



Bullying for Player/Referees Program

Purpose: The purpose of this program is to assist associations/teams in educating their players on what bullying is, what the BC Hockey and Hockey Canada policies are and some possible consequences of bullying.

Resources:

1. [Copy of the BC Hockey Policy on the Prevention of Bullying](#)
 2. [Copy of the Hockey Canada policy](#)
 3. [Link to safety for All](#)
 4. A list of websites to find more information.
 5. Educational package which includes:
 - Definitions
 - Worksheet: Bullying/Violence Myths and Facts
 - Answer Key: Bullying/Violence Myths and Facts
 - Teaching strategy 1: Types of Bullying
 - Scenarios
 - Strategy 2: Worksheet
 - Answer Key to worksheet and scenarios.
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Websites with Information on Bullying

www.caaws.ca

www.bullyingcanada.ca/

www.prevnet.ca

www.respected.ca

www.canadiancrc.com

www.lfcc.on.ca/bully.htm

www.publicsafety.gc.ca › ... › [Crime prevention](#) › [Research publications](#)

www.osstf.on.ca

www.mypolice.ca/children_and_youth/bullying.html



Strategies for Using the Materials

1. Introduce the purpose/objectives of the program.

Suggestions:

- Why your association is looking at bullying,
- Why bullying is an important topic,
- What is bullying, how do we prevent bullying
- How do we deal with a bullying incident?

2. Strategies for teaching about bullying:

a. Handout the worksheet “Myths and Facts” and tell participants to record the word myth or fact beside each statement. Individually or in Groups .Then go over the answers and explanations from Answer key.

b. Then look at the Types of Bullying. Use Option 1 or Option 2.

Option 1: divide group into small groups. Give them a set of Bullying types and a set of scenarios. Have them match the type of bullying to the scenario.

Option 2: In groups or individually hand out the Matching chart and have them complete it.

c. Then go over answers with either option.

d. Lastly go over the definitions of violence, bullying etc.

3. Completion exercise. (small or large group exercise)

A discussion on how to prevent/eliminate bullying in hockey, what should be the consequences of someone bullying an individual.



Educational Package

Definitions

Violence

Any action by a person or group of people that directly or indirectly causes physical and / or emotional harm to another person.

Bullying

- Repeated and intentional attacks on others that can be perpetrated by individuals or groups
- The perpetrator often has more power than the target. Children/youth acquire power in different ways:
 - Advantage in size, age, strength, intelligence, skill level, number of years in hockey
 - Advantage in social status with peers (e.g. more popular, more socially dominant)
 - Knowledge of another's vulnerability (e.g. obesity, learning problems, family issues, self esteem) and using that knowledge to cause distress.
 - Membership in a dominant group in society and using that power against members of a less dominant group in the forms of racism, sexism, homophobia and classism.

Bullying can take the form of:

Verbal Bullying

Using name calling, insults, negative comments and constant teasing, may happen over the phone, text messaging or chat rooms, notes or in person.

Physical Bullying

Hitting or kicking victims or spitting, shoving, beating others up or taking/damaging property, unwanted sexual touching.

Social/Relational Bullying

Mobbing, scapegoating, excluding peers, spreading rumours or gossip, making others look foolish, humiliating others with public gesture or graffiti intended to put others down.

Used most often by girls. This may happen in person, over the phone, through the computer.

Reactive Bullying

Engaging in bullying, as well as provoking bullies into attacking them by taunting.

Cyber / Electronic Bullying

Using email, cell phones, text messaging and Internet sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.



Racial Bullying

Includes behaviours such as: treating someone badly because of their racial, ethnic or cultural background, using racist names or telling racial jokes.

Sexual Bullying

Includes behaviours: treating someone badly because they are female or male, making someone feel uncomfortable because of their sex, making sexist comments or jokes, pinching, grabbing someone in a sexual way, crude comments about someone's sexual behaviour, spreading a sexual rumour, or call someone gay, a fag etc.

