

ELEMENTARY SCHOOL
WORKSHOP TEXTS
FOR CYCLES 1, 2 AND 3

AUGUST 1995



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ELEMENTARY SCHOOL WORKSHOP TEXT CYCLE 1

ELEMENTARY SCHOOL WORKSHOP TEXT CYCLE 2

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LEGEND

Principal facilitator text: Times New Roman character

Role-play text: Lucida Sans Typewriter character

Suggestions for primary facilitator and other facilitators:

Instructions - therefore must be applied.
Remarks or suggestions - use as needed.

ATTENTION

This text can only be used by persons having received adequate training from the Regroupement des organismes ESPACE du Québec (ROEQ), or an organization recognized by the aforementioned.

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Acknowledgements

CAP-Espace is celebrating ten years in Quebec and the Regroupement des Equipes Regionales Espace (R.E.R.E.) five years. We have learned much from the approximately 115,000 children and 32,600 adults we have met, leading us to make certain changes to our school workshops.

The revision committee, created by the R.E.R.E., is proud of the results. We believe that we have succeeded in providing a workshop that is much better adapted to children's needs.

We could not have achieved this without the sizeable contributions of numerous individuals. We therefore wish to acknowledge these important contributors and thank them for their generosity and commitment to the cause of children.

Pierrette Bouchard, Laval University

The R.E.R.E. members and facilitators

The R.E.R.E. collective

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In appreciation,

Odette Théberge, Jenny Crustin, Francine Gagnon

Revision Committee

August 1995

Helpful hints for the facilitators

A children's workshop is special. It was conceived and thought out to the smallest detail. However, its full potential lies in the way it is transmitted, and in the attention paid to the participants.

Facilitating a group involves many challenges. The following hints can make all the difference, several of which have already been proven successful. You may have a few of your own!

1. **Length** of workshop: 1 hour to 1 hour and 15 minutes.
2. **Fully integrate the text**, be natural and dynamic, while respecting the content and spirit of the program.
3. **Be attentive to the group:**
 - a) Take into consideration the age and maturity of the group and avoid "baby talk" at all costs.
 - b) For roleplays with the known adult and with someone close, adapt the gift (bribery object) to the children's reality: their age, surroundings, and what's "in". For example: a "Nintendo Switch" or "PS4 (PlayStation 4)", or a popular DVD of the latest movie, etc.
4. There are different ways of **encouraging the children's participation** all the while keeping the workshop under control and maintaining a good connection with them. For example, the P.F. could say, "It's too bad we do not have enough time to take everyone's answers."
 - a) At times, ask close-ended questions i.e. ones that can be answered by yes or no in order to maintain the workshop's rhythm. These questions can be answered by the whole group together, or by children raising their hands.
 - b) When a question is asked in front of the whole group: if it requires an individual answer rather than a group response, remind the children of the rules by saying: ("Those of you who have an answer, raise your hand") after asking the question.
 - c) For open-ended questions: take only a few answers and then move on.
 - d) Thank the children for their answers and value them by diversifying your reactions: "That's right", "I agree with you", "Yes that is a good observation", "Thank you for your answer", etc.
 - e) Maintain the children's attention by questioning them on the progress of the workshop. For example: "Are you ready to continue? "
 - f) For inappropriate or out-of-context answers, invite the children to meet with you after the workshop during the individual meetings. An answer which puts children in danger must be addressed in a way that does not degrade children nor undermine

their confidence in their abilities. For instance, if someone says, "I can throw him over my shoulder" when talking about an adult, the facilitator can reply, "That looks pretty easy on television, but in real life it's another story" and return to the ESPACE strategies.

5. Concerning **group management** :

It's important to remember that we can always ask our colleagues for support or even the person in charge of the group of children (teacher, educator, etc.) to intervene. Group management is a shared responsibility between all the members of the ESPACE team; it does not solely belong to the principal facilitator.

If you find it hard to get the children's attention, you can, as a first step, verbally remind them of the rules once or twice (especially since they have agreed to them at the beginning of the workshop). You can also ask them, "Do you remember the rules? What are they?" or tell them, "We remember the rules".

If that doesn't work, the following positive discipline tips or group management techniques may be of good use:

- a) Invite the children to take a good and comfortable listening position.
- b) Change positions yourself or change your posture during the workshop when you are the principal facilitator. For example, you can squat down, sit down, move forward in the half circle.
- c) Find a code, a non-verbal sign with the group to help them calm down. For example: turn off the lights, take a deep breath as a group.
- d) Take a break (in partnership with the person responsible for the group).
- e) Do some sort of physical exercise with the group (stretching, running in place).
- f) Raise your hand (yourself or your colleagues) to visually demonstrate to the group what is expected of them.
- g) Thank the children for their good behavior, emphasize on the improvements they've made or simply mention "It's going really well, let's continue! Thank you for your participation!"
- h) Give the floor to those who are calm (all the while underlining that we appreciate that behavior).
- i) Reinforce the attitude or behavior of children that are calm, sitting down and listening to the workshop (without naming them – we hope that this reinforcement might have a positive influence on the more turbulent).
- j) Congratulate, as soon as possible, the slightest improvement in an agitated child's behavior to encourage them to keep it up.
- k) Obtain the group's attention by lowering your tone of voice or, if needed, stop talking all the while kindly seeking for the children's gaze.
- l) Ask for the group's help. A connection can be made with one or more of the workshop's concepts. For example: "I understand that it requires efforts from your part to talk one person at a time...", "I really need your help, your attention..."
- m) Downplay and validate what makes the group react. For example: "I can see that you are excited about practicing the special yell. I understand, it's true that we usually don't have the right to yell at school..."

- n) Validate the fact that they want to talk and invite them to come see a facilitator during the individual meetings: "I see that you want to speak and it seems very interesting, but unfortunately I can't take all your answers because we won't have time to finish the workshop...".
- o) Go sit near a child that is having a hard time staying calm or discreetly signal to them while staying in your place (this can also be done by your colleagues).
- p) Explicitly name what is disturbing the workshop without targeting a specific child or children concerned and make a clear request: "It's hard to hear everyone's answers when a lot of students are talking at the same time. I would like to be able to hear the person to whom I have given the right to speak."
- q) Nearing the end of the workshop, tell the group how much time is left and ask them for their collaboration for that period of time.

Elements to consider :

- Pay attention not to generalize, not to say "everybody" when you are talking only about a few students that are having a hard time following the rules.
 - Use methods that suit you, which you feel comfortable with.
 - Show good judgement and compassion in using the methods that you choose while considering the context, the group dynamic, the age of the children, etc.
 - Diversify your tips and techniques during the same workshop.
6. **Promote learning and collaboration** between facilitators and between children. Do not encourage competition.
 - a) At all times, pay attention not only to the group but to the other facilitators as well.
 - b) Adjust to oversights and minor changes to the script, as well as to unexpected replies or answers, with flexibility and humour.
 - c) Our interventions will have a direct impact on the message we send out: give children with aggressive attitudes a chance to participate in the role-plays as to find another way to react or ask the children if they have other ideas.
 7. In the event that children **doubt the effectiveness of the proposed strategies**:
 - a) Validate the fact that it's possible that certain strategies do not suit everyone.
 - b) Reassert our conviction in their effectiveness; they have worked for children and adults.
 - c) Invite the children to come meet with us after the presentation to look for strategies which could help them.
 - d) Explain that it is not easy and that there are no magic solutions.
 8. The children's **safety yell** will reflect our own. Practice the yell regularly so that it is powerful.
 9. **Roleplays**:
 - a) Make sure to be in a position where all the children can see you well.
 - b) Reflect the emotions of the characters in accordance to the script: facial expressions, gestures, tone of voice, etc.

10. Post workshop individual meetings:

After informing the children of the possibility of a one-on-one meeting with the facilitator of their choice, you can function in various ways. Here are some examples:

- a) In front of the class each facilitator asks, "Who would like to talk to me?" A list of the names can be written on the blackboard under each facilitator's name.
- b) With the younger children, circulate in the classroom while the children do their drawings or write their texts, and ask them if they would like to meet with a facilitator, and if so, which one.
- c) With the older children, using a coupon can be interesting: one line for the child's name, a question asking if they would like to meet with a facilitator, and if so, one or two lines for the names of their first and second choices.

Enjoy the workshop !

