

# **BUILDING RESPECTFUL COMMUNITIES**

## **A TOOLKIT TO RECOGNIZE AND PREVENT BULLYING BEHAVIOUR WITHIN OLDER ADULT ORGANIZATIONS AND COMMUNITIES**



2013

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Thanks also to the following individuals who have offered their enthusiasm, time, resources and expertise to create a toolkit that can be used in the community to assist older adults, service providers and community members who may be dealing with bullying behaviours in their programs, services and/or organizations:

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- A&O: Support Services to Older Adults
- St. James/Assiniboia 55+ Centre
- Canadian Red Cross Alberta

**DISCLAIMER**

The primary purpose of the Respectful Communities toolkit is to assist agencies and organizations, staff members, board members, volunteers and older adults in the Winnipeg region.

It is important that you are aware that while the Winnipeg Regional Health Authority (WRHA) and all other parties that have contributed to the toolkit have taken every effort to ensure the accuracy and completeness of the toolkit, it should not be considered the final word on the areas that it covers.

This toolkit has been provided as a guide to resources and information, not as an endorsement of any listed services. This toolkit is not an exhausted list of all resources and information available; however, is an overview of suggested areas compiled by community suggestions.

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# INTRODUCTION

The purpose of the Respectful Communities toolkit is to provide older adults, service providers and community partners with information and resources to prevent and respond to bullying behaviour in a community setting.

As you begin, ask yourself the following questions:

- **Have you or someone you know felt intimidated by another person?**
- **Have you or someone you know felt isolated from a group, program or community?**
- **Have you or someone you know felt scared going to a program or organization?**
- **Have you or someone you know felt intimidated by a person in a position of power?**

If you answered **'yes'** to any of the above questions, this toolkit may be able to assist you. These situations may indicate bullying behaviours that could have a negative impact on individuals and reduce the sense of community.

## SECTION 1 – CREATING A RESPECTFUL COMMUNITY

Everyone deserves to be safe and everyone shares a role in creating safe and respectful communities. In order for everyone to live in a respectful community, we must acknowledge our personal and organizational values and collectively work for the best interest of all.

Respectful communities can be defined as a safe environment where each person is respected as a unique and contributing member of the group. In order to achieve respectful communities, each individual must be mindful and respectful of other people's diversity and differences.

### A. Individuals can build respectful environments by:

- Modeling respectful behaviour to each other,
- Communicating boundaries to one another,
- Being fair,
- Providing support for people involved in bullying situations, and
- Intervening in bullying situations and supporting bystanders.

#### *Ask yourself:*

- What makes an individual feel safe?
- What are some unsafe spaces in your housing building, community or workplace?
- How often do you model positive and respectful behaviour to others?
- How do you communicate your thoughts, feelings and ideas?
- How do you demonstrate fairness to others?
- How do you provide support to those being bullied and those who are bullying others?
- How do you intervene in bullying situations and support those involved?

### B. Organizations can build respectful environments by:

- Recognizing that older adults and staff are at risk of experiencing bullying and violence,
- Providing a safe and respectful environment for all,
- Developing and following policies and procedures in your organization,
- Taking appropriate action to respond to bullying situations,
- Developing strategies to educate staff, volunteers and participants in how to respond, and
- Following the Canadian Charter of Rights and Freedoms.

"A good plan is like a road map: it shows the final destination and usually the best way to get there."

- H. Stanley Judd

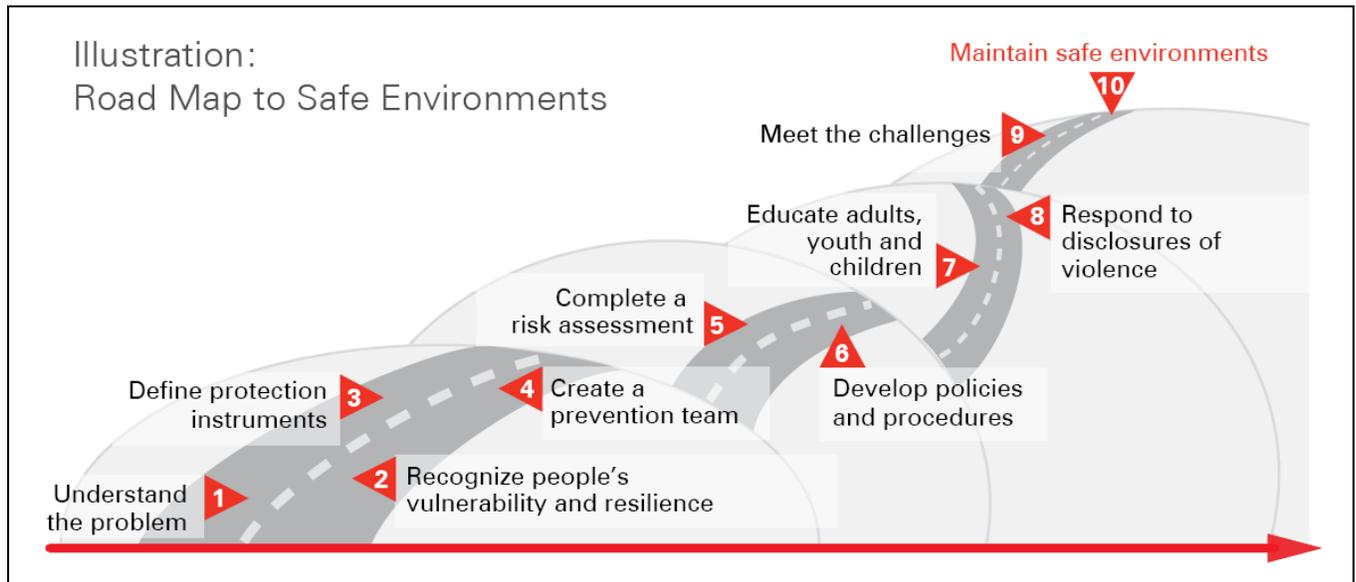
Ask yourself:

- Does our organization promote and provide a safe, respectful place for all?
- Has our organization developed and followed policies and procedures to create a respectful environment?
- What process does our organization take to create a respectful environment?
- What education is provided to staff, volunteers and participants to create respectful environments?

## C. Ten Steps for Creating Safe Environments

For the past 30 years, the Canadian Red Cross has been working with communities to address and prevent violence, abuse and bullying. Through this work, the Canadian Red Cross recognized that in order to reduce violence it is necessary to identify and address the risks to develop a foundation for safety. The Ten Steps process is a best practice of the Canadian Red Cross and is integrated into all violence prevention work in Canada and internationally.

The Ten Steps process outlines the concrete actions that an organization or community can take to create a healthy environment.



### 1. **Understand the problem**

Violence, abuse and bullying have no boundaries and can affect anyone of any gender, age, community, background, belief or status. Although the problem of violence, abuse and bullying is complex, it is something that can be prevented.

### 2. **Recognize vulnerability and resilience of individuals**

Although bullying can affect people of all ages, there are situations that can increase a person's risk of experiencing it. Older adults may be at an increased risk of

experiencing bullying due to social isolation, physical and economic dependence and limited access to support systems.

3. ***Define protection instruments***

Organizations need to be aware of the international and national laws that protect people from experiencing bullying. It is also important for organizations to understand their responsibility to protect staff and older adults from harm, including bullying.

To review the national and provincial laws, visit [www.redcross.ca/protectionlegislation](http://www.redcross.ca/protectionlegislation).

4. ***Create a prevention team***

Teamwork is necessary in order to develop, implement and monitor an ongoing strategy to create a safe environment and prevent abusive or bullying behaviour. It is important for the prevention team to represent the diversity of the organization and to involve the organization's leadership.

This team will need to ensure that the mission and vision of the organization is clearly outlined and determine how the prevention team will work together toward a respectful community.

5. ***Complete a risk assessment***

A risk assessment measures the potential for violence or bullying to happen. By identifying the potential areas of risk, an organization can take steps to reduce the likelihood of violence or bullying incidents.

For sample community and organization risk assessments, visit [www.redcross.ca/tensteps](http://www.redcross.ca/tensteps) to download the resource guide.

6. ***Develop policies and procedures***

Managing the risk of violence and bullying incidents can start through the development, implementation and monitoring of policies and procedures. A few key policies that create a foundation for safe environments include a code of conduct and a harassment policy.

Review the sample documents section for examples of Code of Conduct and Code of Behaviour policies.

