



BUILDING SAFER Communities



■ National Crime Prevention Strategy

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The Battle Against Bullying

Canadians are recognizing that bullying is not child's play

by Nicole Baer

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For Tricia Moffitt, a delicate, soft-spoken Grade 10 student in Ottawa, the bullying was stealthy, personal and devastating. It began with e-mails, originating from her boyfriend's address, calling her fat, ugly and a slut, and escalated to threats of physical violence.

"It's not just predators and strangers on-line who are the problem," she says. "It can be people you know."



Alexandra, 14, British Columbia, Canada

www.bullying.org

It turned out it was not her boyfriend, but his sister, who sent the hurtful messages. Yet, over the next two months, Moffitt felt too intimidated to tell her parents or an adult at school, for fear they would believe the demeaning allegations. When she did eventually muster the courage to tell someone, the tide turned. "My parents talked to the girl and the e-mails stopped," she says simply.

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One on One

with Reverend Dale Lang

In 1999, eight days after the Columbine High School shootings in Colorado, a 14-year-old boy entered W.R. Myers High School in Taber, Alberta, where he randomly shot two students, injuring one and killing the other. The boy had been a victim of bullying for many years. Reverend Dale Lang is the father of Jason Lang, the student who was shot and killed.



Reverend Dale Lang

Q People seem to be more concerned about the issue of bullying today than they were a few years ago. Have you witnessed any changes in recent years that you find encouraging?

a Obviously, when people start dying, people pay more attention to things. There has been a significant increase in the number of conferences and groups of people interested in the problem of bullying, and there is obviously a lot of soul searching going on to figure out how we deal with that issue, so that is a good sign for sure.

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Letter from the Editors

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Bullying is defined as “the assertion of power through aggression.”

In the schoolyard, where perhaps we best understand it, we know bullying happens regularly. It has either happened to many of us (in one way or another) or we’ve seen it happen to others. As parents, we’ve heard about it from our kids.

In fact, one of the problems with bullying is that it has been so common an occurrence that it has, for far too long a time, bred a certain amount of complacency from kids, parents, educators and society at large.

Worse still, it has often been viewed as just part of growing up. Dealing with an aggressor, particularly for boys, has been treated as a natural rite of passage — preparation for the real world of winners and losers, where only the strong “survive” or get ahead. In later life, bullying attitudes have often been lionized in the characters of ruthless and driven captains of industry.

In recent years, however, there has been a sea change in public opinion about bullying.

The newspapers are full of stories. And the escalation of bullying into the tragic deaths of young people, killed at the hands of their aggressors or by their own hand in the face of relentless and suffocating torment, has served as a catalyst for a collective reappraisal of bullying.

While these cases represent the most extreme examples of bullying and its impacts, they have served to focus attention on how such acts affect victims, the bullies themselves, and, to some extent, the peers of those involved.

Children and parents, educators and governments are now trying to come to grips with the problem.

For that reason, we are breaking with tradition and devoting this entire issue of *Building Safer Communities* to a single topic.

We look at bullying from a number of angles and examine some of the innovative approaches that have been developed to deal with bullying. There are statistics, there are analyses and there are personal experiences.

Because it’s a complex issue, and one that doesn’t lend itself to simple solutions, we’ve identified a number of different resources that you can use to explore bullying in greater detail.

We hope that with this newsletter, we can contribute to the growing public dialogue on this critical issue.

On another note, you’ll probably have noticed that our name, as well as our look, has changed.

It has now been close to three years since we launched this newsletter so we felt it was an appropriate time to take a look at our design and layout.

But there is a bit more to it than that.

Our new title happens to be the new slogan of the National Crime Prevention Strategy (which, in turn, is the new name for the National Strategy on Community Safety and Crime Prevention). The National Strategy has overhauled its identity and this publication is going along for the ride. That said, the emphasis on “communities” in our title speaks, we think, much more to the grassroots qualities of the stories we present to you our readers.

We’re still very much about prevention, but we feel it is important to be explicit about the role of communities in this undertaking, and give credit where credit is due.

So we hope you enjoy the new look and as usual, we look forward to hearing from you. ■



One on One from cover

Q What do we need to do to better support parents and young people if we are to eliminate bullying?

a We have to figure out how to help people get to a place where they are healthy and happy. But the reality is that as long as we're going to have a lot of dysfunction in our families and a lot of broken families, we're bound to see more problems like this. Kids who bully often come from angry places where they've been hurt themselves. We have to find ways to have healthy relationships, and to have healthy relationships you must have people who feel good about who they are and understand that they're okay.

Q Schools are a particularly ripe place for bullying. In your opinion, what is the next step that we all need to take to advance the agenda of bullying prevention in Canadian schools?

a There's a wide spectrum of things going on in our culture. In terms of school systems, there has been increased understanding among administrators that they have to do something about it and not just sweep it under the carpet — that is the first big step. However there are still places where administrators want to sweep the whole idea under the carpet.

The bullying issue is never easy to deal with and the problem is that the people in the school system — the teachers, the administrators — are burdened already. They have a lot of pressure and a lot of responsibility. So I think we have to get back to a basic position: teachers and administrators have to see the students in front of them as people first. Their primary goal always needs to be "How can I help this person," not just "How can I give them the academic information they're supposed to learn?"

That's not easy because it can be a time-consuming thing. But we need to be able to regain — as a society for sure — a level of respect. We've lost respect for others, we've

lost respect for ourselves. Young people don't respect older people anymore, there's no respect for politicians, or law enforcement people, and so on. The whole system is suspect now. And the result of that is it becomes easier to get angry at people and easier to believe that it's okay somehow to take out your anger on them.

Q In the last decade, Canadians have become increasingly aware of youth-related issues and crimes. What concerns do you have about how youth are perceived today?

a What I see in young people is the same thing that you're always going to find in every generation of young people: first, a desire to know that they are loved and cared for and, second, that they are people that are acceptable — that as they grow up into adults, that they're going to be okay. Those two questions are always in the background of everybody's life growing up and I think that's just a human condition.

But I think when you grow up in a society where parents are divorced and families are blended, there seems to be an emphasis on revenge as the way to deal with problems.

You're bound to have young people who believe in living that way. We have to ask ourselves a lot of questions. For example, do we really want to have an entertainment system that, nine times out of ten, premises whatever is happening upon revenge? That's just one example of some of the things that have changed for us.

I think young people have to understand that they are going to be okay and that they don't have to put somebody else down to make themselves feel better. Every person deserves to have respect paid to them.

It doesn't mean they have to be your best friend, it just means that we have to learn to respect and honour people — even the ones that aren't our favourite people. Just because we disagree with them, or we don't

think they fit in, or they're strange to us, we don't have the right to damage them. That seems to be the premise that a lot of young people hold to today.