Rencontre postatelier, signalement et confidentialité

Les rencontres postatelier ont pour objectif de permettre aux enfants de poser des questions et vérifier leur compréhension des notions vues en atelier. Cela représente, parfois, un moment privilégié pour des confidences. Le rôle de l'équipe d'animation consiste alors à écouter, soutenir et, parfois, référer l'enfant à une ressource d'aide. Afin de bien jouer son rôle, il est essentiel de connaître le mandat d'ESPACE et les limites de l'intervention, en tenant compte des lois qui la balisent. Voici donc des lignes de conduite déterminées par la collective du ROEQ, à cet effet :

LORS D'ÉCHANGE AVEC LE PERSONNEL SCOLAIRE OU DU SERVICE DE GARDE¹

- Aucune question ne portant sur le vécu, le dossier médical ou social confidentiel d'enfants est soumise au personnel d'un milieu visité. Ceci, afin d'éviter d'entraîner le personnel sur la pente glissante du non-respect de la confidentialité à laquelle il est tenu. En l'occurrence, l'utilisation de la liste d'enfants devrait être à seules fins techniques comme la préparation d'autocollants ou des certificats, la vérification des absences, etc.

LORSQU'UN MEMBRE DU PERSONNEL DEMANDE DES INFORMATIONS, FAISANT VALOIR L'IMPORTANCE DE LA COLLABORATION²

- Mentionner à la personne que nous comprenons qu'elle souhaite connaître cette information pour le bien de l'enfant, mais que nous n'avons pas l'autorisation d'en parler. Éviter de mentionner des informations personnelles et privées concernant l'enfant.
- Au besoin, spécifier que les animatrices.teurs ESPACE prennent des ententes avec les enfants lorsque c'est nécessaire et assurent les suivis avec les personnes appropriées.
- Au besoin, spécifier que les animatrices.teurs ESPACE, comme tous citoyens et citoyennes, doivent signaler à la DPJ les situations qui le commandent et que c'est confidentiel.

LORS D'UNE RÉFÉRENCE À UNE PERSONNE DE CONFIANCE³

1. Vérifier ce que l'enfant a déjà fait et ce qu'elle ou il est prêt.e à faire pour en parler elle-même ou lui-même.
2. Au besoin, prendre contact avec la personne de confiance pour lui transmettre les informations, convenues au préalable avec l'enfant, et le faire en privé.
3. Si la personne de confiance de l'enfant est une professionnelle du milieu visité et que vous êtes au courant que cette référence devra être acceptée par la direction, en informer l'enfant.
4. En tout temps, transmettre seulement les informations utiles à la résolution du problème.

¹ Résolution 08-10-2 PR-12-68 «Ateliers aux enfants : recueil d'éléments

² Résolution 08-10-2 PR-13-69 «Lignes de conduite lorsqu'un.e intervenant.e demande des informations en faisant valoir l'importance de la collaboration

³ Résolution 09-04-1 PR-10-23 «Lignes de conduite lors d'une référence à une personne de confiance»

LORS D'UN SIGNALEMENT À LA DIRECTION DE LA PROTECTION DE LA JEUNESSE⁴

Règles générales

1. Préserver la confidentialité du signalement en s'abstenant d'informer le milieu, à moins d'exception.
2. Se baser sur le développement du pouvoir d'agir et, sauf en cas de danger, informer l'enfant afin de lui redonner du pouvoir sur la situation qu'elle ou il est en train de vivre. Ajuster le vocabulaire en fonction de l'âge de l'enfant ou de la situation. Par exemple, dire à l'enfant : « *Il serait important d'en parler à des personnes qui s'occupent de la sécurité des enfants* ».
3. Étant donné les possibilités que le signalement soit retenu ou non, vérifier auprès de l'enfant quelles sont ses personnes de confiance dans le milieu et effectuer une référence, avec son accord, afin de s'assurer que l'enfant reçoive du support⁵;
4. Ne pas demander d'information personnelle ni de coordonnées au secrétariat du milieu de l'enfant puisqu'il est suffisant de donner le nom, l'âge, la classe ou le groupe d'appartenance et le nom du milieu visité, en plus des informations qui vous amènent à signaler la situation;

En cas de situation particulière

5. Dans le cas de situations particulières, où vous estimez qu'il y a un risque de mettre l'enfant en danger si elle-il est au courant qu'un signalement sera fait, voici certaines options possibles afin de lui donner un minimum d'information, pour qu'elle-il sache que vous la-le soutenez et que la situation nécessite un suivi :
 - ❖ Lui dire qu'elle ou il a bien fait d'en parler, qu'il est important de faire quelque chose et vérifier qui sont ses personnes de confiance;
 - ❖ Étant donné les possibilités que le signalement soit retenu ou non, effectuer une référence, avec son accord, afin de s'assurer que l'enfant reçoive du support;
 - ❖ Au besoin, prendre rendez-vous pour revoir l'enfant afin d'effectuer un suivi de la situation, vérifier s'il y a de nouveaux éléments, reconsidérer la possibilité de l'informer du signalement s'il y a lieu.

⁴ Résolution 11-10-2 PR-13-86 «Signalement à la DPJ : Lignes de conduite avec l'enfant concerné et son milieu : précisions »

⁵ Effectuer une référence à la personne de confiance de l'enfant dont la situation nécessite un signalement, signifie informer la personne du fait que l'enfant l'a identifiée comme une personne de confiance et pourrait avoir besoin de parler, que vous ne pouvez en dire plus, mais qu'il serait bon de garder une attitude réceptive à son égard.

Équipe d'animation mixte

Lorsque l'équipe d'animation est mixte, c'est-à-dire composée de deux femmes et un homme, il y a des consignes précises et importantes à respecter telles que :

Répartition des jeux de rôle

(Résolution 07-10-2 PR-14-51)

Lorsqu'une mise en situation met en scène un rôle masculin et un rôle féminin comme, par exemple, la mise en situation de l'oncle et sa nièce, le rôle masculin est joué par l'homme et le rôle féminin est joué par une femme.

Prénom des personnages interprétés par un homme

Résolution 13-05-1 PR-03-21 (p.v., p.39)

Un animateur ESPACE garde les prénoms masculins inscrits dans le texte d'animation lorsqu'il interprète un garçon dans les mises en situation destinées aux enfants afin de mettre en scène différents garçons et de démontrer aux enfants que plusieurs garçons peuvent vivre ces différentes situations.

L'animateur devra identifier, en collaboration avec son équipe d'animation, un prénom fictif féminin lorsqu'il interprète une fille dans une mise en situation.

Animation principale

Lors des ateliers primaires, un homme peut faire l'animation principale seul ou de façon partagée, pourvu que les conditions suivantes soient respectées :

- Lorsqu'un homme fait partie de l'équipe d'animation, celle-ci est toujours formée de deux femmes et un homme (jamais deux hommes et une femme);
- Une rotation est faite pour l'animation principale; un homme n'assume donc pas l'ensemble des animations principales d'ateliers;
- Une femme démontre le cri et les coups dans la partie sur l'autodéfense.

Animation PRINCIPALE partagée à trois

Référence : Résolutions

02-10-2 PR-16-54 ANIMATION PARTAGÉE : UTILISATION

02-10-2 PR-17-55 ANIMATION PARTAGÉE : RÉPARTITION DES RÔLES

RECOMMANDATIONS

1. Pour l'utilisation de cette répartition du texte, chaque animatrice.teur acquiert toutes les parties du texte de l'atelier. Ceci afin de permettre une rotation régulière des rôles à l'animation principale dans les différentes parties et aux mises en situation, victime/agresseur.
2. Pour la rotation des rôles à l'animation principale et aux mises en situation, l'équipe d'animation peut décider de changer à chaque atelier, par journée, ou à chaque semaine. Ce devrait être une décision de l'équipe.
3. Nous appellerons ici les animatrices.teur **A**, **B** et **C**.
Pendant que **C** rencontre l'enseignant.e dans le corridor, **A** et **B** remettent les autocollants et **A** commence l'introduction même si **C** et l'enseignant.e sont encore dans le corridor.
4. **Un élément important :**
 - considérant la structure présentée ici, de l'animation partagée à trois personnes pour l'atelier primaire;
 - considérant que la reprise du pouvoir de la personne sur sa vie (l'empowerment) est un élément important de l'information que nous voulons communiquer aux enfants lors des ateliers;

Même si la mise en situation est terminée, la personne qui est à l'animation principale de la 2^e ou de la 3^e partie devrait avoir été **la victime dans la mise en situation précédente**.
5. L'animatrice.teur **C**, qui rencontre l'enseignant.e au début de l'atelier, est celle-celui qui anime la 3^e partie. Cela facilite la présentation de la mise en situation de la personne de confiance; elle-il sait si l'enseignant.e joue le rôle ou non.
6. Il est nécessaire d'être vigilante dans la gestion du temps de l'animation, plus particulièrement lors de la première partie de l'atelier (3x20 min).
7. La personne qui anime la première partie, anime aussi la conclusion, à partir de : « Nous avons presque fini l'atelier... »⁶

⁶ En référence à une technique d'animation, Josée M. Gosselin ESPACE Bois-Francis et Josée Longchamps, Coopérative la Clé, à Victoriaville.

