

The best practices covered earlier dictate that the game should be customized in a way that encourages prosocial behaviors and discourages anti-social behaviors in order to effectively act against bullying. You will find a template for behavior presets and their XP/HP value [here](#).

Regarding our template:

- ★ There are four categories of inappropriate behaviors and four categories of prosocial behaviors for which examples are given.

- ★ Although the categories are immutable, you can add other examples of behaviors to best suit your class needs and particularities.
- ★ The suggested XP/HP values for each preset can be modified; consider them a simple point of reference as to their relative value.
- ★ In order to determine which behaviors you wish to work on and how best to set their XP/HP values, check the eight categories covered in the template and, for each, consider the following questions:
 - What form does this behavior take in my classroom?
 - What are the most frequent and most telling manifestations of this type of behavior from my students?
 - What XP/HP value should I attribute to these behaviors in Classcraft in comparison to the point system I normally use?
- ★ Feel free to adjust the examples and the values provided in the template in accordance with your own experimentations.





GETTING STARTED WITH CLASSCRAFT

Some useful tips...

Integrating prosocial and antisocial behaviors into your game rules is a step in the right direction, but here are some additional tips that we've tried and tested.

Involve your students to get them more engaged!

- ★ Plan a moment where you introduce your students to the project. By having them in on it, you will make great strides in managing your classroom and achieving your goals.
- ★ Spark your students' curiosity by displaying your template for behaviors on your bulletin board a few days before having the discussion.
- ★ Define bullying as well as antisocial behaviors and put emphasis on the prosocial behaviors you want to work on.
- ★ Give concrete examples. Don't hesitate to refer to the previous section to lead the discussion with your students.
- ★ Encourage students to talk about their own perception, experience, and understanding of the topic.
- ★ Invite students to report any bullying situation they witness or are subjected to. Have them confide in adults.
- ★ Cover any other anti-bullying initiatives implemented in your school, as well as the resources provided to victims.
- ★ Suggest a way to implement the project into your classroom (see next section for an example), or have your students help come up with one.
- ★ In short, make it a class effort to act against bullying!

The basic approach

There are many ways to implement the project in your classroom, but focusing on integrating all prosocial behaviors and eliminating all antisocial behaviors at once might be too ambitious a goal. That is why we are proposing a simple but effective approach, to which you can add your own variants:

Target a specific prosocial behavior or category of prosocial behavior from our template. During the following week (or month), reward students for that type of action. The following week (or month), add a second behavior or category of behavior that students must demonstrate.

Start the day or period by going over the highlights from the previous class in order to keep the thematic importance in everybody's mind.

The benefit of this approach is to promote learning new behaviors in a planned and focused fashion. Furthermore, it is beneficial to the teacher, who won't have to be able to identify all prosocial behaviors overnight.

Of course, you must also address antisocial behaviors at all times.



Manage points

As you get started, you might have difficulty managing points. Concerns of equity can rapidly arise because you can't be aware of **everything** that goes on in the classroom.

Here are some tips and general observations to help you handle this situation:

- ★ In Classcraft as in real life, we are not systematically rewarded for our good actions. In this regard, scientific theories suggest that making rewards less and less frequent is effective when working on acquiring and assimilating new behaviors.
- ★ In order to make up for the lack of equity and as not to "forget" more quiet or neutral students, some teachers decided to award points to everyone at the beginning of the day (or period), then proceed normally with removing points for bad behavior and giving bonus points for good behavior. Although this strategy does help in maintaining the sense of equity in class and in rewarding quieter students, it can also lead to "a laziness that pays off"; whereas developing students' motivation to excel and surpass themselves is at the heart of Classcraft. That being said, we will let you decide what works best for your classroom.
- ★ During teamwork, if you are considering awarding Experience Points (XP) for good behavior and removing Health Points (HP) for bad behavior, be vigilant:
 - Removing HP from a student can affect the whole team (if they fall in battle), including a potential bullying victim.
 - Because the whole group would be penalized, victims included, students won't necessarily denounce bad actions. In such cases, bullies could freely keep on intimidating weaker members of their team.