Q How do we encourage Canadians to take responsibility, through their own actions and behaviours, to stop bullying and violence?

a That's a huge question because the Canadian nature is to not get involved, to not put ourselves on the line if we're not being directly impacted. In other words, if I'm comfortable in my little space in my part of the world, I don't want to rock any boats because it might cost me something. And that has to change.

We have to understand that the issue of bullying and disrespect leads to violence, and that is going to affect everybody.

So all of us has to take responsibility, all of us has to be part of the solution. And the solution is always going to rest upon the concept of showing care and compassion for every other person, regardless of whether one likes them or not.

Q A Web site, Bullying.org, has been dedicated to your son. What are your thoughts on this Web site?

a A lot of people have written things and kids have provided some interesting perceptions. The more people that are talking about the issue, hopefully, the more it gets addressed. It's certainly better than sweeping it under the carpet and pretending it doesn't exist.

So Bullying.org — and I think there are other sites — are trying to help kids deal with the issue of bullying. Now, talking about any problem is just that: it's talk. It's always going to take some action to make changes, but talking is the place we all start. ■

The Battle Against Bullying *from cover*

Research suggests a significant minority of Canadian youngsters like Tricia Moffitt are teased and tormented on playgrounds, in schoolyards and even in their own homes — places where they should feel safest. In a 1997 survey of nearly 5,000 Canadian children in Grades 1 to 8, six percent said they had bullied others more than once or twice in the past six weeks, 15 percent said they had been victims of bullies, and two per cent they said had been both bullies and bullied.

It's unclear whether the incidence of bullying is on the rise, but a number of high-profile cases have recently brought the issue to the forefront of public attention. As a result, there are now extensive efforts to understand what causes it, and what impact it can have on victims, bullies and bystanders — in both the near and longer term.

For many children and youth, bullying takes the form of taunts, isolation or rejection — the upturned nose of the school's most popular girl, leading her whispering acolytes past the child judged uncool and invisible.

More severe bullying can include threats and intimidation (either in person or, increasingly, in electronic chat rooms or over e-mail), extortion, swarming, theft and even assault. In the extreme case of 14-year-old Reena Virk of Victoria, the bullying escalated to murder.

Young and old

Most bullying happens among children, some as young as tots, in the sandbox. Younger children are more likely to be victims of older bullies, while older kids are more likely to be the same age as their bullies. And sometimes, young people — including volunteer referees and coaches for house league sports teams — are victimized by particularly aggressive and insensitive adults.

Margaret Shaw, director of the International Centre for the Prevention of Crime in Montreal, says the consequences of bullying can be

grave, both for victims and bullies. Victims, for instance, often develop serious self-esteem problems that can lead to eating disorders, poor health and even suicide.

Emmet Fralick, a 14-year-old Halifax student, killed himself in April 2002 after allegedly being bullied by a girl at his junior high school. Vancouver-area bullying victims Hamed Nastoh and Dawn-Marie Wesley, both 14 years old, committed suicide in 2000. In rare instances, such as the 1999 school shootings in Columbine, Colorado and Taber, Alberta, long-time victims can strike out in a murderous rage.

Bullies, too, suffer serious consequences. Many drift into unhealthy and reckless habits, including substance abuse and domestic violence, and are apt to run into conflict with the law.

Andrew Plevoets knows first-hand the harm that bullying can cause — since he was one himself.

"I bullied everybody," recalls the burly, bearded 18-year-old. "All ages; both sexes. It progressed to school fights, street fights, bar fights, drugs and gang violence."

The Montreal resident says his behaviour was a form of rebellion against an overly strict upbringing, coupled with an inability to express his emotions. "I was tired of feeling pain," he explains. "I wanted somebody on the outside to feel the pain that I was feeling on the inside."

Out of school, on the street and into heavy drugs by the time he was 15, Plevoets recognized he was in trouble. "I didn't want to end up in jail, because my (gang) rivals would kill me," he says. And so he reached deep within himself for the strength to change.

He did it alone and admits it took a long time to succeed.

But today, other youth are benefiting from his experience. In addition to spreading the anti-bullying

message through school visits and public speaking, Plevoets helps teach disenfranchised youth to communicate their emotions (and learn a marketable skill) through writing and photography.

Power of prevention

Experts agree that the best way to cure bullying is to prevent it in the first place. And that requires recognizing it, understanding it and acknowledging it as a problem.

Sometimes, it's just a case of a teacher or other authority figure observing a problem and confronting it.



Michelle, 16, United States

Bernie Loeppky, a Grade 7 teacher in Plum Coulee, Manitoba, for instance, remembers how the bullying phenomenon first came to his attention. A girl who had moved to the community in the fourth grade continued to be shunned, taunted and harassed by her peers several years later. The children bullied her relentlessly — her obvious vulnerability and tendency to cry merely aggravating her classmates' hostility. Her parents eventually withdrew the child and schooled her at home.

Today, Loeppky takes a more proactive approach, including candid discussions with his students about safety and the right of each student to speak out in class or participate in school sports and activities without fear of insults or derision.

As a practical exercise, Loeppky has his pupils assign confidential "safety ratings" to each of



their peers, indicating how comfortable they feel in the student's presence. The results are divulged privately to the children, and Loepky recalls with a chuckle how one of the school's coolest jocks reacted to an extremely low safety rating: "The kid was stunned. He didn't have a perception of himself as hurtful or intimidating."

School boards and community organizations throughout Canada are beginning to implement a range of prevention programs. While it may be too soon to assess their effectiveness, observers say early indications are positive.

In the Yukon, Const. Chuck Bertrand, a 28-year veteran of the RCMP, has been making the tour of the territory's schools for a decade. While initially focusing on substance abuse and other dangers, Bertrand recognized that bullying had become a serious problem that merited its own response. As a police officer, he sees bullying not as a squabble among kids — something to be indulged with good-natured tolerance — but as a violation of the law.

"We don't often call it what it is, but just think about what it really is, or can be: Extortion, assault, threats, any number of *Criminal Code* offences."

Turning out the lights

And so he developed a kind of travelling puppet show to help elementary school children understand the nature and consequences of bullying. Using finger puppets and a bigger dog named Hugo, Bertrand explains how bullies thrive on the attention they gain from bystanders; take away the applause, and bullies have no one to perform for.

He teaches kids to either walk away from the bully, or stand alongside the victim in a silent wall of support. "If you're part of the solution, you're not part of the problem," he observes.

Nancy Domotor, a team supervisor at the White Buffalo Youth Lodge in Saskatoon, uses a similar approach. "We say 'Take a stand or walk away,'" says Domotor. With much of the bullying occurring among adolescent girls, counsellors at the Métis

recreation centre teach young people the "Rosie Walk," adapted from a self-confident cartoon duck who ignores her tormentors and waddles off, her bill held high.

