Facilitator’s Guide
A Resource Kit on Bullying for Youth with Low-English Literacy
Guard Against Bullying

A Resource Kit created by The VRRI
Research Department

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Myth: It is inevitable that children with learning disabilities will be bullied at some point - Enable Me Scotland
Introduction to the Facilitator’s Guide

Guard Against Bullying is a series of resources created for youth with low-English literacy about bullying and bullying prevention. Bullying is an ongoing issue impacting youth of all ages and abilities. Guard Against Bullying provides information about bullying, the roles that take place in bullying situations, and strategies to prevent and respond to bullying in an easy to read and engaging format.

Guard Against Bullying consists of:

- **Four fact sheets:**
  1. What is Bullying?
  2. Bullying Roles
  3. How can you help stop bullying? (also known as Bullying Prevention)
  4. Where can you learn more about bullying?

- **Three videos:**
  1. What is Bullying?
  2. Bullying Roles
  3. Bullying Prevention

- **A Facilitator’s Guide**

The Facilitator’s Guide was created to be used in conjunction with the fact sheets and videos in a classroom or group setting. The discussion topics and activities can be modified to work with smaller groups or individuals.

The fact sheets and videos are in plain language. Plain language allows individuals who have trouble reading to have a better understanding of the topics being addressed.

The Facilitator’s Guide is just that, a guideline. Each class or group will have a different tone. Therefore, the facilitator can adapt the resources so that it is relevant to the group using Guard Against Bullying. As bullying is a sensitive topic, it is important to keep an eye on the mood of the class to make the discussion a positive and hopeful experience.

The Facilitator’s Guide contains five modules:

1. Introduction
2. What is Bullying?
3. Bullying Roles
4. Bullying Prevention
5. Resources and Reflections
Each module has instructions to help the facilitator generate discussion among the participants. The facilitator may add topics or activities to the discussion, but it is not recommended to remove modules as they are the key messages of the resource. For the key messages about bullying to be understood it is important to have these discussions and do these activities so the youth will have a chance to think for themselves and apply the knowledge they are learning.

The activities are linked with topics that are similar and can develop a further understanding of those concepts.
Module 1: Introduce Bullying Topics

Objective
To set ground rules and explore the groups knowledge of bullying topics.

Activities:

Step 1: Set the ground rules of discussion before using Guard Against Bullying. As the facilitator, you must create a safe environment.

Choose rules that fit your situation, as well as the comfort level of the youth that will be involved. Here are some examples of ground rules which can help establish a safe environment.

- No one has to talk if they don’t want to.
- Be respectful of those around you; no laughing, no putdowns.
- One person talks at a time.
- No interruptions.
- Everyone participates in the activities in some way. (To stay consistent with the first rule suggest they do not have to talk, but must contribute to the exercises.)

You can ask the students about what rules they would like to include to create a safe environment. They are the ones discussing this topic so they know what will make them comfortable.

Step 2: Before handing out the fact sheets and watching the videos, explore the topic of bullying to get an idea of the group’s knowledge about bullying.

- Write “Bullying” on the chalkboard and have the group come up with definitions.
- Ask probing questions to get an idea of their understanding of bullying:
  1. Are there different kinds of bullying? If so, what are they?
  2. Who gets bullied?
  3. How can people be bullied?
  4. Why are people bullied?
  5. How are people bullied on the internet?
  6. What do you think you can do if you are being bullied?

Tips:
At this time, get a feel for the group. This will help you determine how to deliver the content so that it suits the needs of the group.
At least 85% of bullying happens in a peer group - b-free.ca
Module 2: What is Bullying?

Objectives:
To learn what bullying is, the different kinds of bullying, where bullying can happen, and the difference between conflict and bullying behaviour.

Activities:

**Step 1:** Show video: “What is bullying?”.

**Step 2:** Hand out the “What is Bullying?” fact sheet.

**Step 3:** Discuss the fact sheet and video.

- Compare the definitions on the chalkboard and how bullying is defined at the beginning of the fact sheet.
- Have a discussion about “power” and its role in bullying. Ask for examples of power.
- Ask for examples of what the different kinds of bullying can look like, other than how it was shown in the video.
- Have a discussion about how the targets in the video may have felt.