7. ***Educate staff, older adults and caregivers***

Providing education about how to prevent and respond to bullying increases everyone's sense of ownership and responsibility in creating safe environments. It is important to provide education to older adults, staff, visitors and family, and external partners to ensure that everyone is aware of their rights and has the knowledge to recognize and respond to situations that arise.

8. ***Respond to disclosures of violence and bullying***

Someone may become aware of violence or bullying after a person shares their experience or accidentally through a change in their behaviour. Either way, it is important for the person experiencing harm to feel heard and to have help accessing support from family or organizations in the community. The primary focus is to ensure that the person is safe.

Review the sample documents section for forms that can be used to document a critical incident.

9. ***Meet the challenges***

There may be individual or organizational barriers in implementing these different steps, but it is important to remember that this process will help increase the safety and respect for everyone. It will take time, but it is worth the short and long term benefits of safety for everyone.

10. ***Maintain a safe, respectful environment***

It is important to continuously monitor and evaluate the policies, procedures and best practices that have been implemented in your organization.

## **D. Sample Documents**

### **1. Code of Conduct**

The samples below can act as a guide and can be used when creating a code of conduct for your community.

A code of conduct describes the expected behaviour of all staff and members within an organization. For a code of conduct to be effective, it is essential that people understand these expectations, that there is a clear process for reporting concerns and investigating these complaints, and that consequences are implemented if the code of conduct is not followed.

#### **SAMPLE: Congregate Meal Program Code of Conduct**

1. Alcohol is not permitted at the meal program. You are not allowed to bring or consume alcohol at the meal program. Under Section 24 of the Manitoba Liquor Control Act, the consumption of alcohol without a licence is not permitted in public spaces. The meal program is considered a public space. Open liquor or the consumption of liquor in a public space is illegal and subject to a fine of \$245.
2. Meal program cancellations must be received by the Meal Program Coordinator by 1:00 p.m. on the day of the meal. Food has been purchased and prepared according to the sign up list. The need to cancel late sometimes occurs, but please consider how it affects the meal program. If you cancel late in the day, the food for your meal has

already been purchased and prepared. The meal program has already paid for your food. It costs the meal program money when you cancel late. South Winnipeg Seniors Resource Centre (SWSRC) would like to keep the cost of the meal program at \$6.00, but may need to review this if our costs continue to increase. SWSRC may also need to consider charging you for the cost of your meal if you cancel late.

3. Tables are set up by volunteers under the direction of the Meal Program Coordinator. The tables are set up in a way to enable the volunteers to work efficiently and safely. There are a maximum of 8 settings per table to ensure that everyone has enough room to eat safely and the volunteers can move around safely. Safety is our primary concern and it is our goal to have the room set up in the safest way possible in case of an emergency such as fire.
4. Reserving seats is not permitted. It is understandable that you would like to eat with your friends, but there may be times when it is not possible. When you are not able to sit with your friends, or where you usually sit, please be patient. It is a great opportunity to meet new people and make new friends.
5. When new people come to the meal program, please welcome them. The meal program is open to everyone in the community 55 years and older. It is not only for people who live in this building and the surrounding area. It is often difficult to come to a meal program when you do not know anyone. Meal program participants are all ambassadors of the program and as such, it is everyone's responsibility to make newcomers feel welcome.
6. Volunteers are crucial for the success of this program. Volunteers generously share their time and energy. It is important that meal program participants are courteous towards volunteers because without them, we will not be able to run the program. SWSRC is always looking for new volunteers and would be happy to train anyone who is interested.
7. If you have any suggestions for helping make the meal program more successful, I would be happy to discuss them with you. Please give the coordinator a call.

*Source: Nassau Meal Program 2013*

### **SAMPLE: Organization Board Code of Conduct**

The Board is committed to effective decision-making and, once a decision has been made, speaking with one voice.

Each board member shall:

- Keep member and community interests in mind when expressing a view point.
- Endeavour to speak from one's own knowledge and experience.
- Express self at board meetings even if view differs from that of other board members.

- Encourage and make it comfortable for others to express their points of view.
- Refrain from “politicking” outside of board meetings.
- Encourage general consensus decisions on important issues.
- Support majority decisions even if one’s own view is a minority one.
- Not disclose or discuss differences of opinion on the board outside of board meetings with staff, volunteers or clients. For this reason information on who votes for and against any particular motion will not be recorded in meeting minutes.
- Respect the confidentiality of information on sensitive issues.
- Refrain from speaking for the organization unless authorized to do so.
- Disclose involvement with other organizations, businesses or individuals where such a relationship might be viewed as a conflict of interest (see Conflict of Interest Policy).
- Refrain from giving direction, as a board member, to the Executive Director or any other staff member.
- Seek information only from the Executive Director regarding organizational practices.

*Source: Manitoba Association of Senior Centres 2013*

## **2. Code of Behaviour**

The samples below can act as a guide and can be used when outlining the expectations of behaviour for participants in your community organization.

### **SAMPLE: Senior Centre Code of Behaviour**

Employees and volunteers are responsible for ensuring a respectful environment free from discrimination, harassment, disruptive conflict and violence. This includes: sexual harassment, and harassment based on ancestry, race or ethnic or national color, religion, age, sex, marital status, family status, physical or mental disability, political status, or sexual orientation.

Everyone is responsible for maintaining a respectful environment. Use discretion and recognize the sensitivities of others regardless of a person’s status at any of the above named organizations.

**Disrespectful Behaviour** is improper. Conflict and harassment can be defined, and in practice they can overlap. The following definitions, although not all-inclusive, have been designed to accommodate the different types of concerns that may arise:

- Rude comments and swearing as well as spreading unfounded or misinformed rumours that damage peoples or any of the above named organizations’ reputation.
- Actions that invade privacy or personal property or unwelcomed gestures.
- Displays or distribution of printed or electronic material that offends.

**A Disruptive Conflict** is defined as an ongoing dispute or communication break down between two or more individuals that impacts their ability to work, volunteer, or participate in the activities of the above named organizations, whereby their ability to work productively and cooperatively is negatively impacted.

**Harassment** is any behaviour that demeans, humiliates or embarrasses a person, and that a respectful person should have known would be unwelcomed. It may be a single incident or continue over time. It includes:

- Verbal abuse.
- Actions such as touching or pushing,
- Comments such as jokes and name calling,
- Displays such as posters and cartoons, and
- Abuses of power such as a threats or coercion.

**Violence** is defined as a threat that may include but is not limited to any act, gesture or statement that may be interpreted as threatening or potentially violent. A violent act is one that causes or may cause physical harm to persons or damage to property.

**This facility is committed to providing an environment safe from threats and violence for all members. It is expected that all members, patrons, volunteers, employees, and renters will contribute to this respectful environment.**

*Source: Bronx Park Community Centre (BPCC)  
Home of Good Neighbours Active Living Centre (GNALC)  
Henderson Park- Code of Conduct.2013*

### **SAMPLE: Senior Serving Organization Code of Behaviour**

Guideposts to a positive and respectful environment.

At Age and Opportunity we believe all employees, volunteers and members are to be treated with respect, honesty and dignity. All persons associated with Age and Opportunity have a right to fair treatment and have a responsibility to treat others with respect.

At Age and Opportunity we believe in supporting a climate of respect in the workplace and respect within the program and services delivery environment where all individuals are free from harassment and discrimination.

**ALL EMPLOYEES, VOLUNTEERS AND MEMBERS HAVE A RIGHT AND RESPONSIBILITY TO:**

- Be polite, courteous and respectful to others
- Treat others equitably and fairly
- Listen to what others have to say
- Be open minded to other people's ideas, comments and suggestions

- Suggest improvements where appropriate
- Give positive feedback on the suggestions of others
- Recognize and value the diversity in all people
- Be willing to apologize sincerely to people if you said or did something to offend them
- Be a team player and value your contribution and the contribution of others

*Source: A&O: Support Services to  
Older Adults. 2013*

### 3. Critical Incident Report

These forms are to be completed by a person who witnesses a bullying incident or who is told about someone's bullying experience.

