

SFPD

SASKATCHEWAN FEDERATION OF POLICE OFFICERS

BULLYING AWARENESS

Inside This Issue:

POLICE & PEACE OFFICER MEMORIAL

River Runners 2010

Sask Cops take part in "Movember"

PINKSHIRTDAY

stand up get your school involved against bullying

Lady Gaga & Ellen

join forces to put an end to bullying

re: cyber - bullying

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2010 Crime Prevention Guide

The Government of Saskatchewan is pleased to support the Saskatchewan Federation of Police Officers' (SFPO) Annual Crime Prevention Guide.

Our government commends the members of our municipal police agencies for their ongoing efforts to enhance the safety of our local communities. Since its creation in 1962, the SFPO has served as the collective voice for municipal police officers in Saskatchewan. This annual guide is a valuable initiative to educate the public of the importance of crime prevention and law enforcement.

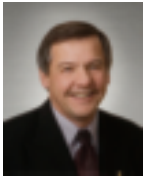
This year's theme is "bullying awareness". Saskatchewan children and youth are facing new and different challenges than previous generations. Bullying can have devastating effects and it is important that everyone understands the seriousness of the issue. We all have a role to play in ensuring respectful and safe learning environments in our schools.

All proceeds from this edition will go directly to support important child safety programs such as Child Find Saskatchewan, pay for Annual Police Memorials and help improve law enforcement in our province.

I wish to express my sincere appreciation to the SFPO for their valuable work.

A handwritten signature in black ink, appearing to read "Brad Wall".

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Premier



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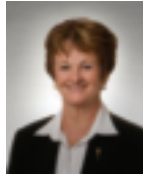
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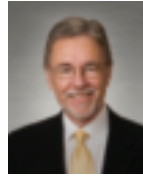
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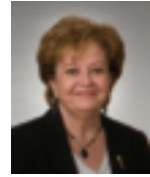
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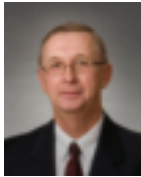
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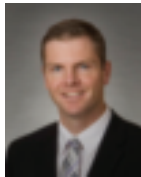
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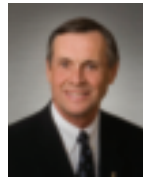
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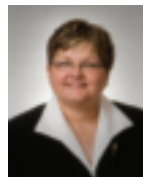
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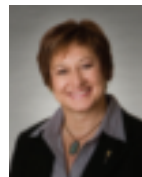
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Saskatchewan Federation of Police Officers



Dear Supporter,

It gives me great pleasure as President of the **Saskatchewan Federation of Police Officers** to introduce this **Annual Crime Prevention Guide**, focusing on the topic of ***Bullying Awareness***. This community publication would not be possible without the ongoing support from the business owners of Saskatchewan. Thank you so much for your support of our project.

What is Bullying? The term “bullying” refers to habitually cruel, overbearing, aggressive or intimidating behaviour many times focused toward smaller or weaker people. There are many different forms of bullying our children are faced with, and in recent years “***Online Bullying***” has become more prevalent. Awareness, education and strengthened communities are essential in the prevention of bullying.

As you read through this publication, I hope you find the information helpful.

If you become aware of a situation involving bullying, it is your obligation to contact your local Police Force, school officials or someone in a position to stop the abuse.

Together, we can stop bullying!

Evan Bray
President
SK Federation of Police Officers

Among the objectives of our Federation are the following:

- to **raise the standards of police work** and to foster a true sense of obligation to the public;
- to maintain a just, impartial and **efficient public police force**;
- to stimulate interest in the **vital importance of police work** in the everyday **life of the community**;
- to **lobby** the government for **progressive changes in Criminal Justice Legislation** such as the **Youth Justice Act** and **Early Parole**.

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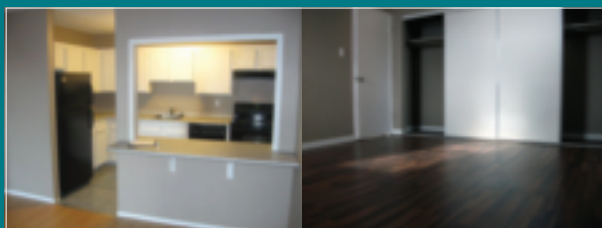


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FROM THE PUBLISHER



On behalf of **Fenety Marketing Services** and the **Saskatchewan Federation of Police Officers**, I would like to take this opportunity to thank each and every contributor to our **2010 Telephone Appeal**, allowing us to publish this community publication. I would also like to congratulate the **Saskatchewan Federation of Police Officers** on the publication of their **Annual Crime Prevention Guide**.

In selecting **Bullying** as the theme of this second Crime Prevention publication, our goal is to encourage families, students, schools, organizations and other groups to become better informed about the issues around bullying. This publication contains information on the different types of bullying, as well as describes the social, verbal, physical and cyber bullying consequences on individuals that are bullied. We are confident that you can find resources here to help you, or your organization, reduce bullying in schools, recreational programs, community organizations and elsewhere.

Proceeds from this project helped the Saskatchewan Federation of Police Officers support the Canadian Red Cross's Bullying Prevention Program for Saskatchewan's schools, contribute to Child Find Saskatchewan, donate to local Police Association Fundraising activities such as "Cops for Cancer" and "Movember," attend Annual Police Memorial Services, and help improve law enforcement in Saskatchewan.

We welcome your comments or suggestions, and we look forward to speaking with you again this year during our Annual Telephone Appeal.

Respectfully,



Mark T. Fenety
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Saskatchewan's Seventh Annual



Police & Peace Officer Memorial Regina, Saskatchewan Sunday, September 26, 2010

History of the National Memorial Service

The murder of Ottawa rookie Cst. David Kirkwood, on July 11, 1977, launched a response that, today, has become the nationally recognized ceremony honouring police and peace officers killed in the line of duty. Following Kirkwood's senseless killing, Ottawa police officers vowed to keep his memory alive and to ensure that the magnitude of his sacrifice, and that of others like him, would never be forgotten by Canadians.

Accordingly, on Sunday, September 24, 1978, a special service and tribute was held. The site selected was Parliament Hill, the place where laws are made that directly impact on police officer safety and, ultimately, the quality of life for us all. Following that first ceremony, a number of features have become tradition and, at the same time, some modifications to the event have occurred as well.

The ceremony was expanded to honour other police officers murdered in the line of duty and this criterion of inclusion was itself modified years later to include all officers killed in the line of duty. This


current criterion has been applied retroactively, and names of officers killed in the line of duty, from years gone by, are now being added to the Memorial stone. The original ceremonies were limited to police and correctional officers killed but that criterion was expanded, in 1995, to include all peace officers so that all areas of law enforcement are now included in one single ceremony.

Police and Peace Officers' National Memorial Day

On September 24, 1998, the Government of Canada officially proclaimed the last Sunday of September of every year as Police and Peace Officers' National Memorial Day. In announcing the commemorative day on September 27, 1998, the Solicitor general of Canada stated that "A formal, national Memorial Day gives Canadians an opportunity each year to formally express appreciation for the dedication of police and peace officers, who make the ultimate, tragic sacrifice to keep communities safe."




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Hon. Gerry Ritz, PC, MP
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 Minister for the Canadian Wheat Board

I commend Saskatchewan's Municipal Police Officers for the valuable service and support you have given to the people of Saskatchewan.
We appreciate your commitment to educate our communities about the effects of bullying.

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Minister of Justice supports police efforts to prevent bullying



Awareness is the first step in eliminating this problem. As Minister of Justice, I appreciate the efforts of the Saskatchewan Federation of Police Officers to educate people on the existence – and impact – of bullying in our schools and communities.

Thank you for your ongoing efforts to make Saskatchewan a kinder, safer place.

Honourable
Don Morgan, Q.C.
Minister of Justice
and Attorney General



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Saskatchewan Police & Peace Officers

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March 27, 1885**Cst. George Knox Garrett, NWMP**
March 27, 1885**Cst. George Pearce Arnold, NWMP**
April 15, 1885**Cst. David Latimer Cowan, NWMP**
May 2, 1885**Cpl. Ralph Bateman Sleigh, NWMP**
May 3, 1885**Cst. Patrick Burke, NWMP**
May 3, 1885**Cpl. William Hay Talbot Lowry, NWMP**
May 14, 1885**Cst. Frank Orlando Elliott, NWMP**
June 17, 1889**Cst. James Herron, NWMP**
August 10, 1890**Sgt. Albert Ernest Garland Montgomery, NWMP**
October 29, 1895**Sgt. Colin Campbell Colebrook, NWMP**
April 27, 1896**Cst. Oscar Alexander Kern, NWMP**
May 28, 1897**Cst. John Randolph Kerr, NWMP**
May 29, 1897**Cpl. Charles Horne Sterling Hockin, NWMP**
June 8, 1906**Cst. Thomas Robert Jackson, RNWMP**
August 19, 1925**Penitentiary Guard Stanley Herbert Blythe,
Saskatchewan Penitentiary, Prince Albert**
July 5, 1932**Cpl. Leonard Victor Ralls, RCMP**
May 8, 1933**Insp. Lorne James Sampson, RCMP**
August 6, 1933**Cst. George A. Lenhard, Regina Police**
July 1, 1935**Det. Charles Miller, Regina Police**
August 26, 1939**Cst. Willis Edward Rhodeniser, RCMP**
October 11, 1939**Cst. Norman Alfred Gleadow, RCMP**
March 16, 1940**Sgt. Arthur Julian Barker, RCMP**
May 23, 1940**Cst. Harry G. Rapeer, RCMP**
October 20, 1943**Surgeon Maurice Powers, RCMP**
October 6, 1955**Cst. Charles William Reay, RCMP**
December 12, 1955**Insp. David James McCombe, RCMP**
August 5, 1956**Cst. Matthew Kwasnica, Prince Albert Police**
August 20, 1959**Conversation Officer Harold B. Thompson,
Saskatchewan Department of Natural Resources**
September 17, 1961**Cst. Wayne Sinclair, RCMP**
February 2, 1965**Cst. David Brian Robinson, RCMP**



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October 9, 1970	Sgt. Robert James Schrader, RCMP
October 9, 1970	Cst. Douglas Bernard Anson, RCMP
May 5, 1972	.....	Cst. Leslie E. Gardner, Moose Jaw Police
April 25, 1978	.....	Cst. T. Brian King, RCMP, Saskatoon
May 24, 1980	.....	Cst. Roy John William Karwaski, RCMP
August 11, 1981	.....	Cpl. Ole R. Larsen, RCMP
October 16, 1982	.....	Cst. Douglas A.M. Butler, RCMP
August 31, 1983	.....	Cst. Richard Allan Bourgoïn, RCMP
October 27, 1983	.....	Cst. Daniel Lincoln Keough, RCMP
January 8, 1986	.....	S/Cst. W.P. Boskill, RCMP
January 8, 1986	.....	S/Cst. J.E Wilson, RCMP
March 6, 1987	.....	Corrections Officer Alvin A. Frank, Ministry of Solicitor General and Corrections
March 15, 1989	.....	Cst. D.S. Beyak, RCMP
August 17, 1990	.....	Conservation Officer Murray L. Doell, Saskatchewan Department of Natural Resources
January 14, 1991	.....	Conservation Officer Lee Murray, Saskatchewan Department of Natural Resources
July 26, 1991	.....	Conservation Officer Arthur T. Haugen, Saskatchewan Department of Natural Resources
February 17, 1996	.....	Patricia Mary Lynn Sharber, Saskatchewan Department of Social Services
January 24, 1997	.....	Conservation Officer Breton Thomas, Saskatchewan Environment and Resource Management
January 24, 1997	Conservation Officer Kevin R. Misfeldt, Saskatchewan Environment and Resource Management
May 7, 1999	Cst. J.E.J.G. Daniel Bourdon, RCMP
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Saskatchewan Police College

Recruit Training Class # 60

January 11 - May 14, 2010



Front Row: (L-R) Csts. Leo von Falkenhausen, Brock Acorn, Rob Muntain, Rachel Brower, Mr. Basil Kuzyk, Training Officer, Mr. Gary Morin, Director, Csts. Laura Mohninger, Richard Erickson, Belynda Maze, Keith Salamon

Second Row: (L-R) Csts. Eric Lauf, Rob Lindsay, Alan Griffiths, Joel Pullman, Aaron Robertson, Chris Martin, Sven Talic, Chris Sedgewick, Scott Ash, Tyler Ryhorchuk, Jon Kress, William Trelnik

Third Row: (L-R) Csts. Chad Hunt, April Farden, Tamara Paulsen, Sugar Pritchard, Karlene Phillips, Shannon Slater, Jeff Broadbent, Jeff Fry

Fourth Row: (L-R) Csts. Zach White, Jason Tomaz, Teri Davies, Richard Kuny, Clayton Ford, Simon Bradley, Daniel Zimmer

Back Row (L-R) Csts. Todd Strueby, Jason Kowalenko, Kory Gursky, Sean Bonyngne, Daniel Dupuis



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Recruit Training Class # 61

August 9 - December 10, 2010



Back Row: (L-R) Csts. Scott Douglas, Jim Biniaris, Aaron Woods, Trevor Roberts, Josh MacNaughton

Middle Row: (L-R) Csts. Claudia Jones, Michael Armbruster, Thomas Klyne, Sheldon Tillotson, Wade Lewis, Kayla Kovlaske

Front Row: (L-R) Csts. Tyler Kilbach, Lesley Symons Kwak, Mr. Denis Eberle, Mr. Gary Morin, Csts. Cory Elek, Trevor Popowich



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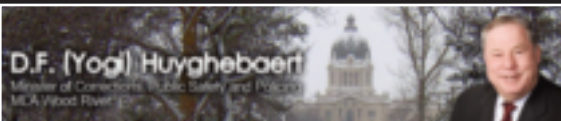
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River 2010 Runners

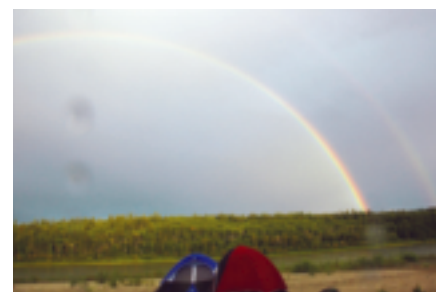
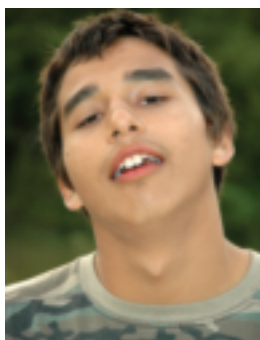


"Creating Opportunity"

The **Prince Albert Police Service** in partnership with the **Prince Albert Parkland Health Region** has completed, the landmark, year five. As with other years we have had great success and filled our program to capacity with youth participants.



River Runners is proud to offer, our community youth, an opportunity to work with a diverse group in a team setting. Boating, camping and team building are among the activities.



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River 2010 Runners



"Creating Opportunity"

All successful participants, along with parents & guardians, were invited to attend an orientation meeting to discuss any concerns and to outline our program. In attendance were staff, members of law enforcement and health region personnel.



St. John Ambulance donated time, staff and materials for our two day First Aid course. Upon completion our participants received "Standard Level First Aid Course (New Protocols)" or "Emergency First Aid Course" certificates.



At our final wind-up on August 20th, we invited our group along with their parents & guardians to get together to share the summer's memories, photos and make plans for next year. The First Aid certificates and completion of the river trip were handed out.




Participants were given the option to fill out program evaluation forms and a meal was enjoyed.



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River 2010 Runners



"Creating Opportunity"

The fifth year of our River Runners program was a success due to the great support of our sponsors. As our program develops, we appreciate the ability to have our program funded, supplied and at zero cost to our participants. Taking out a registration cost opens the door to build a diversified group.

River Runners would like to recognize our financial sponsors for their contributions:

Prince Albert High Noon Optimists
Prince Albert Police Association
Saskatchewan Federation of Police Officers

We would also like to recognize the following agencies / businesses for their donation of consumable goods, time, labour, volunteers and equipment:

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A Special Thank You to St. John Ambulance

Since our beginning, in 2006, St. John Ambulance has been supplying our participants and staff with a professional life saving First Aid and CPR course. They have graciously presented this to our community program without cost.

This is a large part of our River Runner program and we hope it remains so for as many years as our program runs.



In appreciation, Kelly Pollock (Manager for Prince Albert's St. John Ambulance) was presented a plaque thanking St. John Ambulance for their many years of partnership with River Runners.

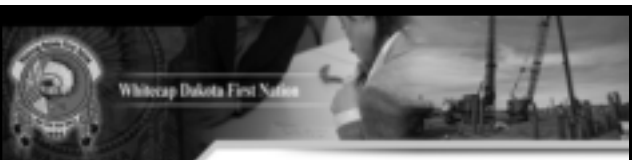
Thank You to the Volunteers



The success of our program depends greatly on the type of people that run it. Our staff are committed to the youth participants; ensuring they have a great experience in a safe environment.

The River Runner program is proud of our staff and wish to extend a "Thank You" to everyone who donated time, energy, leadership and direction in our 2010 season. Also a big "Thank You" is extended to everyone who let us use their boats and equipment.





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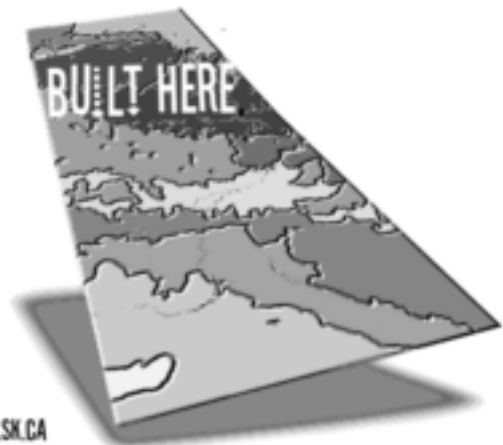
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Over the past couple years, both the **Regina Police Association** and the **Estevan Police Association** have participated in "**Movember**" campaigns. Movember is a fundraiser and awareness campaign focused on Prostate Cancer.

Movember challenges men to change their appearance and the face of men's health by growing a moustache. The rules are simple, start Movember 1st clean-shaven and then grow a moustache for the entire month. The moustache becomes the ribbon for men's health, the means by which awareness and funds are raised for Prostate Cancer. Much like the commitment to run or walk for charity, the men of Movember commit to growing a moustache for 30 days. In Saskatchewan, we were proud to have BOTH men and women connected with our Police Associations participating and raising money for the cause!



Over \$40,000 has been raised by the two Police Associations so far. Last year, *Jay Pierson* – President of the Estevan Police Association, was not only Saskatchewan's Top Police Fundraiser, Jay was in the top 5 in Canada! Jay had this to say about his efforts:

"Movember is a cause that is personal to me. 4 years ago my Dad passed away after a long battle that started with Prostate

Cancer. Movember is a great way to raise awareness, as well as funds, to battle this horrible disease. I'm proud to "Grow the Mo" in support of Movember."

All members of the Regina Police Association and the Estevan Police Association congratulate everyone who participated in Movember and encourage the citizens in our communities to support this worthwhile cause in the future!!



Sgt. Evan Bray, Chief Troy Hagen, and Inspector Darren Wilcox of the Regina Police Service.





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The Saskatchewan Federation of Police Officers donated \$2,500.00 to the Canadian Red Cross. Pictured in the photo is Evan Bray on the left, SFPO President, and Norm Jakubowski, Provincial Manager for RespectEd in Saskatchewan.



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CPSP Minister Salutes Saskatchewan Police Officers



As Minister of Corrections, Public Safety and Policing, I am proud of the contributions the Ministry makes to the work of Saskatchewan's police. Targeted enforcement strategies and initiatives, community partnerships and training opportunities support the work of police services throughout our province.

