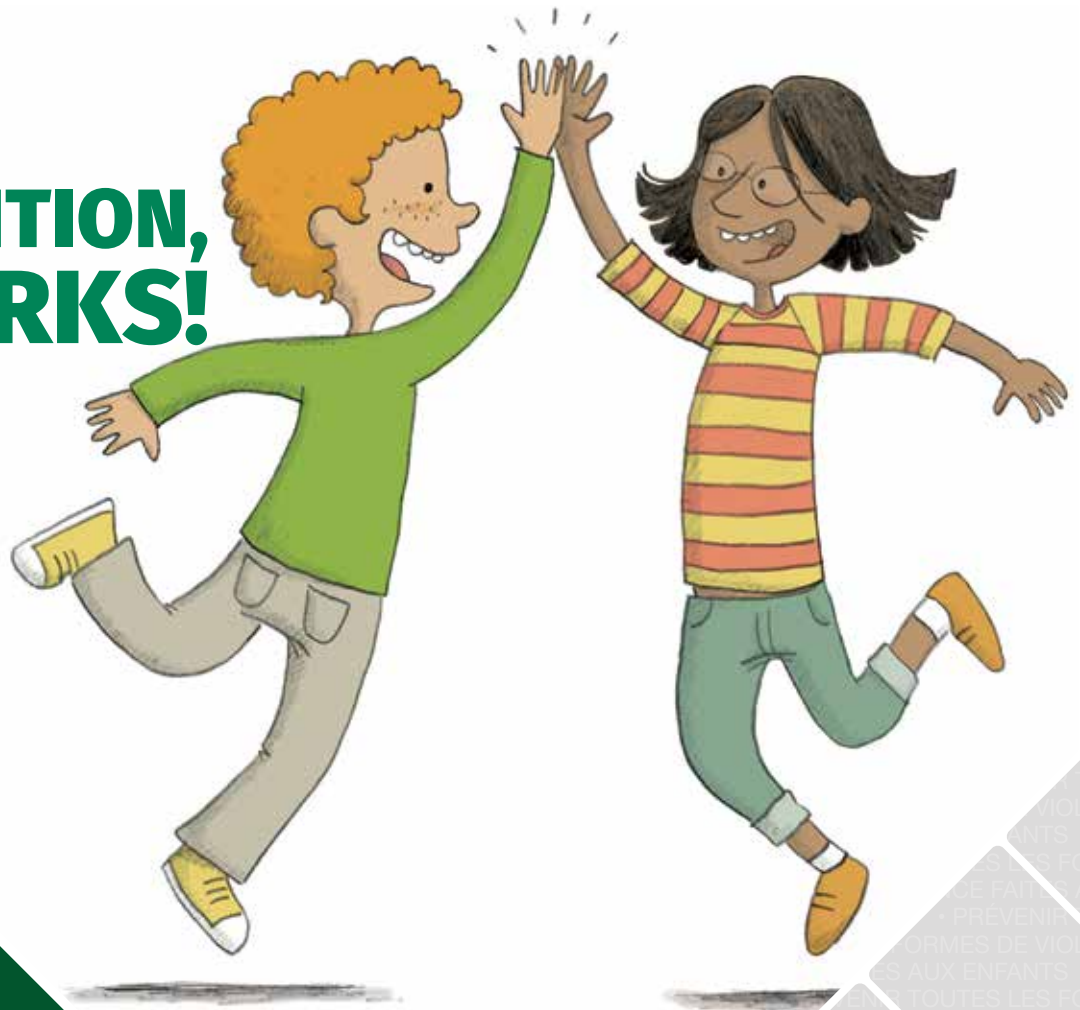


# PREVENTION, IT WORKS!



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

A SAFE  
CHILDHOOD FREE  
FROM VIOLENCE

CHILDREN ABLE  
TO PROTECT  
THEMSELVES

INFORMED  
AND SENSITIZED  
ADULTS



# COMPLEMENTARY ACTIVITIES TO THE ESPACE PROGRAM



## A special Thank you to all of our collaborators

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

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# INTRODUCTION

This activity book, complementary to the CAP-ESPACE program is intended for all members of the educational staff who accompany children in a daycare facility. By allowing to review the notions learned during the workshop and in the children's activity book, this book aims towards the children's learning retention on violence prevention. Using stimulating activities, it will allow for competency acquisition directly related to the integral development of children, affecting different spheres such as affective, physical and motor skills, social and emotional skills, and even cognitive and language skills.



This book was specially designed to accompany you in the pursuit of your preventive actions. As you know, children love learning through play. That's why ESPACE strongly encourages you to use this simple and diversified bank of activities. This book is also available on the ESPACE website at [espacesansviolence.org](http://espacesansviolence.org), so that you can print out only the pages you need.

## Leading of the Activities

The activities in this book are destined to the educational staff and can be led by any person responsible for planning activities in relations to violence prevention within the daycare facility (Early Childhood Educators, Special Education Technicians, Psychoeducators, Members of the management, etc.). Even better, the realization of these activities can be done in teams.

We hope that you will have loads of fun with the children while carrying out these prevention activities. Know that you are contributing to ensure that all children can stay safe, strong and free.

Let's all give prevention the platform it needs so that always more children can have a safe childhood, free from violence!

Have fun!

## Regroupement des organismes ESPACE du Québec



Note : Your feedback regarding this book is welcomed. To share any constructive comments, do not hesitate to contact us at the following address: [programme@espacesansviolence.org](mailto:programme@espacesansviolence.org) or to contact the ESPACE organization in your region. [espacesansviolence.org/coordonnees-contact](http://espacesansviolence.org/coordonnees-contact)

## INFORMATION AND COMPLEMENTARY TOOLS

If you have any questions or comments, you can get in touch with us through the *Contact us* section of the [www.espacesansviolence.org](http://www.espacesansviolence.org) website.

You'll also find information about the mission of ESPACE organizations and their services, as well as many violence prevention tools for adults and children.

## SHORT GUIDE FOR REVIEWING THE NOTIONS LEARNED DURING THE WORKSHOPS

### Fundamental rights

- Create Your Own Puppet (page 8)
- What Would You Do If... (pages 10-11)

### Emotions

- The Different Emotions (page 9)
- Name the Emotions (page 9)

### Strategies to protect your rights

- The Strategies Puzzle (page 8)
- Interactive Reading : The Story of Charlotte and Samuel (page 13)
- What Would You Do If... (pages 10-11)

### Safety rules

- Find the Errors (page 11)
- What Would You Do If... (pages 10-11)

### Body parts and the notions of physical touch and consent

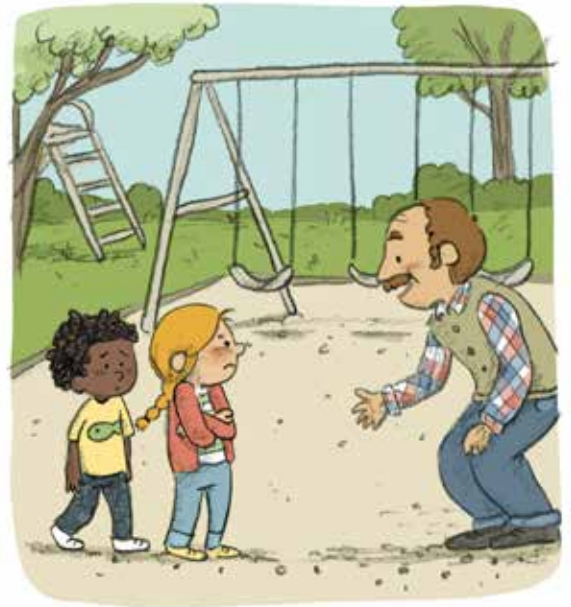
- Song : Head, Shoulders, Knees and Toes (page 12)
- The Different Body Parts (page 12)
- Interactive Reading : the Story of Charlotte and Samuel (page 13)
- What Would You Do If... (pages 10-11)

### Trusted adults

- What Would You Do If... (pages 10-11)
- Trusted Adults (page 14)

### Self-esteem and promoting respect for differences

- Life Size Self-Portrait (page 11)
- An Activity That You Enjoy (page 14)



## 1. Create Your Own Puppet

**Competencies to develop:** emotional field, physical and motor skills, language skills.

**Objective :** Review the fundamental rights, that everybody has; reinforce confidence and self-esteem; use fine motor skills.

