

preventing crime ←

→ THROUGH SOCIAL DEVELOPMENT

focus on Atlantic Canada

Start them off right!

Cape Breton Chief of Police Edward McLeod, the son of a coal miner, grew up seeing the ruinous effects of poor social and economic circumstances. Now the Vice-President of the Canadian Association of Chiefs of Police, he urges police forces to help communities provide youth with more supportive environments – and a greater likelihood of avoiding brushes with the law. “Often children are the reason communities mobilize for change,” he says.

Speaking at the 17th annual Crime Prevention Conference this June in Truro, Nova Scotia, McLeod got a laugh out of the audience when he cited cartoon character Lisa Simpson criticizing conventional policing – “Aren’t police just the protectors of the wealthy elite? Are we really going to solve these problems just by shoving people into overcrowded prisons? Don’t you think we ought to attack the roots of crime?”

“The early absence of love is a well-known factor in delinquency and addictions. Small amounts of nurturing can make a big difference in peoples’ lives.”

It was an appropriate citation for a group who are increasingly focusing on the most deep-seated causes of crime – and on children as young as the fictional Lisa

Simpson. When the Atlantic Coordinating Committee on Crime Prevention first met in 1987, most of those present were police officers, for whom children were not a major concern. But as the years went by, more and more social service groups got involved, and the importance of early and comprehensive interventions became increasingly apparent.



At this year’s conference, keynote speaker Dr. Anne Houston gave a detailed description of the development of negative emotions such as fear and anger, throughout infancy (where the six to eighteen month age period is crucial), childhood and adolescence. “The early absence of love is a well-known factor in delinquency and addictions,” she said. “Small amounts of nurturing can make a big difference in peoples’ lives.”

A presentation by the PEI Best Start program confirmed Houston’s statement: by providing a little help to “at risk” mothers, Best Start decreased the percentage of their children handed over to child protection from 25% to only 2.3%.

But how can police help ensure that children get the kind of nurturing they need? McLeod allows that police are not always the best equipped for the task, and concludes that their best option is to create partnerships with other community organizations. He says these partnerships are a challenge for the police who “are highly skilled at taking charge of situations” – but not so well practiced in adapting to others’ needs. But when the effort is made the results are impressive and durable: “if rooted in the

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The Cape Breton contingent at the conference of the Atlantic Coordinating Committee on Crime Prevention and Community Safety in Truro, with at far left, back row, Cape Breton Police Chief Edward McLeod, and second from left, front row, anti-bullying project coordinator Maura Lea Morykot (see Sticks and Stones in this issue).

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Start them off right! (cont'd)

community, crime prevention activities are less vulnerable to changing economic conditions and political agendas."

McLeod cites examples from across the country where police successfully collaborated with community groups: with youth outreach services in Saskatchewan, to create a program which actually got some sex trade workers "off the stroll"; with a high school principal in Whitehorse, to provide transportation and recreation to youth who had previously been bent on joy-riding; with First Nations elders in Brandon, Manitoba to offer spiritual help for aboriginal individuals trapped in alcoholism and criminality; with social services groups in Waterloo, Ontario to provide treatment for young heroin addicts and build community trust which eventually led to the arrest of traffickers.

Police need to learn a new kind of leadership, says McLeod: as hero makers rather than heroes. He cites the Ottawa police as an example: they convinced the City not to close a local community centre by bringing forward evidence that calls for police services in the area had dropped by 60% since the centre was opened.

The Atlantic provinces are a showcase of varied approaches to crime prevention, especially ones which tackle the problem in its infancy, helping youth not to fall into the traps that could lead them into crime.



Members of the National Crime Prevention Centre team at the Atlantic conference: (from left) Jim Ellsworth, Director NCPC Atlantic Region; Eleanor King, Executive Director NCPC; Linda Anderson, NCPC Project Officer Labrador; Karen Swan, NCPC Senior Program Manager Nova Scotia; Jane Rutherford, NCPC Senior Program Manager Newfoundland and Labrador.

For more information:

On the 2003 Atlantic crime prevention conference, see
<http://www.eastcoastevents.net/acconference.html>

On next year's conference in Charlottetown, Prince Edward Island, call 902 626 3539 or e-mail pmaceachern@pei.sympatico.ca

TWO VOICES

from the Atlantic Mi'kmaq communities

Bruce Alexander, counsellor and trainer, Newfoundland

As a Newfoundland Mi'kmaq and a counsellor and trainer to First Nations organizations in the Atlantic and Inuit communities of the north, I have come to realize that the application of values from our ancestors is paramount if we are to overcome crime in our communities.