Disability Bullying

Includes behaviours: leaving someone out or treating them badly because of a disability, or making comments or jokes to hurt someone with a disability.

Hazing

Is defined as a humiliating and degrading initiation rite in which a player is forced to participate in order to be accepted.

HOCKEY CANADA REGULATION R4:

“Any player, team official, executive member of a team, club or association, or any other Hockey Canada member, having participated in or condoned any incident of hazing, shall be subject to a suspension of not less than one (1) year. Notwithstanding the prescribed minimum suspension of one (1) year, in the event that the Sport governing body would consider that such suspension would create undue hardship, given the circumstances, it may impose a lesser penalty, if it has received approval from the Hockey Canada Officers.”

Report any incident of hazing to your local association



Myth or Fact

1. **Bullying does not cause any serious harm.**
 2. **Children grow out of bullying.**
 3. **Bullying is only a school problem.**
 4. **Teens that grow up in families where there is violence will be violent as adults.**
 5. **Relationship skills (how to get along with people) can be taught the same way hockey skills or math can be taught.**
 6. **Excluding someone from a group or spreading rumours about that person can be as harmful as physical violence.**
 7. **If one of my friends is being bullied, there is nothing I can do to help him or her.**
 8. **Canadians are “too nice” to bully.**
 9. **Reporting bullying will only make the problem worse.**
 10. **Bullying usually happens when someone abuses his/her power over someone else.**
 11. **Bullying is mainly something that happens in elementary school aged children.**
 12. **Bullying is something only done by males.**
 13. **Children who are victimized need to stand up and fight back**
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Answer Key:

Myths and Facts

1. Bullying does not cause any serious side effects or harm to the victim. **MYTH**

Fact: Bullying has numerous negative effects on everyone involved. According to Bullying Canada, at the very least bullying can make children feel isolated, lonely and unsafe, can make them sick and it” can have long term physical and psychological consequences.”

Info:

- In the Social Outcast, a 2005 study of bullying, the authors agree that bullying can lead to depression, low self-esteem and susceptibility to illness.
 - Bullying may result in suicide. This has been discussed several times on ourkids.net, in articles or post profiling parents of bullied children in Canada and the bullycide epidemic in the late 2010.
 - 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).
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2. Children grow out of bullying. **MYTH**

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.

3. Bullying is only a school problem. **MYTH**

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, we know that bullying is a community problem, not just as a school problem.

4. Teens who grow up in families where there is violence will be violent as adults. **MYTH**

FACT: Children and teens who witness violence in their homes are at a greater risk for experiencing violent relationships as adults. However, young people have choices! Many teens who witness violence in their homes do not choose to use violence in their relationships and do not accept violence from others.

5. Relationship skills (how to get along with people) can be taught the same way hockey skills or math can be taught. **FACT**

Researchers have found that teens and adults who learn skills for relationships, communication and problem-solving are more effective in getting what they want in relationships in respectful ways. People, who learn these skills, report feeling more confident and happy about their relationships. Many people think that relationships are something that you should know how to do, but these skills can be taught just like anything else.



6. Excluding someone from a group or spreading rumours about that person can be as harmful as physical violence. **FACT**

Although the impact differs for different people, it may be as least as harmful to be excluded from a group or to have rumours spread about you. Many teens have reported that the daily psychological abuse of this type has long lasting effects and be worse than physical violence.

7. If one of my friends is being bullied /abused , there is nothing I can do to help him or her. **MYTH**

FACT: Although there is still a bias in society that relationships are private business, more people are starting to realize that what you say and do matters, even if you are not involved in the relationship. Many people who have been helped describe the support and concern they have received from friends as critical in their ability to get away from an unhealthy situation. Similarly, if someone is being bullied, telling the person who is doing the bullying to stop, or offering to let the victim hang out with you can make a big difference!

8. Canadians are too nice to bully. **MYTH**

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 among Canadian students has remained relatively stable. The drop in Canada's relative ranking in spite of stable rates, suggests the 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 reasons that Canada rated so poorly compared to other countries is our lack of national campaign to address bullying problems.