Domotor says the line between victims and bullies is often blurred among the kids she works with. "Most of the victims are also bullies. Somebody picks on them, then the next week, they turn around and pick on somebody else."

Many troubled youth come from troubled homes and lack the self-esteem, assertiveness and basic social skills necessary to resolve conflicts or defuse aggression in a peaceful manner, she notes.

"A lot of them are just acting out what they see at home. They don't know any different — that's how they solve their problems. But if we give them the skills, they can unlearn that kind of behaviour."

Experts aren't sure what triggers bullying, although most feel that bullies are made, not born. Psychologist Dr. Peter Jaffe blames

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Seek out solutions

Community leaders, teachers, academics, police and other concerned citizens are working with non-governmental and governmental organizations like the National Crime Prevention Centre to prevent or counter bullying. These efforts build on a growing body of research, as well as numerous anti-bullying projects or strategies already operating in communities across Canada.

Evidence shows that the most successful approaches share certain elements. For example, they should:

- ✱ **Start early** — Patterns of bullying behaviour can begin in the sandbox and take shape for life;
- ✱ **Avoid labelling kids** — Just as children can live up to positive expectations, so can they adopt the role of troublemaker, if that's what they're used to being called;
- ✱ **Encourage participation** — Children in clubs, sports, art and other supervised activities have less opportunity to be bullies, and victims have a safe place to make friends;
- ✱ **Be comprehensive** — The entire school, from the principal to the janitor, should know where bullies gather, guard against aggressive behaviour, and be prepared to intervene;
- ✱ **Be empathetic** — Victims of bullying should know that adults will reach out to them, listen, maintain their confidence and privacy, and act in their best interest;
- ✱ **Have appropriate consequences** — Bad behaviour should prompt a response, such as the withholding of privileges, that is rapid, measured and — most important of all — clearly stated and understood in advance;
- ✱ **Be long-term** — If one strategy doesn't work, try another, because simply expelling an offender just shifts the problem to someone else's shoulders.

The Battle Against Bullying from page 5

society's acceptance — even glorification — of violence in professional sports, films, TV, video games and rap music.

Toxic influences

"We're raising children in a toxic environment," laments the father of four boys, noting that by the time they graduate from elementary school, children will have seen 8,000 murders and 100,000 other acts of violence in the media. Such signals desensitize children, and even if a child does not *become* a bully, he or she becomes less likely to intervene to stop bullying among others.

Jaffe, founder and director of London, Ontario's Centre for Children and Families in the Justice System, is pushing for a five percent tax on violent video games, with the proceeds being channelled back into prevention programs in schools. "We've banned lead poisoning; we can ban media poisoning," he argues.

There is some evidence, especially among boys, that stronger, bigger, more assertive children learn early that they can have their way by dominating others. If this sort of behaviour is not corrected, it can lead to bullying. Among

girls, a capacity to manipulate can be the deciding factor in the formation of a bully.

Either way, Ottawa Police Const. Gina Rosa, a regular fixture in local schools, says communication is the key to curbing bullying. "We tell them to make eye contact with an adult and to make sure somebody listens."

Rosa also underlines the importance of using the correct terms, since misuse of the language can exacerbate the power imbalance between victims and perpetrators. "By Grade 4, we call it assault," she says. What's more, she talks of *reporting* instances of bullying, because colloquial terms like "ratting," "squealing," "tattling" or "finking" are clearly pejorative and discouraging to the child trying to gather up the nerve to stand up to a bully.

Older young people can also play a role in protecting children from bullies. Peter McGregor, a Grade 12 student at St. Matthew High School in Ottawa, volunteers as a peer helper, reaching out to vulnerable pupils in the middle grades.

McGregor, an articulate and outgoing young man, draws on his own experience as a bullying

victim. He recalls being shunned as "an outcast, a loser" when he joined the school in Grade 7. "It was horrible. I was so depressed and miserable."

Fearing an escalation of the isolation and name-calling, McGregor avoided telling his parents or a teacher about the situation. Instead, he suffered alone until Grade 10, when the maturing of the students around him eventually put an end to the wrenching experience.

But McGregor concedes his silence was a mistake. "Talking about it would have slowed it down at least. If it could have averted it for even five minutes at a time, it would have been worth it."

Tricia Moffitt, the victim of malicious e-mails, also admits that her biggest regret was not having spoken up sooner. "I should have known I could trust my parents." ■

Nicole Baer is a freelance writer in Ottawa.

Tips and Tools

Definition of Bullying Psychologists define bullying as a power relationship carried on by one individual or a group of individuals towards another person. Bullying does not necessarily need to be brutal or physical violence. Rumours, threats, hurtful words also lead to feelings of rejection.

Kinds of Bullying

- Teasing
- Hair pulling
- Pushing
- Pinching or touching without consent
- Insulting somebody by making crude, sexist, racist or homophobic remarks
- Spreading rumours
- Threatening looks, unsightly gestures
- Writing unpleasant things about somebody (on paper or by e-mail)
- Threatening or scaring somebody
- Stealing, "taxing" (extortion of money and personal items)

Symptoms of Bullying

- Feelings of rejection
- Low self-esteem
- Poor grades at school
- Isolation, withdrawal
- Aggressiveness, nervousness, extreme sensitivity
- Fear or refusal to go to school
- Inexplicable cuts and bruises
- Never inviting friends over at home
- Constantly asking to be driven to school



Worth Remembering

FYI

Every **7 minutes** someone is bullied on the playground.¹ Every **25 minutes** someone is bullied in the classroom.²

¹ The Canadian Safe School Network. "Facts on Bullying". 2002 www.ccsn.org

² Ibid.

June 2002

David Knight, a 17-year-old Ontario student, launches a lawsuit against three bully "ringleaders," former principals, vice-principals and the Halton District School Board after he and his 16-year-old sister faced years of relentless psychological abuse from schoolmates.

November 10, 2000

Dawn-Marie Wesley of Mission, B.C., hangs herself with a dog leash in her bedroom. Terrified of her female tormentors, she saw death as her only way out:

"If I try to get help, it will get worse,"

her last message read. Last year,

a B.C. judge convicted one girl of criminal harassment.

March 2000

Hamed Nastoh, an honour roll student

with a seemingly rich, bright future ahead, leaps

to his death off a bridge in New Westminster, B.C.

In his suicide note, Nastoh said he had been tortured by bullies.

April 28, 1999

Jason Lang, a 14-year-old Taber boy, is shot to death and another student is critically wounded. The teenage gunman, sentenced to three years

in jail for the killing, was apparently the target of bullies since

he first entered school. He said he planned the shooting out of revenge,

though he did not know his eventual victims.