PARTAGE ET DIVISION DU TEXTE

Les tableaux ci-dessous présentent la division de l'atelier lors de l'animation à trois personnes selon le partage de l'animation (une, deux ou trois A.P.). Il est recommandé d'introduire la personne et le titre de partie qui suivra par de courtes phrases. Cela diminue la transition au minimum, laissant l'animatrice.teur, qui commence sa partie, toute la latitude possible sans répéter ce qui vient d'être dit. Elle remercie sa.son collègue précédent.e et enchaîne.

Exemples de phrase de transition :

- **A** dit : « **B** va nous parler de l'autodéfense. »
- **B** dit : « **C** va continuer au sujet de la famille et des proches. »
- **B** dit : « **C** va continuer au sujet des relations amoureuses. »
- **C** dit : Je passe la parole à **A** pour terminer. »

Personne qui effectue la rencontre dans le corridor en début d'atelier

Voici les avantages et les inconvénients à ce que ce soit chacune des personnes suivantes qui rencontrent la personne responsable dans le corridor, en début d'atelier.

A :

Avantages :

Si A va dans le corridor, cela permet aux animatrices B et C d'avoir un contact positif avec les enfants dès le début de l'atelier. L'animatrice A a la chance de créer ce lien puisque c'est elle qui débutera l'animation de l'atelier. De plus, en allant rencontrer l'enseignante dans le corridor, l'atelier ne sera pas débuté (puisque c'est elle qui commence l'animation). On s'assure donc que l'enseignante voit l'atelier dès le commencement. L'animatrice A saura également si elle doit participer à la dernière mise en situation, en remplacement de la personne responsable.

Inconvénients

Si A va dans le corridor, il peut y avoir un long flottement avant son retour dans la classe, avec l'enseignant.e. B et C doivent donc être prêt.es à gérer le groupe durant cette attente.

B :

Avantages

Cette personne animera la partie B, soit celle expliquant l'autodéfense. Cela lui permet donc de récolter toutes informations pertinentes pour le bon déroulement de cette partie d'atelier (sensibilité des enfants, réactions possibles, etc.). De plus, la personne responsable aura déjà un lien avec l'animatrice avec qui elle jouera la mise en situation de la confiance, si elle désire le faire.

Inconvénients

Si c'est B qui va dans le corridor, les enfants pourraient développer moins d'empathie pour elle dans la mise en situation sur l'intimidation. Les enfants pourraient être plus gênés à lui offrir de l'aide lors de la mise en situation où elle retrouve ses droits.

C :

Avantages

Cette personne animera la partie C, elle saura donc si la personne participe ou non à la dernière mise en situation. Le fait qu'elle n'interagisse pas tout de suite avec les enfants, dès le début de l'atelier lui permet d'être présente pour la personne responsable et de répondre à ses questions, au besoin. Comme

le temps alloué par groupe est souvent limité, A pourra commencer sa partie même si C n'a pas terminé la rencontre.

Inconvénients

Comme elle anime la partie C, son premier contact direct et positif avec les enfants arrivent seulement à la troisième partie (même si, dans la deuxième partie, lorsqu'elle fait la victime dans la mise en situation, il n'y a qu'un bref contact direct dans la version positive avec seulement trois enfants et ce, seulement pour le 1^{er} et le 2^e cycle). De plus, les premiers mots que l'animatrice.teur C dirait aux enfants, si elle allait dans le corridor, serait dans la mise en situation, dans son rôle d'intimidatrice. Cela peut créer une stigmatisation des enfants envers cette personne.

ANIMATION A TROIS PERSONNES				
Sections		Animation partagée à 3	Animation partagée à 2	Animation non partagée
Rencontre dans le corridor		C	C	C
Distribution des collants		A et B	A et B	A et B
PARTIE A				
Animation principale		A	A	A
Situation : Intimidation				
Victime		B	B	B
Agresseur		C	C	C
PARTIE B				
Animation principale				
Introduction à l'autodéfense		B	A	A
Animation principale				
Au sujet des personnes connues		B	B	A
<i>1^{er} et 2^e cycle</i>	<i>3^e cycle</i>			
Situation : voisin	Situation : oncle			
- Yuri	- Rémi	C	C	C
- Voisin	- Oncle	A	A	B
PARTIE C				
Animation principale		C	B	A
<i>1^{er} et 2^e cycle</i>	<i>3^e cycle</i>			
Situation : oncle	Situation : rel. amoureuse			
- Nièce	- Victime	A	A	B
- Oncle	- Yann	B	C	C
Situation : Guy				
- Guy		B	B	C
- Adulte		A	C	B
Conclusion : présentation aide-mémoire et rencontres postateliers				
Animation principale		C	B	A
*Lors de l'animation partagée, la personne qui a animé la partie A peut animer la partie de la conclusion, en soutien à sa ou son collègue, au besoin.				

Animation PRINCIPALE partagée à deux

Référence : Résolutions

02-10-2 PR-16-54 ANIMATION PARTAGÉE : UTILISATION

02-10-2 PR-17-55 ANIMATION PARTAGÉE : RÉPARTITION DES RÔLES

11-10-2 ACT-7-72 ANIMATION DU 3^E CYCLE À DEUX PERSONNES LORS DE SITUATION EXCEPTIONNELLE^{vii}

Considérant que :

- l'animation à deux est une pratique à court terme;
- l'animation à trois vise un partage équitable de l'animation principale et l'intégration d'une nouvelle personne;

L'animation à deux demeure une situation d'exception (référence Base d'unité, point 3.31, tiret 2). L'organisme devrait prévoir du temps de pratique pour son équipe d'animation, afin que celle-ci ait une préparation adéquate avant d'animer devant les enfants.

Il n'est pas nécessaire de réécrire l'atelier au complet avec les changements. Il est faisable pour l'équipe d'animation d'utiliser les recommandations pour les transitions telles que décrites ci-dessous.

1. Nous appellerons ici les animatrices.teur **A**, **B** et **C**.

Pendant que **B** rencontre l'enseignant.e dans le corridor, **A** remet les autocollants et commence l'introduction même si **B** et l'enseignant.e sont encore dans le corridor.

2. Un autre **élément important** : la personne qui est à l'animation principale de la 2^e partie devrait avoir été **la victime** dans la mise en situation précédente.

Animation partagée à deux au 3^e cycle

L'animation de l'atelier pour le 3^e cycle à deux peut se faire lors d'une « situation exceptionnelle », car il est très chargé en contenu et demande donc énormément d'énergie à l'équipe d'animation. Cette façon de faire peut être utilisée lorsque l'équipe évalue qu'il est préférable de donner l'atelier à deux plutôt que de l'annuler. Cependant, l'expérimentation, par ESPACE Chaudière-Appalaches, de l'animation à deux a permis de constater qu'il n'y a pas de perte au niveau du contenu et dans la compréhension du groupe, car les jeunes répondent bien aux questions en lien avec les textes. La principale conséquence pour les enfants est le choix plus limité pour les rencontres individuelles.

L'ANIMATION PRINCIPALE

L'A.P. de la première partie commence à donner les autocollants pendant que l'autre personne parle avec l'enseignant.e et la distribution des autocollants se termine à deux.

La première A.P. fait :

^{vii} Situations exceptionnelles : Il peut s'agir de situation imprévisible et d'urgence qui demande une réponse ou un ajustement rapide et ponctuel qui ne sont donc pas le fonctionnement habituel de l'organisme. Par exemple, un.e animatrice.teur a une panne de voiture ou est malade et ne pourra se présenter à temps : l'atelier doit-il être présenté quand même à deux ou doit-il être reporté ? Etc. (Base d'unité du ROEQ 3.31 *Généralités*)

- L'introduction
- Les droits fondamentaux
- Introduction à l'autodéfense
- Elle devra jouer le rôle de la victime dans la première mise en situation, afin d'être disponible pour ce qu'elle a à faire en tant qu'A.P. L'alternance habituelle pour les rôles de victime et d'agresseur se fera, par la suite. Elle devra sortir avec les jeunes pour le caucus, ce qui est fait habituellement par la personne qui joue le rôle de la victime.

