

# PREVENTION: IT WORKS!



**ACTIVITY BOOK**  
TO COMPLEMENT THE CAP-ESPACE  
PROGRAM

A SAFE  
CHILDHOOD FREE  
FROM VIOLENCE

CHILDREN ABLE  
TO PROTECT  
THEMSELVES

INFORMED  
AND SENSITIZED  
ADULTS



Hello,

Now that you have participated in an ESPACE workshop, here is an activity book that suggests 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!



Pour une enfance  
en sécurité et sans violence

[www.espacesansviolence.org](http://www.espacesansviolence.org)

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## MISSING WORDS

- Fill in the missing words in the text using the words from the box.

comfort	consequence	stop	come
hitting	leg	behaviour	

### Tough recess


Mario sometimes has \_\_\_\_\_ problems. Today, during recess, he hit Rémi in the back while he was on the ground. students who were present kept telling him to \_\_\_\_\_, but he wouldn't stop, as if he couldn't hear them. Emilie called out for help so that an adult would \_\_\_\_\_. Jules ran to tell some monitors who were far away. While this was happening, Raphaëlle decided to kick Mario in the shin to make him stop \_\_\_\_\_ Rémi. Surprised by the sudden pain to his shin, Mario held his \_\_\_\_\_ and stopped hitting. When the monitor arrived, Mario calmed down. Rémi was crying. His friends tried to \_\_\_\_\_ him. After questioning the students about 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 shin was so that Mario would stop hitting Rémi, to prevent him from getting injured.

 Do these behaviours go against the school rules?