9. Reporting bullying will only make the problem worse. **MYTH**

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 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 (Yule, Pepler, & Craig, 2004). When no one talks about bullying, children who bully feel they can carry on without consequences. Secrecy empowers children who bully.



10. Bullying usually happens when someone abuses his/her power over someone else .**FACT**

There are 3 main factors that are in place that distinguish bullying from other behaviours. There is a power imbalance that exists between people. The power imbalance can exist for many reasons. It can be because of social status, athletics, and academics, number of years playing hockey, family issues or any other reasons. Secondly, it is known as bullying when it is seen as a repeated behaviour. That means it happens over and over, not just once. Also in bullying there is intent to harm the other person.

11. Bullying is mainly something that happens in young kids. **MYTH**

FACT: Bullying is something that begins in elementary school but continues on into secondary school and into adulthood. Often a person who is a bully when they are younger will continue to abuse their dating partner when they get into a relationship.

12. Bullying is usually something done by males. **MYTH**

FACT: A number of studies have shown that females bully equally as often as males. Often, females engage in more social bullying than males. This involves spreading rumours, excluding someone from a group or other harmful methods of bullying that humiliate the person within their social group.

13. Children who are victimized need to stand up and fight back. **MYTH**

FACT: Encouraging children who are victimized to fight back may, in fact, make 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 patterns of aggressive interactions from forming. Adults must be aware that bullying changes with age and may become more difficult to detect.



ADDED INFORMATION

How common is bullying?

- according to a 2004 study in the Journal of Paediatrics, one in seven Canadian children between the age of 11 and 16 have been bullied.
 - Study by the University of Guelph, in their Psychology department, found 50% of local school children report being bullied in the previous month. 45% of the child respondents did not feel safe when they go to school.
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Types of Bullying

For each of the following scenarios, write the correct number of the heading in the space beside it. Each heading may be used more than once.

| Headings: | | Scenarios: |
|-------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| 1. Physical Bullying | A. _____ | Players on a hockey team continually use degrading comments when addressing a player on their team. |
| 2. Verbal Bullying | B. _____ | A young player is constantly threatening other player's safety by shooting pucks at them and calling them names. |
| 3. Social/Relational Bullying | C. _____ | Calling someone a "loser" everyday. |
| 4. Reactive Bullying | D. _____ | A player had his clothes drenched in shampoo; was pushed around and spit on by his team mates. |
| 5. Cyber/ Electronic Bullying | E. _____ | Trying to cut off a new player from social connections by convincing team mates to exclude or reject this person. |
| 6. Racial Bullying | F. _____ | An 8 year old player was sitting on another player and ridiculing him while the rest of the team watches silently. |
| 7. Sexual Bullying | G. _____ | Leaving someone out /making jokes about them because they are in a wheel chair or cannot read well |
| 8. Disability Bullying | H. _____ | Spreading rumours via email, texting etc. to support deliberate, repeated and hostile behaviour that harms others. |
| 9. Hazing | I. _____ | A group of teens makes fun of the way another teen dresses each day |
| | J. _____ | Calling someone a nigger/ rug rider etc. |
| | K. _____ | Tell everyone that in order to be part of the team they have to shave their head and get a nipple ring. |
| | L. _____ | Threatening to fight with someone if they tell on you about something you have done |
| | M. _____ | ADD A SENARIO THAT HAS HAPPENED IN YOUR ASSOCIATION OR ON YOUR TEAM. |

Types of Bullying (KEY)

For each of the following scenarios, write the correct number of the heading in the space beside it. Each heading may be used more than once.