#### **SAMPLE: Critical Incident Report**

Name of person(s) involved with the Incident: \_\_\_\_\_

Person(s) involved is:     1. Staff: \_\_\_\_\_

  2. Member: \_\_\_\_\_

  3. Other: \_\_\_\_\_

Phone number: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Incident: \_\_\_\_\_                   Time Incident Reported: \_\_\_\_\_

Time Frame in which Incident/Accident Occurred: \_\_\_\_\_

Where Incident/Accident Occurred: \_\_\_\_\_

Description of the Incident/Accident (please be specific):

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*Source: St. James/Assiniboia 55+ Centre, 2013*

**SAMPLE: Reporting Form for Disclosed Violence**

Reporter's Name: \_\_\_\_\_

Position: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

Context of Disclosure: Where? Who was there?

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Name: \_\_\_\_\_

Address: \_\_\_\_\_

Describe what the person said (Record facts and statements, not interpretations)

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Describe your observations of the person

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To whom was the person referred?

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Who received the report?

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Follow-Up Plans

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*Source: Canadian Red Cross 2013*

## SECTION 2 – UNDERSTANDING BULLYING BEHAVIOUR

Often, bullying is viewed as something that only happens in child and youth relationships, but **bullying can occur at all ages and in all demographics.**

Although there has been minimal research conducted into older adult bullying, current estimates suggest 10-20% of residents in congregate living facilities experience bullying by peers. Other studies suggest the rate of bullying is higher, even up to 50% of older adults experiencing some bullying now and then.

Similar to bullying among children and youth, there seems to be gender differences in bullying amongst older adults. Women tend to use more passive aggressive behaviour such as gossiping or spreading rumours behind another person's back, while men tend to be more direct and make negative comments directly to the other person.

### A. Bullying

Bullying occurs in relationships where power is used to cause distress to another. One person may use their power in an organization or community to harm another person, or they may use their relationships with others to exclude and intimidate someone.

#### Types of Bullying

- **Verbal bullying** is using words to hurt or humiliate another person including insults, threats, discriminating comments and constant teasing.
- **Physical bullying** is when someone is physically hurt, is threatened or their property is taken or damaged.
- **Social bullying** is ignoring, isolating, excluding, or spreading rumours about another person.

### B. Harassment

Similar to bullying, harassment is using power to hurt or harm another person. Harassment is different because these behaviours are based on discrimination against race, ethnicity, religion, age, sex, marital status, family status, sexual orientation, disability, and pardoned convictions.

#### Types of Harassment

- **Personal harassment** is insults or gossip based on someone's appearance, financial status or physical attributes.
- **Disability harassment** is intimidation or abusive behaviour toward a person because of a disability.
- **Racial harassment** is treating someone negatively because of his/her skin colour, or racial or ethnic heritage.
- **Sexual harassment** is unwelcome behaviour based on a person's sex or sexual orientation.

## C. Signs of Bullying

The most important warning sign that someone is experiencing bullying is when his or her behaviour changes.

- If they previously enjoyed participating in social activities and now they no longer attend.
- If they seem to have changes in mood and often appear sad or depressed.
- If they are having difficulty in interacting with other people.
- If they focus on individual activities, rather than participating in a group.
- If they change their eating habits, sleep patterns or grooming habits.

Although a change in behaviour is not always the result of bullying, it is a strong indicator that someone is experiencing difficulty with something in their life and could use support. If you notice that someone is acting differently or tends to be isolated or alone, then it is important to make an effort to talk with them and engage them in group activities.

Research has found that dementia and other related conditions can contribute to acting out behavior including yelling or striking another resident.

In these situations, the behaviour is not a conscious misuse of power. It is often linked to a decrease in impulse control, expression of frustration or misperception of a threat.

For more information, contact the Alzheimer Society of Manitoba:  
Phone: 204-943-6622  
Toll free: 1-800-378-6699  
Website: [www.alzheimer.mb.ca](http://www.alzheimer.mb.ca)

(Source: Adapted from the Alzheimer Society of Manitoba)

## D. Impacts of Bullying

Bullying impacts everyone involved including the person bullying, the person being targeted and witnesses to the behaviour.

People who bully others may experience loneliness, depression, difficulty controlling anger, poor or weak friendships and relationships, poor mental health and suicidal thoughts or attempts.

People who have been bullied may experience low self-esteem, problems with relationships, feelings of anger, sadness, fear, loneliness, anxiety, depression, and suicidal thoughts or attempts and may avoid social environments.

For bystanders, bullying creates a toxic environment of fear and mistrust. People who witness bullying may experience feelings of anger, guilt and helplessness, fear of becoming a target, uncertainty about how to respond and feelings of being unsafe or unable to take action.

## E. Comparing Bullying, Harassment and Abuse

Bullying, harassment and abuse are all forms of interpersonal violence and all involve someone using their power to cause harm to another person.

Elder abuse, senior abuse or the abuse toward older adults is any action or inaction by a person in a relationship of trust that can jeopardize the health or well-being of an older person. It can take many forms including emotional, financial, physical, neglect and sexual.

Bullying and harassment can also impact the health and well-being of an older person, but is not only perpetrated by a person in a relationship of trust. It can happen in many different environments. Friends, acquaintances, neighbours, landlords, other tenants, workplace colleagues or program staff could use bullying or harassing behaviour toward an older adult.

## **F. Power**

Personal power is the ability to make choices about who you are and what you do, and power can be used in both positive and negative ways. When someone has more power and chooses to use it to hurt or harm another person, it becomes violence.

### **SELF REFLECTION:**

Use the following questions to reflect on your personal power.

- Where does my power come from?
- How do I use my power in a responsible manner?
- What are the power dynamics within my community or organization?
- How could I misuse my power?

## SECTION 3 – EDUCATION RESOURCES

This section can be used by older adults and services providers for personal reflection and for creating group dialogue about preventing and intervening in bullying situations.

### A. Presentation

#### MATERIALS:

- PowerPoint Presentation (see appendix one for printed handout)
- Laptop
- Projector
- Screen

#### SUGGESTED PROCEDURE:

1. The facilitator will review the PowerPoint Presentation and suggested activities prior to the presentation so that they are prepared to lead a discussion. The facilitator will also review the resource list so that they can help connect individuals and service providers with support organizations if needed.
2. The facilitator can hand out paper copies of the presentation to each participant or set up the electronic version of the presentation that can be projected onto a screen for all participants to see.
3. The facilitator can use the entire presentation or choose to lead an individual activity with the participants.

All adults should receive education on:

- the organization's code of conduct or the community's goal to become a "safe community";
- the types of violence: emotional, financial, physical, sexual, neglect, bullying and harassment;
- how to prevent or reduce violence;
- how and to whom to report concerns about violent behaviours;
- the organization's or community's violence prevention policies;
- risk management policies;
- healthy motivation techniques; and
- human rights legislation and local laws that address violence.

(Source: Adapted from the Canadian Red Cross)

# **1. GROUP ACTIVITIES**

## **a) ACTIVITY: Stories of Respect**

TIME: 20 minutes

### **PURPOSE:**

→ To define respect and identify different ways that respect is demonstrated toward others

### **MATERIALS:**

- PowerPoint
- Flip chart paper
- Markers

### **SUGGESTED PROCESS:**

1. Ask the participants, "How would you describe respect?"
2. Share with participants that respect is a very important part of developing healthy relationships with other people, so we are going to use stories and experiences to discuss how respect can be demonstrated.
3. Ask participants to work in pairs and discuss the following questions. Have the questions on the PowerPoint or on a flip chart paper for everyone to be able to read.
  - Share a story of how someone gained your respect.
  - Throughout your life, has the way someone gains your respect changed?
  - If you were giving advice to someone, how would you encourage them to gain respect from others?
  - How do you know when you have someone else's respect?
4. Give participants about five minutes to discuss the first question and then ask the pairs to share their examples with the larger group.
5. After you have debriefed the question, invite participants to discuss the second question with their partner. *Option:* You could invite participants to work with a new partner to discuss each question. Give participants another five minutes to discuss and then ask for pairs to share with the larger group.
6. Continue the small group discussion and large group debrief until each question has been explored.
7. Share with participants that it is important to learn how people understand and experience respect in order to create a safe community environment for everyone.
8. Thank the group for their participation.

