



Joint Consortium for School Health
Governments Working Across the Health and Education Sectors

Mental Resilience

Quick Scan of Activities and Resources in Resilience/Positive
Asset-Based Social Development in Canadian Schools

2007

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1 Executive Summary

Positive, asset-based social development is a relatively new way of working with students that focuses on building positive relationships among students, teachers, staff and community members. As people who have passion for this work identify, efforts to promote positive social development among children and youth are not programs per se, but instead represent a different way of working with students in schools and communities. Central to the approach is the notion that children and youth are the product of the healthy (or not so healthy) environments in which they study, live and play. Given this focus on building healthy environments, the asset-based approach includes important components in encouraging a positive school climate and building important relationships between students and police, public health services, community recreation departments and local businesses. This broad approach is consistent with the comprehensive school health model.

A quick scan of Canadian resources and programs/activities in positive asset-based social development in school settings, including those initiatives related to violence prevention/bullying and mental health promotion, suggests that a great deal of activity is happening in all parts of the country. The initiatives currently in progress do, for the most part, attempt to change the climate within schools to make them more positive, engaging places that focus on students' assets and potential. In addition, programs appear to be proactive, aiming to prevent problems and concerns and/or intervene at an early stage. Finally, asset-based programs appear more and more successful than conventional approaches at getting parents and community members actively involved in school health.

There is a great deal of activity going on in positive strengths based social development across Canada and interest in this approach continues to grow. However, much of the on-the-ground activity in this area is rooted in and confined to local communities. In many cases, communities have begun this work and invited schools to participate as important partners. Because the initiatives begun by these communities have been developed to suit their particular needs, there is often no set of "steps" or a "framework" that other schools and communities can follow. Instead, there are local stories that could and should be better shared with a broader audience across Canada.

2 Introduction

International research has demonstrated that the health and safety of the school environment is strongly linked to the emotional and social well being of students, staff and educators. A supportive, positive school environment is also associated with better student learning outcomes (World Health Organization, 2003). One of the ways Canadian schools and communities have begun to build healthier school environments is through positive, asset-based (or strengths-based) social development programs and processes, including those that promote good mental health among students.

Positive, strengths-based social development is a relatively new way of working with students that focuses on building positive relationships. As people who have passion for this work identify, efforts to build on strengths or assets do not represent programs per se, but demonstrate “a philosophy, a way of working, a new way of connecting with kids” (Keith Pattinson, personal communication, July 11, 2007). Central to the approach is the notion that children and youth are the product of the healthy (or not so healthy) environments in which they study, live and play. Given this focus on building healthy environments, the asset-based approach includes encouraging a positive school climate and building important relationships between students and police, public health services, community recreation departments and local businesses. This broad approach is consistent with the comprehensive school health model.

The following is a quick scan of Pan-Canadian resources, programs and activities on resilience/positive asset-based social development (including mental health) in the school health context.

3 Methodology

To identify items to be included in this quick scan, the Internet was searched extensively, starting with well known Canadian organizations active in school health and positive youth development (see Appendix A). A number of Canadian experts in this field (see Appendix B for a list of names) were also contacted by phone and/or e-mail to clarify the status of some programs, confirm trends in the field and identify other resources that may have been more difficult to find. Finally, research databases in the education and social sciences fields were briefly searched to confirm best practice.

When choosing the resources and programs to include in this scan, the following guidelines were used:

1. Documents/resources and programs/activities were chosen only if they were designed or written in Canada. Many good US resources are used in Canadian schools and community organizations, but are not included as part of this scan;
2. Only those resources and programs that can be used or implemented in any part of Canada were chosen. Therefore, the scan excludes those activities that are specific to a particular city or region;
3. Only those documents or programs that are either intended for use in schools or have been used in schools (for instance, when part of a broader program of community participation) were chosen and;
4. Most, but not all, programs described below are comprehensive in nature and consistent with a comprehensive school health approach. In some cases, however, activities have been listed (e.g. interactive websites) that could make up an important part of a more comprehensive program.

4 General Findings

The following describes key Pan-Canadian resources and programs in positive social development in the school health context. Many, but not all, of the initiatives described below also involve parents and the larger community. Resources and programs are divided into Resilience/Positive Asset-Based Development, Violence Prevention and Bullying, Conflict Resolution and Peer Mediation, and Mental Health Promotion sub-sections. The sections below describe these resources and programs/activities in paragraph form.

(See Appendix C for a more simple listing of these same resources, organized alphabetically within each sub-category.)

Resilience/Positive Asset-Based Social Development

The approach to social development used by many Canadian schools and communities is based on the Minneapolis based non-profit organization, the Search Institute's *Developmental Asset Framework*. The framework is a research-based tool that encourages all individuals to support environments where developmental assets can be built. Forty developmental assets have been identified - opportunities, skills, relationships, values and self-perceptions that young people need to succeed. *The Developmental Asset Framework* is based on the following philosophies:

- Everyone can build assets – Building assets requires consistent messages across all community environments, including schools;
- All young people need assets, not just those who are struggling;
- Relationships are key – strong relationships between adults and young people, young people and their peers and teenagers and children are central to asset building;
- Asset building is an ongoing process – it starts when a child is born and continues through to adulthood;
- Consistent messages are important – families, schools, communities, the media and others need to give young people consistent and similar messages about what is important and what is expected of them;
- Intentional repetition is important – assets must be continually reinforced across the years and in all areas of life.

Resources

Thrive! The Canadian Centre for Positive Youth Development is a Canadian affiliate of the Search Institute and offers access to many of its resources. Unfortunately, most of the resources used by schools and communities for asset building have been developed in the US. The exceptions are the *Lions Quest* programs (see more description below) and

the relatively new publication [*Two Legs to Stand On – Eight to Grow*](#) (2004), a handbook from the Edmonton Asset Collaborative. This resource offers a set of fun, interactive and educational activities for parents to do with children ages six to teen. It provides information and activities about eight asset categories. *Two Legs to Stand On – Eight to Grow* is not specifically intended for use in schools, but can (and has) been used in the school setting.

Another useful Canadian resource, [*Toward SchoolPLUS: Empowering High Schools as Communities of Learning and Support*](#) (2004), suggests a framework for empowering youth and the community in Saskatchewan high schools. It includes guidelines to engage all youth within schools, reach out to families and communities and enhance the culture and climate of schools. It was written by and is available from the government department, Saskatchewan Learning.

Programs

Lions Quest

The *Lions Quest* programs are widely available and have been used in schools across the country for many years. They offer school-based, comprehensive, positive development and prevention programs that are designed to unite the home, school and community. A program of the Lions Clubs International Foundation, *Lions Quest* is distributed and implemented in schools through Thrive! The Canadian Centre for Positive Youth Development, a national organization based in Waterloo, Ontario. During the 18 years that Thrive! has held this role, over 50,000 educators have been reached through workshops in every province and territory.

The *Lions Quest* programs are based on building positive social and emotional learning (SEL), the process of developing the ability to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively (Collaborative for Academic, Social, and Emotional Learning, 2003). The goals of the *Lions Quest* programs are:

- To engage students, families, the school and community members in creating a respectful learning community of caring relationships, high expectations for positive behaviours and meaningful involvement;
- To provide opportunities for young people to learn the essential skills needed to live healthy and productive lives;
- To promote a safe, healthy approach to life, free from the harm of alcohol and other drug use;
- To engage young people in the practice of good citizenship through cooperation and service to others; and,
- To strengthen young people's commitment to their family, positive peers, school and community.

To assist with implementing the programs in schools and communities, school administrators and teachers are certified through one- and two-day *Lions Quest* workshops. Educators who attend these workshops receive a grade-specific resource

kit as part of their training. Lions Quest programs are divided up by school grade and/or age and include:

- [*Lions Quest Skills for Growing \(Kindergarten to Grade 5\)*](#). Units include building a school community, making positive decisions, growing up drug-free and an activity booklet for students.
- [*Lions Quest Skills for Adolescence \(Grades 6 to 8\)*](#). Units include building self-confidence and communication skills, managing emotions in positive ways, strengthening family relationships and making healthy choices. Program manuals are also available in French. A new, revised version is currently under development and is expected to be available in January 2008.
- [*Lions Quest Skills for Action \(Teens and Young Adults\)*](#). This program builds life and citizenship skills by moving beyond the classroom and into school-based service learning. Its units include building a learning community, exploring personal and social responsibility and evaluating and sharing service experiences.