Many crime prevention projects for youth still feature lectures on the consequences of crime. These projects would be more effective if they helped adolescents develop a positive self-image and skills in communication, relationships, and problem-solving. In the case of First Nations youth, this is best accomplished by First Nations counsellors drawing on their ancestral traditions. It is ironic, but in the 21st century we are trying to re-create social standards which were once part of everyday life in the 18th century.

This can be a challenge. Many potential counsellors from our communities lack the educational qualifications required, so we have had to reshape accreditation requirements, substituting traditional teachings for standard theory. This was difficult, but has yielded good results. Frontline counsellors are more effective when they draw on traditional beliefs. Community programs which use traditional teaching methods such as stories and medicine wheels are well-received by program participants.

To be effective in the long term, crime prevention programs also need to tackle underlying factors such as poverty, lack of job skills, high unemployment, addictions and illiteracy. These arise from our history: In Newfoundland, the social structures which supported the Mi'kmaq were dealt a death blow in the late-1940s. Entire communities were forced to move from traditional hunting and fishing areas so that their land could be used for urban development, paper mills and mining. With the loss of traditional livelihoods and family values, Mi'kmaq people increasingly fell prey to addictions, and some developed violent and criminal behaviours.

As the Royal Commission on Renewing and Strengthening Our Place in Canada concluded in July 2003, "Aboriginal people need to be given respect" – and that respect needs to include financial support for their cultures and communities. An acceptable level of funding to facilitate long-term sustainable programs, designed to empower Aboriginal people with the skills to overcome existing and future obstacles, will be our best ally in crime prevention.

Bruce Alexander is a lecturer, human resource consultant and certified trainer who has worked with community-based organizations and associations for more than 20 years. His current specialty is training counsellors across Canada to treat chemical dependency and pathological gambling. He resides in Stephenville, Newfoundland.



Ella Paul, community worker, Truro, Nova Scotia

Ella Paul, a Mi'kmaq community worker from the Millbrook Reserve in Truro, Nova Scotia, reflects on the difficulties of connecting with her heritage. A few years ago she applied for a job helping Mi'kmaq people going through the court system, "because they need someone beside them, not above them" – but she couldn't get the job because she didn't speak her native language.

That hardly makes her an anomaly – across Canada, only 24% of First Nations people can speak a traditional language. Many of the Mi'kmaq in Nova Scotia have lost their language, she says, because "we were the first to be invaded, so we were the first to lose our culture." One exception she cites is Cape Breton, where the language is still spoken widely, alongside Gaelic, because of the isolated character of the island.

Ella learned a lot of what she knows about her ancestor's culture by gathering evidence "for a white court" – researching land claims. "I mapped the traditional activities of Mi'kmaq people, and in so doing, I learned about medicinal and spiritual traditions and sacred sites," she says. The knowledge benefited her personally. After years of alcoholism, triggered by the loss of her husband, she found traditional Mi'kmaq mourning rituals which allowed her to process the grief and move on.

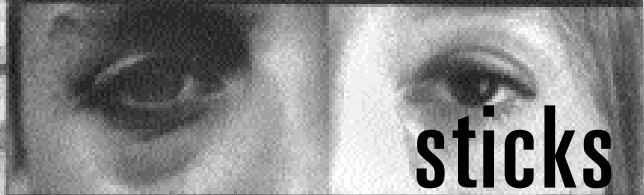
Ella has also witnessed the pain afflicting her community. In neighbouring Truro, a Mi'kmaq woman lost her mother, sister and niece to a fire, and her brothers to alcohol abuse. Grief drove her to alcoholism as well.

Too often, says Ella, this woman is just picked up and thrown in jail. Ella thinks there should be many more grief counsellors in her area, and more police officers who have an understanding of traditional values and know of traditional resource groups in the area. There is, she says, one native traditional officer in the RCMP, who counsels Mi'kmaq apprehended by the police. And some of the police officers try to be helpful, but others "are just punitive."

Now she helps people discover traditional practices such as sweat lodges and healing ceremonies, and finds there is strong interest because healing is so badly needed. "A lot of people are going back to the traditional ways," she says, "and those are the people who are avoiding drugs."