## **b) ACTIVITY: Power Over, Power Under**

TIME: 20 minutes

### **PURPOSE:**

→ To define power and identify the power dynamics in their relationships

### **MATERIALS:**

- PowerPoint
- Flip chart paper
- Markers

### **SUGGESTED PROCESS:**

1. Ask the participants, "How would you define power?" and record responses on flip chart or the white board.
2. Explain that power is often defined as the ability to make something happen, it is about making choices about who you are and what you do.
3. Ask participants to take a piece of paper, draw a circle in the middle of the paper and write their name in the circle. Ask them to brainstorm "who has power over them" and list their examples above their name in the circle. (Examples may be their siblings, grown children, caregivers, or landlords.)
4. Next have them brainstorm "who do they have power over" and list their examples below their name in the circle. (Examples may be their children and grandchildren, people who work for them, staff of organizational boards they sit on.)
5. And finally, "where is there equal power?" have them list their examples beside their name in the circle. (Examples may be friends, spouses, co-workers, and neighbours.)
6. As a large group, ask the following questions.
  - How do we feel when someone misuses his or her power over us?
  - How do we feel when we use our power inappropriately over someone else?
  - How do we feel when we have equal power in a relationship?
  - What can we do to support people we have power over?
7. Share with participants that recognizing our personal power and power imbalances in our relationships is important for us to make decisions about how we treat other people.
8. Thank the group for their participation.

## c) ACTIVITY: Name That Behaviour

TIME: 25 minutes

### PURPOSE:

→ To create a common language for talking about bullying and the roles people may play in a bullying situation

### MATERIALS:

- PowerPoint
- Flip chart paper
- Markers

### SUGGESTED PROCESS:

1. Explain to participants that power is part of the definition of bullying. Then, using the PowerPoint, review the definition of bullying:  
**Bullying is when one person uses their power in an organization or community to harm another person, or they may use their relationships with others to exclude and intimidate someone.**
2. Explain to the participants that there are different types of bullying and review the description of each one.
  - **Verbal Bullying:** using words to hurt or humiliate someone.
  - **Physical Bullying:** when someone is physically hurt, threatened or their property is damaged.
  - **Social Bullying:** is ignoring, isolating, excluding or spreading rumours about another person.
  - **Electronic Bullying:** using electronic media to hurt or humiliate someone.

Let participants know that, at present, electronic bullying is a type of bullying that is primarily used among children and youth but is quickly encompassing all age groups. For the purpose of this discussion there will be focus on the first three types.

3. Split the participants into three groups. Give each group a piece of flip chart paper with the definition of one of the types of bullying printed at the top of the page.
4. Ask the groups to brainstorm different examples of the type of bullying on their paper. Ask the groups to record the different examples that they discuss on the flip chart paper.
5. Give about five minutes for the groups to talk together and share examples of the type of bullying. At the end of the five minutes, ask each group to pass their flip chart paper to the next group in a clockwise direction. Each group should have a new piece of flip

chart paper with a different type of bullying printed at the top. Once again they are to discuss and brainstorm examples of the type of bullying on their flip chart paper. Repeat this process one more time until each group has worked on all types of bullying.

6. After each group has had an opportunity to talk about all the different types of bullying, discuss the following questions as a large group.
  - Was it difficult to think of different examples?
  - Are the examples that your group listed behaviours that you have seen?
  - What types of behaviours seem to be most common? (Highlight how some behaviours apply to more than one type of bullying).
7. Using the PowerPoint, explain that people may take different roles in bullying situations. The three different roles are:
  1. A person who uses bullying behaviour,
  2. A person who is targeted, and
  3. A person or people who witness the bullying situation.
8. Explain that we refer to “the person who bullies” and “the person who is targeted” rather than using the terms “bully” or “victim” because we want to focus on the behaviour rather than labelling the person. Bullying is more about how people act, rather than who they are.
9. Point out that people may take on different roles at different times. For example, a person can be the target of bullying behaviour in one situation but then, in a different situation, be the one who bullies. A person may silently witness bullying in one setting then choose to offer help to someone in another setting. These roles are not set in stone. People can move between them and they can also choose to stand up and intervene.
10. Share with participants that it is important for all of us to take responsibility for our behaviours and ask ourselves what we can do to have better relationships with others.
11. Thank the group for their participation.

## d) ACTIVITY: Is It Bullying Or Harassment?

TIME: 20 minutes

### PURPOSE:

- To differentiate between bullying and harassment
- To define harassment and discrimination

### MATERIALS:

- PowerPoint
- "Is it Bullying or Harassment Quiz": one copy for each participant

### SUGGESTED PROCESS:

1. Ask participants to share what harassment is. Take a few responses.
2. Using the PowerPoint, share the definition of harassment: **Harassment is using power to hurt or harm another person.**
3. Using the PowerPoint, explain that harassment and bullying are similar yet different:
  - **Harassment is similar to bullying because both are hurtful behaviours that involve a misuse of power.**
  - **However, harassment is different from bullying in that it is a form of discrimination.**
4. Explain that when a person turns 12 years of age, behaviours that were considered bullying can become harassment or assault and have legal consequences if they are based on discrimination.
5. Using the PowerPoint, share the definition of discrimination: **Discrimination is treating someone differently or poorly based on certain characteristics or differences.**
6. Canada's Human Rights Legislation indicates that discrimination is when you treat people different or poorly because of:
  - Age
  - Race (skin colour, type of hair, shape of eyes, facial features)
  - Ethnicity (culture, where they live, how they live, how they dress)
  - Religion (religious beliefs)
  - Sex
  - Sexual orientation (gay, lesbian, bisexual, heterosexual)
  - Family status (being from a single parent family, adopted family, step family, foster family, gay or lesbian parent family)
  - Marital status (being single, legally married, common-law, widowed or divorced)

- Physical and mental disability (having a mental illness, learning disability, using a wheelchair or cane, being blind or deaf)
7. Hand out the “Is it bullying or harassment?” quiz and ask participants to work in pairs. Allow them five to ten minutes to complete the quiz by discussing the questions with their partner and recording their responses.
  8. Use the answer sheet to go over the answers.
  9. Share with participants that bullying and harassment are similar behaviours, but the difference is that harassment is treating someone poorly based on certain characteristics that are protected through Canada’s Human Rights Law.
  10. Thank the group for their participation.

## e) IS IT BULLYING OR HARASSMENT? QUIZ

1. The chairperson of the social committee is telling the other committee members not to ask for your help because you wouldn't have the energy to volunteer.
  - Bullying
  - Harassment
  
2. A female tenant, who recently moved in, begins having an intimate relationship with another female tenant. The female tenant has been very involved in the building's social events, but recently a group of tenants have been isolating both women from the events and spreading rumours about their same-sex relationship.
  - Bullying
  - Harassment
  
3. A male tenant refuses to eat their meal with another tenant that has dementia. He constantly refers to the person as incapable of taking care of himself and says that he belongs in a nursing home.
  - Bullying
  - Harassment
  
4. A staff member tells her supervisor that one of the community members who is participating in the Senior Centre's programs has been calling her names.
  - Bullying
  - Harassment

## **IS IT BULLYING OR HARASSMENT? ANSWER KEY**

1. This is social bullying. One person is spreading rumours so that you will be excluded.
2. This is sexual harassment. Both women are being treated poorly and are having rumours spread about them as a result of their sexual orientation, and this violates their human rights.
3. This is harassment. He is treating someone badly because of a disability.
4. This is verbal bullying. The staff member is being insulted by a participant.

## **f) ACTIVITY: How Can I Be Assertive?**

TIME: 25 minutes

### **PURPOSE:**

- To identify the difference between assertive, aggressive and passive communication
- To explore different ways of being assertive
- To explore how assertiveness can be used to respond to bullying and harassment

### **MATERIALS:**

- PowerPoint
- Flip chart paper
- Markers
- "Strategies to Respond" Handout: One copy for each participant

### **SUGGESTED PROCESS:**

1. Label three pieces of flip chart paper each with one of the headings, "Assertive", "Aggressive" and "Passive". Split participants into three groups and give each group one of the pieces of flip chart paper and markers.
2. Share with participants that it is important to explore different communication styles when thinking about how to respond to a bullying or harassing situation.
3. Give each group about five minutes to define their assigned communication style and invite them to share examples of what that behaviour might look like in a bullying situation. For example, "How might a target act in an aggressive way to the bullying? How might a bystander be assertive?"
4. Ask each group to share their definition and one example. Use the following for guidance.

