



Coach Stream Pre Task Readings

Expected Learning Outcomes for you as a participant:

- To learn pro-active ways to prevent bullying, harassment and abuse.
- To understand the use and misuse of power.
- To create safe environments for all participants by defining healthy leadership and sportsmanship.
- To define bullying, harassment and abuse and understand the differences.
- To develop the skills to respond effectively to bullying, harassment and abuse incidents.

INTRODUCTION

What does safety for children and youth mean?

We all want our young people to be safe - keeping them safe means putting the child's best interests first. In sports this means ensuring that the young player is treated with respect and integrity - emotionally, socially, intellectually, physically, culturally and spiritually.

What is Hockey Canada's mission?

The mission of Hockey Canada is to lead, develop, and promote positive hockey experiences.

What is Hockey Canada's role in promoting safety for children?

Child abuse is a serious concern which has existed for centuries. It crosses all cultural, economic and community boundaries. The recent heightened awareness about abuse in sport has resulted from a number of courageous disclosures from athletes who have experienced emotional, physical and sexual abuse. This has led to a new drive within the sport community to protect children, youth and adults to whom sport has become an important part of life. Protecting participants from all forms of bullying, harassment and abuse, whether emotional, physical or sexual, is an important element of safety. Hockey Canada considers any form of bullying, harassment or abuse to be unacceptable and will do all it can to prevent this intolerable social problem. To this end, Hockey Canada will promote awareness of all forms of bullying, harassment and abuse by providing educational materials and programs for participants, parents, volunteers and staff members.

What is Hockey Canada's policy on preventing bullying, harassment and abuse?

It is the policy of Hockey Canada that there shall be no abuse and neglect, whether physical, emotional or sexual of any participant in any of its programs. Hockey Canada expects every parent, volunteer and staff member to take all reasonable steps to safeguard the welfare of its participants and protect them from any form of maltreatment. It is the policy of Hockey Canada that harassment and bullying in all its forms will not be tolerated during the course of any Hockey

Canada activity or program. Accordingly, all Hockey Canada personnel (staff, volunteers, team or on-ice officials) and partners (parents, guardians) are responsible for making every reasonable effort to uphold this commitment. Specifically, this includes refraining from harassing or bullying behaviour, responding promptly and informally to minor incidents of harassment or bullying and following local, Branch or national policy guidelines for reporting or responding to more serious complaints of harassment or bullying. Players and other participants are expected to refrain from harassing or bullying behaviour and are encouraged to report incidents of harassment or bullying.

POWER

Power is “the ability to get things done, the capacity to act or the ability to choose what will happen” (Tomlinson & Strachan, 1996, p. 11).

Coaches, Trainers/Safety people, volunteers and other staff have a given form of power. Being aware of personal power is critical to understanding how it can be used and misused in interacting with players and others. Bullying, harassment and abuse are the result of the misuse of power. Power comes from a variety of sources (Arnold et al, 1990; Tomlinson & Strachan, 1996) and may be used positively or negatively.

Organizational Power

Coaches are given specific authority rights and privileges as determined by their job descriptions.

Position Power

The position of coach gives them the capacity to influence others' lives.

Expert Power

Coaches are seen to have unique expertise, skills and knowledge.

Information Power

Coaches have information not only about the game but also about the people playing hockey; they also have information about the hockey culture.

Resource power

The ability to access human, technical and educational resources.

Connection Power

The connections coaches have both within and outside hockey give them power.

Network Power

Membership in formal and informal networks give coaches the ability to move and use information.

Personality Power

The power one has based on gender, ethnic identity, age, physical appearance and personal presence.