**Step 4:** Further discussion topic.

To further the understanding of bullying, here is a topic for discussion, however, it is not specifically addressed in the fact sheets or the video.

- **How do girls bully? What about boys?** Discuss the differences in small groups and bring it back to the larger group for a discussion.

**Step 5:** Do Class Activity 1: What is the difference between joking and bullying? (See page 10).

Tips:
If you think the group is having problems with these concepts, ask them to create their own scenarios. They can present them to the class and let the class determine what type of bullying it is.
When bullying is being discussed, often all conflict is perceived as bullying. It is important to distinguish the difference between joking, teasing, bullying, and conflict.

Definitions:

**Joking:** Something said or done to provoke laughter or be amusing. The intention is to be funny. It is usually between friends and is reciprocal.

**Teasing:** To irritate or annoy someone. The intention is to provoke a response, often anger, resentment, or confusion.

**Bullying:** The intention is to repetitively intimidate or mistreat somebody, with the intention of physical or emotional harm.

**Conflict:** To be in disagreement or opposition with another person or group.

The easiest way to distinguish between bullying and conflict is to see if the behaviour or issue is repetitive, and if there is a power imbalance.

**Some Key Differences Between Conflict and Bullying based on the work of Dan Olweus (as cited in Peel Region, 2007).**

**Step 1:** Explain these differences.

<table>
<thead>
<tr>
<th>Normal Conflict</th>
<th>Bullying Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is occasional.</td>
<td>Is repetitive.</td>
</tr>
<tr>
<td>Is spontaneous in the heat of the moment.</td>
<td>Is premeditated, on purpose, and intentional.</td>
</tr>
<tr>
<td>Both parties are part of the conflict.</td>
<td>The Bully is the one to blame.</td>
</tr>
<tr>
<td>Both parties should be willing to work it out.</td>
<td>The Bully is not interested in working through any issues.</td>
</tr>
<tr>
<td>The individuals have the same level of power, or power is not a distinguishing factor in the disagreement.</td>
<td>The Bully has more power than the person they are bullying.</td>
</tr>
</tbody>
</table>

**Step 2:** Read or hand out scenarios without the answers (See page 11).

Discuss the bullying scenarios; are they teasing, bullying, joking, or everyday conflict? Why?

Discuss how a teasing or joking situation could become a bullying situation.
Scenarios

Austin got a new shirt last week. Nelson started making fun of Austin because it wasn’t a brand name. Austin hasn’t worn the shirt since but Nelson keeps teasing him about having no money to buy nice things.

**Answer:** Verbal bullying

Ravi often bangs into you in the hallway, and then laughs and makes a joke of it.

**Answer:** Physical bullying

Trishna is sitting in the gymnasium with a bunch of her friends waiting for an assembly to start. Parvinder sits next to Trishna and starts talking to her. Trishna gives Parvinder a dirty look and turns her back to her. Trishna says loudly to her friends “I don’t know what’s wrong with her, she just keeps coming up and talking to me!”. Trishna’s other friends all glare at Parvinder until she moves away.

**Answer:** Social bullying

After writing a pop quiz Kendra and Jeanette switched tests to mark them. Jeanette marked one of Kendra’s answers wrong that Kendra believed was right. They got into an argument and Kendra ended up taking the test to the teacher to resolve the issue.

**Answer:** Conflict

Fred farted loudly in class. He’s very embarrassed and all the other students laugh. The next day someone tries to put a woopie cushion on Fred’s seat. Fred sees it and laughs it off.

**Answer:** Joking

Diedar and Aabid just don’t seem to get along. Deidar started an argument with Aabid over choosing teams for basketball yesterday, and today Aabid stole Deidar’s pencil case.

**Answer:** Conflict

Patrick likes to pick on Susan. The other week he wrote on the stall in the boys bathroom that Susan was easy. All the other boys who saw it started calling Susan easy as well. Susan doesn’t know about what’s written on the bathroom stall but is very upset about being called easy.