Make a Connection Canada

In late 2002, the telecommunications company Nokia, together with the International Youth Foundation, introduced the *Make a Connection* program in Canada. *Make a Connection* is a global program designed to promote life skills and provide educational opportunities for youth. Canada is the 12th country to implement the program. [*Make a Connection Canada*](#) is for Aboriginal children and youth between the ages of five and 18 years and is designed to empower Aboriginal young people to develop the skills needed to succeed. The program, co-designed by Thrive! presents an integrated approach in the home, school and community, and was pilot-tested in 15 Canadian communities. The program connects local youth with adult volunteers and deals with essential life skills such as conflict resolution, goal-setting and respect for self and others. Youth access the program through schools or community centres.

Asset Building Champions

The framework [*Asset Building Champions*](#) provides a broad framework for a community development approach to asset-based social development among youth. It is not necessarily school-based, but has, in some communities, formed an important part of local comprehensive school health activities. This is a project (nearing completion) funded by the National Crime Prevention Strategy, and coordinated by a national steering committee (CABiN – the Canadian Asset Building Network) made up of representatives from local, regional and provincial organizations. Affiliated organizations include the RCMP, Lions Clubs, school districts and the US Search Institute. A new website, which will contain resources and success stories, will be available by the end of July 2007. The program is currently administered by the Boys & Girls Clubs of BC, in Vancouver.

Young Canadian Leadership Challenge

Finally, the [*Young Canadian Leadership Challenge*](#), from YCLC Canada in Ottawa, is a weekend-long outdoor adventure game for youth aged 10 - 19. The experience includes puzzles and problem solving activities and incorporates adult volunteers. It is not school-based per se, but it has been integrated into many comprehensive school programs.

School Violence Prevention/Bullying

From a positive asset-based perspective, violence prevention in schools focuses on developing and practising skills and positive social development in all children and youth. This proactive approach helps to ensure more children and youth form healthy relationships in their communities and use effective social skills to interact with peers and resolve daily conflicts. Bullying prevention programs, in particular, have become commonplace in many schools across the country. Many of those school and community programs are aimed at promoting respect and responsibility and creating a more peaceful society.

Research experts in school-based anti-bullying interventions have identified promising practices within Canada and internationally. Most often, the interventions that have the best results make up part of a systemic, whole school approach in which anti-bullying policy and anti-bullying initiatives are implemented throughout the school (Olweus, 1993; Fox et al., 2003).

Successful whole school policies are well planned, with a comprehensive needs assessment process and an evaluation component built-in. They also involve multiple stakeholders and are formally introduced, so that the anti-bullying message stated in the policy is understood and consistently enforced by everyone in the school (Pepler & Craig, 2000). Successful whole school anti-bullying programs and initiatives:

- are well planned, tailored to the distinct needs of a given school;
- involve multiple stakeholders, including members of the community and local organizations;
- include students in program development and delivery;
- address multiple risk and protective factors for bullying behaviour;
- provide age-appropriate materials, opportunities for discussion and time limits;
- create a gender-specific approach that takes into account the fact that bullying and responses to anti-bullying initiatives can differ between boys and girls;
- intervene when bullying behaviour is emerging, not just when it has been well established and;
- create a long-term, sustainable intervention.

Reviews of the research suggest that initiatives using these promising practices have decreased the amount of bullying in the school by 20 - 70% (Fox et al., 2003).

Resources

To support Canadian school administrators and educators in building policies and programs to ensure schools take a more proactive and preventive approach to violence and bullying, several provincial ministries of education have offered resources to local school districts. In addition to provincial efforts, the National Crime Prevention Strategy, in [Bullying Prevention in Schools](#) (2005), highlights promising practices in school-based

violence prevention and describes over 40 bullying and violence prevention initiatives spearheaded by non-profit groups across Canada. In the review document [*Bullying and Violence Prevention in Schools: A Focus on Personal and Social Development*](#) (2006), published by [*The Society for Safe and Caring Schools and Communities*](#), author Andrea Spevak also reviews best practice from a Canadian perspective.

To begin the planning process for prevention programs and to track their progress once implemented, the [*Assessment Toolkit for Bullying, Harassment and Peer Relations at School*](#), from the Canadian Public Health Association in Ottawa, helps teachers, school administrators and ministries of education measure the nature and prevalence of school/peer relationship problems. This resource offers standards for quality programs and a common set of tools to assess the impact of school-based programs. It provides an overview of what works and what does not, foundations for best practice standards and outlines the core school components. Finally, the toolkit includes tips for students, parents, teachers and administrators.

Resources from provincial ministries and organizations include:

- [*A Whole-School Approach to Safety and Belonging, Preventing Violence and Bullying*](#) (2005), from Manitoba Education, Citizenship and Youth. The purpose of this document is to promote a positive approach to safety and belonging that aligns with school planning systems already in use in Manitoba schools. School planning teams interested in a school-wide approach to preventing, intervening in and responding to violence and bullying will find helpful suggestions in this resource. The suggestions for a safety and belonging approach are flexible so that schools may address issues unique to their populations and contexts.
- [*One Incident is Too Many: Policy Guidelines for Safe Schools*](#) (1994), from the Saskatchewan School Trustees Association (now the Saskatchewan School Boards Association) in Regina. This thorough report on developing policy guidelines for safe schools examines the nature of youth violence in schools, offers short- and long-term solutions and provides guidelines for responding to critical incidents.
- [*Safe Schools: Ideas Book for Students*](#) (1994), from the Ontario Ministry of Education. This is a practical guide for students who are interested in enhancing the safety of their schools. It includes topics such as developing a safe school student committee, conducting a school safety audit and promoting students' plans.
- [*Focus on Bullying: A Prevention Program for Elementary School Communities*](#) (1998) and [*Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities*](#) (2001), from the BC Ministry of Education. These guides provide educators and administrators with general information about bullying, ideas for building school-wide strategies and lesson plans per grade level.

In addition, an excellent set of resources is available from RESOLVE Alberta at the University of Calgary. RESOLVE Alberta is part of a tri-province (with Manitoba and Saskatchewan) research network that co-ordinates and supports research aimed at ending violence, especially violence involving girls and women. [*School-Based Violence Prevention Programs: A Resource Manual*](#) (2005) is an on-line manual that provides practical research and expert-based information on school-based programs to prevent interpersonal violence. The researchers reviewed 79 English and 18 French prevention programs. The manual contains information on programs to prevent different types of violence, including dating violence, sexual harassment and bullying.

Leading Canadian researchers in this area, Debra Pepler and Wendy Craig, have recently published a new report entitled, [*Binoculars on Bullying: A New Solution to Protect and Connect Children \(2007\)*](#). The authors cite a recent World Health Organization survey in which Canada ranks 26th and 27th out of 35 countries on measures against bullying and victimization, respectively. Pepler and Craig suggest a new solution to protect and connect children – one that not only focuses on the children involved in bullying, but also on the relationships and social contexts that contribute to or alleviate bullying problems.

An educational consulting company in Winnipeg called New Directions in Discipline has recently published a book called, [*Combating School Violence: A Handbook of Proactive Strategies*](#). The book contains information for teachers and school administrators on how to maximize communication strategies and policies to help create safe teaching and learning environments. This particular resource is more geared to schools that are already having challenges with safety issues, including disruptive students, long-standing conflicts and gangs. New Directions in Discipline is run by Spencer Clements and Gary Sova, inner-city educators who have worked in the downtown area of Winnipeg for over 25 years.

Programs

Canadian Safe School Network

For the prevention of bullying and school violence, a number of excellent program resources are available from the [Canadian Safe School Network \(CSSN\)](#) in Toronto. The CSSN website contains a number of useful resources for teachers, parents and students about school-based violence prevention. Topics include dealing with loneliness, accepting differences, safe schools legislation (by province), and cyber safety. A number of CSSN programs are also available, including curriculum support resources for all ages, interactive CD-ROMs, posters and educational videos. Specifically, the CSSN offers the following program resources:

- [*Cool Kids in the Zone \(Kindergarten – Grade 2\)*](#) – a program in DVD or VHS format that also includes sing-a-long songs, stories, hand puppets, posters and teacher support materials. A French version, [*Enfants Cool dans la Zone*](#), is also available;
- [*Cool Heads in the Zone*](#) – an interactive CD-Rom featuring a live action video depicting six bullying scenarios, a variety of positive interventions, and resources and assessment tools for teachers;
- [*Slam Dunk Violence for Safe Schools*](#) – an educational video promoting youth anti-violence, safety, and how to deal with aggression and danger. Includes a teacher’s manual;
- [Anti-bullying brochures and posters](#) in English or French;
- [Questionnaires and surveys](#) to help school administrators, parents and teachers to assess school safety and help with planning.

