

BOÎTE À OUTILS D'ANIMATION COMPLÉMENTAIRE AUX ATELIERS POUR ADULTES

VERSION ANGLAISE



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REPRODUCTION INTERDITE SANS AUTORISATION
Regroupement des organismes ESPACE du Québec

NOTE : THIS DOCUMENT HAS BEEN REPRODUCED IN ITS ENTIRETY.
HOWEVER, PAGES ADDRESSING THE FACILITATION TEAM
WITH INSTRUCTIONS OR SUGGESTIONS REMAIN IN FRENCH.
THOSE PAGES WITH TEXT TO BE USED WITH THE PUBLIC
HAVE BEEN TRANSLATED INTO ENGLISH.

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PRÉSENTATION ET UTILISATION DE LA BOÎTE À OUTILS

Dans les pages qui suivent, vous trouverez un éventail d'outils recueillis auprès des différents organismes ESPACE du Québec suite à la création du comité actualisation des ateliers pour adultes.

Chacun des outils reçus a été analysé par le comité actualisation des ateliers pour adultes. Des modifications ont été apportées à certains afin d'en faciliter l'usage.

Les outils présentés ont pour objectif de **dynamiser les ateliers pour adultes**, ils sont donc **FACULTATIFS**. Chaque organisme est libre de choisir les outils qu'il désire utiliser.

Le document est divisé par partie d'atelier. Par exemple, si vous cherchez un outil pour dynamiser la partie 3 : (L'atelier pour enfants : stratégies pour contrer la vulnérabilité), vous devez vous référer directement à la partie 3. Dans les listes des pages bleues, les outils d'animation suivis d'un astérisque (*), se retrouvent dans ce document.

Afin de bien montrer qu'ESPACE se préoccupe de toutes les formes de violence faite aux enfants, le comité recommande de varier les illustrations ou les mises en situation.

Chaque partie d'atelier est séparée par une feuille de couleur bleue qui énumère les outils proposés dans la partie qui suit. Certains outils peuvent être utilisés pour l'atelier des parents et pour l'atelier du personnel du milieu alors que d'autres ne servent qu'à dynamiser l'atelier du personnel du milieu. Afin de différencier les outils qui appartiennent seulement au personnel du milieu, ceux-ci sont suivis du symbole suivant : . Donc, dans la table des matières, sur les feuilles de séparation bleues et dans la pagination, si vous voyez ce symbole () , cela veut dire que c'est un outil pour le personnel du milieu seulement. Si le symbole n'y est pas, cela veut tout simplement dire que l'outil peut servir pour l'atelier des parents et aussi pour l'atelier du personnel du milieu.

Si un outil a plus d'une page, il sera noté différemment dans la pagination. Une note apparaîtra immédiatement après la pagination sur chacune des pages de l'outil : exemple (1 de 4), (2 de 4), (3 de 4) et (4 de 4).

1- ACCUEIL ET PRÉSENTATION

Outils d'animation

- Présentation des documents
- Utilisation de power point
- DVD corporatif du ROEQ (*)
- Plan de l'atelier Espace pour les parents (*)
- Les approches plus traditionnelles (*)
- Remise de stylos et bloc-notes avec logo d'ESPACE

Matériels utiles

- Bloc-notes mural de type « pagivol » ou tableau inscrit ESPACE _____ (le nom complet de l'organisme)
- Affiche du ROEQ « Un Espace pour être bien dans sa peau » ou affiche de l'organisme
- Projecteur et portable (pour l'utilisation de power point)
- DVD corporatif du ROEQ

CAP-ESPACE ADULT WORKSHOP OUTLINE

1. WELCOME AND INTRODUCTION
2. ANALYSIS AND PROBLEM DESCRIPTION
3. CHILDREN'S WORKSHOP: STRATEGIES TO COUNTER VULNERABILITY
4. DAILY PREVENTION AND POSITIVE DISCIPLINE
5. HOW TO TELL IF A CHILD IS A VICTIM OF VIOLENCE
6. WHEN A CHILD CONFIDES IN YOU
7. LOCAL RESOURCES
8. CONCLUSION
9. WORKSHOP EVALUATION

DVD CORPORATIF DU ROEQ

Vous pouvez utiliser le DVD corporatif produit par le ROEQ. pour présenter le programme ESPACE et le ROEQ. Le DVD contient plusieurs informations dont :

- Énumération de certaines formes de violence;
- La mission des organismes ESPACE;
- Les trois types d'ateliers inter-reliés offerts par les organismes ESPACE : l'atelier au personnel du milieu, l'atelier aux parents et les ateliers aux enfants;
- Mention de la recherche et des publications scientifiques sur le programme ESPACE;
- Les prix reçus;
- Les facteurs de vulnérabilité;
- Notre approche de la prévention (autonomie, confiance en soi, affirmation, courage et entraide communautaire);
- Liste des organismes communautaires ESPACE au Québec;
- Témoignage d'une direction;
- Témoignage d'un parent;
- Témoignage d'une animatrice;
- Etc.

Le DVD corporatif dure environ 6 minutes 30 secondes. Toutefois, pour cette partie d'animation (accueil et présentation), nous vous suggérons **d'arrêter le DVD à 4 minutes 29 secondes soit, après le témoignage de l'animatrice** (Patricia). La suite du DVD portant sur la description des ateliers aux enfants pourra être fait par vous-même, à la partie 3 de l'atelier (l'atelier pour enfants : stratégies pour contrer la vulnérabilité).

THE MORE TRADITIONAL APPROACHES...

Aim to control potential victims (don't do this or that, without proposing solutions)



- ⇒ Give rise to fear
- ⇒ Provoke a feeling of helplessness
- ⇒ Maintain vulnerability
- ⇒ Are based on myths or biases



The responsibility for the assault is easily transferred to the victim, who did not respect the « do not » rules.

Aim to control aggressors



FALSE SENSE OF SECURITY



2- ANALYSE ET PROBLÉMATIQUE

Outils d'animation

2.1 Dynamique des abus de pouvoir

- Histoire « retour à la maison » avec un lien vers l'affiche « Qu'est-ce que je fais de mon pouvoir ? » (*)
- Affiche « Qu'est-ce que je fais de mon pouvoir ? » (*)
- Tempête d'idées sur « abus de pouvoir » (*)
- Exemples de hiérarchie pour les milieux scolaire et Centre de la Petite Enfance (*)

2.2 La violence faite aux enfants

- Définition des différentes formes de violence sur carton et « coroplaste » (*)
- Illustration des différentes formes de violence (*)
- Questionnaire sur les différentes formes de violence (*)

2.3 La vulnérabilité des enfants et le pouvoir d'agir

- Question à la volée : « Qu'est-ce qui rend les enfants vulnérables ? » (*)
- Tableau sur les facteurs de vulnérabilité (*)
- Histoire de trois filles (*)

Matériels utiles

2.1 Dynamique des abus de pouvoir

- Affiche « Qu'est-ce que je fais de mon pouvoir ? » (*)
- Tableau ou bloc-notes murale de type « pagivol »
- Guide pratique à l'intention des parents (p. 6 et 7)

2.2 La violence faite aux enfants

- Carton et outil monté sur « coroplaste »
- Questionnaires et crayons
- Guide pratique à l'intention des parents (p. 4 et 5)

2.3 La vulnérabilité des enfants et le pouvoir d'agir

- Tableau des facteurs de vulnérabilité fait sur carton ou « power point » (pour l'annexe 9)
- Tableau ou bloc-notes de type « pagivol »

HOW DO I USE MY POWER?

(Explanation of the poster: **How do I use my power?**)

It is the end of a workday where nothing went right. We didn't achieve the hoped-for results and my boss criticized me. He tried to put all the blame on me and has given me an unrealistic deadline to fix the problem. Then I got caught in a traffic jam, which only increased my stress and exasperation

For preschool

Upon entering the house I tripped over a toy and exploded. I told my partner that it is his (her) fault that his (her) son always leaves things lying around because he (she) always picks up after him. He'll never learn to put his things away. Later my partner started yelling at our daughter because she was asked to help her younger brother pick up his things; he (she) told her she never helps out. She then laced into her brother, calling him a cry baby. He then turned to the dog and scared him by kicking his toys.

For elementary school

When I got home, we had my son's homework to do. He didn't want to get his exercise books and kept saying that he had no homework. I exploded and banged on the table. I told my partner it's his (her) fault our son is so lazy because he (she) does everything for him. My partner later got angry at our oldest daughter for not taking out the garbage like she was asked to do; he (she) accused her of never helping out, of always doing as little as possible..Later, she called her younger brother useless, told him he is always getting in her way. He turned to the dog and started yelling at him, telling him to get lost.

This is what it can look like when we use our power to take out our frustrations on others. Interestingly enough, I wouldn't take it out on my boss the way he did with me. Violence expresses itself in unequal relationships and is used by the person in a position of power.

Show the poster ***How do I use my power?*** and put it up on the wall for the remainder of the workshop if possible.

If needed :

If participants make comments that life is stressful and this can happen to anyone, you can reply: yes, stress, frustration, fatigue and exasperation can happen to everyone, which is why it is important to find a way to let it out. The problem is when we take it out on those around us. Then it can become violence. Going out for a walk, doing some intensive exercise or any activity that enables you to let off steam can help you calm down and look for constructive rather than aggressive solutions.

How do I use my power ?



TEMPÊTE D'IDÉES SUR «ABUS DE POUVOIR»

«Before talking about prevention we will discuss the problem of violence against children. »

Avant même d'expliquer quoi que ce soit au sujet de la dynamique des abus de pouvoir, il s'agit d'inviter les participant-e-s à une tempête d'idées. Expliquer qu'une tempête d'idées est un exercice libre et qu'il s'agit de dire des mots qui leurs viennent à l'esprit lorsque l'on dit «abus de pouvoir». On laisse venir nos idées sans réfléchir et sans analyser.

Écrire au tableau ou non

Il est possible d'écrire au tableau ou non les différentes idées ressorties. Habituellement, les mots qui sortent se retrouvent dans notre exposé. (Par exemple : peur, relation inégale, force, dépendance, violence, etc.) À partir du moment où il y a déjà quelques mots, poursuivre avec la théorie.

Réfréner la participation

Certains groupes sont très volubiles. Il s'agit alors de les remercier de leur participation dynamique et de poursuivre.

Stimuler la participation

Si les personnes présentes ne parlent pas et n'apportent aucune idée, il est possible de stimuler la participation en suggérant de penser : au climat qui peut régner lors d'un abus de pouvoir, en donnant des idées de mots qui vous viennent à l'esprit... Lorsqu'il y a un blocage, répéter les quelques mots ayant été nommés et cela devrait remettre le moteur en marche. Si ça ne démarre pas vraiment, ne pas insister et dire : « ce n'est pas grave, nous allons poursuivre ».