| Headings: | | Scenarios: |
|-------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1. Physical Bullying | A. 2/3/7 | Players on a hockey team continually use degrading comments when addressing an player on their team. |
| 2. Verbal Bullying | B. 1 & 2 | A young player is constantly threatening other player's safety by shooting pucks at them and calling them names. |
| 3. Social/Relational Bullying | C. 2 | Calling someone a "loser" everyday. |
| 4. Reactive Bullying | D. 1 | A player had his clothes drenched in shampoo; he was pushed around and spit on by his team mates. |
| 5. Cyber/Electronic Bullying | E. 3 | Trying to cut off a new player from social connections by convincing team mates to exclude or reject this person. |
| 6. Racial Bullying | F. 1 & 2 | An 8 year old player was sitting on another player and ridiculing him while the rest of the team watches silently. |
| 7. Sexual Bullying | G. 8 | Leaving someone out/making jokes about them because they are in a wheel chair/ cannot read well |
| 8. Disability Bullying | H. 5 | Spreading rumours via email, text messaging etc. to support deliberate, repeated and hostile behaviour that harms others. |
| 9. Hazing | I. 2 & 3 | A group of teens makes fun of the way another teen dresses each day |
| | J. 6 | Calling someone a nigger or rug rider etc. |
| | K. 9 | Tell everyone that in order to be part of the team they have to shave their head and wear a nipple ring. |
| | L. 2 | Threatening to fight with someone if they tell on you about something you have done. |
| | M. 7 | Calling a player on your team/ another team a fag/lesbian/gay |
| | N. | ADD A SCENARIO THAT HAS HAPPENED IN YOUR ASSOCIATION OR ON YOUR TEAM |

Strategy 1 - Types of Violence Headings

Verbal Bullying

Physical Bullying

Social/Relational Bullying

Cyber - Bullying

Racial Bullying

Sexual Bullying

Disability Bullying

Hazing



- | |
|------------------------------------------------------------------------------------------------------------------------------|
| 1. Players on a hockey team continually use degrading comments when addressing a player on their team. |
| 2. A young player is constantly threatening other player's safety by shooting pucks at them and calling them names. |
| 3. Calling someone a "loser" everyday. |
| 4. A player had his clothes drenched in shampoo; he was pushed around and spit on by his team mates. |
| 5. Trying to cut off a new player from social connections by convincing team mates to exclude or reject this person. |
| 6. An 8 year old player was sitting on another player and ridiculing him while the rest of the team watches silently. |
| 7. Threatening to fight with someone if they tell on you about something you have done |
| 8. Spreading rumours via email, text messaging etc. to support deliberate, repeated and hostile behaviour that harms others. |
| 9. A group of teens makes fun of the way another teen dresses each day |
| 10. Calling someone a fag / lesbian / gay |
| 11. Leaving someone out/making jokes about them because they are in a wheelchair/ or cannot read well. |
| 12. Tell everyone that in order to be part of this team they have to shave their head and wear a nipple ring. |
| 10. ADD A SCENARIO THAT HAS HAPPENED IN YOUR ASSOCIATION OR ON YOUR TEAM. |

List of Resources available**Title:** [Apples And Oranges: It's Not Cool To Be Cruel \(cc\)](#)

Level 4 5 6 7 8 9 10 11 12
Pages 17 min
Duration 001700
Media VT-Video Tape
Subjects [Homophobia in children.](#)
[Invective.](#)
[Video recordings for the hearing impaired.](#)

Description This video is designed to raise children's awareness of the harmful effects of homophobia and gender-related name calling, intolerance, stereotyping and bullying. The animated stories in the video will help students of all elementary grades explore homophobia, name calling and bullying.