Ella Paul now works as a Mi'kmaq Youth Options Worker with the Nova Scotia government.

There's more to bullying than meets the eye.



The real effects are harder to see.

sticks and stones . . .

"She never got all her high school credits, and for the last six months of high school she was on a suicide watch."

Martha Goulding wishes that anti-bullying programs had been in place in the small community of Gambo, Newfoundland, long before her daughter reached high school.

"She never got all her high school credits, and for the last six months of high school she was on a suicide watch," says Goulding, who is now the Chairperson of the Gambo Crime Prevention Committee. What shocked her was that the school did nothing when the other children repeatedly taunted and shunned her daughter. It wasn't until there were 22 suspensions for violent behaviour in one term that Gambo High School finally went to the RCMP for assistance.

The Gambo Crime Prevention Committee, started with funding help from the RCMP and run by volunteers, now uses a range of techniques to contain bullying at the high school. There is the proverbial carrot – students get to participate in a trip to St. John's or a barbeque if they honour a "no bullying" contract they sign at the beginning of the term. There is consciousness-raising – the school hosts forums where speakers discuss issues such as the long-lasting impact of bullying and ways in which students can stick together to "beat the bully." And there is peer mentoring – students in Grades 5 to 8 check in weekly with an older "buddy" in Grades 9 to 12 who is available to talk about issues like peer pressure, labeling, drug use, violence and even suicide.

All of these techniques work, says Goulding. In the first term of the program, there were no bullying incidents, and the bullying that started up later was dealt with as the full range of programs took effect.

Most importantly, the anti-bullying programs clearly identified social exclusion as an act of bullying. "Kids didn't think there was anything wrong with treating people as outcasts," says Gouldin. They realized the emotional damage done when they heard a presentation by a former victim. "The youth were astonished to see that 20 years after the fact, the problem of bullying, labeling and gossip still affected the presenter and played a large role in his life."

Atlantic Canada is certainly not alone in struggling with a plague of bullying, but its anti-bullying projects have been so innovative and diverse that the Atlantic section on the National Crime Prevention Strategy has been given the national lead on this issue.

"We're definitely ahead of the game," says Constable Ian Burke of the Halifax Regional Police. He coordinates an anti-bullying hotline which operates seven days a week, from 7am to 10pm. Burke started the hotline in 1998 after a friend who was a vice principal complained that two of the top students in his school had moved away because of bullying but were too scared to identify the perpetrators.

Burke says the hotline, which received about 2,200 calls in its first four years, deals with reports of social exclusion and rumour-spreading as seriously as those of physical assaults. For all calls, the process is the same: one of the trained mediators listens to the issue raised by the caller, finds out who else was involved, tries to contact those other parties, then sets up a mediation session, if all parties agree.

The mediators use a variety of techniques originally developed by Mennonites in Manitoba, but which now include Mi'kmaq healing circles. They help get to the root of the problem which, Burke says, "usually doesn't have to do with what was said or done that day," but instead is based on a history of relationships which may include antagonisms between cultural and social groups.

Constable Burke recalls one mediation between a group of girls and one of their peers. They had ruthlessly teased and excluded her because she didn't wear the brand-name clothing they favoured. When the brand-name gang were made to realize that not everyone could afford their clothing, they relented.

"It's an effective program," says Burke. "Callbacks in relation to a problem are scarce." Burke's hotline idea has spread to other parts of Nova Scotia and is now being copied as far away as Thunder Bay and Sudbury. The police force publicizes the hotline locally with a TV commercial, fridge magnets, and regular visits to the schools.

In Moncton, New Brunswick, where violent harassment led to the deaths of two young men in the mid-1990s, the City has also opted to publicize the problem of bullying. The volunteer Public Safety Advisory Committee (PSAC) developed a whole campaign of public service announcements that were broadcast on the radio and posted on billboards and buses throughout the city. "Bullying is more than a schoolyard issue, and we encourage the entire community to look at how intimidation affects them, and what they can do to stop it," says Robert Gallant, coordinator of the committee.



Participants in the anti-bullying workshop held parallel to the conference of the Atlantic Coordinating Committee on Crime Prevention and Community Safety in Truro.

Since Moncton is a bilingual city, all of the materials were produced in both French and English, and the campaign organizers are delighted to provide them at no cost to other cities or organizations that would like to use them.

