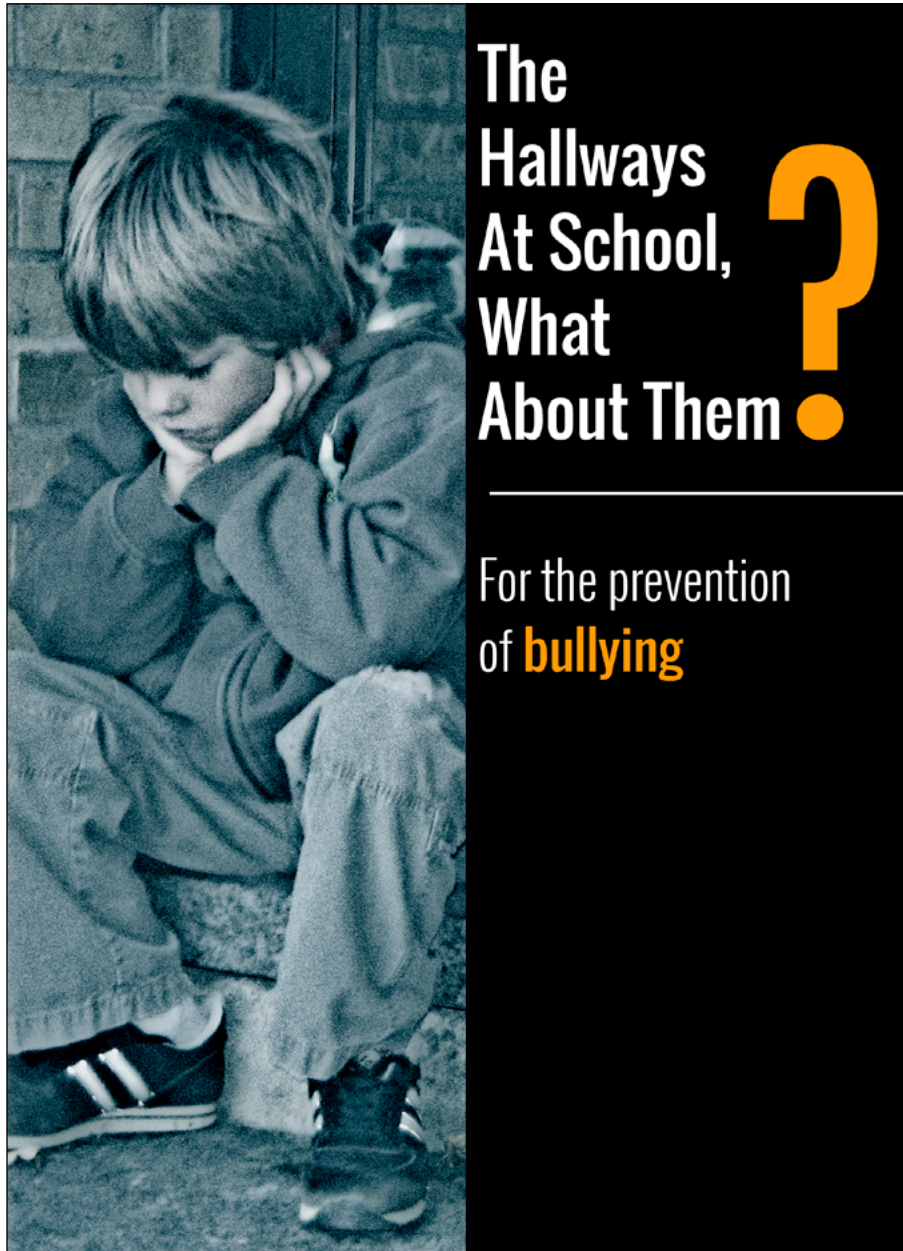

Pier-Philippe's Diary



"Writing as a means to prevent bullying"

Gérald Higgins

September 2017

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62299-1 International

The Hallways At School, what about them?

For the prevention of bullying

Edition for 12 to 13 year olds

Legal deposit – Bibliothèque et Archives nationales du Québec, 2011

Legal deposit – Library and Archives Canada, 2011

ISBN 978-2-9808453-4-5 online PDF edition September 2017

Tool for animating activities pertaining to bullying

Previous edition: ISBN 978-2-9808453-3-8 online edition June 2016

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To facilitate reading of the text, the masculine gender is used without any intention of discrimination.

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THE AUTHOR

Gérald Higgins, being trained for animation at Laval University as well as for substance addiction at the University of Sherbrooke, has worked in various educational milieus for over 35 years. Indeed, he has especially held functions as student life coordinator and service manager for student residences. Having been in continuous or permanent contact with many groups of students, he has had the opportunity to discuss and converse about their reality in the school environment. This special educator has stood out for his great ability to listen to the different actors in the milieu and to detect their needs as well as for his interventions in dealing with conflictual situations particular to student life.

THE SETTING

The animation tool presents the experience of a 12 year old entering high school and finding himself facing the traumatizing reality of bullying. Through the daily entrances to his diary, he exposes his most profound state of mind. Unfortunately, worries and fear are much more present than joy.

This essay serves a double purpose. First, to raise student awareness to the problem of bullying, which is not always obvious; then, to stimulate reflection. The story is punctuated with questions and reflections allowing young students to build their own opinion on the subject. Other guides to reflection and intervention are proposed at the end of the essay in order to help them develop a better knowledge of the resources available to counteract upon bullying in high school.

PIER-PHILIPPE, THE CHARACTER

Pier-Philippe, as you may have guessed, is a fictitious character, a mixture of new and older students who, through Pier-Philippe's writing, reveal what they have experienced in the school "hallways". Certain young people speak of difficulties they encounter almost every day, dealing with conflicts, harassment and bullying.