November 1997

Reena Virk is beaten to unconsciousness and drowned near Victoria. A boy was later convicted of second-degree murder. Six girls were convicted of aggravated assault. The murder conviction of a young female was overturned on appeal (February 2003), and a new trial was ordered.

Targets for Bullying

- Choice of clothing
- Physical differences or faults (fast, slow, big or small development)
- Distinctive characteristics of parents (different education from other parents of the region, religion, origin, language)
- Nutritional habits
- Speech impediments
- Introverted personality, solitary person

What Children Should Do

- Do not answer back with verbal violence
- Ignore the insults by walking with your head up high
- If you witness bullying towards another student, it is best to immediately refer what you have seen to an adult.

What Parents Should Do

- Discuss the problem with your child and try to obtain the name of the bully
- Discuss the problem with the teacher and the principal of the school

- Advise the child but try not to do everything in his or her place
- Guide the child towards out-of-school activities
- Do not encourage verbal or physical violence as a suitable means of defence
- Do not trivialize the problem, take it seriously

(Source: Mia Lambert, *Jeunesse J'écoute* and Annie Fernandez, *Le Journal de Québec*)

This information has been adapted from a series of articles which appeared in Le Journal de Québec the week of September 3, 2002.

Making a Difference:

by Wendy M. Craig and Debra J. Pepler

Canada is ready for a national initiative on bullying.

Growing concern about the effects of bullying has prompted other countries, such as Norway and England, to initiate national campaigns to prevent this form of abuse.

In Canada, as in Norway (which has led the world in responding to bullying), there have been many severe cases of Canadian children who have died or have been seriously hurt by bullying. These tragedies have led to a recognition of the seriousness of bullying problems for both bullies and their victims.

Currently in Canada, there is a groundswell of activities at local, provincial and national levels to prevent bullying and victimization.

Although these activities indicate a strong commitments to address the problem, they tend to use diverse assessment tools, and operate in isolation without a mechanism to exchange information.

If all Canadian children are to have the right to be safe from bullying in their homes, schools and communities, then it is necessary for Canada to develop a national initiative on bullying.

Such an initiative would assess the extent of the problem, build awareness, change attitudes, develop policies and implement empirically-based strategies.

The initiative would be launched through national organizations; however, specific programs must be designed and implemented by and for local communities.

Bullying is a community problem that takes place everywhere children live. A response to bullying, therefore, must involve coordination across many agencies, organizations and contexts to ensure that children and youth are supported in any setting.

Such an initiative would not only improve the lives of our children, but it has the potential to prevent crime and associated mental health problems throughout adolescence and adulthood.

There are four principles that should guide such an initiative in Canada.

Principle 1: Universal Guidelines

A theoretical framework is essential to understanding bullying and implementing effective solutions.

Bullying is a relationship problem that involves power and aggression. The forms of bullying that children use depend on their social skills, social understanding and development.

Effective interventions need to begin early, as problem behaviours emerge, rather than when they are well established. To be effective, interventions must focus beyond the children who bully and are victimized to include their peers, schools, parents, communities and Canadian society at large. There must be efforts to coordinate the process of change within all the settings in which children and adolescents live.

This can be accomplished through public education campaigns that involve the media, technology such as the Internet, and which lead to coordination among organizations.

To debunk the myths associated with bullying, it is essential to highlight the issue of power in bullying, the distress it causes victims, and the positive and negative aspects of power in the lives of all Canadians. (Bullying is an example of negative power, while positive use of power may be a powerful individual helping others who are in trouble.)

As in Norway, Britain, and other countries, public education must be accompanied by policy development. This includes policy initiatives at local levels (within schools, communities and municipalities), at provincial levels (within ministries of education, social services and health), and at the federal level.

Principle 2: Recognition of the Problem

To effectively prevent or intervene in bullying, it is essential that we understand all aspects of the problem. Therefore, we need to assess the extent of bullying in Canada and its associated social, emotional, psychological, educational and physical problems.

Our research reveals that not all children are equally at risk for involvement in bullying and/or victimization. 75 to 80 per cent of children are relatively uninvolved as the perpetrator or victim of bullying (although they are negatively influenced when they watch bullying). For these children a standardized program would likely be effective in changing their behaviour and engaging them in preventing bullying.

Approximately 10 to 15 per cent of children are directly involved in bullying at least occasionally and experience some negative effects. These children might require support beyond a standardized, universal intervention.



Towards a National Initiative on Bullying

Finally, approximately 5 to 10 per cent are involved in frequent and serious bullying problems. These children have the most significant adjustment difficulties and require the most intensive intervention.

The first step in developing effective interventions for bullying is to recognize the extent of the problem for boys and girls at each stage of their development (childhood, preadolescence and adolescence), as well as in the various social contexts in which they live.

There are few standardized tools or assessment packages to evaluate children's risks of involvement in bullying and/or victimization (who, when, where, what, and how much), family factors (attitudes, conflict, communication), peer factors (attitudes, inclusion, empathy, strategies), school factors (policy, strategies, monitoring, commitment), community factors (communication, partnerships, links within community), and societal factors (respect, acceptance, support, protection for children and youth).

The development of a standardized assessment package that could be tailored to specific needs would facilitate the recognition of the problem and planning of interventions.

Principle 3: Evaluation

Once implemented, the initiatives addressing bullying should be empirically evaluated so that best practices can be identified.

Currently, there is limited data available on the many intervention programs in place in Canada. What is therefore required is a common set of assessment tools for program development and evaluation.

With an assessment framework, the effectiveness of programs and various strategies within programs can be demonstrated and replicated in other sites across Canada.

Principle 4: Communication and Coordination

A primary goal of such a national initiative would be to create a network for sharing knowledge and effective strategies.

Currently, the National Crime Prevention Strategy has funded over 100 projects aimed at reducing bullying. What is missing is a forum for sharing information on current research, understanding and practices developing in the various projects, as well as the challenges and logistics of mounting effective bullying programs.

A national mechanism for exchanging expertise, knowledge and effective strategies would provide a framework for sustaining and strengthening the numerous initiatives currently underway to prevent bullying and victimization among children and youth.

A Web site with links to existing web pages and list servers could create an opportunity for the exchange of ideas and current resources. To maintain long term commitment and change, regular conferences could be held to highlight effective programs in various Canadian contexts.

Responsibility and Leadership

The UN Convention on the Rights of the Child says adults are responsible to protect children from all forms of violence. Bullying and harassment constitute abuse at the hands of peers and violates the rights of children and youth.

FYI

On average, it takes less than one minute to bully, but the emotional scars last a lifetime.¹

¹ Luorusso, Angela (August 2000). *Bully Prevention Program*. Community Resource Centre of Goulbourn, Kanata and West Carleton. <http://adult.cca-canada.com/press/bullyingfacts.pdf>

The time has come for individuals, families, schools, organizations and governments to demonstrate responsibility and leadership in addressing problems of bullying and victimization in Canada.