While none of the above resources present comprehensive programs in themselves, they can support broader, more comprehensive programs that involve all members of a school community.

The Society for Safe and Caring Schools and Communities

[The Society for Safe and Caring Schools and Communities](#) in Edmonton, Alberta offers a variety of programs and resources for bullying and violence prevention. Focused on adult modeling, the programs include components for community members, youth program leaders, teachers, school staff, community service representatives, children and youth. Specific programs offered include:

- [Supporting a Safe and Caring School](#) – aims to build a more positive and successful school culture through books, manuals and videos that facilitate extracurricular programs, peer education, volunteer mentorship and teacher training for classroom management. Also available are student survey tools and assembly scripts for elementary and secondary school principals;
- [Toward a Safe and Caring Curriculum](#) – resources and lesson plans that cover living respectfully, developing self-esteem, respecting diversity, managing anger and resolving conflicts peacefully;
- [Supporting a Safe and Caring Teaching Profession](#) – designed to help teachers implement the curriculum described above, this program includes resources from the Alberta Teachers Association and;
- [Toward a Safe and Caring Community](#) – the objective of this program is to have all adults in the community model and reinforce safe and caring behaviour. The program consists of a series of workshops for adults and older teens.

PREVNet

The [Promoting Relationships and Eliminating Violence Network \(PREVNet\)](#) is a network of Canadian researchers, non-governmental organizations (NGOs) and governments working together to promote safe and healthy relationships for Canadian children and youth. The primary goal of PREVNet is to translate and exchange knowledge about bullying to enhance awareness, to provide assessment and intervention tools and to promote policy related to the problems of bullying. The organization's website is intended for multiple audiences throughout Canada. It contains an array of resources, including on-line toolkits for educators that cover the following:

- [Education](#) – intended to bring awareness to the problem of bullying, shift attitudes about bullying and build a commitment to addressing it;
- [Assessment](#) – links to the [Assessment Toolkit for Bullying, Harassment and Peer Relations](#), from the Canadian Public Health Association (described in the Resources section above);
- [Intervention](#) – research-based strategies for intervening and preventing bullying;
- [Policy](#) – designed to inform policy development within schools and communities.

Each of the above toolkits provides research-based information, principles, guidelines, materials, pamphlets and tip sheets that can be downloaded by children and youth, parents or education professionals.

Safe Schools Manitoba

[Safe Schools Manitoba](#) is a partnership initiative of organizations committed to working together to enhance the safety of Manitoba's schools and communities. The organization represents the collaboration of government, schools, law enforcement, community agencies and others. Safe Schools Manitoba offers workshops and resources for educators, students, parents and community members to build awareness and understanding of the problems and solutions that impact the safety of children and youth. While these workshops are only held in the province of Manitoba, the Safe Schools Manitoba website offers an excellent set of resources that can be used by schools in other provinces.

Teasing and Bullying: Unacceptable Behaviour Program (TAB)

[Teasing and Bullying: Unacceptable Behaviour Program \(TAB\)](#) was designed by the Institute for Stuttering Treatment and Research in Edmonton, Alberta. The program includes a videotape, ready-to-use lessons and activities, parent handouts, family activities and educational material about speech and language challenges, to change attitude and social behaviour toward children with differences, particularly children who stutter.

Bully B'ware

A private consulting firm of three experienced educators in Coquitlam, BC, [Bully B'ware](#) offers a collection of videos and resource books that can be used together to create a school program, or separately to support other programs or policies. The program includes the DVD [Bully Beware: Take Action Against Bullying](#), books for educators and parents, posters and bookmarks. They also provide workshops for educators and parents (including a workshop specific to First Nations schools and communities) and a consulting service to support schools in making policy changes. It is not clear, however, whether Bully B'ware offers these workshops and consulting services to schools outside BC.

ASAP: A School-Based Anti-Violence Prevention Program

Finally, [ASAP: A School-Based Anti-Violence Prevention Program](#) is available from the Centre for Children and Families in the Justice System in London, Ontario. This program is now more than 10 years old, but does offer tips on how to build school and community awareness of bullying and violence prevention, and helps with setting appropriate school policies, educating staff and students and handling disclosures of violence when it occurs.

Building Peaceful Schools and Conflict Resolution

In response to an increase in the number of reports of serious misbehaviour, disruption, intimidation and violence in schools, a number of Canadian and international educators and researchers are facilitating a positive approach to conflict resolution and violence prevention in schools that some call “building peaceful schools.” The approach insists that peace within schools and communities cannot be achieved by simply wishing for it, or writing tough policies such as Zero Tolerance or mandating it. To create a culture of peace within our school communities, adults within the school community of “peaceful” or “safe and caring” schools need to actively teach peace. Activities within the school centre on developing respect, building community and actively resolving conflict. Peer mediation is also often a component of school programs. The goal is for students, teachers and community members alike to see and demonstrate caring for one another.

Resources

The organization [Peaceful Schools International \(PSI\)](#) offers a number of low-cost resources to “help schools create a climate in which everyone feels safe, valued and respected.” Peaceful Schools International is a non-profit, charitable organization, founded by Hetty van Gorp of Annapolis Valley, Nova Scotia, in 2001. The vision of PSI is to create a global network of peaceful schools. PSI is governed by a board of directors and an international advisory board. The organization has no paid staff and relies on volunteers to carry out its mission of supporting schools worldwide.

Peaceful Schools International offers the following resources:

- [Creating Caring Schools: Peace-Promoting Activities for All Seasons](#) – this book for elementary and secondary teachers and administrators includes 30 practical school-wide initiatives, a CD and sheet music for the original song “*The Right Thing to Do*” and an index cross-listing themes and types of project;
- [Peace in the Classroom](#) – a collection of creative activities to use in elementary school classrooms to promote peace;
- [The Peaceful School: Models that Work](#) – explores many practical ways that schools can develop a culture of peace, by sharing ideas and approaches from 20 schools across Canada;
- [Peer Mediation: A Complete Guide](#) – includes games, role-plays, worksheets and exercises to train mediators in the nature of conflict, the process of mediation and communication skills;
- [One School’s Journey](#) – chronicles the transformation of Parkview Public School in Komoka, Ontario, into a safe and caring learning environment.

The BC Ministry of Education has published a guide for schools entitled [Safe, Caring and Orderly Schools](#) (2004). This document describes a vision for schools toward which school boards, schools and school communities should be encouraged to strive. The guide identifies attributes of safe, caring and orderly schools and outlines strategies for informing appropriate members of the school community of safety concerns in a timely

manner. A French version, [*Des écoles sûres où règnent la bienveillance et la discipline: Guide-ressource*](#), is also available.

Finally, the manual [*Resolving Conflict in the Schools: A Practical Approach to Setting Up Mediation Programs in Schools*](#) provides an overview of how to set up conflict management and peer mediation programs in schools. Step-by-step procedures and lesson plans are included. The manual was written by and is available from, New Directions in Discipline in Winnipeg.

Programs

Roots of Empathy

[*Roots of Empathy*](#) is an award winning, evidence based classroom program that has significantly reduced levels of aggression and violence among school children, while raising social and emotional competence and increasing empathy. The program is intended for children in Kindergarten through grade 8. It has been used widely across Canada and is being piloted in Australia and New Zealand.

In the Roots of Empathy program, a neighbourhood infant and parent visit a classroom every three weeks over the school year. A trained instructor coaches students to observe the baby's development and to label the baby's feelings. In this experiential learning, the baby is the "teacher" and a lever, which the instructor uses to help children identify and reflect on their own feelings and the feelings of others. The emotional literacy taught in the program lays the foundation for more safe and caring school environments.

Seeds of Empathy

As the "younger sibling" of the Roots of Empathy program, [*Seeds of Empathy*](#) brings the messages of Roots of Empathy to early childhood settings. *Seeds of Empathy* is a program that fosters social and emotional competencies and early literacy skills and attitudes in children three to five years of age. The program runs for three weeks and involves reading and discussing books with children, as well as a visit by a baby and his or her parent(s). During the baby's visit, the children are encouraged to observe the baby's development, to label the baby's feelings and to talk about their own feelings and those of others.

Peace@School

[*Peace@School*](#) is a toolkit for educators and youth, designed to help create peaceful school environments. The toolkit consists of two DVDs and a set of three guidebooks, written by Hetty van Gorp of Peaceful Schools International (PSI). *Peace@School* is part of a broad approach by PSI in which schools are invited to join a national network. To become members in PSI, schools must demonstrate the following:

- A collaborative approach to school-based decision making;
- Curricular and/or extracurricular peace education initiatives;
- Teaching methods that stress participation, cooperation, problem solving and respect for differences;

- Student and community centred conflict resolution strategies, such as peer mediation;
- Community service projects; and,
- Opportunities for professional development for all staff focused on creating a positive school climate.