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 Why? \_\_\_\_\_

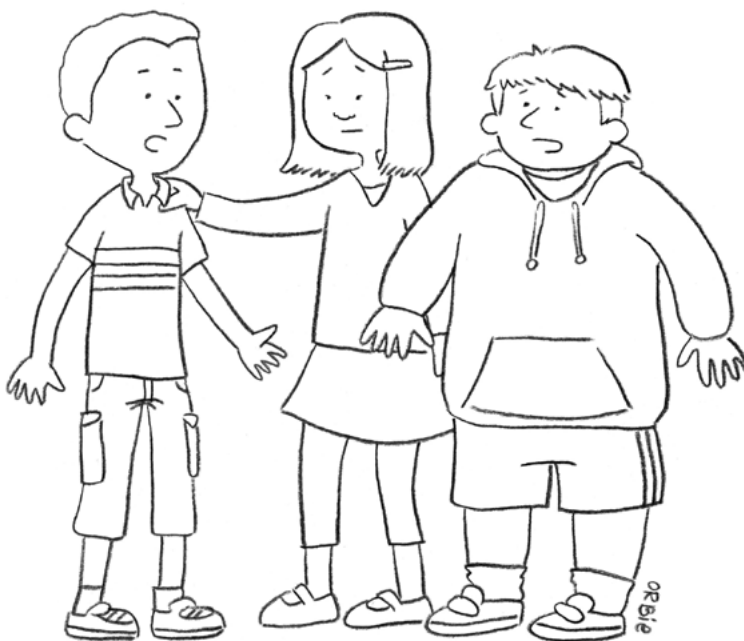
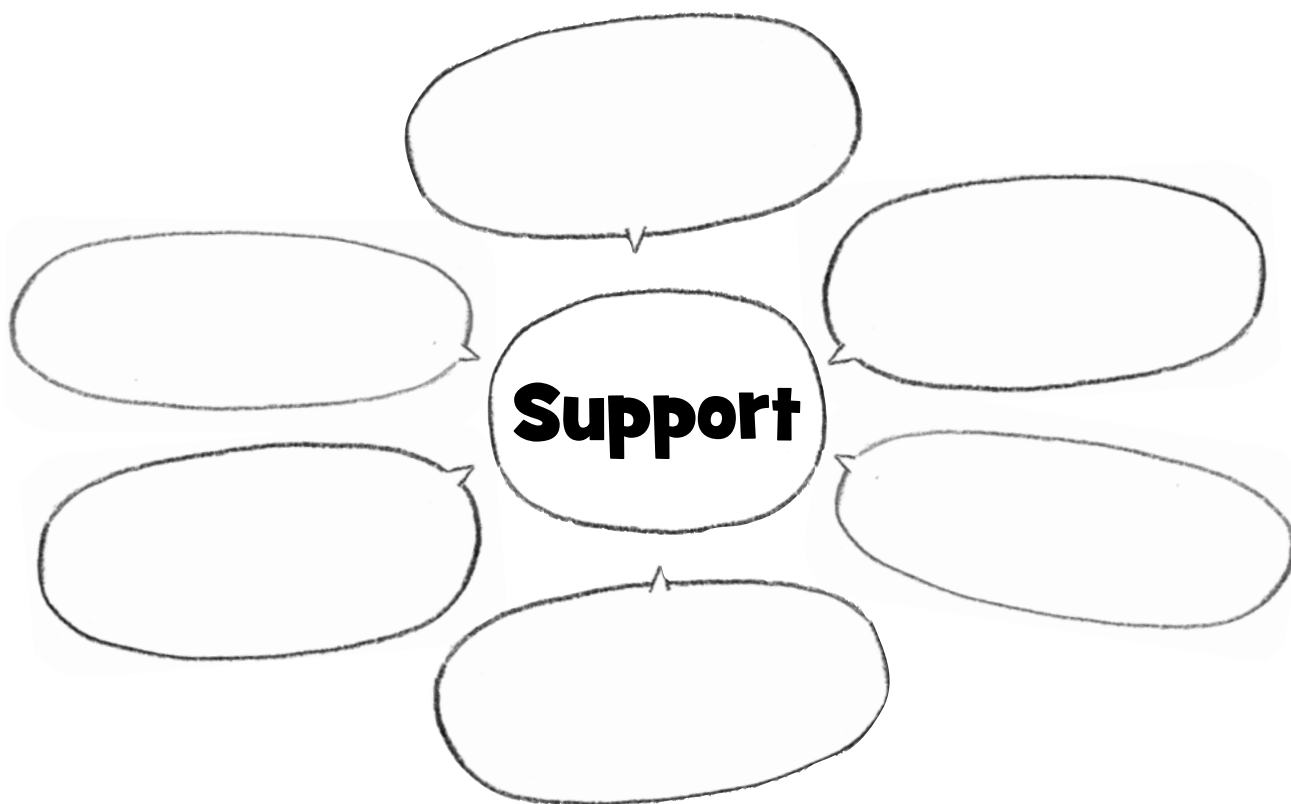
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 What would you do in a similar situation? \_\_\_\_\_

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## TOUGH RECESS (CONTINUED)

- Write in the bubbles the actions that were taken to give Rémi and Mario support.









Solution on page 22

# REBUS

1. It is  your f , the per  is the only **1**  
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 **4** ce you **2** give   
re **C** ve  **N**  if **U**  want **2**.

No\_\_\_\_ has the \_\_\_\_ to \_\_\_\_ce you  
\_\_\_\_ give \_\_\_\_ re\_\_\_\_ve \_\_\_\_ if \_\_\_\_  
want \_\_\_\_.



Solution on page 22

## 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 indicate the name of the artist, which should be your name.

A large, empty rectangular box with a black border, intended for the student to draw or write their response to the prompt.

Title: \_\_\_\_\_

Artist: \_\_\_\_\_





# 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 your creation a title and indicate the name of the artist, which should be your name.

A large, empty rectangular box with a black border, intended for the student to draw or write their response to the prompt.

Title: \_\_\_\_\_

Artist: \_\_\_\_\_



# THE FUNDAMENTAL RIGHTS

- Draw a situation where you feel free. With whom, when, where do you feel free? If you prefer, write a text, a poem or a song...
- Give your creation a title and indicate the name of the artist, which should be your name.



