

**THE STOP PROJECT**  
***Step To Overcoming Problems***

BULLYING PREVENTION PROGRAM  
PRESENTATION AND KEYNOTE SPEAKING  
INFORMATION PACKAGE

Riley Inge, founder of The *STOP* Project, is pleased to submit this presentation and keynote speaking outline for the *Bullying Prevention Program*, developed to assist educators to increase public awareness for and between children and youth.

**Title:** **Bullying Prevention Program**

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**Speaker:** **Riley Inge**

**ORGANIZATION**

Developing partnerships with the Minister of Education and its Safe School partners, to provide resources in support of social development and crime prevention within schools and their communities.

The *STOP* Project is intended to create good and valuable resources for schools and their communities. These resources will complement and assist in the implementation of key messages from the Ministry of Education, Safe School Partners and Attorney General recommendations.

The *Bullying Prevention Program*, is part of the *STOP* Project's ongoing commitment to ensure that the most recent and accurate information is developed into pertinent and current resources that are unique and effective in assisting educators, youth, parents and members of the community.

## **About the Organization**

### *Bullying*

### *Intimidation, Harassment & Violence*

We recognize the language used in B.C. to identify bullying between different age groups of children and youths; however, for the purpose of this information package, we use the word *bullying* to encompass all age groups.

Riley Inge, founder of The *STOP* Project, is dedicated to matters concerning the development and safety for our children and youths. His purpose is to assist educators in increasing awareness for and between children and youths by creating good and valuable resources. This includes childhood traumas such as bullying – whether it is the victim, bully or bystander. B.C. leads the way with programs and strategies that address bullying and schoolyard violence. The *STOP* Project wants to be part of the solution – developing partnerships with the school system and initiative partners, such as B.C. Safe Schools, Focus on Bullying, Safe Teen and Youth Action Teams – by providing creative and innovative tools that can support curriculum.

Dan Olweus, one of the preeminent researchers of bullying among school-aged children and youth, has recommended that videos on bullying be shown to assist in creating an awareness of and a collective commitment to reducing bullying in schools.

Suderman, Jaffe and Schieck, 1996

The first project that our organization has undertaken is to develop two music videos, one for elementary school aged children (*Don't Be A Bully*) and the other for intermediate school-aged youths (*Stop Bullying Me*).

A music compact disc has also been developed to be used to complement the videos. We are producing a CD to include songs on bullying, Good and Bad Touch, Don't Talk To Strangers and the importance of education and safety in our schools.

*"Every child has the right to an education and every child has the right to be safe"*

United Nations Charter of Rights for Children

## **KEYNOTE SPEAKER**

Riley is a veteran recording artist, producer, songwriter, stage and screen performer who has worked closely with the industry's best and brightest stars; formerly on stage with *The Temptations*.

Riley has been working on a children's project, which includes an educational program targeted for PBS Television. Through research, Riley noticed an increase in the incidents of violence being reported among children and youths in our society. These attacks on others, defined as bullying, have included behaviour, such as:

- Physical violence and attacks
- Verbal taunts, name-calling and put-downs
- Threats and intimidation
- Extortion or theft of money and possessions
- Exclusion from the peer group

Several researchers have conducted studies that emphasize the serious nature of bully behaviour. Some examples of this research include:

*“Racially or ethnically based verbal abuse and gender based put-downs are also found in the bullying situation”.*

Suderman, Jaffe and Schieck, 1996

*“A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students”.*

Olweus, 1993

*“In the last five years, Canadian studies of bullying in elementary schools indicate that up to 15% of students report themselves severely / seriously stressed by peer abuse”.*

Focus On Bullying, 1998; Pepler and Craig, 1997

## **MUSIC VIDEOS**

The videos are directed primarily towards the student, using a medium of current music and “video style” visual effects that students will enjoy. These videos have been made in B.C., taped at actual schools and the actors are real students – people shown in situations that the target audience can relate to and identify with.