**Answer:** Social bullying

Sanju, Anita, and Christina usually hang out after school. Yesterday Sanju and Christina stayed after school to help and set up for a school dance. Anita waited for them where they usually meet, and when she realized they would not be coming to meet her she went home.

**Answer:** Not bullying
Jacob always bothers you, he flicks your ear and kicks your chair. You don’t tell him to stop because he’s quite popular and you don’t want everyone to think that you are lame.

**Answer:** Physical bullying. This can also be social bullying because of the fact that he is popular and has the power to ruin the potential for friendships.

You are walking and your foot catches an unlevel crack in the sidewalk and you stumble. Chris is walking behind you, he laughs and yells at you “You gotta lift those big feet of yours or you’ll fall over!” You laugh at his comment and then say to him, “You just watch out for your own feet!” You both laugh.

**Answer:** Joking

While working on a group assignment Kara keeps stealing Laura’s pen when she’s not looking. When Kara steals it she sneaks a look to see if Laura will see her, giggles, and then hands it over sheepishly once she’s caught. Laura is starting to get annoyed with Kara but chooses not to say anything because she wants the group to be able to finish the project.

**Answer:** Teasing or Joking

Robin, Aleks, and Jamaar steal Amit’s lunch and hide it where he can’t find it. Amit has had his lunch stolen from him a few times and he always sits alone at lunch.

**Answer:** Physical bullying or social bullying (he is being excluded).

Peter is walking home from school, Rich jogs past him and pushes him so he stumbles into some bushes. Peter laughs and runs to catch up with Rich.

**Answer:** Joking

Alice and Jen used to be friends. Now Alice tells other girls at school not to hang out with Jen. Alice invited all the other girls from the class to her birthday party except Jen.

**Answer:** Social bullying

Jordana was allowed to have a sleep-over, but her parents said she could only invite five girls. Elise and Sarah were not invited. They decided to make a page on Facebook about how much of a loser Jordana is and how they would never want to sleep-over at her house because it smells weird.

**Answer:** Social bulling

Juan likes to make fun of Amanda and is telling everyone to call her “A Man, duh”. Now he’s spreading rumours that it’s good that her parent’s called her “A Man, duh” because she looks like a man. Amanda is really hurt by what Juan is saying.

**Answer:** Verbal bullying
While playing baseball at lunch Harry drops a popfly. The next time Harry goes to make a catch Matt yells “don’t drop it again”.

**Answer:** Teasing

Trey is smaller than a lot of the other boys at school. They push him around at lunch and threaten to beat him up after school.

**Answer:** Physical bullying
Bystanders have the power to stop bullying - b-free.ca
Module 3: Bullying Roles

Objectives:
To learn about the different roles that are involved when bullying occurs.

Activities:

**Step 1:** Do Class Activity 2: Talking about Feelings and Emotions (see page 17).

**Step 2:** Show video: “Bullying Roles”.

**Step 3:** Hand out the “Bullying Roles” fact sheet.

**Step 4:** Discuss the facts sheet and video.

Discuss all the bullying roles.

**Target:**
- How do you think the target feels? (Tie into Class Activity 2).
- How would you feel if this happened to you?
- What is different about the target? (They are no different than you).
- Why are they being targeted?

**Bully:**
- How do you think the bully feels?
- What are some reasons a person would bully another person?
- How can a bully stop bullying others?

**Bystander:**
- If you have seen bullying happen, how did it make you feel?
- How do you think most bystanders feel?
- For what reasons would a bystander not help?
- For what reasons would a bystander help?
- What can a bystander do to help?
Step 5: Revisit types of bullying.

Ask the students to identify what kinds of bullying are shown in the “Bullying Roles” video. Watch those scenes again and let the students identify the bullying.

Answers:
- The Target Scene was social bullying.
- The Bully Scene was physical/verbal bullying.
- The Bystander Scene was physical bullying (destruction of property).

Further discussion can be held about the differences between bullying and conflict in the scenes in the video.