Remercier les participant-e-s et les informer que nous allons sans doute retrouver ces éléments tout au long de l'atelier. Nous allons les aborder sous l'angle de la prévention.

EXEMPLES DE HIERARCHIE
POUR LES MILIEUX SCOLAIRE ET CENTRES DE LA PETITE ENFANCE

ELEMENTARY SCHOOL

In the education system, the Education Minister has power over the school boards, which have power over school principals, who have it over teaching staff. The governing boards have certain powers over the decisions to be made by the school. And who is at the end of the line? The children.

DAYCARE

The Family Minister has power over the daycares' boards of directors, which have power over their directors, the directors over their personnel... And at the end of the line? The children.

DÉFINITION DES DIFFÉRENTES FORMES DE VIOLENCE

Matériels utiles :

- Six (6) petites fiches de carton (8'' X 5''),
- Six (6) petits « coroplast » (16'' X 2.5''), (modèle A – autre page),
- Un (1) grand « coroplast » (21'' X 31''), (modèle B- autre page),
- Velcro.

Façon de procéder

Sur chacune des six (6) petites fiches de carton, inscrire la définition des formes de violence (prendre les définitions que l'on retrouve en annexe du texte de l'atelier, page 21, définition du vocabulaire en lien avec la problématique). Définir une forme de violence par carton. Exemple :

Toute parole visant à humilier, insulter une personne. Cela peut se manifester par des commentaires dévalorisants, des insultes, des injures, des menaces, des moqueries, des sarcasmes, des interdictions continuelles, du harcèlement sous formes d'ordres, de critiques incessantes, d'insinuations malveillantes, de cris, de hurlements.

Inviter les participant-e-s volontaires à prendre un carton et à lire à haute-voix la définition de la forme de violence qui s'y trouve. Après la lecture de chacune des définitions, demander au groupe de qu'elle forme de violence il s'agit.

Selon la définition lue, prendre le petit « coroplast » qui s'y rapporte et l'apposer sur le grand « coroplast » (du velcro aura déjà été mis sur les petits et le grand « coroplast »). Faire le même processus pour les six (6) formes de violence. Le grand « coroplast » pourra rester à la vue des participant-e-s durant tout l'atelier et nous pourrons y faire référence au besoin.

Variante : (si vous utilisez le « power point » comme médium)

Après la lecture par les participant-e-s des cartons avec la définition des formes de violence, au lieu d'afficher les réponses sur des « coroplast », les inscrire directement sur le power point (si vous utilisez ce médium) et les présenter, au fur et à mesure que les formes de violence sont nommées. Vous pouvez également citer dans votre power point, sous chacune des formes de violence, des exemples se rapportant à celles-ci.

Petit coroplast

Grand coroplast

PSYCHOLOGICAL VIOLENCE

VERBAL VIOLENCE

PHYSICAL VIOLENCE

SEXUAL VIOLENCE

NEGLIGENCE

BULLYING

FORMS OF VIOLENCE

Note pour l'équipe d'animation : Le comité propose d'utiliser ces exemples sous forme d'illustrations plutôt que sous forme de mises en situation puisque ces exemples mettent l'accent sur la violence au lieu des solutions (laisse les gens sur une note négative).

EXAMPLES OF DIFFERENT FORMS OF VIOLENCE

VERBAL VIOLENCE

(Adult yelling)

- Adult : What is going on with you?
I don't know what to do anymore. I don't understand you!
This can't go on. You need to straighten out.
- Child : Ya sure, it's all my fault of course.
- Adult : You always have crazy ideas! You know nothing you do ever works!
- Child : And you never make mistakes?
- Adult : (yelling) Hey, watch it! I've had it with you!
We aren't talking about me, we're talking about you.
- Child : (yelling) I'm also fed up! Nobody understands!
- Adult : (yelling) Don't use that tone with me!
You don't have to yell!
- Child : So why are you yelling at me?

BULLYING BETWEEN CHILDREN

(2 children making fun of a 3rd one)

- 1st child : Did you see what he looks like?
- 2nd child : Hey ! Did you forget to comb your hair this morning or is this your new look ?
- 1st child : Whatever, it's pathetic!
- 2nd child : Ya... You look like a « fag ».
- 1st child : Hey ! Come on, let's go tell everyone that Michael is a « fag » !

NEGLIGENCE

(A child inadequately dressed for winter)

- 1st child : Hey ! Aren't you cold? It's freezing out!
- 2nd child : No. I'm not a fifi.. I don't get cold.
- 1st child : Well, there's snow on the ground and you don't even have boots on.
- 2nd child : My boots don't fit me anymore! Anyway, I told you I'm not cold.
- 1st child : You're all red. Your fingers look frozen.
- 2nd child : Hey ! I'm fine, leave me alone.

PHYSICAL VIOLENCE

(between 2 children)

- 1st child : I know it's you who ratted me out!
You're always telling on everyone.
- 2nd child : It wasn't me.
- 1st child : Because of you I have detention for three recesses. Bloody tattletale!
Next time you better keep your mouth shut or you'll be sorry. You'll have to deal with my gang. Understand? (**kicks him**)

PSYCHOLOGICAL VIOLENCE

(Child doing their homework)

- Parent : Geez!! How can you not get it? You were supposed to work on this with your teacher today. We've been at it for an hour already. When will you get it right? I told you 20 times that this takes an 's'. You never understand anything! Ah ! You know what? Do it yourself!

SEXUAL VIOLENCE
(sexual bullying)

Boy : Hey there Cindy... (**snaps her bra from behind**)

Cindy : (shyly) Hello!

Boy : Well, well ,well....look who's wearing a bra now!

Cindy : Stop it!

Boy : Hey Frank ! Come see, Cindy's wearing a bra!
She's almost a woman!
Come have a look. (**snaps her bra again**)

Cindy : I told you to stop it!

Boy : What ! You're still a virgin?

Logo de l'organisme

QUESTIONNAIRE

WHICH ANSWER SEEMS THE MOST ACCURATE?

1. Assaults on children are mainly the result of:
 - A) A mental health problem
 - B) An abuse of power
 - C) A loss of control
2. How many children will be the victims of sexual assault before the age of 18 ?
 - A) 1/3 girls and 1/6 boys
 - B) 2/5 girls and 3/5 boys
 - C) 1/4 girls and 1/5 boys
 - D) Girls and boys in equal numbers will be subjected to a sexual assault.
3. In Canada an episode of bullying occurs every ____ minutes in a schoolyard.
 - A) 3 minutes
 - B) 7 minutes
 - C) 10 minutes
 - D) 15 minutes
4. Which problem reported to Youth Protection is most retained in (your region)?
 - A) Physical abuse
 - B) Sexual abuse
 - C) Negligence
 - D) Psychological abuse
5. In Canada how many students per class are exposed to acts of conjugal violence against their mothers?
 - A) None
 - B) 1 to 3 children
 - C) 2 to 6 children

TRUE OR FALSE

	TRUE	FALSE
6. By respecting the following rules - don't talk to strangers - don't take candy from a stranger - don't get into a car with a stranger - don't wear provocative clothing Children will be protected against any form of assault.	_____	_____
7. Repeatedly insulting a child is not serious, because words don't hurt. _____		_____
8. Physical violence is easy to recognize because it always leaves traces.	_____	_____
9. According to statistics, 97% to 98 % of sexual assaults against children are committed by men.	_____	_____
10. Increasing child molesters' sentences would be enough to prevent sexual assaults against children.	_____	_____
11. Conjugal violence rarely has consequences for a child who is exposed to it.	_____	_____

QUESTIONNAIRE ANSWERS

1. Assaults on children are mainly the result of:

B. AN ABUSE OF POWER

Additional Information

- They are not committed by people with mental health problems , as 97% of child molesters have a « normal » psychological profile. (Source : Badgley Report , published in 1984)
- It is not caused by a « loss of control », because these same people function normally in other areas of their lives. It in fact reflects a « taking of control » in order to respond to their needs and control those weaker than them.
- Violence is a manifestation of an abuse of power by an adult over a child or by one child over a more vulnerable one.

2. How many children do you think will be the victims of sexual assault before the age of 18?

A. 1/3 GIRLS AND 1/6 BOYS

Additional Information

- Source : Orientations gouvernementales en matière d'agression sexuelle, Gouvernement du Québec, 2001.
- When we talk about sexual assault we first think of rape with penetration. But sexual assault also includes fondling, incest, juvenile prostitution and pornography, pedophilia, sexual harassment, exhibitionism, voyeurism, etc.
- Around 79% of sexual assaults are not isolated incidents. (24,2% since 3 years or more, 24% for 6 to 12 months and 10,4% over 13 to 24 months). (Source : Badgley Report, 1984)
- This is a far cry from the myth of the young woman 18-30 years old, sexy, dressed in a miniskirt and a camisole out alone at night.
- Up to 90% of sexual assaults are never reported to the police. Silence is an aggressor's best weapon, but for the victims of sexual assault, this silence can destroy their lives. (Source : Les agressions sexuelles au Québec, Ministère de la Sécurité publique, Statistiques 2004)

3. In Canada an episode of bullying occurs every ____ minutes in a schoolyard.

B. 7 MINUTES

Additional Information

- Source : Excerpts from the bulletin « Building safe communities » Department of Justice of the Government of Canada, 2003.
- In 85% of cases of bullying between children, other youngsters are present. Adults rarely witness these episodes and therefore don't have an opportunity to intervene. Teachers are only aware of 4% of the incidents.
- When other children intervene the bullying stops in less than 10 seconds in 57% of cases.

4. Which problem reported to Youth Protection is most retained in (your region)?

C. NEGLIGENCE

Additional Information

- Give the % of reports retained starting with the highest percentage according to annual reports by Youth Protection directors. Make the link with your region as well. This information needs to be **updated annually** Example for 2006-2007 :

Problem	Provincial figures	Regional figures
Negligence	57%	53%
Behaviour problems	19%	25%
Physical Abuse	13%	12%
Sexual Abuse	9%	8%
Abandonment	1%	2%

5. In Canada how many students per class are exposed to acts of conjugal violence against their mothers?

C. 2 TO 6 CHILDREN

Additional Information

- Source : Sudermann and Jaffe in Maillé, 1999.
- 2 to 6 children = 11 % to 23 %

A child can be exposed in one of 2 ways :

Directly : The child may be physically present and observe the violence, or be in another room where they can hear the violent exchanges.

Indirectly : Without having seen or heard anything, they can be aware of the traces left by the violence, such as damaged furniture, or bruises on the victim.