### Guidelines

- Print out the puppets on rigid cardboard paper (annex 1).
- Ask the children to colour the characters.
- Depending on the children's level, ask them to cut out the characters or do it for them.
- Give the children sticks and glue so they can make their puppet.
- Repeat with them the three rights along with the gestures : « I have the right to feel safe », « I have the right to feel strong », « I have the right to feel free».



## 2. The Strategies Puzzle

**Competencies to develop :** emotional field, physical and motor skills, social and moral skills.

**Objectives :** Review the different strategies to use when someone takes away our rights; reinforce confidence and self-esteem; use fine motor skills.

### Guidelines

- Print out the puzzles on rigid cardboard paper (annex 2).
- Ask the children to colour the characters.
- Depending on the children's level, ask them to cut out the pieces, using the outlines, or cut out the pieces for them.
- Have fun making the puzzles again and again!
- Repeat with them the different strategies that they can use if someone takes away their rights.

## Self-defence





### 3. The Different Emotions

**Competencies to develop :** emotional field, social and moral skills, language skills.

**Objectives :** Allow the children to recognize and identify the different basic emotions and to name their own emotions.

#### Guidelines

Name and mime the different emotions with the children. It is possible to add emotions if desired (ex. : calm, excited, nervous, etc.).

- Distribute a series of faces expressing emotions to each child (annex 3).
- Ask the children to colour the emotions.
- Each child will have their own series of faces. In the morning, when everyone arrives, each person can name the emotion they are feeling at that moment and stick it next to their name or picture, which would already be posted in the room. At any given moment during the day, they can change the face, following a change in their emotions.



happy



sad



angry



scared

### 4. Name the Emotions

**Competencies to develop :** emotional field, social and moral skills, language skills.

**Objectives :** Allow the children to recognize and identify the different basic emotions and to name their own emotions.

#### Guidelines

- If necessary, show the images of the different emotions and name them with the children.
- Read to the children different situations in which they will have to name how they feel or how they would have felt in these situations. Do not hesitate to make up other situations than those suggested.

Ex. : How do you feel...

- when you are playing outside and another child pushes you really hard?
- when your Mommy or Daddy or the person taking care of you gives you a hug?
- when it's time to take your bath?
- when you receive a gift?
- when you go to daycare in the morning?
- when you are playing outside?
- when someone tickles you?
- when you lay down in your bed at night?
- etc.

## 5. What Would You Do If...

**Competencies to develop :** emotional field, social and moral skills, cognitive and language skills.

**Objectives :** Revisit the different notions seen during the CAP-ESPACE workshop, bring the children to think and reason to find their own solutions, encourage confidence and self-esteem development.



### Guidelines

- Remind the children of the rights that everybody has and the solutions and strategies that we can use when someone takes away our rights.
- Read, one by one, the hypothetical situations and ask the children what they would do if the same situation happened to them.
- Take the time, after each situation, to discuss the possible solutions with them.
- Do not hesitate to create other situations than the ones suggested.

### Ex. : What would you do if...

**1. ... you were playing with a ball and another child came and took it away from you?**

(Exactly, you could say « no », « stop », « I'm the one playing with the ball ». If they continued, you could ask friends or other kids for help or go tell an adult.)

**2. ... someone you didn't know wanted you to go to their house to see their little puppies?**

(Exactly, you stay far away from that person and you go tell the person taking care of you.)

**3. ... the person taking care of you asked you to put on your hat, because it was very cold, but you didn't feel like wearing your hat?**

(It's true that sometimes, we don't feel like dressing up warmly to go outside, but it's important to take care of our body and to stay safe.)

**4. ... a person was holding you and didn't want to let you go and you felt in danger?**

(Yes, you could use the special yell, hit and kick to get away and run fast to tell an adult.)

**5. ... someone told you a secret that made you sad, made you feel unwell, that made you feel mixed up inside?**

(We should not keep secrets that make us feel sad, unwell or mixed up inside. It's important to go tell a trusted adult, an adult we feel comfortable with.)

**6. ... someone forced you to give them kisses and hugged when you didn't feel like it?**

(That's it, you have the right to say « no ». You don't have to give kisses if you don't want to.)

**7. ... you were playing outside and another child pushed you really hard and slapped you?**

(Yes, you could say « no », ask a friend or another child for help, and go tell an adult.)

8. ... **you had a problem, if you felt sad and you told an adult, but that adult didn't believe you?**

(It's important to tell another adult , until someone listens to you and helps you.)

9. ... **someone did something that made you sad, but told you not talk about it to anyone or else?**

(It's important to talk about it anyways. You could say « no » to this person and it would be important to go tell an adult.)

10. ... **you had a problem, but you didn't feel like talking about it to your parents or the person taking care of you?**

(Yes, when you have a problem and don't feel well, there are plenty of adults with whom you can talk. For example : your educator, a babysitter, an uncle, an aunt, your grandparents, a neighbour. Which adult do you feel comfortable with? Which adult can you talk to if you have a problem?)

## 6. Find the Errors

**Competencies to develop:** emotional field, cognitive skills.

**Objectives :** Revisit the safety rules to follow when we are outside; stimulate reflection and reasoning; develop the children's sense of observation.

### Guidelines

- Show the children the poster representing the safety rules to follow when they are outside (annex 4).
- Ask the children to repeat the rules with you.
- Print the *Find the 5 errors* game (annex 4) and ask the children to find the 5 differences between the two images.
- Afterwards, it's possible to hide the images and ask the children questions about them. For example : What was the colour of the child's shirt? What was the colour of the man's hair? What games were there in the park? Etc.



## 7. Life Size Self-Portrait

**Competencies to develop:** emotional field, social and moral skills, physical and motor skills.

**Objectives :** Develop self-esteem, encourage respect, discovery and acceptance of differences and develop fine motor skills.

### Guidelines

- Cut the approximate size in height of each child out of a big white paper roll. Ask the children to lie down onto their sheet of paper. In order to make the task easier, enlist the help of another adult and trace the contour of each child's body on their sheet.
- Give the children the following instruction: "Draw your face and your body as you see them, in the silhouette."
- Ideally suggest that the children use big tip felt pens or paint.
- Ask each child to tell the group what they like about themselves.
- Emphasize the fact that there are similarities and differences between the children, that each person is unique.

## 8. Song : Head, Shoulders, Knees and Toes

**Competencies to develop :** physical and motor skills, language skills.

**Objectives :** Revisit the ESPACE activity, talk about the different parts of the body and prepare the children to do the following activity (on the different parts of the body).

### Guidelines

- Ask the children to touch, while singing the song, each part of the body that is named in the song.

**Head, shoulders, knees and toes,  
knees and toes, knees and toes!  
Head, shoulders, knees and toes,  
eyes, ears, mouth and nose.  
My body belongs to me!**

## 9. The Different Body Parts

**Competencies to develop :** physical and motor skills, cognitive and language skills.

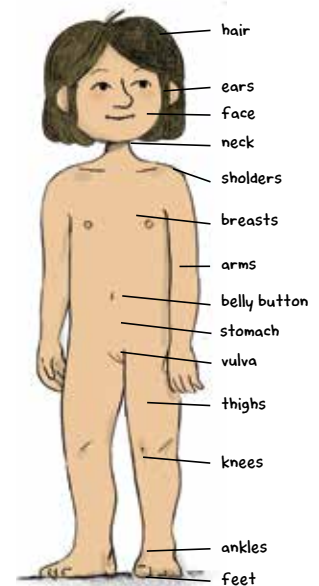
**Objectives :** Know the different parts of the body and use the correct terms. Be aware of the ways to take good care of our body.

### Guidelines

- Sing the song with the children « Head, Shoulders, Knees and Toes» learned with the ESPACE team while doing the different moves.
- Using the illustrations portraying a girl and a boy's different body parts (annex 5), ask the children to name the body parts that were not mentioned in the song. Make sure they name the genital organs using the correct terms (penis, vulva, vagina) the breasts and buttocks.
- Ask the children the ways in which we can take care of our bodies.

### Example of the answers we are looking for :

- Making sure we have a good night's sleep and taking naps if we need to;
- Washing our entire body including our hair;
- Wearing clothes that protect us from the cold, the sun, dirt, rain, etc.;
- Exercising for our muscles, our heart, to relax and for the fun of playing and moving;
- Eating healthy food like... (fruits, vegetables, nuts, dairy products, etc.)



## 10. Interactive Reading : The Story of Charlotte and Samuel (child protecting their rights)

**Competencies to develop** : emotional, social and moral fields, language skills.

**Objectives** : Revisit the notions regarding the different ways of touching and being touched that we like and those that we don't like; review the prevention strategies seen during the workshop to establish harmonious relationships and to develop their capacity to recognize and name the emotions, in a safe context; bring the child to participate in the group life by expressing their perception and comprehension of the story, and by listening to the other children.