- ★ We discussed at length whether or not to reward students who consciously “plan” their good actions simply to earn more points and get further in Classcraft, as well as students who systematically report their good actions in order to be rewarded. Our collaborating teachers’ verdict is to reward those behaviors since exhibiting prosocial behaviors remains the objective. A good action that feels forced might become a natural reflex some day!
- ★ When you are unable to add or remove points in Classcraft for behaviors happening in real time, you can use a notebook or cards to keep track of who gained or lost points until you have access to a computer. Some teachers also name a student as “the King’s Hand.” This student is in charge of managing points in Classcraft on the class computer or on a mobile device.



Be creative!

Don't hesitate to use Classcraft's various functionalities to work on your students' behaviors:

- ★ Use Random Events to create opportunities for doing good.
- ★ Set up Boss Battles for formative reviews to increase collaboration between students.
- ★ Reward, if possible, behaviors taking place outside of class, such as during recess.
- ★ Use the online class discussions in Quests to observe relations between students. It can become difficult, however, to monitor their numerous — and sometimes off-topic — exchanges. In that case, give clear instructions on the type of exchanges you expect and give a student the responsibility to act as an observer. They will be able to bring your attention to significant exchanges related to bullying or the development of prosocial abilities. For example, your "spy" could point out a comment where a student insults another student or where one student offers help to another.
- ★ Have the class vote on the amount of XP that should be rewarded for a student's exceptional behavior.
- ★ Allow a student to act as Gamemaster for either a whole period or for a short time:
 - It might increase that student's awareness of prosocial behaviors and help them understand their significance.
 - Students are aware of things that elude teachers. As Gamemasters, they can uncover situations that teachers can then keep an eye on.
 - For reasons of equity, all students must have the opportunity to act as Gamemaster.
 - Let the young Gamemaster know that you can revoke their title at any time (and deduct HP for their behavior). This way, you might avoid students misusing and abusing their time as Gamemasters.
 - We recommend this strategy with middle and high school students.



Keep in mind...

There are four ways to observe your students' behaviors:

- ★ Prosocial behaviors
- ★ Antisocial behaviors
- ★ Acts of bullying, which are antisocial acts that are:
 - Repeated
 - Intentional
 - Happening in imbalanced power relations
- ★ Behaviors related to your classroom management or rules of conduct: raising your hand, being on time, etc.

Behaviors that fit into the school's or class's code of conduct (and which correspond to the fourth category of prosocial behaviors) are behaviors that contribute to a healthy and safe atmosphere, but we encourage you not to settle for just that. Students must have opportunities to go beyond politeness when learning about prosocial behaviors.

As students assimilate prosocial behaviors, you can integrate them into the school's or class's code of conduct.

Some teens adopt a "tough love" approach among themselves, and behaviors that seem unpleasant can come from a place of friendship. This may be part of adolescent culture, but we advise you to remove points in Classcraft for such behaviors for the sake of equity and to make students more conscious of respectful attitudes.

To optimize the assimilation of new behaviors, you should not reward students systematically. Otherwise, students might act solely to be rewarded, which doesn't lead to internalizing behaviors. In short, you can start by always rewarding students, then do it less and less frequently.



Mobilize the whole school



Tell the school administration about your project.



Find out if there are other anti-bullying programs in your school in order to adequately refer students to existing resources. If no such program exists, insist that your school implement tools to intervene with victims, bullies, and witnesses.



Talk with your colleagues about students in need of support (victims, bullies, and witnesses) with the aim of providing adequate follow-ups.



Coordinate with other teachers using Classcraft and share your questions, challenges, and successes.



Bring up your successes to the school administration, your colleagues, and parents.



Make it a schoolwide effort to act against bullying and develop prosocial abilities.



Toolkit

Here, you will find all the tools mentioned in this guide.