A large empty rectangular box for drawing or writing.

Title: \_\_\_\_\_

Artist: \_\_\_\_\_

Solution on page 22



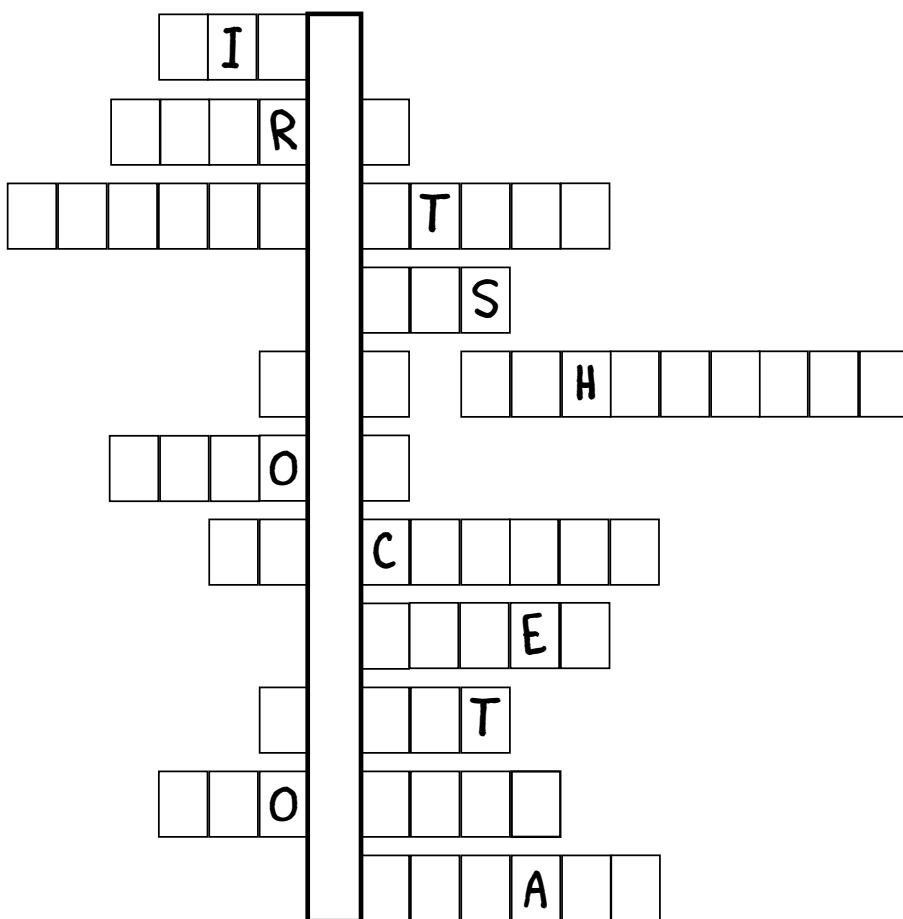
# CRISS-CROSS PUZZLE

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

GIFT  
SECRET  
MANIPULATION  
LIES

BAD BEHAVIOUR  
STRONG  
BLACKMAIL  
DANGER

GUILT  
VIOLENCE  
THREATS



Strategy : \_\_\_\_\_

- Name three other strategies to protect your rights.

\_\_\_\_\_

Solution on page 22

# WORD SEARCH PUZZLE

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

A	C	S	M	R	U	O	B	H	G	I	E	N
H	F	O	E	D	E	N	O	U	N	C	E	U
E	U	F	N	S	F	R	I	E	N	D	S	R
L	T	U	I	F	S	T	N	E	R	A	P	P
P	O	T	S	R	I	E	K	I	C	K	E	O
A	I	B	I	T	M	D	N	L	A	L	D	L
A	D	U	L	T	H	A	E	T	A	E	U	I
E	G	A	R	U	O	C	T	N	I	T	C	C
T	E	A	C	H	E	R	L	I	C	W	A	E
T	S	U	R	T	E	F	A	S	O	E	T	A
P	S	E	C	R	U	O	S	E	R	N	O	S
E	S	N	E	F	E	D	F	L	E	S	R	K

Adult	Stop	Parents	Denounce	Witnesses
Help	Ask	Teacher	Resources	Friends
Self defense	Neighbour	Courage	Trust	Safe
Affirmation	Talk	Police	Educator	
Kick	Confidence	Tibia	Run	

Clue : it's appreciated, especially in difficult situations.