6. By respecting the following rules
- don't talk to strangers
 - don't take candy from a stranger
 - don't get into a car with a stranger
 - don't wear provocative clothing
- Children will be protected against any form of assault.

FALSE

Additional Information

- Assaults by strangers represent about 15% of cases. This means that in 85% of cases of sexual assault, the perpetrator is known and liked by the child. (Source : Orientations gouvernementales en matière d'agression sexuelle, Gouvernement du Québec, 2001)

In addition to being based on myths and biases, these restrictive rules :

- o Provoke fear;
 - o Foster helplessness and maintain vulnerability;
 - o Make the victim responsible for the assault, claiming that she\he didn't respect the rules, or the parents are blamed when they are questioned as to their absence --Where were they?
-
- It is impossible to watch over children 24 hours a day.
 - It is therefore important to emphasize other strategies like informing children about assault and their rights, developing their self-assertion, their critical judgement, showing them concrete ways to defend themselves, developing peer support, and helping each child identify trusted adults.
 - The aggressor is the only one to blame for the assault.

7. Repeatedly insulting a child is not serious because words don't hurt .

FALSE

Additional Information

- When we repeatedly say things that hurt like « You can't do anything right », « You never understand anything », « You are so clumsy », « You're such a dummy », etc., we are using verbal violence.
- Constantly hearing this, children end up believing what we tell them; their self-confidence is destroyed and their self-esteem is undermined.

8. Physical violence is easy to recognize because it always leaves traces.

FALSE

Additional Information

- Shoving a child, shaking them, pulling their hair, locking them up, tying them up, or hitting them does not necessarily leave visible traces but are nevertheless forms of physical abuse.
- Physical violence is unique among the various forms of violence in that it is often associated with or confused with punishment. (See the ROEQ's position on spanking in the Complément d'information).

9. According to statistics, 97% to 98% of sexual assaults of children are committed by men.

TRUE

Additional Information

- Source : Orientations gouvernementales en matière d'agression sexuelle, Gouvernement du Québec, 2001.
- As for physical or psychological violence, these are committed equally (50/50) by men and women . (Source : National Clearinghouse on Family Violence, 2001)
- It is not 97 to 98% of men who are aggressors but 97 to 98% of sexual aggressors who are male.
- Assaulting a child has nothing to do with sexual orientation.

10. Increasing child molesters' sentences would be enough to prevent sexual assaults against children.

FALSE

Additional Information

- It certainly could discourage aggressors if sentences were more severe but this is not sufficient. If there is a sentence, there has already been an assault and most likely other cases as well that were never reported.
- Generally when a child molester is found guilty he has already assaulted numerous children.
- A sentence without rehabilitation and without acknowledgement of the problem will not lead to change in an aggressor's behaviour.

11. Conjugal violence rarely has consequences for a child who is exposed to it.

FALSE

Additional Information

- Conjugal violence has serious physical and psychological consequences for those who are victims, as well as for children exposed to it. (Source : Institut national de la santé publique, 2006)
- Whether present or not, children are always affected by the climate conjugal violence creates. They are thus victims of the violence, even when it is not directly aimed at them. (Source : Adapté de Pâquet-Deehy, 2000)
- Exposure to family or conjugal violence is part of the psychological maltreatment that can affect a child's safety and development.
- Over half (56%) the youngsters exposed to conjugal violence fit all of the criteria for post-traumatic stress syndrome, and most of the rest present symptoms linked to the syndrome. (Source : Lehmann, 1997)
- **Definition of PTSD** : Anxiety, fear, irritability, unwelcome thoughts, flashbacks, sudden outbursts of anger, and avoidance of situations that remind the child of the acts of violence they were exposed to. (Suderman and Jaffe, 1999)

QU'EST-CE QUI REND LES ENFANTS VULNÉRABLES ?

FACTEURS DE VULNÉRABILITÉ

- Manque d'informations
- Dépendance vis-à-vis les adultes
- Isolement social

Afin de permettre aux adultes de réfléchir à comment ils-elles voient cela et ainsi contribuer à enrichir la réflexion avant de recevoir des informations toutes structurées, demander aux participant-e-s :

In your opinion what makes children vulnerable to violence in our society?

Les adultes répondent souvent :

- la naïveté;
- le fait qu'ils soient petits physiquement;
- Le fait que certains ne savent pas parler ou ne connaissent pas les mots pour exprimer ce qu'ils veulent dire;
- Le fait qu'ils n'ont pas l'expérience pour comprendre ce qui se passe;
- Etc.

Vous pouvez alors associer :

- la naïveté au manque d'information;
- le fait qu'ils sont petits physiquement... à leur condition d'enfant et de ce fait... à leur dépendance vis-à-vis les adultes ;
- le manque d'expérience pour comprendre ce qui se passe... à leur dépendance et manque d'information;
- le manque de mots et de ressources pour exprimer une demande... à leur isolement et aussi à la dépendance;
- etc.

S'il devient trop difficile de faire des liens avec les trois facteurs de vulnérabilité, il suffit alors de remercier les personnes qui ont apporté leurs idées et de mentionner les trois facteurs de vulnérabilité qu'Espace a identifiés en les expliquant brièvement.

Note pour l'équipe d'animation : Utiliser ce tableau avec power point ou sur un carton.

FACTORS OF VULNERABILITY

Factors of vulnerability	To counter this vulnerability
<u>Children lack information</u> Children are generally not well informed about assault and their rights.	* Inform children of their rights * Provide children with information that will enable them to recognize violence and know how to react. * Sensitize adults to the problem and equip them to recognize violence and receive disclosures.
<u>Children are dependent on adults</u> It is natural for children to depend on adults to be fed, educated, loved and to learn to live in society. This dependency should induce adults' protection. But some adults use it to the detriment of the child, hurting them instead.	* Provide them with the means to deal with dangers. * Develop their self-assertion. * Develop their ability to use their critical judgement rather than encouraging blind obedience.
<u>Children are socially isolated</u> Knowing little about the resources available to them and their rights, children don't spontaneously turn to intervenors in their entourage, nor contact the police, the CLSC or Youth Protection. Children often only consider their friends as playmates and not as people they can turn to for help.	* Develop peer support between children and with adults. * Ensure that children and adults are familiar with the resources available to them. * Help children identify trusted grown-ups in their surroundings.

Note pour l'équipe d'animation : Cet outil peut servir pour illustrer la violence sexuelle ou les facteurs de vulnérabilité.

STORY OF THREE 9 –YEAR-OLD GIRLS WHO GO TO THE CORNER STORE

This happened in a small town where everyone knows everyone. The girls stop at the store after school to buy candy. The owner's home is attached to the store. He sees the girls arrive and says, « I know you three. Your dad is _____. I know your mom. You're _____ daughter. I often see your parents. You're very pretty and I'm sure very polite. If you want candy I'll give you some for free, because you're the prettiest girls in town. So, how was school today? Don't tell anyone that I gave you free candy, it'll be our secret. Do your parents let you eat candy like this? » At this point the girls leave.

The following day the girls return to the store. « My three favourites are back. How was school today? Do you want some more candy? I'll give you some in exchange for a kiss on the cheek.» The girls comply. Insisting, he says: « Don't forget girls, it's our secret. »

The next day the girls return again. Now a kiss on the cheek is not enough. He wants a kiss on the mouth. This continues until the girls find themselves one day in his living room and the abuse increases. It stops when one of the girls tells her parents despite the guilt she feels for having accepted the candy.

WHAT STRATEGIES DID THE AGGRESSOR USE TO GET WHAT HE WANTED ?

- He establishes a climate of trust by saying that he knows them
- Offers presents
- Secrets
- His approach is gradual
- He compliments them

(Faire ressortir les stratégies utilisées par l'agresseur sans trop commenter et informer l'assistance qu'il en sera question dans la partie 3, lors de la description des ateliers aux enfants.)

3- L'ATELIER POUR ENFANTS : STRATÉGIES POUR CONTRER LA VULNÉRABILITÉ

Outils d'animation

- Mises en situation de l'atelier pour enfants (*)

Matériels utiles

- Matériels utilisés lors des ateliers pour enfants (photos des droits, poupées, affiches des solutions, certificats)
- Cahier d'activités de prévention en complément au programme ESPACE

MISES EN SITUATION DE L'ATELIER POUR ENFANTS

Les adultes, personnel et parents, sont toujours intéressés par les mises en situation alors, quoi de mieux que de leur présenter une des mises en situation de l'atelier pour enfants! Étant donné qu'ils ne pourront voir l'atelier pour enfants, les parents sont particulièrement intéressé-e-s de savoir à quel type d'information et d'activité sera exposé leur enfant. Voici une suggestion de fonctionnement :

A- Mise en situation jouer en personne

1. Demander aux adultes présents de se mettre dans la peau d'un enfant d'âge préscolaire ou primaire selon le cas.
2. Présenter la mise en contexte qui précède la mise en situation choisie en s'adressant à eux-elles comme on le fait avec les enfants;
3. Jouer la mise en situation;
4. Effectuer le retour de la mise en situation de la même façon qu'il est fait lors d'un atelier pour enfants (ou en résumer les sujets abordés).
5. Jouer, par la suite, la version où l'enfant conserve ses droits.

B) Mise en situation sur l'intimidation avec le DVD de formation

Considérant :

- l'intérêt marqué des adultes pour la problématique de l'intimidation;
- l'information «éducative» transmise aux adultes par l'utilisation d'une mise en situation de l'atelier pour enfants et de l'animation principale l'entourant;
- le fait que l'équipe d'animation pour les ateliers d'adultes est composée de deux personnes;
- l'importance d'utiliser des mises en situation qui illustrent différentes formes de violence et pas seulement la violence sexuelle même si elle est encore tabou;

Il est suggéré de présenter la mise en situation portant sur l'intimidation en utilisant le DVD de formation ou toutes autres mises en situation de votre choix en personne.

C- Explication du déroulement des ateliers avec le DVD promotionnel

Vous pouvez présenter la dernière partie du DVD promotionnel, à **partir de 4 minutes 30 secondes (après le témoignage de l'animatrice – Patricia).**

Il peut être intéressant de faire pratiquer le cri d'autodéfense aux adultes.

4- LA PRÉVENTION AU QUOTIDIEN ET LA DISCIPLINE POSITIVE

Outils d'animation

- Exemples de phrases types pour la discipline positive (*)
- Affiche sur l'utilisation constructive du pouvoir (*)
- Matière à réflexion (*)
- 📖 Exercice sur l'écoute (*)
- Quand dois-je intervenir ? (2 questions) (*)
- 📖 Classer les exemples de gestion du comportement (*)
- 📖 Activités de prévention en complément au programme ESPACE

Matériels utiles

- Guide pratique à l'intention des parents (chapitre 2, page 8 à 17)
- Livres de Jocelyne Robert
- Cahier d'activités de prévention en complément au programme ESPACE
- 📖 Classer les exemples de gestion du comportement, phrases à découper

EXAMPLES OF TYPICAL PHRASES FOR POSITIVE DISCIPLINE

Avoid generalizing with «always» and «never». They leave no room for change, they accuse and discourage. Here are some examples of phrases to avoid because of their accusatory tone, and phrases to favour for their clarity and their suggestions for concrete action, in addition to the message they convey.