Pier-Philippe is a young man entering high school. Sympathetic and discreet, he is in search of his own identity as are so many young people of his age. In his diary, he explains different events he **perceives, hears** and **feels** in his new environment. The words he uses, adequately describe his feelings of well-being, of joy and anxiety during the first months.

Throughout his first year, will Pier-Philippe be able to overcome his fears and apprehensions?

WHY SUCH A TOOL

This tool was conceived to start reflections and conversations amongst educators and students about bullying at school, but especially to prevent, detect and remedy by using concrete actions.

THE ANIMATION TOOL IS:

- An original presentation in the form of the diary of a 12 year old beginning high school.
- A reading which, by using the main character of the story, incites interaction between the student and the adult.

THE ANIMATION TOOL IS ALSO:

- Good quality reading which may complement or be part of educational or extracurricular activities.
- A document conceived so that the young reader may add his own reflections and comments throughout the reading.

GUIDELINES TO REFLECT UPON DIFFERENT THEMES THROUGHOUT THE READING

- The character, his personality and feelings
- Fear and discovery of the rule of secrecy
- Getting to know the environment
- Strength and friendship, sharing feelings
- The student's relative power in facing up to difficulties in the hallways
- Prevention and intervention

The advantages and lessons learned from following the guidelines to reflection on the themes:

- Facilitate communication; enrich the expression of his thoughts
- Improve knowledge of self; express emotions
- Being more critical towards (keeping bad company) the crowd he associates with
- Avoid being an easy target
- Identify the trustworthy educators or staff members
- Be willing to ask for help; acquire self-confidence
- Reinforce the spirit of collaboration; enrich oneself with the differences between individuals

QUOTES

"The concept of understanding the reality of a youngster by way of his diary is original. As a parent I am more aware and happy to have read your book."

Huguette, a mother

"I want you to know that all that you have written moves me, certainly because I am a mother, but also having worked for several years counselling in this milieu, I can say that a document such as this, is essential and should be distributed to several groups of students by either a teacher, an educator or a school principal. I have always had faith in my students; I have always done my best so that their initial flame would not fade out, but to the contrary, would flare up. I have as well, always militated in favor of openness, support, comprehension, empathy toward the students ... I am 100% with you on this road leading to valorization, empowerment over the situation, change, awareness, action and putting into place the means necessary and essential to encouraging not only perseverance, motivation and success in school, but also the moral, emotional, psychological and physical blossoming of those whom it is our duty to guide and protect."

Mélanie Trudel, mother and intervener

"Hi Félix,

Your mother tells me you have read all the passages from Pier-Philippe's diary. Well, bravo!

You may have found it impressive and interesting to answer certain questions throughout the reading.

You come to the conclusion that you don't like bullying, and I think that you belong to the 70% group of students who do not like bullying.

As for me, you are a boy who will not experience this kind of situation.

You see how simple it really is; you have good parents, you have friends, and you keep busy at school. So, for all these reasons, you don't have to worry about this coming year.

For a 12 year old boy, you are very determined."

Your school principal

ACKNOWLEDGEMENTS

Generally speaking, confidence is a quality which is much appreciated in teamwork and is priceless when it comes to working with talented and available persons.

Since the first publication in 2003 till 2017, I have had the privilege of working with an extraordinary team to whom I am sincerely grateful. I am particularly thankful to the following persons:

- **Jean-Claude Deschênes**, the main counsellor for the writing. His exclusive collaboration has permitted me to publish in 2003;
- **Marc Lebel** for his technical support;
- **Jérémy B. Bonnelly** for the production of the video on the website;
- **Rémy Corriveau** for his great availability and enthusiasm in collaborating towards the new presentation format in 2017;
- **Lyne Bety** for her accuracy and her work in the layout of the 2017 edition;
- **Linda Bédard** for the English translation;
- **Mélanie Trudel** et **Diane Thomassin** for revising and correcting;
- **Louise Leblanc** for her support in research and communications.

Thank you, as well, to my friends **Réal Beaucage**, **Jessy Lépine-Malone**, **Jacques Cantin** for their encouragement throughout the project.

Passages from Pier-Philippe's Diary

"Not everyday do I say what's on my mind..."



Pier-Philippe, 12 years old

[September 15]

My name is Pier-Philippe; I am 12 years old. I was advised to practice writing a little each day in my diary, which is what I'm doing now. So there, that's all for today.

[September 16]

I don't quite know what to write. I have never written a personal diary; it's my first time. Me, I prefer being alone and I'm not very "talkative". It's not because I am shy, but because I prefer keeping to myself. I understand myself, whereas others either don't understand me or understand something completely different. This is a problem for me. I don't talk very much to people, I talk mostly to myself, it's less complicated. I don't like being in a gang, and friends, I don't have many.

It's my first year in high school and I am very impressed; I like, just about all my teachers. Here, it's a little as I thought it would be: the school is alot bigger than my elementary school, and there are really many people in the hallways when coming out of the classrooms. Me, I'm not used to seeing so many people. It makes me dizzy even though school has begun two weeks ago.

Especially since I am so small, my friend Alain and I, we've found a trick so that we don't get runover: we follow the parade!

Who does Pier-Philippe make you think of?

How does he apprehend entering high school?

And you, is this an event that scares you?

**If you are already in high school, do you remember
how you experienced this transition?**



[September 18]

My teachers are pretty much all nice. Alain too. I like him. He's a newcomer like me. It doesn't happen often, but with him, I find it easier to talk. We tell each other stories and laugh really hard. Without him, I would have been able to get along well enough, but I really like that we are two.

[September 19]

Today is the fourth day that I write in my diary without missing. No need for long entrances, just as long as it's done every day. I mustn't miss a single day.