## HOW WE COMMUNICATE

<b>ASSERTIVE COMMUNICATION</b>	<b>AGGRESSIVE COMMUNICATION</b>	<b>PASSIVE COMMUNICATION</b>
<ul style="list-style-type: none"> <li>• With confidence, positively state feelings and opinions in an honest and direct way</li> <li>• Clearly, consistently share goals/reasons</li> <li>• Describe instead of judging others' behaviour</li> </ul> <p>BEHAVIOUR:</p> <ul style="list-style-type: none"> <li>• Direct eye contact</li> <li>• Conversational tone of voice</li> <li>• Clear speech</li> <li>• Firm gestures</li> <li>• Confident posture</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive</li> <li>• Violates others' rights and ignores others' feelings by attacking or blaming</li> <li>• Demanding from others without giving to others</li> <li>• Arrogant, judgmental and/or hostile</li> </ul> <p>BEHAVIOUR:</p> <ul style="list-style-type: none"> <li>• Wide-eyed and glaring and/or looking down on the other person</li> <li>• Loud/yelling voice</li> <li>• Leaning into person</li> <li>• Pointing finger at person</li> <li>• Emphasizing "you"</li> </ul>	<ul style="list-style-type: none"> <li>• Denying or giving away your own rights</li> <li>• Avoiding conflict by accommodating others' goals or demands</li> <li>• Being submissive or meek</li> </ul> <p>BEHAVIOUR:</p> <ul style="list-style-type: none"> <li>• Downcast eyes</li> <li>• Soft voice</li> <li>• Hesitation in words</li> <li>• Helpless gestures</li> <li>• Slumped posture □</li> </ul>

- Using the case studies, ask participants to work in small groups to develop assertive statements that the person who is targeted or the people who are bystanders could use in response to the bullying. Ask the small groups to discuss how these responses are different from an aggressive response?
- As a large group, review the following principles of assertiveness. This list can be shown using the PowerPoint or flip chart paper.

### How Can I Be Assertive?

- Take responsibility for what I say
  - Speak only for myself
  - Allow the other person to speak for him/herself
  - Say what I think
  - Say how I feel
  - Avoid putting myself down
  - Avoid putting others down
  - Hear the other person's point of view
  - Accept feedback about my behaviour
  - Stay in the present. Don't drag up the past.
- Ask the group if they are aware of resources that can support people experiencing bullying or harassment? Share the organizations and services listed in the Resources section of the toolkit.
  - Thank the group for their participation.

## STRATEGIES FOR RESPONDING TO BULLYING BEHAVIOUR

Here are some suggestions of how to respond in bullying situations:

### **SOURCE:**

(Person who exhibits disrespectful behaviour)

If a 'target'/'observer' approaches me, I...

- Listen, am curious, and open to what the other person has to say
- Ensure I understand the concern
- Own my part
- Acknowledge negative impact, even though intention may have been good
- Ask what would be more helpful – what they need from me
- Apologize sincerely

### **TARGET:**

(Person who experiences disrespectful behaviour)

- Be solution focused
- Identify what was disrespectful, describe it without judgement
- Be curious – don't assume negative intent
- If a resolution cannot be met, approach a person in authority

### **OBSERVER:**

(Has observed disrespectful behaviour happen to someone else)

- Check in with self, target or source
- Encourage resolution
- Speak up (silence is action)
- Follow up

### **PERSON OF AUTHORITY:**

(Has positional power over source, target and/or observer)

- Foster a respectful workplace
- Recognize when behaviour is disrespectful
- Encourage and support conflict resolution
- Take action when needed

*Adapted from Winnipeg Regional Health Authority –  
Fostering a Respectful Workplace, 2013*

## **2. CASE STUDY EXAMPLES**

### **a) Congregate Meal Program**

Mrs. Palmer is an 82 year old female who recently moved into a 55+ housing block from her home that she has lived in for the past 60 years. She is recently widowed and her 2 children live in New Zealand.

She was feeling isolated in her community and her health was declining so she felt it was time to move into a smaller home with social networks and programs, as well as a meal program.

For the past month in her new home she has tried to become involved in the many social activities and meal program, however, there is one lady that lives in the building who is the head of the social committee group that does not seem to like Mrs. Palmer's enthusiasm to volunteer and join in the programs.

Recently, when Mrs. Palmer comes down to eat all the chairs are taken from the tables and filled with bags and jackets so she has to sit alone. Mrs. Palmer has volunteered to assist with the upcoming outing to Gimli and the bake sale to raise funds for a local school reading program but has not heard back from anyone to participate.

Mrs. Palmer has also overheard rumours that the social committee does not want her involved because she does not come from the community area, dresses funny and the group does not think she will be any help.

### ***Discussion Questions***

In small groups, discuss the following questions:

1. How could Mrs. Palmer respond to the bullying behaviour?
2. How could the other residents respond to address the bullying behaviour?
3. What might stop someone from taking action?
4. What are the potential consequences of not taking action?
5. How could this have been prevented?

## **b) Senior Centre:**

Mr. Borns is a 72-year-old unmarried male who has recently moved into a new community area. He was asked by his neighbour whether he would be interested in volunteering at the local senior centre's summer BBQ events every two weeks.

Mr. Borns is excited to meet new people and help out in his new community. When he arrives on his first day, he is told by the head volunteer, that he should not even bother to attend because they have it all under control.

Mr. Borns is confused and tries to talk to his neighbour about the comment. Mr. Borns' neighbour does not offer much information but rather ignores his comment and tells him to do what he wants to do.

These comments leave Mr. Borns confused, embarrassed and a little angry. He wonders why he is asked to go but then does not get any direction in the volunteering position. Mr. Borns decides to stay to help out at the BBQ anyway.

While helping some local children get some refreshments for the BBQ, Mr. Borns is again confronted by the head volunteer who again tells Mr. Borns to move away from the children and that this is not his job.

Mr. Borns is again confused, embarrassed and angry at this situation. He feels awkward in front of the children, senior centre members and their families.

Over the next 2 months, Mr. Borns continues to try to assist at the centre but is repeatedly confronted by negative comments.

### ***Discussion Questions***

In small groups, discuss the following questions:

1. How could Mr. Borns respond to the bullying behaviour?
2. How could the other volunteers respond to address the bullying behaviour?
3. What might stop someone from taking action?
4. What are the potential consequences of not taking action?
5. How could this have been prevented?

### 3. TIP SHEET

#### SAMPLE FROM CANADIAN RED CROSS IN ALBERTA

#### HOW TO ADDRESS ABUSE

##### RECOGNIZE

Know the types of abuse, warning signs, and risk factors. Be prepared to identify abuse and acknowledge that it is unacceptable. "That's not acceptable."

##### REACT

Gently talk to the senior or someone you trust about your concerns  
Use nonjudgmental language, and describe only facts  
"I am concerned as I see bruises on you."

##### RESPOND

Check for danger, and get help if needed (from professionals, family members, or organizations)  
Help to develop a safety plan and create a safe environment  
"What can I do to help you?"

Adapted from the "It's Not Right" campaign by Neighbours, Friends and Families for Older Adults.



#### EVERYONE HAS THE RIGHT:

- To be treated fairly and with respect
- To be included
- To feel safe
- To be protected from violence, abuse, exclusion, and harassment.

#### REMEMBER:

- Abuse is always unacceptable
- Abuse is 100% preventable
- Abuse is never the targeted person's fault
- If you need help, talk to someone you trust.

For more information, please contact  
403 346 1241 or [respected.alberta@redcross.ca](mailto:respected.alberta@redcross.ca)



CANADIAN RED CROSS CROIX-ROUGE CANADIENNE

Canada 

## VIOLENCE AND ABUSE PREVENTION EDUCATION FOR SENIORS

Empowering Seniors to Create Safe Environments for Themselves & Others

## DID YOU KNOW THAT THERE ARE MANY TYPES OF ABUSE?

**Emotional** - when someone threatens, insults, intimidates, or humiliates an older adult, treats the person like a child, or does not allow them to see their family or friends.

**Financial** - when someone tricks, threatens, or persuades an older adult out of their money, property, or possessions.

**Physical** - when someone uses physical force, hits, or handles an older person roughly.

**Neglect** - when someone withholds care, food, and/or emotional support that an older adult is unable to provide for himself or herself.

**Sexual** - when someone forces an older adult to engage in sexual activity. This may include verbal or suggestive behaviour, not respecting personal privacy, and unwanted sexual contact.

**Bullying** - when a person uses power and aggression to control or intimidate others. This may include exclusion, gossiping, homophobia, racial and sexual harassment, and using technology to intimidate or harass.