Avoid saying	Use formulas like these	Message transmitted
Your room is always a mess!	I would like your room to be cleaned up each day. I know you have other things you'd rather do. What would help you to do it?	There are certain requirements in the house; the adult understand that the child is not motivated and offers to help.
You're having so much trouble at school. You never listen in class!	It seems hard for you when it's in French. Do you want to try to do better? How can I help you?	There are things that are harder for some than for others. The child's motivation is essential if they are to improve. An adult can help them if they want.
You never listen when I'm talking to you!	I'd like to talk to you, so can you stop playing for a minute, and pay attention, and answer me?	I want to check something with you. I'm interested in you. I need you to answer me.
You're always eating. There are times for that!	I know you're hungry, it's normal, It's almost supptime. Take an apple or a carrot to help you hold off until supper.	I know that it's normal to be hungry or to feel like eating for the pleasure of it. I want you to be healthy and to eat well. So I make a suggestion without accusing or judging.
Turn off the TV! You're always sitting around doing nothing!	I know that you like that program, but you've already been watching TV for half an hour. How about going to play outside to move a little and get some air (or another activity).	I know it's fun to watch TV and there is time allotted for it. But now that time is over. It's important to move around, get fresh air and do things together. That can also be fun.

USE OUR POWER POSITIVELY

It is normal to exercise a certain amount of authority with children in order to protect them and to help them develop under the best possible conditions.

But nobody's perfect and it could happen that, at times, you might abuse your power over children.



Acknowledging that we have abused our power and apologizing lets children know that they are important and deserve our respect.



Power, used in a positive and constructive manner during your daily interactions, helps children develop well and prepares them to face life.

EVERYDAY PREVENTION IS...

Helping children develop self-confidence, independence, strength, and assertiveness. Creating and maintaining a partnership with children. Show them how important they are by treating them as people deserving attention and respect.



Establishing relationships based on love and respect promotes healthy development and helps children take their place in society.



Let your child know that you love her or him. Talk with your child and take the time to listen, play, read or draw with her or him.

SOMETHING TO THINK ABOUT

Answer spontaneously without thinking about it and mark yes or no.

	YES	NO
1. Do you often say «Don't do that, you're upsetting me»?	☐	☐
2. Do you believe or do you tell your child they're safe with your friends and relatives?	☐	☐
3. Do you believe that if you're careful nothing bad can happen to your child?	☐	☐
4. Do you show your child that you are open to discussing anything upsetting or any difficult situation?	☐	☐
5. Do you tell your child to always obey the babysitter?	☐	☐
6. Would you be angry if your child said they don't like a certain person in your entourage ?	☐	☐
7. Have you ever forced your child to hug a relative when they did not want to?	☐	☐
8. Do you encourage secrets in your family ?	☐	☐
9. Is your child allowed to disagree with you?	☐	☐
10. Do you force your child to apologize after an argument with other children ?	☐	☐

SOMETHING TO THINK ABOUT

Possible Answers

There are no right or wrong answers, just links to be made

- 1- Have you ever thought that this is the kind of comment used by someone abusing their power to ask for sexual favours from the child and encourage their silence?
- 2- Think what a dilemma this would create for the child if one of these people abused them. Do you think they would want to come and destroy your convictions ?
- 3- A child is most often alone with their abuser and parents cannot watch over their children 24 hours a day. Children have the potential to get out of abusive situations. Equipping them is essential but is not enough. It is the adult's role to reinforce the preventive strategies learned in the workshop, develop the child's independence, their self-esteem and their capacity to resolve problems.
- 4- Acting in this way opens the door to discussing all manner of subjects. The child will know that they can even talk about embarrassing subjects and confide their fears or doubts. This is a good prevention tool.
- 5- Imagine the babysitter asks the child to take a bath when they have just finished taking it. The child needs to know that they have the right to say no, and disobey if they don't feel safe. You can ask them how it went with the babysitter or if they had a good time, what they did, etc.
- 6- Verify first and foremost why the child doesn't like them in order to know whether that person acted inappropriately. Your child doesn't have to like everyone in your entourage.
- 7- Forcing a child to hug someone when they don't want to teaches them their bodies don't belong to them and that they are not capable of deciding for themselves who can touch them. This can leave them feeling helpless when facing an aggressor who asks for hugs and kisses.
- 8- A secret about a surprise party being planned for someone is a good secret. But secrets that leave a knot in your stomach and make you unhappy should not be encouraged. Don't forget, an aggressor demands that things be kept a secret and that the child remain silent. Keeping them secret is what enables the assaults to continue.
- 9- Certain situations require a decision by a parental authority, especially when it is a question of safety. But many situations in everyday life call for discussion and different opinions. If a child is not allowed to disagree with significant adults surrounding them, they will be less assertive and can have difficulty saying no to someone trying to abuse their power to assault them.
- 10- Children will learn to be sorry and to apologize even when they are not forced to if they have good adult role models. When children argue it is advisable to watch the situation out of the corner of your eye, without intervening, as long as there is no rapport de force. This way they learn conflict resolution and develop their autonomy. However, when there is an inequality of power, bullying or violence, it is necessary to intervene, offering support to the victim and clearly stating your opposition to the use of violence.

ACTIVITÉ SUR L'ÉCOUTE

L'objectif de cette activité est de permettre aux adultes de comprendre comment un enfant peut se sentir, quand nous ne sommes pas réceptifs lorsqu'il communique avec nous. Toutes sortes de choses peuvent nuire à l'écoute ; nous sommes préoccupés, occupés à exécuter une tâche, en voiture, entre adultes, etc. Et là, il se peut que nous ne soyons pas dans notre mode « écoute » ou encore nous ne prenons pas le temps de l'être. Mais une question demeure, nous sommes-nous déjà posés la question à savoir comment l'enfant se sent lorsque nous adoptons de tels comportements, lorsque nous ne l'écoutons pas. Voilà un obstacle majeur à la communication!!!

Consignes pour l'exercice :

Pour cet exercice, formez des équipes de deux personnes. Chaque personne aura un rôle à jouer. Une personne aura à communiquer avec l'autre en s'ouvrant à celle-ci en lui parlant par exemple de sa journée, d'une activité qu'elle aime beaucoup ou d'une situation qui lui déplaît, etc. Elle continuera à communiquer quoiqu'il arrive avec son interlocuteur.

L'autre personne aura le rôle de briser l'écoute. Rien à faire, vous n'écoutez pas votre partenaire et vous le lui démontrez par vos comportements non-verbaux. Pire encore, vous lui coupez la parole, vous n'êtes pas attentif. Usez de votre imagination!

La durée de l'exercice peut varier d'une à deux minutes. Vous pouvez également, si vous le souhaitez et avez du temps, interchanger les rôles.

Par la suite, vous revenez en grand groupe et vous demandez aux gens de s'exprimer sur l'exercice. Comment se sent-on quand une personne ne nous écoute pas? Imaginez si un enfant est en train de nous dire quelque chose d'important pour elle-lui comment il-elle peut se sentir si nous l'écoutons plus ou moins ? Et comment se sent-on dans le rôle d'une personne qui n'écoute pas ?

WHEN SHOULD I INTERVENE ?

TWO QUESTIONS

As parents we often wonder if we should intervene when our child behaves in a certain way. We doubt ourselves because we believe we intervene too much. Here are 2 questions to ask yourself before intervening :

- Is their behaviour dangerous?
- Will their behaviour have an impact on their lives or the family's?

Example of a behaviour that can be ignored

I'm in a restaurant with my 4 year old who, before eating his fries, dips them in his juice and then the ketchup. Ask the 2 questions. Is his behaviour dangerous for him? NO. Will his behaviour have an impact on his life or the family's? NO. Therefore I can ignore this behaviour.

Example of behaviour requiring me to intervene

Your child insults his brother, calling him a dummy, useless, pathetic, etc. Ask the 2 questions. Is the behaviour dangerous for him? NO. Will this behaviour have an impact on his life or the family's? YES. Then I must intervene.

Other examples can be used.

CLASSER LES EXEMPLES DE GESTION DU COMPORTEMENT

SEE THE ENGLISH VERSION OF THE COMPLÉMENT D'INFORMATION FOR THE ENGLISH TRANSLATION OF CLASSROOM MANAGEMENT SUGGESTIONS FOR STAFF MEMBERS

Voici un exercice à proposer au personnel scolaire ou de milieu de garde. Il est recommandé de spécifier que, pour certaines personnes, cela sera peut-être de la révision. Ces personnes seront alors une ressource précieuse pour leur équipe de jeu.

Préparez des enveloppes contenant tous les énoncés énumérés aux pages suivantes, en s'assurant de mélanger «les énoncés qui sont des **recommandations** en ce qui a trait à la gestion de la classe» et «les énoncés de techniques de gestion du comportement qui se sont révélées **inefficaces**».

Demandez aux membres du personnel de former des équipes de deux ou trois selon le nombre de personnes présentes, donner les consignes et distribuer une enveloppe par équipe. Donner le signal de départ pour l'exercice qui consiste à classer les énoncés soit sous :

- «**Recommandations** en ce qui a trait à la gestion de classe» ou
- «**Techniques de gestion du comportement** qui se sont révélées **inefficaces**».

Vous pouvez inscrire ces titres de classification au tableau, sur «power point» ou sur le dessus de chaque enveloppe que vous récupérerez chaque fois, pour aider les participant-e-s à les garder en mémoire. Par la suite, soit vous arrêtez le jeu lorsqu'une équipe a terminé et a levé la main pour vous en informer, soit vous donnez un certain temps, le même pour tout le monde, et : «fini pas fini», vous regardez avec les participant-e-s, les réponses qui se trouvent dans la section : Complément d'information de la Boîte à outils.

NOTE : Étant donné qu'il y a beaucoup plus d'énoncés qui sont des recommandations, 21 comparativement à 12 techniques inefficaces, vous pourriez choisir d'en retirer certaines pour que l'exercice soit plus simple, équilibré et plus court. À la fin, vous remettrez les documents complets en guise de réponse. De cette façon, les participant-e-s auront les réponses.

Bonne chance!

RECOMMANDATIONS EN CE QUI A TRAIT À LA GESTION DU COMPORTEMENT¹

✂-----

Établir une relation personnalisée avec vos élèves.