### Before reading

- Do you remember the three fundamental rights, that everybody has, and that we have learned with the ESPACE team? (Repeat the rights with the gestures : I have the right to feel safe, I have the right to feel strong, I have the right to feel free.)
- Is it possible for someone to have their rights taken away from them by someone else? (Yes, and when that happens, it's important to talk about it to make it stop.)
- Is it possible for someone to touch us in a way that we don't like? (Yes, there are ways of touching and being touched that we like and others that we don't like and that's normal.)
- How can we feel when someone takes away our rights or touches us in a way that we don't like? (We can feel sad, mad, mixed up inside, unwell.)
- What are the strategies that you found with the ESPACE team in order to protect your rights? (Yes, that's it : say "no", ask a friend or other children for help, tell a trusted adult and use self-defense if you feel in danger.)

### During reading

- Read the story of Charlotte and Samuel (annex 6) to the children, while showing the illustration.

### After reading

- Have a discussion period with the children with the help of the following questions :

### Question and discussion period, bringing the children back to the notions learned during the CAP-ESPACE workshop:

- What happened in the story?
- How did Charlotte feel at the beginning of the story? And at the end?
- How did Samuel feel at the beginning of the story? And at the end?
- What would you do if you were Charlotte?
- What did Charlotte do to stay safe, strong and free?
- Do you think it was a good idea? Why?
- If Samuel hadn't listened to Charlotte and had continued rubbing her hair hard and giving her kisses, what could Charlotte have done?

## 11. An Activity That You Enjoy

**Competencies to develop:** emotional, social and moral fields, language, physical and motor skills.

**Objectives :** Develop self-esteem, encourage respect, discovery and acceptance of differences and develop fine motor skills.

### Guidelines



- Lead a small discussion with the children on activities that they like. Bring them to name an activity that they enjoy doing.

- Emphasize the fact that there are similarities and differences between the children and that everyone is unique.

- Afterwards, present the children with crayons and paper, or paint, brushes and paper, and ask them to draw themselves doing the activity that they enjoy.

## 12. Trusted Adults

**Competencies to develop :** emotional, social and moral fields, language, physical and motor skills.

**Objectives :** Revisit the different notions seen during the CAP- ESPACE workshop concerning trusted adults; expand their networks by bringing them to name different trusted adults; develop self-esteem and fine motor skills.

### Guidelines

- In a group setting, remind the children the notions learned during the CAP-ESPACE workshop concerning their trusted adults. Remind them that if they have a problem, if they feel sad or unwell, they can go talk to an adult with whom they feel comfortable.

- Ask them to name examples of adults we can feel comfortable with (ex. : their parents, their educator, a babysitter, an uncle, an aunt, their grandparents, a neighbour, etc.).

- Bring the children to name at least one adult with whom they feel comfortable.

- Afterwards, present the children with paper and colouring pencils or crayons, or paint, brushes and paper, and ask them to draw themselves with that trusted adult.