[September 22]

Today, I have a lot to write about. For several weeks there's been a rumor that students from secondary II and III will come to "initialize" all the newcomers. Alain and I, we weren't bothered by that, because we didn't know what it was. We asked around to know what "initialize" meant. Some were scared; just the word "initialize" made them tremble. They told us that when the secondary II and III students "initialized", they used all sorts of ways to scare us newcomers, and if ever we looked scared, our name would immediately be (initialized) put on their list. And apparently, when our name is on their list, we are in for having many problems. The "initialization" is, as they say, a new way for finding victims. We are, of course, the victims, the newcomers that they can intimidate rather easily and who can't tolerate being afraid. Fear has no effect on those who are not afraid of it. In other words, for their affair to work out, it takes people who are afraid of being afraid.

[September 23]

I had a nice supper for my birthday at home, yesterday. I got as gifts, a comic book and a pair of rollerblades. I was happy. My mother was happy to do that for me, it showed.

At school, Alain and I, we continue to ask around about "initialization", and the more we do so, the more we find out that it's far from being a game as some people thought. No, it's not a game, it's real and it's serious. Menace and fear are now part of our daily life and like all the other students of the class, Alain and I have started to watch ourselves. Apparently yesterday, a secondary III student threatened Eric, who is in our class, of dunking his head in the toilet bowl. That must be why he is absent today. It's not normal that things like that happen in a school. It shouldn't exist. If we come to school, it's to learn, it's not to waste time defending ourselves against pests. Why do we put up with this?

Now that we know the meaning of "initialize", our life at school has very much changed for Alain and I. We now feel vulnerable, as some people want to harm us.

Does Pier-Philippe have reason to feel vulnerable?

And you, do you have this kind of trouble at school?

How do you react when this happens?

Some students, when facing difficulties, have a tendency to keep to themselves about their distress. What do you think about this behavior?



[September 23] continued...

Well, we the newcomers, that's how we feel about the "initializers": we're afraid, we feel we're being watched long before one of them contacts us, and even if none of them does! They plant the seeds of fear in us and we always feel it when we arrive at school. We, the little ones, are at the mercy of the older students. Since we are new in high school and don't know anyone, each time someone we don't know approaches us, we think he might be an "initializer". It's too bad that we must always be wary of others. We can't do anything about it but wait for them to contact us. We don't know when, but we know that they will do it, for sure. We've done nothing wrong and we feel trapped by them.

For several days now, amongst the newcomers, word is going around: to act as if nothing is happening and not to show fear with your face or in your manors. It's easy to say, but to act as a gazelle with the lion prowling about is easier said than done, I can assure you. But apparently, if we succeed in doing that, we might have a better chance at having the "initializers" leave us alone. Then again, if we must believe the rumors, certain "initializers" have a developed sense of flair because they have suffered the same experience when they started high school. They were themselves "initialized". Apparently, they can even detect that a person is making believe he's not scared, and then they use even more pressure to make him crumble. All these rumors and stories just make our feelings of insecurity worse. We always wonder: "what will they do to me?"

According to you, what does the word "initialization" mean?

Are there differences between threats and bullying?

If so, what are they?

Is starting rumors a form of bullying?

Do the students have reason to be worried?



[September 24]

On arriving at school this morning, I learned something else. If your name is on the "initializers' list", you have to endure, for a certain period of time, undergoing all kinds of tests: jump from one leg to the other in the hallway, remain shut in a locker for five minutes and so on. If you pass these "tests", you must then execute other "games" such as emptying the trashcan into the toilet, writing nonsense on certain students' lockers, asking someone to give them cigarettes, etc. From being persecuted, you must become the one persecuting others; from being the victim, you must become the bully. "They" oblige you to harm others as they have harmed you. They say that it will help you let off steam. I find it disgusting!

The worst in all of this, is that you must promise to keep secret the identity of the leaders of this game. They want to remain incognito. This means that in case of a problem, it's you, the victim, stupid enough for being a bully on their account, who will pay for the consequences and never them, the leaders of this game. It's so revolting!

I don't know all the other ways they use to bully the newcomers, but I know there are many. If you can pass all these "tests" without complaining and without telling a staff member or your parents, you may be rewarded by becoming a member of the gang of "initializers". If you refuse this privilege, you must swear never to tell about what you know of the gang's activities, and especially the names of the members. We understand why...

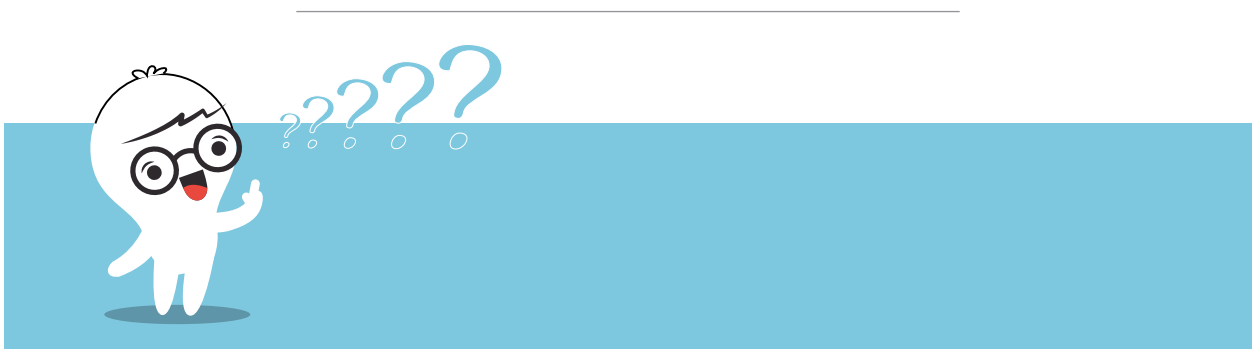
Here, at my school, apparently the majority of the big wigs of the gang of "initializers" are in secondary III and IV and a few of them are involved in different student activity committees. They are, therefore, informed of everything going on in the milieu. They know most of the teachers as well as the animators and supervisors. They are admitted almost everywhere and certainly don't want to be identified as members of this gang of bullies.