I salute the men and women of law enforcement for their dedication, professionalism and commitment to ensuring the safety of all Saskatchewan residents.

D.F. (Yogi) Huyghebaert
Minister of Corrections, Public Safety and Policing



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HOW YOU CAN HELP STOP BULLYING

- Stand up for your friends who are targeted.
- Refuse to go along with bullying or harassment—youth who laugh, agree or cheer only encourage the behaviour. Instead, take the side of the youth who is being targeted.
- Be assertive but not aggressive. Using insults or fighting back will make the situation worse.
- Gather your friends to help speak out against bullying and harassment.
- Always make sure you are safe. If it is not safe to intervene, report what you see or hear to an adult.
- Ask your school to form an anti-bullying committee with representation from teachers, parents and students. Collectively, you can make a big difference!

HOW YOU CAN HELP STOP CYBERBULLYING

- Make sure you and your friends are using proper netiquette when using the Internet. This means being kind, courteous, honest and polite when online.
- Don't forward hurtful email to your friends.
- Don't allow your friends to take cell phone photos or videos of the personal moments of others.
- Don't visit sites that are defamatory and put down other students.
- Speak out against cyberbullying, particularly if you are in a chat room.
- Don't buy into the vicious rumours that are spread online to destroy a student's reputation. Stand up for that student online and in person.
- Report cyberbullying to a trusted adult such as a teacher, someone in administration or your parents.
- If you know someone is being threatened online, call the police.
- Call the providers of Internet and cell phone services and report cyberbullying.
- Don't do or say anything online that you would not say in person.
- Protect your password and make sure you know who someone is before you add them to your friend list.
- Remember what you post online stays online forever.
- Create open forums in your school to raise awareness of the issue of cyberbullying.
- Don't engage in online exchanges with cyberbullies and encourage your friends not to either.
- Don't erase or delete messages – they can be saved in a file if you need them for evidence when you are making a report against a cyberbully.
- Block the sender's email—right click on the address—click on block.

For more information on the Canadian Red Cross *Beyond the Hurt* bullying prevention program for youth, contact the Canadian Red Cross office nearest you or visit standup2bullying.com.

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Canadian
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Schools need to assess the issue of bullying and harassment in the school environment; admit that it exists and make a commitment to providing a safe environment for students.

TIPS FOR SCHOOLS

TO ADDRESS BULLYING & CYBERBULLYING

- ▷ Have clear, consistent and fair behavioural norms. Children who bully require real consequences to help them understand bullying is unacceptable as well as help them develop empathy for the person being victimized.
- ▷ Address the issue of children and youth who are bystanders. Children need to be encouraged to do something when they know bullying is going on. They can be taught to take a stand and intervene when it is safe to do so. Teachers can do this by having children practice through role play and teaching assertive behaviours. If children are not comfortable standing up themselves they should be encouraged to tell an adult they trust.
- ▷ Include a way for children and youth who witness bullying to anonymously report these incidents. This can be done through an anonymous drop box where children can report bullying.
- ▷ Provide staff training that includes specific information on supporting sexual minority youth, disabled or ethnically diverse youth.
- ▷ Provide training to parents and caregivers on bullying and harassment. It is an adult's responsibility to help children build healthy relationships and to protect children who are victimized by bullying.
- ▷ Help adults intervene effectively with incidents of bullying and harassment by designing clear policies and guidelines outlining how to intervene.
- ▷ Talk about issues of bullying and harassment in classes, seminars, assemblies, and provide easily accessible, age-appropriate information.

ON CYBERBULLYING

- ▷ Review and update existing policies and procedures to include cyberbullying. The school's bullying policy should include cyberbullying both on and off school property. The school's computer policy should specifically prohibit using the Internet for bullying.
- ▷ Conduct training for teachers on cyberbullying.
- ▷ Provide parent education on cyberbullying.
- ▷ Provide student education on cyberbullying.
- ▷ Implement an effective anti-bullying program in schools.
- ▷ Evaluate the anti-bullying program to ensure that it is effective.

The Canadian Red Cross RespectED *Beyond the Hurt* program offers educational workshops on bullying and harassment prevention for parents, teachers and students. We can work with your school in developing policies and procedures and creating safe environments for staff and students. For more information, contact the Canadian Red Cross office nearest you or visit standup2bullying.com.

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TIPS FOR PARENTS

TO ADDRESS BULLYING & CYBERBULLYING

- ▷ Teach your children that if they see someone being bullied, they should not watch, laugh or join in.
- ▷ Pay attention to the relationships in your children's groups. Ensure all children are included and that inappropriate behaviours are addressed.
- ▷ Help kids see the value of offering empathy and support to those who are bullied.
- ▷ Work with your child's school to educate others about the problem of bullying.
- ▷ Be a good example for your children. Model respectful behaviours at home and in your daily interactions.

ON CYBERBULLYING

- ▷ Familiarize yourself with online activities. Learn about the websites, blogs, chatrooms and cyberlingo that your children are using.
- ▷ Keep the computer in a common area so you can monitor activities.
- ▷ Keep open communication lines with your children so they feel comfortable talking to you about cyberbullying experiences. Let them know that you are there to support them.
- ▷ Recognize that online communication is a very important social aspect in kids' lives. Do not automatically remove their online privileges if you find out about a cyberbullying experience.
- ▷ Talk to your children about what is acceptable behaviour online and offline.
- ▷ Report any incident of online harassment and physical threats to the local police or your Internet Service Provider.
- ▷ Report any bullying that occurs over your child's cell phone to your phone service provider. You may have to change the phone number if the problem does not stop.

The Canadian Red Cross *RespectED Beyond the Hurt* program offers educational workshops on bullying and harassment prevention for parents, teachers and students. We can work with your school in developing policies and procedures and creating safe environments for staff and students. For more information, contact the Canadian Red Cross office nearest you or visit standup2bullying.com.

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Red Cross Bullying Prevention Education in Schools

Through the Rotary Restorative Action Program (RRAP), youth learn how to eliminate issues such as bullying, conflict, and crime that stand in the way of their academic success and personal growth. RRAP includes the Red Cross bullying prevention program as an integral part of the life skills and leadership training provided to youth in several schools.

At the beginning of the school year, one RRAP Coordinator in Saskatoon sat down with some students the first week of school to discuss how they were doing and what their concerns were for the year. They had a few different concerns, but one they all had in common was bullying – and not just at school. Between time at school, cell phones, social media, and instant messaging, one of the students said, “It’s like the bullies have an all-access pass to my life, I can never get away from them.”

Red Cross trained several Bullying Prevention Teams in Saskatoon last year, including one in that school. Now, more teams of students, parents, and staff know what bullying is, how to prevent it and how to stand up for each other. With Red Cross bullying prevention training, these teams are working hard to stop bullying not just in their school, but in their whole lives. Red Cross is working with them to make bullying a thing of the past. That’s why the Red Cross has a fundraising campaign called Imagine...No Bullies. For more information on this campaign, visit www.redcross.ca/imagine.

It takes a community to stand up to bullying

Bullying is not just a school issue. It is a community issue that often surfaces in schools. In August 2010, Red Cross was very excited to join up with the Regina Board of Education, The Co-Operators, and the community to help eliminate bullying and create a safer environment for all.

Through this partnership, 10 Regina Board of Education staff were trained in “Beyond the Hurt”, a Red Cross bully prevention education program. Since then, direct programming related to the issue of youth bullying has been provided in 10 schools. Parents have also received a bullying prevention message, as several of the trained teachers have shared this information during parent information evenings.

Different approaches have been used by schools to expand the reach of bullying prevention education. Approaches include: linking bully prevention to peace education and Remembrance Day; using the novel “Crash” to engage students in a discussion on bullying; delivering presentations to students; and adding it into student council events. The Red Cross estimates that by spring of 2011, a minimum of 500 students will have been reached through just 10 trained staff. That is a significant amount of reach with a small amount of time and resources invested in training. For more information on RespectED Violence and Abuse Prevention education, visit: www.redcross.ca/saskatchewan.

Riders Help Tackle Bullying

During the 2010 off season, two Saskatchewan Roughrider players, Luc Mullinder and Weston Dressler, were trained by the Red Cross RespectED team to develop presentations for their use in schools throughout the province. In 2011, this initiative continued with Chris Getzlaf replacing Weston Dressler. So far, more than 10,000 youth have received a bully prevention message from these popular sports icons. Teachers were excited about the high level of student involvement and felt the quality of presentations was excellent overall.

“This is really important work and I would rather do these presentations to youth than just sign autographs. This work makes a difference in the lives of kids.” – Luc Mullinder

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Saskatchewan Roughriders teaching youth how to stop bullying



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An interview with Norm Jakubowski, Saskatchewan's Provincial RespectED Manager

How did the partnership between the Saskatchewan Roughriders and Canadian Red Cross (CRC) RespectED begin?

In December 2009, RespectED and the Saskatchewan Roughriders' Community Relationships Coordinator met to discuss the possibility of players teaching youth how to stop bullying through RespectED's bullying prevention program, *Beyond the Hurt*.

The partnership had the potential to be win-win: youth would learn about stopping bullying from real-life sports heroes, and players who want to stay in Saskatchewan during the off-season could benefit from some outside employment and community involvement.

What did the agreement between the Roughriders and CRC RespectED look like?

The players requested their traditional appearance fee (\$250.00/2 hours) plus expenses.

RespectED required that the players be trained in *Beyond the Hurt*, that the presentation focus on *Beyond the Hurt* and not football, that they create a 90–120 minute presentation, that they clear the presentation with the RespectED manager, and that a presentation be observed by a RespectED staff person.

Based on mutual agreement, we moved forward with a pilot project.

What was learned during the pilot?

- * Best practices for logistics, as all bookings, invoicing, and payments were done through the CRC
- * Ways to more effectively communicate with schools, the players and the football club
- * How to schedule efficiently
- * Gauging and managing the demand for presentations
- * How to create relevant, effective presentations for school assemblies involving multiple classes and grades

What have the successes been?

Notwithstanding the learning curve, there is reason to celebrate! Between February and June 2010, 42 schools were reached by two Roughriders players, educating about 6,625 young people on how to prevent bullying. We have received many testimonials of the value of the presentation, and most of the evaluations we receive from the youth are positive. The players have told us they want to continue next year and they would gladly forgo autograph sessions arranged by the club to do RespectED work.



Roughriders team member Weston Dressler talking to students and signing autographs at Manor School in Manor, Saskatchewan. Each player was asked to autograph only "*Beyond The Hurt*" pamphlets.



Roughriders team member Luc Mullinder explaining "*Beyond the Hurt*" handout to students from Stoughton, Saskatchewan.



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RespectED: Violence & Abuse Prevention ÉduRespect : Prévention de la violence

RespectED aim:

To create safe environments, free from violence and abuse, especially for children and youth.

RespectED: Violence & Abuse Prevention

- Focus on children: they are the smallest, weakest, most dependent.
- In order to keep children safe, RespectED targets: adults, youth and children, and works with individuals of all genders, backgrounds and status.
- Program streams: implementing violence prevention, preventing violence against children and youth, promoting healthy youth relationships, preventing bullying & harassment
- Program foundations: evidence-based, community-driven, culturally-appropriate.

Delivery Options

- Partnerships: train, equip and support organizations and communities to be able to educate their own personnel and participants.
- Peer-to-Peer Youth Delivery: support individual youth and schools so youth can educate one another.
- Various platforms: in-person, online facilitated, online un-facilitated.
- Multiple languages: English, French, Spanish and local languages around the world.

I will work as hard as possible to promote and prevent child abuse through education and providing alternative to physical punishment. I will protect children at all costs. Children do not have a voice but I can and must be that voice.

-Adult participant

Brief RespectED History

Since 1984, over 4.4 million children, youth and adults have been educated through RespectED.

Partnerships in Canada include schools, police, health workers, government departments, sport and recreation organizations, faith groups, new Canadians, and First Nations/Métis/Inuit (Aboriginal) communities.

RespectED is now being adapted in Africa, Americas, Asia, Australia, and Europe.



1984
Starts in Vancouver, BC

Early 1990s
Grows across Western Canada

1998
Expands across Canada and becomes a Canadian Red Cross Program.

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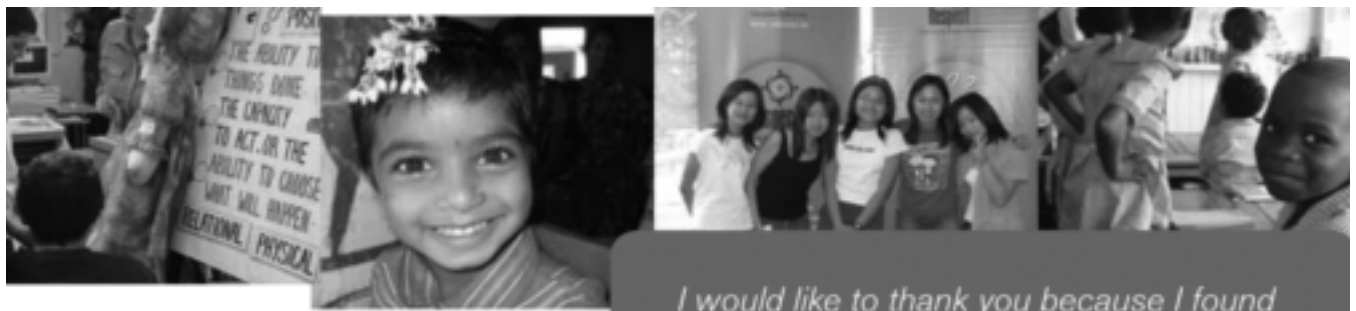
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I would like to thank you because I found out things I never knew—it gave me hope.

-Youth participant

The Need

World

- 500 million-1.5 billion children experience violence each year.¹
- 150 million girls (14% of the world's child population) and 73 million boys (7% of the world's child population) have experienced sexual abuse.²
- Only 2.4% of children in the world are protected from physical violence in all settings.³

Canada

- 217,319 investigations of child abuse: emotional, physical, sexual, and neglect.⁴
- 10%-16% of grade 1-12 students reports being bullied in the past 2 months.⁵
- 9% of female youth and 13% of male youth reports experiencing dating violence.⁶

Evidence-base for Respected

- Respected programs are based on a public health approach with a commitment to ongoing, rigorous monitoring, evaluation and improvement of programs.
- All programs are evaluated through partnerships with independent, external partners in Canada and in countries around the world.
- Evaluations of all programs have shown significant increases in participants' prevention knowledge, attitudes and skills.
- Evaluations of Respected have been published in Canadian and international journals.

References

- ¹ Unicef, 2009: *The State of the World's Children*.
- ² Pinheiro, S. 2006: *World Report on Violence against Children*: United Nations.
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- ⁴ Trocmé et al., 2005: *Canadian Incidence Study of Reported Child Abuse and Neglect—2003: Major Findings*.
- ⁵ Craig et al., in preparation: *Victimisation in Children and Adolescents: A Developmental and Relational Perspective*.
- ⁶ Price et al., 2000: *Dating Violence amongst Students in Grades 7, 9 and 11 in New Brunswick: A Summary of Two Studies*.

To Learn More

- ... about programs and services, visit <http://www.redcross.ca/respected>
- ...about in-person consultations, workshops and training, see <http://www.redcross.ca/community.html> and locate the nearest Red Cross office to phone
- ...about online workshops and training, email wz-contactcentre@redcross.ca or call 1-888-307-7997

No violence against children is justifiable. All violence against children is preventable.

-United Nations

2003
Adapts for Aboriginal audience

2006
Begins international partnerships

2010
Co-launches International Red Cross
Global Strategy on Violence Prevention,
Mitigation and Response

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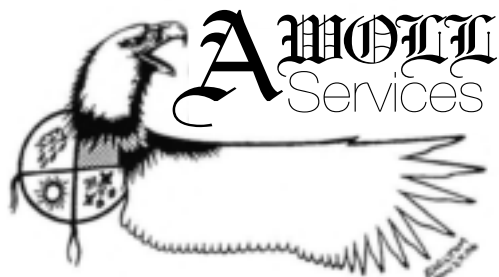
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What is bullying?

Bullying has had increasingly high profile in recent years as people have come to understand how deeply it can wound children — and how tragic the consequences can sometimes be. Bullying is defined as “wilful, repeated aggressive behaviour with negative intent used by a child to maintain power over another child.” The result is “a victimized child caught in an abusive relationship.”



Did you know...

Cyber-bullying is the use of email, cell phones, text messages, Internet sites and chat rooms to physically threaten, verbally harass or socially exclude an individual or group. Social media technologies often allow bullies to remain anonymous while

distributing damaging messages/pictures to a widespread audience.

What can parents do?

- **Unequal power** — One child has more power than another child (or it seems this way to the children involved)

- **Hurtful actions** — Physically or psychologically harmful behaviour takes place (such as name-calling, insults, threats, kicking, hitting, punching, etc)

- **Direct or indirect actions** — The abusive behaviour may be face-to-face or done behind a child’s back (such as teasing, exclusion, gossiping and spreading rumours)

- **Repetitive behaviour** — The hurtful actions keep happening, so the child being affected finds it increasingly difficult to escape

All adults — including parents — should talk openly about bullying with the children in their care, and should be prepared to deal directly with any problems that arise, whether at school, among groups of friends, or in other social situations.

Fast Facts

When other children intervene in bullying, more than half of the time it stops within 10 seconds.

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Bullying (Ages 4-11)

When the cycle starts

The cycle of bullying often begins between the ages of four and 11 when children are forming their own social identities at school and through other activities. No matter when it starts, it's important to remember that bullying is not a normal part of growing up. It needs to be dealt with directly by adults who are willing to recognize there is a problem and take whatever steps must be taken to stop it.

The different kinds of bullying

Physical

- Hitting
- Kicking
- Punching
- Pushing/Shoving
- Stealing

Psychological

- Verbal
- Social
- Insults
- Gossiping
- Name-calling
- Rumours
- Threats
- Ignoring
- Comments about how someone looks or talks
- Not including someone in group activities
- Comments about someone's ethnicity (culture, colour, religion)

Results

- Can hurt a child's body, damage belongings (clothes, toys, etc) or make a child feel badly about himself or herself.
- Can make a child feel badly about himself or herself.
- Can make a child feel alone and not part of the group.

How to help

If a child comes to you for help with a bullying situation, he or she may need reassurance as well as practical advice. Use your judgment about the circumstances and get as many details as you can. Here are some things you can say:

If the child is being bullied

- "Stay calm, try to show you won't get upset. Anger can make things worse."
- "As soon as you get bullied, find an adult you trust and tell the adult what happened. It is your right to be safe."
- "If you are afraid to tell an adult, ask a friend to go with you."
- "Stay close to friends or children you know will stick up for you."
- "Stay away from places you know bullying happens."
- "If bullying continues, walk away and join other children or ask someone for help."

If the child sees someone else being bullied

- "Speak out, you can help by telling the bully to stop – nobody deserves to be bullied."
- "If you are afraid to speak out alone, ask a friend or many friends to do it with you."
- "Comfort the person who was hurt, tell them they don't deserve what happened."
- "If you are afraid or telling them doesn't work, find an adult you trust to help you."
- "Help children who are bullied. Invite them to participate in your school activities – this will help them not feel like they are alone."

Assurances you can give children:

- "Despite how it seems, it is not a hopeless situation. Something will be done to stop the bullying, I will help you."
- "There is always someone who you can talk to about bullying, whether it's me or another adult/teacher at school."
- "Remember, if you walk away and get help, you are part of the solution. If you stay and watch, you are part of the problem."