A national campaign to raise awareness and support both the perpetrators and victims of bullying would ensure that all children and youth in our society have the democratic right to feel safe and protected from abuse at the hands of their peers at home, school and in the neighbourhood.

If we as a society are committed to reducing violence and ensuring the health and well-being of our children, we must address this form of aggression. By preventing and addressing the problems of bullying and victimization in childhood and adolescence, we will contribute to the efforts to build a secure and equitable society. ■

*Debra J. Pepler is a Professor and Director of LaMarsh Research Centre on Violence and Conflict Resolution at York University in Toronto.
Wendy M. Craig is an Associate Professor, Department of Psychology, at Queen's University in Kingston, Ontario.*

TV Ad Teaches Kids to *Walk Away*

by Marc Gushue

A new public service announcement takes aim at the bully bystander: the individual who watches incidents of bullying without taking action.

While a great deal of information is available on bullies and their victims, little has been done to address the bully bystander who, inadvertently, contributes to bullying through apathy.

The commercial is an initiative of Concerned Children's Advertisers, a non-profit organization of 24 Canadian companies which market and advertise products and services to children and their families.

"Bullying affects just about every child in Canada, either as a victim, bystander, or bully," notes Cathy Loblaw, president of Concerned Children's Advertisers.

"Our hope is that this commercial will help children understand that by doing nothing — just standing there and watching — they are actually contributing to the problem. We want to help kids realize that they also have the power to play an important role in putting an end to bullying."

That role, simply put, is to "walk away," which is also the title of the TV ad.

The ad begins with a close-up shot of a young bully who is verbally assaulting and threatening someone. However, the camera slowly pulls

away (much like a bystander walking away) to reveal that the bully is alone in a schoolyard.

The bully begins to kick and throw punches into the air while the camera continues to pull away, demonstrating the absurdity of bullying when there are no spectators to fuel it.

The ad ends with a voice-over message to bystanders:

"Bullies just want to show off. But if everyone walked away, imagine how silly bullies would look! Walk away. Tell someone. Because bullies aren't bigger than all of us."

Produced in partnership with the National Crime Prevention Strategy and advertising agency Publicis, the public service announcement was designed to reach children aged 8 to 10. It began airing in May 2002 and can be seen on both English and French language TV stations, during prime viewing hours for children and family.

"Bullying is a growing problem and the team at Publicis is proud to partner with Concerned Children's Advertisers to curb it," says Duncan Bruce, executive creative director of the Montreal ad agency. "Donating our creativity and insight is a small price to pay to help make our playgrounds a safer place for kids."

Research has shown that bystanders can reduce the incidence of bullying; when they intervene,





bullying stops within ten seconds, 57% of the time. Unfortunately, bystanders attend to victims or intervene only 25% of the time; 75% of the time, they reinforce bullying by passively watching (54%) or imitating the bullying (21%).

Along with the TV spot, Concerned Children's Advertisers has also developed a range of anti-bullying educational materials for teachers and parents. They include a bullying fact sheet that defines bullying and the role of peers, a list of tips for parents and coaches, and a list of tips for children. They are available at www.cca-kids.ca.

Further research by Concerned Children's Advertisers, in concert with the National Crime Prevention Strategy has recently begun, in preparation of the second phase, and the second public service announcement in the three-year public education campaign. ■

Marc Gushue is a former Communications Officer for the National Crime Prevention Centre in Ottawa.

FYI

The majority of bullying occurs in or close to school buildings.¹

¹ Seddon, C., Mclellan, A., Lajoie, G., *How Parents Can Take Action Against Bullying*. Coquitlam, BC, Bully B'Ware Productions, 2000, pp 123.



Viktor, 10,
Sofia, Bulgaria

www.bullying.org



Chanelle, 12,
Port Nolloth, South Africa

www.bullying.org

Let's Stop Bullies!

The Public Legal Education and Information Service of New Brunswick (PLEIS-NB) has recently released a bilingual resource kit entitled *Let's Stop Bullies!*

The package includes an Activity Book for children aged five to eight and a Guide for Parents and Other Adults.

The Activity Book follows the story of a young skunk named Aspin. The victim of a neighbourhood bully, Aspin eventually becomes a bully himself. The activities explore the subject of bullying, how it makes people feel, and strategies for children who are victims or bystanders.

The Guide for Parents and Adults explores the different ways that bullying is manifest within different age groups, examines the signs to watch for, and lists additional resources for further information and support. These materials are designed for use in conjunction with the children's Activity Book, so that children and adults can learn about bullying together.

These resources were developed by a volunteer committee made up of community and government representatives. Members included local policing agencies, the RCMP, the Military Family Resource Centre, educators, Block Parents, the Crime Prevention Association of New Brunswick, PLEIS-NB, the National Crime Prevention Strategy, the New Brunswick Department of Public Safety, and the local Sexual Assault Crisis Centre.

For more information on the Public Legal Education and Information Service of New Brunswick, visit www.legal-info-legale.nb.ca

The Reena Project: A Reflection on Bullying

by Robin Barcham

“She was an angel: sad, beautiful, different, unique...”

These words are from *Outcasts and Angels*, a play that tells the story of Reena Virk, a young girl who might be alive today, if just one person had acted to save her.

It was November 1997, when Canadians were shocked by the news of a deadly incident of bullying.

In the small community of Saanich, British Columbia, 30 young people watched as Virk, a 14-year-old South Asian high school student, was brutally beaten and killed. Seven girls and one boy assaulted her. She was then thrown by two teens into the Gorge Waterway, where she later drowned. Six girls were later convicted of assault and one teen of second-degree murder. The murder conviction of another was overturned on appeal and a new trial ordered.

Reena’s death was violent, deliberate and cruel.

While the crime horrified a nation, it also motivated a community to explore and understand the issue of bullying.

After learning of Virk’s death, Elaine Carol, a professional artist and community developer, realized that, “we had to do something and do something now.”

Carol teamed up with Jules Rochielle, an artist, activist and Web developer, to create Miscellaneous Productions, a non-profit society that unites art and the community. The two worked to create The Reena Project: *Outcasts and Angels*. While the theatrical production was



The young people in the cast of “Outcasts and Angels” explore some aspects of teen life in Richmond. First row, left to right, Bryan Krahn, Shayne Reilly, Adam Dunfee; second row, Namrita Hayer, Alexandra Billingham-Tessier, Emina Skrijelj, Kaoru Matsushita, Lecayle Hubert; third row, Danielle Ow, Catherine Chiu and Jessica Phillips.

photo: Daniel Collins, Photographer/Publicist



created in memory of Virk, its focus was to explore and understand bullying.

In order to address bullying, as Carol explains, "we need to listen to what the youth have to say about it."