Member schools receive PSI resources to guide their work, quarterly newsletters, and access to on-line discussion groups. There are currently 240 PSI member schools around the world, many of them in Canada. Their efforts are supported by a network of volunteer, locally based regional coordinators.

Working It Out

Specific to conflict resolution, the Lions Clubs International Foundation has two programs designed for use in schools and community centres. The first, [*Working It Out*](#), is geared at Kindergarten to grade 6 students. In *Working It Out*, conflict management skills are taught through 10 themes, each with multiple options that teachers can use to focus on their students' particular needs. Students are introduced to the topic through a grade K – 2, 3 – 4, or 5 – 6 experiential activity that they then discuss and build on through collaborative activities in various subject areas. Each skill topic also provides suggestions for school, family work assignments, and strategies for transfer of learning and related books and videos. Topics covered in the program include recognizing different points of view, expressing anger constructively and dealing with bullying.

Promoting Peace and Preventing Violence for Teens and Young Adults

The second program offered by the Lions Clubs International Foundation is called [*Promoting Peace and Preventing Violence for Teens and Young Adults*](#). The program is intended for students from grades 7 – 12. The program works to increase students' awareness of how they usually respond to conflict and teaches students how to work toward more peaceful resolutions. It consists of 19 sessions designed to help students understand the attitudes and behaviours that can lead them from conflict to anger to violence. Both *Working It Out* and *Promoting Peace and Preventing Violence for Teens and Young Adults* are distributed by Thrive!

Mental Health Promotion (including Suicide Prevention)

Mental health is of significant concern among school-aged youth. The McCreary Centre's 2003 Adolescent Health Survey findings include (McCreary, 2004):

- Less than half of students always feel safe at school;
- Almost one in 10 youth ran away from home in the past year, and are at danger from virtually every risk: abuse, poor health, suicide, pregnancy and alcohol and drug use; and,
- The number of youth who consider or attempt suicide has not declined in the last 10 years.

There is a great need for effective school-based programming to address mental health and suicide prevention.

Resources

The Centre for Suicide Prevention, based in Calgary, Alberta, has summarized into two pages considerations for school-based suicide prevention programs. Subjects covered include “[Five Steps for Setting Up a Successful School-Based Awareness Program](#)” and “Comments Derived from Evaluation Experience”. This document includes a list of reports, guides and books available for ordering from the centre.

In July, 2001 a Suicide Prevention Advisory Group was jointly appointed by National Chief Matthew Coon Come of the Assembly of First Nations and former Minister of Health Allan Rock. The purpose of this advisory group was to review the existing research and formulate a series of practical, do-able recommendations to help stem the tide of youth suicides occurring in First Nations communities across Canada. The advisory group produced the report, [Acting On What We Know: Preventing Youth Suicide in First Nations](#), which includes a section on school-based strategies.

British Columbia’s Interior Health Authority created an [Inventory of Youth Suicide and Abuse Prevention Activities](#). This inventory includes activities and programs, contacts and partners. While comprehensive in scope, this inventory also includes specific mention of school-based activities. It helped to inform a three-year plan to implement youth suicide prevention activities.

The BC Ministry of Children and Family Development commissioned the UBC Children’s Mental Health Research Policy Program to prepare a report on suicide prevention in youth; the report is entitled [Preventing Suicide in Youth: Taking Action with Imperfect Knowledge](#). This report outlines several key components in an overall approach to preventing youth suicide. Comprehensive strategies undertaken at the local level that capitalize on the existing resources and strengths of the community are considered the most promising. The report recommends that specific action be implemented across an array of prevention settings, including schools.

Douglas S. McCall from the [Canadian Association for School Health](#) prepared a bibliography of key references in school health promotion to assist practitioners, policy-makers and researchers who are concerned with school-based and school-linked promotion of health, learning and social development. The contents were developed from several research reviews and a detailed examination of the Cochrane and Campbell Collaboration websites. The document covers 43 topic areas, including how schools can address 22 health topics, the elements of a comprehensive approach to promoting healthy school communities, background information on diffusion and systems change and other sections of issues such as research methods and evaluation. The report includes a section on mental health and illness (stress, suicide, disorders).

Programs

FRIENDS for Life

The BC Ministry of Children and Family Development (MCFD) in cooperation with the BC Ministry of Education, sponsors the [FRIENDS for Life](#) program. The *FRIENDS* program is a school-based early intervention and prevention program, proven to be effective at reducing the risk of anxiety disorders and building resilience in children. It teaches children how to cope with fears and worries and equips them with tools to help manage difficult situations, now and later in life. The program has been provided

to 50,000 grade 4 and 5 students, with a goal to provide it to all grade 4 and 5 students. Training is available to school personnel and parents.

I'm Thumbody

The Canadian Mental Health Association's [*I'm Thumbody*](#) program targets grade 3 students. I'm Thumbody is a self-esteem program for children that builds healthy self concepts, stimulates the development of self confidence, instills feelings of self worth, individuality and responsibility, develops an understanding of each person's unique skills and interests and the value of their differences, strengths and individuality and enhances self awareness. The program is presented in the classroom by trained volunteers.

My Life - it's cool to talk about it!

The Canadian Mental Health Association, Montréal branch offers a program entitled, [*My Life - It's cool to talk about it!*](#) The *My Life - It's cool to talk about it!* campaign focuses on youth mental health and is designed to encourage teenagers to talk about their mental health concerns and issues before serious problems arise. The program website provides tools to help high school students understand stress and its effects, the importance of maintaining their mental health, links to mental health information sites and an online quiz that allows teenagers to anonymously find out if they are "Feeling good about yourself or not?"

Crisis Intervention and Suicide Prevention Centre of British Columbia

The Crisis Intervention and Suicide Prevention Centre of British Columbia offers the [*"CHOICES" Youth Suicide Awareness Workshop \(Grades 8-12\)*](#). This workshop is a one-class period workshop that includes information on facts and statistics about youth suicide, early warning signs and signals of suicide, how to respond and where to get help.

The Crisis Intervention and Suicide Prevention Centre of British Columbia also offers an [*Advanced Level 2 Suicide Prevention Workshop \(Grades 11 & 12\)*](#). A one-class period workshop that offers a more detailed discussion of youth suicide, that builds on the information in the "CHOICES" program. It includes information on how to help yourself or a friend find resources and healthy alternatives to cope with difficult issues and feelings.

SPEAK

[*SPEAK \(Suicide Prevention Education Awareness Knowledge\)*](#), a non-profit charitable organization based in Winnipeg, Manitoba, that offers workshops to school-aged youth. These workshops focus on the signs and symptoms of depression and taking away the stigma of having a mental illness, thereby promoting help seeking behaviours. Workshop goals are to impart knowledge of depression, reduce stigma and promote help-seeking behaviours. If a peer helper system is not in place in a school, students and teachers are encouraged to start one.

Agir avant, agir à temps

The Bagotville Military Family Resource Centre, in partnership with the Suicide Prevention Centre of Saguenay-Lac-Saint-Jean and Fonds Jeunesse Québec, brought together approximately 250 high school-aged youth to participate in the creation of

the first interactive DVD on suicide prevention, "[*Agir avant, agir à temps*](#)". This DVD is designed to allow youth to explore contentious issues and to develop their coping skills in relation to topics such as self-esteem, interpersonal relationships, violence, loss, change and suicide. To date, the tool has been astonishingly successful, with increasing demand from numerous organizations in the youth and social services sectors (schools, youth centres, CLSC) across Québec and in other Canadian provinces. The DVD is currently only available in French.

Signals of Suicide

The Canadian Mental Health Association, PEI Division offers the [*Signals of Suicide*](#) program. This school-based suicide prevention program is presented by a trained facilitator in grade 9 classrooms throughout the province. Combining interactive learning techniques, open discussions and a short video, the one-hour session explores the topic of suicide with youth, and teaches them ways to seek help for themselves and their peers when they are in distress. This program is funded by the PEI Department of Health and CMHA's annual 'Golf for Life' Tournament.

Yellow Ribbon Gatekeeper Training

The Light for Life Foundation – Alberta Chapter offers [*Yellow Ribbon Gatekeeper Training*](#). The *Yellow Ribbon Program* supports and follows the Canadian National Suicide Prevention Strategy. The training program helps any "trusted adult" (including teachers) to recognize and understand the symptoms, risk factors and warning signs of suicide. To make approaching "trusted adults" easier, the *Yellow Ribbon Program* developed the "It's OK to Ask 4 Help" card.