La deuxième A.P. fait :

- Au sujet des personnes connues
- Au sujet des relations amoureuses entre jeunes

Animation à deux personnes – Répartition équitable			
Sections		1^{er} et 2^e cycle	3^e cycle
Rencontre dans le corridor		B	B
Distribution des collants		A	A
PARTIT A			
Animation principale		A	A
Situation : Intimidation			
Victime		B	A
Agresseur		A	B
PARTIE B			
Animation principale		A	A
Introduction à l'autodéfense			
Animation principale		B	B
Au sujet des personnes connues			
<i>1^{er} et 2^e cycle</i>	<i>3^e cycle</i>		
Situation : voisin	Situation : oncle		
- Yuri	- Rémi	A	A
- Voisin	- Oncle	B	B
PARTIE C			
Animation principale		B	B
<i>1^{er} et 2^e cycle</i>	<i>3^e cycle</i>		
Situation : oncle	Situation : rel. amoureuse		
- Nièce	- Victime	B	B
- Oncle	- Yann	A	A
Situation : David			
- David		A	A
- Adulte		B	B
Conclusion : présentation aide-mémoire et rencontres postatelières			
Animation principale		B	B
*Lors d'animation partagée, la personne qui a animé la partie A peut animer la partie de la conclusion, en soutien, à sa ou son collègue, au besoin.			

WORKSHOPS FOR CYCLE 1

PART A INTRODUCTION

P.F.: Hello! My name is **A**, and these are **B** and **C**. We work for an organization called ESPACE _____ that looks after children's rights. We will be spending an hour talking with you and doing role-plays.

Also, at the end of the workshop, you can come and talk to **B**, **C** or me if you want to. If you have questions or things that you want to tell us, we will stay available to talk.

We will begin by giving you stickers so that we can know your names.

The facilitators, **A** and **B**, should then distribute the stickers and exchange a few words with each child. This should help establish an informal and trusting atmosphere. You might, for instance, say, "Is that Snoopy on your shirt?" or "You have a nice name".

During this time, **C** or the primary facilitator, if sharing the facilitation, meets with the teacher in the hallway to:

- verify absences, and arrange to integrate absent children into another group, if possible;
- confirm his/her participation in the role-play with David;
- remind him/her of disciplinary guidelines;
- ask him/her to sit behind the children, or in the circle along with the facilitators;
- confirm what is the game, ball-based or otherwise, most frequently played by the children, if this was not done during the workshop for school personnel when addressing the 1st and 2nd grade teachers;
- tell the teacher that a child may leave the class if they feel uncomfortable. The child will be able to return when they feel better. The child will be under the teacher's responsibility if they leave the class.
- give him/her an evaluation sheet.

NOTE:

Avoid all questions pertaining to the children's experiences, medical or social histories, given their highly confidential nature.

RULES

P.F.: Does everyone have their sticker? Great! For things to work well, we'll need everyone's help. To help us, you'll have to:

- keep your sticker on your shirt, so that we can see everyone's name;
- raise your hand before speaking;

- make sure that only one person talks at a time, otherwise, we won't understand each other. Okay?

If any children disturb the groupe (talking, horsing around, etc.), the facilitators can discretely go and sit between them.

If, during the workshop, the rules are not respected:

- reiterate the importance of respecting the rules.

If some children or the entire class persist in not respecting the rules:

- reiterate the rules;
- make it clear that the workshop will be cancelled if the situation does not improve.

(Use this solution only if you are prepared to follow through.)

P.F.: Normally, we have a lot of fun during these workshops, but if you aren't comfortable, you are allowed to leave the class. We will come get you at the end of the workshop.

In accordance with the school's policies and the mutually agreed-upon arrangement, indicate to the child where he/she may go.

CHILDREN'S RIGHTS

P.F.: We can now begin. We're going to talk about rights that everyone has, and about what we can do to feel good and safe.

NOTE:

ESPACE addresses the question of rights in connection with fundamental human rights. We define an assault as the non-respect or violation of one or more of our rights to be safe, to be strong and to be free. Saying, "No!", expressing our emotions, not being touched in undesirable ways are essential concepts of the workshop.

Often, adults will link rights with responsibilities/duties. We choose to speak of respecting the rights that everyone has, rather than addressing the notions of duties and/or responsibilities. We believe that the notion of mutual respect of rights is complete in and of itself considering our objective, i.e. to convince children that it is alright to seek help; it is their right.

P.F.: Imagine the following situation. When you get home from school, your parents or the people who take care of you say, 'Children, you will never eat again.' What types of problems would you have? Yes, you are right, you would have problems.

Give a second example using other essential rights: e.g. going to the bathroom, sleeping, and so forth.

Yes, you are right: we all need to eat and to _____ every day. These are rights. If someone takes them away from us, we have a problem, and it is okay to go get help.

We will now talk about three other rights that everyone has, whether they're a baby, a child, a teenager, an adult or a grandparent. The first is to feel safe, the second is to be strong and the third is to be free. To help us remember them, we have gestures. They are: safe, strong and free.

Description of the gestures associated with the three rights:

SAFE: Cross the arms and place the open palms on the chest.

STRONG: Only one arm up (left or right), elbow slightly higher than the shoulder, closed fist facing forward facing.

FREE: Arms stretched out to the sky, in a "V" shape, forward facing palms. Make sure not to move your fingers.

The primary facilitator asks the children to repeat all together the three rights using the gestures. Show the poster with "Safe, Strong, Free."

P.F.: I need examples for the right to feel safe. When do you feel safe? Where do you feel safe? With whom do you feel safe?

NOTE:

Some children will say they feel safe in their bed, in their home, while holding an adult's hand, with friends and/or by not talking to strange individuals.

P.F.: Now let's talk about the right to be strong. When do you feel strong? Yes, that's a good example of physical strength. We often need to be physically strong. But there are other types of strength that we feel inside of us, like feeling brave. When do you feel strong inside? Yes, that's a good example of being brave.

Given that inner strength can take different forms (courage, determination, intelligence, self confidence, etc.), support all of the children's answers that go in that direction, without attempting to categorise the various types of inner strength.

IF NEEDED:

More often than not, the children give examples of strength that are muscular, physical. If children refer to physical aggression against each other, tell them that we will talk about that later. If the children don't find many examples, emphasise examples of inner strength.

Potential examples for cycle 1, adapting them for the group in front of you:

- having a tooth pulled out or receiving an injection;
- speaking in front of the classroom;
- learning to read or write;
- practicing a new sport;
- going to bed in the dark;
- helping a friend that is being picked on;
- admitting to my parents that I broke something.

P.F.: Now, the right to be free. When do you feel free?

Using the children's examples, introduce the idea of freedom of choice.

Cycle 1: When I'm not at school, I am free to choose one activity or another: play outside, go to a friend's house, pick out what I want to wear, etc.

NOTE: Choose examples being careful not to marginalize some of the children because of their socio-economic reality, or cultural and religious beliefs: some may not go out to dinner, receive gifts on their birthday, etc.

P.F.: Are we free to do whatever we want? No, because everyone else also has rights that are just as important as our own. That's why there are rules everywhere: at home, at school, when playing sports. The rules help us respect our rights and everyone else's. For example, walking through hallways instead of running, or stopping at a traffic light, when red, helps to avoid injury to yourself or anyone else.

P.F.: Most of the time, children feel safe, strong and free! But sometimes, children can have their rights taken away and be victims of violence. It may be at school, at home or anywhere else, it's important to know what to do if it happens. We are going to do role-plays where we will see different forms of violence and afterwards, we will discuss them together. During the workshop, it's possible that you feel different emotions which is normal. If you feel the need to leave the classroom, you can. Your teacher will accompany you. You will be able to come back when you feel better.

IF NEEDED:

Replace "your teacher" with "adult, Special education's technician, educator, nurse, etc. "

It's important to tell the children that they can leave the classroom at any moment. A child may be experiencing or has experienced violence and feel uncomfortable with the topic. Letting them know that they can leave the classroom gives them the opportunity to choose what is best for them. At any time, the child can decide to return to the activity.

P.F.: Let's start our first role-play. **B** and **C** will pretend that they are two children in your class. They're both six-and-a-half years old.

Adjust the ages of **B** and **C** according to the ages of the children in the class.

First graders are usually six and seven years old. Second graders are seven and eight years old. We'll therefore use the average age of the level in question: six-and-a-half years old or seven- and-a-half years old.

P.F.: It's recess, **B** wants to play _____ (name the game suggested by the teacher) and **C** will say something to her.

You'll be playing the other children in the class, you're in the schoolyard for recess. You're going to be witnesses, which means that you'll see and hear what's going on. I would like you all to stand up. For this role-play, we need you to stay quiet. Let's watch what happens and we'll talk about it afterwards.

Clearly identify where the action is taking place - in the schoolyard.

The facilitators **B** and **C** get into position and present the role-play in which a child's rights are taken away by another child.

