My wellness – bullying (Competency) 1. What is bullying? A) A disagreement between friends B) A joke that everyone laughs at C) Repeated actions that hurt or control another person V D) Playing a rough game 2. What is a type of bullying that happens online? A) Verbal bullying B) Physical bullying C) Cyberbullying **V** D) Silent bullying 3. Which of these is an example of emotional bullying? A) Kicking someone B) Ignoring or excluding someone on purpose 🗸 C) Yelling loudly in the hallway D) Asking someone a question 4. Why is bullying wrong? A) It helps people learn B) It causes harm and makes others feel unsafe 🔽 C) Everyone does it D) It's just part of growing up 5. Where might bullying happen? A) At school B) On social media C) During sports or clubs D) All of the above 🔽 6. Why might a student with hearing loss be bullied? A) Because they ask too many questions

- B) Because others may not understand their differences 🔽
- C) Because they're too loud
- D) Because they wear glasses

7. Who should you talk to if someone is being bullied?

- A) No one
- B) A trusted adult, teacher, or school staff 🗸
- C) Only your best friend
- D) Keep it to yourself

(Relatedness) 8. What should you do if you see someone being bullied? A) Watch quietly B) Tell an adult or stand up if it's safe to do so 🔽 C) Laugh along D) Ignore it 9. How might someone feel if they are being bullied? A) Excited B) Proud C) Sad, scared, or embarrassed 🗸 D) Powerful 10. How can you support someone who is being bullied? A) Avoid them B) Tell them to ignore it C) Be a friend, include them, and check in on them 🔽 D) Tell them to toughen up (Autonomy) 11. Which of these is a sign you might be getting bullied? A) Your friends invite you to everything B) You are being teased, left out, or hurt over and over C) You don't like your homework D) You fall behind in a class 12. When should you report bullying? A) If it happens more than once B) As soon as you or someone else is being hurt or feels unsafe V C) Only if someone cries D) Never 13. Who do you report bullying to?

- A) Your neighbour's dog
- B) A trusted adult, teacher, or school counsellor
- C) Your classmate
- D) Nobody

II LIKERT SCALE QUESTIONS

(Scale: Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree)

- 1. I can describe what bullying is.
- 2. I know what types of bullying exist.
- 3. I understand why bullying is harmful.
- 4. I know where bullying can happen.
- 5. I know what to do if I or someone else is being bullied.
- 6. I know who to talk to about bullying.

- 7. I believe it is important to stand up for others.
- 8. I feel confident reporting bullying.
- 9. I can recognize when someone is being bullied.
- 10. I understand the rules or protocols at my school for reporting bullying.

© ENGAGING ASSESSMENT ACTIVITIES

1. 🎨 "Types of Bullying Poster"

Objective area: Competency

Activity:

Students create a poster that shows the **six types of bullying** with drawings, words, or comic strips:

- Physical
- Verbal
- Emotional
- Social/controlling
- Cyberbullying
- Bullying based on differences (e.g., hearing loss)

Assessment Use:

Visual accuracy + explanation of why each is harmful

2. 🧠 "Why Do People Bully?" Brainstorm + Myth/Fact Game

Objective area: Competency

Activity:

Class brainstorms reasons why people bully (e.g., insecurity, wanting power, copying others).

Then they play a **Myth vs. Fact game** about bullying.

Assessment Use:

Students reflect in a journal or group chat: "Why do people bully, and what can we do about it?"

3. \(\times \) "What Would You Do?" Scenarios Game

Objective area: Relatedness + Autonomy

Activity:

Students are given cards with bullying situations. They decide what action to take, such as:

- Telling a trusted adult
- Supporting the person
- Saying something (if safe)
- Reporting online bullying

Assessment Use:

Small group discussion + written response to: "When do you get help, and from whom?"

4. Transfer The Transfer The Transfer The Transfer Transf

Objective area: Competency + Autonomy

Activity:

Students interview a teacher, school counsellor, or principal about how bullying is handled at school. Questions may include:

• What are the steps when bullying is reported?

- Are there safe places or people students can go to?
- Are there programs to support students?