Title [Bully Beware! Take Action Against Bullying](#)
Level 4 5 6 7 8 9 10
Publishing Info BBP 1997
Media VT-Video Tape
Subjects [BULLYING AND VICTIMIZATION](#)
[School safety.](#)

Description BBP, 1997, video, 12 min, book, guide, This program provides a definition of bullying, its causes and effects. Discusses the role of adults in combatting bullying. Outlines an approach to implementing an Anti-Bullying Program in Schools. Presents information on the importance of students building social networks to help them stay safe. The video is comprised of four scenarios involving realistic bullying incidents between middle school students and offers practical advice and skills for handling these difficult situations.



| | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title | <u>Bully Dance</u> |
| Level | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| Pages | 10 min |
| Publishing Info | Montreal, Quê. : National Film Board, c2000. |
| Media | VT-Video Tape |
| Subjects | <u>Bullying--Prevention.</u> <u>Conflict management.</u> <u>Bullying.</u> <u>Violence chez les jeunes.</u> <u>Conflit interpersonnel.</u> <u>NON-NARRATIVE MATERIALS</u> <u>Animated films - Canada.</u> <u>Agressivite (Psychologie)</u> |

Description The stick people in Bully Dance are imaginary, but this gritty tale is all too familiar. Like the dance beat pulsating throughout the film, the bully's intimidation of a smaller victim is unrelenting—no one stops the dance until serious harm is inflicted. The film offers no easy solutions, but compels viewers to take stock of their actions and find ways to end peer abuse.

| | |
|------------------------|--------------------------------------------------------------------------------------------------------------------|
| Title | <u>BULLY PROOF : A TEACHER'S GUIDE ON TEASING AND BULLYING FOR USE WITH 4TH & 5TH G</u> |
| Level | 4 5 6 7 |
| Publishing Info | WELLESLEY COLLEGE |
| Media | BK-Book |
| Subjects | <u>Bullying.</u> |

Description WELLESLEY COLLEGE CENTER FOR RESEARCH ON WOMAN,1996. This excellent "bullying" curriculum contains a thorough teacher preparation outline, eleven core lessons, and an extensive bibliography. "Handout" pages can be photocopied by all teachers in the district.

| | |
|------------------------|------------------------------------------------------------------------------------------------------------|
| Title | <u>Bully-proofing your school : a comprehensive approach for elementary schools</u> |
| Publishing Info | Longmont, CO : Sopris West, 1997, c1994. |
| Media | BK-Book |



Subjects [Bullying.](#)
[Bullying--Prevention.](#)
[School violence.](#)
[Aggressiveness in children.](#)

Description A team of educators, psychologists and social workers in the Chery Creek Schools in Colorado have developed this comprehensive program designed to make the school environment safe for children both physically and psychologically.

Title [Bullying Sux: Youth Speaks Out](#)

Level 4 5 6 7 8 9 10
Pages 20 min
Media VT-Video Tape
Subjects

[Bullying](#)
[Bullying--Psychological aspects.](#)
[School violence--Prevention.](#)
[Teasing.](#)
[Harassment.](#)
[Interpersonal relations.](#)

Description This program raises awareness and explores through role-plays, vox pop and commentary, the three major elements within any bullying situation, be it physical or psychological: * the Bully * the Victim * the Bystander, with special emphasis given to the potential power of those not directly involved in bullying to play a part. This video is an ideal tool for student discussion in conjunction with a whole school anti-bullying policy. Teacher's guide includes an overview, learning objectives, discussion questions, notes and internet resources and is also available online.



| | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title | CBC News In Review: May 2000 (cc) |
| Level | 7 8 9 10 11 12 A |
| Duration | 60 min |
| Publishing Info | Toronto : CBC Non-Broadcast Sales, c2000. |
| Media | VT-Video Tape |
| Subjects | Virk, Reena.Murder--British Columbia--Victoria. Bullying. Racism--British Columbia. Aggressiveness in youth. Community service (Punishment)--Canada. Alternatives to imprisonment--Canada. Punishment--Canada. Social problems--Iran. Hockey injuries. Sports injuries. Violence in sports. Iran--Social conditions--1997- Iran--Politics and government--1997- Video recordings for the hearing impaired Current events |