✂-----

Mettre l'accent sur l'aspect positif.

✂-----

Ne blâmer qu'en privé.

✂-----

Adhérer au proverbe suivant : «Un succès en entraîne un autre.»

✂-----

Faire que votre enseignement soit motivant pour les jeunes.

✂-----

Ne pas prendre la mauvaise conduite d'un élève de façon personnelle.

✂-----

Ne jamais forcer un élève à faire quelque chose devant toute la classe.

✂-----

Vous rappelez que, chaque fois que vous omettez de recourir à une conséquence préétablie, vous affaiblissez votre statut d'enseignant.

✂-----

¹ Source : BECK, M., COLEMAN, T., & WINEMAN. D., (1985). *Managing the unmanageable student*, Lexington, MA : Ginn Press.

Prendre comme point de départ les points forts des élèves.

✂-----

Ne pas attribuer de qualificatifs à un élève, par exemple «mauvais» ou «hypocrite».

✂-----

Aider le groupe à formuler les règles de vie de la classe; viser l'autodiscipline; fixer de hauts objectifs.

✂-----

Ne pas espérer que des miracles se produisent au cours de la nuit.

✂-----

Être conséquent.

✂-----

Rester calme.

✂-----

Féliciter vos élèves collectivement et individuellement.

✂-----

Être conscient du fait qu'il vaut mieux prévenir que guérir.

✂-----

Tenter de résoudre les problèmes à mesure qu'ils se présentent.

✂-----

Vous assurez que les élèves assument la responsabilité de leurs actes.^{4.6 (4 de 5)} 

✂-----

Informez les parents des bonnes actions de leurs enfants comme de leurs difficultés.

✂-----

Garder un bon sens de l'humour.

✂-----

TECHNIQUES DE GESTION DU COMPORTEMENT QUI SE SONT RÉVÉLÉES INEFFICACES²

✂-----

Utiliser la force.

✂-----

Ridiculiser l'élève.

✂-----

Forcer l'élève à admettre ses mensonges ou ses erreurs.

✂-----

Demander des aveux.

✂-----

Affronter l'élève sur une question.

² Source : BECK, M., COLEMAN, T., & WINEMAN, D., (1985). *Managing the unmanageable student*, Lexington, MA : Ginn Press.

✂-----

Lui demander pourquoi il s'est mal conduit.

✂-----

Le punir.

✂-----

Lui faire des commentaires désapprobateurs.

✂-----

Comparer son comportement à celui d'un autre.

✂-----

Crier.

✂-----

S'engager dans une dispute verbale.

✂-----

Menacer l'élève de façon irréaliste.

✂-----

SEE THE ENGLISH VERSION OF THE BOOKLET AS THE ACTIVITIES ARE NOT NECESSARILY THE SAME IN ENGLISH. SELECT ACTIVITIES ACCORDINGLY.

ACTIVITÉS DE PRÉVENTION EN COMPLÉMENT AU PROGRAMME ESPACE (Voir cahier d'activités de prévention en complément au programme)

Au primaire

Vous pouvez photocopier les charades de la page 8 du cahier d'activités de prévention complémentaires au programme Espace, les découper et en faire piger à des membres du personnel qui les liront à tour de rôle. Toutes-tous les participant-e-s tenteront, ensemble, de trouver la solution.

En CPE ou garderie :

Préparer quelques questions de gros bons sens page 19 du cahier d'activités de prévention complémentaires au programme Espace afin d'en discuter avec le personnel. Les responsables de groupe pourront ensuite le vivre avec les enfants. Voici quelques exemples :

Question : Si on me caresse la tête et que je n'aime pas cela, j'ai le droit de dire non. VRAI ou FAUX ?

Réponse : VRAI. Peu importe où on me touche, si je n'aime pas cela, je peux le dire.

Question : Si j'ai besoin d'aide pour trouver une solution à un problème, c'est correct d'en parler à une grande personne ? VRAI ou FAUX ?

Réponse : VRAI. Il est important d'en parler avec une ou des personnes avec lesquelles je me sens bien pour trouver des solutions et régler le problème.

Question : Une grande fille ou un grand garçon ne devrait pas pleurer. VRAI ou FAUX ?

Réponse : FAUX. Quand on a de la peine, pleurer fait du bien, que je sois une fille ou un garçon, un enfant ou un adulte. Exprimer ses émotions c'est une force.

Question : Si je me sens en danger et que je me sauve en courant, je peux faire le cri d'autodéfense en même temps. VRAI ou FAUX ?

Réponse : VRAI. Le cri d'autodéfense me donne de la force, il surprend la personne qui voulait me faire du mal et il averti les personnes qui m'entendent que j'ai besoin d'aide.

5- PISTES POUR VÉRIFIER SI UN-E ENFANT EST VICTIME DE VIOLENCE

Outils d'animation

-  Jeu « charivari » sur quelques indices de stress (*)
- Tableau comparatif des changements de comportements (*)
- Mise en situation « Karine montre des indices de stress liés à la violence sexuelle » (*)
- Mise en situation « Guy démontre des indices de stress liés à la violence physique de ses parents » (*)
-  Mise en situation « Guy démontre des indices de stress » liés à la violence physique de ses parents (version préscolaire) (*)
-  Mise en situation « Guy démontre des indices de stress » liés à la violence physique de ses parents (version primaire) (*)

Matériels utiles

- Tableau ou bloc-notes mural de type « pagivol » (pour les indices de stress)
- Guide pratique à l'intention des parents (chapitre 3) et l'exemple de Valérie (p.19)

This activity cannot be translated for use in English

« CHARIVARI » SUR QUELQUES INDICES DE STRESS

1. H A C E É I I P R T T V Y _____
2. A _ A T _ I _
3. E _ C _ S de C _ L _ R _ , I R _ _ T _ B L _
4. P B E H I O , P R E U _____
5. E _ C _ S de F _ _ I G _ E
6. T _ _ U B _ E du S _ M M _ _ L
7. T _ _ U B _ E de L'A _ _ É _ I T
8. F _ I B _ _ E _ T I _ E de S _ _
9. M _ N _ U E de C _ N F _ _ N _ E en S _ _
10. D É E I N O P R S S _____
11. I E E L M N O S T _____
12. T _ _ U B _ E D'A _ _ R E _ _ _ S S _ G _
13. R G S S E R O É N I _____
14. M A E Q R U P E H I Q S U Y _____
15. N É E I O R S T V _____
16. M _ _ A D _ _ P _ Y _ H O S _ _ A _ I _ U E

« CHARIVARI » SUR QUELQUES INDICES DE STRESS (Réponses)

1. HYPERACTIVITÉ
2. APATHIE
3. EXCÈS DE COLÈRE, IRRITABLE
4. PHOBIE, PEUR
5. EXCÈS DE FATIGUE
6. TROUBLE DU SOMMEIL
7. TROUBLE DE L'APPÉTIT
8. FAIBLE ESTIME DE SOI
9. MANQUE DE CONFIANCE EN SOI
10. DÉPRESSION
11. ISOLEMENT
12. TROUBLE D'APPRENTISSAGE
13. RÉGRESSION
14. MARQUE PHYSIQUE
15. NERVOSITÉ
16. MALADIE PSYCHOSOMATIQUE

SEE **INDICATORS OF STRESS IN A CHILD** IN THE COMPLÉMENT D'INFORMATION
ENGLISH VERSION FOR THE INFORMATION AND VOCABULARY IN ENGLISH.

Comparison chart on behaviour changes

Sudden and unusual changes in a child's behaviour are often indicators that something is wrong. It is our role as adults to verify what is going on and to offer our help.

Most often stress is caused by:

- ❖ Starting school or daycare
- ❖ Moving
- ❖ A new baby in the family
- ❖ Exams
- ❖ Loss of a loved one

But the cause of the stress may be something else altogether : the child might be a victim of violence.

Exercise on stress indicators

What behaviour changes might you see in a child whose parents are separating? And in a child who is being subjected to psychological or verbal violence?

Noter au tableau les réponses des participantes et participants pour la 1 ^{ère} question d'abord et la 2 ^e ensuite et compléter au besoin.	
Examples of possible answers	
Parents separating	Psychological or verbal violence
- agressivity or apathy - guilt - appetite or sleep problems - regression - drop or improvement in school performance - isolation	- agressivity or apathy - guilt - appetite or sleep problems - regression - drop or improvement in school performance - isolation

Illustrate two different situations that can result in the same behaviour changes. And children do not all react in the same way to violent situations depending on their age, personality, type of violence, duration, etc.. Some children disclose easily, while others may remain silent or lie for various reasons :

- ❖ fear of not being believed;
- ❖ fear of reprisals;
- ❖ feeling guilty;
- ❖ to protect their abuser.

It is premature to draw conclusions without first verifying what is going on with the child.

ROLE-PLAY : KAREN IS SHOWING SIGNS OF STRESS
LINKED TO SEXUAL VIOLENCE

Both children enter the house.

SUSIE : Hey ! Karen ! We really walloped you at soccer, eh?

KAREN : All the better for you.

SUSIE : It's because you don't pick the right team. We're much stronger. But we all know that you want to be on Jonathan's team because he's hot. Why don't you just admit it, he's your boyfriend. (slides her hand over Karen's hair)

KAREN : (Angrily pushes her hand away) Don't touch me! Leave me alone.

SUSIE : Come on, say it Karen loves Jonathan !

KAREN : I don't love anyone. I don't have a boyfriend and I never will, got it?

SUSIE : What are you so mad about? I'm just joking! You used to laugh, now you get upset about everything. It's a good thing it's Friday. The weekend will help you calm down.

KAREN : I hate Fridays!

SUSIE : What! Fridays are great cuz there's no school tomorrow.

KAREN : Hey ! I said I hate them, ok? I'm allowed! Fridays are a drag!

SUSIE : You're lucky. Matt babysits you on Friday nights. He came to babysit me once. He's so cool!

KAREN : I don't think he's so cool. I don't think anyone is cool, especially guys. And I've had it with you bugging me, I'm leaving.

SUSIE : Geez! What's with her? She's really changed. We used to have fun, we laughed. Now she never laughs anymore. She's always off in a corner by herself. She used to like soccer, now she doesn't want to play. It's not going well at school either. The teacher often tells her she's daydreaming; her marks have dropped. She's just not the same.

Après avoir joué la mise en situation les personnes à l'animation peuvent inviter les adultes à énumérer les indices de stress qui ressortent de la mise en situation. Les réponses peuvent être écrites sur un bloc-notes de type « pagivol » ou un tableau.