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Bullying (Ages 12-17)

A changing spectrum

As children get older, the type and range of bullying behaviour increases. While physical, psychological and social bullying happen among children as young as four, other bullying behaviour emerges as children move toward adolescence. For example, sexual harassment and dating aggression typically begin in middle school. No matter what form it takes, bullying is not a normal part of growing up.

Did You Know...

Some common forms of bullying in adolescents and teens are:

Dating aggression, which includes physical or verbal actions including grabbing, pushing, punching, spreading rumours and name-calling.

Sexual harassment, which occurs when a person or group hurts another person by taunting or discussing sensitive sexual issues, creating sexual rumours or messages, making homophobic comments, rating sexual body parts or name-calling, telling sexual jokes, and initiating unwanted sexual touching.

Ethnoculturally based bullying, which includes any physical or verbal behaviour used to hurt another person because of his or her ethnicity (culture, colour, religion).

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Advice for teens

Although situations concerning bullying often differ and vary depending on the incident, some common guidelines for teens to follow are:

- **Ignore the bully** — Bullies look for big reactions, so ignore threats, walk away and go to a place of safety.
- **Stand up for yourself** – Challenge the bully to stop in a loud and firm voice, and walk away (run if needed). Bullies keep attacking if you do what they say and tend to pick on those who do not stand up for themselves.
- **Don't bully back** — Physically fighting back satisfies the bully and is dangerous because you could get hurt or end up in trouble.
- **Tell an adult** – Anyone being bullied or who sees someone being bullied has to tell an adult. Principals, teachers, parents and lunchroom monitors can all help. It's not tattling, ratting or snitching: calling out a bully isn't telling on someone for something small — bullying is wrong and it helps everyone if it is stopped.

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Parent's Role

A problem youth can't always solve on their own

Bullying is a power struggle that is difficult to resolve without the help of an adult. In most cases, it requires only a few minutes of intervention to stop, especially if adults act immediately and in a consistent manner. If you are present when bullying occurs, talk to those who are being aggressive. Explain the hurt they are causing and have them make amends to those who were harmed. This can break the cycle.

If a young person tells you someone is being bullied

Listen

and take it seriously even if it seems trivial, such as name-calling. Youth usually go to adults with these problems only as a last resort. In a very small number of cases, bullying behaviour is a chronic problem requiring the involvement of families and the assistance of a health professional.

Did You Know...

Set the example

Always consider how you treat others and how you allow others to treat you. As a role model, your actions and reactions can influence how youth relate to each other.

What else can you do?

Parents and guardians:

- Talk, talk, talk. Don't wait for your child to come to you, bring up the conversation about bullying if you suspect or see/hear something.
- Talk to the adults who were in charge when

the bullying occurred to find ways to remedy the problem and prevent future situations.

- If presented with the opportunity, confront the child, teen or group guilty of bullying and explain to them the hurt they cause.
- Stop any bullying behaviour at home, because consistency matters.

Adults responsible for young people: (such as teachers, principals, coaches and other leaders)

- Be aware of the social interactions in your group of children — separate youth who tend to have negative interactions with others.
- Place left-out youth in groups where they will be accepted — try to avoid situations that will victimize at-risk youth (for example, don't have peers pick group partners or teams).
- Support other adults who work directly with youth to end bullying — by enforcing the separation of disruptive teens, increasing supervision in bullying hotspots and placing vulnerable youth in positive groups.

Did You Know...

Anti-bullying policies

Leaders of organizations responsible for young people can create anti-bullying policies that clearly set the limits on acceptable behaviour. Include meaningful consequences in the policy to help teach aggressive youth healthier ways of interacting. Allow time for the policy to be reviewed and agreed upon by everyone (including teens), and ensure the policy is consistently and universally applied by all involved.



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Bullying Prevention Programs

School-based anti-bullying programs

Canadian students suffer from bullying at school at rates and frequencies that cannot be ignored. The National Crime Prevention Centre (NCPC) is committed to providing information on school-based anti-bullying programs.

A study conducted by the World Health Organization, which surveyed the health behaviours of school aged children around the world, found that Canada ranked in the middle of 35 countries studied for level of bullying.

Bullying in Canada

Studies have shown that a higher percentage of students engage in bullying behaviours in middle school and high school than in elementary school. But, the percentages of students victimized gradually decreases with age.

Gender differences also exist: elementary school boys report higher levels of bullying, but lower levels of victimization, than girls. In middle and high schools, boys reported bullying others almost twice as much as girls in the same grades.

Handling bullying situations

Peers and adults who witness bullying behaviour can intervene to help the victim. Canadian studies on peer intervention reveal that only a small number of elementary and middle school students attempted to stop bullying incidents. Adult intervention rates are similarly low – often because they are not present when bullying occurs.

The whole school approach

Successful intervention decreases the amount of bullying in schools by 20 to 70 percent. Most often, interventions work best when part of an organized, whole school approach where an anti-bullying policy and anti-bullying initiatives are put into effect throughout the school.

Anti-bullying policy:

- Includes a needs assessment: this helps determine the parameters and extent of the bullying problem before committing to an action plan.
- Involves multiple stakeholders: development of the policy should include input from multiple stakeholders to help ensure commitment to, and respect for, the policy.
- Is formally introduced: the anti-bullying message stated in the policy must be understood and consistently communicated by everyone in the school.

- Includes an evaluation: periodic review and revision of the policy is required for it to remain relevant to the school and students.

Anti-bullying initiative:

- Is well planned: including content development, evaluation framework and a plan for sustainability.
- Is well planned: including content development, evaluation framework and a plan for sustainability.
- Involves multiple stakeholders: involvement of community members and organizations increases the level of success.
- Includes students in program development and delivery: this increases the students' sense of commitment to and ownership of the initiative.
- Addresses multiple risk and protective factors: the intervention works on several levels to reduce multiple risk factors and reinforce protective factors.
- Provides age-appropriate materials, discussions and time limits: all elements of the intervention are age-appropriate; they are easily understood by and relevant to the students.
- Creates a gender-specific approach: this takes the fact that bullying and responses to anti-bullying initiatives can differ between boys and girls into account.
- Intervenes when target behaviour is emerging: intervention occurs early on to reduce the likelihood anti-social behaviours continue or escalate as children mature.
- Creates a long-term intervention: long-term interventions generally have a stronger, more lasting impact and result in more sustainable initiatives than short-term solutions.

The comprehensive community approach

Involving the broader community may enhance the effectiveness of whole school interventions.

Canada's top five successful bully intervention programs share these characteristics:

- Intervened at three levels – the whole school population, students who were just beginning to bully or be bullied and students with serious bullying or victimization behaviours.
- Addressed the attitudes, behaviours and interpersonal and emotional skills of students.
- Involved parents in the initiative.
- Involved the larger community.



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Bullying in the Workplace

What is workplace bullying?

Bullying is usually seen as acts or verbal comments that could 'mentally' hurt or isolate a person in the workplace. Sometimes, bullying can involve negative physical contact as well. Bullying usually involves repeated incidents or a pattern of behaviour that is intended to intimidate, offend, degrade or humiliate a particular person or group of people. It has also been described as the assertion of power through aggression.

Is bullying a workplace issue?

Currently there is little occupational health and safety legislation in Canada that specifically deals with bullying in the workplace. Quebec legislation includes "psychological harassment" in the "Act Respecting Labour Standards". Some jurisdictions have legislation on workplace violence in which bullying is included. In addition, employers have a general duty to protect employees from risks at work. This duty can mean both physical harm and mental health. Many employers choose to address the issue of bullying as both physical and mental harm can "cost" an organization.

In general, there will be differences in opinion and sometimes conflicts at work. However, behaviour that is unreasonable and offends or harms any person should not be tolerated.

What are examples of bullying?

While bullying is a form of aggression, the actions can be both obvious and subtle. It is important to note that the following is not a checklist, nor does it mention all forms of bullying. This list is included as a way of showing some of the ways bullying may happen in a workplace. Also remember that bullying is usually considered to be a pattern of behaviour where one or more incidents will help show that bullying is taking place.

Examples include:

- spreading malicious rumours, gossip, or innuendo that is not true
- excluding or isolating someone socially
- intimidating a person
- undermining or deliberately impeding a person's work
- physically abusing or threatening abuse
- removing areas of responsibilities without cause
- constantly changing work guidelines
- establishing impossible deadlines that will set up the individual to fail
- withholding necessary information or purposefully giving the wrong information
- making jokes that are 'obviously offensive' by spoken word or e-mail
- intruding on a person's privacy by pestering, spying or stalking
- assigning unreasonable duties or workload which are unfavourable to one person (in a way that creates unnecessary pressure)
- underwork - creating a feeling of uselessness
- yelling or using profanity
- criticising a person persistently or constantly
- belittling a person's opinions

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Bullying in the Workplace

...continued

- unwarranted (or undeserved) punishment
- blocking applications for training, leave or promotion
- tampering with a person's personal belongings or work equipment.

It is sometimes hard to know if bullying is happening at the workplace. Many studies acknowledge that there is a "fine line" between strong management and bullying. Comments that are objective and are intended to provide constructive feedback are not usually considered bullying, but rather are intended to assist the employee with their work. If you are not sure an action or statement could be considered bullying, you can use the "reasonable person" test. Would most people consider the action unacceptable?

What can you do if you think you are being bullied?

If you feel that you are being bullied, discriminated against, victimized or subjected to any form of harassment:

DO

- FIRMLY tell the person that his or her behaviour is not acceptable and ask them to stop. You can ask a supervisor or union member to be with you when you approach the person.
- KEEP a factual journal or diary of daily events. Record:
 - The date, time and what happened in as much detail as possible
 - The names of witnesses.
 - The outcome of the event.

Remember, it is not just the character of the incidents, but the number, frequency, and especially the pattern that can reveal the bullying or harassment.

- KEEP copies of any letters, memos, e-mails, faxes, etc., received from the person.
- REPORT the harassment to the person identified in your workplace policy, your supervisor, or a delegated manager. If your concerns are minimized, proceed to the next level of management.

DO NOT

- DO NOT RETALIATE. You may end up looking like the perpetrator and will most certainly cause confusion for those responsible for evaluating and responding to the situation.

(Adapted from: "Violence in the Workplace Prevention Guide". CCOHS, 2001)

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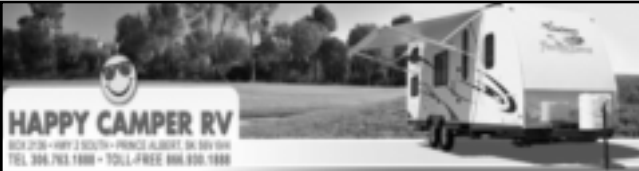
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Policy on Anti-Bullying

- This government is committed to promoting caring and respectful schools that ensure healthy personal and social development for all. Such schools demonstrate, through preventative and effective intervention strategies, the belief that all children and youth have the right to an education free from bullying in all its forms.
- This government believes that bullying is a serious problem for the individuals involved, the school, families and the community. Bullying and victimization are not part of the healthy development of individuals, or the stability of any community. Bullying and victimization will not be tolerated in schools in any form.
- This government understands that bullying and victimization must be addressed on many levels. To be successful an anti-bullying intervention requires a *comprehensive strategy*. This strategy takes a systemic approach focusing not only on the bully and the victim, but on the school, students, parents and the larger community in which the bullying takes place. It acknowledges that solutions to bullying are not the sole responsibility of schools and require a *community-wide response* that engages all members of the community including youth, family, service providers and schools in shared responsibility.

Comprehensive Strategy to Address Bullying

Background

Saskatchewan Learning sets the legislative and policy direction for the education system through:

- The Education Act, 1995, which gives responsibility to boards of education for all aspects of the daily operations of schools. Any policies or procedures relating to student behaviour are the responsibility of the board of education.
- Core Curriculum which provides direction for personal and social development across all areas of study from K-12 through the incorporation of the Common Essential Learnings.
- Saskatchewan Learning's *Caring and Respectful Schools: Toward School^{PLUS} Policy* that provides direction on:
 - strengthening a caring and respectful school environment;
 - developing and implementing school codes of conduct;
 - developing and implementing anti-bullying policy; and,
 - developing crisis response plans.



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Recommended Actions

The following five key actions build upon the constructive policies and actions currently in place across the provincial education system. Taken together, they provide a comprehensive strategy for strengthening this solid foundation and engaging community and family members with schools to address the complex issue of bullying:

1. Ensure that all schools and school divisions in the province have an anti-bullying policy in place and the capacity to take action in partnership with family and community.
 - Regional Offices of Learning will work with individual school divisions to review policies to ensure that adequate provisions are in place to counter bullying including:
 - a. strong school, community and division statement that bullying in schools will not be tolerated;
 - b. a clear and concise definition of bullying;
 - c. a statement that all children and youth have the right to a caring, respectful and safe school environment;
 - d. a statement of responsibilities of all members of the school community including students who witness bullying, school staff, parents and community members;
 - e. a school and division action plan outlining what will be done to deal with incidents of bullying; and,
 - f. a plan ensuring the regular review and strengthening of anti-bullying policy and practices including the explicit incorporation of the Common Essential Learning of Personal and Social Development into all classroom and school practices.
2. Commit one quarter of a million dollars over three years to work with communities and the Canadian Mental Health Association, Saskatchewan Division to strengthen anti-bullying and suicide prevention programming in Saskatchewan schools.
3. Establish Critical Incident Investigation Teams through the School^{PLUS} Service Areas.
4. Ask the federal Department of Justice and the Attorney General to review the provisions and remedies of the Criminal Code of Canada and the specific sections of the Youth Criminal Justice Act pertaining to bullying and incidents of aggression and assault in schools. The purpose is to provide clearer definitions of responsibility and more practical community-based tools, solutions and consequences for the police and community members to provide meaningful support to schools.
5. Integrate the Anti-Bullying Strategy as a critical component of the planning and monitoring process within the new Accountability Framework being developed by Saskatchewan Learning for restructured school divisions.

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The Bully Network

As originally published in "Weyburn This Week"

by **Jennifer Lacharite**

Bullies:

we have all seen them, they're pushy, loud and mean. But not all bullies fit the profile, especially today's bullies. They are not as easy to spot.

Modern bullies hide safely behind their computers and cell phones, making their victims miserable from the comfort of their own home. Speaking of home, that once sacred place has become invaded by the cyber-bully; people who use social media like text messaging, Facebook, and MySpace to torment or embarrass others.

The effects of a cyber-bully can be long-lasting, not just in our memory but in written word and full-colour photography for two billion people to see on the World Wide Web.

It can be pretty embarrassing to have a rumour or bad photo of yourself circulating at school or the office, but when it comes to the Internet, that Friday night photo is on there for good and can be viewed by virtually anyone. Considering that 61.3 million people use MySpace an average of three hours per day, a damaging photo or post may get a lot of views.

I have heard people say that if you don't remember getting bullied as a kid, you were the bully. As I look back, I must admit that I experienced life on both sides of the fence.

I never saw myself as a bully so much as someone who likes to argue, a debater as I like to say. In fact, I often get into heated debates about what I write in this weekly column.

The views I express on this page are not written in stone, they are printed on paper; malleable and easily changed. My views and opinions are not as steadfast as my morals, which are solid and ingrained, but change with age, experience, circumstance and knowledge.

Things change, people change and friendships end. This is why people must be cautious about how much personal information they allow on social network sites and think before posting something online or texting.

Because of modern social media, bullying has become easier and more intrusive in people's lives, making it unbearable for some. There have already been a few suicides related to bullying this year in Canada, mostly by teenagers.

Youth are starting to realize that they can make a difference by standing up to bullies (57 percent of bullying will stop if someone intervenes in the first 10 seconds). Join our youth for **Pink Shirt Day on April 13** and show them you support a bully-free community.



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Weyburn fights back against bullies

As originally published in "Weyburn This Week"

by **Jennifer Lacharite**

Organizations, schools and youth are asking the community to "think pink" next week. The groups are fighting back against bullying with several events and fundraisers planned for Anti-bullying Week - April 11 to 15, including a walk in support of "Pink Shirt Day." Local students are well informed about the issue of bullying, since a presentation on the topic was circulated to all schools in the city throughout the week.

Bullying has become an increasing problem over the past decade due to the popularity of social media, such as cell phones, texting, Facebook, Twitter and Internet chat rooms. Which is why the Weyburn Police Service, Sun Country Health Region Child and Youth Services, South East Cornerstone and Holy Family Roman Catholic school divisions came together to create a presentation on cyber-bullying, emphasizing the morale: "think before you post."

"It's easier to cyber-bully because you don't have to say it to their face," Sharon Mulhall of Child and Youth Services told a group of students during one presentation.

The presentation was delivered to schools and targeted students in Grades 4 to 6, 8 and 10. The groups have decided that this presentation will be a yearly event, which is why some grades were skipped.

The cyber-bullying presentation provided the groups with feedback by allowing students to anonymously answer questions regarding their Internet usage and bullying experience.

"In Grades 4 and 5, students are just getting online," said one of the presenters, Caroline Gillies, instructional technology consultant for South East Cornerstone School Division. "But by Grade 8 nearly all had Facebook accounts."

The presentation taught students four basic rules about posting things online: the front page test asked students to consider the impact of their online messages or texts being printed on the front page of a local newspaper; the grandma test asked students to imagine that their grandparents could read everything they posted; "think before you post" and the "golden rule" were also emphasized.

The presentation also taught students about Internet safety, such as not supplying personal information or photos.

"Don't talk to strangers," Gillies told students. "Anyone can be anyone on the Internet."

Constable Melinda Mintenko of the Weyburn Police Service told students that if they are being harassed by anyone, in person or online, they should contact police.

"We have a bylaw against bullying," said Mintenko. "If you are getting serious threats, report it to the police."

Mintenko said that bullying has become a serious problem these days because it does not just affect victims at school or the workplace anymore. "Cyber-bullying hits you in your home."

Local students and youth groups are planning to participate in National "Pink Shirt Day," an initiative of the Canadian Red Cross RespectED program, which provides bullying prevention services. The walk is taking place on April 13, beginning at the Court House at 11 a.m. and proceeding down Third Street.

"I'd like to see our community support our young people by wearing pink that day," said George Barker, community outreach coordinator for Southern Saskatchewan Red Cross.

continued...



(L-R) Weyburn Junior High School students James Giroux, Sarah Barrett, Mackenzie Oberg and Cole Bourassa gave a presentation to students at Assiniboia Park Elementary School on April 4 about "Pink Shirt Day," which will take place in Weyburn on April 13. The students and Motivational Activities Leadership Team (MALT) members also gave presentations at Haig and their own school, wearing pink "Bully Free Me" t-shirts.

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...continued

Weyburn fights back against bullies

As originally published in "Weyburn This Week"

by **Jennifer Lacharite**

Barker spoke about bullying at the International Women's Day Fair held last month. He encouraged everyone to buy pink paper "t-shirts" at CIBC, which support the RespectedED program.

Schools are also fundraising for RespectedED by putting on a variety of events during Anti-bullying Week. Weyburn Junior High School student James Giroux said that his school is planning to sell pink ice cream, cookies, bracelets and painted nails to raise money for the program.

James was one of four students that travelled to elementary schools to explain the significance of "Pink Shirt Day."

"A boy moved to a new school in Nova Scotia and wore a pink shirt



Caroline Gillies, instructional technical consultant for South East Cornerstone School Division, gave a presentation on cyber-bullying to the Grade 6 class at Queen Elizabeth School on April 4. The students anonymously answered questions related to their Internet usage and experience with bullying.

on the first day and was bullied," explained James. "Two Grade 12 boys bought 50 pink shirts and handed them out and messaged friends on Facebook and got the entire school to wear pink the next day to support the kid."