Description

CBC, 2000, video, 60 min, guide, REENA VIRK: A SENSELESS DEATH
The tragic and horrifying case of the murder of Reena Virk, and the trials of her killers, is one of those seemingly incomprehensible social events that can evoke feelings of despair and hopelessness for the average citizen. And yet, as painful as it is, we must attempt to come to terms with the darkest elements in human society. If we do not learn something from cases such as the apparently meaningless murder of a young teenager by her peers, we will in a significant way have failed the victim, in this case, Reena Virk.
CONDITIONAL SENTENCING: EFFECTIVE OR NOT?
Punishment, rehabilitation, or revenge? In an enlightened society, it is presumed that prisons will redress wrongs in the best interests of society as a whole. The perplexing issue of prison sentences is whether they accomplish what they are intended to. Do they change sociopathic human behaviour and allow a criminal member of society to reintegrate into the mainstream population and ultimately to contribute to the general health of the nation, or do they in fact have the opposite effect, of perpetuating criminal behaviour? These are the fundamental and problematic questions in this story.
IRAN: THE WINDS OF CHANGE
CBC's foreign correspondent Neil MacDonald recently had a unique insider's view of this troubled and troubling nation, and his reports form the heart of this story. In this News in Review report we examine this complex society that few in the West understand to any great extent and we assess whether the country's attempts to liberalize after years of clerical rule are successful. Archival and historical material shows the Canadian connection and the importance of Iran to international politics.

HOCKEY INJURIES: WHAT PRICE GLORY?

Can it still be called sport or a game when the increasing number of brutal and debilitating injuries point to a subculture of physical aggression and violence that some critics say has become inherent in hockey? What social and marketing factors contribute to the violence in a sport that once enjoyed a pristine reputation? What is the true nature of sport? Why do humans play contact sports? Is there in fact any glory left in professional hockey? These are some of the unavoidable questions this story poses.

| | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title | <u>CBC News In Review: September 2001 (cc)</u> |
| Level | 7 8 9 10 11 12 A |
| Duration | 60 min |
| Publishing Info | Toronto : CBC Non-Broadcast Sales, c2001. |
| Media | VT-Video Tape |
| Subjects | <u>Day, Stockwell.</u> <u>Canadian Alliance Party.</u> <u>Olympic Games--(29th :--2008 :--Beijing, China)-History.</u> <u>Politicians--Canada--Biography.</u> <u>Escherichia coli.</u> <u>Water--Pollution--Ontario--Walkerton.</u> <u>Water--Pollution--Canada.</u> <u>Water quality management--Ontario--Walkerton.</u> <u>Water quality management--Canada.</u> <u>Olympics.</u> <u>Olympics--Political aspects.</u> <u>Bullying.</u> <u>Bullying--Manitoba.</u> <u>Canada--Politics and government--1993-</u> <u>Toronto (Ont.)</u> <u>Beijing (China)</u> <u>Video recordings for the hearing impaired</u> <u>Current events</u> |

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|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | <p>CBC, 2001, video, 60 min, guide, STOCKWELL DAY'S MISALLIANCE This report examines the turbulent year in the political life of Stockwell Day following his emergence as Leader of the Canadian Alliance in the summer of 2000. We chronicle the events that forced Day into a defensive position in terms of his policies and decisions, but primarily in terms of the dissension within his own grassroots party, where Alliance members and others in the organization called for his resignation.</p> <p>THE WALKERTON LEGACY: ONGOING VIGIL The environmental disaster that Ontario Premier Mike Harris called "a terrible tragedy" and what the local medical officer of health said could have been prevented has been the subject of an official inquiry. It was also a warning that reverberated throughout the country. In the wake of Walkerton, other</p> |
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questionable and dangerous water supplies in Canadian municipalities have been discovered, heightening concern and awareness of water resources everywhere. This report investigates Canadians' continuing vigilance over the safety of the water they drink.

BEIJING 2008: A MOMENTOUS DECISION

This story examines the complex international competition to host the 2008 Summer Olympics: the political, economic, and diplomatic considerations in particular that led to the IOC's granting the Games to China, and the implications and ramifications for the city that won (Beijing) and the Canadian city that lost (Toronto). To some the decision was a disgrace given China's record of human rights; to others it represents an insurance policy on human rights. Sport, money, politics, and history are all fundamental to the story.