C moves inside the half-circle, towards the middle, to be close to the children and to draw their attention.

(Avoid being lined up with or directly beside the children.)

NOTE:

C will call **B** a “baby” or a “dummy”, but you can also use other insults such as “stupid”, “loser”, “chicken”, “twit”, “good for nothing”, “nerd”, etc., if you find this more appropriate in a given milieu.

Before doing workshops and modifying the insults, have a team discussion on the choice of words. We sometimes cannot predict the impact without previous reflection.

Avoid labels such as “fat” and vulgar terms such as “whore”, “slut”, etc. Be cautious of words that are trendy or have sexual connotations. Some words may be too oppressive even if they are used by children in this milieu.

Give preference to “universal” words that persist throughout the years.

IF NEEDED

Mention: “We know that you sometimes hear other, harsher words.”

Mention: “You might sometimes feel like laughing. Remember that these are things that really do happen.”

A CHILD'S RIGHTS ARE TAKEN AWAY BY ANOTHER CHILD: BULLYING

B arrives in the schoolyard for recess with a smile. She approaches the others and loses her smile when she notices that **C** is already there. She keeps a safe distance and watches the other children in the class.

C: *(in a superior-sounding tone, and using a look to get the others on her side)*

"Oh, you're still here, you big baby! We already told you, you can't play, and I'M the one who decides!"

B: *(talking to the other children, already sad and discouraged)*

"I'd like to play; I have the right to play too."

C: *(arrogant)*

"You don't catch on fast, do you? How many times do we have to tell you? There's no room for you here, dummy! Go away!"

C pushes **B**.

B with a sigh of anger, she leaves.

This is the end of the role-play, the facilitators **B** and **C** rejoin the circle and everyone sits down.

Attention: Do not applaud role-play where children have their rights taken away.

P.F.: How did **B** feel? Did she feel safe, strong and free? Why not? Do you think she was sad or angry? Why?

When someone takes away our rights to be safe, strong and free, we might feel sad, mixed up or angry.

IF NEEDED

Complete the children's answers by emphasizing the elements that mark the difference between a conflict and an unequal power relation, which is to say, the exploitation tactics: the repetitions ("you're still there...", "we already told you..."), insults ("baby", "dummy", "you don't catch on fast"), seeking the approval of others against **B** (she tries to get the others on her side, and uses the word we, "we already told you," verbally including the others in her statement), the climate of fear ("there's no room for you", pushing). The individual who bullies wants to put the other person down; she wants the other person to feel weaker.

If the children say, 'It's no big deal, they are just having an argument', stress that it is crucial to do something, because **B**'s rights were taken away; she no longer felt safe, strong, nor free.

P.F.: You were there, you witnessed what happened. How did you feel inside while watching and listening to it?

The children will undoubtedly respond that they didn't feel good, that they wanted to defend **B**, or that they wouldn't have the courage to do so, that they wanted to go for help, etc. Do not comment much on their answers unless necessary; we shall come back to this later. The purpose of the question, at this time, is to allow the children to express how they felt.

P.F. What we saw in the role-play is bullying. What did **C** use to take away **B**'s rights and bully her? That's right. She called her names, which is verbal violence. She pushed her, that's physical violence, and she tried to keep her out of the game, which is rejection, another form of violence.

P.F. Did **C** feel strong? Is this a good way to use your strength?

NOTE:

The children readily identify with the situation presented. They realize that **C** took away **B**'s rights to feel safe, strong and free. **B** was both scared and hurt. It is possible that a child will say that **B** was angry, or that **C** was.

P.F.: When someone takes away our rights, bullies us, it's possible that we also feel like yelling at them, call them names, push or even hit them. But do you think that this is a good way to solve the problem? Why?

It is possible that some children will answer, "yes." Without discrediting their response, check whether the others have another take on the matter, and highlight answers that emphasize the following elements: "You are right; this could lead to other problems such as fighting, injuries, more violence, and more rights being taken away."

Complete as needed.

Many will be reluctant to grant **C** the same rights as everyone else. If this is the case, remind them that everybody has the right to be safe, strong and free.

P.F.: Let's look at how **B** could protect her rights, express her anger, without taking away **C**'s rights, without hitting her. When **C** tells **B** to go away, what word could **B** use to keep her rights?

Often, the children will suggest a way to avoid the situation.

E.g.: Leaving, not playing, etc. Mention to them: "Yes, ignoring the situation or leaving is a way to avoid the problem. But if it continues, what can we do?" Move on to affirmative solutions.

P.F.: Yes. Saying “No” is a clear way to show someone that I don't agree with them. “No” is a word that we can use to stay safe, strong and free. Can it be hard to say no alone? Is it possible that **B** is scared? Could she ask a friend to help her? For sure, two people can help each other out. Who else could **B** talk to about what happened? Yes, to her parents, or her teacher, or someone else.

You were there; you were witnesses. When someone acts like **C** did, do you think you too could tell her to stop?

It is also important to speak to an adult so that the situation will stop. We know that **B** or others who go to get help might be called a 'tattletale' or a 'big mouth' for telling. But when we need help, it's important and brave to talk about it so we can get back to feeling safe, strong and free, or to help someone else get back their rights."

IF NEEDED:

Explain the difference between being a **tattletale**, a **blabbermouth** (*use the terminology used by children in your own region) and **reporting**. Being a tattletale is not minding their own business. For example, if I go tell the teacher that another student did not do their homework or is chewing gum. Reporting, for example, is if I go tell the teacher that someone is being bullied during recess. It's to help them regain their rights. It's brave and important to do it.

The P.F. can add, “Telling them that they are a tattletale is a way to prevent them from getting help, it's another way to take away their rights.”

P.F.: Now, let's re-do the role-play with the solutions we found together: say no, ask a friend for help, and tell an adult that we trust what happened.

P. F.: At the beginning of recess, **B** will talk with his-her friend. I will play the role of that friend. When **C** will say, "Go away!", we will say "NO" together really loud, okay? Among the witnesses, who would like to play the role of the children who will talk to help **B** to say "no, stop" and go get help with a trusted adult?

When **B** will say, "Stop threatening me", it will your turn to speak out. What could you say?

The P.F. tells the three children who were chosen what they each will say, while they remain in their places.

“If the children don't come up with any ideas, suggest the following retorts: «stop», «Let her play”and “I'm going to tell the teacher.”

The P.F. finishes up making sure that the retort “I'm going to tell the teacher” is mentioned. The P.F. can coach each child when their turn comes, and say the sentence with them if needed.

P.F.: You can all stand up but stay in your places. Let's watch the role-play together; we will talk about it after.

Many children will want to take part in the role-plays. Let them know you appreciate their enthusiasm, but that you can't take everyone. Suggest that they continue practising role-playing with friends or with their teacher. The facilitators **B** and **C** take their places and perform the role-play of the child who keeps her rights: bullying.

A CHILD PROTECTS THEIR RIGHTS FROM ANOTHER CHILD: BULLYING

B moves towards her friend played by the P.F.

B: "Hi **A**! You know when **C** calls me names and says I can't play, I don't like it. It's not okay to do that, is it? I have the right to play like everyone else. Will you help me?"

P.F.: *(affirmative)*
"Yes, you're right. I'll help you."

B: *(relieved and reassured)*
"Thanks, you're the only one who wants to talk to me."

P.F.: *(understanding)*
"I know; it's because if we talk to you, she will make fun of us too, and the others are afraid of being left alone like you. But I'm tired of seeing her do this to you. It's not fair."

B: *(convinced, feeling more sure of herself)*
"Wow, you're brave! When I get close to the game, if she does the same thing again, we can say, 'No!' together."

P.F.: "OK, good idea! Let's go!"

B moves toward **C**, who is standing in front of the circle of children.

C: "Well, well, if it's not the big baby trying again! Will I have to push you again? Go away!"

B, P.F. and witnesses: "NO!"

B: "Stop threatening me!"

Witnesses: *(suggested retorts)*

- 1) "Stop"!
- 2) "Let her play!"
- 3) "I'm going to tell the teacher!"

C: *(addressing the witnesses)*
"Why are you doing defending her? It's none of your business, go play somewhere else!"

B and witnesses: "No!"

B: "We're staying together, I have the right to play. If you don't stop, we're going to tell the teacher!"

C: *(keeping her superior tone but now stuttering, she is less aggressive, and after answering, she turns her back on B)*
"Okay, fine, you can play!"

B: *(talking to her friend and the others)*
"Wow! It's great that you spoke up! Thank you!"