It's Cool to be Alive in Nunavut!

Aqsarniit School's Sanginiq Program in Iqaluit, Nunavut offers the [*It's Cool to be Alive in Nunavut!*](#) program. This program emphasizes the importance of collaborative skills, coping skills and communication. The content, processes and activities of this program are based on the fundamental belief that, even in the face of overwhelming life conditions, all children have a capacity for resilience. The program features 10 lessons with locally developed content.

5 Conclusion

There is a great deal of activity going on in positive asset-based social development across Canada, and interest in this approach continues to grow. However, much of the on-the-ground activity in this area is rooted in (and confined to) local communities. In many cases, communities have begun this work and invited schools in as important partners. Police departments are often key champions of this work. Because the initiatives begun by these communities have been developed to suit their particular needs, there is often no set of “steps” or a “framework” that other schools and communities can follow. Instead, there are local stories that could and should be better shared with a broader audience across Canada.

The above represents a quick scan of Canadian resources and programs in positive asset-based social development in schools, including those initiatives related to violence prevention, bullying and mental health promotion. While it is not a comprehensive, detailed scan, some key strengths of existing resources and gaps in programming can be seen. The resources and activities described above do, for the most part, attempt to change the school climate to become more positive, engaging places that focuses on students’ assets and potential. In addition, programs appear to be proactive, aiming to prevent problems and concerns and/or intervene at an early stage. Finally, programs appear more and more successful at getting parents and community members actively involved, by using a partnership approach in which communities and schools work together to create more supportive, caring and peaceful environments for children and youth to grow and learn.

Gaps in programming appear to include:

- Age-specific approaches, especially interventions for teenagers;
- Gender-specific initiatives;
- Prevention of bullying and social exclusion of students and community members based on sexual orientation, ethno-cultural group or learning disabilities. Interventions that acknowledge Aboriginal culture and help all students to become more culturally sensitive might help schools to become more accepting and inclusive of Aboriginal students.

Finally, the relative absence of information on school-based Aboriginal youth suicide programs needs to be addressed. It is well known that Aboriginal youth suicide rates are much higher than average. However, there is substantial variation within Aboriginal communities. Chandler and Lalonde’s research on Aboriginal youth suicide in BC found that *“more than 90% of aboriginal youth suicides occur in only 10% of the bands, with some communities suffering rates as much as 800 times the national average, while more than half of the province’s 200 First Nations bands have not experienced a single youth suicide in the almost 15 years for which such figures are available”* (Chandler, 1998). The substantial variation in rates suggests that effective solutions could be shared, if they were available and accessible.

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7 Appendix A: Resources and Programs

Resilience/Positive Asset-Based Social Development

Resources

Title: *Toward SchoolPLUS: Empowering High Schools as Communities of Learning and Support*

Organization: Saskatchewan Learning, Regina, SK (2004)

Website: http://www.sasked.gov.sk.ca/branches/pol_eval/community_ed/docs/hs2004splus.pdf

Description: This policy document suggests a framework for empowering youth and the community in Saskatchewan high schools. It includes guidelines to engage all youth within schools, reach out to families and communities, and enhance the culture and climate of schools.

Title: *Two Legs to Stand On – Eight to Grow*

Organization: Edmonton Asset Collaborative, Edmonton, Alberta (2004)

Website: <http://www.thrivecanada.ca/section.asp?catid=141&pageid=76>

Description: A set of fun, interactive and educational activities for parents to do with children, ages six to teen. Provides information and activities about eight asset categories. Not specifically intended for use in schools, but can (and has) been used in the school setting.

Programs

Title: *Asset Building Champions*

Organization: Canadian Asset Building Network (CABiN), administered by the Boys & Girls Clubs of BC, Vancouver, BC

Website: <http://www.assetchampions.com/>

Description: Provides a broad framework for a community development approach to asset-based social development among youth. Not necessarily school-based, but has, in some communities, formed an important part of local comprehensive school health activities. This is a project (nearing completion) funded by the National Crime Prevention Strategy, and coordinated by a national steering committee made up of representatives from local, regional and provincial organizations. Affiliated organizations include RCMP, Lions Clubs, school districts and the US Search Institute. A new website, which will contain resources and success stories, will be available by the end of July 2007.

Title: *Lions Quest Skills for Action (Teens and Young Adults)*

Organization: Lions Clubs International Foundation/Thrive! The Canadian Centre for Positive Youth Development, Waterloo, Ontario

- Website: <http://www.thrivecanada.ca/section.asp?catid=140&pageid=20>
- Description: Part of the Lions Quest program of resources that are school-based, comprehensive, positive development and prevention programs designed to unite the home, school and community. Builds life and citizenship skills by moving beyond the classroom and into school-based service learning. Units include building a learning community, exploring personal and social responsibility, and evaluating and sharing service experiences.
- Title: *Lions Quest Skills for Adolescence (Grades 6 to 8)*
- Organization: Lions Clubs International Foundation/Thrive! The Canadian Centre for Positive Youth Development, Waterloo, Ontario
- Website: <http://www.thrivecanada.ca/section.asp?catid=140&pageid=19>
- Description: Part of the Lions Quest program of resources that are school-based, comprehensive, positive development and prevention programs designed to unite the home, school and community. Units include building self-confidence and communication skills, managing emotions in positive ways, strengthening family relationships and making healthy choices. Also available in French. A new, revised version to come in January 2008.
- Title: *Lions Quest Skills for Growing (Kindergarten to Grade 5)*
- Organization: Lions Clubs International Foundation/Thrive! The Canadian Centre for Positive Youth Development, Waterloo, Ontario
- Website: <http://www.thrivecanada.ca/section.asp?catid=140&pageid=18>
- Description: Part of the Lions Quest program of resources that are school-based, comprehensive, positive development and prevention programs designed to unite the home, school and community. Units include building a school community, making positive decisions, growing up drug-free and an activity booklet for students.
- Title: *Make a Connection Canada*
- Organization: Nokia Canada and Thrive! The Canadian Centre for Positive Youth Development, Waterloo, Ontario
- Website: <http://www.nokia.ca/english/community/makeconnection.asp>
- Description: This program is for Aboriginal children and youth between the ages of five and 18 years. The program is designed to empower Aboriginal youth to develop the skills needed to succeed. Over the first three years, 15,000 youth are expected to benefit from the program. The program presents an integrated approach in the home, school and community. Youth will access the program through schools or community centres.
- Title: *Young Canadian Leadership Challenge*
- Organization: YCLC Canada, Ottawa, ON
- Website: <http://www.yclc.ca/Tour/index11.html>
- Description: A weekend-long outdoor adventure game for youth aged 10-19. Includes puzzles and problem solving activities. Incorporates adult volunteers. Not school-based, but has been integrated into many comprehensive school programs.

School Violence Prevention/Bullying

Resources

Title: *Assessment Toolkit for Bullying, Harassment and Peer Relations at School*

Organization: Canadian Public Health Association, Ottawa

Website: <http://www.cpha.ca/antibullying/english/backinfo/backinfo.html>

Description: This toolkit is designed for teachers, school administrators and ministries of education to measure the nature and prevalence of school peer relationship problems, standards for quality programs and a common set of tools to assess the impact of school-based programs. It provides an overview of what works and what doesn't, foundations for best practice standards and outlines the core school components. Finally, the toolkit includes tips for students, parents, teachers and administrators.

Title: *Binoculars on Bullying: A New Solution to Protect and Connect Children*

Organization: Voices for Children (2007)

Website: <http://www.voicesforchildren.ca/report-Feb2007-1.htm>

Description: In this document, leading Canadian researchers Debra Pepler and Wendy Craig cite a recent World Health Organization survey in which Canada ranks 26th and 27th out of 35 countries on measures of bullying and victimization, respectively. Pepler and Craig suggest a new solution to protect and connect children – one that not only focuses on the children involved in bullying, but also on the relationships and social contexts that contribute to or alleviate bullying problems.

Title: *Bullying Prevention in Schools*

Organization: National Crime Prevention Strategy (2005)

Website: <http://www.ps-sp.gc.ca/res/cp/res/bully-en.asp>

Description: Highlights promising practices in school-based violence prevention and describes over 40 bullying and violence prevention initiatives spearheaded by non-profit groups across Canada.