Although bullying does transcend the schoolyard, schools are a prime site for prevention. As Dr. Anne Houston told this year's Atlantic Crime Prevention conference, one of the big problems in society is that "we face a lot of challenges dealing with emotions and stereotypes – and in school, nobody talks about emotions and stereotypes." A number of projects are challenging this reality.

Throughout Nova Scotia, the League of Peaceful Schools "provides support and recognition to schools that have declared a commitment to creating a safe and peaceful environment for their students," according to their website. The league was founded by Hetty van Gurp, who was vice principal in a Nova Scotia school when a boy died after he was pushed head first into a wall. She has now created Peaceful Schools International, based at the Pearson Peacekeeping Centre in the

Annapolis Valley. It brings together principals, teachers and students from around the world to work on developing a culture of peace in their schools. This August, children from Serbia joined a one-week summer camp at the Centre.

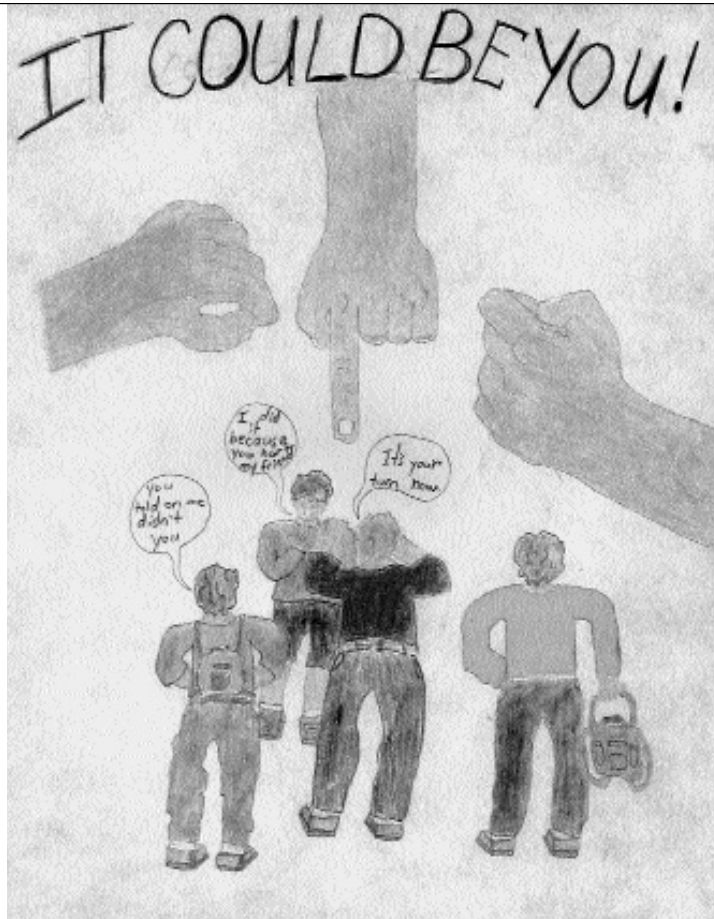


Peaceful Schools International

In Cape Breton, Nova Scotia, the RCMP have hired drama educator Maura Lea Morykot to bring popular theatre-based presentations about bullying to the schools next fall. To prepare, she led theatre workshops with children over the summer. "The children created a dance where the motions involved were the movements the body makes when they are angry, so they can have a positive outlet for anger," she explains. A dance instructor also taught them movements for a sad song and a happy song, and by mid-week, the children started creating a play about bullying which they performed at the end of the week. Police officer Max Sehl visited and talked with the children throughout the week.

In PEI, the Evangeline Community Consultative Group is addressing bullying by training local teachers, parents, school administrators and youth groups to work with the Virtues Project, "The Language of the Gift of Character". They aim to enhance the self-esteem of young people in this Francophone enclave of an otherwise Anglophone province.

The approaches to bullying that work best are those which combine nurturing and accountability.



by Jared Briggs, age 13, Tobique Valley Middle High School, Grade 8, Plaister Rock



by Melanie St-Pierre, age 14, Tobique Valley Middle High School, Grade 8, Plaister Rock

Schools are also developing more rules-based approaches. In the largely Francophone community of Edmunston, New Brunswick, the local crime prevention committee became aware of the extent of the bullying problem when they polled youth aged 5 to 18, and nearly three-quarters said they had been verbally harassed and 25% said they had bullied others. A subsequent poster contest among students in Grades 5 to 8 drew 600 submissions. Probation Officer and committee member Nathalie Cyr-Bélanger says projects created to redress the problem will focus on developing clear policies and procedures for schools to deal with bullying incidents. Cyr-Bélanger stresses that the sanctions used will be constructive and educational, rather than simply punitive.