With the support of the National Crime Prevention Strategy and other community funders, the Reena Project produced a theatrical performance on bullying, as well as an art display using colourful costumes, props and photos from the play, and a Web site.

Over 500 people attended the performance at the Gateway Theatre in Richmond, British Columbia, which ran from September 14 to 22, 2001, and over 5,000 attended the art display. A videotape documentary of the making of *Outcasts and Angels*, now nearing completion, will be distributed to youth film and video festivals.

"The youth were the true focus," says Carol. The program used an "adult mentorship and youth initiative model," where youth are partnered with adults to form artistic and technical teams. As a result, "the authentic voices of the youth were able to shine through on these issues."

Youth aged 13 through 19 from diverse backgrounds (including at risk youth) served as advisors, performers/artists, technicians and community builders.

Partnerships with community organizations also added to the success of the project. "By working with community-based groups, community associations, parents, teachers, professional artists, mental health workers, psychologists, youth organizations, and federal, provincial and civic

government personnel," Carol explains, "we were able to empower the young people involved, by creating a diverse, multi-cultural, multi-aged community where one did not exist before, and increased youth self-esteem in the process."

The Reena Project also took a hard look at the root causes of violence that lead to bullying.

"Bad Daddies and Beaten Down Daughters," a segment of *Outcasts and Angels*, presented in the form of a game show, demonstrated how abusive fathers can influence young girls to become bullies.

Before turning to the audience to choose the most abusive father, the talk-show host explains, "Yes, yes, ladies and gentlemen, it's been proven in study after study, in group homes far and wide, in treatment centres throughout the world: girls who perpetrate violence are always the product of a home where a threatening father or father figure resides."

Indeed, according to the National Crime Prevention Strategy, children who are exposed to interpersonal violence in the home may also learn to use violence in their own lives.

For audience and participant alike, the subject matter brought a new perspective on the issue of violence and victimization. Said one participant: "It made me more aware that we have to get a lot of people to support and help deal with the problem and not be in fear of it. I realized it's

out there and a lot of people need to stand up to it."

Outcasts and Angels ends with a question: "What are you in the community doing to stop bullying? It's not just about kids; adults have got to get involved TOO! Everyone has a responsibility for the bullies as well as the victims and survivors of bullying. So, what are you going to do about it?" ■

Robin Barcham is a Communications Officer for the National Crime Prevention Centre in Vancouver.



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Building Safer Communities

Here, in his own words, is the bullying experience of a Secondary I student at a high school in Quebec:

"To me, bullying is when someone makes you feel inferior and takes advantage of you because you're smaller. It's when someone threatens you and tries to make you afraid.

"I'm new at secondary school. I'm already disgusted at seeing people get bullied. A friend of mine calls our school "a school for crazies" and I agree with him. Every day you can see people being shoved into lockers and threatened.

"A friend of mine was threatened by a guy who tried to hit him in front of a teacher. The teacher didn't react. The police even got involved, but that didn't settle anything. He threatened at least three teachers and told them off. He was suspended for a week and then he came back to school and started up again. Frankly, I think the administration shouldn't tolerate that kind of thing."

Xavier

BY THE NUMBERS

1 From 1998–1999 there were 5,369,716 students enrolled in elementary and secondary schools in Canada.

2 In a youth survey done in June 1999, 24 per cent of youth aged 12 to 18 believed that there had been an increase in the amount of school violence in the past five years, while 41 per cent believed that there had been no change in the amount of violence in their school.

3 A study last year in the *Journal of the American Medical Association* found that a third of North American children in Grades 6 to 10 are involved in bullying.¹

4 Once every seven minutes, someone is bullied on the playground; once every 25 minutes in class.²

5 In 85 per cent of the bullying episodes, peers are present. Adults seldom witness or have the opportunity to intervene in bullying.³

6 When peers do intervene, bullying stops within ten seconds 57 per cent of the time.⁴

7 80 to 90 per cent of students indicate that watching bullying makes them uncomfortable.⁵

8 Most bullying goes unreported because the victims feel that nothing will be done and they might receive greater retaliation next time.⁶

¹ Anthony, Lorraine. "No one wants to admit to being a bully or to raising one." *Canadian Press Newswire*. September 27, 2002.

² Craig, W.M. and Pepler, D.J. (1997). "Observations of bullying and victimization in the schoolyard." *Canadian Journal of School Psychology*, 13, 41–60 <http://adult.cca-canada.com/press/bullyingfacts.pdf>

³ Pepler, D.J. and Craig, W.M. (April 2002). *Making A Difference in Bullying* <http://adult.cca-canada.com/press/bullyingfacts.pdf>

⁴ Pepler, D.J., Hawkins, D.L., & Craig, W.M. (2001). "Naturalistic observations of peer interventions in bullying among elementary school children." *Social Development*, 10, 512–527.

⁵ Pepler, D.J., Hawkins, D.L., & Craig, W.M. (2001). "Naturalistic observations of peer interventions in bullying among elementary school children." *Social Development*, 10, 512–527 <http://adult.cca-canada.com/press/bullyingfacts.pdf>

⁶ Lajoie, G., McLellan, A., Seddon, C. *Take Action Against Bullying*. Coquitlam, BC. Bully B'Ware Productions, 2001.



One by One We Get Along

by Lisa Appleby

As the children stand in class, they practice what they need to do if someone bullies them. They repeat the mantra “Head up, shoulders back, hands at your side, big voice,” to remind children to stand proud when being bullied.

They then prepare to put on their bully-proof suit, a special suit from which mean words bounce off. When asked what they have to be on the playground, they all say in unison “bully busters.”

These and many more strategies to effectively deal with bullying are taught in the six-week “One by One We Get Along” Bullying Prevention Program, being delivered successfully in five schools in the Guelph, Ontario region.

The program has been funded by a grant from the National Crime Prevention Strategy and the Wellington Dufferin Task Force on Youth Violence, and is administered by the John Howard Society.

Although bullying continues to be a serious and underreported problem, the program aims to empower all children, teachers and parents to become involved in working together to stop bullying.

The program is delivered to students aged 5 to 8 in their first four years of school, when patterns of bullying begin to form. The program is organized in six sessions, which include a variety of activities such as story telling, creative activities, songs, role-playing, discussions and a puppet play on bullying called “Fudd the confident troll learns to be bully free.” It helps build important social skills to increase children’s resilience to bullying, including friendship, self esteem, understanding feelings, conflict resolution and appreciating differences.

“One by One We Get Along” also emphasizes the role of the children who often witness bullying on the playground, but who seldom intervene. Children are taught instead to be “bully busters:” these children look out for bullying on the playground and report the bullying to an adult or take a stand and speak out when situations occur. They also become a friend to the target of the bullying.