Title: *Bullying and Violence Prevention in Schools: A Focus on Personal and Social Development*

Organization: The Society for Safe and Caring Schools and Communities (2006)

Website: <http://www.sacsc.ca/PDF%20files/Research%20and%20Evaluation/Literature%20Review-Spevak-06.pdf>

Description: A review of best practice on bullying prevention in schools, from a Canadian perspective.

Title: *Combating School Violence: A Handbook of Proactive Strategies*

Organization: New Directions in Discipline, Winnipeg, MB

- Website: <http://www.newdirectionsindiscipline.com/books.htm>
- Description: This book contains information for teachers and school administrators to maximize communication strategies and policies to help create safe teaching and learning environments.
- Title: *Focus on Bullying: A Prevention Program for Elementary School Communities*
- Organization: BC Ministry of Education (1998)
- Website: <https://www.bced.gov.bc.ca/specialed/bullying.pdf>
- Description: Provides educators and administrators with general information about bullying, ideas for building school-wide strategies and lesson plans per grade level.
- Title: *Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities*
- Organization: BC Ministry of Education (2001)
- Website: http://www.bced.gov.bc.ca/specialed/docs/fob_sec.pdf
- Description: Provides educators and administrators with general information about bullying, ideas for building school-wide strategies and lesson plans.
- Title: *One Incident is Too Many: Policy Guidelines for Safe Schools*
- Organization: Thompson, L. author. (1994). Saskatchewan School Trustees Association (now the Saskatchewan School Boards Association), Regina, SK
- Website: http://saskschoolboards.ca/research/school_improvement/94-05.htm
- Description: The Saskatchewan School Trustees Association Centre has produced this thorough report on developing policy guidelines for safe schools. It examines the nature of youth violence in schools, offers short and long-term solutions and provides guidelines for responding to critical incidents.
- Title: *Safe Schools: Ideas Book for Students*
- Organization: Ontario Ministry of Education (1994)
- Website: <http://www.edu.gov.on.ca/eng/student/safesche.html>
- Description: A practical guide for students who are interested in enhancing the safety of their schools. Includes topics such as developing a safe school student committee, conducting a school safety audit and promoting students' plans.
- Title: *School-Based (2002) Violence Prevention Programs: A Resource Manual*
- Organization: RESOLVE Alberta, University of Calgary
- Website: <http://www.ucalgary.ca/resolve/violenceprevention/English/index.htm>
- Description: This Alberta resource was developed to identify school-based programs that prevent violence against girls and young women, the primary targets of much abused including dating violence, sexual assault and sexual harassment. The manual presents school-based violence

prevention programs that are relevant for girls and boys, youth women and young men. Reviews of 79 school-based prevention programs are provided.

Title: *A Whole-School Approach to Safety and Belonging, Preventing Violence and Bullying*

Organization: Manitoba Education, Citizenship and Youth (2005)

Website: http://www.edu.gov.mb.ca/k12/safe_schools/initiatives.html

Description: The purpose of this document is to promote a positive approach to safety and belonging that aligns with school planning systems already in use in Manitoba schools. School planning teams interested in a school-wide approach to preventing, intervening in and responding to violence and bullying will find helpful suggestions in this resource. The suggestions for a safety and belonging approach are flexible so that schools can address issues unique to their populations and contexts.

Programs

Title: *ASAP: A School-Based Anti-Violence Prevention Program*

Organization: Centre for Children and Families in the Justice System, London, Ontario

Website: <http://www.lfcc.on.ca/asap.htm>

Description: This program contains tips to build school and community awareness of bullying and violence prevention, and help with setting appropriate school policies, educating staff and students and handling disclosures of violence when it occurs.

Title: *Bully B'ware*

Organization: Bully B'ware Productions, Coquitlam, BC

Website: <http://www.bullybeware.com/prgrm.html>

Description: A collection of videos and resource books that can be used together to create a school program or separately to support other programs or policies. The program includes the DVD *Bully Beware: Take Action Against Bullying*, books for educators and parents, posters and bookmarks. They also provide workshops for educators and parents (including a workshop specific to First Nations schools and communities) and a consulting service to support schools in making policy changes.

Title: *Cool Heads in the Zone*

Organization: The Canadian Safe School Network, Toronto, Ontario

Website: <http://www.cssn.org/programs/programsSupportResources.shtml#coolHeads>

Description: An interactive CD-Rom featuring live action video depicting six bullying scenarios, a variety of positive interventions and resources and assessment tools for teachers.

Title: *Cool Kids in the Zone (Kindergarten – Grade 2)*
Organization: The Canadian Safe School Network, Toronto, Ontario
Website: <http://www.cssn.org/programs/programsSupportResources.shtml>
Description: A program in DVD or VHS format that also includes sing-a-long songs, stories, handpuppets, posters and teacher support materials. A French version, [Enfants Cool dans la Zone](#), is also available.

Title: *Education Toolkit*
Organization: Promoting Relationships and Eliminating Violence Network (PREVNet), Kingston, Ontario
Website: <http://prevnet.ca/PREVNetToolkits/EducationPrinciples/Professionals/tabid/135/Default.aspx>
Description: Provides research based information, principles, guidelines, materials, pamphlets and tip sheets that can be downloaded by children and youth, parents or education professionals. Intended to bring awareness to the problem of bullying, shift attitudes about bullying and build a commitment to addressing it.

Title: *Intervention Toolkit*
Organization: Promoting Relationships and Eliminating Violence Network (PREVNet), Kingston, Ontario
Website: <http://prevnet.ca/PREVNetToolkits/InterventionPrinciples/tabid/130/Default.aspx>
Description: Provides research-based information, principles, guidelines, materials, pamphlets and tip sheets that can be downloaded by children and youth, parents or education professionals. Offers research based strategies for intervening and preventing bullying.

Title: *Policy Toolkit*
Organization: Promoting Relationships and Eliminating Violence Network (PREVNet), Kingston, Ontario
Website: <http://prevnet.ca/PREVNetToolkits/PolicyPrinciples/tabid/131/Default.aspx>
Description: Provides research based information, principles, guidelines, materials, pamphlets and tip sheets that can be downloaded by children and youth, parents or education professionals. Designed to inform policy development within schools and communities.

Title: *Safe Schools Manitoba*
Organization: Safe Schools Manitoba, Winnipeg, Manitoba
Website: http://www.safeschoolsmanitoba.ca/contact_us.html
Description: Safe Schools Manitoba is a partnership initiative of organizations committed to working together to enhance the safety of Manitoba's schools and communities. The organization represents the collaboration of government, schools, law enforcement, community agencies and others. Safe Schools Manitoba offers workshops and resources for educators, students, parents and community members to

build awareness and understanding of the problems and solutions that impact the safety of children and youth.

Title: *Slam Dunk Violence for Safe Schools*
Organization: The Canadian Safe School Network, Toronto, Ontario
Website: <http://www.cssn.org/programs/programsSupportResources.shtml#raptors>
Description: An educational video promoting youth anti-violence, safety and how to deal with aggression and danger. Includes a teacher's manual.

Title: *Supporting a Safe and Caring School*
Organization: The Society for Safe & Caring Schools & Communities, Edmonton, Alberta
Website: http://www.sacsc.ca/Resources_School.htm
Description: Aims to build a more positive and successful school culture through books, manuals and videos that facilitate extracurricular programs, peer education, volunteer mentorship and teacher training for classroom management. Also available are student survey tools and assembly scripts for elementary and secondary school principals.

Title: *Supporting a Safe and Caring Teaching Profession*
Organization: The Society for Safe & Caring Schools & Communities, Edmonton, Alberta
Website: http://www.sacsc.ca/Resources_Profession.htm
Description: Designed to help teachers implement the curriculum described above, this program includes resources from the Alberta Teachers Association.

Title: *Toward a Safe and Caring Community*
Organization: The Society for Safe & Caring Schools & Communities, Edmonton, Alberta
Website: http://www.sacsc.ca/Resources_Community.htm
Description: The objective of this program is to have all adults in the community model and reinforce safe and caring behaviour. The program consists of a series of workshops for adults and older teens.

Title: *Toward a Safe and Caring Curriculum*
Organization: The Society for Safe & Caring Schools & Communities, Edmonton, Alberta
Website: http://www.sacsc.ca/Resources_Curriculum_Elementary.htm
Description: These resources and lesson plans cover living respectfully, developing self-esteem, respecting diversity, managing anger and resolving conflict peacefully.

Title: *Teasing and Bullying: Unacceptable Behaviour Program (TAB)*
Organization: Institute for Stuttering Treatment and Research, Edmonton, Alberta
Website: <http://www.tab.ualberta.ca>

Description: This program includes a videotape, ready-to-use lessons and activities, parent handouts, family activities and educational material about speech and language challenges, to change attitude and social behaviour toward children with differences, particularly children who stutter.