- Ask the class if the situations only happened once, would it be bullying? (no)
- Does that mean it is okay for the someone to act that way? (no)

Step 6: Do Class Activity 3: Thinking About the Choices You Make (See page 19)
Class Activity 2: Talking About Feelings and Emotions

Objective:
To create a greater understanding of the participant’s own feelings and emotions as well as the feelings and emotions of others.

This will help build empathy by allowing students to understand how they would feel in certain situations, and transfer those feelings onto the person it is happening to.

Materials:

1. Emotion cards – have the class find examples of emotions from the internet (print out) or from magazines. If this is not possible, you can have the class draw them and put them on cards.
2. Bullying scenarios - print scenarios (see page 18) or have the students come up with their own before starting the exercise.

Activities:

Step 1: Work in small groups or with the entire class.

- Hold up an emotion card and ask the group to say what emotion it is.
- Ask how they know what emotion it is.

Go through all the emotion cards and ensure that they all understand the different emotions.

Step 2: This step can either be done with the whole class answering each question, or have an individual volunteer to answer specific questions.

Ask the group to identify how they would feel in different situations. How would you feel…

- If your sister took the last cookie?
- If you missed your bus and were late for school?
- If you found out your parents were taking you out of school for a week to go to Hawaii?

Come up with your own situations and have the class offer situations too. When you ask them to identify how they would feel get them to specify by pointing out one of the emotion cards. The student can elaborate on why they chose that card, or just pick the card.

Tips:

Building empathy will hopefully allow bullies to see how others feel when they are treated that way.

It also promotes bystanders to help targets because they can understand how they are feeling, and recognize that they would want someone to respond for them.
Step 3: Do this activity as a large group. Try to promote as much discussion as possible.

- Read a bullying scenario.
- Ask the class how the bully, the target, and the bystander might feel in each scenario. Have them choose an emotion card to correspond with that emotion.
- Have a discussion about why they might feel that way. Ask them how they would feel in that situation.

Scenarios

1. Laurie is working on one of the classroom computers. Shari comes up and sits on the chair next to Laurie. She says to Laurie “You’ve used up all your time, it’s my turn to use the computer. Get off.” Laurie is not done and she has not been on the computer for the maximum amount of time, but she gets off the computer anyway.

2. Sandeep always has girls following her home from school. They say that she should watch her back and that they’re going to get her. Now Sandeep waits for her big brother to come from the high school to walk her home.

3. Jerome and Aiden used to be friends, but since going to high school they have started hanging out in different groups. Lately Aiden has been stealing Jerome’s things when they are getting out of gym class. He started off with just taking Jerome’s sock, or his hat, but last week he took his pants and left Jerome stuck in his shorts for the rest of the day.

4. Karen doesn’t really have many friends. The other day she found a group on Facebook called the “Karen Hate Group” where she read what everyone in her class was saying about her.

5. Jason is new to the school. For some reason he and Blair started out on the wrong foot. Blair ended up writing a petition that he sent around the class to get signed. The petition was for Jason to go back to where he came from.

6. Ash and Cam are the two most popular guys in the class. They think it is funny to make Steve and Brian, who are best friends, compete to be in their “group”. Ash and Cam will only let either Steve or Brian to hang out with them if Steve or Brian is mean to the other.

7. Charles has been getting mean text messages on his cell phone. He doesn’t recognize the number but he’s pretty sure that it is coming from the kids in his class.
Class Activity 3: Thinking About the Choices You Make

Objective:
To make young people think about the choices they make every day.

To make the students aware that every choice they make has a consequence, either good or bad.

To encourage them to take responsibility for the choices they make.

Activities:

Step 1: This activity is a discussion about the everyday choices that we all make.

Ask everyone to think about all the choices that they made before they got to school today.

- Get out of bed on time/sleep in?
- Have a shower?
- What to have for breakfast?
- What to say to their family?
- What to wear?

Things to think about with these decisions:

- Was it habit or did they do something different?
- Are they happy about the decision they made?
- Did they notice they were making a decision?
- What are the consequences of that decision?

Step 2: Every choice we make has consequences. Sometimes the consequences are very obvious and mean a lot, sometimes they do not mean anything at all.

