



Supporting Students Navigating Friendships

j wallace, SEPA, GBVP


Toronto District School Board

Healthy Friendship Behaviours

Guiding Principles

- Humans have a fundamental need for love and belonging.
- We want to focus on behaviours within relationships, taking care not to brand entire relationships or people as unhealthy, toxic, or "bad for you".
- We can not require people be friends, we can require respect, and not engaging in unhealthy behaviours.
- Relationships are a process.
- No person is "the bully".
- All relationship behaviours are learned.





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Healthy Friendship Behaviours

Helping young people think about relationships

- What do you value in your friends?
- What do your friends value in you?
- What do other classmates value about you?
- What do you value about other classmates?
- What would a healthy relationship:
 - look like?
 - feel like?
- What would you do to show respect to someone else?



Key Messages:

- Boundaries are personal guidelines, rules or limits that protect us and reinforce our sense of identity.
- Boundaries are the agreements we set with ourselves and communicate and enforce with others.
- They can be physical, sexual, emotional or spiritual.
- They are different in each relationship and they can change over time.
- Boundaries can be set using the following communication format:

WHEN YOU (a description of the behaviour),
IT MAKES ME FEEL (how we feel, "unsafe", "hurt", etc.),
IF YOU CAN'T BE MORE RESPECTFUL TO ME,
I WILL HAVE TO (a consequence you are willing to keep).

Help your child develop a rich vocabulary of feelings.

Kimochis

HAPPY	SAD	MAD	BRAVE	EMBARRASSED	FRIENDLY	SORRY
DISAPPOINTED	FRUSTRATED	SILLY	HOPEFUL	LEFT OUT	EXCITED	JEALOUS
CURIOUS	GRUMPY	SENSITIVE	PROUD	INSECURE	GRATEFUL	LOVED
GUILTY	UNCOMFORTABLE	SHY	HURT	SURPRISED	SCARED	KIND

[illegible]

What makes on-line/electronic communication different?

Anonymity – On-line students do not need to disclose their identities and can engage in behaviours they would not do face-to-face. It is also more difficult to punish individual harming another person, when their identity is kept anonymous. An anonymity removes inhibitions.

Harder to escape – Online cruelty is 24/7. It gets inside a students home and reaches out beyond the school.

Loss of control – Images and web content can propagate at quick speeds by students sending messages to one another and downloading this information instantly on their own devices.


Unlimited audience – Bullying on-line can be very public for the student who was harmed and this can increase the shame or anguish, as well as, the speed and extent in which others become bystanders in the bullying.

Permanence – In many cases posts, images and video content is hard to remove from sites but easy to copy, download and repost – giving it a powerful permanence that often victimizes the target over and over again.


Thoughts – Feelings – Actions

Helping Young People Process Their Experiences


- Heart / Brain / Body



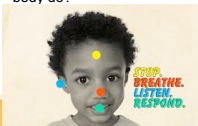
What were my thoughts?



What were my feelings?




What did my body do?



STOP.
BREATHE.
LISTEN.
RESPOND.

- Helping them develop other coping mechanisms.



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Direct – Distract – Delegate

Stopping negative behaviours

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How can caring adults support students building healthy relationship behaviours?

- Help them consider how other people were feeling.
- Keep talking. Keep listening.
- Reinforce that getting help is a sign of strength.
- Teach your children how to respond to cyber-bullying: Stop – Block – Tell
- Recognize signs of stress, anxiety and avoidance.
- Acknowledge the reality and impact of what your young person is experiencing.
- Help them process their thought, feelings and actions. How do their thoughts and feelings shape events?

Getting the school involved

Ask for help.

- Schools must investigate incidents that impact the school community, no matter when or where they happened.
- Document. What happened? Who was there? How did your child feel?
- Document – if on line, take screen caps.
- What would be your ideal outcome?
- Does your child want to report it themselves? With you there? Have you make the report?
- Be your child's advocate.

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