The most recent rumor is that there are "good guys" called the "protectors", who are on our side and willing to exempt us from all this trouble if we ask them. When you ask one for this favor, you never have any problems and all goes well for you. So you say to yourself that you're lucky to have a friend such as this. Then, after a while, the "protector" comes back to see you, asking if you're doing OK, if we're leaving you be, if you're happy with the way things are turning out. You answer that everything's perfect and that you're so grateful for his help. That's when he will tell you in a friendly way, that if you want the protection to continue, you have a choice to make: either you pay-up (with money, a piece of clothing, an object, a service, etc.), or he won't be able to keep the problems from starting over. Without noticing, you have just entered a vicious circle of fear and blackmailing.

According to Pier-Philippe, which forms of initiation do the newcomers undergo?

How would you qualify the rule of keeping silent?

Is this rule of silence another form of bullying?



How would you describe the "protectors"?

Is it better to know them or to avoid them?

Is demanding money, an object or a service in exchange for protection considered as bullying?



[September 25]

This morning, Melany, a newcomer like me, spoke to me. She heard that the "initializers" go after everyone regardless, girls as well as boys. She also told me that if you didn't have a "protector" you were also screwed (she's the one who said that). She says, that if it ever happened to her, she would pay the "protector" for the first days, then she would find a way to get rid of him. I told Melany that she has the right to her viewpoint , but I intend to resist. I don't want to let myself go. No way, will I sacrifice my dignity by paying a "protector".

It's been almost a month now, that in the hallways, I keep my distance from the older students who smile at me and prowl around me. I tell myself that they're probably normal people, or they might also be "initializers" coming to test me. I don't take any risks; I don't react to anyone's smile, and I stare in the eyes of the prowlers without saying a word. I find it tiresome to be on the defensive all the time; it's really not me, but I have no choice.

What is the best way to avoid the "initializers"?

What do you think about the "initializers"?

Pier-Philippe and Melany have very different opinions on this subject. What are these opinions?

What do you think of Melany saying she has the power to get rid of the "initializers"?



[September 25] continued...

Even so, I have the impression that my way of going about it, works; they leave me alone! But, will it last? I'm not sure. With them, you never know: it may be another trick or a tactic for diversion. How can I know? I would like to give my trick to other newcomers to help them resist, but I have to wait and make sure that it really works and that it's not another of their inventions.

In the meantime, I remain wary of everyone and I'm not doing so bad. Alain, on the other hand, has more trouble. He who loved to laugh and talk with others, now hardly dares to do so. He's almost afraid of his own shadow. He fears so much being accosted by them in the hallways and in the school yard. He admitted to me, that when we were not together, he was very scared. All he thinks of is escaping from them; it's become an obsession with him. As for me, I'm not very big, but Alain is even smaller than me. We should stay together even more. We would be safer.

Can you describe how Alain feels?

How does being with Pier-Philippe help Alain to feel safer?



[September 26]

Last night, I dreamt that I was fighting with an older student from secondary III and that I beat him up. Actually, I'm really not that strong. I have never gotten into a fight with someone; I don't like conflicts.

For a while now, I realize that several newcomers must have suffered this "treatment". You can tell by their demeanor, they act up and have become more cocky since the beginning of the year. Have they really changed or are they just acting for the benefit of their "initializers"? We don't really know. I see others who are still worried. Some, as I do, act normally and pay no heed to this. It's the rule of silence: no one dares to break it, for fear of the consequences. I have even seen certain adults look away so as not to have any problems with them. Sometimes, I find it's not right, doing nothing to stop this violence done unto us. It has become worrisome. Occasionally, Alain and I, talk about our last years in elementary; it seems to me, that it used to be fun going to school.

[September 29]

In the school yard, there's often squabbling between the guys and the girls. I don't like that, but I feel powerless and incapable of doing anything about it. I wouldn't know what to do anyways. I see older students who pass around cigarettes. That too, I find "disgusting"! As for me, they have already offered me some, but I said no. I was lucky that after that, they ignored me and didn't bother me with their stock. Still, they continue distributing some to younger kids, and I don't do anything about it...

It's difficult to trust someone from secondary II or III. We never know who we're dealing with. Maybe I shouldn't think like that, but I still prefer keeping my distance from skeptical people rather than risking being pulled into gimmicks I don't like and that would harm me. Sometimes, I say to myself that maybe, it's all in my mind, that I'm being "paranoid". At times, I dream of a school where I wouldn't spend all my time watching out for myself.

According to you, are the students having been through this "treatment" really brave or are they just acting?

Explain your viewpoint. Do you believe that Pier-Philippe is right to remain wary of others or should he be more trusting?

Can you tell the difference between squabbling, being in conflict and bullying?

What would you do if you witnessed bullying?

Can you name a reason that makes certain students look away?



The year is almost over...



[*May 30*]

Sometimes, I'm anxious to be in secondary II to finally have peace. Once I get there, I really have no intention of becoming like them, that is, an "initializer" or a "protector". I found it too difficult to experience this and to see Alain and many others lose their carefree spirit and even lose sleep over it. Never would I put others through this, never! Even though I'm only 12 years old, I can choose on my own to do good things rather than bad things. That's what I think.

How to make the choice between what's right and what's not?

Are all bullies horrible persons?

or

Are they good persons making bad choices?