Fighting for First Nations youth

The Mi'kmaq Friendship Centre where Dan Jeanes (pictured above) runs an ever-expanding youth program is in the heart of one of the bleaker neighbourhoods in Halifax: just North of historic Citadel Hill, where rolling greens suddenly give way to the derelict-looking buildings of Gottingen Street.

"We've got two very angry communities here – the black community and the native community" says Jeanes, whose Kitpu (which means eagle in Mi'kmaq) Youth Centre is open to all young residents, although it focuses on Aboriginal programming. Jeanes, of mixed Mohawk and Mi'kmaq parentage, came from a family that valued its Aboriginal ancestry but he spent most of his youth in a succession of foster and group homes. Determined to help others overcome such difficult conditions, Jeanes has found some creative outlets for anger.

A row of heavy black punching bags extends across the large, brightly painted room that houses the youth program. To the right stands a full-fledged boxing ring. Jeanes says the demand for a boxing program came from the kids themselves, and once the idea was taken up by the Friendship Centre, all the equipment was donated. The program now has two volunteer coaches, one of whom worked with Canada's Olympic team.

A teenaged boy and two friends wander in to ask when the boxing program will begin again. Word has gotten out, and the program is popular. Jeanes' goal is to send three boxers to the next Aboriginal games in Buffalo.

Jeanes says boxing is often the thing that draws kids in, then they get interested in other activities. His greatest concern is to keep them on the education track: "If you don't have an education, selling crack or stealing looks good." His solution is to steer them into cultural activities. There are drumming and dancing evenings, and events that put Aboriginal youth in contact with

"If you don't have an education, selling crack or stealing looks good."

elders in the community. There is also a video club, which produced a piece aired on the Aboriginal Peoples' Television Network (APTN).

Jeanes likes to see Mi'kmaq youth learn a bit of their traditional language: "If a kid says 'How!' (mimicking the Indian greeting from cowboy movies) to them, then they can say 'Medaleyn!' (a real Mi'kmaq greeting) back."

The 2001 Census numbers show...

...a young Aboriginal population

- One-third of Canadian Aboriginals are under the age of 15, compared to one-fifth of non-Aboriginals.
- Half of all Aboriginals are under the age of 24.7 years. Half of all non-Aboriginals are under the age of 37.7 years.

...increasingly living in urban areas

- 77% of the youngest Aboriginal children (aged 0-9) live off reserve.

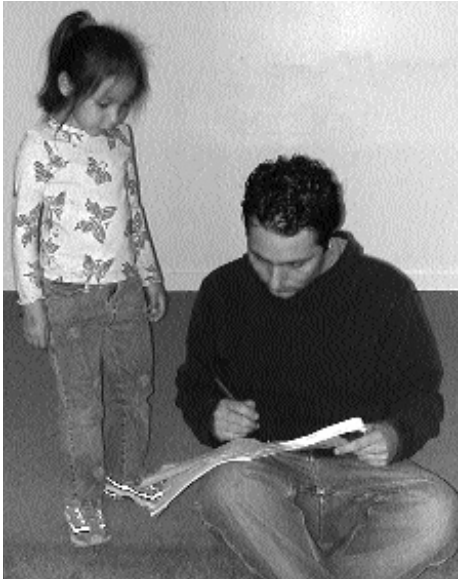
...often in difficult conditions

- 32% of Aboriginal children living on reserves are in lone-parent families.
- 46% of Aboriginal children living in cities are in lone-parent families.

...which limits their opportunities

- Aboriginal youth have double the unemployment rate of non-Aboriginal youth.
- 28% of all Canadians aged 25-34 have a university degree. Only 8% of Aboriginals in Canada in the same age group have a degree.

Adapted from Aboriginal Children in Poverty in Urban Communities: Social exclusion and the growing racialization of poverty in Canada by John Anderson, Vice-President of Research at the Canadian Council on Social Development. For full documentation see www.ccsd.ca/pr/2003/aboriginal.htm



Dan Jeanes helping his daughter with her homework.