Solution : \_ \_ \_ \_ \_



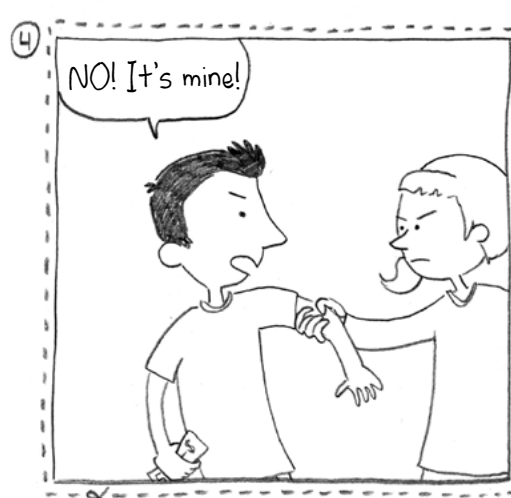
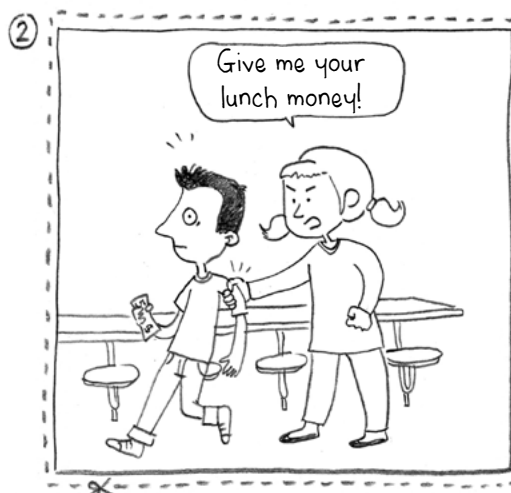
It is often possible to protect our rights using simple solutions, but sometimes, we may have to react physically in order to run away and get some help.

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 to put the story in chronological order.

## SCENARIO 1



Solution on page 22






# PLACE THE PICTURES IN CHRONOLOGICAL ORDER

- Now, glue the pictures in the right squares.

## SCENARIO 1

①		②	
③		④	
⑤		 <p>When a person threatens you, it's important to assert yourself. You can get help if you feel it's necessary.</p>	