But empowering children is only part of the solution — another important element of the program is also to teach parents and educators effective ways to prevent bullying. Parents receive tip sheets to help them reinforce the skills learned at home, as well as warning signs that their child is being targeted by a bully or is a bully.

Children have so much power to stop this problem, and this program really gives them the opportunity to be heard and to make a difference in the lives of others. ■

Lisa Appleby works at the John Howard Society in Guelph, Ontario.

From our Readers

It is heartening to know that other organizations around the country have taken an eager interest in protecting and building social capital in our communities, be it through neighborhood safety and awareness, or crime and drug prevention. We applaud your initiative.

With regards to the Spring 2002 newsletter, I would specifically like to draw attention to the articles, *Street Culture Kidz* and *Drugs and Crime: Breaking the Cycle*. It seems that a great deal of emphasis has been put on alternative methods to solving complex problems that continue to pervade society. I was thoroughly impressed by the mandate behind the Street Culture Kidz Project. “We don’t impose our options on them. We don’t have a design on their outcome other than to support them to achieve their identified goals.”

This concept represents a much needed break from methodologies that, in the past, have served to create change for our children, rather than foster an environment where they themselves can take the initiative. The article has a strong, clear message, and one that should inspire other programs to develop across the country.

*Sima Joshi, Public Policy
MADD Canada, Mississauga, ON*

FYI

Every day in Canada, thousands of youth are afraid of going to school because of the fear of being bullied.¹

¹ The Canadian Safe School Network. “Facts on Bullying”. 2002 www.cssn.org

Resources to Take Action Against Bullying

BOOKS



Take Action Against Bullying, Bully B'ware Productions, 1997. This book is designed to complement the Bully B'ware video "Take Action Against Bullying" or to be used as a resource on its own. It contains information about bullies and victims, and offers advice on how to teach anti-bullying techniques in the classroom or school. Bully B'ware Productions: Telephone: (604) 936-8000 or 1-888-552-8559

How Parents Can Take Action Against Bullying, Bully B'ware Productions, 2000. This book is for parents who are concerned that their child may be targeted and/or victimized in schools and in extra curricular activities. It gives parents valuable information on the topic as well as how to best handle any concerns they might have for their children. Bully B'ware Productions: Telephone/Fax: (604) 936-8000 or 1-888-552-8559

The Safe Child Book: A Common Sense Approach to Protecting Children and Teaching Children to Protect Themselves, by Sherrill Kraizer, Ph.D., Fireside Books/A Simon & Schuster Trade Paperback Original, 1996. This book walks parents through all the steps to protect children from abuse, abduction and risk in non-supervised settings. It demonstrates how the process can begin from the time your children are just a few months old through high school.

New Perspectives on Bullying, by Ken Rigby, Jessica Kingsley Publishers, London: 2002. Exploring bullying in the broadest of contexts, this book draws upon the recorded experience of people in diverse circumstances and different periods of history and on contemporary research in a wide variety of disciplines. It is a critical look at what is being said and written about bullying.

Stop the Bullying: A Handbook for Teachers and Parents, by Ken Rigby, ACER, Melbourne: 2000. Designed so that members of the school community can examine what is required to stop bullying in schools and decide what is best for their school, this book provides advice and suggestions on different aspects of bullying intervention and activities in schools.

Don't Laugh at Me, by Steve Seskin and Allen Shamblin, Tricycle Press. This illustrated story-book is an excellent tool to teach young children about bullying.

Focus on Bullying: A Prevention Program for Elementary School Communities
The purpose of this manual is to assist schools in developing and implementing a detailed action plan that strengthens the physical, social, and psychological safety of schools and reduces the incidence of bullying. Available on line: www.bced.gov.bc.ca/specialed/bullying.pdf

Violences entre élèves, harcèlement et brutalité, by Professor Dan Olweus. This book outlines the various aspects and solutions that are available to educators, teachers and parents who are dedicated to the fight against youth violence.

And Words Can Hurt Forever, by James Garbarino and Ellen deLara, The Free Press. A guide for parents and teachers that helps them protect kids from all forms of bullying, this book uncovers the startling extent of emotional cruelty and counters the nursery rhyme's myth that words don't hurt. Through hundreds of interviews, the authors provide perspectives on the thinking of adolescents and the strategies they use to keep themselves safe during the day.

The Bully, the Bullied and the Bystander, by Barbara Coloroso, HarperCollins Publishers, Ltd. This book examines all the parties involved in bullying so that parents might better recognize their children as victims, bystanders and, yes, bullies.

Bully in Sight: How to Predict, Resist, Challenge and Combat Workplace Bullying, by Tim Field. This book validates the experience of bullying when everyone else is trying to deny it. It is free of jargon and provides practical advice. The resources section contains suggested sources for further help.

Tackling Bullying in your School: A Practical Handbook for Teachers, Eds. Sonia Sharp and Peter K. Smith, Routledge, London: 1994. This book provides teachers and other educational professionals with an accessible, yet comprehensive and detailed guide to tackling bullying in schools. It gives essential facts and figures about the problem of bullying behaviour and then offers step-by-step descriptions of strategies and activities for dealing with it.

WEB SITES

Bully B'ware Productions
www.bullybeware.com/



Bully Online
www.successunlimited.co.uk/bully/canada.htm
The Web site of the UK National Workplace Bullying includes resources, information and contact details for organizations and individuals tackling bullying worldwide.

Safe Child Program Bullies Page
www.safechild.org/bullies.htm
This site provides useful resources for the prevention of bullying and interesting facts about bullies and victims.



**Bullying in Schools and
What to do About It — Dr. Ken Rigby**
www.education.unisa.edu.au/bullying/

This Web site reviews recent developments on bullying and harassment as well as the practical suggestions that are being used to overcome these problems. It provides access to other Internet sources on bullying and various related articles.

**Colorado Institute for Conflict Resolution
and Creative Leadership**
www.balarad.net/clients/weinhold/kssmain.htm

This site provides an information page on kids and safe schools and also includes bullying articles such as "Bullying and School Violence: the tip of the iceberg," as well as a school bullying survey.

Disney Online Family Fun
<http://search.family.go.com/family/query.html?col=family&serchtype=keyword&qt=bullying>

This site includes articles advising parents on how to deal with a variety of bullying situations.

Jeunesse, J'écoute
www.jeunesse.sympatico.ca/fr/
and

Kids Help Phone
<http://kidshelp.sympatico.ca/en/>

In keeping with the traditions of Kids Help Phone, this online community is about opening a dialogue by using the most technologically sophisticated communications technology to answer questions and resolve problems.

Let's Talk About Bullying
www.talk-helps.com (English)
www.parlonsen.com

This interactive Web site allows children to complete a survey on their feelings about bullying, and provides profiles of the different

types of people who bully or who are affected by bullies. It presents children with a variety of bullying scenarios and provides them with ideas for more positive ways to handle such situations.