# ANNEXES

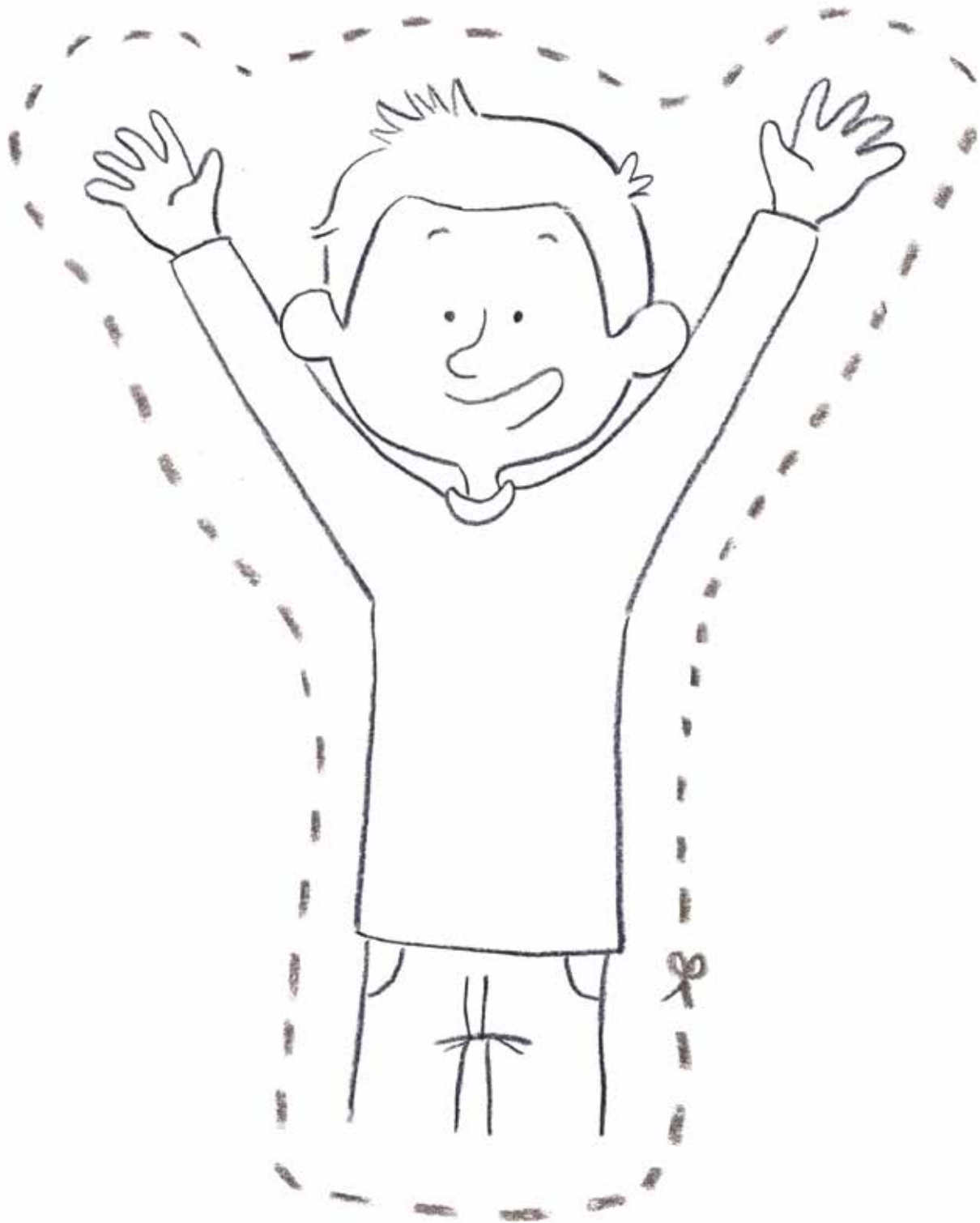


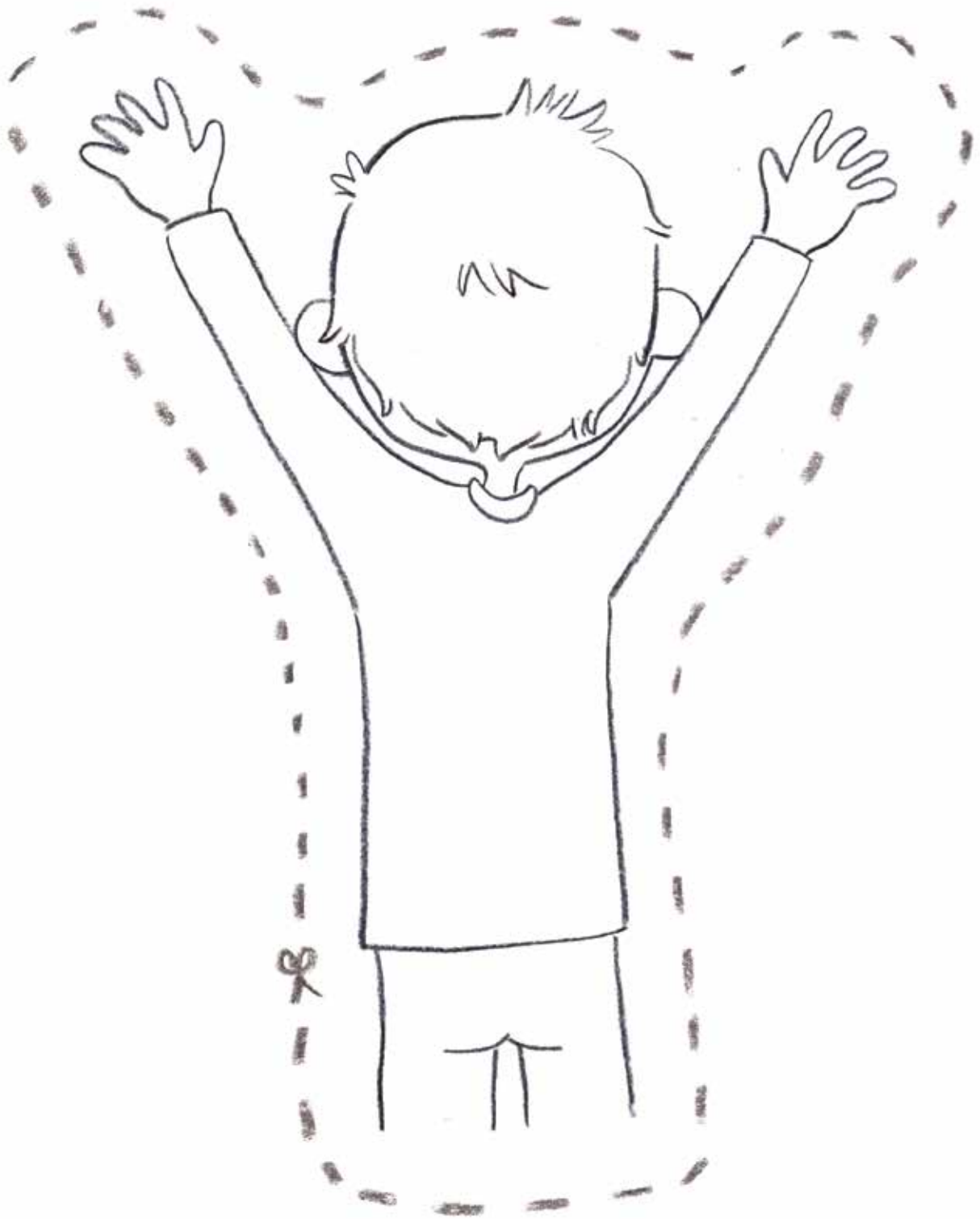


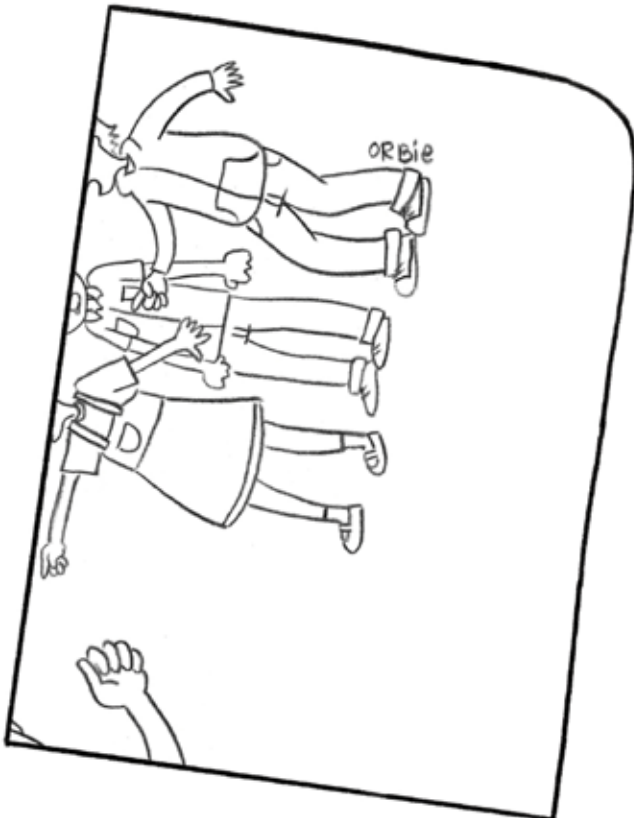


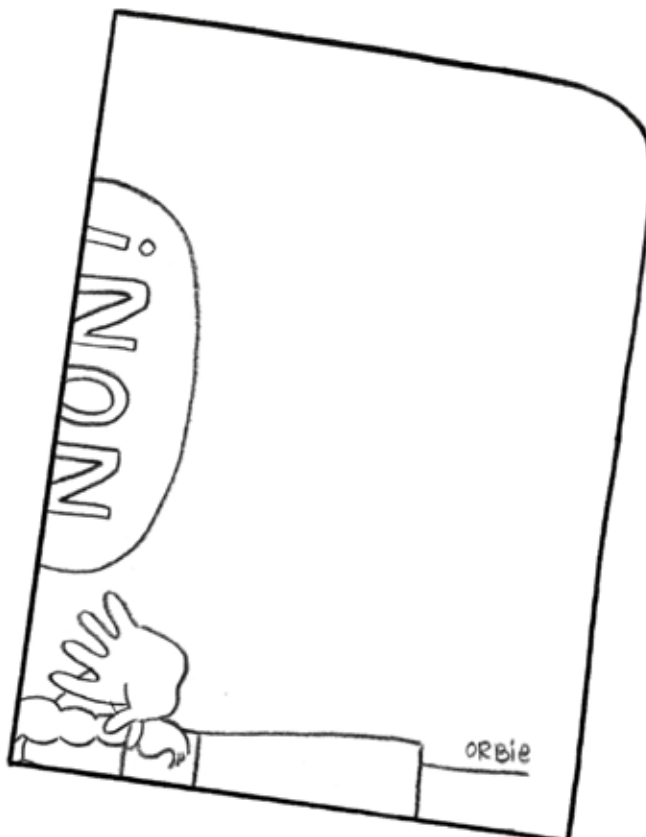
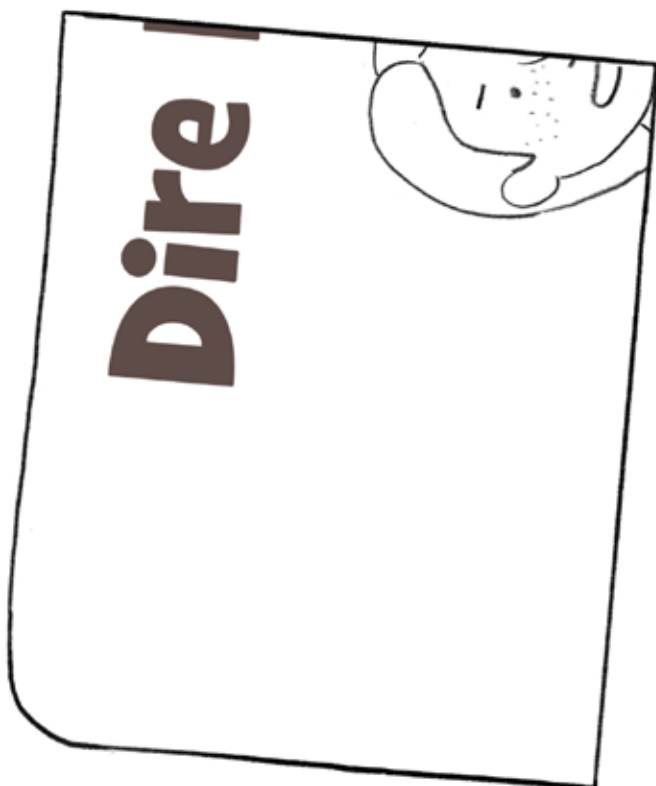
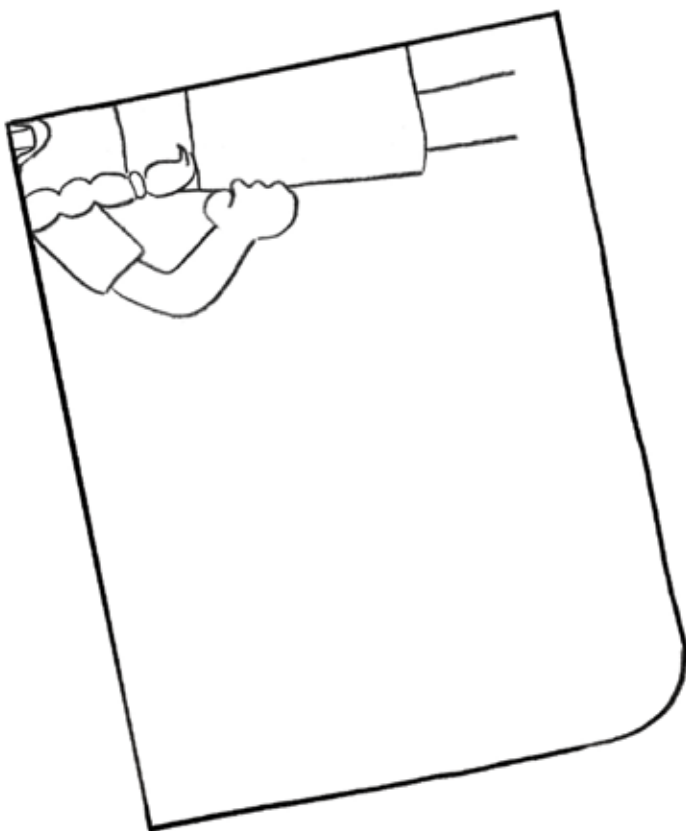