Students from the Weyburn Comprehensive School also travelled to elementary schools throughout the week to explain "Pink Shirt Day" to younger students.

"Bullying is not just a young person problem, it's not just a school problem, it extends to all ages, even in the workplace," said Mintenko.

The groups involved in "Pink Shirt Day" are hoping that the entire community will participate in the walk or decorate their homes and offices with pink in support of Anti-bullying Week.

Students take stand against bullying

As originally published on www.sasklifestyles.com

Thirty-six students from Grades 6 to 8 at Spruce Ridge School in Estevan have been recognized for their stand against bullying.

Estevan Police Service Constable Lana Gropp had asked students from each school in Estevan earlier in the school year to voluntarily submit essays about how to deal with bullies. Spruce Ridge provided the greatest response.

Each student who submitted an entry from Spruce Ridge was presented a prize from a local business on January 27. Two students, Randii-Lee Honan and Kaelyn George Smith, had ideas that stood out, Gropp said.

Among the ideas that were submitted were:

- Briefly remove a victim from the classroom to identify the bully. A student might be more willing to identify a bully in private than while in a classroom setting, Gropp said. A follow-up would take place later.

- Provide bullies with cards that they can give to their victims so they can express their remorse.

- Anti-bullying clubs would allow people to talk about incidents, and feel better, because they would know they're not alone.



Spruce Ridge School students hold the prizes that they received from local businesses for their anti-bullying campaign ideas. Joining them in the picture are vice-principal Doug Stallard (back row left) and Estevan Police Service Constable Lana Gropp (back row right).

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Bullies force 5-year-old off school bus

As originally published on www.cbc.ca

- Frustrated dad ready to sue school division

CBC News

A Saskatchewan father is considering suing the Prairie South School Division for failing to protect his son — who lost one of his legs in an accident — from being bullied on the school bus.

Robert Coomber's five-year-old son, Ryan, lost part of his left leg in a lawnmower accident two years ago. His left leg was amputated below the knee, and he wears a prosthetic limb.



Ryan Coomber, 5, shown hugging his father, Robert, in a June 2009 photo, was bullied so severely that officials don't want him to ride the school bus anymore. (CBC)

Coomber said it breaks his heart to see Ryan being bullied after everything he's been through.

Ryan used to take the school bus from his home in Willow Bunch, Sask., to his junior kindergarten in Assiniboia, about 40 kilometres away.

But bullying and taunting on the bus have made that ride, which takes about half an hour on the bus, impossible.

"A lot of kids beat me up. Lots of big kids," Ryan said.

Kids on the bus have stolen Ryan's backpack, Coomber said, and one student tried to pull off his prosthetic leg.

Coomber spoke with the parents of the kids involved and thought the issue was resolved — until Ryan was punched by a 13-year-old on the bus on May 4, leaving him with a black eye.

"He was punched in the eye by one of the biggest kids on the bus," Ryan's dad said.

"He's young, he's five, he's disabled. I can't ride the bus and stand up for him, you know. He can't defend himself, so who easier to pick on than a kid who gets punched in the eye and sits quietly in the corner."

Coomber said he tried to speak with the teen's parents but got nowhere.

He then approached the bus driver and the school principal, who directed him to the Prairie South School Division.

"I asked for the child to be disciplined," he said. "I asked for him to be suspended from school [to] teach him a lesson because there's a zero tolerance for bullying."

"[But instead] we were told Ryan will no longer be on the bus, that it's not safe for

him or my daughter and that we have to drive them the round trip."

Coomber said the school division even offered to pay for him to drive Ryan and his seven-year-old sister to and from school.

He said he finds the whole situation infuriating.

"It's just a shame that in his five years, [Ryan] has to be a victim over and over again."

The Coomber family is considering a lawsuit.

The Prairie South School Division told CBC News it would not comment on the matter.

Later on Tuesday, Saskatchewan's Education Minister said school bus operators are responsible for keeping buses safe. **[Last Updated: Tuesday, May 11, 2010]**

"[Their] first responsibility is safety," Ken Krawetz told reporters at the provincial legislature in Regina. "Secondly, they have to be ensuring that behaviour on the bus is according to the rules that are put in place, and that's a difficult task."

Krawetz said the local school board was investigating the situation.



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Lady Gaga and Ellen DeGeneres Against Bullying



A lot of people have thought that bullying is just a part of life, that it's something to endure and get through on your way to adulthood. And the sad reality is that many have experienced bullying, or they will be bullied at some point in their lives. This status quo has ruled for a long time, but things are finally beginning to change.

Bullying can take many forms, and they're all damaging. Confidence and self-esteem are always affected and if children, teenagers and young adults feel too lost or low, they often take their own lives. These bullying deaths can be the result of anything from cyber-bullying to being called bad names on the playground.

Recently, more and more celebrities have started anti-bullying campaigns or are promoting media events meant to bring forward the causes and consequences of bullying, as well as to show that there is help out there for those who feel targeted. There's universal recognition that bullying has to be stopped and that action must be taken around the world. Celebrities like Lady Gaga, Ellen DeGeneres, Justin Bieber, Alesha Dixon, Pixie Lott and Twiggy have spoken out and are taking part in various anti-bullying activities, such as marches or media campaigns.

For instance, Lady Gaga is using the lyrics of her song *Born This Way* to call for equal rights for the gay community and is donating the proceeds from the country version of the song to the Gay, Lesbian and Straight Education Network (GLSEN at www.glsen.org), an anti-bullying charity that helps young children deal with bullying at school.

Ellen DeGeneres has also recently released a video where she addresses the recent rash of teen suicides that have been linked to bullying and homophobia. She told her viewers, "We can't let intolerance and ignorance

take another kid's life," and when speaking specifically to struggling teenagers, she said, "People's minds will change, and you should be alive to see it."

Other stars like Jim Carrey have stated that "bullying is an old and antiquated way of thinking" with no place in a modern society. He's also said that "anyone who bullies anybody for any reason is no friend of his." Carrey, having recently filmed a movie in which he played a convict who finds his same-sex soul mate in jail, is said to be appalled by the growing trend of bullying gay teenagers.

According to Queen Latifah, parents are urged to be responsible and to look for "unhappy" signs in their child as well as address issues, such as bullying, with the other child's parents in order to find a solution. Latifah has said that she experienced bullying at school – for being different – and that it took her years to learn that being different was not necessarily a bad thing.

In Justin Bieber's opinion, there's "nothing cool about being a bully" and Daniel Radcliffe, who starred in all those Harry Potter movies, states, "we have a responsibility to be better to each other," a sentiment echoed by many other celebrities around the world.

And if you're a YouTube regular, look up any number of celebrities who are working toward the common goal of addressing bullying. To name a few, Leona Lewis, Girls Aloud, Beth Ditto, Ronan Keating, Shayne Ward and Sean Kingston, got together to film a selection of special anti-bullying messages.



Now, if everyone does their part

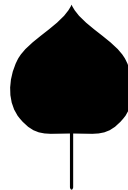


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Bullying is Wrong and Hurtful



Being safe in relationships is a fundamental human right. Every child and youth has the right to be safe and free from involvement in bullying. Children in all three roles with respect to bullying – those who are bullied, those who bully others, and those who know it is going on can be negatively affected. Negative effects include a lack of confidence in oneself and in others, which hurts relationships across the lifespan, thereby increasing risk for mental disorder, poor academic and vocational achievement, and criminality.

Children's Rights

Canada has signed the United Nations Convention on the Rights of the Child. In Article 29, the Convention specifies that education shall be directed to:

The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

As a society, therefore, we must educate children to ensure they develop positive attitudes and behaviours and avoid using their power to bully or harass others.

The UN Convention on the Rights of the Child also addresses the rights of children who are at the receiving end of bullying and harassment. Article 19 of the Convention states:

Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Traditionally, concerns about child abuse have focused on abuse from an adult to a child. Research on bullying shows that we also need to protect

children and youth who experience "forms of physical or mental violence, injury or abuse" at the hands of their peers. For every one child concerned about being sexually abused by adults, there are three children concerned about being beaten up by peers (Finkelhor, Assdigan, & Dziuba-Leatherman, 1995).

Protection Starts with the Adults in Children's Lives

The responsibility to protect children from all forms of abuse, including bullying, is the responsibility of parents, teachers, and other adults in the community who are in contact with children and youth.

At home, parents are responsible for their children's safety and well-being. Adults in school, on sports teams, and in community activities are all responsible for the safety and well-being of children and youth in their care.

Bullying is an issue of the human rights of safety and inclusion. Many children endure bullying on a daily basis. This type of abuse is a violation of human rights. All children involved in bullying require support to promote healthy development, positive relationships, and to protect their welfare.

In extending her patronage to PREVNet, Her Excellency the Right Honourable Michaëlle Jean, Canada's Governor General wrote that "Finding ways of predicting and preventing the development of these relationship problems is a necessity. Bullying is not only about threats and intimidation, it is foremost about contempt and injustice."

By promoting healthy relationships, we can prevent bullying and support children and youth in developing social skills, understanding and respect, social responsibility, and citizenship. PREVNet recognizes these attributes as the foundation for a cohesive, productive, and peaceful society.

"Let's all rise up for a world where respect is valued above all else."

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Are Canadians too nice to Bully?

Facts and Myths about bullying

Myth: Bullying does not cause any serious harm.

Fact: Bullying is associated with a range of physical and mental health problems, as well as suicide, educational problems, antisocial problems, and relationship problems.

For example:

- * Victimized children are more likely to report headaches and stomach aches than non-victimized children (Due et al., 2005; Williams, et al., 1996). Children who both bully and are victimized may be at greatest risk for physical health problems.

- * Victimized children are more likely to report anxiety and depressive symptoms than children uninvolved in bullying (Due et al, 2005; Kaltiala-Heino et al, 1999). Of greatest concern is the fact that psychiatric problems associated with involvement in bullying tend to persist into later life (Kumpulainen & Rasanen, 2000).

- * A high risk of suicidal ideation (having thoughts of suicide) is found among children who are bullied, who bully others, and who are involved in both roles (Kaltiala-Heino et al., 1999).

- * Both victimized children and children who bully are at risk for poor school functioning, in terms of poor attitudes towards school, low grades, and absenteeism (Rigby, 2003; Tremblay, 1999).

- * 20-25% of frequently victimized children report bullying as the reason for missing school (Rigby, 2003).

- * Youth who bully others are more likely to use alcohol and drugs (Pepler et al., 2002), and are at risk for later criminality. For example, 60% of boys who bully others in elementary school had criminal records by age 24 (Olweus, 1991).

Solution: It is essential to identify children at risk for bullying and/or victimization and to provide support for their development in order to prevent the negative consequences associated with this type of disrespectful peer relationship.

Myth: Children grow out of bullying.

Fact: Without intervention, a significant proportion of youth who bully others in childhood will continue to use their power negatively through adolescence and into adulthood. The nature of bullying changes as children mature. From early adolescence, new forms of aggression, carried out from a position of power, emerge. With developing thinking and social skills, children become aware of others' vulnerabilities and of their own power relative to others. Bullying then diversifies into more sophisticated forms of verbal, social, homophobic, and sexually- and racially-based aggression. Over time, these new forms of aggression are carried forward into different relationships and environments. The destructive lessons learned in childhood about the use of power may translate into sexual harassment in the workplace, dating violence, marital abuse, child abuse, and elder abuse.

Solution: Early identification and intervention of bullying will prevent patterns of aggressive interactions from forming. Adults must be aware that bullying changes with age and may become more difficult to detect.

Myth: Only a small number of children have problems with bullying.

Fact: Approximately 12% of girls and 18% of boys reported bullying others at least twice in previous months, whereas 15% of girls and 18% of boys reported being victimized at least twice over the same time period (Craig & Harel, 2004) These figures suggest that in a classroom of 35 students, between 4 and 6 children are bullying and/or are being bullied. Many more children observe bullying and know that it is going on. At some point, the majority of children will engage in some form of bullying and experience some form of victimization. A small minority of children will have frequent, long-lasting, serious, and pervasive involvement in bullying and/or victimization (Craig & Pepler, 2003).

Solution: To ensure that children have healthy and productive relationships, it is important to include all children, regardless of their involvement in bullying,

continued...



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Are Canadians too nice to Bully?

Facts and Myths about bullying

...continued

in bullying prevention programs. This means that programs and strategies must address the needs and provide the necessary support for children who are victimized, children who bully others, and children who watch bullying occur.

Myth: Canadians are “too nice” to bully.

Fact: On the recent World Health Organization (WHO) Health Behaviours in School-aged Children (HSBC) survey, Canada ranked a dismal 26th and 27th out of 35 countries on measures of bullying and victimization, respectively (Craig & Harel, 2004). Moreover, our position on the international stage has slipped relative to other countries. On the 1993/1994 survey, Canada’s ranking on the prevalence of bullying and victimization was relatively higher than in the 2001/2002 survey (King et al., 1996); however, the prevalence of bullying and victimization among Canadian students has remained relatively stable. The drop in Canada’s relative ranking in spite of stable rates, suggests that other countries have been preventing bullying problems more effectively than Canada. The high proportions of Canadian students who report bullying or being bullied confirm that this represents an important social problem for Canada. One of the reasons that Canada is ranked so poorly compared to other countries is our lack of a national campaign to address bullying problems.

Solution: PREVNet (Promoting Relationships and Eliminating Violence) is a Networks Centre of Excellence – New Initiative. Launched in 2006, our vision is to stop bullying in Canada and to promote safe and healthy relationships for all Canadian children and youth. Led by scientific co-investigators, Dr. Debra Pepler of York University and Dr. Wendy Craig of Queen’s University, this national network is the first of its kind in Canada and provides an unprecedented opportunity for social innovation and social-cultural change.

Myth: Reporting bullying will only make the problem worse.

Fact: Given the power imbalance that exists between

the child who bullies and the child who is victimized, it is incredibly difficult for children who are being victimized to remove themselves from this destructive relationship. They make numerous attempts to make the bullying stop on their own but these efforts are usually unsuccessful and may make the bullying worse. Adult intervention is required to correct the power imbalance. Children and parents may have to report the bullying to more than one person before the behaviour will stop. We do know that victimized children who told an adult about being bullied reported being less victimized the following year compared to children who did not report being bullied (Yuile, Pepler, & Craig, 2004). When no one talks about bullying, children who bully feel they can carry on without consequences. Secrecy empowers children who bully.

Solution: Children need to be encouraged to report bullying and be given multiple strategies to make these reports. Adults must convey the message that they want to know about children’s experiences and that it is their job to make the bullying stop.

Myth: Children who are victimized need to stand up and fight back.

Fact: Encouraging children who are victimized to fight back may, in fact, makes the bullying interaction worse. We know that when children use aggressive strategies to manage bullying situations, they tend to experience prolonged and more severe bullying interactions as a result (Mahady Wilton, Craig, & Pepler, 2000).

Solution: Children should be encouraged to be assertive, not aggressive, and to inform a trusted adult about what has happened to them.

Myth: Bullying is a school problem.

Fact: Bullying occurs wherever children gather to live, learn, or play. As such, the majority of bullying tends to occur in the classroom, on the school playground, and on the school bus where children are most often together. Although bullying tends to occur in school,

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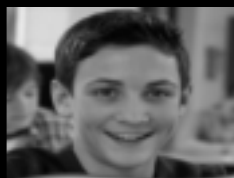
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Are Canadians too nice to Bully?

Facts and Myths about bullying

...continued

we know that bullying is a community problem, not just a school problem. As the primary institution in children's lives, schools can play a leadership role in addressing bullying problems.

Solution: Adults are essential for children and youth's healthy relationships. All adults are responsible for creating positive environments, promoting healthy relationships, and ending violence in the lives of children and youth. They are role models and must lead by example and refrain from using their power aggressively. Adults must look for, listen, and respond to bullying. Adults can organize social activities in ways that protect and support children's relationships and stop bullying.

Myth: Bullying does not occur within the family or the family home.

Fact: Unfortunately, bullying does occur within families. Bullying is defined as a relationship problem in which there is repeated aggression by a person with greater power directed at a person with lesser power. Repeated aggression within family relationships is most commonly called "abuse" or "family violence", and within peer relationships it is called "bullying" or "harassment". The family is the first context in which children learn about relationships, and lessons learned in the family provide the foundation for future relationships. Research shows that there is a developmental connection between experiencing or witnessing abuse in the family, and experiencing or perpetuating bullying and abuse in future relationships. If we look closely at the elements of the definition of bullying, we can clearly see the overlap and subtle distinction between bullying and abuse, with abuse being a form of bullying that implies a violation of adult responsibility.

* "Occurs in the context of a relationship". Abuse can also occur in romantic relationships between couples (spousal abuse, woman abuse), parents and children, (child abuse, elder abuse) and in other relationships in the extended family (grandparents, in-laws, aunts, uncles, cousins, etc.). Bullying can occur within sibling relationships and between cousins.

* "When one person in the relationship has greater

power than the other". In a romantic relationship, there is often an imbalance of power due to biological, cultural, psychological and economic factors. It is clear that parents have greater power due to the child's immaturity, vulnerability, and dependence on the caregiver. In relationships between adult children and their elderly parents, the balance of power becomes reversed as the caregiving role is reversed. Between siblings or cousins, it is often, but not always, the older child who has greater power because of greater size and maturity.

* "Repeated aggression". Aggression can take many forms, but the common denominator is disrespect of another human being's rights to physical and psychological safety and sense of dignity. Within families, there is a universal expectation that those with greater power assume responsibility to safeguard the well being of more vulnerable family members. When there is a repeated pattern of the violation of this responsibility, either by neglect or by acts that cause distress, we use the term "abuse". When children and youth bully their peers, they violate the rights of the other; however they are not in the same position of responsibility for safeguarding the well-being of the other, due to their own immaturity. Thus, bullying can be seen as a signal that the child or youth needs support in learning about relationship values and skills.

Solution: It is critically important that children experience secure and healthy relationships in the family. It is imperative that we teach our children that relationships in which there is a power imbalance are precisely the relationships in which the person with more power has the responsibility to safeguard the well being of the more vulnerable person. Through modeling respectful relationships and taking responsibility for the well being of those who are dependent and vulnerable, both within and beyond the family, adults can help to promote healthy relationships and prevent bullying and abuse.

extracted from: www.prevnet.ca/bullying

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Bullying in Sports

People Safety For Children's Coaches

As originally published on www.kidpower.org

kidpower™

By Irene van der Zande, Kidpower Executive Director

At a recent parent-child workshop, a very kind father called Ron said, "We need this kind of training for coaches too! At the children's soccer games that I coach, we do our best to keep our team members from bullying each other or kids from other teams. But sometimes the kids' parents will start screaming insults and threats at our coaches because they disagree with some decision. Even if they've signed pledges not to, some parents believe that acting this way and booing players is part of sports. What should we do?"

"Why are you coaching children's soccer?" I asked. "This is a volunteer job, right? Is your goal to have children learn to win or for some other reason?"

"I like to coach because team sports build character and discipline," Ron said.

"What are children learning about discipline and character when they see their adults losing control and behaving abusively?" I asked. "Perhaps the best learning that these children might gain is by seeing you and the other coaches modeling positive respectful firm leadership." We role-played the problem. Ron pretended to be an upset parent and yelled at me, "How dare you do that! I'm going to report you."

I calmly replied, "I am following our rules. You are welcome to tell anyone you wish that you disagree! Now please sit down so we can continue the game!" Ron said that they also have many young teenagers who volunteer to coach. "It's awful," he explained, "when a 35-year-old man starts yelling at a twelve-year-old, 'What gives YOU the right to make this decision?'"

I pointed out that volunteering to be the coach DOES give someone the right to make decisions and that, as unfortunate as it is that a few people act this way, learning how to deal with upset people is an exceptional leadership skill.