INDICES DE STRESS QUE L'ON RETROUVE DANS LA MISE EN SITUATION

- Irritable, outbursts of anger, gets upset over everything
- Sad (doesn't smile or laugh anymore)
- Isolates herself (sits off in a corner)
- Has given up the activities she used to enjoy (doesn't want to play soccer anymore)
- Difficulty concentrating (daydreaming)
- Drop in academic performance
- Mistrustful of males (I don't love anyone, I'll never have a boyfriend, no one is cool, especially not guys)

Her friend finds she has changed alot = important behavioural changes

Note pour les personnes à l'animation : Il y a une suite à cette pièce à la partie suivante, partie 6 :
« When a child confides in you »

ROLE-PLAY : JAKE SHOWS SIGNS OF STRESS LINKED TO HIS PARENTS' PHYSICAL VIOLENCE

Pour illustrer les indices de stress avant d'aborder le sujet avec les parents du milieu, il est possible de donner cet exemple en le disant simplement ou en jouant la mise en situation plus bas.

Example of a situation where Jake shows signs of stress

Jake is 4 (or 10 depending on the milieu) and is babysat at his cousin Josh's who is the same age. All week he has seemed tired. His aunt and uncle are not too worried about it. But all of a sudden while playing with Josh, Jake has a fit. He also has no appetite; instead of having a snack he goes off into a corner by himself. There is definitely something wrong.

Role-Play

Jake's aunt and uncle are preparing supper and are discussing their nephew's behaviour.

Uncle : Did you notice how tired Jake seemed all week? When Josh invites him to play outside he refuses. He'd rather stay in, he who always loves to play outside.

Aunt : Ya, he must be really tired. They were playing together before and he suddenly started yelling. Josh was surprised and didn't know what to do. I was about to intervene when Jake started crying, before I even asked what was wrong.

Uncle : Something is definitely wrong. He's usually hungry at snack time, but all week he's had no appetite. Even today when I offered him some watermelon, which he loves, he didn't want any, and just went off to be by himself.

Après avoir joué la mise en situation les personnes à l'animation peuvent inviter les adultes à énumérer les indices de stress qui ressortent de la mise en situation. Les réponses peuvent être écrites sur un bloc-notes de type « pagivol » ou un tableau.

Note pour les personnes à l'animation : Il y a une suite à cette pièce à la partie suivante, partie 6 : « When a child confides in you »

ROLE-PLAY : JAKE IS SHOWING SIGNS OF STRESS LINKED TO HIS PARENTS’ PHYSICAL VIOLENCE

PRESCHOOL

Pour illustrer les indices de stress avant d’aborder le sujet avec le personnel du milieu de garde, il est possible de donner cet exemple en le disant simplement ou en jouant la mise en situation plus bas.

Exemple de situation où Jake démontre des indices de stress

(à dire, si vous ne jouez pas la mise en situation)

Jake is 4 years old. He has seemed tired all week. His educator hasn’t been too concerned but now he had a fit while playing with his friend Pete. He also appears to have no appetite; instead of having a snack he goes off by himself. There is definitely something wrong.

Mise en situation où Jake démontre des indices de stress (à jouer)

Jake’s educator is talking to another educator about his behaviour.

Jake’s educator: Have you noticed how tired Jake seems this week. When Pete asked him to play soccer he chose to stay off in his corner. He usually loves to practice his passes.

2nd educator: Ya, he must be really tired. They were together earlier and I don’t know what happened, but Jake started yelling at Pete. Pete was stunned and didn’t know what to do. I was going to intervene but Jake started crying before I even asked what was wrong.

Jake’s educator : (thinking seriously)
Something is definitely wrong. He usually has a good appetite but he hasn’t been eating the past few days. It isn’t like him.

FIN DE LA MISE EN SITUATION

ROLE-PLAY : JAKE IS SHOWING SIGNS OF STRESS LINKED TO HIS PARENTS' PHYSICAL VIOLENCE

Elementary

Pour illustrer les indices de stress avant d'aborder le sujet avec le personnel du milieu scolaire il est possible de donner cet exemple en le disant simplement ou en jouant la mise en situation plus bas.

Exemple de situation où Jake démontre des indices de stress

(à dire, si vous ne jouez pas la mise en situation)

Jake is 11 years old. All week he has appeared really tired. His teacher hasn't been too concerned, but he just had a fit while playing with his friend Pete, and went off into a corner by himself, with tears in his eyes. There is definitely something wrong.

Mise en situation où Jake démontre des indices de stress (à jouer)

Jake's teacher is talking about his behaviour to his after-school daycare monitor.

Teacher : Did you notice how tired Jake has seemed all week? When Pete asked him if he wanted to play with the soccer ball he just went off into a corner by himself. He normally loves to practice his passes.

Daycare monitor: Ya, he must be really tired. They were together before. I don't know what happened, but Jake started yelling at Pete. Pete was stunned and didn't know what to do. When I asked what was wrong Jake had tears in his eyes.

Teacher: (thinking seriously)
Something is definitely wrong. He isn't himself.

FIN DE LA MISE EN SITUATION

6- QUAND L'ENFANT SE CONFIE À VOUS

Outils d'animation

- Mise en situation « confiance de Karine sur la violence sexuelle » (version primaire) (*)
- Mise en situation « confiance de Karine sur la violence sexuelle » (version préscolaire) (*)
- Mise en situation « confiance de Guy sur la violence physique de ses parents » (version primaire) (*)
- Mise en situation « confiance de Guy sur la violence physique de ses parents » (version préscolaire) (*)
- 📖 Mise en situation « confiance de Guy sur la violence physique de ses parents » (version préscolaire) (*)
- 📖 Mise en situation « confiance de Guy sur la violence physique de ses parents » (version primaire) (*)

Matériels utiles

- Guide pratique à l'intention des parents (chapitre 4, page 22 à 27)

ROLE-PLAY : KAREN DISCLOSES SEXUAL VIOLENCE

Elementary

Version # 1 : Attitudes that discourage disclosure

- KAREN :** Hi. Is Susie here? I came to play with her.
- ADULT :** Hi Karen. Susie went to do a message with her dad. She should be back soon. Do you want to wait for her?
- KAREN :** OK.
- ADULT :** I heard you're parents are taking dancing lessons. How do they like it?
- KAREN :** They like it.
- ADULT :** Their classes are in the evening so who babysits you?
- KAREN :** Matt is my babysitter.
- ADULT :** Ah Matt, he's such a nice boy. He babysits here too and I can tell you he's a great babysitter. He plays with the kids...
- KARINE :** Ya... well.... Last time I didn't like the game he wanted to play.
- ADULT :** What do you mean?
- KAREN :** Oh ... It's embarrassing! Well... last time he asked me to play with his penis and then told me to keep it a secret. I didn't like that... **(is interrupted)**,
- ADULT :** **(interrupts Karen)** Whoa, what are you talking about? I know Matt, he babysits here. He wouldn't do something like that. You're making it up.
- KAREN :** Hey! I'm telling the truth.
- ADULT :** It isn't very nice saying that about Matt. If it's true he won't be able to babysit anymore. Do you know how hard it is to find a babysitter?
- KAREN :** I know. My mom always tells me to be nice to him because there aren't too many other people who can babysit me.
- ADULT :** That's right, so forget all this nonsense. There, Susie is home, go outside and play.

Outline with the adults the attitudes that discourage disclosure.

- Does not believe her; cuts her off
- Trivializes : « forget all this nonsense »
- Is less concerned about the child than the reputation of the babysitter

Note pour l'équipe d'animation :

Il est possible de jouer seulement cette version «Attitudes that encourage disclosure» pour sauver du temps et mettre l'emphasis sur le modèle d'attitudes à reproduire.

ROLE-PLAY: KAREN DISCLOSES SEXUAL VIOLENCE

Elementary

Version # 2 : Attitudes that encourage disclosure

KAREN : Hi. Is Susie here? I came to play with her.

ADULT : Hi Karen, Susie went to the store with her dad but should be back soon. Do you want to wait for her ?

KAREN : Ok.

ADULT : So tell me, do your parents still like their dancing lessons?

KAREN : I think so but... I don't like being babysat by Matt.

ADULT : Oh, why not? What don't you like?

KAREN : It's hard to talk about it, I'm kinda shy.

ADULT : Take your time. I'm listening.

KAREN : It's cuz when Matt babysits me, he makes me touch his penis, and he told me not to tell anyone. I don't want to do it, I don't like it.

ADULT : You're doing the right thing telling me, and I think you are very brave. Have you told your parents?

KAREN : No, I'm way too scared of how they will react! They like Matt so much !

ADULT : You know, Karen, it isn't your fault. Matt is there to babysit, he has no right to make you touch his penis. What can I do to help you?

KAREN : Can you help me tell my parents?

ADULT : Sure, that's a good idea.

KAREN : Thanks alot. I'll tell them I don't want him to babysit me anymore.

ADULT ; When is he coming to babysit next?

KAREN : It's usually every Friday.

ADULT : That's in 2 days. When would you like to tell your parents? Tonight or tomorrow?

KAREN : Tonight. I'm so tired of always thinking about it.

ADULT : Ok, I can be at your house around 6 :30. Is that ok with you?

KAREN : Yes.

ADULT : I see Susie coming with her dad. Do you need to talk some more or are you ok for now?

KAREN : I'm ok for now. I'll see you tonight at my house?

ADULT : Absolutely, at 6h30.

Facilitation :

Questions pour susciter la participation et mettre à profit les connaissances et l'expérience du personnel:

1. What attitudes illustrated in the role-play encourage disclosure?
2. What other attitudes could encourage disclosure that were not presented in the role-play?
3. In your opinion, what tendencies should be avoided?

Compléter les réponses avec les «grandes lignes basées sur le pouvoir d'agir des enfants», dans le texte.

Au besoin :

Un enchaînement est prévu à la partie 7, sur les ressources du milieu, avec la question suivante : *Si vous étiez la personne à qui s'est confiée Karine ou ses parents, à quelle ressource feriez-vous appel?*

ROLE-PLAY : KAREN DISCLOSES SEXUAL VIOLENCE

Preschool

Version # 1 : Attitudes that discourage disclosure**KAREN :** Hi!**ADULT :** Hi Karen. Susie went to the store with her dad. Do you want to wait for her? Come in. Do your parents like their dance lessons?**KAREN :** (Nods yes)**ADULT :** Who babysits you?**KAREN :** Matt.**ADULT :** He's such a nice boy. He takes good care of the children he babysits.**KAREN :** We play with his penis.**ADULT :** Karen, you're making that up, there's no way! He's too nice. He babysits here and we have never had a problem.**KAREN :** I'm not making it up.**ADULT :** You just have to say no to him. Don't tell anyone else. Matt won't be able to babysit anymore. You'll make trouble for him. There, Susie's coming. Go play and forget all this nonsense.**Vérifier avec les adultes qu'elles sont les attitudes qui nuisent à la confiance.**

- Doesn't believe her;
- Trivializes : « forget this nonsense »;
- Is less concerned with the child's well-being than with protecting the babysitter's reputation.