## SOME RISK FACTORS FOR ABUSE MAY INCLUDE:

- Advanced age
- Social isolation
- Disabilities or cognitive impairments
- Living within institutions or organizations
- History of abuse
- Living with or around mental health or substance abuse issues

## DO YOU KNOW HOW TO RECOGNIZE SOME SIGNS OF ABUSE?

- personality changes, such as extreme passivity or compliance
- signs of depression, anxiety, agitation, apathy, or irritability
- socially withdrawn, or fearful around certain people
- unexplained physical injuries
- changes in hygiene or nutrition
- sudden changes in banking practices, balances, wills, power of attorney
- sleep issues and/or unexplained paranoia
- low self esteem

There are many reasons why older adults may not report abuse, such as fear, shame, self-blame, and/or a belief that no one can help.

## KNOW THE SIGNS, KNOW THE SUPPORTS, AND BE PREPARED TO HELP!

### HELP IS AVAILABLE!

#### YOU CAN CONTACT:

- a person you trust, such as a family member, a neighbour, or a friend
- a helping professional, such as a doctor, lawyer, social worker, or home care aide
- a seniors' organization, community service program, drop-in centre, social club, or counselling service
- your local crisis centre, help line, or RCMP

Source: Canadian Red Cross Alberta, 2013

## B. Promoting Mental Health

Sometimes bullying behaviour and how we react to them are closely tied to individual and collective mental health. Sometimes it is important to better understand and individual's challenges or to be alert to concerns about mental health which may be a factor in negative behaviours and reactions to them.

The Public Health Agency of Canada defines mental health as,

*"The capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of environment and spiritual well-being that respect the importance of culture, equity, social justice, interconnections and personal dignity (2006)."*

When people have the opportunity to interact with each other and their environments, it promotes:

- A sense of well-being,
- A sense of control and choice with their life,
- Optimal use of their mental abilities,
- Achievement of their own goals (both personal and collective) and
- An increased quality of life.

### Difference between Mental Health and Mental Illness

It is important to recognize that mental health and mental illness are different.

Mental health is a sense of well-being and control which comes from a person's ability to cope with life's daily ups and downs. Mental illness is referred to as a specific, diagnosed disorder.

### Promoting Mental Health Within An Organization

There are five guiding principles that need to be included when an organization is assessing, planning, evaluating and delivering services and programs that support older adults' health and well-being.

These guiding principles are:

- **Dignity** – treated with respect, being accepted, being appreciated
- **Independence** – being in control of one's life, being responsible, having freedom to make decisions, enjoying access to support systems
- **Participation** – getting involved, staying active, taking part, having a meaningful role
- **Fairness** – having equality and access to all needs, no ageism, being included
- **Security** – adequate income, safe and supportive environment, physical security, access to family and friends

## **Promoting Mental Health As An Individual**

The Canadian Mental Health Association (2002) suggests guidelines that an individual can take to be self-aware and strive towards a balanced lifestyle. These include:

- Maintaining adequate sleep
- Eating a balanced diet
- Getting regular exercise
- Practicing relaxation exercises
- Making time for pleasurable activities, hobbies and work
- Prioritizing tasks, delegating and not taking on too much
- Developing and maintaining supportive relationships
- Not being overly critical of yourself
- Focusing on your strengths and abilities
- Laughing

### **SELF REFLECTION:**

Use the following questions to reflect on how you can promote positive mental health.

- What do I do for myself to support a positive mental health lifestyle?
- How can I promote positive health and well-being of others I come in contact with?
- How do the services, building or program promote positive mental health?
- What steps can our organization take to create an environment that promotes positive mental health?
- How does our program, building or organization use the above guiding principles in the planning of services for older adults?

## C. Risk Assessment

Risk assessments allow communities and organizations to determine the risk of staff, volunteers and participants experiencing bullying, harassment or violence. Using the assessment tools will allow organizations and communities to identify potential risk and put policies and procedures in to reduce the risk for everyone.

### RISK MANAGEMENT CHECKLISTS FOR ORGANIZATIONS AND COMMUNITIES

	YES	NO	PARTIAL	COMMENTS
<b>DOES YOUR ORGANIZATION OR COMMUNITY HAVE. . .</b>				
A prevention team to lead the mapping, development and integration of violence prevention policies, procedures and systems?				
A finished map that highlights non-safe and safe areas and helping resource?				
A screening process for all personnel?				
A code of conduct?				
A harassment policy?				
A safe, clear, confidential and accessible complaint structure for everyone?				
A clear, well-defined investigation process?				
<b>ARE THE PREMISES. . .</b>				
Assessed for areas where vulnerable people may be isolated or at increased risk of harm?				
Adapted to provide safety and prevention strategies – e.g. lighting, communication devices, and sanitation facilities?				
Used to visibly display information on safe environments, such as preventing violence?				

## FOR ORGANIZATIONS

	YES	NO	PARTIAL	COMMENTS
<b>DO ORGANIZATIONS...</b>				
Complete a full screening process on all their personnel?				
Require all their personnel – staff and volunteers – to sign a code of conduct?				
Provide a copy of and briefing to all of their personnel on their priority policies including code of conduct and harassment policy?				
Publicize their priority policies with full endorsement from senior management?				
<b>ARE ORGANIZATIONAL PARTNERS...</b>				
Provided information on the organization's code of conduct, child protection, and harassment policies and procedures?				
Required to sign agreements to adhere to the same code of conduct and organizational policies?				

## FOR INDIVIDUALS

### CHECKLIST FOR SCREENING YOURSELF

Do you...

- Think that physically or emotionally hurting other people can sometimes have positive consequences?
- Say degrading or hurtful things to others, including those with less power than you, when you are angry?
- Lose control of your temper and act out in aggressive ways towards others?
- Lose control of your behaviour and emotions when you have been drinking?
- Become angry or upset when you fail to have your own way?
- Accept the emotional and physical boundaries, including sexual, set by others for themselves?
- Become jealous easily?

- Think others are scared of how you will act or what you will do to them or others when you are upset or do not have your way?
- Try to control others by being aggressive, intimidating and by not taking the opinions or emotions of others seriously?
- Use your power in ways that shame, belittle or hurt others?

(Adapted from the Canadian Red Cross: Ten Steps to Creating Safe Environments Workbook)

## D. Poster Samples

This section provides examples of posters that could be adapted by older adults and service providers to promote a respectful environment. Organizations are encouraged to create a poster that is specific to their services, programs or organization.

### a. Winnipeg Regional Health Authority Workplace R-E-S-P-E-C-T



**R-E-S-P-E-C-T**

Find out what it means to ME.  
Respect in this place is expected amongst everyone.  
**Not just a little bit.**

[www.wrha.mb.ca](http://www.wrha.mb.ca)



Winnipeg Regional Health Authority  
Winnipeg Regional Health Authority  
Winnipeg Regional Health Authority

**b. Canadian Red Cross**

**SENIORS ABUSE IS MORE COMMON THAN YOU THINK.**



**EDUCATION IS KEY TO PREVENTING VIOLENCE AND ABUSE**

Seniors may be affected by these types of abuse:

- Emotional
- Financial
- Physical
- Neglect
- Sexual Abuse
- Bullying & Harassment

Learn more about risk factors, resources, and how to help.

**SUPPORT IS AVAILABLE!**

For more information or to book a workshop contact:

Canadian Red Cross –  
Red Deer  
403 346 1241 or  
[respected@redcross.ca](mailto:respected@redcross.ca)



**CANADIAN  
RED CROSS  
CROIX-ROUGE  
CANADIENNE**

**Canada**

## **SECTION 4 – RESOURCES**

This section can be used by older adults and services providers to access additional information about bullying behaviour and support in addressing bullying.

### **A. Mediation Services**

The Community Resolution Centre is a program of Mediation Services and strives to bring all parties in conflict together and help them work towards a peaceful, effective resolution. The result is a long term agreement/solution that works for both parties without involving lawyers, the police or the courts.

Our services can be utilized by any individual, family or organization. We work with a range of different types of conflicts including interpersonal, neighbour, landlord/tenant, workplace, harassment, contract disputes, family, care providers, school staff/student and parent disputes and others.

#### **Contact Information:**

Community Resolution Centre

Phone: 204-925-3410

Fax: 204-925-3414

Email: [info@mediationserviceswpg.ca](mailto:info@mediationserviceswpg.ca)

Website: [www.mediationserviceswpg.ca](http://www.mediationserviceswpg.ca)

### **B. Klinik Community Health Centre**

Klinik operates a crisis phone line that offers confidential counselling, support and referral for anyone who wants to discuss a problem or concern. The crisis line operates 24 hours a day, seven days a week.