**Two years later,
Pier-Philippe is in
Secondary III...**



[September 5]

I am now 14 years old. I'm in secondary III, just as I wished when I was in my first year of high school. The students who were in secondary II and III then, are now in secondary IV and V. Within their group, there are still a few of the big wigs who used to terrorize us. I don't know how many of us had succeeded in avoiding them at that time, but I do know that some of us, including my friend Alain, really had it bad; to the point that Alain had to leave our school. I tried to see him again, but he was mad at me for not trying to defend him. We never saw each other after that. One day, I found out that he had moved. It may have been the right thing to do. I felt bad. It's about at this time that everything began to crumble for me at school. I didn't tell my mother about this. Once in a while, she would ask about Alain, and I would only tell her that he had moved and that was why we didn't see each other anymore.

**What influence does bullying have on us,
our confidence, self esteem,
our way of seeing life at school?**

**What consequences (big or small)
can bullying have?**

**Why does the fact that Alain has moved, hurt Pier-Philippe?
(feelings of guilt, of abandonment)**



[September 6]

Once, my friend Sabrina said that I had changed since the beginning of high school, that I talked to others more than before. I think so too. It may be because of my friend Alain, who spoke to everyone. It seemed easy for him to talk to others.

How does Sabrina perceive Pier-Philippe since he's in secondary III?

In a few words, how do you explain the change in Pier-Philippe's behavior?



[September 6]

We secondary III students, know each other a little better now, and when we talk of our first year in high school, it's weird, but it seems as though all this business about "initialization" **has become just a memory amongst many others.** However, each year, at the beginning, we can see the fear in certain newcomers. They are "initialized", roughed-up, bullied; they go through the same fears and treatment we did back then. There are still quite a few students who scare those who are scared. Just in my class, there are five.

Not one of us really feels like opening up to denounce them and what they do. First of all, because we risk being told once again, by certain teachers and supervisors that we're dramatizing a bit and that it's really just a game to integrate newcomers to school life! "Integration", my eye! There may be newcomers who aren't bothered by this, but several of them are really traumatized.

Secondly, we keep silent because there still is the threat of the big wigs from back then, who are still keeping an eye on us. If we talk, we will regret it. We want peace, so we don't do anything. Sometimes, I even think that, since back then, no one helped me, the newcomers should fare out on their own just as I did. I know it's a way of putting my head in the sand like everyone else. We forget that just two years ago, in secondary I, some of us, like Alain, were scared to death and couldn't sleep. Because it's no longer a problem, because it's not a problem for everyone, we act as if there were no problems at all. But, deep down, we know that this is still going on and is very difficult for some secondary I students.

WITH THE PARTICIPATING STUDENTS, VICTIMS AS WELL AS WITNESSES, TAKE THE TIME HERE TO CLARIFY, SO THAT THEY CAN:

- 1** *Read clearly into their emotions.*
- 2** *Have concrete actions they can take to break the cycle of bullying by demanding to be listened to, understood and protected, with the help of parents or resource persons whom they trust, and know how to reach these persons.*



[September 7]

Once in a while, we're happy to find out that some "initializers" from secondary III and IV were caught after being denounced by exasperated parents who, as we say, were not afraid "to put their pants on". Generally, when that happens, the students concerned are met by the principal and told to keep quiet, which they do for a while. Then, some of them start over with a new victim till the next denouncement.

How do you think the parents found out that their children were being bullied?

Do you believe that parents denouncing the students will contribute to reducing the number of bullies?

According to you, why?



[September 7] continued...

But fortunately, there's not only "initialization" at school, there are also all kinds of activities and, like other secondary III students, I have enrolled in some of them as a participant and to others as an organizer. I was elected as the person responsible for the student newspaper. I really like student activities. I almost spend more time there than in my books...

Anyway, my studies aren't going so well; as time goes on, I'm falling more and more behind. At lunch time, some teachers come to help us and I'm there almost every day. Despite this, things are not really getting better for me. I'm having problems because I'm having more and more difficulty concentrating. I might even need to see a specialist for this. It's funny because I don't have this problem with student activities...

Why do you think Pier-Philippe is falling behind in his studies?

Are his thoughts causing anxiety?

Is he too involved in student activities?

Does he need help?

And you, if you were in his place, would you ask for help? (If so, whom would you ask?)



[September 8]

Most of the teachers and supervisors are nice to us, but they are also very busy. It's new to me, but I have felt the urge to talk to them, and when that happened, it wasn't the right time; they didn't have enough time. I think it would have been good for me to tell them about a thing or two I had on my mind.

In secondary III, it seems, we're not bothered as much in the hallways. I won't complain! The "initializers", as we know, don't attack students hanging around in gangs. Maybe, seeing that I have real friends, they think I am a gang member and that's why they leave me alone. Some students who began high school with me, are still "plugged" on those stupidities, while others found a good way to escape. During their free time, instead of hanging around in the hallways, they go to the library, while others, scared and trying to pass unnoticed, are verbally abused.

REFLECTION FOR THE INTERVENERS

Outline the importance (let's say the necessity) of having a resource-person available at lunch time so that the students can go and discuss about matters not going so well. It may be that these persons are not available, so how will this situation be remedied?



**Two more years
have gone by...**



[February 14]

I have decided to drop out of school. All the efforts I have made and all the support I have gotten from my teachers were not enough. I was really lost and didn't know what to do anymore. Someone suggested that I go see the principal, that he could understand students having a problem. I was shy, but I did go to see him. It's true that he's OK. We met a couple of times. After a serious discussion with my mother and the principal, I decided to drop out anyways.

Why do you think Pier-Philippe dropped out of school?