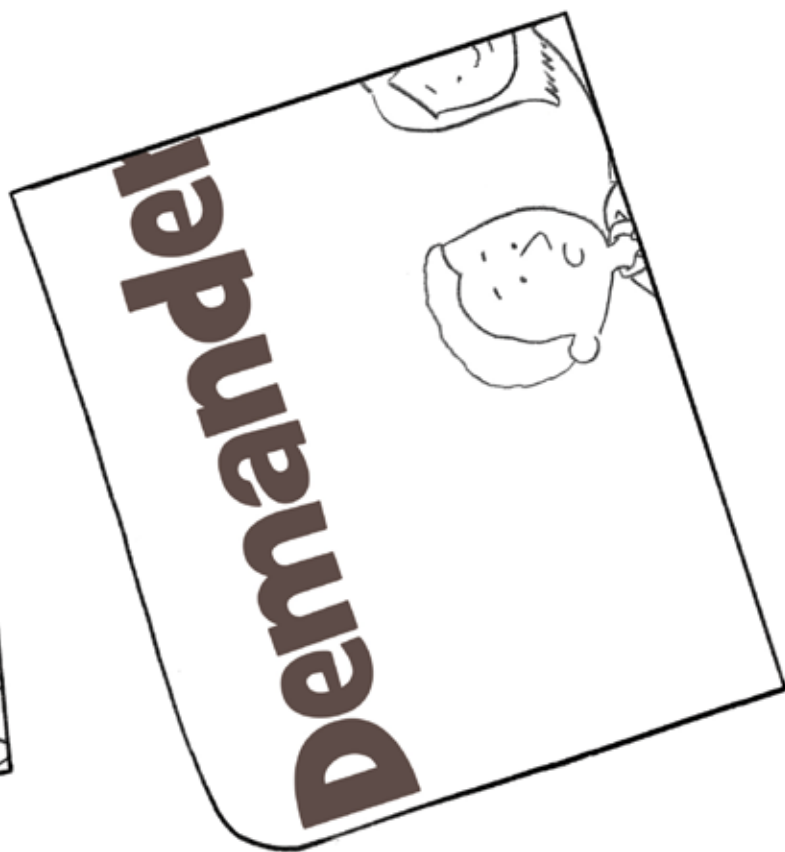
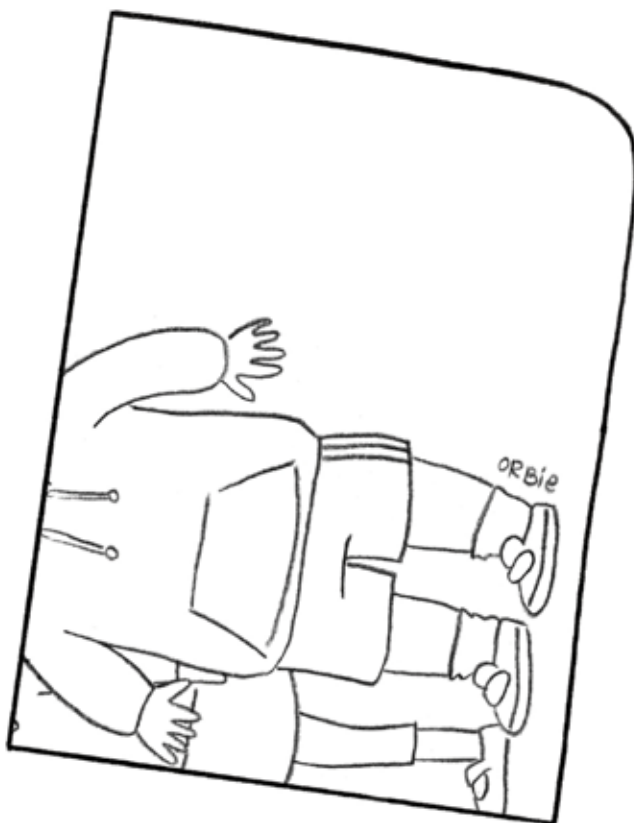
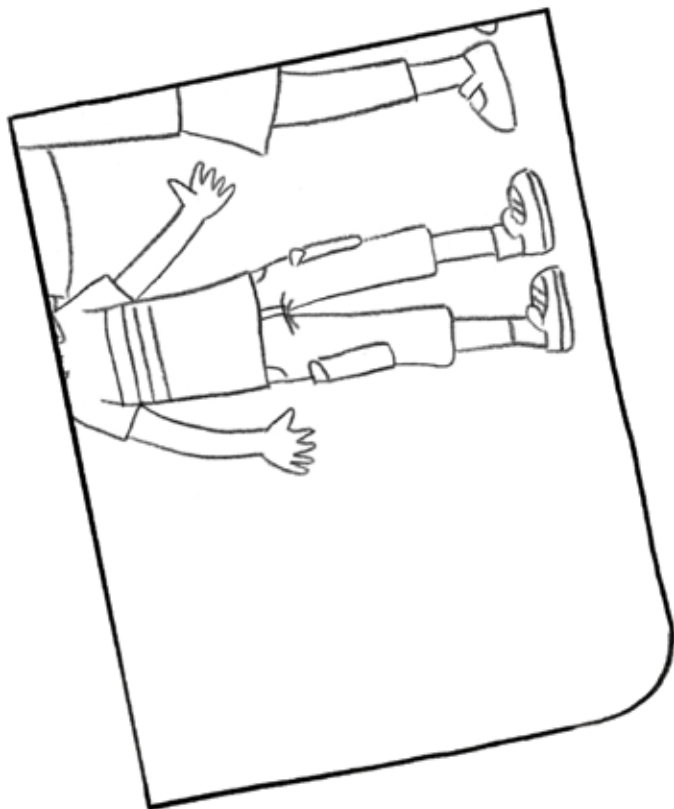