Building Peaceful Schools/Conflict Resolution

Resources

Title: *Creating Caring Schools: Peace-Promoting Activities*
Organization: Peaceful Schools International, Annapolis Royal, Nova Scotia
Website: www.peacefulschoolsinternational.org
Description: This book for elementary and secondary teachers and administrators includes 30 practical school-wide initiatives, a CD and sheet music for the original song "The Right Thing to Do" and an index cross-listing themes and types of project.

Title: *One School's Journey*
Organization: Peaceful Schools International, Annapolis Royal, Nova Scotia
Website: http://peacefulschoolsinternational.org/index.php?option=com_content&task=view&id=55&Itemid=74
Description: Chronicles the transformation of Parkview Public School in Komoka, Ontario, into a safe and caring learning environment.

Title: *Peace in the Classroom*
Organization: Peaceful Schools International, Annapolis Royal, Nova Scotia
Website: http://peacefulschoolsinternational.org/index.php?option=com_content&task=view&id=55&Itemid=74
Description: A collection of creative activities to use in elementary school classrooms to promote peace.

Title: *The Peaceful School: Models that Work*
Organization: Peaceful Schools International, Annapolis Royal, Nova Scotia
Website: http://peacefulschoolsinternational.org/index.php?option=com_content&task=view&id=55&Itemid=74
Description: Explores many practical ways that schools can develop a culture of peace, by sharing ideas and approaches from 20 schools across Canada.

Title: *Peer Mediation: A Complete Guide*
Organization: Peaceful Schools International, Annapolis Royal, Nova Scotia

- Website: http://peacefulschoolsinternational.org/index.php?option=com_content&task=view&id=55&Itemid=74
- Description: Includes games, role-plays, worksheets and exercises to train mediators in the nature of conflict, the process of mediation and communication skills.
- Title: *Resolving Conflict in the Schools: A Practical Approach to Setting Up Mediation Programs in the Schools*
- Organization: New Directions in Discipline, Winnipeg, MB
- Website: <http://www.newdirectionsindiscipline.com/books.htm>
- Description: This manual provides an overview of how to set up conflict management and peer mediation programs in schools. Step-by-step procedures and lesson plans are included.
- Title: *Safe, Caring and Orderly Schools*
- Organization: BC Ministry of Education (2004)
- Website: <http://www.bced.gov.bc.ca/sco/resources.htm>
- Description: Describes a vision for schools toward which school boards, schools and school communities should be encouraged to strive. The guide identifies attributes of safe, caring and orderly schools and outlines strategies for informing appropriate members of the school community of safety concerns in a timely manner. A French version, *Des écoles sûres où règnent la bienveillance et la discipline: Guide-ressource*, is also available.

Programs

- Title: *Peace@School*
- Organization: Peaceful Schools International, Annapolis Royal, Nova Scotia
- Website: <http://www.peaceatschool.org>
- Description: A toolkit for educators and youth, designed to help create peaceful school environments. The toolkit consists of two DVDs and a set of three guidebooks, written by Hetty van Gorp of Peaceful Schools International (PSI). *Peace@School* is part of a broad approach by PSI in which schools are invited to join a national network. Member schools receive PSI resources to guide their work, quarterly newsletters and access to on-line discussion groups.

Title: *Promoting Peace and Preventing Violence for Teens and Young Adults*
Organization: Lions Clubs International Foundation and Thrive! The Canadian Centre for Positive Youth Development, Waterloo, Ontario
Website: <http://www.thrivecanada.ca/section.asp?catid=140&pageid=21>
Description: This program works to increase students' awareness of how they usually respond to conflict and teaches students how to work toward more peaceful resolutions. Consists of 19 sessions designed to help students understand the attitudes and behaviours that can lead them from conflict to anger to violence.

Title: *Roots of Empathy*
Organization: Roots of Empathy, Toronto, Ontario
Website: <http://www.rootsofempathy.org/ProgDesc.html>
Description: An award-winning, evidence-based classroom program that has shown significant effects in reducing levels of aggression and violence among school children, while raising social and emotional competence and increasing empathy. The program is intended for children in Kindergarten through grade 8. In the program, a local infant and parent visit the classroom every three weeks over the school year. A trained instructor coaches students to observe the baby's development and to label the baby's feelings. In this experiential learning, the baby is the "teacher" and a lever, which the instructor uses to help children identify and reflect on their own feelings and the feelings of others. The "emotional literacy" taught in the program lays the foundation for more safe and caring school environments.

Title: *Seeds of Empathy*
Organization: Roots of Empathy, Toronto, Ontario
Website: <http://www.seedsofempathy.org/ProgDesc.html>
Description: As the "younger sibling" of the *Roots of Empathy* program, *Seeds of Empathy* is geared to early childhood settings. It is a program that fosters social and emotional competencies and early literacy skills and attitudes in children three to five years of age. The program runs for three weeks and involves reading and discussing books with the children, as well as a visit by a baby and his or her parent(s). During the baby's visit, the children are encouraged to observe the baby's development, to label the baby's feelings, and to talk about their own feelings and those of others.

Title: *Working it Out (Kindergarten to Grade 6)*
Organization: Lions Clubs International Foundation and Thrive! The Canadian Centre for Positive Youth Development, Waterloo, Ontario
Website: <http://www.thrivecanada.ca/section.asp?catid=140&pageid=21>
Description: Conflict management skills are taught as 10 thematic topics with multiple options that teachers can select from and focus on according

to students' needs. Each skill topic provides suggestions for schools, family work assignments, strategies for the transfer of learning and related books and videos. Topics covered include recognizing different points of view, expressing anger constructively and dealing with bullying.

Mental Health Promotion (including Suicide Prevention)

Resources

- Title: *Acting On What We Know: Preventing Youth Suicide in First Nations*
Organization: First Nations & Inuit Health, Ottawa
Website: http://www.hc-sc.gc.ca/fnih-spni/pubs/suicide/prev_youth-jeunes/index_e.html
Description: This report provides an examination of these issues, from basic suicide data to specific factors affecting First Nations, and based on this, presents recommendations for action. The recommendations fall into four main themes: increasing knowledge about what works in suicide prevention; developing more effective and integrated health care services at national, regional and local levels; supporting community-driven approaches; and creating strategies for building youth identity, resilience and culture.
- Title: *Considerations for School Suicide Prevention Programs*
Organization: Canadian Mental Health Association, Centre for Suicide Prevention, Ottawa
Website: <http://www.suicideinfo.ca/csp/assets/alert32.pdf>
Description: A two-page brief on the development of school guidelines
- Title: *Inventory of Youth Suicide and Abuse Prevention Activities*
Organization: Interior Health Authority, Kelowna, BC
Website: <http://www.interiorhealth.ca/NR/rdonlyres/FC613737-790B-44B1-AFD1-08284DBF66EA/2398/ProposedFrameworkforYouthSuicideandAbusePrevention.PDF>
Description: An inventory of existing suicide and abuse prevention activities, contacts and partners, in a format useful for action planning and stakeholder communication.
- Title: *Key References in School Health Promotion —A Wiki-Bibliography (Section C.4 Mental Health and Illness (Stress, Suicide, Disorders))*
Organization: Prepared by Douglas S McCall, Canadian Association for School Health
Website: http://docs.google.com/View?docid=ddn6x26t_2gt3vm7
Description: This list of key references in school health promotion has been

prepared to assist practitioners, policy-makers and researchers who are concerned with school-based and school-linked promotion of health, learning and social development. The content of this draft document was developed from several research reviews and a detailed examination of the Cochrane and Campbell Collaboration websites. It includes systematic research reviews, major reports prepared for national or international agencies and landmark studies that have influenced the development of health promoting schools, coordinated school health programs and comprehensive approaches.

Title: *Preventing Suicide in Youth: Taking Action with Imperfect Knowledge*
Organization: BC Ministry of Children and Family Development, Victoria, BC
Website: <http://www.childhealthpolicy.sfu.ca/documents/publications/Suicide%20Prevention%20Report.pdf>
Description: This report addresses only the content, or the specific factors, in preventing suicide in youth. Applying this content to policy and practice requires integration of the research evidence together with individual clinical experience and child and family preferences. The goal, nevertheless, is to facilitate evidence based policy and practice by making summaries of the best research evidence available to everyone concerned with improving children's mental health in BC.