UNDERSTANDING BULLYING

Bullying is a unique phenomenon. Bullying involves a person expressing their power through the humiliation of another person. Bullying describes behaviours that are similar to harassment, but occur between children under the age of twelve, or behaviours between youth or between adults that are not linked to a prohibited ground of discrimination, and therefore, **are not addressed under federal, provincial or territorial human rights laws.**

Bullying is offensive, cruel, intimidating, insulting or humiliating behaviour, combined with the misuse of power or position. It can be physical or verbal; direct or indirect. Bullies are typically cruel, demeaning and hostile towards the targets of their bullying. The issue of bullying between youth under 12 years of age is not addressed by the law; however, bullying behaviour is similar to harassment in that it is defined as hurtful interpersonal mistreatment of a person.

Hurtful actions may include:

Types	Actions
Physical	hitting, shoving, kicking, spitting on, grabbing, beating others up, damaging or stealing another person's property; used most often by boys
Verbal	name-calling, hurtful teasing, humiliating or threatening someone, degrading behaviours; may happen over the phone, through text messaging or chat rooms, in notes or in person
Relational	excluding peers, spreading gossip or rumours, making others look foolish; used most often by girls. This may happen in person, over the phone, through the computer.

According to youth, bullying means:

- *Someone who pushes you around and beats you up if you are weaker.*
-Grade 6 male
- *Tormenting you and hurting you.*
-Grade 5 male
- *To demoralize a person through physical, mental or social ways.*
-Grade 7 female
- *Someone is calling you names and is tormenting you constantly.*
-Grade 5 male

TYPES OF BULLYING

- **Physical Bullying:** hitting or kicking victims or taking/damaging property.
- **Verbal Bullying:** using name-calling, insults, negative comments and constant teasing.
- **Relational Bullying:** trying to cut off victims from social connection by convincing peers to exclude or reject a certain person; most common among girls.
- **Reactive Bullying:** engaging in bullying, as well as provoking bullies into attacking them by taunting.

The ten leading tactics used by bullies to control their target are:

1. Unwarranted yelling and screaming directed at the target
2. Continually criticizing the target's abilities
3. Blaming the target of the bullying for mistakes
4. Making unreasonable demands relating to performance
5. Inconsistently applying the rules so that some individuals are adversely affected while others are not, thus further diminishing and alienating the target
6. Repeated insults or put-downs of the target
7. Repeated threats to remove or restrict opportunities or privileges
8. Denying or discounting the target's accomplishments
9. Excluding or ostracising the target from group or team activities
10. Taking credit falsely for someone else's accomplishments
(Namie, 2000)

BULLYING IS NOT...

Conflict between friends/disagreements

An argument between people of equal power

Accidental

"Normal" relational development challenges

A one-time event (usually)

Friendly teasing

Something people "grow out of"

BULLYING IS...

Hurting behaviours based on oppression and negative relationships

Based on a power differential

Intentionally harmful

Characterised by intensity and duration

Generally repeated over time

Oppressive and isolates the victim

The cause of various consequences and behaviour changes

Impact of Bullying

Bullying impacts the victim, the aggressor and the other bystanders in the environment. Impacts extend beyond the bullying experience to the investigation, during intervention and often for long periods afterwards. The following excerpts from newspaper articles depict the most harmful result of bullying behaviours.

Grandmother sues teens after they allegedly bullied her grandson to death

VANCOUVER – A Vancouver grandmother is suing two teenagers, claiming they bullied her 14-year-old grandson to death. Daisy Thorn has filed a lawsuit in B.C. Supreme Court saying the teens chased and threw firecrackers at the boy last October. Alec Thom made it home, but died of a heart attack in what the coroner said was an undiagnosed heart defect. Wes Mussio, Thom's lawyer, said the goal of the lawsuit is to discourage other bullies.

"There's no question that Alec died because of the bullying, because he had a congenital heart defect. He was frightened and that caused his heart to race, as we understand, and resulted in a massive heart attack for a young boy," said Mussio. "In my view, it should be quite an easy case to prove."

Mussio said a civil damage award would hopefully stop people from bullying in schools and in the general public.

