PREVENTION: IT WORKS!

ACTIVITIES BOOK
TO COMPLEMENT THE CAP-ESPACE PROGRAM

A SAFE CHILDHOOD FREE FROM VIOLENCE

CHILDREN ABLE TO PROTECT THEMSELVES

INFORMED AND SENSITIZED ADULTS

Cycle 2

Pour une enfance en sécurité et sans violence
Hello,

Now that you have participated in an ESPACE workshop, here is an activity book that proposes a few games and exercises. It will remind you of the prevention strategies to protect, with the support of adults, your fundamental rights to feel SAFE, STRONG AND FREE.

Enjoy yourself!

www.espacesansviolence.org

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MISSING WORDS

• Fill in the missing words in the text using the words in the box.

<table>
<thead>
<tr>
<th>tibia</th>
<th>comfort</th>
<th>consequence</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>hitting</td>
<td>leg</td>
<td>behavior</td>
</tr>
</tbody>
</table>

**Hard recess**

Mario sometimes has _______ problems. Today, during recess, he hit Rémi in the back while he was on the ground. The students present were telling him to _______, but he wouldn’t stop, it was as if he didn’t hear them. Emilie yelled for help so that an adult would _____. Jules ran to tell a monitor that was close by. At this time, Raphaëlle decided to kick Mario on the tibia to make him stop _______ Rémi. Surprised by the sudden pain to his tibia, Mario held his ______ and stopped hitting. When the supervisor arrived, Mario calmed down. Rémi was crying. His friends tried to ______ him. After questioning the students on what had happened, the monitor gave a _______ ticket to Mario and a warning ticket to Raphaëlle. The witnesses then explained to the monitor that the kick on the tibia was so that Mario would stop hitting Rémi, to prevent him being injured.

Do these behaviors go against the school rules?

________________________________________________________________________________________

Why __________________________________________________________________________________________

________________________________________________________________________________________

What would you do in a similar situation? ______________________________________________________

________________________________________________________________________________________
HARD RECESS (CONTINUED)

- Write in the bubbles the actions done to give Rémi and Mario support.
REBUS

1. It is ___ your f___, the per___ is the only ___ res____sible 4 his ___ her actions.

   It is ____ your f_____, the per_____ is the only ____
   res_______sible _____ his ____ her actions.

2. No____ has the ______ to 4ce you 2 give
   reC ve __ N 0 if U O want 2.

   No_______ has the _______ to _____ce you
   ____ give ____ re_____ve _______ ____ ______ if ____ ______

   want ____.
FUNDAMENTAL RIGHTS

• Draw a situation where you feel safe. With whom, when, where do you feel safe? Or, if you prefer, write a text, a poem or a song...
• Give your creation a title and show the authors name, meaning your name.

Title: ____________________________________________________________

Author: __________________________________________________________
THE FUNDAMENTAL RIGHTS

• Draw a situation where you feel strong. With whom, when, where do you feel strong? If you prefer, write a text, a poem or a song...
• Give a title to your creation and write the author’s name, meaning your name.

Title: ____________________________________________________________

Author: ________________________________________________
THE FUNDAMENTAL RIGHTS

- Draw a situation where you feel free. With whom, when, where do you feel strong? If you prefer, write a text, a poem or a song...
- Give a title to your creation and write the author’s name, meaning your name.

Title: ____________________________________________

Author: ___________________________________________
**CRISS-CROSS PUZZLE**

- Write the words in the right places in the grid and you will discover a strategy to keep your rights.

<table>
<thead>
<tr>
<th>STRATEGY:</th>
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<th>STRATEGY:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GIFT</th>
<th>SECRET</th>
<th>MANIPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIES</td>
<td>BAD BEHAVIOUR</td>
<td>STRONG</td>
</tr>
<tr>
<td></td>
<td>BLACKMAIL</td>
<td>DANGER</td>
</tr>
<tr>
<td></td>
<td>VIOLENCE</td>
<td>THREATS</td>
</tr>
</tbody>
</table>

- Name three other strategies to keep your rights.

________________   _________________   _________________
WORD SEARCH PUZZLE

- Circle the words in connection with the prevention strategies
- Place the letters of the solution in order

Solution:

It is often possible to protect our rights using simple solutions. But sometimes, we may have to react physically to get away and go for help.

Solution on page 22
STORY TO PUT IN ORDER

- Cut out all the squares.
- Place each of them in the appropriate squares on the next page in order to put the story in chronological order.

SCENARIO 1

1. If you don't leave me alone, I'll tell the teacher!
2. Give me your lunch money!
3. Never mind stupid!
4. NO! It’s mine!
5. If you don’t give it to me, it’s going to go badly and you’re going to have to deal with my gang!
PUT THE DRAWINGS IN CHRONOLOGICAL ORDER

• Now, glue the drawings in the right squares.

SCENARIO 1

1. When a person threatens you, it’s important to assert yourself. You can get help if you feel it’s necessary.

2. Why do you think she called him stupid?
STORY TO PUT IN ORDER

- Cut out all the squares.
- Place each of them in the appropriate squares on the next page in order to put the story in chronological order.

SCENARIO 2

1. It's not that late! It happens to you too! Don't change the subject!
2. I don't like it when you scream like that...
3. What is he doing still up?? He has school tomorrow!
4. We're sorry!
   You're right, we should have spoken calmly.

We'll be more careful in the future.
PUT THE DRAWINGS IN CHRONOLOGICAL ORDER

- Now, Glue the drawings in the right squares.

SCENARIO 2

When adults argue, it’s not the children’s fault. If you don’t feel safe, it’s important to talk about it.
SOLUTIONS AUX JEUX

MISSING WORDS (p. 4)
Mario sometimes has behavior problems. Today, during recess, he hit Rémi in the back while he was on the ground. The students present were telling him to stop, but he wouldn’t stop, it was as if he didn’t hear them. Emilie yelled for help so that an adult would come. Jules ran to tell a monitor that was close by. At this time, Raphaëlle decided to kick Mario on the tibia to make him stop hitting Rémi. Surprised by the sudden pain to his tibia, Mario held his leg and stopped hitting. When the supervisor arrived, Mario calmed down. Rémi was crying. His friends tried to comfort him. After questioning the students on what had happened, the monitor gave a consequence ticket to Mario and a warning ticket to Raphaëlle. The witnesses then explained to the monitor that the kick on the tibia was so that Mario would stop hitting Rémi, to prevent him being injured.

HARD RECESS (SUITE) (p. 5)
Support:
• The children present tell him to stop.
• Emilie calls for help.
• Jules runs to tell a monitor.
• Raphaëlle decides to kick Mario.
• His friends try to console Rémi.
• The witnesses explain the situation to the monitor.

REBUS (p. 6)
1. Images: knot, halt, sun, one, pond, four, oar.
   Phrase: It is not your fault, the person is the only one responsible for his or her actions.
2. Images: body, right, four, two, oar, c, hugs and kisses, u, don’t, two.
   Phrase: Nobody has the right to force you to give or receive hugs and kisses if you don’t want to.

CRISS-CROSS PUZZLE (p. 13)
Strategie: Tell an adult
What are some other strategies to keep your rights when someone tries to take them away from us?
SAY NO, ASK FOR HELP, SELF-DEFENSE

HIDDEN WORDS (p. 14)
Solution: MUTUAL AID

STORIES TO PUT IN ORDER (p. 15 et p. 21)
Scenario 1 : 2-4-5-1-3
Scenario 2 : 5-3-1-2-4