We discussed how to establish a system to make sure that parents signed pledges about respectful behavior and fair play that included some clearly defined

consequences if they refused to honor these pledges. We also explored ways to prepare coaches to protect themselves:

- Imagining throwing the hurting words away into a trash can
- Imagining using an emotional raincoat that would protect them from anger
- Identifying common attacking comments and practicing calm firm answers



The emotional raincoat technique can be practiced in partners. Without touching, one person starts screaming, "BLAH! BLAH! BLAH!" while acting very angry. The other person stays calm, keeps facing the angry person in ready position, with hands holding a whistle, and saying in a firm respectful voice, "I am sorry you are upset. We can agree to disagree. I see it differently and it's my call. It's my job to keep everyone safe here. Please sit down so that we can play."

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What if *MY* Child is the Bully?

As originally published on www.kidpower.org

By Irene van der Zande, Kidpower Executive Director

Bullying in schools, families, and other groups affects the physical and emotional safety of everyone in the group. Adults can help children stay safe by teaching children skills to deal with bullying. In addition, children using bullying behavior need support in learning different ways of interacting with other children.

One parent emailed us the following question; our answer follows.

QUESTION: What if my child is the bully? Sometimes he calls other kids names and pushes them around to get what he wants.

ANSWER: Children who bully in this way need safer tools for getting what they want, better skills for handling the disappointment of NOT always getting what they want, clear boundaries about what the rules are for behavior, and consistently enforced consequences for breaking those rules.

Safer tools can mean learning to ask instead of grab and learning to look for ways in which everyone can get at least some of what they want.

Skills for handling disappointment can mean learning how to think first and calm down when you are upset, learning to wait your turn, and finding other things to do when you cannot do what you want right away.

Clear rules means being very specific – No Putdowns, No Name-Calling, No Pushing, No Hitting. Bullying in schools and other groups often escalates quickly without clear rules and consistent adult follow-through on those rules.

It is important that kids see that everyone--especially the adults around them--are following the same rules. Consistent consequences need to be thought through ahead of time to make sure that they are reasonable and will be upheld by all the adults responsible for supervision.

The bottom line is that the child needs to be stopped from continuing the bullying behavior quickly, clearly and directly. If this doesn't work, there might be further consequences like sitting down for a few minutes instead of playing, having to do something inside away from other kids for a little while, or losing some privilege like watching television or playing on the computer.

Bullying in schools and other groups can improve when adults support all of the children – children using bullying behavior as well as those being bullied – in learning more effective skills for staying safe, for being powerful, and for getting what they want. Getting support for stopping bullying behavior sooner rather than later can make a big difference. Teachers, counselors, parenting classes, and friends can all be valuable resources.

The logo for Kidpower, featuring the word "kidpower" in a lowercase, sans-serif font. The "i" in "kid" has a dot, and the "o" in "power" has a stylized human figure with arms raised inside it. A trademark symbol (TM) is at the end of the word.

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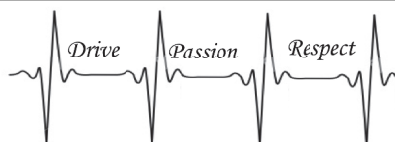
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Acting Friendly or Truly Being Your Friend?

- How to tell the difference

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

We hear many sad stories about young people who were confused by others who pretended to be friendly in order to get their way, but whose actual intent was to get something from them or even to cause them harm. Here are typical examples:

One kindergarten teacher said, "A few of my students are so charismatic that all the other kids want to be friends with them. Sometimes they will try to control other children by saying that they will only be their friend if they agree not to play with anyone else. I tell my students that real friends don't try to stop you from having other friends."

One mother said, "My seven-year-old daughter got into big trouble because a girl she really liked trashed the school bathroom by throwing paper towels into the toilets and sinks. This girl said that, since my daughter was her friend, my daughter had to blame another one of their classmates for making this mess."

One father said, "My ten-year-old son keeps getting tricked into doing another kid's homework because he wants so much to be accepted by him."

One middle school boy said, "Some girls in our school go along with sex because they want to be popular. I feel bad because some guys tell these girls how much they care about them and then make horrible jokes about what sluts they are behind their backs."

One teacher of a developmentally delayed teen said, "Kids in his neighborhood pretended to be his friends and then persuaded him to steal my cell phone because they told him they needed the money."

No matter how old or young you are, people who deliberately use the trappings of friendship to get you to lower your boundaries and do what they want can break your heart.

Both children and adults need to know that someone who smiles at you, says kind things to you, does nice things for you, and seems funny might be enjoyable to be with, but that this friendly behavior by itself does not make this person a trustworthy friend.



Friends are precious!

At the same time, having misunderstandings and crossing boundaries are normal communication problems in important relationships. Also, sometimes people change and friendships that worked for a while stop working.

The reality is that some mistakes are probably unavoidable. You have to be willing to take some risks in order to get to know someone well enough to decide whether or not to keep this person as a friend.

So, how do you tell the difference between someone who is behaving in a way that is likable and someone who is going to be a good bet as a friend?

You have to judge by what a person does not just part of the time, but all of the time, and not just with you, but with everyone, in order to figure out whether or not someone is going to be a friend you can count on.

Here are six questions that you can ask yourself- and teach kids to ask themselves - to help decide whether or not someone is being a good friend.

1) Does this person do things that are important to both of you?

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Acting Friendly or Truly Being Your Friend?

- How to tell the difference

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

...Continued

Or, does this person run hot and cold – acting glad to see you when she or he wants something from you, but getting mad and saying you are a bad friend if you want to do something else?

2) Does this person encourage you to do things that are in your best interests?

Or, does this person try to use your feelings of friendship to pressure you into wasting your time or money, breaking rules, getting into trouble, doing something dangerous, or hurting someone else?

3) Does this person speak and act respectfully towards you no matter who else is around?

Or, does this person sometimes make unkind jokes or ignore you in order to be popular with others?

4) Does this person try to tell the truth, apologize for mistakes, and keep commitments most of the time?

Or, does this person blame others for his or her mistakes, lie, and break promises over and over?

5) Does this person treat others with kindness and respect?

Or, is this person cruel to some people – or nice to their faces and mean behind their backs? Remember that what someone does to someone else, sooner or later, this person is very likely to do to you.

6) Is this person willing to work problems out?

Or, does this person ignore problems and then explode or act ready to give up on the friendship as soon as something goes wrong?

The bottom line is that we all deserve to have healthy relationships in our lives and that healthy relationships take work. No matter how friendly someone acts and no matter how much we might like to be with this person, we need to decide whether this person is behaving in a way that is going to make our lives better or worse.

Suppose that you decide that someone you often enjoy is also often not acting like a good friend. Depending on the situation, here are some choices for what you can do:

1) Speak up about the problem in a clear respectful way. People often don't see the impact of their behavior on others unless it's pointed out to them. You can't know what will happen unless you let this person know that this behavior is not okay with you.

2) Become unavailable. You can decide to spend your attention and time with someone else. Many shy people do not act that friendly at first, but, once you get past the surface, can be interesting and fun.

3) Pick and choose. Many people are great to be with at some times and best to avoid at other times. You can decide when to hang out with someone and when not to.

4) End the friendship. Sometimes the only way to end a friendship is to tell yourself that the friendship is over. Usually just being unavailable works, especially if you've tried to solve the problem and that didn't work. But once in a while, you might need to say something like, "I really appreciate the fun times we've had, but I've decided that it won't work for me to stay friends with you. I wish you very well and hope for the best for you, but won't be spending time with you any more."

Strong, true friendships make life rich and joyful. They give lasting memories, provide strength and comfort during difficult times, and help both friends to grow and to have fun. They deserve time, attention, and effort. But, that effort should help everyone grow stronger and closer. We can help young people build strong, meaningful friendships by making healthy decisions about who our own friends are and by encouraging them to choose -- and to tend -- their own friendships kindly and thoughtfully.

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Bullying - What Do Kids Say?

- According to our experts...



As originally published on www.kidpower.org

By Irene van der Zande, Kidpower Executive Director

Sometimes we ask children during a workshop, "What's bullying?" Hands shoot into the air and the answers pour out of our students. Because adults have more official words for the same behavior, I have put these in parentheses next to the explanations of our Kidpower experts:

- "When another kid tries to hurt or scare you." (**Physical bullying; intimidation**)
- "When someone says bad stuff about you behind your back." (**Relational bullying**)
- "When someone calls you names or makes fun of you." (**Emotional abuse**)
- "When kids leave you out." (**Shunning**)
- "When kids gang up on you and try to make you give them your money or your stuff." (**Extortion**)
- "When someone copies you in a way that makes you look dumb." (**Mimicking**)
- "When other people say or do things to bother you over and over on purpose." (**Harassment**)
- "When someone tries to make you do something that will get you into trouble." (**Coercion**)
- "When someone tries to use their power to make you feel bad." (**Bullying**)

We then ask our students, "Have you ever been bullied or seen someone else being bullied?"

Most of them nod their heads.

"How did you feel?" we ask. Again, our young and wise Kidpower experts raise their hands and say:

- "Sad."
- "I thought there must be something wrong with me."
- "Scared and wanting to hide."
- "Embarrassed and like I never wanted to go back."
- "Mad and like I wanted to get back at them."
- "As if I was the only person in the world that this was happening to."
- "Guilty because I was glad it wasn't happening to me."
- "Worried because I was afraid it would happen to me."
- "Ashamed because I didn't know what to do to stop it."
- "Frustrated."
- "Lonely."
- "Like I wanted to throw up or disappear."





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Facing Bullying with Confidence

- Kidpower safety tips

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

Here are some skills to help children and teens deal with bullying.

1. **Walking with awareness, calm, and confidence.**

People of any age are less likely to be bothered if they seem aware, calm, and confident. Practice holding your body tall but not tense, looking around with a relaxed face as if the world around you is interesting, and walking confidently.

2. **Feeling one way and acting another.**

It's normal to feel scared or angry when people are bullying, but showing fear, anger, or aggression makes bullying problems bigger. Help kids imagine that they are feeling mad, sad, or scared while they practice moving with awareness and confidence so those feelings do not show.

3. **Leaving in a powerful, positive way.**

The best self-defense tactic is called "target denial," which means "don't be there." Help children practice using their awareness to notice possible problems early and then calmly, confidently move out of reach before the problems grow.

4. **Setting a boundary.**

Teach children to put their hands up in front of them and say in a clear, calm, firm voice, "Stop!" Coach children to hold their bodies tall, look directly at the problem with a calm face, and use a clear voice that is not whiney or aggressive.

5. **Filtering hurtful words.**

Mean words are like trash. If we take them in our bodies, we can feel bad. Help kids imagine catching mean words so they don't go inside. We can throw the mean words away. The idea of a screen around their hearts and minds often helps older kids let in the words that help them grow, learn, and have fun while keeping out the words that break them down.

6. **Speaking up for inclusion.**

Shunning is a serious form of bullying. Exclusion should be clearly against school and youth group rules. Kids can practice persisting in asking to join a game. They can also practice taking quick, confident action when they notice another being left out.

7. **Getting help - and persisting.**

Children are still learning social skills. Without calm, consistent adult guidance, they will hurt each other. Teach kids to get help from adults if they are unable to stop a problem. Because adults so often say, "Solve it yourself," coach kids to practice saying, calmly and confidently, "I tried to solve it myself. The problem is getting worse. Please help."

8. **Using physical self-defense as a last resort.**

Children need to know when they have the right to hurt someone to stop that person from hurting them. At Kidpower, we teach that physical skills are a last resort - when you are about to be harmed and you cannot leave or get help. Talk with your kids about when it is and is not okay to hit or to kick another kid. If you give kids permission to use physical bully skills, be sure to teach them age-appropriate skills that are unlikely to cause serious injury, such as a single soccer kick to the shin.



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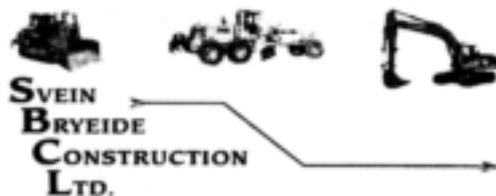
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Teaching Children the Skill of Confidence

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

Sometimes people ask me, “Why do you keep saying that Kidpower teaches confidence? I think of confidence as meaning that you believe in yourself, and that’s a feeling or a belief, not a skill that is taught!”

The reality is that confidence can be many things – a feeling, an attitude, a belief, a decision, and a set of skills that can be learned.

The feeling of confidence comes from believing that we are powerful, valuable, and competent. Some lucky people seem to feel confident just naturally most of the time. However, in working with thousands of students from all walks of life, we have found that people of all ages and abilities can learn to develop the skill of Showing Confidence, no matter how they feel inside.

We tell our students that, “People will listen to you better and bother you less if you Act Aware, Calm, and Confident.” We then coach our students to practice sitting, talking, and walking while they Act Aware, Calm, and Confident by:

- Making their bodies tall and open with their shoulders down, their backs straight, and their heads up
- Using a “soft eye” as they look around rather than glaring at someone or acting timid
- Keeping a peaceful look on their faces and calm strong body language
- Using a “regular voice” loud enough to be heard easily
- Speaking up about what they do and don’t want using clear polite words
- Staying centered while the teacher pretends to be someone acting rude or scary

People can also learn the skills necessary to protect themselves from most experiences that can damage their feelings of confidence, to deal with problems in a way that develops their feelings of confidence, and to create experiences that will build their feelings of confidence.

One of my favorite insights from Stephen R. Covey’s wise book, *The 7 Habits of Highly Effective People*, is that love is not just a feeling; loving someone is actually a decision. You can show love to another person if you have decided to love that person, even when you don’t feel love towards that person at that moment. By doing so, you can often create the conditions that will lead more feelings of love between you and this person. (Making Safe Decisions About Love and Showing Love in Healthy Ways are also

skills that we can learn, but that’s a different article.)

The same thing is true with Confidence. You can learn how to Show Confidence and decide to use this skill no matter how you feel inside. By doing so, you are more likely to have experiences that will lead to your feeling more confidence. Acting with a lack of Confidence is likely to cause you to doubt yourself even more and to cause others to treat you with less interest and respect, which often leads to your having experiences that can increase your feelings of doubting yourself, creating a downward spiral leading to loss of feeling confident.

Often, developing the skill of Confidence is connected to the skill of Persistence, which means not giving up, even in the face of obstacles, and to the skill of Asking for Help, even when you feel embarrassed or shy. Overcoming feelings of insecurity and self-doubt is hard work. We believe that everyone deserves to have the help they need in learning to Show Confidence as well as to solve problems. This is why we have our students practice the skill of Being Persistent in Asking for Help, while the instructor pretends to be someone who is busy, intrusive, or impatient. We also teach our students that, if one person doesn’t help, it’s their job to keep asking different people until they get the help they need.

Learning and deciding to Show Confidence is not a new idea. In the 1951 musical by Richard Rodgers and Oscar Hammerstein, *The King and I*, the governess Anna sings the song below to the children in her care. I know that this play caused a lot of controversy because of the many historic inaccuracies about the people of Thailand. However, these lyrics were not the problem. I wanted to share this for those of you who might not know it, because humming this song in my head has helped me at times in my own life when it was really important to face something that scared me. Actually, when we Show Confidence even though we feel frightened or nervous, we are not “making believe” we are brave, we are being brave!

*While shivering in my shoes
I strike a careless pose
And whistle a happy tune
And no one ever knows
I'm afraid.
Make believe you're brave
And the trick will take you far.
You may be as brave
As you make believe you are
You may be as brave
As you make believe you are*

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Adressing Cyber-Bullying

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

Educate Yourself

Cyberbullying.org is an outstanding website full of information for both youth and adults, including help for the technologically challenged.

Discuss the Issue

Ask children and youth what they already know about cyber-bullying. You might be amazed at how much they can tell you. Ask if this has ever happened to them or anyone they know. Make sure that the young people in your life know that:

- Cyber-bullying means using computers, cell phones, and other technology to hurt, scare, or embarrass other people. Cyber-bullying gets people in serious trouble at school and also with the law. In a growing number of places, certain forms of cyber-bullying are illegal.
- Being mean is being mean, no matter how you do it. Don't ask if it's funny. Ask if it will make someone unhappy.
- Even if you think someone was mean to you, being mean back is not a safe way to handle the problem. Instead, get help from an adult you trust.
- Have the courage to speak up if you notice anyone cyber-bullying. Say that this is wrong and that you are not going to keep it a secret.
- Never post anything on the Internet or send something electronically that you don't want the world to see.
- If you get an upsetting message or see something that is attacking you: Do not reply. Do not delete. Save the message, print it if you can and get help from an adult you trust. If one adult does not help you, keep asking until you get the help you need.

Be Clear About the Rules

The use of computers for anything except schoolwork is a privilege. The use of cell phones for anything except for emergencies and communication with parents is also a privilege. These privileges will be lost if they are used for unsafe or hurtful purposes. You expect your children to stay in charge of what they say and do, to tell you about problems, and to get your agreement in advance about any changes.

Be Involved

Spend time with young people so that you know what they are doing.

Be Careful

Unless this is within a secure system of people who know each other, such as a school, do not allow your children to post personal information or photos in an on-line friend's community or chat group.

Give consequences

If your child cyber-bullies, have the child apologize and make amends. Give an appropriate related consequence, depending on what happened.

Provide Help

If your child is hurt by cyber-bullying, give the child emotional support by saying, "I am so sorry this is happening to you and so proud of you for having the courage to tell me. This is not your fault and we are going to do what we can to make it stop." Ask for help from school authorities, your Internet provider or cell phone company, and, if necessary, the police.

Practice

Use ideas from Speaking Up About Putdowns on Pg. 105-107 to define what cyber-bullying might look like, how to speak up, what a negative reaction might be, and what an effective response could be. Let children make up their own story to use for the practice. Switch roles with them. For example, a friend might say, "I can't stand Roger. Look, I got a photo of him going to the bathroom on the field trip. Let's see how many people we can send this to."

One way to speak up could be: "That's cyber-bullying. It's wrong."

A common negative reaction to this boundary is, "But you have to admit that it would be funny."

An effective response might be, "Even though Roger is not my favorite person, I don't think it is funny to embarrass people. Besides, it is illegal."



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How to Pick a Good Self-Defense Program

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

The quality of the program and approach of the instructor will make a huge difference in the results of any kind of training. Self-defense is no exception. Done well, self-defense workshops can be exciting, empowering, and useful. Done poorly, they can be boring, discouraging, and destructive. If training is about self-defense or any other important life skills, the potential benefits are real and so are the potential dangers. It is worth taking the time to make a thoughtful decision.

Here are some questions to consider when evaluating a self-defense program:

1. Is the content positive, accurate, comprehensive, and appropriate for the ages and life situations of the students?

The best programs will teach a range of personal safety skills for being aware, taking charge of the space around you, getting help, setting boundaries with people you know, de-escalating conflict, and staying calm and making choices instead of just getting upset when you have a problem. Physical self-defense skills will be taught in a context of having done everything possible to get out of a situation safely without fighting first.

Look for programs that focus on the skills to learn rather than on reasons why we have to learn these skills. Realize that children can become traumatized by scary stories about bad things that happened to other children. Children learn best if their teacher has a calm, matter-of-fact approach which makes it clear that they can keep themselves safe most of the time by learning how to do a few easy things.

Look for programs that are based on research from a wide variety of fields including mental health, education, crime prevention, law enforcement, and martial arts.

Look for endorsements from real people and credible organizations.

Look for programs that are willing to give credit for what they have learned from others rather than saying that they have invented "the best and only way to learning true self defense."

