By now everyone has heard of Bill 56’s anti-bullying initiative; less well-known is the Partnership Agreement signed by the schools and the government, which among other things promises to establish “a healthy and safe school environment” for all students.

Easier said than done, as most of us on the front lines know well. There are many approaches schools can take; school-wide initiatives, awareness campaigns, guest-speakers, classroom discussions, etc. Multiple, sustained approaches will have much greater impact than any one single attempt.

ERC class lends itself to addressing bullying, with its over-arching goals of “Pursuit of the Common Good” and “Respect for the Other”, and themes such as “The needs of humans and other living beings, demands of belonging to a group, demands of life in society, justice, tolerance, freedom” and so on. Many LES (learning and evaluation situations) have been written to address these themes; by using them in the ERC class, the teacher can both cover the content and evaluation of ERC as well as contributing to creating a healthy and safe school environment.
With that in mind, I have created a list of appropriate LES for each cycle, all of which can be found on the LEARN website. These LES either directly or indirectly address the attitudes necessary to combat bullying and promote compassion and respect. Most of the LES come from the Ethics component, but several of them are also part of Religious Culture, which also focuses on open-mindedness and respect for diversity:

**Shared and Different Needs (Cycle 1)**

Students are encouraged to become aware that human beings have many needs in common and that their families and their class help them meet these needs in various ways. Students are encouraged to discover the uniqueness of all individuals in the way they meet their needs and the interdependence of people in meeting their respective needs.

**Rules and Values (Cycle 1)**

Students are asked to identify a few individual and collective responsibilities that stem from the interdependence between human beings. They are asked to recognize ways of acting that contribute to or are harmful to family life or school life, and to better identify a few values that guide action in school and in their families.

**An Ideal Schoolyard (Cycle 2)**

Throughout this learning and evaluation situation (LES), the students become aware that, in a common space like a schoolyard, various values and norms intended to facilitate group life account for the manner in which the space has been laid out. The students are invited to devise a blueprint for an ideal schoolyard by selecting feasible options and describing their potential effects on community life.

**The Colours of Diversity: A Student Exhibit (Cycle 2)**

Students are encouraged to become aware of how religious heritage is present in their environment and to make simple connections between the forms of religious expression studied and the religious traditions to which they refer.
Spring Giving  (Cycle 2)
Students are encouraged to examine a situation involving helping others from an ethical point of view. They should evaluate actions that foster or hinder community life by taking a closer look at each person’s values, norms and responsibilities. Students should also recognize the influence of religion on different community agencies and cultural events whose mission it is to promote well-being in the community.

The Company We Keep  (Cycle 2)
Students will be encouraged to become aware that the different groups to which they belong help to shape their identity and meet their needs. They will examine their participation in various groups at home, in school and in their free time in order to understand that there are diverse relationships within groups and that these relationships can sometimes influence individual identity.

A Community Life Charter (Cycle 3)
Throughout this learning and evaluation situation (LES), the students become aware of the fact that life in society is governed by values, norms, rights and responsibilities. They are asked to identify actions and attitudes that are considered acceptable in society and to suggest guidelines conducive to the adoption of behaviours that respect human dignity and foster community life.

Fellowship  (Cycle 3)
Students are encouraged to recognize how actions and attitudes are conducive to fellowship among members of society. They are encouraged to ask themselves questions about behaviour that is acceptable or unacceptable between members of society.
Gender Roles, Norms & Stereotypes  (Cycle 3)
Students will take a critical look at the effects of generalizations, stereotypes and prejudices on certain members of society, and to recognize and suggest actions that foster community life. They will explore some of the norms and rights that govern life in society and the references for interacting with different people.

Managing Tensions and Conflicts: Finding Peaceful Solutions  (Cycle 3)
Students are encouraged to realize that differences between members of a society can be a source of enrichment as well as conflict. They will identify actions and attitudes that help manage these conflicts between individuals. They are also encouraged to promote the adoption of a responsible and informed manner of being that respects human dignity and that fosters community life.

Actions That Make a Difference  (Cycle 3)
This learning and evaluation situation is intended to evaluate the level of competency developed in ethics. The student should be able to recognize options or possible actions that respect human dignity and foster community life, and make connections between these actions and the values and norms that govern life in society. The student should be able to explain how these values and norms contribute to community life.

A Diverse Menu  (Cycle 3)
Students will recognize that religions embody values and norms that dictate behaviours and attitudes to be adopted toward oneself and others in order to foster community life. They will explore some of the values, norms and rights that govern life in society and the references for interacting with different people. They will be invited to draw upon practices related to food so that they may consider various ways of thinking, being or acting and suggest options or possible actions that contribute to community life.

Values and Norms in religious and spiritual traditions  (Cycle 3)
Students will recognize that religions embody values and norms that dictate the behaviours and attitudes to be adopted toward oneself and others in order to foster community life. They will explore the moral dimension of religions by drawing upon examples from key writings.
LES 1 – Charity:  *Doing good or feeling good?*  (Secondary Cycle 1)

This LES will begin with the students investigating various charities that exist locally, nationally and globally. They will be asked to consider the benefits that are provided as well as the scandals that have occurred within numerous philanthropic/humanitarian organizations. They will deepen their understanding of people’s giving habits by designing and then carrying out a survey of their peers and adults in their community. The students will be asked to synthesize their thinking by taking part in a class-wide debate where they will be required to defend both sides of the question “Do people give money to charity in order to do good or in order to feel good?” A digital recording of the debate will allow the students to evaluate their personal dialoguing strategies and skills. To conclude this LES, the students will take part in a classroom Blog where they will be able to communicate their knowledge and understanding of charities, people and choices they make regarding the notion of “giving”.

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**Tolerance**

This learning and evaluation situation is designed to allow students to recognize that there are different ways of looking at tolerance. They will use specific cases in current events to reflect on indifference, tolerance and intolerance. Students will also consider various responses that individuals and societies have had regarding such situations, particularly in Québec.

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**Autonomous People**

(Non-validated LES translated from French.)

Students are encouraged to reflect on the autonomy of an individual, and to discuss the requirements of autonomy and the tensions it may give rise to.

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**Disobeying the Law**
and Its Impact on the Social Order

The aim of this learning and evaluation situation is to evaluate the development of the competency, Reflects on ethical questions. During the LES, the students will demonstrate their awareness of the different ways of understanding the social order and reacting to it, depending on the individuals or groups involved. They will draw on historical, literary and current cases in the media as well as personal experiences that involve instances of disobeying the law in order to understand the impact on the social order. They will also consider the values and norms that can lead a person or group to call into question the social order or the law.