BULLIES IN SCHOOLS **Bullying has physical and psychological effects. In this News in Review report, we examine why children become bullies, the impact that this anti-social behaviour has on their victims, and the ways in which families, schools, and communities attempt to deal with the problem.**

Title [Empathy, caring and compassion](#)
Level 4 5 6 7 8 9 10 11 12
Duration 002800
Publishing Info San Francisco HeartLand Media c2003.
Media VT-Video Tape
Subjects [Empathy--Study and teaching.](#)
[Compassion--Study and teaching.](#)
[Moral education--Study and teaching.](#)
[Conduct of life--Study and teaching.](#)
[Interpersonal communication--Study and teaching.](#)
[Bullying--Study and teaching.](#)

Description This video explores the skills that build empathy, the importance of compassion, and the moral imperative to help others in need - particularly the victims of bullying. Teens learn how labelling, prejudice, and cynicism impede the development of caring relationships. A leader's guide is included.

Title [Get off my case \(cc\)](#)
Level 4 5 6 7 8 9 10
Pages 15 min
Publishing Info Wisconsin Wisconsin Educational Communications Board c2001.
Media VT-Video Tape



Subjects [Bullying.](#)
[Conflict management.](#)
[Interpersonal conflict in children.](#)
[Aggressiveness in children.](#)
[Video recordings for the hearing impaired.](#)

Description Discusses the behaviour of bullies, offers healthy ideas that can thwart bullying, encourages students to help other victims of bullies, and relates the importance of setting goals and making decisions.

Title [In other words \(cc\)](#)
Level 8 9 10 11 12
Duration 27 min
Publishing Info Montreal, Que. : National Film Board of Canada, c2001.
Media VT-Video Tape
Subjects [Video recordings for the hearing impaired.](#)
[Homophobia in schools.](#)
[Homophobia--Canada.](#)
[Bullying--Psychological aspects.](#)

Description This program speaks directly to teens and offers a valuable tool to teachers, counsellors and community youth leaders who want to explore the homophobic language heard both in and out of schools -- the words themselves, their origins, how young people feel about them, and how to overcome the hurt and anger they cause. Background information and classroom activities are printed on the inside of the video jacket.

Title [It's a girl's world \(cc\)](#)
Author(s) [Glazier, Lynn.](#)
Level 4 5 6 7 8 9 10 11 12
Pages 52 min
Publishing Info [Montréal] : National Film Board of Canada, c2004.
Media VT -Video Tape
Subjects [Bullying.](#)
[Peer pressure.](#)
[Bullying in schools.](#)
[Video recordings for the hearing impaired.](#)

Description It's a Girl's World takes us inside the tumultuous relationships of a clique of popular 10-year-old girls. The camera captures a disturbing picture of how these girls use their friendships to hurt--with shunning, whispering and mean looks--in order to gain social power. The suicide of a 14-year-old girl serves as a stark reminder that social bullying can spiral out of control. This, the classroom version of It's a Girl's World, is a stand-alone series of six modules with helpful on-screen text guides to assist with discussion and activities. It is intended to promote a classroom discussion around the nature of social conflict in friendships, especially among girls. Each 5-10 minute module explores a different facet of social bullying ranging from what the behaviour looks like, to the role of power and control, to the consequences for the bully, the victim and the bystander.

Title [Kelly Bear teaches about bullying](#)
Level K 1 2 3
Pages 30 min
Publishing Info Plansview, NY : Bureau-for-At-Risk Youth, c1998.
Media VT-Video Tape
Subjects [Anger management.](#)
[Critical thinking in children.](#)
[Conflict management.](#)

Description Children discover that bullying is not only physical intimidation and extortion, but teasing, gossiping and excluding. They learn why peers sometimes bully others, words to say and actions to take when confronted by a bully, and that the victim, bully and bystander are all hurt by bullying behaviours. A leader's guide is included.