Jeanes praises the foot patrols of the local police for keeping drug dealers well clear of the Friendship Centre, but he would like to see more diversity in their ranks. He's trying to raise the profile of Aboriginal people in the wider community because "the non-native population isn't sure we're here." He plans to turn next year's National Aboriginal Day (June 21st) from a "low-budget" event into an all-summer festival, in collaboration with Atlantic francophone communities. "It could be like the Skydome pow-wow in Toronto: it started small, then just grew and grew."

With more Aboriginal people now living off reserve – and half of that population being under age 18 – growth seems to be on the horizon. "There are 14 reserves in Nova Scotia, all within a five-hour drive of Halifax. We have to be prepared for that influx."

For more information, contact:

Dan Jeanes at the Mi'kmaq Friendship Centre, 2158 Gottingen Street, Halifax, NS B3K 3B4; tel: (902) 420-1576; e-mail: daniel_jeanes@hotmail.com; website: www.micmaccentre.ca.



Sticks and stones *(continued from page 5)*

According to Jacqueline Barkley, a social worker at the psychiatric unit of the Nova Scotia Hospital, the approaches to bullying that work best are those which combine nurturing and accountability. Her experience in designing programs for parent abuse and anger management has taught her to "forget the victim or perpetrator dichotomy," and work with both sides of the problem. She cites Norwegian studies which show that if you simply have more supervision at recess, set clear rules on bullying, and reward good behaviour, you will get good results.

One thing all educators seem to agree on is that the earlier they start, the more effective anti-bullying programs tend to be. That was certainly Martha Goulding's experience. She found that students in Grades 5, 6 and 7 already felt too ashamed and afraid to talk openly about being bullied. Children in Grades 1 to 4 were much more open, and they took it as an honour to be selected as the "guardian angel" of the class, who promises to be a friend to everyone and ensure that no one is left out from play or conversation. "These students may be the ones to break the cycle of bullying," says Goulding.

Or it may be even younger students. In the rural Francophone community of Val d'Amour, New Brunswick, Les Débrouillards daycare centre adapted an anti-bullying program originally designed for 5- to 9-year-olds to suit their youngest children, aged 3 and 4 years.

Mona Normandeau, the centre's acting director, explains one of the activities of the "Me, I control my aggression" program, originally developed by Montreal Centre Social Services: The animator first asks the children to describe someone they really like. Then they give each child a closed shoe box, with a mirror inside, and tell them to open the shoe box and they will find a very special person inside. They ask the children to describe qualities that they like about themselves.

The impact of these simple games "far exceeded our expectations," says Normandeau. For weeks the children went around pointing out each others' positive qualities – and the aggression stopped. One little boy who had been pushing and threatening other children finally started being more friendly and cooperative. His parents, who had been at their wits end trying to find ways to calm him down, wrote the daycare centre a letter of congratulations.

The smallest bully may be the most important one to address. But ideas for interventions at any age are available from the Atlantic region.

RESOURCES

For the upcoming report of the National Crime Prevention Strategy on bullying project, contact **Monique LeBlanc** at the National Crime Prevention Centre in Fredericton, NB, (506) 452-3965 or by email:

Monique.leblanc@justice.gc.ca.

Martha Goulding: Newfoundland and Labrador Citizens Crime Prevention Association, (709) 674-0014

Constable Ian Burke, Halifax Regional Police, cell phone: (902) 478-6929

Robert Gallant, Moncton Public Safety Advisory Committee (PSAC), (506) 855-1762

The League of Peaceful Schools, www.leagueofpeacefulschools.ns.ca/

Peaceful Schools International, www.peacefulschoolsinternational.org/

Evangeline Community Consultative Group, (902) 854-3095

Maura Lea Morykot, Project Coordinator, Cape Breton Regional Police, (902) 563-5559

Comité des intervenants de la prévention du crime du Nord-Ouest, Nathalie Cyr-Bélanger, (506) 735-2342

Jacqueline Barkley, MSW, RSW, (902) 454-5784, email: barkley@ns.sympatico.ca

Mona Normandeau, acting director, Garderie Les Débrouillards, (506) 753-3596

Social Services, Montreal Centre: Centre de communications en santé mentale, Hôpital Rivière des Prairies, email: cecom.hrdp@ssss.gouv.qc.ca, fax: (514) 323 4163

For a different perspective on bullying, see "A special kind of bullying" at <http://www.ccsd.ca/cp/bulletin/index.htm>

“Good afternoon Mrs. Jones, and how are you today?”