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Financial support:



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Differentiating bullying, teasing, and aggression

Teasing

Teasing is a manifestation of closeness, affection, and familiarity between two people, and the person who is being teased is not offended. Teasing occurs in a strong relationship and can be used to strengthen the bond between two people.

Bullying

Bullying can be **physical/sexual, psychological/social, verbal, or material** in nature. It aims to **frustrate, humiliate, or upset**. The act must also be **intentional** and **repeated** and happen in **power relations that are imbalanced** physically, psychologically, in numbers, etc.

Asking yourself the following questions can help you determine whether a behavior is teasing, aggression, or bullying.



What is it?





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How was this guide made?

The mission of the Liaison Center for Psychosocial Prevention and Intervention (officially, Centre de liaison sur l'intervention et la prévention psychosociales, or CLIPP) is to support the creation of social innovations that draw on both scientific knowledge and field experience from professionals. Its approach is to co-construct tools and methods with the people most likely to use them, as well as with researchers and experts.

Over the course of a year, CLIPP hosted six discussion meetings with 11 teachers from six schools in the province of Québec and with members

of the Classcraft team. The teachers first perused recent scientific studies on bullying in schools, then experimented on integrating that knowledge into their use of Classcraft. The meetings served as a space to share, reflect, and debate with collaborating teachers in order to identify the most effective and essential aspects of the project to include in the anti-bullying guide. Any teacher can now refer to this practical guide to benefit from their pointers and best practices on how to prevent bullying with Classcraft.



HOW WAS THIS GUIDE MADE?

Thanks

This guide was produced thanks to the joint efforts of many people who contributed their invaluable talent and expertise:



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IDENTIFY BULLYING

The goal of bullying

The goal of bullying: frustrate, humiliate, or upset

The act must be intentional and repeated and must happen in a power relationship that is imbalanced physically, psychologically, in numbers, etc.



The four types of bullying

Physical/Sexual

(most obvious type)

- ★ Pushing
- ★ Tripping
- ★ Blocking someone's path
- ★ Spitting
- ★ Touching, brushing, pinching sexually
- ★ Invading personal space

Psychological/Social

(most insidious type and hard to observe)

- ★ Spreading false rumors and lies
- ★ Rejecting, ignoring, excluding
- ★ Harassing someone psychologically or sexually
- ★ Ridiculing
- ★ Looking at someone threateningly or with contempt
- ★ Manipulating

Verbal

(most frequent type)

- ★ Insulting
- ★ Calling names (with sexist, racist, homophobic, transphobic, etc. undertones)
- ★ Making inappropriate comments on physical, cultural, intellectual, or personal attributes

Material

(most obvious type)

- ★ Hiding, stealing, vandalizing, or breaking a personal or school object
- ★ Pressuring someone for their clothes, money, etc.



- Students can also bully another student via communication technologies (social media, text messaging, email, blogs, web sites, etc.). However, this type of bullying — cyberbullying — cannot be observed in the classroom.
- Even in cases where the victim doesn't seem distressed, bullying must be addressed and acted upon.



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Identify victims and bullies

Signs to look out for in a victim of bullying

- ★ No longer wants to go to school, or their grades are dropping
- ★ Appears anxious, even distressed
- ★ Seems sad and irritable
- ★ Is isolated, excluded by other students
- ★ Lacks self-esteem
- ★ Experiences physical symptoms of stress (headaches, indigestion)
- ★ Has bruises or injuries
- ★ Has trouble sleeping
- ★ Suddenly appears aggressive toward other students
- ★ Has damaged clothes or objects
- ★ Loses personal effects, says they need money

Signs to look out for in a bully

- ★ Is violent toward their family or the school community
- ★ Does not show empathy
- ★ Is impatient, irritable, or angry
- ★ Is manipulative
- ★ Has new objects or money and refuses to say where they are from
- ★ Downplays the consequences of their actions on others





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A few examples of antisocial behaviors

