



CHECKLIST: TEN CORE WITS PROGRAMS ACTIVITES

(Score with YES or NO and provide a TOTAL Score out of 10!)

1. The WITS and WITS LEADerS Programs are launched *each year* in a “swearing in” or “welcoming ceremony” led by a notable “Community Leader”- often a member of the local RCMP, city police, or other first responder (public health nurse) or elder of an Aboriginal community.
2. Children, school staff, community leaders, (and parents if attending) pledge to use their WITS to Walk Away, Ignore, Talk it Out and Seek Help to deal with teasing and bullying and to help other children use their WITS.
3. In addition the community leader conducts the TUG-OF-HELP skit for WITS LEADerS in 4th to 6th grades *each year*.
4. Create a school and community wide common language to open conversations about peer conflict. Talk proactively about “Using your WITS” to solve peer conflicts and increase social responsibility and to
5. All school staff promote the use of WITS strategies at “teachable moments” when peer conflicts occur. (Did you use your WITS? What have you tried?)
6. Principals use the WITS language to inquire about and respond to disciplinary problems involving peer aggression and bullying.
7. *Each month*, teachers should select one book from the WITS (for Grades K to 3) or WITS LEADS (for Grades 4 to 6) booklist and use the lesson plans to create classroom conversations about using WITS messages. (Provincial academic learning objectives are integrated into these lesson plans to reduce time demands on teachers)
8. Community leaders revisit classrooms using the WITS Programs two times per semester to ask children about their successes in using their WITS and to deliver take home gifts (pencils, rulers, etc.) and WITS recognition stickers.
9. Parents are also encouraged to use the WITS language at home and are reminded about WITS activities and online resources for parents through program pamphlets, school newsletters and school-wide posters and contests.
10. Children in grades 4 to 6 are also taught prosocial leadership skills using the LEADerS lesson plans to Look and Listen, Explore Points of View, Act, ask Did it Work and Seek help when needed in order to feel competent and empowered to help peers and younger children on the playground and neighbourhood.