Be wary of programs that give simplistic, absolute answers such as, "If you wear a pony tail, you are very likely to be assaulted" or "If you train with us, you will never have to be afraid again."

2. Is the teacher clear, respectful, in charge, enthusiastic, and able to adapt?

You and the children and teens in your life deserve to have teachers who are helpful rather than discouraging. Good teachers do not make negative remarks about their students or anyone else and do not allow others to do so, even as a joke.

Look for teachers who know how to be both firm and respectful when they set boundaries with students who are doing things that detract from the class.

The best teachers will change what they do to meet the needs of their students rather than having a standard, canned approach. Role-plays to demonstrate or practice skills should be described in terms of situations that students are likely to encounter. The way something is presented should be in terms that are meaningful to a student. Instead of telling a blind student to look at a potential attacker, for example, a teacher who knows how to adapt will say something like, "Turn your face towards the person so that he knows you know he's there."

Good teachers will listen to your concerns with appreciation for your having the courage to raise them rather than with defensiveness. When possible, they will change what they do to make the class work better for you. At the very least, they will explain their reasons for what they do and why they cannot accommodate your wishes.

3. Is the approach more action-oriented or talking-oriented?

In general, people remember more about what they have seen than what they have been told. People are more likely to be able to do what they have practiced themselves than what they have been shown to do or told to do.

Look for programs that involve showing more than explaining and that provide lots of opportunity for learning by doing.

4. Is the learning success-based?

It can be destructive to students' emotional and physical safety if they feel as if they are failing when they are trying to learn self-protection skills. Success-based learning means that students are guided through what they need to learn in a highly positive way. Practices go step by step starting with where each student actually is. Success is

Continued...



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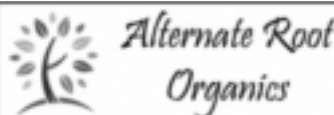
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How to Pick a Good Self-Defense Program

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

...Continued

defined as progress for each individual student rather than as perfection according to some standard of the teacher. Students are coached as they do the practices so that they can do them correctly as much as possible. They are given feedback about how to improve in a context that communicates, "mistakes are part of learning."

5. Is the approach more focused on traditional martial arts or on practical self-defense?

Martial arts programs, like other activities involving interactive movement such as sports and dance, can be wonderful for building confidence, character, and physical condition. However, for teaching personal safety skills, the approach of most martial arts is like long-term preventative health care. Practical self-defense is like emergency medicine which teaches in a few hours skills which are very focused on preventing abduction, assault, and abuse from strangers, bullies, and people we know.

The most important skill in choosing a good self-defense program is being able to act on your intuition without

being stopped by feelings of confusion or fear. It can be hard to stay clear about what your needs are or what the needs of your children are when you are bombarded by often conflicting advice from experts. If something someone does seems wrong to you, even if you can't justify your feeling logically, walk away rather than staying in a potentially bad situation. Keep looking until you find the type of program that answers to your satisfaction the kinds of questions described above.

Whether you are looking for a self-defense class or any other important training, pay attention to uncomfortable feelings you have about someone's approach, no matter how highly-recommended the person is and no matter how much you like the teacher as a person. Often very well meaning, knowledgeable people try to teach through talking about what can go wrong rather than through helping their students practice how to do things effectively. Remember that what programs actually do is more important than what their literature or representatives say they are going to do.

Speaking Up About Putdowns

As originally published on www.kidpower.org

By Irene van der Zande, Kidpower Executive Director

When someone is saying something that is hurtful or rude, speaking up takes courage. Speaking up takes the skills of knowing the words to say and how to deal with negative reactions. Finally, speaking up takes wisdom, because there are times when speaking up is a mistake. If a dangerous person is insulting you or others when there is no adult around who can help you to stay safe, the best plan is to leave.

What is a Putdown?

A putdown is an insulting remark that "puts down" another person. Whether a putdown is directed at themselves or at someone else, young people and adults need to understand that stopping putdowns with their family, friends, colleagues, and classmates is like stopping pollution or littering. It might not always be possible, but it is important to try when we can. If we get mad and start insulting the person who is making the putdown remarks, this is like adding to the pollution. Instead, we can learn to speak up in ways that are polite and clear.

Common putdowns include laughing, making rude gestures or sounds, mimicking, and saying insulting things to make someone feel embarrassed, uncomfortable, or ashamed. Putdowns also include making negative remarks about someone behind her or his back for the purpose of getting others to think less of this person. This is different than speaking up about a problem to get help, because the purpose is not to find a solution, but to be hurtful to this person.

Ways to Speak Up

In Kidpower, depending on the nature of the putdown and the ages of our students, responses that we might have young people practice include:

- "That's not funny. Please stop."
- "That's a mean thing to say. I don't like it."
- "That's not cool."
- "What purpose does it serve to say that? It sounds like an insult."

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Speaking Up About Putdowns

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

- "That's disrespectful. Please stop."
- "That's prejudice. That's not acceptable to me."
- "That's a mean thing to do. Stop or I'll leave."
- "That's bullying. We promised not to do that and I want to keep our promises."
- "That's dishonorable. You are a better person than that."

We also help young people come up with "I" statements such as, "I feel sad when you say unkind things about people. Please stop."

Dealing with Defensive Reactions

Most people don't like being told what to do, which is why we prepare our students to persist in speaking up. Common defensive reactions and possible responses include:

The Sense of Humor Reaction: Can't you take a joke?

Possible Response: That was unkind. Being hurtful to people is not funny to me.

The Belittling Reaction: You're overreacting. You're oversensitive.

Possible Response: Perhaps. All the same, I feel uncomfortable when you make comments like that. Let's talk about something else instead.

The Innocent Reaction: But he/she is not even here. So what does it matter?

Possible Response: It makes people think less of her/him. Being mean behind someone's back does not make it less mean.

The Being Factual Reaction: I was just stating my honest opinion. It's a free country.

Possible Response: If someone used words like that about you, my honest opinion is that you would feel attacked.

The Being Helpful Reaction: I was just trying to be helpful. Can't you handle the truth?

Possible Response: When you put down something that a person cannot change, it is not helpful. When you use rude words to tell me you don't like something that I might or might not decide to change, that is not helpful.

The Blaming Reaction: It's your fault. I had to say this because you made me mad.

Possible Response: If you say rude things, this is your responsibility. It is not anyone's fault but your own. You can explain why you are unhappy another time.

The Changing the Subject Reaction: You are really wrong because you _____ (a completely unrelated complaint.)

Possible Response: You are changing the subject. You can complain about what I did later, but right now I want you to stop saying mean things.

The Threatening Reaction: I'll make you sorry that you said that.

Possible Response: Stop or I'll leave. Stop or I'll tell. (Or just leaving and getting help without saying anything further to this person.)

The Denial Reaction: I never said that. That's not what I meant.

Possible Response: (If there is any possibility that you are wrong) If that is true, then I apologize for believing that you would say something so awful. (If this is something that happens repeatedly) I have a different memory about this than you do. So, does this mean that you agree that that would be an awful thing to say?

As soon as they can understand these ideas, young people delight in recognizing defensive reactions. After overcoming some initial resistance sometimes, they are usually relieved when they have the chance to practice the words to say out loud to speak up and to persist.

Walking Our Talk

Like me, you might recognize yourself as well as other people in some of defensive reactions described above. Respectful communication takes hard work from everyone involved. If we want to stop young people from using putdowns, we adults must stop making putdowns ourselves. Especially because it is hard, it is important to show children that we can listen respectfully when someone feels insulted by our actions or words. We don't have to agree, but we do need to show that we are willing to understand other points of view.

No matter what our intentions were, if someone was insulted or hurt by something we said or did, we can say, "I am sorry for saying this in a way that was hurtful." If we were wrong, we can say, "I was wrong. That was a dumb thing for me to say. I am sorry." If we were expressing a valid concern, we can say, "I did not mean to hurt your feelings, but I do need to tell you about this problem. Is there a way that I can say it that you will not find insulting?" **Seeing adults do this is tremendously educational for their children.**

Adults can tell children as soon as they are old enough to understand, "None of us are perfect and all of us make mistakes. When someone does not like something that you say or do, it can feel upsetting. Instead of saying something back right away, you can learn to get centered and to listen. Try to ask questions until you can understand why the other person is unhappy with you. Even if you don't agree, you can say that you are sorry for hurting someone's feelings."

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DAILY WEEKLY

Bullying in Schools

Seven Solutions for Parents From Kidpower

As originally published on www.kidpower.org



By Irene van der Zande, Kidpower Executive Director

Kidpower hears countless stories from upset parents whose children from toddlers to teenagers have been victimized by harassment and bullying at school. School is a big part of our kids' lives but it's usually parents who make the decisions about how and where their children get an education. This means that most young people have no choice about where they go to school.

As parents, we expect schools to provide an environment that is emotionally and physically safe for our children. It's normal to feel terrified and enraged about any kind of threat to our children's well being, especially in a place where they have to be.

Schools are often doing a valiant job of trying to meet an overwhelming array of conflicting demands. But when your own child is being bullied, it is normal for protective parents to want to fix the problem immediately – and maybe to punish the people who caused your child to be hurt, embarrassed or scared.

When possible, try to notice problems when they are small. Pay attention to changes in your child's behavior. Encourage children to tell you about what happens at school. Listen calmly without lecturing. Volunteer even a couple of hours a week in the classroom or school yard so that you can both help out and stay aware of potential problems at school.

If your child has a bullying problem at school, here are seven practical People Safety solutions that can help parents to be effective in taking charge.

1. Stop Yourself from Knee-Jerk Reactions

If your child tells you about being bullied at school, this is an important opportunity for you to model for your child how to be powerful and respectful in solving problems. As hard as it is likely to be, your first job is to calm down. Take a big breath and say, in a quiet and matter-of-fact voice, "I'm so glad you're telling me this. I'm sorry this happened to you – please tell me more about exactly what happened so we can figure out what to do. You deserve to feel safe and comfortable at school."

If your child didn't tell you but you found out some other way, say calmly, "I saw this happen/heard about this happening. It looked/sounded like it might be unpleasant for you. Can you tell me more about it?"

If you act upset your child is likely to get upset too. She might want to protect you and herself from your reaction by not telling you about problems in the future or by denying that anything is wrong. The older your child is, the more important it is that she's able to feel some control about any follow-up actions you might take with the school.

In addition, if you act upset when you're approaching school officials or the parents of children who are bothering your child, they're likely to become defensive. Nowadays, school administrators are often fearful of lawsuits, both from the parents of the child who was victimized and from the parents of the child who was accused of causing the problem. This is a real fear because a lawsuit can seriously drain a school's already limited resources.

At the same time, most school administrators truly want to address problems that affect the wellbeing of their students. They're far more likely to respond positively to parents who are approaching them in a calm and respectful way. However, no matter how good a job you do, some people will react badly when they're first told about a problem. Don't let that stop you – stay calm and be persistent about explaining what the issue is and what you want to see happen.

2. Get Your Facts Right

Instead of jumping to conclusions or making assumptions, take time to get the whole story. Ask questions of your child in a calm, reassuring way and listen to the answers. Ask questions of other people who might be involved, making it clear that your goal is to understand and figure out how to address the problem rather than to get even with anybody.

Once you understand the situation, it works best to look for solutions, not for blame. Try to assume that overwhelmed teachers and school administrators deserve support and acknowledgment for what they're doing right as well as to be told what's wrong. Try to assume that children behave in hurtful ways do so because they don't have a better way of meeting their needs or because they have problems in their own lives.

Be your child's advocate, but accept the possibility that your child might have partially provoked or escalated the

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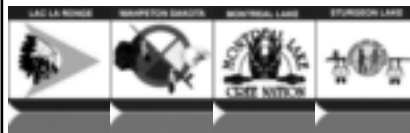


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Bullying in Schools

Seven Solutions for Parents From Kidpower



As originally published on www.kidpower.org

By Irene van der Zande, Kidpower Executive Director

...Continued

bullying. You might say, "It's not your fault when someone hurts or makes fun of you, but I am wondering if you can think of another way you might have handled this problem?"

3. Pinpoint the Cause

Is the problem caused because the school needs more resources in order to supervise children properly during recess and lunch, or before and after school? Does your child need to learn skills for self-protection and boundary-setting by making and practicing a plan with you or by taking a class such as Kidpower? Does the school need help formulating a clear policy that makes behavior that threatens, hurts, scares, or embarrasses others against the rules? Does the child who harmed your child need help too?

4. Protect Your Child

Your highest priority is, of course, to protect your child as best you can. Try to step back for perspective and keep the big picture in mind as well as the immediate problem. What protecting your child means will vary depending on the ability of the school to resolve the problem, the nature of the problem, and on the specific needs of your child.

Through a programs such as Kidpower, make sure your child has the chance to practice skills in order to walk away from people who being rude or threatening, to protect himself or herself emotionally and physically, and to ask for help sooner rather than later.

In some cases, protecting your child might mean that her teacher and school principal, the parents of the other child, and you all work on a plan together to stop the problem. In other cases, the best solution for your child might be to change schools.

In extreme cases, you might want to explore legal action. Different countries and states have different laws about children's rights. If need be, explore the resources available in your community.

5. Prevent Future Problems

You also want to prevent future problems. All children deserve to be in an environment that is emotionally and physically safe. Dealing with ongoing harassment is like living with pollution – eventually, coping with the constant

assault can undermine your child's health.

Concerned parents can help schools find and implement age-appropriate programs that create a culture of respect, caring, and safety between young people rather than of competition, harassment, and disregard.

6. Get Help for Your Child

Finally, you want to get help for your child and for yourself to deal with the feelings that result from having had an upsetting experience. Sometimes bullying can remind you about bad experiences in your own past. Parents often have to deal with guilt for not preventing the problem, and sometimes struggle with rage.

Getting help might mean talking issues over with other supportive adults who can listen to you and your child with perspective and compassion. Getting help might mean going to a therapist or talking with counselors provided by the school or by other agencies.

7. Make this into a Learning Experience

As parents, it's normal to want to protect our children from all harm. If we monitor their lives so closely that they never fall, never fail, and never get hurt or sad, then we'd be depriving our children of having the room to grow.

Upsetting experiences don't have to lead to long-term damage if children are listened to respectfully, if the problem is resolved, and if their feelings are supported. Young people can take charge of their safety by learning skills for preventing and stopping harassment themselves, by setting boundaries, avoiding people whose behavior is problematic, and getting help when they need it.

Note: This article is an excerpt from *The KIDPOWER Book for Caring Adults: Personal Safety, Self-Protection, Confidence, and Advocacy for Young People*, which includes step-by-step explanations of how to practice the skills mentioned as well as over 100 pages about the underlying issues that need to be addressed, stories, and how to use People Safety skills to prevent and stop most bullying.

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Record Keeping and Bullying

One of the primary tasks for dealing with bullying is recording the “who, what, where, when and why” of the situation. Keeping and reporting data is a powerful tool for students, their parents and the schools.

When a child is targeted by a bully, parents need to document this and develop a record (or history) of what is happening to their child. This record is useful when talking with school educators, law enforcement personnel, or other individuals who may need to assist parents in intervening against bullying.

As record keeping varies greatly from school to school, parents should also ask if the school nurse (when there is one) is charged with keeping records of incidents and the level of information, medical or otherwise, recorded.

Parents should also do their best to keep track of events so that emotions alone don't drive the discussion. Parents often think they will remember vividly all the details pertaining to the bullying events but it's easier to keep a concise, accurate timeline when events occur than try to recreate them later. Keeping records as you go also points to an escalation of bullying behaviours, either in frequency or duration. This is also an excellent way to document how the child's emotional and physical states are being affected. Your records should be based on facts and actual events and should not contain your opinions or personal statements.

Content should include:

- information on the bullying incident and the dates in question
- the names of the persons involved, e.g., the bully, bystanders or witnesses
- the child's account of what happened

Also include:

- all communications with professionals (teachers, administrators, school nurse, etc.)
- the dates of all communications
- the summary of the event(s)
- the responses of the professional(s)
- any actions taken
- copies of reports filed by the school according to the school district's or board's policy

The above may be paper or electronic format, but always include photos, emails, a recording of the child talking about the bullying if there is one, screenshots of online content, health care records, or pictures taken of the child after a bullying incident to show physical evidence indicating bullying.

Information is key – remember, if it's not in writing, it does not exist.

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What Every Kid Needs to Know About Bullying

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www.PacerKidsAgainstBullying.org

Bullying is never okay. Here's how you can be a kid against bullying!

Bullying can happen anywhere—on the playground, on the bus, in the hallways, even in the bathroom.

Bullying can be lots of things. It is hitting, pushing, name calling, threatening, teasing, sending mean e-mails, taking or ruining another person's things, leaving someone out—and lots of other nasty stuff that's done on purpose to hurt someone.

How can you tell if something is bullying? Just remember this:

It's bullying if...

Someone is hurting another person on purpose and the kid who is doing it has more power.

Bullying is not cool and it's not fair. No one deserves to be bullied.

What can you do if you are being bullied or see bullying happen? **A lot!**

Speak Up!

- When someone is willing to say they think something is wrong, they can make a difference. If you tell other kids that bullying is not cool, they will be more willing to speak up, too.
- If you see bullying, you can tell a grown-up. Telling is not tattling. It's okay to tell.

Reach Out!

- Tell the kid who is being bullied that they don't deserve to be treated that way. No one does.
- Ask your friends to join you in being a kid against bullying.

Be a Friend!

- Invite the kid who is being bullied to play with you.
- Create a “bully-free zone” on the playground where everyone is welcome.

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By *not* speaking up, am I accepting bullying?

Parents are looking for help everywhere, especially in recent months, frantic about what to do about bullying or victim behaviour. Bullying is when negative actions are directed repeatedly toward someone who is perceived to be weaker. It can be a physical, verbal or social form of aggression. Usually, adults, teachers or other students see the behaviour and ignore it. In a recent Canadian study (Building Prevention: Nature and Extent of Bullying in Canada at <http://www.publicsafety.gc.ca>, 41% of all students in grades 4 to 7 reported that they were victims of bullying and /or bullied others monthly.

Even though there has been a huge silence around the issue of bullying, consider this:

- Bullying happens in every school, no matter the age, class, gender, race or geography involved
- Victims often develop social, emotional and academic problems
- Studies have shown, many bullies are exposed to violence at home
- Without intervention, bullies are more likely to be convicted of serious crimes

Victims typically do nothing to defend themselves and can be passive, anxious, insecure and lacking in social skills. They usually don't believe that adults can help so they rarely report being bullied. Sometimes, they carry weapons for protection.

As to bullies at school, they're often victims at home. Usually strong, confident and with dominating personalities, they like making others suffer and blame those victims for provoking the attack. They have good communication skills and can usually talk their way out of trouble.

This behaviour is accepted when witnesses don't speak up, but this cannot be ignored anymore. People who see bullying need to step up and address this serious issue. Effects of bullying can lead to serious and long term problems, such as isolation, depression, low self-esteem, poor academic performance, shyness, threatened or attempted suicide attempts, and retaliatory violence.

Many experts agree that to curb bullying, a whole school approach needs to be implemented, as one or two people taking action probably won't have much of an effect. Everyone must work at stopping a bully. But how can you get support to even get started?

Getting the community and the school involved is a good way to raise awareness and get the process rolling. When surveying teachers and students about the level of bullying activity and victim behaviours at schools, participants are often shocked at the overt and not so

visible actions of bullies and victims. This serves as an excellent call to action and can kick start discussions at the school and in the community aimed at addressing bullying on school grounds, as well as elsewhere.

But what can parents do? A good way to start, though sometimes difficult, is to listen to the child and to take his or her concerns seriously. Victims of bullying often feel helpless but help and support toward problem solving can open up channels of communication between parents and their children.