In general, when children participate in the role-plays:

- If a child is verbally assertive, allow him/her to express themself and then continue.
- If a child becomes too aggressive, the primary facilitator can decide to interrupt the role-play, so as not to encourage such behaviour.
 - Emphasize **C**'s rights.
 - Ask the concerned child gently but firmly to find another way of keeping his/her rights.
 - If needed, ask the other children to help him/her.

This is the end of the role-play. The facilitators **B** and **C** and children who participated rejoin the main circle. All applaud.

P.F.: Did you prefer this role-play? We only needed three of you, but I know you all would have been capable of doing it. How did **B** feel this time? Did she stay safe, strong and free? At the end, why did **C** say 'Okay, fine, you can play'? It's amazing, she stopped because you spoke up! If this were to happen to you, would you like the others to help you? If no one comes to help me, what can I do? Yes, the same solutions as before.

Let the children verbalize their emotions, nothing more. They will undoubtedly answer that **C** let **B** play because she realized that neither **B** nor the others would let her stop **B** from playing.

For the last question, emphasize the usual solutions:

- say No;
- ask friends for help;
- tell an adult you trust.

P.F.: You can use these solutions every time someone tries to take away your rights.

PART B

INTRODUCTION TO SELF-DEFENCE

P.F.: As we just saw, it is often possible to protect our rights by using the strategies that we have learnt together (name the strategies or point to the Strategies poster). Sometimes, we may be physically trapped. It is rare, but it could happen, and we would then need to use self-defence to free ourselves, run away and get help. What we will show you is not a game, it's serious.

A (or **C**) shows the sign with the strategies written:

- say no
- ask friends for help or the other children
- talk to a trusted adult
- use self-defence

P.F.: When I walk around, the first thing to do so that I can feel safe is to always remember: I walk while looking all around me, with my head high, I am confident and self assured.

For the following part, **A** (or **C**) approaches the P.F. to attack her/him. The primary facilitator illustrates the explanations by showing the safe distance and by performing the moves rapidly and decisively. The facilitator receiving the blows reacts accordingly.

P.F.: When I feel in danger with someone, the first thing to do is:

- keep a safe distance, run and get some help.

If someone holds on to me, wants to force me to go with them, keeps me from getting away, I can say, 'No! Let go of me!' and if the person doesn't let me go, I always ask myself:

What do I have free and how can I use it to get free and get away? For example, if the person is facing me and holds my arms, what do I have free? That's right -- my feet. I can kick their leg, but below the knee so I don't lose my balance. I can also stomp on her/his foot with my heel, while keeping in mind that I want to get away, tell someone, and get help.

If the person holds me from behind, and holds my arms, what do I have free to defend myself?

Yes -- my feet again. I can do the same things as before -- kick, stomp. If my arms are free, I can use my elbow, which is hard and pointed. I hit with my elbow as hard as I can: to the face, the stomach, between the legs, depending on my position. And I run away."

Demonstration.

If a child answers that you can use your head to hit them, answer: *yes, I can hit their nose with my head.*

P.F.: While I'm doing all this, is it a good idea to yell also? Yes, a self-defence yell:

- which allows me to reach for my inner strength and courage;
- which lets people know I need help;
- which surprises the person because it says, 'Let me go, I can defend myself.'

We will now pretend **A** (or **C**) is holding me. I'm going to defend myself by striking back, and I'm going to yell in a way that makes me strong.

With the help of **A** (or **C**)-who is holding **B**, **B** lets out a forceful, energetic safety yell, while demonstrating a determined attitude.

P.F.: What we want is a yell that creates strength. That's why it is a deep-sounding, and not high-pitched yell. It is loud and strong; it is a self-defence yell to help you stay safe. We are now going to practice it.

Everybody please stand up. O.K. We stand up nice and straight to make us strong.

Now, listen carefully. When my hand is up we will yell all together. When my hand comes down, we will stop. O.K.?

1-2-3 << YELL >>

Repeat the yell if necessary if it was too high-pitched or not loud enough. Remind the children that the yell has a deep sound. You can also tell them that the yell comes from the stomach, or suggest doing it loud enough for the whole school to hear it.

P.F.: Great. Now everyone sit down. It would be a good idea to show the yell to your brothers and sisters, your parents or the people who take care of you and explain to them what it's for.

If you hear the self-defence yell, you go towards the location where it's coming from while yelling at the same time but without getting too close to the person:

- to provide help;
- to startle even more the person to make them stop, because people who try to harm children do not want to get noticed.

P.F.: It is very important to quickly inform an adult if you witness these types of situations. It could be someone close to where you are (your house, a friend's house). You can also go see an adult in a public place or call the police by dialing 911. It's also possible that you are asked to describe the person or the situation, so try to remember as many details as possible.

IF NEEDED:

You can name other examples of places where children could go and get help: in a restaurant, a garage, at a *Block Parent*, etc.

NOTE:

We know that there are fewer and fewer houses with a *Block Parent* sign, and that some residential or rural neighbourhoods are far from commercial establishments. Children will have an easier time finding help at the home of a Block Parent or at the nearest house, while remaining outside when asking for help.

P.F.: It is important to tell everything we know about what happened. It is important to notice as many things as possible:

- where it was (indoors, outdoors);
- if there was a car: the color, the make and model, the licence plate number, etc.;
- when was it: in the afternoon, in the evening;
- who was it: someone that the child knows or does not know?

We can also describe the person by telling the colour and length of their hair, the colour of their skin, their height compared to you, the clothes they were wearing, and anything else that you noticed.

P.F.: The self-defence moves and the yell are serious things, it's important to only use them when we're in danger or want to get away from someone to go and get help. Whether you're in the schoolyard, at home, or anywhere else, we don't play around with them.

IF NEEDED :

Provide examples to ensure that the children understand the concept of self-defense.

Example: If someone shouts names at you or insults you in the schoolyard, do you use self-defense?

Example: If another child pushes you, do you use self-defense?

Example: If someone damages your personal effects, do you use self-defense?

CONCERNING KNOWN PERSONS

P.F.: If you meet a stranger who wants to give you a gift, who invites you to follow them or to get in their car, do you accept? If they want to know personal information about you like your name, your address, the name of your school, do you tell them that information? And if they want a picture of you?

Let the children answer "NO!" all together and then go on with the other questions.

P.F.: Well, on the Internet, it's the same thing! You do not give out your personal information like your name, your address, the name of your school, a picture of yourself, etc. And if someone asks you for this information it is important to tell a trusted adult.

P.F.: If you see images that make you feel uncomfortable, it's the same thing. It's important to talk to a trusted adult about it.

P.F.: Now we'll talk about people we know a little. They are not exactly strangers, but we don't know them as well as our parents or the people who take care of you. Can you give me some examples?

NOTE:

The children will name a coach, Cub or Brownie leader, a music teacher, dance teacher, the people who work at the corner store, neighbours, clergymen, etc.

IF NEEDED:

Complete the children's answers.

P.F.: We will now pretend that **C** is a child in your class named Yuri. This situation could happen to both boys and girls. Yuri is playing on the sidewalk in front of a house near his home. A neighbour comes out of the house and starts talking to him. Let's see what happens. We'll talk about it after.

The name Yuri is pronounced “Yoo-ree”. If there is a child in the class with the same name, use the name Soren (pronounced “Saw-ruhn”).

The facilitators **A** and **C** take their places and act out the role-play in which a child has her/his rights taken away: known adult.

A CHILD'S RIGHTS ARE TAKEN AWAY BY SOMEONE THEY KNOW: NEIGHBOUR

Neighbour: "Hi. You live just down the street, right? What's your name again?"

Yuri: *(perplexed)*
"Yuri."

Neighbour: *(calm and friendly)*
"Yuri! That's what I thought. You don't recognize me? I live here."

Yuri: *(embarrassed)*
"Oh yeah. I often see you on my way home from school."

Neighbour: "It must be boring to play all alone. Would you like to come to my house and see my puppies? They were just born."

Yuri: *(interested but still embarrassed)*
"I'd like to, but my parents always want to know where I am, and they don't want me to go with strangers."

Neighbour: "But we know each other. You just said so yourself. Come on. We'll have fun."

The Neighbour approaches Yuri as if to take him by the shoulders.

Yuri, uneasy, backs away timidly.

Yuri: "I don't think my parents would be happy."

Neighbour: *(luring)*
"No, no, they wouldn't mind! They know me! Come on...."

The neighbour gently but firmly takes Yuri by the shoulders and leads him into his house. Yuri is visibly upset. **A** and **C** leave the class.

End of the role-play. The facilitators **A** and **C** come back into the class and return to the circle.

P.F.: Who can tell me how Yuri felt?

Take a few answers.

P.F.: Yes, he was confused, worried. He didn't feel safe, strong, and free. Did Yuri want to go with the neighbour?