- Because of his anxieties?
- Because of his failures?
- Because of his lack of concentration?
- Because of the insecurity felt daily?

Can bullying have played a role in his decision to drop out?

- Yes
- No



[February 20]

I found myself a day job in a convenience store, I knew that this break would help me sort out my situation.

The principal was a good guy. Once in a while, he called my mother to get news. He wanted to know what I was doing, and what my plans for the future were. It seemed as though he didn't want to lose sight of me and that I mattered. One day, he wanted to meet me to have a chat. I didn't really feel like going back to the school. For me, it belonged to the past. My mother said it couldn't hurt me to hear what he had to say. So I went a first time, and then twice more.

We talked about me and what my intentions were, etc. Casually, he would ask questions about my life experience at school. At first, I didn't dare talk about what I knew. I didn't want to be seen as a tattler. I would tell myself it was none of my business. Then I just burst and spilled out all that was on my mind.

I told him about all the miseries some of the newcomers had to put up with in the hallways and the school yard. I told him, that because of my difficulties in school, some students called me "dumb". Also, because of my failures, I had been excluded from the group of those who are good at sports, even though I was one of the best! I became a little more aggressive when I told him, I was under the impression that some staff members chose to see and hear only what they wanted to see and hear. I said that some of them, took themselves off the hook a little too easily from what went on in the hallways. As I talked about this, my heart beat really fast. It was the first time I dared speak about these things to someone in such a high position. "You know, it's not every day that I choose to speak out", I have always, pretty much kept to myself. I keep everything inside, maybe a bit too much. Anyways, I was very surprised to see the principal listening to me like that and carefully noting down everything I was telling him. When I left his office, he shook my hand and thanked me for my straightforwardness. I admitted to him that I was trembling like a leaf, but that it felt good, for once, to actually speak my mind. He promised me that this would remain between us.

Epilogue

The following months after dropping out from school, Pier-Philippe accumulated different experiences, on a personal level, as well as at work. He thought about his principal who had helped him sort things out and decided to meet with him once more. The meeting was very much appreciated by the principal, who pointed out to Pier-Philippe how he had grown and gained maturity in the past few months. He strongly suggested that he resume high school and pick up where he had left off. Pier-Phillipe also agreed that this was the right decision to make. So that's what he did, to his greatest satisfaction.



Photo C.B. and A.B.

"I made the decision to go back to school, thank you to my mother and to the principal for having helped me to understand the importance of finishing high school."

"Thank you to Melany and Sabrina for having supported me in my personal journey."

Pier-Philippe

REFLECTION FOR THOSE INTERVENING WITH THE STUDENTS

It may have been better if Pier-Philippe had gone to see a resource person earlier, so that his matters could have been taken into consideration.



PIER-PHILIPPE'S PERSONAL REFLECTIONS

This is how my friends Melany and Sabrina, describe me:

- he doesn't open up to others easily;
- he doesn't always fit in with the rules established;
- he is reserved and has a knack for arts and sports;
- his feelings are changing;
- his writings are sometimes dark;
- for some time, he is becoming more and more optimistic and open to others.

Insomnie

Une nuit de printemps
Je me levai
Lentement

L'envie d'écrire
Paisiblement
Ce que j'entends
Ce que je ressens
Me surprend

Nuit triste de printemps
Joie ressentie
Au frisson
D'un petit vent
Au rêve d'un moment

Matin levant
Une lumière
Un lieu
Des personnes que j'aime
Discuter de rêves et d'espoir...

Solitude

Omniprésente dans mon esprit
Je t'apprivoise tranquillement
Des événements m'affectent
Ma réalité en est une
Au temps venu
J'assumerai cette solitude
Pensées solitaires
Confronté à d'autres réalités
Je t'accepterai sans compromis.

*To express oneself is to exist
Being healthy is knowing one's limits
I breathe the same air as everyone else*

My friend, Leonard

(A dream I had when I was 12 years old)

Leonard is a bear, standing six feet tall and wearing a woolen sweater with velvet pants. For a long time, he terrified me and had a lot of trouble taming me.

I had just turned 12 and was galloping noisily down a path I often took, in the woods, not very far from my home, and sat down at the foot of a big oak tree.

A little lost in my thoughts, I heard a noise and looked up to see the tip of a massive rock tumbling close to me... a bear. In one rapid sweep, before I got the chance to run, he caught me with just one paw and held me close.

Despite my screaming and kicking, he delicately placed me on his lap. From a pocket in his velvet pants, he took out a large book and, heedless of my fidgeting, started reading.

Taken away by the whistling wind and the sound of his narrative, I held my ear to his sweater so that I could hear the words resonating in his chest and get lost in my thoughts. In just a few minutes, Leonard was able to seduce me.

For days, each occasion I had, I would run confidently into the woods to see and hear him again.

Then, one day, sitting by that same tree, he passed away. I cried for the first time. Then, trying to regain my composure, I realized that it was all in my imagination.

He had become my imaginary giant.

Evaluation grids to fill out individually or in teams

TO GO FURTHER...

To facilitate reading of the text, the masculine gender is used without any intention of discrimination.

FOR THE STUDENTS

In matters of bullying, one of the most important things to remember, is that it's essential that you know what constitutes bullying. Indeed, some people think it's their fault when they become victims of abusive behavior and that they are responsible for what happens to them. Other people, think it's normal to manipulate others and feel a certain satisfaction in bullying their peers.

One of the first steps to take to prevent bullying, is to be able to tell the difference between what is acceptable and what is not, and being acutely aware of your rights and responsibilities.

Don't be afraid to speak out and ask questions.



FIRST GRID

I evaluate the extent to which I have integrated my new school environment.

Put an X in the appropriate column.