Voices for Children
www.voicesforchildren.ca

Designed mainly for parents and educators, this site has a short section on what actions children can take to deal with bullying.

The Canadian Safe School Network
www.cssn.org

The Canadian Safe School Network is committed to reducing youth violence in our schools and communities. It provides information on educational literature, educational resources (videos, CD-ROMs), conferences, fundraising events/activities and volunteer opportunities.

Bullying and Teasing Victims
www.teasingvictims.com/home.html

This site includes a guide for children on how to stop being teased and a manual for parents and educators.

GAMES, VIDEOS, AND OTHER BULLYING RESOURCES

Game *Guets-Apens*

This game provides an effective way to teach children about bullying and about appropriate responses to it. The structure of the game allows each player to live the experience of extortion and to identify its negative impacts. The developers of the game have provided role-playing opportunities that help children practice self-esteem skills that can be used to withstand bullying.

To order the game (only available in French) call (514) 634-7895.

Video *Bully Beware: Take Action Against Bullying*

This video is appropriate to use with students from Grades 1 to 10. It is comprised of four scenarios involving realistic bullying incidents between students. It offers students practical advice and skills for handling these difficult situations. The video is approximately 13 minutes in length and includes a teacher's guide.

For copies of the video, please call 1-888-552-8559.

Teaching guide and videotape *TAKE A STAND: Prevention of Bullying and Interpersonal Violence*
New Program for Kindergarten – Grade 5,
Parents & Teachers.

Children learn about bullying, its effects, how to stop it and the importance of mutual acceptance and respect. At the same time, teachers, school administrators and parents learn that it is possible to TAKE A STAND for having a community that will not tolerate bullying.

To order, please call 1-800-320-1717.

Audiotape *How to Stop Being Teased and Bullied Without Really Trying*, by Izzy Kalman, MS, with narration by Lola Kalman and music by Greg Breinberg.

This audiotape program includes all of Izzy Kalman's lessons for victims of teasing and bullying, on two one-hour tapes. For kids (or adults) who are being tormented by their peers or family members, this program will teach them to solve their problems. The tapes can be used in schools as a course in social problem-solving, with counselling groups or an entire class.

To obtain copies, order online at www.teasingvictims.com/audiotape/index.html, fax order to (718) 983-3851 or phone (718) 983-1333.

continued on next page

Resources from page 17

CD-ROM *Cool Heads in the Zone* (Developed by the Safe Schools Network)

This interactive CD features live action video depicting six bullying scenarios, a variety of positive interventions and teacher-friendly resources and assessment tools. Students may explore these scenarios imagining themselves in the role of the victim, the bystander or the bully. They will see the outcomes of their reactions to bullying situations and test a variety of problem-solving strategies.

To order, please send your request to safeschools@bellnet.ca

Phone Line Kids' Help Phone / Jeunesse, J'écoute

Kids' Help Phone counsellors answer calls from kids 24 hours a day, 365 days a year, right across Canada. When children reach out, the service provides them with the professional support and information they need. Tel. 1-800-668-6868.



Please note that this is not an exhaustive list of the resources available and these are not recommendations but merely suggestions. There may be charges for some of the resources. ■

Upcoming Events

April 2003

Conference on Bullying Prevention and Violence Prevention in the Schools

This conference includes a number of different workshops with titles such as "Violence in music/music videos", "What are your children REALLY doing online tonight?" and "A school approach to bullying."

Date April 2, 2003

Location Windsor, Ontario

Contact Vickie Komar

Telephone (519) 255-3233

E-mail vickie.komar@gccdsb.on.ca

Web site

www.gccdsb.on.ca/teacherinfo/violencePrev/JeersBroch.pdf

Violence and Health

This conference is an interdisciplinary forum that will explore the health care needs of sexual assault survivors, women who have experienced violence in intimate relationships and children who have experienced abuse.

Date April 3–5, 2003

Location Vancouver, British Columbia

Contact Elaine Liau

Telephone (604) 822-4965

Web site www.interprofessional.ubc.ca

Youth Development through Recreation Services: Canadian Symposium

The purpose of the symposium is to provide a forum for advancing knowledge about the contributions of recreation programs and services for youth in our communities.

Date April 24–26, 2003

Location Calgary, Alberta

Contact Steve Allan

Telephone (780) 415-1745

E-mail arpa@sport.ab.ca

Web site www.sport.ab.ca/Youth_Symposium

Conférence québécoise sur la violence envers les aînés : agir en collectivité

This conference will make it possible to set new directions that will guide collective action in preventing elder abuse.

Date April 14–15, 2003

Location Montreal, Quebec

Contact Fondation pour le Bien Vieillir et CLSC René-Cassin

Telephone (514) 488-9163

E-mail rcassin@ssss.gouv.qc.ca

Web site www.geronto.org

Alberta Crime Prevention Conference 2003

Date Mai 7–9, 2003

Location Calgary, Alberta

Contact Narmin Hassam

Telephone (780) 495-8916

E-mail narmin.hassam@justice.gc.ca

Web site www4.gov.ab.ca/just/crimeprev/new_result.cfm?p_id=2200

Safe Schools — Safe Communities: Catch the Wave

This conference is intended to deepen participants' understanding of ways of working together to promote and sustain safe schools and communities.

Date Mai 8–10, 2003

Location Halifax, Nova Scotia

Contact Jim MacPherson

Telephone (902) 462-1080

E-mail sponsors@catchthewave.ca

Web site www.catchthewave.ca/

National Association of School Psychologists (NASP) 2003 Annual Convention

This conference will focus on important issues such as school violence prevention, social promotion, crisis intervention and mental health services in schools.

Date April 8–12, 2003

Location Toronto, Ontario

Contact Laura Beider

Telephone (856) 869-7767

E-mail lebpsy@aol.com

Web site www.nasponline.org

May 2003

Second International Conference on Violence in School

This conference will focus on research, best practices and teacher training. The meeting will be another opportunity to bring together specialists, decision-makers and practitioners in an effort to discuss current knowledge on violence in schools.

Date May 11–14, 2003

Location Quebec, Quebec

Contact Conference secretariat

Telephone (418) 658-6755

Web site www.ulaval.ca/cpires/pdf/appelan.pdf

June 2003

People in Motion 2003

This event features 63,000 square feet of exhibits dealing with the disabled, including transportation and mobility, barrier-free design, rehabilitation services, home health care products, accessible travel, leisure activities, technical aids, employment information, corporate services and government programs.

Date June 6–7, 2003

Location Toronto, Ontario

Contact Ian Millan

Telephone (877) 745-6555

E-mail sales@people-in-motion.com

Web site www.people-in-motion.com