So begins a relationship between a trusting elderly woman of modest means in St. Andrews-By-The-Sea, New Brunswick and an unscrupulous con man whose goal it is to steal her money by exploiting her trust. Throughout Atlantic Canada, crime prevention programs are springing up with the aim of trying to reach Mrs. Jones before the con man. Seniors are targeted because they are home to answer the phone, they tend to be polite to strangers, and many of them have accessible nest eggs, says Teena Thorne, Acting Director of the Fredericton-based Public Legal Education and Information Service of New Brunswick (PLEIS-NB).

Thorne adds that new widows make a particularly attractive target – they are easily identified through obituaries, and are frequently making a series of significant financial decisions while suffering the effects of grief or undergoing profound life changes.

“The ideal target, as described by some offenders who have been apprehended and interviewed by police, is an elderly person, home alone, who has little or no contact with family members” says the

website of Phonebusters, the national telemarketing crime prevention initiative. Phonebusters found that in 2002, 88% of victims of certain types of telemarketing fraud were aged 60 or over. The elderly are the prime target for fraudulent lottery prize pitches and fake sweepstakes, in which the victim is informed they’ve won a large cash prize, and is persuaded to pay the taxes or other fees up front.

The effects of fraud on elderly victims can be crippling, both economically and emotionally, says Thorne. When seniors are defrauded, they often lose more than their money. They lose their self-confidence. Victimization can make older people feel ashamed, weak, afraid, and full of self-doubt. They are frequently afraid to report their victimization to the police or to family members, fearing ridicule, being perceived as incompetent, or being stripped of their independence. Worse, seniors may find themselves caught in a cycle of repeat victimization in a futile attempt to recoup their losses before others find out, according to Detective Staff Sergeant Barry Elliott, of the OPP, coordinator of Phonebusters.

Elliott estimates there are five hundred to 1000 criminal telemarketing firms in operation at any given time across Canada, and they are controlled primarily by organized crime groups. It is a lucrative trade.

In an attempt to alert seniors to the dangers lurking in the seemingly safe act of answering the telephone, Teena Thorne designed a workshop on fraud prevention for PLEIS-NB. She assumed that they would get a good turn-out, since they knew from their project partner, the New Brunswick Department of Justice, that many seniors in their province had been targeted. But attendance was initially disappointing, says Thorne.

So the organizers put their heads together. They realized that seniors don’t like to think of themselves as victims, but do want information on how best to manage their money. They created a more comprehensive

workshop, which offered practical advice on wills, estate planning, tax reduction – and the dangers of con artists.

This free 2-hour workshop, called Journey Through the Financial Jungle: Safeguarding your financial future, has become popular and successful. To date, 1,200 of New Brunswick’s 100,000 senior citizens have attended the workshop. It travels throughout New Brunswick, with local lawyers delivering the tax-reduction and estate-planning portions of the workshop on a pro bono basis, while local police deliver the phone fraud information. Police also teach seniors about Internet fraud, since older Canadians are the fastest growing group of Internet users, and identity theft averages a victim per day in Atlantic Canada.

“The telemarketing fraud victimization rate has dropped steadily in recent years, and this is attributable to successful public education programs,” says Elliott. He says prosecution remains relatively ineffective, as the perpetrators have a slim chance of getting caught, and sentences are too light to serve as

New widows make a particularly attractive target – they are easily identified through obituaries, and are frequently making a series of significant financial decisions while suffering the effects of grief or undergoing profound life changes.

a deterrent. What Mrs. Jones has learned from a workshop, or from a friend who attended one, may be her best defence when she is home alone and the phone rings.

For more information on phone fraud prevention, please see:

Phonebusters: <http://www.phonebusters.com>
(1-888-495-8501)



Public Legal Education and Information Service of New Brunswick:
<http://www.legal-info-legale.nb.ca/>
(506) 453-5369

Government of New Brunswick, Securities Branch, Investor Education:
<http://www.investor-info.ca/> (1-866-933-2222)

Health Canada, Division of Aging and Seniors, Beware of Fraud: http://www.hc-sc.gc.ca/seniors-aines/pubs/expressions/14-2/exp14-2_toc_e.htm

ABC’s of Fraud Prevention:
<http://www.e-volunteering.org/aboutfraud/default.asp>