	Yes 	A little 	No 
I am confident.			
I am independent.			
I feel safe.			
I have a few friends.			
I participate in some activities at school.			
I am capable of judging unpleasant situations.			
I am capable of standing up to people behaving badly.			
I know the list of persons I can go to in case of a problem.			
I tell my parents about my personal situation, when needed.			

Results

- If you have a majority of **Yes** ■, you belong to the group of **70 %** of students who are confident.
- If you have a majority of **A little** ●, you are in an ambivalent zone **15 %**. You should talk to a person of confidence.
- With a majority of **No** ▼, **10 %** we have reason to believe that you evolve in a rather critical zone and that you need help.

Note: The 5% group does not appear in this questionnaire.

The results of this grid are valuable to your educators so that they can obtain a good picture of the situation. Don't hesitate to talk to them.

SECOND GRID

I choose my resource person

This experience shows us that a student facing a problem, of whichever nature or gravity, will begin by confiding in a friend, if he has one. This may be sufficient. But, if the friend, as it often happens, feels overwhelmed by the complexity of the problem, it is very important to speak to a trustworthy person.

Who would you like to confide in? It is important to think about this question now, so as to be well prepared if the situation presents itself.

✓	Resource person	I would like to meet with this person...		
		Today	Within a few days	Within the week
	The Principal			
	The Vice Principal			
	A Teacher			
	The Psychologist			
	Animator of student activities			
	Special Educator			
	Student supervisor			
	An accompanying student			

The results of this grid are valuable to your educators so that they can obtain a good picture of the situation. Don't hesitate to talk to them.

THIRD GRID

I think of different strategies

Here are several strategies chosen by students having already answered the questionnaire permitting them to counteract bullying.

According to you, which would be the most efficient?

Classify each of the following propositions, then discuss your results with a person of confidence.

Means to counteract bullying	Very efficient	Moderately efficient	Not very efficient
A locker room exclusively for the new students.			
A place for the new students to gather and have activities.			
A confidential form to fill out, with a person of authority, to make a complaint.			
A confidential voicemail box directly connected to the responsible authority.			

The results of this grid are valuable to your educators so that they can obtain a good picture of the situation. Don't hesitate to talk to them.

Other means, according to you

Means to counteract bullying	Very efficient	Moderately efficient	Not very efficient

The results of this grid are valuable to your educators so that they can obtain a good picture of the situation. Don't hesitate to talk to them.

FOURTH GRID

Place in order, from 1 to 5, the strategies with which you are most at ease to use against bullying.

(1 → I am very much at ease 5 → I am not at ease).

Strategies against bullying	1 to 5
Ignore the bully and distance yourself from him. Go to a place where there are more people around.	
Stay with a friend or a group of friends.	
Adopt a posture which reflects self-confidence (shoulders back, chin up).	
Talk to a friend or an adult that you trust and tell him about what is happening.	
Other strategies:	

The results of this grid are valuable to your educators so that they can obtain a good picture of the situation. Don't hesitate to talk to them.

FIFTH GRID

I identify different types of bullying

In order to better understand the difference between the following types of bullying: verbal and written, social, physical, material; for each of these, here are examples of behaviors that a bully may use.

Do each of the following statements belong to the appropriate category? Check yes or no.

Verbal or written bullying	Yes	No
To make sexist, homophobic or racist comments.		
To make fun of someone's clothing, odor, hairstyle or skin color.		
To instill a feeling of fear by insulting, mocking and threatening.		
To give unflattering nicknames.		
To write anonymous letters that are insulting or menacing.		

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

Social bullying	Yes	No
To try to humiliate, denigrate or offend the other by joking or making hurtful comments in front of the others.		
To constantly or unfairly criticize a person and belittle his opinions, often in front of the others.		
To spread malicious rumors, gossip, lies or insinuations.		
To watch the other with a contemptuous or menacing look.		
To exclude a person during activities or in a particular place.		
Reserving places for others at the same table for meals or for group activities.		
To harass someone to get cigarettes or money.		
Material bullying	Yes	No
To break, vandalize or destroy someone's belongings or threaten to do so.		
To appropriate others' belongings, including, for example, pictures from the internet or available through social media.		

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

Physical bullying	Yes	No
To use physical violence or threaten to do so.		
To trip, push and shove, constrain, hurt, slap, hit or pinch.		
To make obscene gestures to embarrass or humiliate the other.		
Cyberbullying	Yes	No
To attack someone by sending messages (text or email) that make him fear for his safety.		
To write and send cruel or threatening text messages or emails, such as encouraging someone to commit suicide.		
To publish or share intimate and embarrassing pictures of someone on social media.		
To publish on Facebook or Twitter serious insults or defamatory discourse about someone, that would incite others to hate, disdain or ridicule him.		

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

SIXTH GRID

Consequences and repercussions

You most probably know that bullying engenders harmful consequences that can be seriously detrimental to the person experiencing it. It can also have a devastating effect on the victim's entourage, as well as on the climate of their environment.

The consequences of bullying on the victim are good indicators. They can reveal that the person is going through a particularly difficult situation that compromises his rights and well-being, especially his physical and mental (emotional, psychological) health. Pay attention, for the person's reactions may be multiple and changing.

Which of the following consequences do you think Pier-Phillipe has felt?