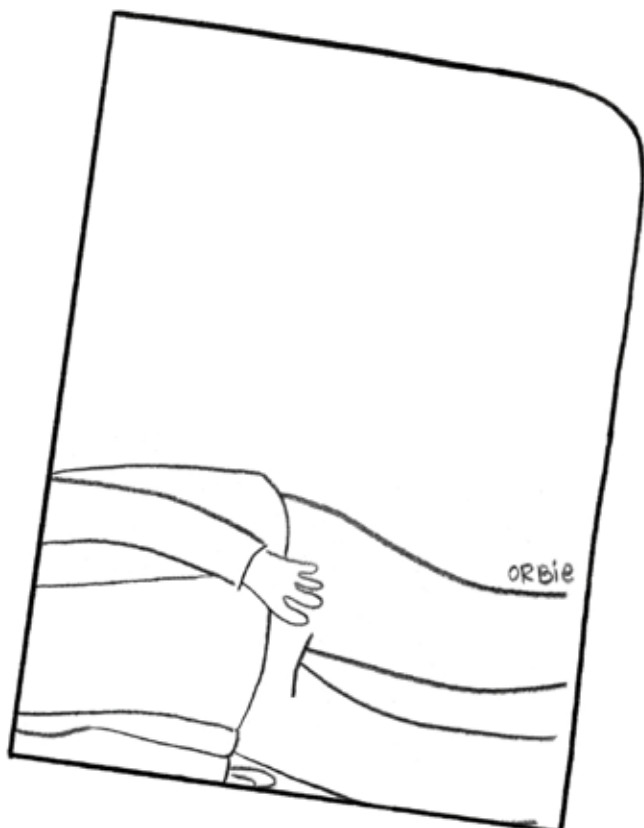
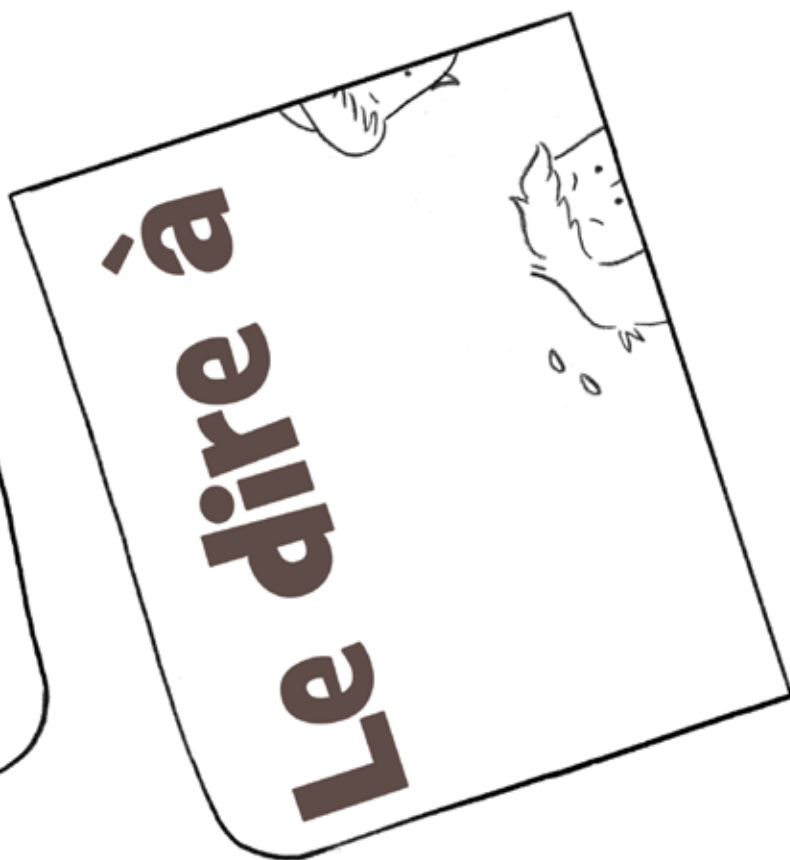
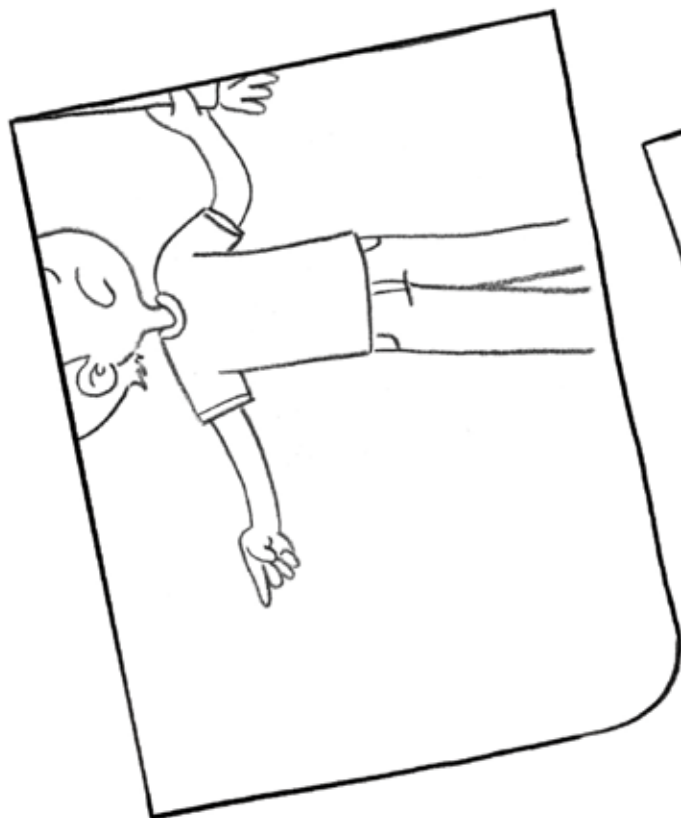










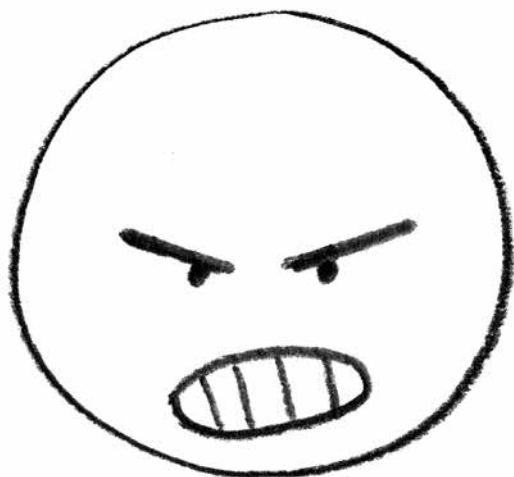




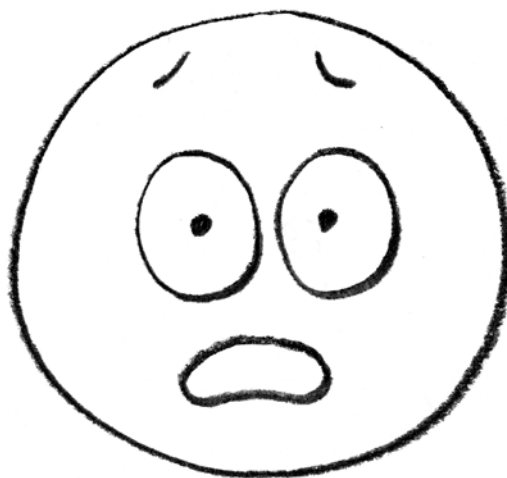
happy



sad



angry



scared

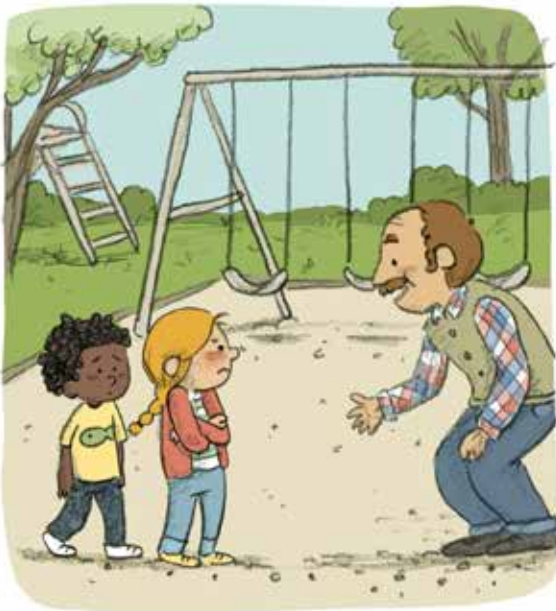
Annex 4 – Safety Rules



When I play outside,  
I stay near the house.



If I want to move away from the house,  
I ask the person looking after me  
for permission.



I don't talk to someone  
I don't know, if I don't want to.



If I don't feel safe,  
I go and tell the person  
looking after me.

Annex 4 – Find the 5 errors

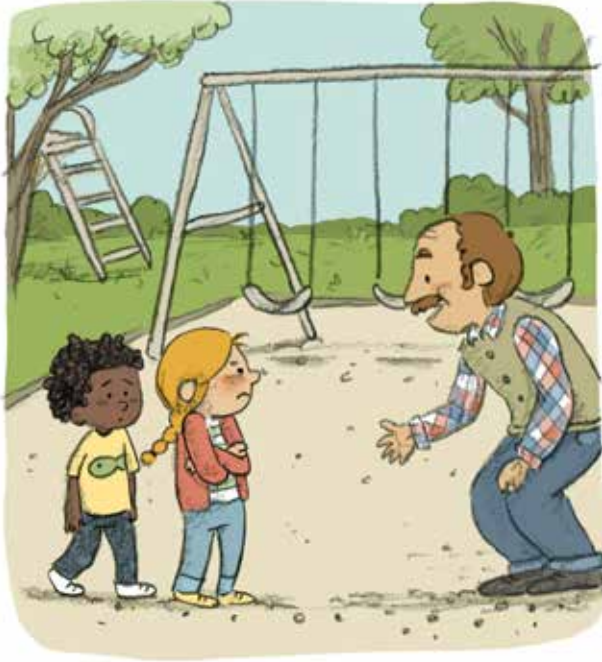


When I play outside, I stay near the house.