Programs

Title: *Advanced Level 2 Suicide Prevention Workshop (Grades 11 & 12)*
Organization: Crisis Intervention and Suicide Prevention Centre of British Columbia
Website: <http://www.crisiscentre.bc.ca/youth/index.php>
Description: A one-class period workshop that offers a more detailed discussion of youth suicide, building on the information in the "CHOICES" program. Includes information on how to help yourself or a friend find resources and healthy alternatives to cope with difficult issues and feelings.

Title: *Agir avant, agir à temps (French language only)*
Organization: Bagotville Military Family Resource Centre
Website: http://www.airforce.forces.ca/3wing/community/msc10_e.asp
Description: A DVD designed to allow youth to explore contentious issues and to develop their coping skills in relation to topics such as self-esteem, interpersonal relationships, violence, loss, change and suicide. To date, the tool has been astonishingly successful, with increasing demand from numerous organizations in the youth and social services sectors (schools, youth centres, CLSC etc.) across Québec and in other Canadian provinces.

Title: *"CHOICES" Youth Suicide Awareness Workshop (Grades 8-12)*
Organization: Crisis Intervention and Suicide Prevention Centre of British Columbia
Website: <http://www.crisiscentre.bc.ca/youth/index.php>
Description: A one-class period workshop that includes information on facts and

statistics about youth suicide, early warning signs and signals of suicide, how to respond and where to get help.

Title: *Friends for Life*
Organization: Sponsored by the BC Ministry of Children and Family Development (MCFD) with the BC Ministry of Education.
Website: http://www.mcf.gov.bc.ca/mental_health/friends.htm
Description: The FRIENDS program is a school-based early intervention and prevention program, proven to be effective in reducing the risk of anxiety disorders and building resilience in children. It teaches children how to cope with fears and worries and equips them with tools to help manage difficult situations, now and later in life.

Title: *I'm Thumbbody (Grade 3)*
Organization: Canadian Mental Health Association, Ottawa
Website: http://www.cmha.pe.ca/bins/content_page.asp?cid=284-294-296-321
Description: This program is presented in the classroom by trained volunteers as part of the school experience. Provides materials to parents and teachers to assist them in reinforcing the development of self-esteem and mental wellness in children. The program actively involves the community as sponsors, planners and doers.

Title: *It's Cool to be Alive in Nunavut*
Organization: Aqsarniit School's Sanginiq Program, Iqaluit, Nunavut
Website: http://www.gov.nu.ca/education/suicide_prevention/index.html
Description: This program emphasizes the importance of collaborative skills, coping skills and communication. The content, processes and activities of this program are based on the fundamental belief that, even in the face of overwhelming life conditions, all children have a capacity for resilience.

Title: *My Life - It's cool to talk about it!*
Organization: Canadian Mental Health Association, Montreal branch
Website: <http://www.cmha.ca/mylife/>
Description: The My Life - It's cool to talk about it! campaign focuses on youth mental health and is designed to encourage teenagers to talk about their mental health concerns and issues before serious problems arise. This website contains information for educators, parents and students. The site provides tools to help high school students understand stress and its effects, the importance of maintaining their mental health, links to mental health information sites and an online quiz that allows teenagers to anonymously find out if they are "Feeling good about yourself or not?"

Title: *Signals of Suicide*
Organization: Canadian Mental Health Association, PEI Division
Website: http://www.cmha.ca/bins/site_page.asp?cid=284-294-296-322
Description: A school-based suicide prevention program presented by a trained facilitator in grade 9 classrooms throughout the province. Combining interactive learning techniques, open discussions and a short video, the one-hour session explores the topic of suicide with youth and teaches them ways to seek help for themselves and their peers when they are in distress. This program is funded by the PEI Department of Health and CMHA's annual 'Golf for Life' Tournament.

Title: *SPEAK Workshop*
Organization: SPEAK (Suicide Prevention Education Awareness Knowledge), Winnipeg, Manitoba
Website: http://www.speak-out.ca/workshop_outline.htm
Description: In workshops with school-aged youth, presenter's focus on the signs and symptoms of depression; taking away the stigma of having a mental illness, and thereby promoting help-seeking behaviours. The goals are to impart knowledge of depression, reduce stigma and promote help-seeking behaviours. If a peer helper system is not in place in a school students and teachers are encouraged to start one.

Title: *Yellow Ribbon Gatekeeper Training*
Organization: Light for Life Foundation – Alberta Chapter
Website: <http://www.yellowribbon.ca/gatekeeper.html> ; <http://www.yellowribbon.ca/involved.html>
Description: *The Yellow Ribbon Program* supports and follows the Canadian National Suicide Prevention Strategy. The training program helps any "trusted adult" (including teachers) to recognize and understand the symptoms, risk factors and warning signs of suicide. To make approaching "trusted adults" easier, the Yellow Ribbon Program developed the "It's OK to Ask 4 Help" card.

8 Appendix B: Organizations and Experts

This report was developed on behalf of the Joint Consortium for School Health by the Public Health Association of BC

Canadian Asset Building Network:
<http://www.assetchampions.com>

Canadian Association for School Health:
<http://www.cash-aces.ca/>

Canadian Mental Health Association:
<http://www.cmha.ca/bins/index.asp?lang=1>

Canadian Safe School Network:
<http://www.cssn.org/index.asp>

RESOLVE Alberta:
<http://www.ucalgary.ca/resolve>

Safe Schools Manitoba:
<http://www.safeschoolsmanitoba.ca/>

School Health Research Network:
www.schoolhealthresearch.org

The Society for Safe and Caring Schools and Communities:
<http://www.sacsc.ca/index.html>

Suicide Prevention Education Awareness Knowledge (SPEAK):
<http://www.speak-out.ca/>

Peaceful Schools International:
www.peacefulschoolsinternational.org

Promoting Relationships and Eliminating Violence (PREVNet):
<http://prevnet.ca/>

Thrive! The Canadian Centre for Positive Youth Development:
<http://www.thrivecanada.ca/index.asp>

The following people have been identified as Canadian experts in resilience/positive asset-based social development and/or mental health. Many of these experts provided input into this report by commenting on current gaps in programs or supports and/or by identifying relevant Canadian resources.

Name	Organization/Position	Location/Contact Information
Brame, Megan, ECE	Saxe Point Daycare	Victoria, BC mbrame@islandnet.com (250) 385-0660
Chadwick, Todd Waters, Lisa Jardine, Mary Lynn	Partners for a Drug Free Miramichi	Miramichi, NB c/o City of Miramichi Police (Const. Chadwick) (506) 623-2124
Charlesworth, Jennifer, PhD	Federation of Child & Family Services of BC Executive Director	Victoria, BC jenniferatfcfs@shaw.ca (250) 480-7387
Clabourn, Mitch	Parks and Recreation, City of Fredericton Recreation Leader	Fredericton, NB (506) 460-2876
Clapham, Ward	RCMP Richmond Superintendent	Richmond, BC Ward.clapham@rcmp-grc.gc.ca (604) 207-4741
Fuller, Shauna	Comprehensive School Health Research Team - University of PEI Research Coordinator	Charlottetown, PEI sfuller@upei.ca (902) 894-2820
Hembruff, Ralph	Boys & Girls Clubs of BC Executive Director	Vancouver, BC office@bgcbc.ca (604) 321-5621
Howell-Blackmore, Patricia	Thrive! The Canadian Centre for Positive Youth Development Director of Communications and Programs	Waterloo, ON pat@thrivecanada.ca 1-800-265-2680 (519) 725-1170
MacIntyre, Don	Search Institute Trainer & McNicoll Park Middle School Principal	Penticton, BC dmacintyre@summer.com (250) 770-7683
Miller, Gord, PhD	Community Youth Development Coalition of BC Centre for Community Health Promotion Research, University of Victoria SSHRC Doctoral Fellow	Victoria, BC gdmiller@uvic.ca (250) 472-4102

Name	Organization/Position	Location/Contact Information
Morrison, Bill, PhD	Faculty of Education University of New Brunswick Professor	Fredericton, NB wmorriso@unb.ca (506) 458-7187
Pattinson, Keith	Search Institute Trainer Keith Pattinson and Friends	Delta, BC kpattinson@dccnet.com (604) 590-5928
Coordinator	Suicide Prevention Education Awareness Knowledge (SPEAK)	Winnipeg, MB (204) 831-3610 speak@mts.net
Proctor, Robert	St. Francis Xavier University	Antigonish, NS (902) 863-3300
van Gorp, Hetty	Peaceful Schools International President	Annapolis Valley, NS hvangorp@mail.com (902) 532-1111
White, Jennifer, PhD	School of Child & Youth Care, University of Victoria Assistant Professor	Victoria, BC jwhite@uvic.ca (250) 721-7986



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