Take a few answers, illustrating the difficulty of choosing between respecting the agreement with parents and going right away to play at the neighbour's.

P.F.: There's a reason why Yuri is confused. The neighbour seems nice, but he doesn't listen to Yuri, and he doesn't seem to want Yuri to check with his parents. In the end, he doesn't give Yuri any choice. He takes him into his house. When someone acts like that, what can we do?

Take a few answers.

IF NEEDED:

Refer to the list on the blackboard.

- Say no
- Ask a friend(s) or other children for help
- Ask a trusted adult for help
- Use self-defence: run away, yell, hit if there is an immediate danger and flight is impossible.

P.F.: We will now do the role-play again, but this time Yuri will use the solutions that we found together. he'll say 'NO' loud and clear, yell, get away and go for help. Let's remember that if we hear someone yelling, we go see what is happening while yelling too. Who wants to come help Yuri?

The primary facilitator chooses a few children and stays with them in the background.

P.F.: Yuri is on the sidewalk in front of his house, while we, the other children, are further away.

A, B, C and children take their places for the role-play in which a child keeps her/his rights.

A CHILD PROTECTS THEIR RIGHTS FROM SOMEONE THEY KNOW: NEIGHBOUR

Neighbour: "Hi. You live just down the street, right? What's your name again?"

Yuri: *(happy to greet the neighbour)*
"Hi."

Neighbour: *(friendly)*
"You don't recognize me? I live here."

Yuri: *(with assurance)*
"Oh yeah. I often see you on my way home from school."

Neighbour: "It must be boring to play all alone. Would you like to come to my house and see my puppies? They were just born."

Yuri: *(interested, self-confident)*
"I'd like to, but my parents always want to know where I am. I'm going to tell them."

Yuri turns as if to leave, leaving one arm lightly stretched out behind his back.

Neighbour takes Yuri's arm, stopping him, threatening.

Neighbour: "You don't have to do that. They know me. Come on, we'll have fun."

Yuri: *(firmly)*
"No, I'm not going."

Yuri does his self-defence yell.

Neighbour startled, releases Yuri's arm and quickly goes in the house.

P.F.and friends stop playing and run to Yuri, yelling.

P.F. and friends: "Are you O.K.? What happened?"

Yuri: *(nervous)*
 "Thanks for coming. You know that man who lives here, well he really wanted me to go see his puppies. He even came towards me to force me to go with him. That's when I yelled."

P.F.: *(addressing Yuri)*
 "Wow! You're brave! You did good..."

(addressing Yuri and friends)
 "But what should we do now?"

Let the children respond. They should refer to the strategies already mentioned. Make sure to end the role-play by going to report the situation to trusted adults (parents, other adults....).

Yuri: "You're right, and I see that my mom just arrived. Can you stay with me? We can tell her together about what happened."

P.F. & friends: "Sure."

End of the role-play. **A** and **C** and the children return to the circle. Applause.

P.F.: Did you prefer this role-play? Why? Yes, Yuri kept his rights to be safe, strong, and free, with the help of the other children, he will tell an adult.

P.F.: In this role-play, the neighbour uses a trick to take Yuri to his place. Who can tell me how the neighbour attracts Yuri? Yes exactly, he offers him to go see his puppies. There are different ways to get children to follow an adult and sometimes, these tricks are not easy to recognize, for example: offering a gift, asking for help to provide directions or suggest a fun activity.

P.F.: What is important to remember is that you always ask for permission before you leave, go somewhere or accept a gift, even if you know the person or that they seem nice. The people taking care of you always need to know where you are and with who.

PART C

CONCERNING FAMILY MEMBERS AND PEOPLE WE ARE CLOSE TO

P.F.: Now we are going to see another situation. This time we'll talk about someone we know very well, like a family member or a close friend. Most of the time these people like to see children happy, but it may happen that one or some of them try to take our rights away. Because these situations are not easy, it is important to talk about them. This can happen to both boys and girls.

P.F.: With people we know well, we can feel good cuddling with them, kissing them when we are not forced to do it and when both people agree. For example, if we want to cuddle or give kisses to someone, it's important to ask permission before doing so and to respect their choice. Do you have any examples of touches with which you are comfortable?

A is going to pretend again. She is a child in your class. **A** is spending the day with her aunt and uncle since her parents are away. She is watching television alone in the living room. **B** will play the role of **A**'s uncle. Let's watch what happens, and we'll talk about it afterwards.

The facilitators **A** and **B** take their places for the role-play in which a child has her rights taken away: close adult. Two chairs are needed for this role-play.

A CHILD'S RIGHTS ARE TAKEN AWAY BY SOMEONE CLOSE: UNCLE

Uncle: *(playful)*
 “Hi **A**! How's my favourite niece today?”

A: *(makes a small nod with her head, but doesn't take her eyes off the television)*
 “Hi Uncle Harry. I'm fine.”

Uncle: *(playful, sits down)*
 “What are you doing?”

A: *(a bit annoyed)*
 “Watching my favourite program.”

Uncle: *(controlling)*
 “Oh, forget the television. I want you to come sit next to me.”

A seems sad, gets a bit closer.

Uncle, in a sweet tone, and while talking, puts his arm around **A**, who seems uneasy and sad.

Uncle: “Closer....there, isn't that better?”

From now until the end of the role-play: more and more invasive. He starts to caress **A**'s hair, shoulders, back, arms, thighs. He tries to put **A**'s hand on his thigh. **A** is more and more uncomfortable.

Uncle: *(even sweeter)*
 “I think you're getting so pretty. What grade are you in?”

A lowers her eyes and looks sadly at the floor.

A: *(answers tonelessly)*
 “I'm in grade (1 or 2).”
 *For multi-level groups, use the level that corresponds to the majority of the class or the highest level.

Uncle: *(devious)*
 “I bet you like video games?”

A: *(in a low voice)*
 “Yes, but I don't have one.”

Uncle: “I can fix that for you.”

A: *(interested)*
 “Oh, yeah?”

Uncle: “Sure! I can lend you my console and games for the whole day.”

A still interested.

Uncle: “But, in return, you have to kiss me on the mouth and touch me.”

A disappointed and frightened, quickly kisses her uncle's cheek and tries to get away.

Uncle: *(authoritative, grabs A's arm)*
 “Whoa! More than that! I said to kiss me on the mouth and touch me.”

A: *(panicky)*
 “I think Aunt Betty is coming....”

Uncle holds **A** firmly by the shoulders and turns her to face him.

Uncle: *(menacingly)*
 “Now listen to me **A**. Like I've told you before, don't talk to anyone about what just happened. It's our little secret. Understood?”

A nods her head, keeping her eyes lowered.

Uncle leaves the room.

A now alone, angrily stamps her foot.

A: “Ah, it makes me mad when he does that.”

The role-play ends and the facilitators **A** and **B** rejoin the children in the circle.

NOTE:

Usually the children remain silent after this role-play.

P.F.: Who can tell me how **A** felt?

Highlight emotions: fear, sadness, confusion, anger.

P.F.: Did she keep her rights to be safe, strong, and free? No. Did she want her uncle to touch her? Did she want to hug and caress him? No. Did **A**'s uncle force her? Yes. What is that called, what **A** just went through, when someone kisses and touches us even if we don't want to? It's sexual violence. What did he do to get what he wanted?

Bring out the atmosphere, the gestures, the words he used.

How he pulled her towards him, touched her all over.

He told her: - she is pretty
- she is his favourite
- he offered her a present

If a child says that he is a pedophile, say: "It's possible. but whether or not he is a pedophile, he is still an adult that uses his power to sexually assault a child."

If children ask, "What is a pedophile?", answer, "In short, it's an adult that feels a sexual attraction towards children. (If needed: that adult may, or may not, commit an assault)."

P.F.: Do you remember what her uncle asked for in return for lending her his gaming console? That's right-- kisses and touching. Do you know what offering a present or a reward in exchange for kisses and touching is called? Yes, it is a form of bribery, it's manipulation.

While he seemed to be interested in her, in reality he manipulated or tricked her to get what he wanted. That's a way of forcing her. However, nobody has the right to force us to give or receive kisses and touches. At the end, the uncle told her to keep what he did a secret. Why?

Bring out the fact that it is the secret which makes repeated abuse possible. Breaking the silence is the first step to ending it.

P.F.: If **A** doesn't say anything, what could happen? Right, he will probably do it again. What can **A** do to make him stop?

Take a few answers.

IF NEEDED:

Refer to the list on the blackboard:

Saying no is effective

Talking to a friend or friends is good too
 Talking to an adult is essential
 Resort to self-defence when necessary.