If an individual feels unable to cope or are experiencing any of the following, then the crisis line can offer support.

- Feelings of fear, failure, uncertainty, powerlessness, hopelessness, confusion, hurt and sadness
- A sense of losing control
- Thoughts of ending your life
- Changes in eating or sleeping habits
- Isolating yourself
- Difficulty concentrating
- Anger and other mood swings
- Alcohol or drug problems

#### **Contact Information:**

Klinik Crisis Line

In Winnipeg: 204-786-8686  
Toll-free: 1-888-322-3019  
TTY (Deaf Access): 204-784-4097

### **C. Winnipeg Police Service**

The Winnipeg Police Service Community Support Unit can assist an individual that is being bullied. Ask the operator to speak with someone from the Community Support Unit.

**Contact Information:**

Winnipeg Police Service – Community Support Unit  
Phone: 204-986-6222

### **D. Mobile Crisis Service**

A team of mental health professionals are available 24 hours a day, seven days a week to assist people in the Winnipeg region who are in mental health crisis.

**Contact Information:**

Phone: 204-940-1781  
TTY (Deaf Access): 204-779-8902

### **E. A & O: Support Services for Older Adults**

At A & O: Support Service to Older Adults, social workers respond to the needs of individuals 55+ who are experiencing neglect, emotional, financial, sexual or physical abuse. Information and resources are provided to family and friends who may be concerned about an older adult. All calls are strictly confidential.

What Types of Services are Available?

- Counselling regarding the abuse and options available
- Referral to appropriate community resources
- Consultation and referral for family members
- Support Groups
- Assistance accessing crisis accommodations and legal services, including protection orders
- Information and Education

**Contact Information:**

A & O: Support Services for Older Adults Intake Line  
In Winnipeg: 204-956-6440  
Toll-free: 1-888-333-3121

Fax: 204-946-5667

Email: [intake@ageopportunity.mb.ca](mailto:intake@ageopportunity.mb.ca)

## **F. Manitoba Residential Tenancies Branch**

The Residential Tenancies Branch offers information and presentations on landlord and tenant issues for community groups and social service agencies. Presentation topics include:

- Knowing your rights and responsibilities as a tenant
- Knowing your rights and responsibilities as a landlord
- How the Residential Tenancies Branch can help you
- What you should know before you rent
- What you should know while you rent
- Information about Rent Increases
- Information about Unit by Unit Rehabilitation

The Residential Tenancies Branch also investigates, mediates and make decisions on disputes between landlords and tenants over:

- security deposits
- repairs
- the terms and conditions of a tenancy agreement
- notices to move, including notice for non-payment of rent and noise
- privacy
- payment of utility bills

### **Contact Information:**

Speaker's Program Administrator

Residential Tenancies Branch

In Winnipeg: 204-945-2476 ☐

Toll-free: 1-800-782-8403

Fax: 204-945-6273

Email: [rtb@gov.mb.ca](mailto:rtb@gov.mb.ca)

## **G. Canadian Red Cross – RespectED: Violence & Abuse Prevention Program**

The Canadian Red Cross can support your organization in developing a culture, policies and structure to diminish the risk of an incident that would harm a person. Through its ten-step process, your organization can develop a comprehensive plan to prevent violence, abuse and bullying. The Canadian Red Cross provides workshops, resources and consultation services upon request.

**Contact Information:**

Canadian Red Cross – RespectED: Violence & Abuse Prevention Program

Phone: 204-982-7320

Fax: 204-942-8367

Email: [MB.RespectED@redcross.ca](mailto:MB.RespectED@redcross.ca)

Website: [www.redcross.ca/RespectED](http://www.redcross.ca/RespectED)

**H. Manitoba Seniors and Healthy Aging Secretariat**

The Secretariat is part of the department of Healthy Living, Seniors and Consumer Affairs. The Secretariat works across all departments and with community groups to create an environment within Manitoba that promotes health, independence and well-being of all older Manitobans.

**Contact Information:**

Manitoba Seniors and Healthy Aging Secretariat

In Winnipeg: 204-945-2127

Toll-free: 1-800-665-6565

Seniors Information Line:

In Winnipeg: 204-945-6565

Toll-free: 1-800-665-6565

**I. Additional Resources****a. Respectful Workplace – Winnipeg Regional Health Authority**

[www.wrha.mb.ca/professionals/respectfulworkplace](http://www.wrha.mb.ca/professionals/respectfulworkplace)

This website provides information about policies and procedures to promote a respectful workplace and includes resources such as posters, videos and articles.

**b. Framework for Action: Cultural Proficiency & Diversity– Winnipeg Regional Health Authority**

[www.wrha.mb.ca/community/commdev/files/WRHA\\_cpd\\_framework\\_final.pdf](http://www.wrha.mb.ca/community/commdev/files/WRHA_cpd_framework_final.pdf)

This framework provides a strategy to respond in an appropriate way to the diversity in the Winnipeg region.

**c. Violence, Bullying and Abuse Prevention – Canadian Red Cross**

[www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention](http://www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention)

This website provides information and resources to address violence, bullying and abuse in organizations, workplaces and communities. It also provides information about risk management and protection legislation in Canada. Through this website you can learn about both online and in-person workshops and training opportunities.

**d. Age Friendly Communities – Public Health Agency of Canada**

[www.phac-aspc.gc.ca/seniors-aines/afc-cao-eng.php](http://www.phac-aspc.gc.ca/seniors-aines/afc-cao-eng.php)

This website provides information about becoming an age-friendly community and connects to the Pan-Canadian Network and to the Manitoba Government website and resources.

**e. Across the Generations Respect All Ages Toolkit – i2i Intergenerational Society**

English: [www.intergenerational.ca/images/stories/pdfs/AcrossGenerationsEnglish.pdf](http://www.intergenerational.ca/images/stories/pdfs/AcrossGenerationsEnglish.pdf)

French:

[www.intergenerational.ca/images/stories/pdfs/AcrossGenerationsFrench.pdf](http://www.intergenerational.ca/images/stories/pdfs/AcrossGenerationsFrench.pdf)

This toolkit is an adaptation of a Manitoba initiative focused on bringing greater awareness to the issues of ageing, greater respect for individuals and to encourage ongoing projects across the generations. It is a series of 21 lessons developed primarily for children aged 8-13, but could be used with all age groups.

**f. “The Villa” DVD – Partners Seeking Solutions with Seniors**

English: [www.solutionsforseniors.cimnet.ca/cim/29C426\\_696T31249.dhtm](http://www.solutionsforseniors.cimnet.ca/cim/29C426_696T31249.dhtm)

French: [www.solutionsforseniors.cimnet.ca/cim/29C426\\_696T31253.dhtm](http://www.solutionsforseniors.cimnet.ca/cim/29C426_696T31253.dhtm)

“The Villa” offers a humorous glimpse at the challenges and difficulties facing the older population and was created as an icebreaker to begin discussions among older adults, their families and service providers.

To order contact:           Phone: 204-248-7220  
  Toll-free: 1-888-322-2553

## **BUILDING RESPECTFUL COMMUNITIES PRESENTATION**

Preventing Bullying Amongst Older Adults



### **WELCOME:**

- Share your name
- What do you enjoy doing?
- What is something unique about you?

SECTION 5 - APPENDIX

**STICKS AND STONES MAY BREAK MY BONES, BUT NAME-CALLING, OSTRACISM, AND SCAPE-GOATING MAY INJURE MY SOUL LONG PAST THE POINT THAT BROKEN BONES MEND.**

Globe & Mail, 2002

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**TODAY:**

- **Respectful Communities**
- **Understanding Power**
- **Bullying & Harassment**
- **Signs & Impact**
- **What Can I Do?**
- **Supporting Others**
- **Community Resources**

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**RESPECTFUL COMMUNITIES**

- How would you describe respect?
- In pairs:
  - Share a story of how someone gained your respect.
  - Throughout your life, has the way someone gains your respect changed?
  - If you were giving advice to someone, how would you encourage them to gain respect from others?
  - How do you know if you have gained someone's respect?

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# UNDERSTANDING POWER

- Power is “having choices about who you are and what you do; access to resources including support [and] nurturance...and the capacity to participate in decisions affecting one's day-to-day living”.