As a parent, you can:

- Approach your child's school and show them you want to work with them to solve the problem
- Talk to the adult in your child's life who is not taking action against bullying behaviour
- Work with other parents if you don't feel like you have support within the school, but whenever possible, always try to work with the school's administration to address the situation positively

You can also help your children to:

- Be assertive, and to respond in the best way possible to bullying behaviour
- Be a friend and to look out for others by supporting other students who may be bullied
- Tell an adult when they witness or know of a student being verbally or physically bullied
- Deprive bullies of the satisfaction of seeing their hurt reaction, by not openly reacting to their insults
- Not be a bully, and to address their behaviour if it's deemed to be cruel or hurtful to others
- Amend bullying behaviour by seeking counseling
- Feel good about themselves and have good self-esteem, as bullies prefer easy targets

Teachers have observed that when a child says that they feel verbally abused, even if a child is exaggerating, there is always some truth to it, as everyone is constantly looking for security. Adults must always listen to the child and look into the matter. Children have to know that they have the right to be who they are and they don't have to tolerate anyone insulting them, verbally or physically abusing them, or threatening them in any way. And always, there must be intervention with the bully because if action isn't taken, then the bully will never have a chance to change his or her behaviour.

In the long run, no one can afford to ignore bullying behaviour. The future of bullies and victims can very well depend on what is done – or not done – today.

Silence is acceptance.

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SUICIDE & BULLYING

A devastating reality

Bullying can have terrible consequences for the victims and the bullies, and can severely impact many in schools and the community. Cyber-bullying has become such a grave problem that many kids who have been victimized in this way have committed suicide over it. This is very tragic, as research shows that there are inexpensive and effective ways to reduce bullying.

Bullying is not about peers getting into a fight, not yet having learned how to handle differences without violence, nor friendly back and forth teasing that happens between friends. Bullying is intentional harm by one person or a group, repeatedly, over time and targeted towards someone less powerful. Behaviours can be verbal, psychological or physical. Studies show that more than 160,000 children skip school every day because they feel threatened by another student.

Chronic and serious bullying is increasingly being linked to higher suicide rates. Many children who have experienced bullying can move beyond it once it subsides. But for other victims, the impact can be very serious.

In a recent study of Canadian middle-schoolers, 20% of those surveyed claimed seriously thinking about committing suicide (19.7% of females; 20.9% of males), and 19% said they attempted suicide (17.9% of females; 20.2% of males). And a Stats Canada statistic on bullying shows that for every suicide completed, between the ages of 15 to 24, 400 more were attempted.

Canada, like other parts of the world, has experienced its share of tragedies. There's 16-year old Gary Hansen from Roblin, Manitoba, who hanged himself after persistent bullying at the Goose Lake High School. Travis Sleeve, also 16, shot himself after months of consistent harassment. Dawn-Marie

Wesley, 14, of Mission, B.C., hanged herself after leaving a note explaining that to seek help would likely result in an escalation of the behaviour of her abusers. And in Victoria, B.C., Reena Virk was attacked, brutalized and beaten by her schoolmates, six teenaged girls and one teenaged boy. She was left to drown.

According to a 1999 University of British Columbia study on bullying, based on female and male students in Grades 8-10 in a B.C. city, there were:

- 64% of kids who reported having been bullied at school
- 12% were bullied regularly (once or more a week)
- 13% bullied other students regularly (once or more a week)
- 72% observed bullying at school at least once in a while
- 40% tried to intervene
- 64% considered bullying a normal part of school life
- 61-80% said bullies are often popular and enjoy high status among their peers
- 25-33% said bullying is sometimes okay and/or that it is okay to pick on losers
- 20-50% said bullying can be a good thing (makes people tougher, is a good way to solve problems, etc.)

Without intervention, bullies pose a serious risk to other students and others – doubly tragic, as science shows that anti-bullying programs work, and can save lives.

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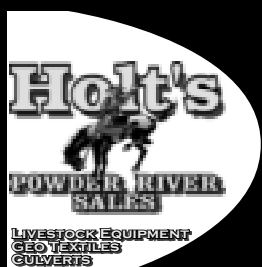
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Fighting Bullying With Babies

As originally published in The New York Times, Nov. 8, 2010

By David Bornstein

Imagine there was a cure for meanness. Well, maybe there is.

Lately, the issue of bullying has been in the news, sparked by the suicide of Tyler Clementi, a gay college student who was a victim of cyber-bullying, and by a widely circulated New York Times article that focused on “mean girl” bullying in kindergarten. The federal government has identified bullying as a national problem. In August, it organized the first-ever “Bullying Prevention Summit,” and it is now rolling out an anti-bullying campaign aimed at 5- to 8-year old children. This past month the Department of Education released a guidance letter to schools, colleges and universities to take bullying seriously, or face potential legal consequences.

The typical institutional response to bullying is to get tough. In the Tyler Clementi case, prosecutors are considering bringing hate-crime charges. But programs like the one I want to discuss today show the potential of augmenting our innate impulses to care for one another instead of just falling back on punishment as a deterrent. And what’s the secret formula? A baby.

We know that humans are hardwired to be aggressive and selfish. But a growing body of research is demonstrating that there is also a biological basis for human compassion. Brain scans reveal that when we contemplate violence done to others we activate the same regions in our brains that fire up when mothers gaze at their children, suggesting that caring for strangers may be instinctual. When we help others, areas of the brain associated with pleasure also light up. Research by Felix Warneken and Michael Tomasello indicates that toddlers as young as 18 months behave altruistically.

More important, we are beginning to understand how to nurture this biological potential. It seems that it’s not only possible to make people kinder, it’s possible to do it systematically at scale – at least with school children. That’s what one organization based in Toronto called Roots of Empathy has done.

Roots of Empathy was founded in 1996 by Mary Gordon, an educator who had built Canada’s largest network of school-based parenting and family-literacy centers after having worked with neglectful and abusive parents. Gordon had found many of them to be lacking in empathy for their children. They hadn’t developed the skill because they hadn’t experienced or witnessed it sufficiently themselves. She envisioned Roots as a seriously proactive parent education program – one that would begin when the mothers-and fathers-to-be were in kindergarten.

Since then, Roots has worked with more than 12,600 classes across Canada, and in recent years, the program has expanded to the Isle of Man, the United Kingdom, New Zealand, and the United States, where it currently operates in Seattle. Researchers have found that the program increases kindness and acceptance of others and decreases negative aggression.

Here’s how it works: Roots arranges monthly class visits by a mother and her baby (who must be between two and four months old at the beginning of the school year). Each month, for nine months, a trained instructor guides a classroom using a standard curriculum that involves three 40-minute visits – a pre-visit, a baby visit, and a post-visit. The program runs from kindergarten to seventh grade. During the baby visits, the children sit around the baby and mother (sometimes it’s a father) on a green blanket (which represents new life and nature) and they try to understand the baby’s feelings. The instructor helps by labeling them. “It’s a launch pad for them to understand their own feelings and the feelings of others,” explains Gordon. “It carries over to the rest of class.”

I have visited several public schools in low-income neighborhoods in Toronto to observe Roots of Empathy’s work. What I find most fascinating is how the baby actually changes the children’s behavior. Teachers have confirmed my impressions: tough kids smile, disruptive kids focus, shy kids open up. In a seventh grade class, I found 12-year-olds unabashedly singing nursery rhymes.

Continued...

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Fighting Bullying With Babies

As originally published in The New York Times, Nov. 8, 2010

By David Bornstein ...Continued

The baby seems to act like a heart-softening magnet. No one fully understands why. Kimberly Schonert-Reichl, an applied developmental psychologist who is a professor at the University of British Columbia, has evaluated Roots of Empathy in four studies. “Do kids become more empathic and understanding? Do they become less aggressive and kinder to each other? The answer is yes and yes,” she explained. “The question is why.”

C. Sue Carter, a neurobiologist based at the University of Illinois at Chicago, who has conducted pioneering research into the effects of oxytocin, a hormone that has been linked with caring and trusting behavior, suspects that biology is playing a role in the program’s impact. “This may be an oxytocin story,” Carter told me. “I believe that being around the baby is somehow putting the children in a biologically different place. We don’t know what that place is because we haven’t measured it. However, if it works here as it does in other animals, we would guess that exposure to an infant would create a physiological state in which the children would be more social.”

To parent well, you must try to imagine what your baby is experiencing. So the kids do a lot of “perspective taking.” When the baby is too small to raise its own head, for example, the instructor asks the children to lay their heads on the blanket and look around from there. Perspective taking is the cognitive dimension of empathy – and like any skill it takes practice to master. (Cable news hosts, take note.)

Children learn strategies for comforting a crying baby. They learn that one must never shake a baby. They discover that everyone comes into the world with a different temperament, including themselves and their classmates. They see how hard it can be to be a parent, which helps them empathize with their own mothers and fathers. And they marvel at how capacity develops. Each month, the baby does something that it couldn’t do during its last visit: roll over, crawl, sit up, maybe even begin walking. Witnessing the baby’s triumphs – even something as small as picking up a rattle for the first time — the children will often cheer.

Ervin Staub, professor emeritus of psychology at the University of Massachusetts, has studied altruism in children and found that the best way to create a caring climate is to engage children collectively in an activity that benefits another human being. In Roots, children are enlisted in each class to do something to care for the baby, whether it is to sing a song, speak in a gentle voice, or make a “wishing tree.”

The results can be dramatic. In a study of first- to third-grade classrooms, Schonert-Reichl focused on the subset of kids who exhibited “proactive aggression” – the deliberate and cold-blooded aggression of bullies who prey on vulnerable kids. Of those who participated in the Roots program, 88 percent decreased this form of behavior over the school year, while in the control group, only 9 percent did, and many actually increased it. Schonert-Reichl has reproduced these findings with fourth to seventh grade children in a randomized controlled trial. She also found that Roots produced significant drops in “relational aggression” – things like gossiping, excluding others, and backstabbing. Research also found a sharp increase in children’s parenting knowledge.

“Empathy can’t be taught, but it can be caught,” Gordon often says – and not just by children. “Programmatically my biggest surprise was that not only did empathy increase in children, but it increased in their teachers,” she added. “And that, to me, was glorious, because teachers hold such sway over children.”

When the program was implemented on a large scale across the province of Manitoba – it’s now in 300 classrooms there — it achieved an “effect size” that Rob Santos, the scientific director of Healthy Child Manitoba, said translates to reducing the proportion of students who get into fights from 15 percent to 8 percent, close to a 50 percent reduction. “For a program that costs only hundreds of dollars per child, the cost-benefit of preventing later problems that cost thousands of dollars per child, is obvious,” said Santos. Follow up studies have found that outcomes are

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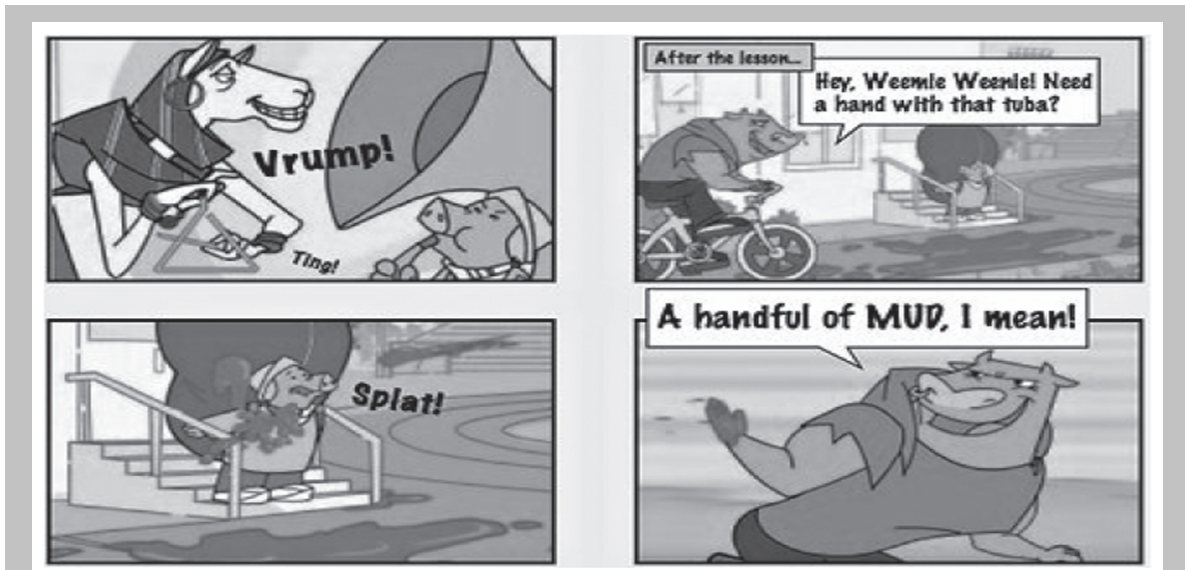
Fighting Bullying With Babies

As originally published in The New York Times, Nov. 8, 2010

By David Bornstein ...Continued

maintained or enhanced three years after the program ends. "When you've got emotion and cognition happening at the same time, that's deep learning," explains Gordon. "That's learning that will last."

"He was overweight and nerdy looking. His social skills were not very good," Gordon recalled. "And he sang his song. The risk he took. My breath was in my fist, hoping that no one would humiliate him. And no one did. Not one youngster smirked."



Bullying Now Campaign- The problem of bullying has attracted federal attention. Above, an excerpt from a cartoon in the US government's bullying prevention guide for children.

To see the entire cartoon, visit: <http://dowser.org/fighting-bullying-with-babies>

It's hard to envision what a kinder and gentler world, or school, would truly look like. But Gordon told me a story about a seventh grade student in a tough school in Toronto that offered a glimpse. He was an effeminate boy from an immigrant background who was always the butt of jokes. "Anytime he spoke, you'd hear snickers in the background," she recalled. Towards the end of the year, the children in Roots are asked to write a poem or a song for the baby. Kids often work in groups and come up with raps. This boy decided to sing a song he'd written himself about mothers.

When he finished, they clapped. And I'm sure they all knew that they were holding back. But, oh my God, I was blown away. I couldn't say anything."

She added: "When they talk about protecting kids in schools, they talk about gun shields, cameras, lights, but never about the internal environment. But safe is not about the rules – it's about how the youngsters feel inside."

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HOPE

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While some people may be more naturally hopeful than others, hopefulness isn't just a matter of temperament. Like health, hope is affected by our context – our interpersonal, social, economic, and political circumstances. What this means is that we can all help each other become more hopeful through our everyday interactions.

HOPE IS A VERB: SOMETHING WE DO TOGETHER

Behind the idea of hope in practice is a belief in the power of community. In other words: "We can't do it alone." We can't accomplish our goals or meet our needs without the support of others, and well-being is heavily dependent on the quality of our relationships. In practice, we can foster hope by refusing isolation. This means reaching out to others when we ourselves are feeling hopeless; "holding" hope for others when they can't find their own; and collaborating with others in ways that are imaginative and validating on an everyday basis.

Practicing hope will be particularly familiar to parents of young children. Validating children when they are frustrated, reassuring and soothing them when they are hurt, and supporting them to try again when they feel they have failed are part of every parent's day-to-day lives. As children get older, however, fostering hope can become more of a challenge. The ever-changing dynamic between parent and child and shifting boundaries can make it difficult for many parents to know how to help their growing children in ways that are appropriate and productive. Moreover, older kids and teens may be newly suspicious and even dismissive of the hopeful, yet seemingly-trite idea that their struggles will improve over time.

BECOMING HOPE-CENTRIC:

TIPS FOR FOSTERING HOPE IN OUR CHILDREN

Practicing hope with our children is an ongoing process. Here are some different ways we can make our family lives "hope-centric" to help foster hope in our children.

Whether you need an answer or are just feeling curious, Info Booth is the place to get information on topics of interest to you and your child. Please visit www.kidshelpphone.ca/Teens/InfoBooth.aspx



IN CONVERSATION

While listening

Listen actively. It's easy to get into the habit of 'half-listening' to our children, or start formulating a response while they are still explaining something. Yet by doing this, we can miss out on a lot of what our children are telling us. We can practice active listening by repeating back, or reflecting what a child has said in our own words. It's surprising how much more productive or meaningful a conversation can be when it begins with "what I think you are telling me is"

Focus on the message. Kids and teens may describe their struggles in a language or tone that seems outsized for the issue they are facing. Trying to understand the wish or need behind even the most passionate delivery can help us appreciate what they feel is at stake in their struggle. Most often, they are expressing universal needs; to belong, to feel respected, to feel well, and to succeed. What can a child's feelings of sadness, anger, fear, or uncertainty tell them (and us) about what is happening in their lives? What do their feelings say about their needs for wellness?

Practice empathy. We can start empathising by trying to understand our child or teen's frame of reference. How do they define their perceptions, goals, wishes and dreams? What does their problem or situation mean to them?

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While talking

Avoid minimizing. Many adults feel that “life isn’t always fair,” and react to setbacks or disappointments with resignation. This attitude can indirectly invalidate a child’s feelings. When we tell a child they are “being dramatic” or “overreacting”, we minimize their sense of injustice or outrage. At these moments, it may be more helpful to stop and reflect on our own experiences and assumptions about distress. Let’s ask ourselves: What is an appropriate reaction to disappointment? Where did we get this idea from? How do our assumptions help, or hinder, our ability to listen openly to our children’s concerns?

Tailor responses. Simpler reassurances often work well with younger children, especially when combined with gestures of affection. For older kids and teens, it’s a good idea to match the complexity of a response to the complexity of a problem. A helpful response might begin with the acknowledgement that things aren’t simple, and then move on to helping the child make sense of their problem in the context of their larger experience.

IN A STRUGGLE

Slow down. As parents and caregivers, we instinctively try to take care of the children in our lives. When our kids are stuck, we may jump to reassure them by moving quickly into problem-solving mode. But not all problems have solutions, or are within our child’s (or our own) control. Taking the time to listen to what the problem means for our child is a helpful and validating act, even when there are no solutions.

Focus on strengths and skills. When a child is struggling, pointing out the things they are doing well can help them become hopeful that these strategies can help them deal successfully with future challenges. It can also help to compliment kids and teens when they’ve been thoughtful, kind, insightful or strategic during situations they found disappointing. The more detailed the compliment is, the better. For example: *“I was really impressed with the way you handled yourself in that disagreement with your brother. From the way you were asking questions I could tell you were trying to understand things from his perspective, and to be respectful. That shows kindness and maturity.”*

Facilitate connections: Young people benefit from having a range of human connections. Encouraging them to talk to others – an aunt, a family friend, a teacher or guidance counsellor – about their struggles can help them build a support network that offers them a range of perspectives and types of assistance. Connecting with others who have made it through similar struggles can go a long way to facilitating the hope that “I can get through this.”

IN GENERAL

Encourage independence. Hopeful people trust that they can create meaning and fulfillment in their own lives. When young people are able to take an active role in making decisions that affect them, they learn that they have some control over their environment. In this way, having choices – and the opportunity to try, fail, and try again – teaches kids and teens how to be hopeful.