Title [LEARNING PEACE \(cc\)](#)
Level 4 5 6 7 8 9 10 11 12
Pages 57 min
Publishing Info Montreal, Quebec : National Film Board of Canada 2001.
Media VT-Video Tape
Subjects [School violence.](#)
[Violence.](#)
[Video recordings for the hearing impaired.](#)

Description

At Annapolis East elementary School, a school of over 700 kids, sometimes the kids fight. But thanks to an anti-violence program introduced in 1996, bullying and fighting have become a rarity. Peace education has been fully integrated into the school curriculum. Peer mediation helps students settle disputes, good behaviour is rewarded at monthly assemblies, and a full-time counselor devotes his day to helping children address anger. Over the course of a year, it has become clear that peace is hard work - but worth the effort. Learning Peace is the second of a series of 2 films. The first is Waging Peace.

Title

[MAGIC IN THE AIR \(cc\)](#)

Level K 1 2 3

Pages 12 min

Publishing Info Montreal, PQ : National Film Board of Canada, French Program, Ani c2002.

Media VT-Video Tape

Subjects [Video recordings for the hearing impaired.](#)
[BULLYING - FICTION](#)
[Animated films.](#)
[Teddy bears--Fiction](#)
[Autumn - Fiction.](#)

Description

It's autumn in all its glory and Ludovic is playing in the park. A bigger teddy bear knocks him down, and the little cub is rescued by a little girl teddy bear. Her kind gesture teaches Ludovic that the magic of friendship can help him face the fiercest bully.

Title

[NO MORE TEASING!](#)

Level 1 2 3 4 5 6 7

Publishing Info Sun 1995

Media VT-Video Tape

Subjects [BULLYING AND VICTIMIZATION](#)
[HARASSMENT](#)

Description

Sun, 1995, video, 14 min, guide, Provides students with the tools needed for understanding and dealing with teasing. Explains how teasing effects its victims; explores reasons people tease; illustrates techniques for deflecting and defusing teasing; and identifies victim traits that draw teasers. (Student activity sheets are included.)



Title [No name calling : creating safe environments \(cc\)](#)
Level 4 5 6 7 8 9 10
Pages 28 min
Publishing Info Mt. Kisco, N.Y. ; Oran Human Relations Media in association with the Gay
Media MK-Multimedia Kit
Subjects [Bullying--Study and teaching.](#)
[Harassment--Study and teaching.](#)
[Conduct of life--Study and teaching.](#)
[Video recordings for the hearing impaired.](#)

Description Experts agree that bullying and harassment in school usually starts with name-calling. Name-calling can be especially tough on younger students whose self-esteem development is at a critical phase. No Name-Calling demonstrates the damage that can be done when kids are targeted by hurtful words like "fatso," "retard," "faggot," and "bean pole." Viewers will follow a classroom of real students as they work on inaugurating a "No Name-Calling" week at their school. Interviews with real kids are interspersed with dramatic vignettes that model name-calling scenarios which many viewers will recognize. Program includes pauses for discussion following each scenario. Teacher's resource manual includes introduction, learning objectives, program summary, 11 lesson plans, student activities, and fact sheets. Tips for organizing a "no name calling week" at school are also included.

Title [One of them \(cc\)](#)
Level 8 9 10 11 12
Duration 25 min
Publishing Info Montreal, Quebec National Film Board of Canada, 2000.
Media VT-Video Tape
Subjects [Discrimination.](#)
[Video recordings for the hearing impaired.](#)
[Homophobia in schools.](#)
[Homosexuality and education--Canada.](#)

Description Freedom from bullying, name-calling and violence motivates the high school seniors in this school-based drama. One of Them raises the questions that high school students talk about in school halls and washrooms. With a focus on homophobia and discrimination, not sexual behaviour, the dramatization prompts viewers to examine their own responses and promote a safe school environment for all students. Background information and classroom activities on video liner.