Physical/sexual

- ★ Pushing, tripping, pulling hair
- ★ Poking or nudging
- ★ Touching, brushing, pinching sexually
- ★ Pulling on a bra strap
- ★ Invading personal space, blocking someone's path, constraining
- ★ Spitting, hitting
- ★ Writing on skin

Verbal

- ★ Insulting, mocking, belittling, or humiliating someone through the use of inappropriate comments or name-calling with tones of sexism, racism, homophobia, transphobia, etc

Psychological/social

- ★ Spreading false rumors and lies
- ★ Rejecting, ignoring, excluding, shutting someone out
- ★ Harassing someone psychologically or sexually
- ★ Looking at someone threateningly or with contempt
- ★ Sighing when someone is talking
- ★ Threatening
- ★ Manipulating, breaking off a friendship, excluding from a group

Material

- ★ Hiding a personal or school object
- ★ Breaking a personal or school object
- ★ Pressuring or forcing someone to hand over clothes
- ★ Scribbling over someone's notebook
- ★ Vandalizing the contents of a locker



A few examples of prosocial behaviors

Cooperative

- ★ Maintaining harmony as a team
- ★ Respecting the other group members
- ★ Respecting one another's right to speak, communicating clearly
- ★ Sharing responsibilities and tasks
- ★ Compensating for one another's weaknesses
- ★ Recognizing one another's qualities, strengths, and weaknesses

Positive and collegiate

- ★ Respecting the class and school rules
- ★ Having a positive, engaged, upbeat attitude
- ★ Speaking in a polite manner, saying hello
- ★ Focusing on the task at hand and following instructions
- ★ Raising their hand, getting in line at the right time

Kindness-related

- ★ Being useful, providing aid, helping less skilled students or students in a sensitive place
- ★ Being inclusive without exception in a group, in a discussion
- ★ Showing empathy and understanding
- ★ Being open, setting aside their difference



Proactive against bullying

- ★ Calling out bullies and bullying
- ★ Taking a stand against an antisocial student or bully (without talking back or assaulting)
- ★ Telling bullies or antisocial students that their actions are inappropriate
- ★ Demonstrating good behavior and proposing better behaviors to others

- ★ Giving bullied students the chance to be part of a caring and healthy group of friends

Students must be guaranteed anonymity when reporting bullying behavior and be assured of the support of the school staff when they take a stand against bullying. Otherwise, they will face the dilemma of whether to fear retaliation or feel guilty for not taking action.





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Best practices for intervention



Promoting good quality of life and general well-being in the classroom and at school.



Encouraging self-esteem, empathy, altruism, equity, and helping one another out.



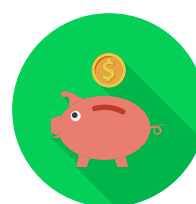
Fostering the students' sense of belonging to the school.



Supporting the resolution of quarrels between students.



Creating opportunities for doing good.



Rewarding prosocial behavior.



Practices to avoid

- ★ Limiting the interventions to punishing antisocial and intimidating behavior.
- ★ Encouraging victims to fight back.
- ★ Believing that children must and can solve their problems by themselves.
- ★ Advising children against using social media in order to prevent cyberbullying. Instead, equip them with prevention strategies.
- ★ Being satisfied with only quick and personal intervention between victims and bullies.
- ★ Openly singling out a student as a victim or bully.
- ★ As an adult, not exhibiting prosocial values and behaviors. Adults are role models for children.





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Demonstrating spirit of cooperation



Behaviors	XP
Working as a team without conflict	+100
Sharing tasks/responsibilities	+75
Recognizing one another's strengths and weaknesses	+75
Sharing rewards and losses	+50