Be a role model. Children learn how to “be” in the world from those around them. When we model behaviours and attitudes that support hope and well-being, the young people in our lives will have the opportunity to learn from our example. Some of the things that we can do to model hope and well-being include:

- Expressing a range of emotions, and being OK with talking about them (even the hard ones)
- Supporting others who are struggling and letting others support us when we need help
- Having and valuing respectful and loving relationships
- Taking the lead in some circumstances, and following in others
- Planning for the future, including setting short- and long-term goals
- Recognizing that life includes setbacks and disappointments by:
 - Reflecting that it’s okay to make mistakes
 - Apologizing when we’ve made a mistake
 - Losing gracefully
 - Adapting goals to make them more achievable
- Demonstrating that all people (including ourselves) have value by:
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AWOLL SERVICES	48	GOLD EAGLE GAS BAR	8	NORTHLANDS COLLEGE	74	SOUTH HILL MEDICAL PRACTICE	112
B A TRUCKING	131	GOODWILL BAKERY	120	NORTHSIDE ENGINE REBUILDERS LTD	60	SOUTHEAST CORNERSTONE SCHOOL DIVISION	46
B R GAFNEY & ASSOC LTD	40	GORDON ROAD PHARMACY INC	94	NORTHWEST NATIONS EDUCATION	4	SOUTHERN RANGE WELL SERVICING	88
BAR U FARMS LTD	96	GRAHAM CONSTRUCTION & ENGINEER	98	NOVUS AUTO GLASS REPAIR AND REPLACEMENT	118	SOUTHLINE GAS & OILFIELD SVC. LTD.	126
BARNES'S MACHINERY & REPAIRING LTD	46	GRAIN GENERAL SERVICES UNION	96	O S C MANAGEMENT LTD	6	SPECTRUM SOUND SYSTEMS	126
BARRON'S FUNERAL CHAPEL LTD	66	GRAIN MILLERS CANADA CORP	26	OASIS SERVICE STATION LTD	102	SPIRITWOOD HOME BUILDING CTR	86
BARRY'S EAVESTROUGHING & EXTRSLTD	112	GRAINFIELDS FAMILY RESTAURANT	26	O'BRIANS SALES & LEASING	130	SPLITTER'S BAR & RESTAURANT	90
BATCO MANUFACTURING LTD	106	GRANDMOTHERS BAY BAND OFFICE	110	OGEMA INCOME TAX & ACCOUNTING SERVICE LTD.	130	SPUZAK MEATS LTD	120
BATTLEFORDS FUNERAL SERVICE	106	GRIFFIN FINANCIAL SERVICES	112	ORGANI CLEAN	124	ST GERARD CHURCH	48
BEDGES READYMIX LTD	48	HABARY'S MARTINI & COCKTAIL	92	OSKAR'S DELI MEATS & SAUSAGE	120	ST JOHN AMBULANCE CENTRE REGINA	48
BEEVER'S ELECTRIC LTD	106	HALSTEAD DENTURE CLINIC	114	OSKAYAK HIGH SCHOOL	124	ST MARY'S CATHOLIC PARISH	118
BEITEL'S INSURANCE AGENCY (2008) LTD.	40	HAMM CONSTRUCTION LTD	68	P & M OILFIELD CONSULTING	124	STANDING BUFFALO SCHOOL	104
BEL-AIR GARDENS	52	HAPPY CAMPER RV	64	P R INVESTMENTS	100	STEAM-EST INDUSTRIES LTD	44
BICKNER TRUCKING LTD	118	HARASYN BROTHERS STUCCO LTD	102	P R T PRINCE ALBERT	124	STEVENSON LAW OFFICE	90
BIT SERVICE COMPANY LTD	104	HARVEST CITY CHURCH	66	P R MACHINERY & ENGINEERING LTD	124	STYLE-RITE PROPERTIES	130
BLUE DIAMOND RESTAURANT	48	HAWK	66	PANTER AGENCIES	124	SUN COUNTRY HEALTH	122
BNT SALES AGENCY LTD	52	HD AGENCIES	70	PANTHER DRILLING CORPORATION	22	SUN COUNTRY HEALTH REGION	118
BOB'S ELECTRIC CONTRACTING	106	HEALTH SCIENCES ASSN OF SASKATCHEWAN	12	PANTHER INDUSTRIES INC	78	SUPER 8 HOTEL	128
BOCADOS RESTAURANT	106	HEARN'S WESTVIEW PHARMACY	66	PARAGON FUNERAL SVC	126	SVEIN BRYDEE CONSTRUCTION	94
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BRAKE & DRIVE SYSTEMS LTD	88	HERMAN'S TOWING	86	PASTA PRIMA	46	SYLVAN LEARNING CTR SASKATOON	24
BRAUN'S HARDWOOD FLOORING	131	HIGHLIGHT ANTENNA & TOWER SVC	86	PAULS STEVENS WELLS LTD	120	SYNERGY SALES INC.	124
BRIDGE CITY MECHANICAL LTD	58	HILLSVALE COLONY	64	PEACE HILLS TRUST CO	126	T D CANADA TRUST	114
BRIDGE COUNSELLING	106	HOLDSTOCK LIVESTOCK LTD.	56	PERFORMANCE CAR CENTRE LTD	124	T N C MALL PROPERTY HOLDINGS INC	122
BROS EAVESTROUGHING	106	HOLT'S POWDER RIVER SALES	118	PERRAS FAMILY FOODS	124	T S L LABORATORIES	122
BROWNLEE FARM EQUIPMENT	120	HOMES & LAND INC	112	PETER'S CLEANING SVC	58	T T AUTO SVC	120
BUILDERS' PLUMBING & HEATING	64	HOMETOWN BOOKKEEPING	110	PHARMASAVE	124	T W B CONSTRUCTION LTD.	86
C & T COLLISION REPAIRS	96	HORAN CONSULTANTS	112	PHOENIX RESIDENTIAL SOCIETY	92	TAIT KITCHEN CTR LTD	90
C & W OILFIELD CONSTRUCTION	104	HUMPHREY WINDOW & DOOR STORE	50	PICASSO HAIR TEAM	104	TAM INTERNATIONAL OIL SVC	122
C A A SASKATCHEWAN	22	HUMPHREY'S TAVERN	112	PIERCELAND CENTRAL SCHOOL	14	TAYLOR AUTOGROUP	44
C D MAC SALES & SOLUTIONS	68	I B E W LOCAL 2067	66	PIPESTONE KIN - ABILITY CENTRE INCORPORATED	124	TD BANK CANADA TRUST	36
C P DISTRIBUTORS	104	IDEAL MEATS	66	PLEASURE-WAY INDUSTRIES LTD	22	TD BANK FINANCIAL GROUP	32
CAA SASKATCHEWAN TRAVEL	34	ILES ELECTRIC LTD	40	PRACTICUM TRAINING INSTITUTE INC	cover	TD BANK DIVISION	128
CAMECO	6	IMPACT OILFIELD MANAGEMENT TEAM INC	36	PRAIRIE AGRICULTURAL MACHINERY INST.	22	TEAMSTERS DIVISION 510	42
CANADIAN CORPS - COMMISSIONAIRES	40	INLAND CONCRETE	114	PRAIRIE MACHINE & PARTS	76	TEAMSTERS UNION	40
CANADIAN MENTAL HEALTH ASSOCIATION	104	INSIGHTER	102	PRAIRIE PETRO-CHEM LTD	74	TEC RENOVATIONS-CONTRACTING	112
CANADIAN TIRE	42	INSPIRATIONS BY COLOR	112	PRAIRIE TRUCK TIRE SERVICE LTD	124	TEQUILAS HOTEL	128
CANADIAN WESTERN BANK	98	INTER-CITY PHARMACY	62	PREMIER'S CORRESPONDENCE UNIT	1	TEX KLASSEN SALES & METAL FABRICATION	92
CAN-DO DELIVERY SVC LTD	106	INTRIGUE FASHION	126	PRINCE ALBERT POLICE SERVICES	78	THE CO-OPERATORS INSURANCE	8
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CARLYLE PHARMACY	104	IRON WORKERS UNION LOCAL 771	112	PSYCHIC INC	120	THE RESORT VILLAGE OF FORT SAN	120
CASCADE MANAGEMENT INC	52	J & D SEWER SVC LTD	2	PUMP JACKS SALOON-STEAK HOUSE	86	THE SHARPENING DEN	131
CASTLETON INDUSTRIES	20	J P AGENCIES LTD	114	PURE ENERGY	124	THIRD GENERATION CONCRETE SERVICE	100
CENTURY VALLEN	6	J J SIMPSON ENVIRONMENTAL SVC	54	QUEEN CITY VENDING	128	THOMSON'S DELIVERY LTD	92
CENTURY 21 CONEXUS REALTY	106	JCP CONSERVATION SYSTEMS LTD	18	QUEEN MARY COMMUNITY SCHOOL	58	TIME REAL ESTATE LTD	8
CHIEF REALTOR	68	JLA WINDOWS & DOORS	114	QUEEN'S HOUSE OF RETREATS	120	TAN PARCEL EXPRESS	120
CHURCHILL GARMENT CARE	54	JOE'S LOCKSMITH LTD	114	R C M P REGINA VETERANS ASSOCIATION	124	TOKIN MILLWORK & CONSTRUCTION	24
CINDERCRETE PRODUCTS LTD	106	JOHN PAUL II COLLEGIATE	22	R M CONSTRUCTION	82	TOWN OF BIGGAR	116
CITY CENTER BINGO	52	JOHNSTONE TANK TRUCKING LTD	120	R ROTH ENTERPRISES INC	98	TOWN OF COLONSAY	116
CLARK ROOFING REGINA	70	JUANITA WYNE DESIGNS	114	RAIDER TRANSPORT INC/ RTI EXCAVATING	80	TOWN OF DAVIDSON	122
CLEAN SHOPPE	104	JUST HOLLYBALL	114	RAINBOW BROCKE ALTERNATIVE	100	TRAC HOLDINGS LTD	68
CLIFF NANKIVELL TRUCKING LTD	54	KAL TIRE	114	RAMCO PAVING LTD.	50	TRAIL EXCAVATING LTD.	116
CMA CANADA (SASKATCHEWAN)	106	KANAWAYMIK CHILD & FAMILY SVC	46	RANCH EHRLO SOCIETY	78	TRIPLE A MEATS 2010	96
COLOSSAL PIZZA	106	KEE'S TAE KWON DO SCHOOL	114	RBC DOMINION SECURITIES INC	44	TRIPLE C CONSTRUCTION LTD	122
COLT CONSTRUCTION LTD	106	KELSEY MANOR	66	RE/MAX ARCHITECTURE	22	TRIPLE G CARRIERS	122
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CONSEL DES ECOLES FRANKSASKOISES	30	KEN KLEIN'S ELECTRIC	98	RECON POWER SUPPLIES	46	TROBERT LAW FIRM	26
CONSTRUCTION CAREERS PRINCE ALBERT	112	KGS GROUP	66	REDBERRY PHARMACY LTD.	118	TRON POWER LP	26
CON-TECH GENERAL CONTRACTORS	16	KINECOR INC	114	REEL MARINE	68	TURTLEFOOD CREDIT UNION	116
CO-OPERATORS INSURANCE	40	KIWANIS CLUB OF REGINA	68	REGENT PIZZA EAST	80	TYRMAN INVESTMENTS LIMITED	131
COPPERBELT HOTEL	118	KNOTTY MONK ALE HOUSE	68	REGINA & REGION HM BLDRS ASSN	24	UNIFIED DAIRY RECYCLING SYSTEM	96
CORBY DISTILLERS LTD	44	KOENIGS WINDMILLS INC	126	REGINA AIRPORT AUTHORITY	126	UNION GROCERY & CONFECTIONERY	116
COUNTRY SQUIRE INN	34	KONICA MINOLTA BUSINESS SOLUTIONS CANADA LTD.	12	REGINA MEMORIAL GARDENS	80	UNITED BROTHERHOOD OF CARPENTERS...	52
CPS CANADA INC	102	L & I ELECTRIC LTD.	130	REGINA POLICE	14	UNITED CENTRIFUGE LTD.	26
CREST HOMES LTD	18	L & L GRAVEL & RANCHING CO. LTD.	82	REGINA TRUCK & TRAILER REPAIR	40	UNIVAR CANADA LTD	131
CROSS ROADS INN	116	LABOUR READY TEMPORARY SVC	40	REMCON LIMITED	100	UNIVERSITY OF REGINA	84
CUPE HEALTH CARE WORKERS' COUNCIL OF UNIONS	36	LAKE AND AGENCIES	54	RENATE'S TEA TIME	74	UNIVERSITY OF SASKATCHEWAN	26
CUPE LOCAL 21	32	LANE LAND SVC LTD	126	REV ENERGY SERVICES LTD	130	UNIVERSITY PARK PHARMACY	94
CUPE LOCAL 4980	36	LANGEN DAVID	76	RICHARD'S WELDING INC.	130	VAVN HOTEL	131
CUPE SASKATCHEWAN DIVISION	106	LAZAR EQUIPMENT LTD	126	RITZ GERRY M P THE BATTLEFORDS LLOYDMINSTER	10	VERAS DINER	128
CUPE LOCAL 714	106	LEE'S CHOP SUEY	130	RIVER CITY TEMPERATURES UNIT	130	VILLAGE OF ELSTOW	131
CUPRESS HEALTH REGION	68	LEE'S CHILD TOWING	70	RIVER HEIGHTS DRUGS	96	VILLAGE OF GAINESBOROUGH	82
D 2 CONSTRUCTION LTD	62	LEEN'S HAULING	122	RIVIER ACADEMY	60	VILLAGE OF LANG	60
D F (YOGI) HUYGBAERT WOODRIVER	26	LEOVILLE CENTRAL SCHOOL	130	RJ'S CONSTRUCTION SERVICES LTD	126	WAGNER'S FLOORING LTD	120
DARLINGTON HOLDINGS INC	44	LIVING SKY SCHOOL DIVISION #202	70	RM OF BRITANNIA	82	WAL- MART MOOSE JAW	78
DAVE DERAK	108	LIZEE & CO	98	RM OF HEART'S HILL	92	WAL- MART NORTH BATTLEFORD	78
DAYS INN	20	L L COUNTRY CUISINE	114	RM OF SENLAC #411	16	WAPPEL CONSTRUCTION CO LTD	48
DAYS INN OF ESTEVAN	58	LLOYDMINSTER LEGION BRANCH	116	ROCHDALE CARWASH	120	WASCANA CENTRE AUTHORITY	78
DEAN & ODISHAW	108	LONG CREEK SALOON	88	ROSENDAU TRANSPORT LTD.	44	WASKESIU GOLF COURSE	70
DEAN OF ARTS OFFICE - UNIVERSITY OF REGINA	10	LOON LAKE GOLF CLUB	22	ROYAL CANADIAN LEGION #60	122	WATERPOLO SASKATCHEWAN	128
DECOR COMPLETE LTD	108	LUX OVERHEAD DOOR	130	ROYAL CANADIAN LEGION WYBURN BR. 47	120	WESTCAN MECHANICAL SALES	92
DEMERY TRAILER LTD	66	MAC EWEEN CONSTRUCTORS INC	110	ROYAL PAGE REGINA REALTY	72	WESTERN CHRISTIAN COLLEGE & HIGH SCHOOL	130
DENITA CONSTRUCTION LTD	92	MAC JAC'S RESTAURANT & GRILL	130	ROY'S TRANSMISSIONS LTD	130	WESTERN PRODUCER PUBLICATIONS	14
DETOUR BAR & GRILL	108	MACKLIN SCHOOL	16	RUSSEL METALS INC	24	WESTERN RED MIX INC	76
DEWDNEY DRUGS (1986) LTD	108	MACKLIN'S CONVENIENCE STORES LTD	30	RUSSEL METALS INC	96	WESTERN TRACT MISSION	114
DHH HOLDINGS	62	MAIN TRACK CAFE	94	S R HOMES LLC	100	WESTERN URETHANE (1995) LTD	92
DHS AUTO PAINT & CHIP REPAIR	116	MAINSTREET EQUITY CORP	64	SAFEMAN PHARMACY # 315	14	WESTRIDGE CONSTRUCTION LTD	56
DONNA'S COMPASSIONATE CARE	50	MANINGAS CARLOS S MD	72	SAFEMAN TOWING & SALVAGE	128	WESTRUM LUMBER LTD	28
DOOLY'S	56	MAR-BUL BUILDERS	128	SAKEWEW HIGH SCHOOL	126	WEYBURN CREDIT UNION	102
DREWITZ SCHOOL OF DANCE	20	MARTINVILLE MINI STORAGE	86	SALGADO'S ALTERATIONS	88	WEYBURN POLICE SVC	112
DUMONT TECHNICAL INSTITUTE BSC	50	MAX REFRACTORY SVC	72	SANDHILLS CREDIT UNION	84	WHEATLAND BUILDERS & CONCRETE	130
DUNDEE DEVELOPMENT CORP	58	MAYFAIR SCHOOL	44	SANDRA'S BEAUTY SALON	116	WHITE BUFFALO TREATMENT CENTRE	128
DUNDEE DEVELOPMENTS	60	MAZENC FUELS LTD	118	SASK POLICE COLLEGE	112	WHITECAT OKATOIA FIRST NATION	32
E Z ENTERPRISES LTD	100	MCCRAW STEWART	84	SK ASSAULT	84	WHITELINE CHARTERS	84
EAGLE INVESTIGATION & PROTECTION SERVICES	26	MCDUGALL GAULEY BARRISTERS & SOLICITORS	28	SK KARATE ASSN	24	WHITTER CONSTRUCTION	116
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EARTH DRILLING CO LTD	28	MELLE JEWELLERS LTD	70	SK LOTTERIES	28	WILSON INSURANCE SVC	60
EAST END GAS & TIRE	110	META DEVELOPMENT	62	SK PARTS	120	WIND OWS BEAUTIFUL	84
EAST SIDE SAFETY LTD	58	METIS FAMILY COMMUNITY JUSTICE	52	SK REGISTERED NURSES ASSOCIATION	118	WINDREM FINANCIAL GROUP INC	90
EDWARDS EDWARDS MC EWEN ARCHITECTS	108	MEYERS C R DDS	116	SK RIVERS SCHOOL DIV	72	WINGERT CONSTRUCTION LTD	26
ENBRIDGE PIPELINES INC	78	MICKESY'S CAFE	56	SK SCRAP TIRE CORP	120	WISN'S HOTEL	131
ENGCOMP	78	MIDALE PETROLEUMS LTD	72	SK SPECIAL OLYMPICS	90	WINTINGHAM ROOFING	90
ENRIQUIS RIVER TRAVEL CENTRE	108	MIKE'S AUTO GLASS	130	SK VOLLEYBALL ASSOCIATION	84	WOLFECROFT SIGNS	128
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EX-CELL HEARING CENTERS LTD	34	MILLER'S SHEET METAL	46	SASKATOON CRISIS INTERVENTION	118	YIU'S GARDEN RESTAURANT	50
EXTREME TRANSMISSION REBUILDERS	108	MINAHIK WASKAHIGAN SCHOOL	34	SASKATOON DISASTER SVC INC	74	YMCA REGINA	130
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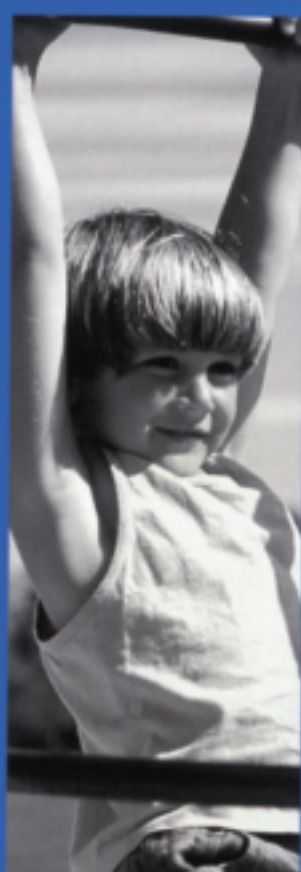
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For more information about the SaskTel Pioneers (Chapter 59) visit their web site at www.sasktelpioneers.com.



Child Find

SASKATCHEWAN

"Courage is fire, and bullying is smoke."
—Benjamin Disraeli (British Prime Minister and Novelist. 1804-1881)