The Vancouver Sun, July 27, 2004

Bullying Rumours Swirl After Student's Suicide; Halifax police checking allegations of abuse at school, mall by female gang

Rumours of bullying and harassment are swirling around a Halifax junior high school after a popular, easygoing 14 year-old student committed suicide. Halifax Regional Police are investigating allegations by some students at St. Agnes Junior High School that Emmet Fralick killed himself after prolonged harassment by a female bully. The boy shot himself in his room on April 8.. .

The death of the friendly, outgoing teenager, who was active in youth groups and baseball, stunned many of his schoolmates. "He was so happy and cheerful I never would have suspected that anyone would bully him," student Meaghan Tucker told reporters. "He was very soft-spoken and easy to get along with because he was a friend to everybody. He was a peer helper, helping others; he was a great student, and he was involved in lots of programs so I didn't see any reason why anything like this would have to happen." . . .

The Globe and Mail, April 11, 2002 by Kevin Cox, Halifax

Girl's Death to Escape Bullying Shocks Town

While in Grade 8, the outgoing Dawn-Marie Wesley ran over to her school principal to ask for a quarter to use at the candy machine. Her warm smile and big eyes won her a dollar instead. Dawn-Marie was always friendly and joked around with classmates. That's why it came as a shock to [the principal] and the students at this school, just east of Vancouver, to learn that the 14-year-old had killed herself.

She left a note for her family saying three girls from school were going to kill her and she couldn't take it anymore. It was her brother who found her hanged in her bedroom Friday night. . .

Dawn-Marie's death is similar to that of 14-year-old Hamed Nastoh, who jumped off a bridge in March. He left a seven-page note behind saying he was killing himself because classmates were calling him names such as gay and faggot. The honour-roll student never told his mother Nasima what was happening at his school.

"There's so much going on and I tried to cope with it, but I couldn't take it anymore," his letter said.

The Globe and Mail, November 17, 2000, by Caroline Alphonso, Vancouver

UNDERSTANDING HARASSMENT

It is difficult, if not impossible, to define harassment in black and white terms. At its extreme, harassing behaviour is easy to discern, but there are always grey areas since not everyone perceives behaviour the same way. Thus, any definition of harassment will contain a certain subjective or interpretive element.

Harassment is defined as conduct, gestures or comments which are insulting, intimidating, humiliating, hurtful, malicious, degrading or otherwise offensive to an individual or group of individuals, and which create a hostile or intimidating environment for work or sports activities, or which negatively affect performance or work conditions.

Any of the different forms of harassment must be based on a prohibited ground of discrimination in human rights legislation, including race, ethnicity, colour, religion, age, sex, marital status, family status, disability, pardoned conviction and sexual orientation. Prohibited grounds vary by jurisdiction – check your applicable legislation for a complete list.

Harassment can take many forms whether physical, verbal, sexual or emotional, and most often involves a combination of these elements. Harassment may occur among anyone: between peers (eg: player to player of the same age group, parent to official, coach to coach) or between someone in a position of power or authority and an adult in a subordinate position (eg: coach to player, sports administrator to employee). It doesn't matter that a person did not mean their behaviour to be harassing or did not intend to abuse their position of power or trust. **It is the effect of the behaviour that is most critical.**

Types of behaviour which constitute harassment include, but are not limited to,

- Unwelcome jokes, innuendo or teasing about a person's looks, body, attire, age, race, religion, sex or sexual orientation.
- Condescending, patronizing, threatening or punishing actions, **based on a ground of discrimination**, which undermine self-esteem or diminish performance.
- Practical jokes **based on a ground of discrimination** which cause awkwardness or embarrassment, endanger a person's safety or negatively affect performance.
- Unwanted or unnecessary physical contact including touching, patting or pinching (in the case of minors, this is defined as abuse under Child Protection Legislation).

- Unwelcome flirtation, sexual advances, requests or invitations (if minor involved, covered under Child Protection Legislation).
- Behaviours such as those described above which are not directed towards individuals or groups but which have the effect of creating a negative or hostile environment.