Music, visuals and lyrics are written and designed for children and youth, showing how bullying is painful to both the victim and bully *“breaking down innocent hearts”*. The seriousness of bullying, how it can lead to more serious problems “60 percent of kids who are identified as bullies by the time they are eight years old, will have a criminal conviction by the time they are 24”.

Joanne MacDonald, 1998

The videos are developed to complement existing initiative principles, such as:

- Bullying as a behavior rather than a personality type
- Recognizes that children who bully can change their behavior
- Promotes inclusion of the bully(ies) rather than exclusion
- Demonstrates mediating problems between children, not verbal abuse or punishment
- Recognizes out-of-school factors that may contribute to bullying behavior
- Supervisors intervening appropriately
- Victims/onlookers reporting bullying behavior
- Teachers effectively addressing bullying when they see it or when it is reported to them
- Students welcoming the bully back, once behavior improved
- Bullying by both boys and girls

Adults must re-examine some of their own beliefs with regard to interpersonal behavior before they can intervene effectively. Many teachers and parents tell children not to “tattle”, and to resolve their own problems. In the bullying situation there is always an imbalance of power resulting in the victim getting the worst of the interaction. The victim and the bully both need intervention in order to stop the pattern.

London Family Court Clinic, 1996

## **PRESENTATION**

Riley, through The *STOP Project – Bullying Prevention Program*, has developed powerful and meaningful presentation packages and resources that show the negative effects of bullying on victims, schools and communities.

### **Music Videos**

Music is first rate and current with striking visuals:

*Don't Be A Bully*  
*Stop Bullying Me*

### **Motivational Speaking**

Message comes through in a relaxed and informal atmosphere, such as:

- Sharing of experiences
- Positive role modeling
- Raising self-esteem
- Rumours and gossiping
- Verbal and physical assault
- Consequences of behavior
- Tolerance and respect
- FUN...
- Interaction and role-playing with students

Riley encourages students to speak and come forward to help make school communities safe places.

Follow-up contributions will be made available to assist in effective influencing of student's attitudes and behavior.

### **Test Pilot**

Draft versions of the music videos, including Riley's motivational speaking, have been presented to several schools and Safe School partners in the lower mainland of British Columbia; evaluations and letters of support are included with this information package.

## **PRESENTATION ASSESSMENT**

With the assistance from the Ministry of Education, Office of the Auditor General, Vancouver School Board and B.C. Safe School Centre, a needs assessment was conducted then reviewed by Safe School practitioners. It became apparent that community-level strategies were needed that would involve partnerships and help build connections among individuals to provide resources to deal with problems, such as bullying.

A preview of the *Bullying Prevention Program* was designed to gauge interest in this area by connecting with the Safe School Program and conducting presentations at pilot sites:

- Kerrisdale Elementary School Annex (June, 1999)
- Herbert Spencer Community School (October, 2000 and March, 2001)
- Connaught Heights Community School (January, 2001)
- Safe School Contacts Conference (March, 2001)
- Lord Kelvin Community School (April, 2001)

Response to the music videos and speaker presentation, from test pilot sites and Safe School partners, has been extremely well received.

Our assessment has shown that there is demand to develop such resources; that the messages of the videos are on the right track; addressing government initiatives and complementing partners' key messages. We are presently booking for the 2003/2004 school year.

## **ONGOING DEVELOPMENTS**

Resources (presentation tools, guides and programs) developed under The *STOP* Project, such as the *Bullying Prevention Program*, intended for elementary and secondary schools and their communities will be designed to support key messages of Safe School partners and the Ministry of Education. We will also address key themes and recommendations from the Auditor General's Report as they apply.

Through the assistance of Steering Committees (program, government, community partners and police), we aim to produce resources that have clear objectives and measurable results using a "crime prevention through social development" approach (National Strategy on Community Safety and Crime Prevention).