Note pour l'équipe d'animation :

Il est possible de jouer seulement cette version «attitudes qui favorisent la confiance» pour sauver du temps et mettre l'emphasis sur le modèle d'attitudes à reproduire.

ROLE-PLAY : KAREN DISCLOSES SEXUAL VIOLENCE

Preschool

Version # 2 : Attitudes that encourage disclosure

KAREN : (arrives but doesn't say anything)

ADULT : Hi Karen. Susie's gone to the store with her dad, do you want to wait for her?

KAREN : Yes.

ADULT : Your parents have their dance lesson tonight, right? Do they like them?

KAREN : Ya, but I don't.

ADULT : Oh, why not? Would you like to tell me?

KAREN : (Nods yes)

ADULT : Take your time. I'm listening.

KAREN : (alternately looking down and sideways at the adult beside her)
Matt wants us to play with his penis (she motions to be quiet with her finger), it's a secret.

ADULT : That's a big secret that you're telling me. And you're doing the right thing telling me. You're very brave. Have you told your parents?

KAREN : (Shakes her head no)

ADULT : You know Karen, this isn't your fault. Matt is there to babysit, he has no business making you touch his penis. It's important to tell your parents before they go off to their lesson. Would you rather we went to tell them right away or after lunch?

KAREN : Right away!

ADULT : Ok, let's go !

Les deux comédiennes/comédiens se lèvent et quittent l'Espace théâtral.

FACILITATION :

Questions pour susciter la participation et mettre à profit les connaissances et l'expérience du personnel :

1. What attitudes illustrated in the role-play encourage disclosure?
2. What other attitudes could encourage disclosure that were not presented in the role-play?
3. In your opinion, what tendencies should be avoided?

Compléter les réponses avec les «grandes lignes basées sur le pouvoir d'agir des enfants», dans le texte.

Au besoin : Un enchaînement est prévu à la partie 7, sur les ressources du milieu, avec la question suivante : Si vous étiez la personne à qui s'est confiée Karine ou ses parents, à quelle ressource feriez-vous appel?

ROLE-PLAY : JAKE DISCLOSES HIS PARENTS' PHYSICAL VIOLENCE**VERSION FOR PARENTS**

Elementary

Jake is being babysat at his uncle and aunt's. He has a problem. He has chosen his aunt (or uncle if there is a male facilitator) as his trusted adult and has decided to talk to her. The aunt (or uncle) is making supper. The facilitator pretends to be mixing soup or cutting vegetables as Jake approaches timidly.

JAKE : (troubled)
(facilitator's name), can I talk to you?

AUNT (UNCLE) : Hi Jake. How ya doing?

JAKE : I have a problem and the people from CAP-ESPACE at my school told us we should tell someone. I thought of you.

AUNT (UNCLE) : What would you like to tell me?

JAKE : (worried, hesitant, scared)
It's not easy to talk about because my parents always say that what goes on at home is nobody else's business. But this time I'm really frightened because I broke a window playing this morning and I'm scared. When my parents find out, they're going to beat me again. I'm always afraid of my parents...

AUNT (UNCLE) : (softly)
I understand and I see that you're upset. I think you are very brave and I am touched that you trust me. When was the last time that happened?

JAKE : Yesterday. (Pulls up his sleeve to show his arm) Look, I fell down the stairs when he pushed me.

AUNT (UNCLE) : What do you think we can do?

JAKE : I don't know, but I don't want to go home.

Au besoin :

Un enchaînement est prévu à la partie 7, sur les ressources du milieu, avec la question suivante : Si vous étiez la personne à qui s'est confiée Guy, à quelle ressource feriez-vous appel?

ROLE-PLAY : JAKE DISCLOSES HIS PARENTS' PHYSICAL VIOLENCE

VERSION FOR PARENTS

Preschool

Jake is babysat at his uncle and aunt's. He has a problem and has chosen his aunt (or uncle if there is a male facilitator) as his trusted adult to talk to. The aunt (or uncle) is preparing supper. The person playing the adult pretends to be mixing soup or cutting vegetables as Jake approaches timidly.

JAKE : (Slightly troubled, he stands beside his aunt or uncle and silently waits.)

AUNT (UNCLE) : (warm and smiling) Hi Jake. Do you want to talk to me?

JAKE : (Nods yes)

AUNT (UNCLE) : Come sit down. We'll be more comfortable.

(both sit)

AUNT (UNCLE) I'm listening...

JAKE : (worried, hesitant, scared)
I'm afraid my parents will yell at me and beat me...I broke a window with my ball.
They're going to yell and beat me. I'm scared.

AUNT (UNCLE) : (softly)
I understand and I see you're upset. You're very brave and I am very touched
that you trust me. What do you think we can do?

JAKE : I don't want to go home.

Au besoin :

Un enchaînement est prévu à la partie 7, sur les ressources du milieu, avec la question suivante : Si vous étiez la personne à qui s'est confiée Guy, à quelle ressource feriez-vous appel?

ROLE-PLAY: GUY DISCLOSES HIS PARENTS' PHYSICAL VIOLENCE

FOR PRESCHOOL STAFF

Facilitation :

This role-play is presented to the children and each group's educator is invited to play the role of educator. The children will love your participation, but if you choose not to do it one of the facilitators will replace you.

For this role-play, imagine that you are the person the child confides in.

**USE ROLE-PLAY : *TELLING A TRUSTED GROWN-UP : GUY*
IN ENGLISH WORKSHOP TEXT : PRESCHOOL PROGRAM DAYCARE**

FIN DE LA MISE EN SITUATION

FACILITATION :

Questions pour susciter la participation et mettre à profit les connaissances et l'expérience des adultes :

1. What attitudes illustrated in the role-play encouraged disclosure?
2. Can you think of other attitudes that could encourage disclosure that were not shown in the role-play?
3. In your opinion, what tendencies should be avoided?

Prendre quelques réponses et compléter avec les «grandes lignes basées sur le pouvoir d'agir des enfants», dans le texte.

AU BESOIN :

Un enchaînement est prévu à la partie 7, sur les ressources du milieu, avec la question suivante : Si vous étiez la personne à qui s'est confié Guy, à quelles ressources feriez-vous appel?

ROLE-PLAY; DAVID DISCLOSES HIS PARENTS'
PHYSICAL VIOLENCE

FOR CYCLE 3 STAFF

- Vous pouvez choisir de jouer une des mises en situation du 1^{er} ou 2^e cycle si vous préférez.

FOR THIS ROLE-PLAY SEE CHILDREN'S WORKSHOP TEXT – CYCLE 3, ENGLISH VERSION : *Telling a trusted adult to get help : David*

FACILITATION :

This role-play is presented to the children, and classroom teachers are invited to play their roles. Children love it when their teacher participates, but if you would rather not do it one of the facilitators will take your place.

For this role-play imagine that you are the person the child is confiding in.

ROLE-PLAY

FIN DE LA MISE EN SITUATION

FACILITATION

Questions pour susciter la participation et mettre à profit les connaissances et l'expérience des adultes :

1. What attitudes illustrated in the role-play encouraged disclosure?
2. Can you think of other attitudes that could encourage disclosure that were not shown in the role-play?
3. In your opinion, what tendencies should be avoided?

Compléter les réponses avec les «grandes lignes basées sur le pouvoir d'agir des enfants», dans le texte.

Au besoin :

Un enchaînement est prévu à la partie 7, sur les ressources du milieu, avec la question suivante : Si vous étiez la personne à qui s'est confié Guy, à quelles ressources feriez-vous appel?

7- RESSOURCES DU MILIEU

Outils d'animation

- Les ressources pouvant nous aider (*)
- Graphique des ressources (*)
- 📖 À quelles ressources feriez-vous appel ? (*)

Matériels utiles

- Tableau ou bloc-notes de type « pagivol »
- Bibliographie
- Table ressources à la disposition des participant-e-s
- Liste des ressources de la région
- Faire un signalement au DPJ, c'est déjà protéger un enfant. Quand et comment signaler ?
- Guide pratique à l'intention des parents (chapitre 5, page 28 à 31)

LES RESSOURCES POUVANT NOUS AIDER

1^{ER} OUTIL PROPOSÉ

Afin d'amener les adultes à identifier des personnes qui peuvent leur apporter du support, un peu comme on le fait avec les enfants, demandez aux adultes présents de trouver aux moins trois personnes de leur entourage qui pourraient les aider si un enfant venait leur confier une situation où il est victime de violence.

Même si cela peut avoir l'air simple, c'est important d'y réfléchir avant car, quand ça nous arrive, on ne sait pas toujours vers qui se tourner. Comme nous le faisons avec les enfants durant l'atelier, demander à trois adultes volontaires de dire à qui ils ont pensé (facultatif).

Remercier les adultes ayant répondu et enchaîner avec le texte de l'atelier tout en faisant des liens avec les réponses des participant-e-s.

2^E OUTIL PROPOSÉ

Si vous avez utilisé les mises en situation de Jake ou de Karen dans les parties précédentes, demandez aux gens de se mettre dans la peau de l'adulte qui a reçu les confidences de Jake ou de Karen. Posez la question suivante : **Who would you turn to for help?**

Les réponses peuvent être inscrites au tableau ou sur un bloc-notes de type « pagivol ». Enchaîner avec le texte de l'atelier tout en faisant des liens avec les réponses des participant-e-s.