- Why do you think she called him stupid? \_\_\_\_\_

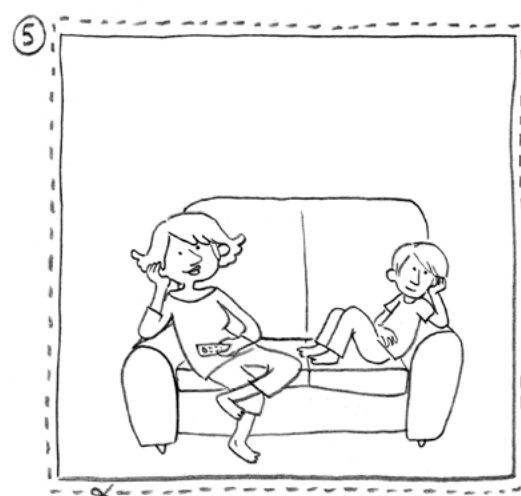
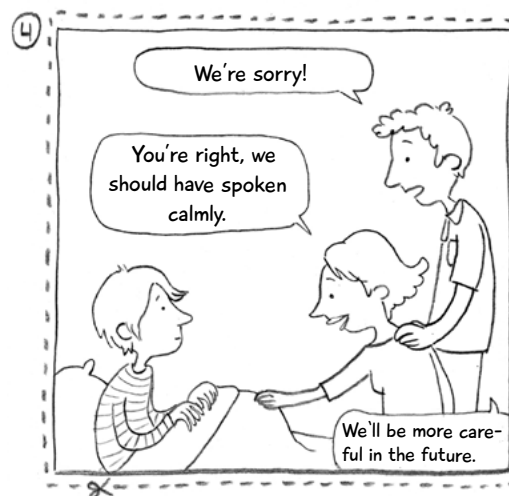
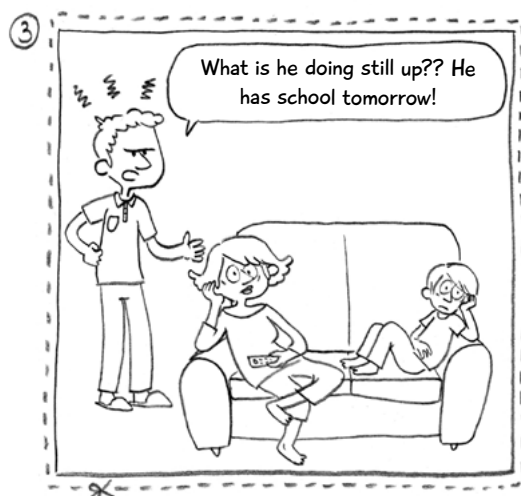
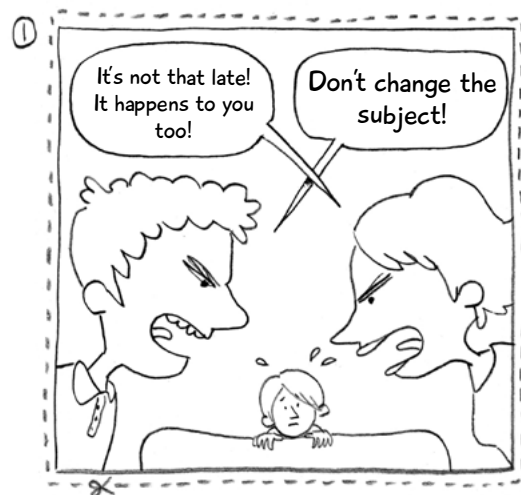
Solution on page 22



# STORY TO PUT IN ORDER

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

## SCENARIO 2




Solution on page 22



# PLACE THE PICTURES IN CHRONOLOGICAL ORDER

- Now, glue the pictures in the right squares.

## SCENARIO 2

①		②	
③		④	
⑤			

Solution on page 22

# SOLUTIONS

## MISSING WORDS (p. 4)

Mario sometimes has **behaviour** problems. Today, during recess, he hit Rémi in the back while he was on the ground. Students who were present kept telling him to **stop**, but he wouldn't stop, as if he couldn't hear them. Emilie called out for help so that an adult would **come**. Jules ran to tell some monitors who were far away. While this was happening, Raphaëlle decided to kick Mario in the shin to make him stop **hitting** Rémi. Surprised by the sudden pain to his shin, Mario held his **leg** and stopped hitting. When the monitor arrived, Mario calmed down. Rémi was crying. His friends tried to **comfort** him. After questioning the students about 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 shin was so that Mario would stop hitting Rémi, to prevent him from getting injured.

## TOUGH RECESS (CONTINUED) (p. 5)

Support:

- The children who are 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)



Strategy: Tell an adult

What are some other strategies to protect your rights when someone tries to take them away from us?

SAY NO, ASK FOR HELP, Self-defense

## HIDDEN WORDS (p. 14)

Solution: MUTUAL HELP

## STORY TO PUT IN ORDER (p. 15 et p. 21)

Scenario 1 : 2-4-5-1-3

Scenario 2 : 5-3-1-2-4



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