Assessment Use:

Students write or present what they learned and how to use the protocol

5. > "Be an Upstander" Role-Play

Objective area: Relatedness

Activity:

In small groups, students act out:

- What it looks like to stand up safely
- How to support a classmate being bullied
- What to say to a teacher

Assessment Use:

Rubric: empathy, clarity, respect, safety

6. : "Feelings Map" Reflection

Objective area: Relatedness

Activity:

Students map or draw the feelings someone might experience when being bullied (before, during, and after). Optional: include how hearing loss may add to this experience.

Assessment Use:

Emotional vocabulary + insight into bullying impact

7. Tyberbullying Quiz Challenge"

Objective area: Competency + Autonomy

Activity:

Students complete or build a short interactive quiz (Kahoot, Google Forms) that defines cyberbullying and shows how to respond.

Assessment Use:

Quiz creation or completion, followed by reflection: "One thing I'll remember to do online is..."

10. Who can be part of a support system?

- A) Only doctors
- B) Teachers, friends, counsellors, family, or community members 🗸
- C) Only people online
- D) No one you must deal with it alone

11. Which of the following services can young people use for mental health help in Canada?

A) 911 only

- B) Kids Help Phone 🔽
- C) Facebook groups
- D) Public Library

(Autonomy)

12. What is a sign of critical thinking in managing your mental health?

- A) Recognizing how stress affects you and making a plan to deal with it 🔽
- B) Letting problems build up
- C) Ignoring emotions
- D) Blaming others when you're upset

13. Which of these shows a student is using critical thinking?

- A) Sleeping through class
- B) Copying what their friend does
- C) Choosing to take a break and talk to someone when overwhelmed
- D) Doing nothing

II LIKERT SCALE QUESTIONS

(Scale: Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree)

- 1. I understand what mental health means.
- 2. I know the difference between distress, a problem, and a disorder.
- 3. I know that everyone experiences mental distress sometimes.
- 4. I can recognize when I'm feeling overwhelmed.
- 5. I am aware of what causes me stress.
- 6. I know ways to manage stress in healthy ways.
- 7. I understand how personal and environmental changes can affect my mental health.
- 8. I can name at least two people who are part of my support system.
- 9. I know where to go or who to call if I need mental health help.
- 10. I think before I act when I'm stressed or upset.
- 11. I use strategies to take care of my mental health.

© ENGAGING ASSESSMENT ACTIVITIES

1. Wental Distress, Problem, or Disorder?" Sorting Game

Objective area: Competency

Activity:

Give students cards with short scenarios (e.g., "Feeling nervous before a test," "Feeling hopeless for many weeks," "Having a hard time adjusting after moving to a new country").

Students sort the scenarios into:

- Mental distress
- Mental health problem
- Mental health disorder

Assessment Use:

Sort accuracy + discussion on why

2. 🧠 "My Stress Map"

Objective area: Competency

Activity:

Students draw a simple diagram of personal stressors (environmental, emotional, social) and link them to healthy coping strategies they use or want to try.

Assessment Use:

Visual + written description: "What I notice about how I respond to stress"

3. * "Critical Thinking Case Study"

Objective area: Autonomy

Activity:

Give a brief story about a fictional student experiencing multiple stressors (e.g., family conflict + exam stress). Ask students:

- What's happening to this student?
- How might they be feeling or acting?
- What support might help them?
- What could they do to cope?

Assessment Use:

Short answer, group work, or role-play

Rubric on use of problem-solving, empathy, and reflection

4. * "Stress Busters Challenge"

Objective area: Competency

Activity:

Students work in pairs to brainstorm at least 10 healthy stress-relief strategies they've learned from home, school, or friends. Then they rank them from easiest to hardest to use.

Assessment Use:

Checklist + exit slip: "Which one will I try this week?"

5. | "Voices of Support" Podcast/Poster

Objective area: Competency

Activity:

Students design a mini poster or record a mock podcast episode: "Where can you go when you need mental health support?" Include:

- Examples of support people
- Names/numbers of help lines
- What asking for help can sound like

Assessment Use:

Creativity + clarity + relevance to real-life supports

6. 🕴 "Feeling Overwhelmed" Role-Play or Storyboard

Objective area: Competency + Autonomy

Activity:

Students create a storyboard, comic, or act out a scenario:

- What overwhelmed looks like
- What might cause it
- What healthy steps someone could take

Assessment Use:

Use of signs, appropriate strategies, and connection to personal experience