(Mandell and Duffy, 1995, p.274)

- The misuse of power is the basis of bullying and violence.



### **POWER OVER, POWER UNDER**

**• Ask yourself:**

- Where does my power come from?
- How do I use my power in a responsible manner?
- What are the power dynamics within my community or organization?
- How could I misuse my power?

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### **BULLYING AND HARASSMENT**

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## SECTION 5 - APPENDIX

### BULLYING

**Bullying is when one person uses their power in an organization or community to harm another person, or they may use their relationships with others to exclude or intimidate someone.**

- **Verbal Bullying**

- Using words to humiliate or hurt someone including insults, threats, or constant teasing.

- **Physical Bullying**

- Physically hurting someone, threatening them or damaging their property.

- **Social Bullying**

- Ignoring, isolating, excluding or spreading rumours about someone.

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### BULLYING VS. CONFLICT

Bullying IS NOT	Bullying IS
Conflict between friends	Hurting behaviour based on oppression, discrimination
Argument between people of equal power	Based on a power difference
Accidental	Intentionally harmful
“Normal” relationship challenges	Intense and long in duration
A one-time event (usually)	Repeated over time (generally)
Friendly teasing	Oppressive, isolates victim

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**PARTICIPANTS  
IN BULLYING**

1. The person who bullies
2. The person who is targeted
3. The people who witness the bullying



The illustration shows a large, grey, somewhat hunched bird with a large beak and a small eye, standing over a much smaller, white bird with a similar beak and eye. The larger bird is leaning forward, appearing to be in a dominant or aggressive posture towards the smaller bird. The smaller bird is standing upright, looking up at the larger one. The background is plain white.

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**HARASSMENT**

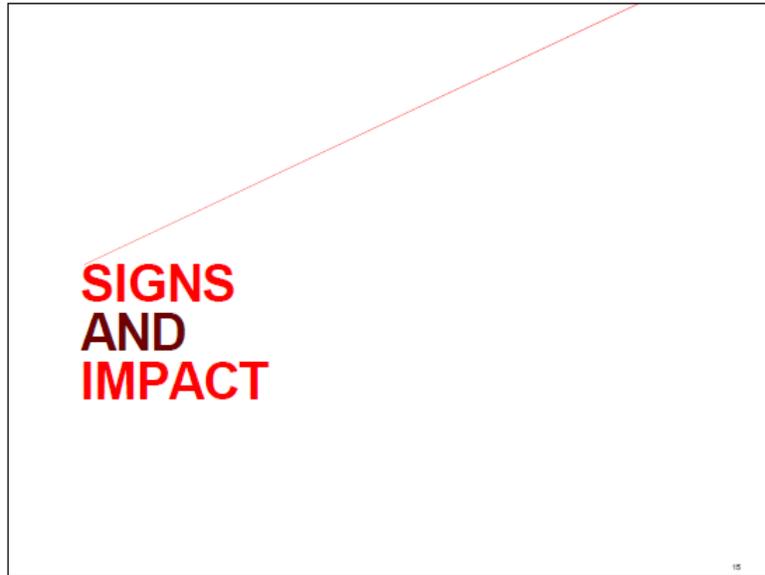
**Harassment is using power to hurt or harm another person.**

- Harassment, like bullying, involves a misuse of power.
- Harassment is different because it is a form of **discrimination**.

**Discrimination is treating someone differently or poorly based on certain characteristics, including:**

- Age
- Race
- Ethnicity
- Religion
- Biological sex
- Sexual orientation
- Family Status
- Marital Status
- Disability
- Pardoned conviction

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**WARNING SIGNS**

**Behaviour changes are the most common indicator of bullying.**

**If you notice,**

- A person previously enjoyed participating in social activities, but no longer attends
- A person's mood changes frequently and they appear sad or depressed
- A person is having difficulty interacting with other people
- A person focuses on individual activities, rather than participating with the group
- A person's eating habits, sleep patterns or grooming habits have changed

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### **PEOPLE WHO BULLY**

**• May experience:**

- Loneliness
- Depression
- Difficulty controlling anger
- Poor friendships and relationships
- Poor mental health
- Suicidal thoughts

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### **PEOPLE WHO ARE TARGETED**

**• May experience:**

- Low self-esteem
- Problems with relationships
- Feelings of anger, sadness, fear, loneliness
- Anxiety
- Depression
- Suicidal thoughts
- Lack of interest in social activities

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## PEOPLE WHO WITNESS BULLYING

### • May experience:

- Lack of trust of others in the community
- Feelings of anger, guilt and helplessness
- Fear of becoming the next target
- Uncertain about how to respond
- Feel unsafe

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## WHAT CAN I DO?

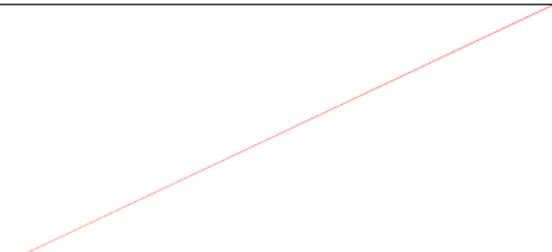
How to Get Help for Yourself or a Friend

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### **HOW CAN I HELP A FRIEND?**

- **Check for safety**
  - Recognize the signs of bullying
  - Speak up if you feel comfortable
- **Affirm the person being bullied**
  - "What can I do to help?"
  - Listen and validate the person's feelings
- **Refer to community resources**
  - Create a safety plan
  - Determine community resources, staff or other adults that can help
- **End by documenting**
  - Follow procedures and report the bullying situation
  - Use nonjudgmental language, and describe only facts

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## **SUPPORTING OTHERS**

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**CASE STUDIES**

1. What might stop someone from taking action?
2. What are the potential consequences of not taking action?
3. How could this have been prevented?

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**COMMUNITY  
RESOURCES**

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### **KNOW THE LOCAL RESOURCES AVAILABLE**

• **Mediation Services**

- Support for dealing with conflicts or bullying situations
- Phone: 204-925-3410

• **Klinic Crisis Centre (24 hours)**

- Confidential counselling, support and referrals
- Phone: 204-786-8686 or 1-888-322-3019

• **Winnipeg Police Service**

- Community Support Unit can offer help
- Phone: 204-986-6222

• **Mobile Crisis Service (24 hours)**

- Support for someone experiencing a mental health concern
- Phone: 204-940-1781

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### **KNOW THE LOCAL RESOURCES AVAILABLE**

• **A & O: Support Services to Older Adults**

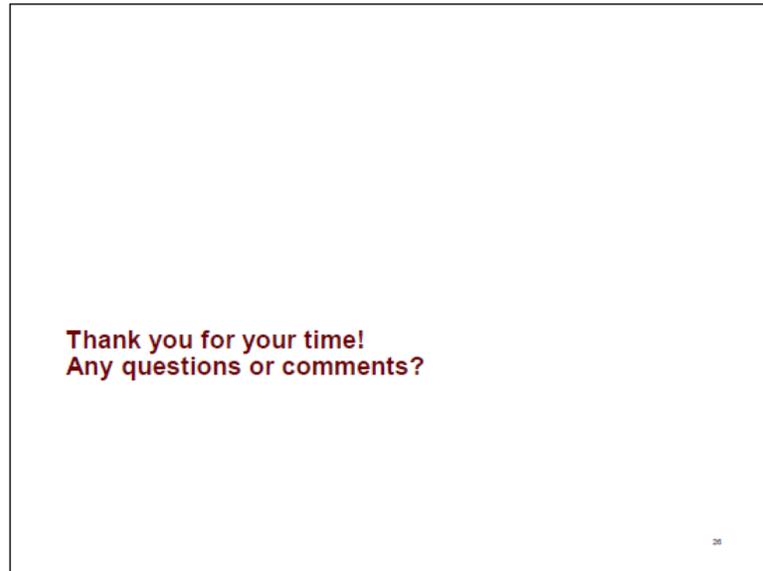
- Information, support and counselling available for individuals 55+
- Phone: 204-956-6440 or 1-888-333-3121

• **Manitoba Residential Tenancies Branch**

- Offers information and presentations on landlord and tenant issues
- Phone: 204-945-2476

• **Canadian Red Cross – RespectEd: Violence & Abuse Prevention Program**

- Can offer workshops, resources and consultation for organizations in developing a culture, policies and structure to diminish the risk of incident that would harm a person
- Phone: 204-982-7320



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