Types of Harassment

Harassment occurs when someone attempts to negatively control, influence, discriminate or embarrass another person. Examples are displays of favouritism or dis-favouritism, subtle putdowns or ostracism, all **based on a ground of discrimination**.

Racism

Racism is when people are treated negatively because of their colour, racial or ethnic background. Examples include racist names, treating someone as inferior or second-rate, leaving someone out or blaming problems on them because of their religion, skin colour, or country of origin.

Sexual Harassment

Sexual harassment is unwelcome behaviour of a sexual or gender nature that negatively affects the person or the environment. Examples are questions or comments about one's sex life, sexual staring, sexual comments, unwanted touching, insults about sexual orientation and sexual assault.

Criminal Harassment

Occurs when the harassing behavior contravenes Canada's Criminal Code. Commonly, behaviors threaten the victim or members of the victim's family, and may include stalking, damage on the victim's property, threats of physical or sexual assault, or extortion.

UNDERSTANDING ABUSE

Definition of a child

Child/Youth – Across Canada, a person is considered a child up to the age of 16 to 19 years depending on provincial and territorial legislation.

Abuse

Abuse is any form of physical, emotional and/or sexual mistreatment or lack of care which causes physical injury or emotional damage to a child. A common characteristic of all forms of abuse against children and youth is an abuse of power or authority and/or breach of trust.

Emotional Abuse

Emotional abuse is a CHRONIC attack on a child's self-esteem; it is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of name-calling, threatening, ridiculing, berating, intimidating, isolating, hazing or ignoring the child's needs. Emotional abuse can be categorized into seven different areas, including rejecting, degrading, isolating, terrorizing, corrupting, ignoring and exploiting.

Some examples of Emotional Abuse occurring in a sport environment are:

- *A minor hockey coach screams swear words at a team of 12-year old boys and tells them that they are losers and that he is wasting his time and gas money on them by coaching.*
- *A minor hockey coach tells one of his players, in front of the entire team that "he is a pussy", and that "he should go home and suck on his mother's breasts"*
- *A minor hockey coach and his assistant refuse to speak to one of their 15-year old players, except to criticize him, after his parents lodged a protest at the beginning of the season when the player was cut during evaluation camps. Their protest was upheld by the minor hockey association and the player was placed on the team. Not only do the coaches and other players refuse to speak to him, but also began making derogatory phone calls and writing negative letters to the association asking that the player be removed from the team.*
- *In the heat of an on-ice scuffle, a minor hockey coach confronts an opposing player who has struck his son, telling him "If you touch my son again, I'll kill you"*

- *Coaches and team officials of a team of Midget players (ages 16 and 17) buy beer for their players after a road game early in the season and make them drink it on the bus on the way home as an initiation rite. Those players who refuse to drink beer are ridiculed, ostracized and eventually quit the team.*
- *"I am an assistant coach on a girl's hockey team and there's this girl on my team. The parents wished they had a boy and therefore, treat their daughter like a boy and favour the son. They say they will be at her game and they don't show up, and the whole game she's upset that they aren't there but are at her brother's hockey game. When they are there, they are always yelling at her and saying that she's bad and doesn't do anything right. What do I do?"*
- *A junior hockey coach, in refusing to provide a player with his release to play elsewhere, stating "I own this player, he's my property, I own his rights. If he doesn't want to play for me, he won't play anywhere else."*

Emotional Abuse is not simply:

- Being denied ice time
- Being released from a team
- Being benched for disciplinary reasons

PHYSICAL ABUSE

Physical abuse is when a person in a position of power or trust purposefully injures or threatens to injure a child or youth.