Showing kindness

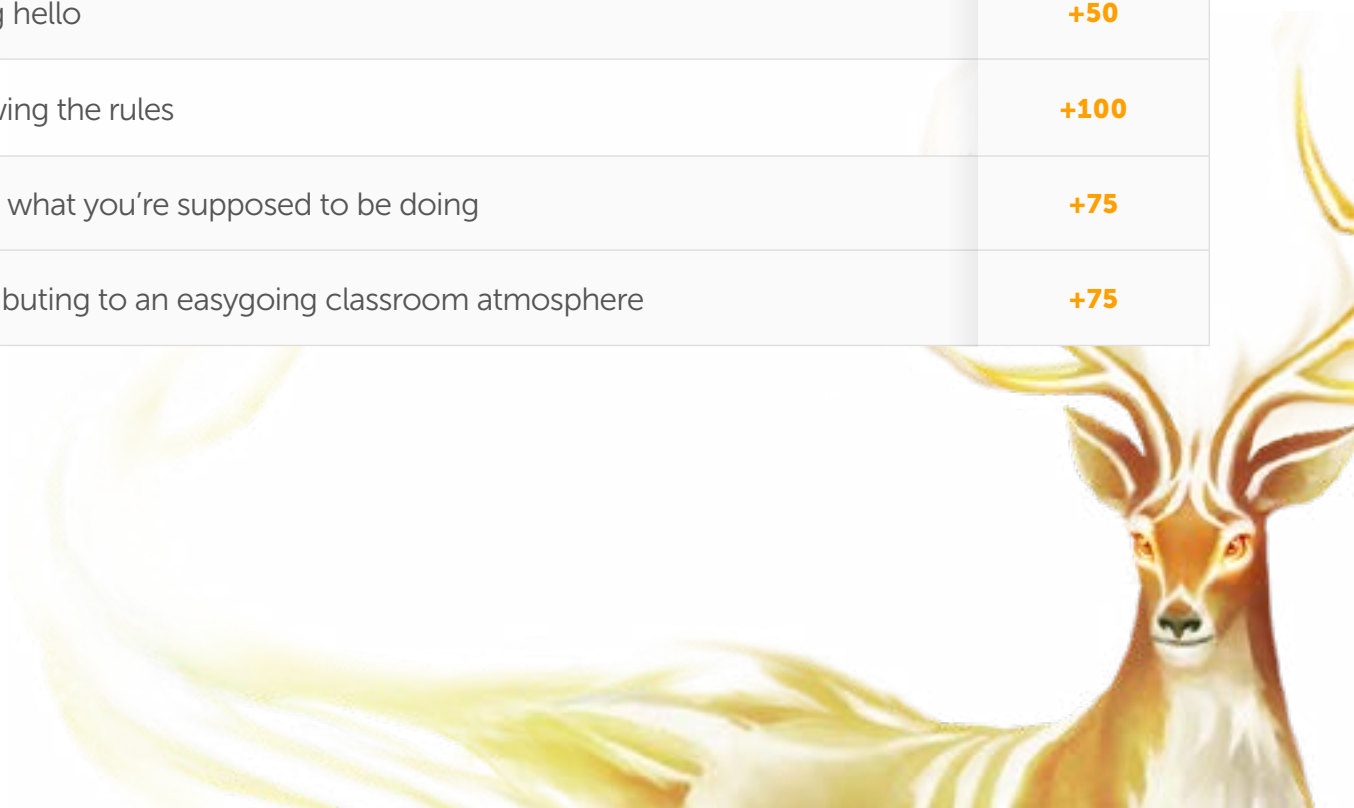
Behaviors	XP
Helping another student, being useful	+75
Opening up to a student that's shy, rejected, lonesome, etc.; making them feel part of the team	+100
Being empathic to the needs and emotions of other students	+100
Being welcoming to other students	+50

Taking a stand against antisocial behavior and bullying

Behaviors	XP
Letting an authority figure know about bullying or antisocial acts	+75
Standing up against bullies or antisocial students	+75
Letting a bully or antisocial student know that their actions are inappropriate	+75
Encouraging bullies and antisocial students to show prosocial behaviors	+75

Demonstrating a generally positive attitude

Behaviors	XP
Smiling at other students	+50
Saying hello	+50
Following the rules	+100
Doing what you're supposed to be doing	+75
Contributing to an easygoing classroom atmosphere	+75





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