If I want to move away from the house, I ask the person looking after me for permission.

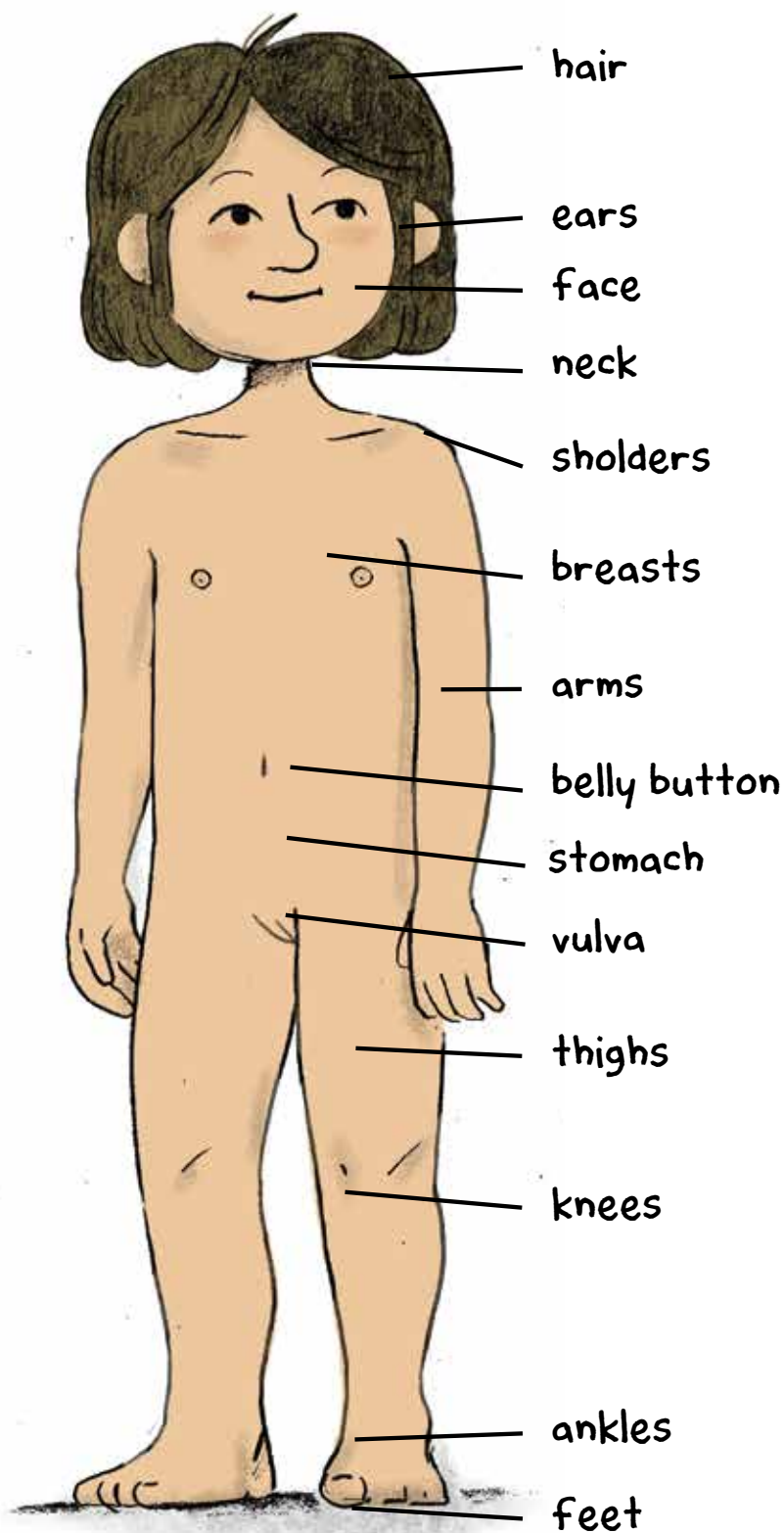
Annex 4 – Find the 5 errors

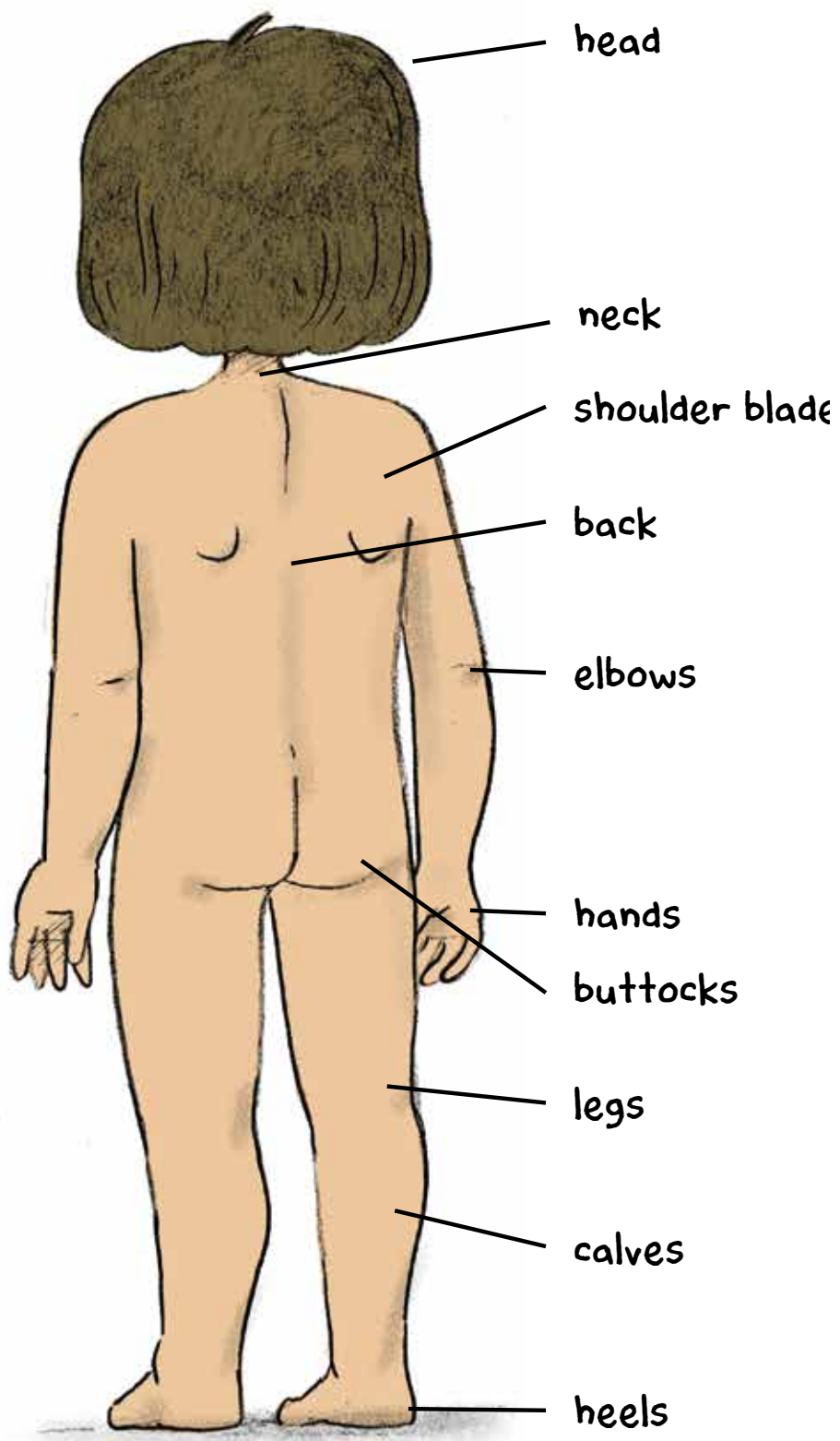


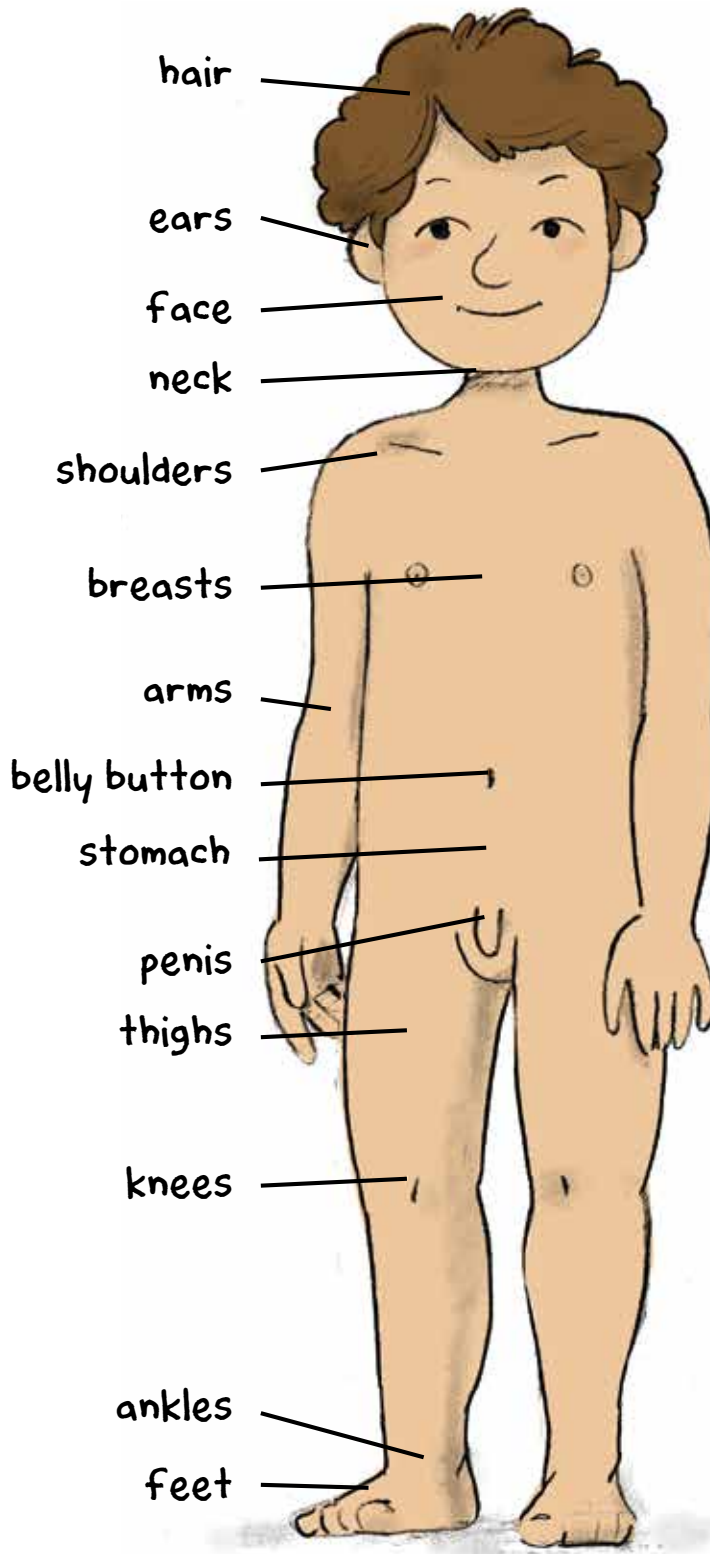
I don't talk to someone I don't know, if I don't want to.



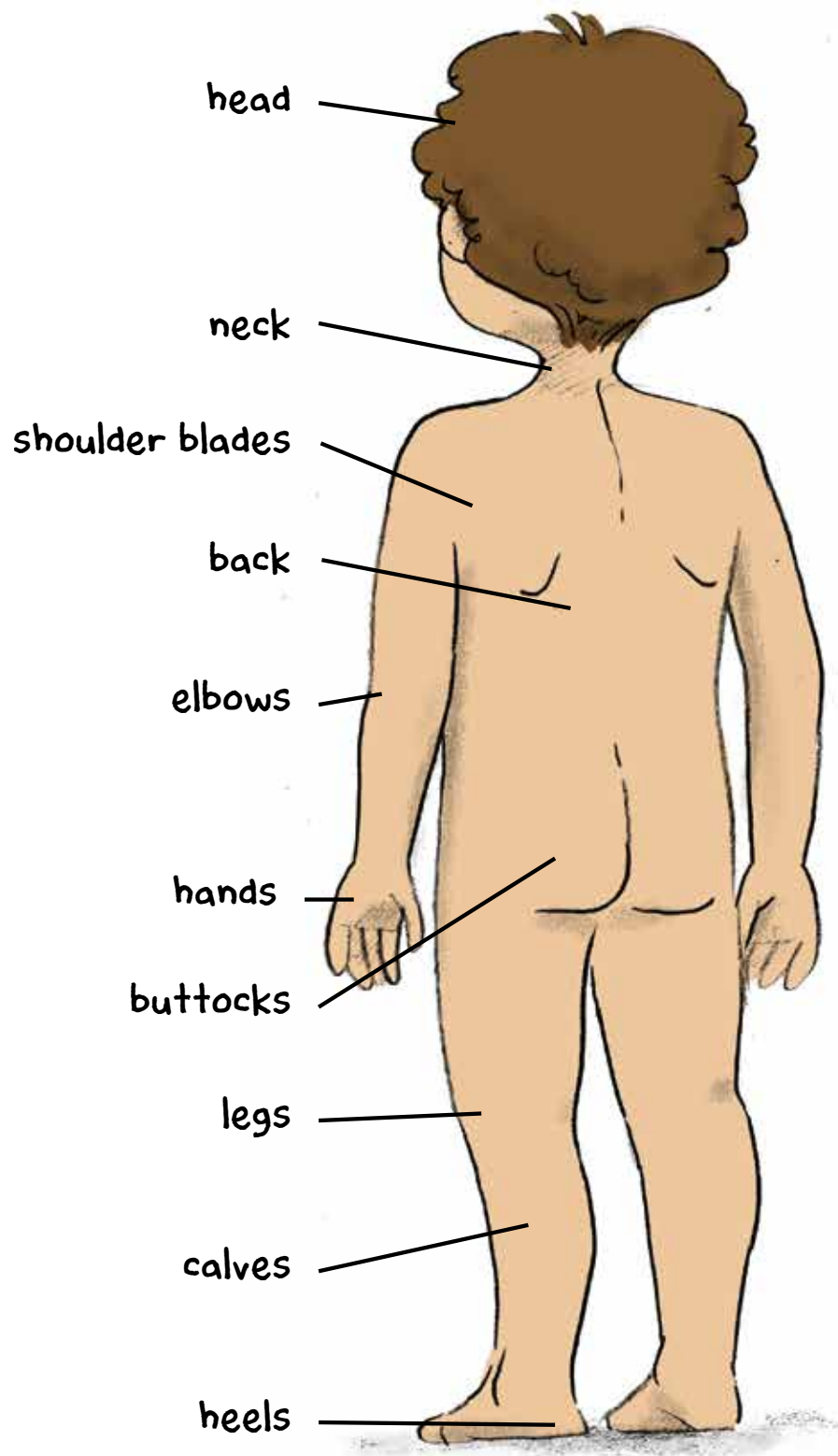
If I don't feel safe, I go and tell the person looking after me.











# CHARLOTTE and SAMUEL

Child protecting their rights

Charlotte and Samuel are Siblings. They really like each other and often play together. They often do beautiful arts and crafts projects but sometimes, Samuel does things to Charlotte that she doesn't like. The other day, he did it again and she got mad. She told him: "Samuel, I want you to stop right now! I don't like it when you rub my hair hard like that and when you give me tons of kisses!"



Samuel answered: «But Charlotte! You like it; you always let me do it! It's only for fun..." Samuel got closer in order to do it again and Charlotte said: "NO, Samuel! If you don't stop right now, I'll go tell Mom and Dad!" Samuel said: "Sorry Charlotte, I thought you liked it when I rubbed your hair and when I gave you kisses. I won't do it again."

Charlotte then explained that she liked it when he stroked her hair gently and when he kissed her from time to time, but only when she wanted him to. Samuel said to his sister: "Ok, I'll ask you next time." Samuel then suggested that Charlotte come and play ball with him, to which she quickly and happily replied: "Yes Samuel, I like playing ball outside with you."

Charlotte has the right to say no if her brother or another person does things that make her mad or that make her feel uncomfortable because her body belongs to her. It's the same thing for each person, child or adult. This is why we can say: "My body belongs to me"

And what if it were Charlotte who did things to her brother?



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

This activity book was specially designed to help you continue your prevention work

Children love to learn while having fun, so ESPACE strongly urges you to make use of the simple and varied activities it contains.

Let's give prevention all the attention it deserves so that ever more children can have a safe childhood free from violence.