Think about the possible consequences of making the choices from above.

- Did they get out of bed on time:
  - Did they have lots of time to get ready?
  - Did they have to rush to get ready?
- What did they choose to eat for breakfast:
  - Did they eat a healthy breakfast that gave them lots of energy?
  - Did they not eat anything?
  - Did they have a chocolate bar and pop?
What did they say to their family:
  - Were they nice to their family?
  - Did they ignore them?
  - Were they mean?

What did they choose to wear:
  - Is it weather appropriate?
  - Is it comfortable?
  - Is it fashionable?

Talk about the consequences of those choices. For example, if they chose to say something mean to their family when they left the house what will the consequences of that be? If they chose to wear comfortable clothes today, what will the consequences be?

**Step 3:** After looking at the choices from the examples above and the consequences (positive and negative) ask them if they think it was a “good choice”, a “bad choice”, or it does not matter.

- What makes the difference between a good choice and a bad choice?
- How do the choices we make affect other people?
- Can we control the choices we make about the way we behave?
- How can the choices we make impact a bullying situation?
- What choices did/could the bully make?
- What choices did/could the bystander make?
- What choices did/could the target make?
Module 4: Bullying Prevention

Objectives:
To learn strategies and techniques to avoid being bullied: communication skills, building confidence, practicing come-back lines, and reporting bullying incidents to someone in authority.

Activities:

Step 1: Show video: “Bullying Prevention”.

Step 2: Hand out the “Bullying Prevention” fact sheet.

Step 3: Do Class Activity 4: Confident Body Language (see page 23).

Step 4: Discuss the fact sheet and video.

- What could have been done to help stop the bullying that we saw in the video?

Discuss A.W.A.R.E. as described in the fact sheet. Help participants through the tough words and concepts.

- What does it look like to be A.W.A.R.E? Ask for examples etc.

Other discussion topics:

- What can you try to do to prevent bullying from happening?
- If you have been bullied, what can you try to do to prevent it from happening again?
- What can you do to try to stop bullying as it is happening? (as a target and bystander)
- Do you think you would use the bullying prevention ideas listed in the video or the fact sheets? Why or why not? When would you use them?

Discuss Social Bullying:

- Why is social bullying so hard to fix?
- What are some good qualities that a friend should have?
- What are some bad qualities that show you that they are not really your friend?

Discuss reporting bullying:

- What are the benefits of reporting bullying?
- Why would you not report bullying? How can you solve the problem in this case?

Tips:

Remember, be supportive. The learning environment needs to be positive.

Remind the students not to call a bully names. This makes them no better than the bully.
... continued from page 21

Emphasize that different prevention techniques will not work with all kinds of bullying behaviours (you do not want to use a comeback line such as, “ha-ha, very funny, now leave me alone”! if you are being beaten up).

Discuss how the participant’s actions could impact the bullying for better or for worse. Use the scenario below to help discuss this topic.

- How could something you do make a bullying situation worse?
- Are there things that can make someone a target for bullies?

**Step 5:** Do Class Activity 5: Communication (see page 24).

**Scenario**

As Carlos walks down the hall, he thinks it is funny to bump into people as they walk past him. When he bumps into Rob, Rob turns around and shoves him. The next day Rob shoves Carlos as he is walking down the hall to get him before he gets bumped into. This turns into a pattern of Rob and his friends roughing up Carlos because he bumped into him that one day.
Class Activity 4: Confident Body Language

Objective:
To practice confident body language.

To help the participants learn how to carry themselves confidently, the tone that they use to impact a situation, and how they interact with others.

Activities:

Step 1: Ask the class what body language is. Explore this topic.

Ask them to demonstrate different kinds of body language:
- Act confident.
- Act afraid.
- Act sad.
- Act excited and hyper, etc.

Step 2: Talk about the differences in the body language. What are they saying to other people when they have their body in a certain way?

Break down the larger components of body language into smaller components:

If your eyes are downcast what can that mean?
- That you are afraid to look the person in the eye.
- That you may be from another culture that considers it rude to look the person in the eye.
- That you can not be trusted because you will not look them in the eye, etc.