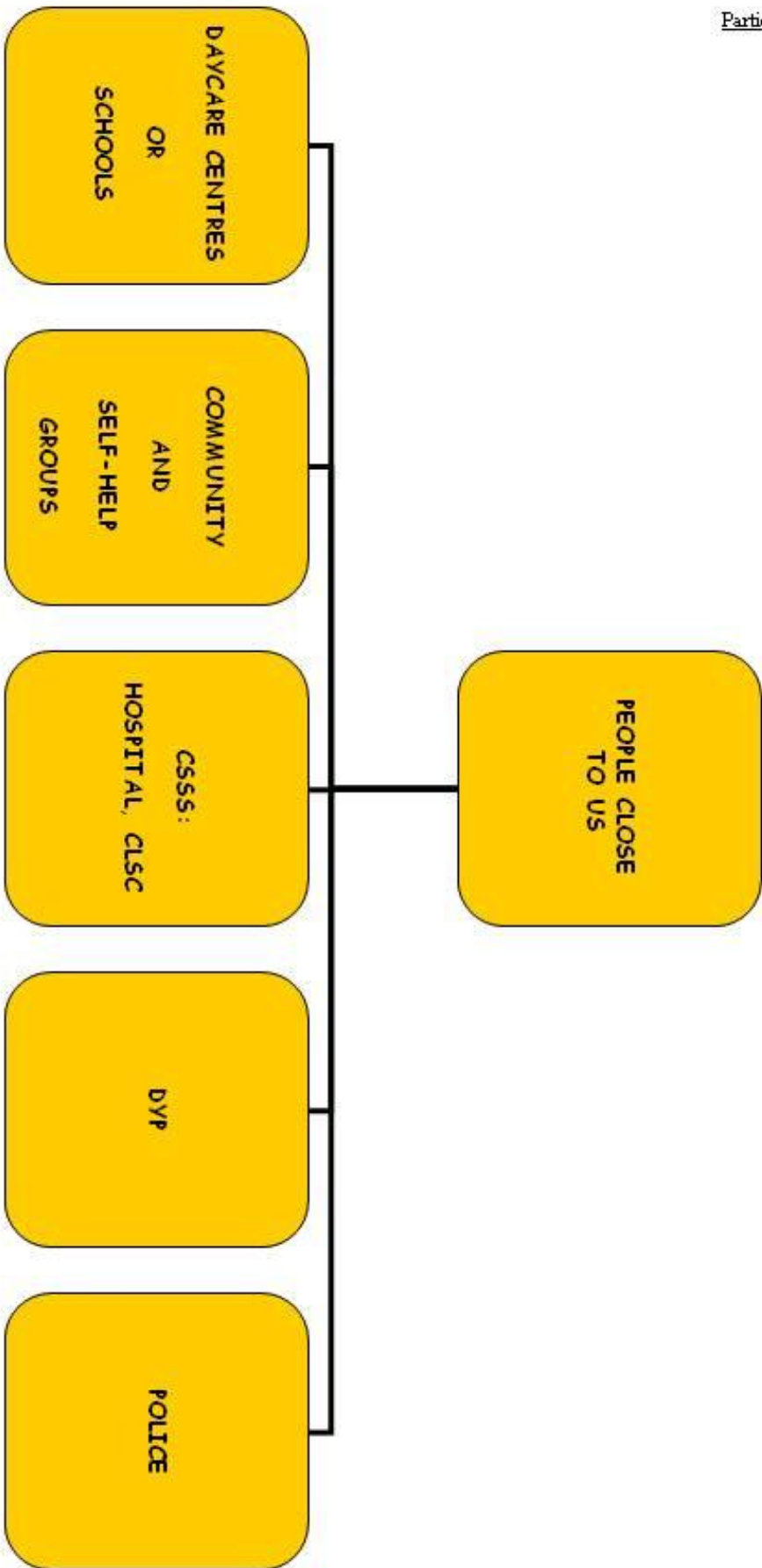
3^E OUTIL PROPOSÉ

Si vous n'avez pas utilisé les mises en situation de Jake et Karen dans les parties précédentes, vous pouvez faire la description (raconter verbalement) d'une des mises en situation et, par la suite, demandé aux gens de se mettre dans la peau de l'adulte qui a reçu les confidences de Jake ou de Karen. Posez la question suivante : **Who would you turn to for help?**

Les réponses peuvent être inscrites au tableau ou sur un bloc-notes de type « pagivol ». Enchaînez avec le texte de l'atelier tout en faisant des liens avec les réponses des participant-e-s.

4^E OUTIL PROPOSÉ

Lorsque l'on nomme les organismes communautaires et ceux du réseau comme ressources du milieu, montrer certains dépliants des ressources et des organismes qui existent dans la région (ou MRC) et que vous trouvez intéressants et en lien avec la problématique.



What resources would you turn to ?

Si vous avez fait la mise en situation « confiance de Jake sur la violence physique de ses parents », à la partie 6 (Quand l'enfant se confie à vous) version préscolaire ou primaire, nous vous invitons à faire le lien entre la confiance de Jake et les ressources du milieu. La question suivante peut-être posée aux participants-e-s :

- **IF YOU WERE THE PERSON JAKE TOLD HIS PROBLEM TO, WHAT RESOURCES WOULD YOU TURN TO?**

8- CONCLUSION

Outils d'animation

-  Mémo pour les enseignantes et enseignants (*)
-  Mémo pour les éducatrices et éducateurs (*)

Matériels utiles

MEMO FOR TEACHING STAFF

TO HELP THE SMOOTH FUNCTIONING OF THE WORKSHOP IN YOUR CLASS

1. Ensure that the date of the workshop for your class is convenient and does not interfere with any specialist scheduled for that half day.
2. Arrange the classroom so that the children are seated on their chairs in a semi-circle for grades 1 to 6, and on the floor for kindergarten, with the desks behind the circle. For grades 1 to 6 place three extra chairs in the front of the class for the facilitators.

CLASSROOM SET-UP

3. Facilitate the post-workshop one-on-one meetings and any follow-up visits needed on subsequent days. For kindergarten, the one-on-one meetings take place on days 2 and 3. On day 1 the facilitators interact with the children in the classroom after the workshop for approximately 15 minutes.
4. At the start of the workshop, plan for a few minutes outside the classroom with one of the facilitators to provide the following information : absences, whether or not you choose to participate in the role-play of the trusted adult, and if there are any particular problems in your class.
5. Allow all children to participate in the workshop. If a child is absent on the day of the presentation try to integrate the child into another group, preferably of the same age.
6. Observe the children during the workshop. You know them well, and can notice reactions requiring attention.
7. Avoid intervening for disciplinary purposes unless a facilitator asks you to.
8. Facilitate other staff members' observation of the workshop in your class, informing the facilitators of their presence at the start of the workshop. Only one observer at a time is ideal so as to maintain the usual class ambiance.
9. Accompany a child wishing to leave the workshop to a safe place.
10. Prepare the material for the drawings or texts about the workshop to be done during the one-on-one meetings.
11. Return the staff evaluations of the workshop to the facilitators as well as the children's drawings and texts.
12. To find solutions together for any problem situation, don't hesitate to contact the facilitation team, your school principal, or the ESPACE coordinator at the office : (telephone number)

YOUR COLLABORATION IS GREATLY APPRECIATED. THANK YOU !

MEMO FOR DAYCARE STAFF
TO HELP THE SMOOTH FUNCTIONING OF THE WORKSHOP IN YOUR GROUP

1. Ensure that the date of the workshop for your group is convenient and does not interfere with any specialist scheduled for the three 30-minute periods.
2. Prepare the physical layout of your locale so the children can be seated in a semi-circle on the floor.
3. Facilitate the post-workshop one-on-one meetings planned for days 2 and 3. On day 1, the facilitators will interact with the children by remaining with them during the free period.
4. At the start of the workshop, plan for a few minutes outside the locale with one of the facilitators to provide the following information : absences, whether or not you choose to participate in the role-play of the trusted adult, and if there are any particular problems in your group.
5. Allow all children to participate in the workshop. If a child is absent on the day of the presentation try to integrate them into another group, preferably of the same age.
6. Observe the children during the workshop. You know them well, and can notice reactions requiring attention.
7. Avoid intervening for disciplinary purposes unless a facilitator asks you to.
8. Facilitate other staff members' observation of the workshop in your group, informing the facilitators at the start. Only one observer at a time is ideal so as to maintain the usual ambiance.
9. Accompany a child wishing to leave the workshop to a safe place.
10. Prepare the material for the drawings about the workshop to be done during the one-on-one meetings.
11. Return the staff evaluations of the workshop to the facilitators as well as the children's drawings.
12. To find solutions together for any problem situation, don't hesitate to contact the facilitation team, your director, or the ESPACE coordinator at the office : (telephone number)

YOUR COLLABORATION IS GREATLY APPRECIATED. THANK YOU !

9- ÉVALUATION DE L'ATELIER

Outils d'animation

Matériels utiles

- Évaluation de l'atelier ESPACE pour les adultes (*)
- Évaluation de l'atelier ESPACE pour le personnel – version raccourcie d'une heure (*)
- Crayons ou stylo

CAP-ESPACE ADULT WORKSHOP EVALUATION

Name of establishment: _____

Date : _____

I participated in the workshop as a:

☐ mother ☐ father ☐ teacher ☐ resource person ☐ support staff ☐ educator ☐ _____


Circle the number that best reflects your evaluation of the workshop	Not at all	Somewhat	Very much	Immensely
1. The workshop enabled me to better know the organisation and the CAP-ESPACE program.	1	2	3	4
2. I have a better understanding of the phenomenon of violence against children.	1	2	3	4
3. I appreciated the information concerning the content of the children's workshop.	1	2	3	4
4. The workshop provided me with tools to do daily prevention.	1	2	3	4
5. The workshop got me thinking about my relationships with children.	1	2	3	4
6. I better understand the importance of paying attention to behaviour changes in a child.	1	2	3	4
7. I am better equipped to handle a child's disclosures and offer help.	1	2	3	4
8. I have learned about resources in my community that can help adults and children.	1	2	3	4
9. I appreciated the quality of the presentation.	1	2	3	4
10. In general, I am satisfied with what I got out of the workshop.	1	2	3	4
11. I would recommend the CAP-ESPACE workshop to others.	1	2	3	4

12. What I liked best during the workshop _____
13. What I liked least during the workshop _____
14. Did the workshop meet your needs and expectations? If not why not? _____
15. Your comments and suggestions are greatly appreciated _____
- _____
- _____

EVALUATION OF THE CAP-ESPACE WORKSHOP FOR STAFF **ONE-HOUR SHORTENED VERSION**

Name of establishment: _____

Date : _____

I participated in the workshop as a:

☐ teacher ☐ resource person ☐ support staff ☐ daycare educator ☐ _____


Circle the number that best reflects your evaluation of the workshop	Not at all	Somewhat	Very much	Immensely
1. The workshop enabled me to better know the organisation and the CAP-ESPACE program.	1	2	3	4
2. I have a better understanding of the phenomenon of violence against children.	1	2	3	4
3. I appreciated the information concerning the content of the children's workshop.	1	2	3	4
4. I understand how effective prevention depends on our daily behaviours and attitudes.	1	2	3	4
5. I better understand the importance of paying attention to behaviour changes in a child.	1	2	3	4
6. I am better equipped to handle a child's disclosures and offer help.	1	2	3	4
7. I have learned about resources in my community that can help adults and children.	1	2	3	4
8. I appreciated the quality of the presentation.	1	2	3	4
9. In general, I am satisfied with what I got out of the workshop.	1	2	3	4
10. I would recommend the CAP-ESPACE workshop to others.	1	2	3	4

11. What I liked best during the workshop _____
12. What I liked least during the workshop _____
13. Did the workshop meet your needs and expectations? If not why not? _____
14. Your comments and suggestions are greatly appreciated _____
- _____
- _____