Examples: Threatening to use unreasonable physical force as punishment; use of physical force, such as hitting, slapping, punching, pinching, kicking, hair pulling, hitting with an object, shaking, pushing, burning, biting, tying up, restraining, etc.; using excessive exercise as punishment; forcing an athlete to work out until they vomit or pass out from exhaustion; throwing equipment at an athlete, such as pucks, helmets, balls, clipboards, etc.; pushing or throwing athletes against the walls, boards, nets; encouraging or allowing team members to physically assault another athlete

- *A 14-year old minor hockey player comes off the ice after a shift and is confronted by his coach, who didn't think he had a particularly good shift. The coach begins to shout at the player, and when he senses the player isn't listening, grabs him by the neck, turns him around, shouts at him again, and then pushes him off the bench.*
- *A minor hockey coach makes his players skate around the centre ice circle and places a bucket at the centre ice dot. The players are not allowed to stop skating until they vomit in the bucket.*

NEGLECT

Neglect is **CHRONIC** inattention to the basic necessities of life such as clothing, shelter, nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.

Some examples of neglect occurring in a sport environment are:

- *Inadequate Shelter/Unsafe Environments*: Lack of maintaining equipment or facility; forcing athletes to participate without proper protective equipment
- *Inadequate Clothing*: Preventing athletes from dressing adequately for weather conditions or making them stay in wet clothes as punishment following a game
- *Inadequate Supervision*: Leaving young athletes unsupervised in a facility or on a team trip
- *Lack of Medical/Dental Care*: Ignoring or minimizing injuries; ignoring medical advice; not seeking medical or dental attention when warranted
- *Inadequate Education*: Encouraging athletes to not do homework, to not attend school or to drop out
- *Inadequate Rest*: Overdoing or increasing workouts as punishment; prohibiting adequate sleeping or resting time
- *Inadequate Moral Guidance & Discipline*: Not providing adequate supervision during team functions; hiring strippers or prostitutes; offering pornographic movies to young athletes

A 15-year old goaltender, with a history of concussions, is kneed in the head as he comes out to freeze the puck. He stays down on the ice, and the trainer comes out to attend to him. The player complains of dizziness and asks to be removed from the game. As the trainer helps the player to the bench, the coach stands in the entrance to the bench and tells the player, "Don't you dare pull this on me! You get back in there!" The goaltender pleads to be taken out, but is put back in the game.

SEXUAL ABUSE

Sexual abuse is when a young or less powerful person is used by an older or more powerful child, adolescent or adult for sexual gratification. There are two categories: contact and non-contact.

Examples of sexual abuse in a sport environment are:

Contact:

Kissing or holding a young athlete in a sexual manner; touching a young athlete's sexual body parts or forcing a young athlete to touch another person's sexual parts; penetrating a young athlete anally or vaginally with objects or fingers; having vaginal, anal or oral intercourse with a young athlete

Non-Contact:

Flashing or exposing one's sexual body parts to a young athlete; watching intrusively as a young athlete changes or showers; speaking or communicating sexually/seductively with a young athlete; showing pornographic films, magazines or photographs to young athletes; having young athletes participate in the creation of pornographic materials; forcing a young athlete to watch a sexual act performed by others; objectifying or ridiculing a young athlete's sexual body parts

- *Three junior hockey players on their way home with their coach after a recruiting trip stop at the coach's house. They stay the night and are forced to shower and sleep in the same bed with the coach.*
- *"My hockey coach always wanted to spend time with me. He would pull me in for extra practices. One time he asked me to go to his house. When I got there, he started acting weird and made me watch a porn flick with him. I quit hockey." 17 year-old youth*
- *The coaches of a team of Pee Wee (12 and 13 year old) players pass out pornography as a motivational tool prior to a game.*

"REMEMBER – ABUSE IS A PROTECTION ISSUE"

*NOTE: Protection refers to provincial, territorial, or Aboriginal band-appointed child protective services. A child, (the age defined by provincial or territorial legislation), is in need of protection from harm if abuse or neglect is suspected. Information regarding an individual's legal **duty to report** and circumstances under which reporting must occur, according to provincial and territorial child protection legislation is available on www.hockeycanada.ca*