If you have your arms crossed, what can that mean?
- That you are defensive.
- That you are cold.
- That you are uncomfortable.
- That you are trying to intimidate.

Step 3: Ask the participants what confident body language looks like. Confident body language tells other people that they feel sure about themselves.

How does this affect how other people will treat you?
When you have confident body language what does that tell other people?
Class Activity 5: Communication

Objectives:
To demonstrate the different ways of communicating and how it can impact a situation.

To show the difference between assertive, passive, and aggressive communication.

To teach how to be assertive when involved in a bullying situation.

Be aware that different cultures and disabilities have different “social norms” for body language and communication. Allow those differences to be understood.

Activities:

Step 1: Define passive, aggressive, and assertive behaviour.

**Passive Behaviour:** When someone allows others more control often at the expense of meeting one's own needs. Passive people behave as if other people's rights and desires matter more than their own.

**Aggressive Behaviour:** When someone seeks to meet one's own goal by hurting others. Aggressive people behave as if their rights and desires matter more than those of others.

**Assertive Behaviour:** When someone shows the ability to stand up for oneself, express feelings, and exercise rights while respecting the rights and desires of others. Assertive people respect themselves and others, equally.

Step 2: Discuss the differences between passive, aggressive, and assertive language and behaviour.

Record on the board the differences between being passive, aggressive, and assertive in three columns. Highlight the differences between aggression and assertiveness.

Ensure these topics are covered:

- Body language: e.g. what is an aggressive posture?
- Intent: e.g. what is the goal of the behaviour? to hurt, to make a stance?
- Emotions: e.g. are they nervous? are they angry?
- Verbal language: e.g. are they being sarcastic? are they yelling? are they firm?

People may believe they are being assertive when they are actually being aggressive.
Step 3: Demonstrate the importance of tone of voice and body language.

Say this phrase three times: “Stop it. I don’t like that.”

1. In a whiny tone and protective stance. (passive)
2. In a loud voice, with a threatening tone and posture, finger pointing. (aggressive)
3. In a calm voice, being firm and relaxed. (assertive)

Highlight that each time, the same words are being said, but because of the differences in body language and tone, a different message is conveyed.

Have the students practice assertive communication in pairs.

Example of being Assertive

Sally likes to gossip. This time she is telling everyone that Liam has a girlfriend who doesn’t go to this school – she is telling everyone that she has seen them out on weekends, going to movies and hanging out at the mall. Now lots of kids are teasing Liam about his “girlfriend”. He decides to stop the gossiping and teasing in an assertive way. He goes up to Sally, looks her in the eye and says in a clear, strong voice, “Sally, you’re gossiping. You’re trying to embarrass me. Knock it off.” Then Liam left and the teasing stopped.
“Bullying can leave scars that last a lifetime”

- BullyFreeAlberta.ca
Module 5: Resources and Reflections

Objectives:
To provide resources for more information and support if necessary, and ensure that the participating youth are okay.

Activities:

Step 1: Hand out “Resources” fact sheet.

Step 2: If necessary, revisit resources provided at the end of the “Bullying Prevention” video.

Step 3: Discuss what the students have learned and how they feel.

As bullying is a difficult topic that affects youth in many different ways, when closing the topic give the students an opportunity to reflect on what they have learned and how they feel.

- What did they learn about the topic?
- How will this change how they perceive bullying?
- What can they do to help reduce bullying in their class, in the school, and in the community? (share other school initiatives: pink shirt campaign, making the classroom a no-bullying zone, choose not to tolerate bullying)

Step 4: Discuss the resources they can access.

Review the resources.

Emphasize that life continues after high school and that being bullied is not the end of their world. Many people have survived bullying, and there are always ways to get help. If things are not going well, it will get better.

If they are comfortable doing so, let the students share their own experiences. You can possibly share your own bullying experiences to emphasize how to overcome and stop it.
“Bullying is a learned behaviour and behaviour can be changed” - bullying.org
Acknowledgements

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Guard Against Bullying