Emotional and psychological consequences	Yes	No
Rage, anger and frustration		
Shame or embarrassment		
Disappointment and sorrow		
Feeling of injustice and feeling powerless		

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

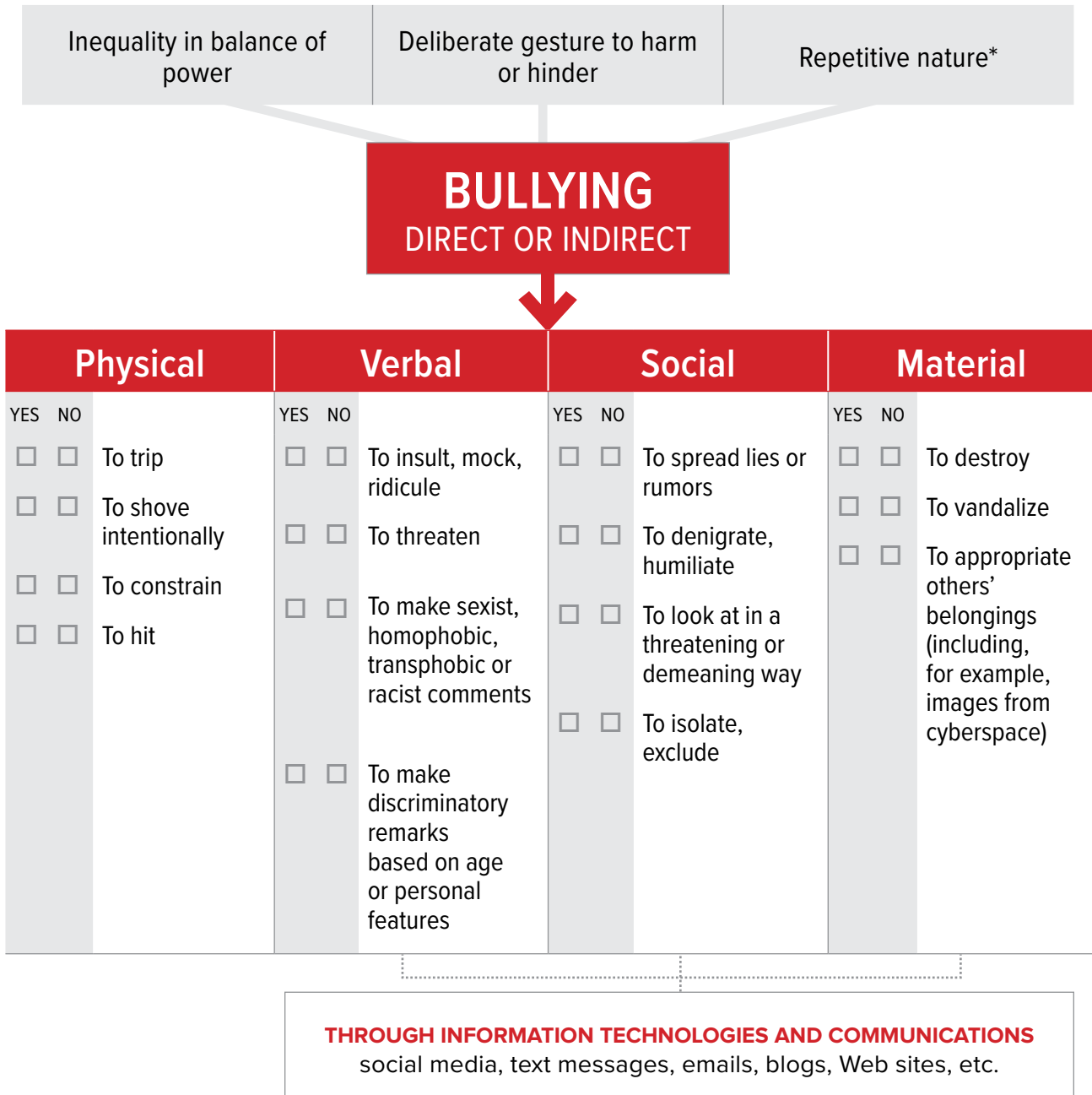
Emotional and psychological consequences	Yes	No
State of shock		
Fear (of denunciation and retaliation)		
Fear of abandonment		
Feeling of guilt		
Insecurity and anguish		
Panic and anxiety		
Unease or nervousness in the presence of certain persons in particular		
Incapacity to concentrate		
Low self esteem and loss of self esteem		
Loss of confidence in oneself as well as in others		
Mistrust		
Discouragement		
Losing morale		
Having suicidal ideas or tendencies		

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

Physical Consequences	Yes	No
Lack of energy		
Insomnia and other sleeping disorders		
Diminished or loss of appetite		
Stomach aches		
Social consequences	Yes	No
Isolation and withdrawal		
Unusual withdrawal behavior		
Unease and hesitation to discuss about the situation		
Avoidance, evasiveness and looking away when in the presence of this person or these persons in particular		

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

SEVENTH GRID- A SUMMARY TABLEAU



HARMFUL CONSEQUENCES FOR THE PERSON TARGETTED, THAT CAN ALSO AFFECT THE OTHER PERSONS INVOLVED AND HARM THE CLIMATE OF THEIR ENVIRONMENT

* Depending on the context, certain objectively serious, unique gestures may also be considered as bullying, without being repetitive. For example: assault causing injury, armed assault or death threats.

Source: GOUVERNEMENT DU QUÉBEC, Plan d'action concerté pour prévenir et contrer l'intimidation 2015-2018, Ensemble contre l'intimidation une responsabilité partagée (en Ligne), 2015, p. 13.
<https://mfa.gouv.qc.ca/fr/publication/Documents/plan-action-intimidation-2015.pdf>

NOW THAT YOU HAVE GONE THROUGH THE ENTIRE GUIDE, WE HOPE THAT THE INFORMATION PRESENTED TO YOU WILL HAVE BEEN HELPFUL:

- 1** *To identify what bullying is.*
- 2** *To recognize actions that are specific to bullying.*
- 3** *To understand how bullying can be manifested.*
- 4** *To differentiate the vulnerability factors that contribute to its' presence.*
- 5** *To perceive the consequences and repercussions that it may cause.*



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