P.F.: Is it easy to say no?

If a child says that the uncle could get angry, be physically violent or that **A** could put herself in danger by saying 'NO', specify that it takes a lot of courage to assert yourself in front of an adult. **A** can decide not to assert herself at the time of the assault for different reasons (for protection, because she's scared, by choice) and it's okay. It's not her fault; there are other ways to get out of that situation. The important thing is to go tell a trusted adult afterwards for the violence to stop and for the child to regain his or her rights.

Some will say yes. Others will talk of their fear of the adult's anger, etc. Validate without insisting on fear, apprehension, etc.

P.F. It's true that it is not always easy to say no. Telling an adult can help put an end to the situation. It's true that it is not always easy to say no. Telling an adult can help put an end to the situation. You tell someone even if no one saw what happened. We will redo our role-play and see how **A** keeps her rights.

The facilitators **A** and **B** take their places and perform the role-play in which a child keeps her rights: close adult.

A CHILD PROTECTS THEIR RIGHTS FROM SOMEONE CLOSE: UNCLE

Uncle: *(playful)*
 "Hi **A**! How is my favourite niece?"

A makes a small nod with her head but doesn't take her eyes off the television.

A: "Hi Uncle Harry. I'm fine."

Uncle sits down.

Uncle: *(playful)*
 "What are you doing?"

A: *(a bit annoyed)*
 "Watching my favourite program."

Uncle: *(controlling)*
 "Oh forget the television. I want you to kiss me
 and touch me."

A gets up with self-confidence.

A: "No Uncle Harry! I don't want to!"

Uncle: *(incredulous)*
 "What do you mean, you don't want to? You usually
 like it."

A: *(firmly)*
 "NO! I never liked it! It makes me mad when you
 say that because it's not true. It's you who likes
 it."

She starts to back away from him.

Uncle: *(insulted)*
 "What's the matter with you? Are you being fresh
 with me?"

A: *(categorically)*
 "No Uncle Harry, I'm not being fresh with you. I've
 just had enough."

A moves away from her uncle, and speaks to the children.

A: "I'm going to tell my parents and my aunt. Here she comes now."

She leaves, calling her aunt's name.

A: "Aunt Betty!"

Uncle, confused, puts his head in his hands.

End of the role-play. The facilitators **A** and **B** return to the circle. Applause.

P.F.: How did **A** feel this time? **A** kept her rights to be safe, strong, and free. Why did her uncle say, ‘you know you like it’?

IF NEEDED:

Complete the children's responses, bringing out the fact that the uncle tried to make her feel guilty, an accomplice. He again tries to manipulate her:

- in order to continue
- to keep her from talking
- to make her think it is her fault.

P.F.: If a situation like this happens to you, it is not your fault. The person who acts that way is responsible for what they’re doing.

At the end of the role-play **A** gets up and goes to tell her aunt. Do adults always believe children? If **A** tells her aunt and she doesn’t believe her, what can **A** do?

NOTE:

The children are convinced that **A** should ask for help. But they are well aware of their lack of credibility and that adults often dismiss their “stories” as being made up. Emphasize that it is important to tell someone else.

P.F.: The most important thing is to continue telling what happened until someone listens to you, believes you, and helps you. Who can **A** tell?

Take a few answers and complete if needed making sure the children identify the various resources (family, neighbourhood, school), and continue.

P.F.: Now close your eyes to help you concentrate and think of three adults you could talk to.

Ask two children to name the three people they chose.

If any of you did not find at least three people, come and see us after the workshop. No matter what is happening, you need to talk to an adult who can help you.

We are now going to do one last role-play. We are going to pretend that **B** is a child in your class named David. He has a problem. He has identified one of his teachers as an adult he trusts and has decided to go talk to her/him.

According to the preferences of the animation teams, it is also possible to use the name Eric.

If the teacher participates in the role-play, introduce to the group.

If the teacher does not participate, present **A** as David’s teacher.

TELLING A TRUSTED ADULT TO GET HELP: DAVID

The teacher (or **A**) sits facing the children. She/he pretends to be working. David approaches.

David: *(a bit embarrassed)*
 “(Teacher’s name), can I talk to you?”

Adult: “Of course. Do you want to sit down? I’m listening.”

David sits down.

David: *(hesitant)*
 “Things are not going very well, and the people from
 ESPACE told us to talk to someone. I thought that you
 might be able to help me.”

Adult: “What’s going on?”

David: “This isn’t easy because my parents always say that
 what happens at home is nobody else’s business. But I’m
 so scared ...This morning, I scratched the car with my
 bike (snowboard, skis, hockey stick). I didn’t do it
 on purpose but now it’s going to get pretty bad.”

Adult: *(softly)*
 “What do you mean?”

David: “My parents are going to be really angry at me, they’re
 going to yell, and hit me, that’s for sure! What’s more,
 when there’s fighting, he gets mad at my mom too, I
 don’t like it! I’m often afraid of my parents.”

Adult: “I understand, and I think that you’re very brave. I’m
 glad that you trust me. Can you stay after the bell
 rings?”

David: “Yes.”

Adult: “If you like, we’ll meet here and together we’ll see
 what we can do. Is that okay with you?”

David: *(relieved)*
 “Yes. Thanks a lot!”

Adult: “Okay. Agreed. We’ll talk some more later.”

End of the role-play. The teacher returns to the back of the class. **A** and **B** join the circle of children. Applause.

P.F.: Who can tell me how David felt? Yes he was feeling sad, worried, he's afraid. Do you think that David feels safe, strong and free? No.

What type of violence is David subjected to at home? Yes, verbal and physical violence.

He also says that when there is fighting, his father gets angry at his mother and that he is aggressive. David is exposed to domestic violence. Domestic violence is when there are one or more types of violence from a person towards the other person in a romantic relationship. When domestic violence happens in a family it creates a climate of tension and fear and it affects all members of the family, even those who didn't see it happening.

Do you think that David did the right thing by talking about it even though his parents told him that what happens at home doesn't concern anybody else?

If a child talks about a similar situation that he is going through, validate the feelings without insisting, and ask her/him to come see us after the workshop.

P.F.: Yes. Talking about it can allow him to feel better and get help. Whatever the situation might be, remember that what happens between adults is not the children's fault. It's important to talk about it to an adult. Do not wait for the right moment to come, talk about it as soon as you have the courage to do so.

One or more children may insist that they would never go see their teacher, because s/he would not believe them or do anything about it. Remember the child's\children's impressions are probably correct. Simply say: "Who else could you talk to at school?"

CONCLUSION

P.F.: The workshop is almost over. We are now going to give each of you a reminder on which you will find the rights that everyone has and what strategies you can use when you have a problem.

Tell the children the resources that can be found on your reminder. You can also name the resources available within the school (psychologist, Special Education Technician, etc.)

P.F.: If you have questions, comments or if the workshop made you think about a situation and you would like to talk to us about it, you can. We will be able to talk with you here or outside the classroom.

Explain to the children how it will work concerning the post-workshop meetings. If needed, refer to the ***HELPFUL HINTS FOR THE FACILITATORS*** section, number 10.

Invite the children to draw a picture or write a text during the post-workshop meetings. Say or write the following sentence to introduce the transitional activity: “After the CAP-ESPACE workshop here is what I feel like drawing or writing.”

Explain to the children that they can keep it or give it to the facilitators through the most efficient and discreet channel, determined in advance.

For example:

- handed directly to the facilitators;
- in an envelope that the teacher will give to the facilitators;
- in an envelope or a ESPACE mailbox in the secretary’s office.

P.F.: Thank you for having us. Good-bye!

After the workshop, **A**, **B** and **C** pick up all their equipment, then meet with the children who wish to do so during the post workshop meetings.

The workshop is over.

WORKSHOPS FOR CYCLE 2

PART A INTRODUCTION

P.F.: Hello! My name is **A**, and these are **B** and **C**. We work for an organization called ESPACE that looks after children's rights. We will be spending an hour talking to you and doing role-plays.

Also, at the end of the workshop, you can come and talk to **B**, **C** or me if you want to. If you have questions or things that you want to tell us we will stay available to talk.

We will begin by giving you stickers so that we can know your names.

The facilitators, **A** and **B**, should then distribute the stickers and exchange a few words with each child. This should help establish an informal and trusting atmosphere. You might, for instance, say, "Is that Snoopy on your shirt?" or "You have a nice name".

During this time, **C** or the primary facilitator, if sharing the facilitation, meets with the teacher in the hallway to:

- verify absences, and arrange to integrate absent children into another group, if possible;
- confirm his/her participation in the role-play with David;
- remind him/her of disciplinary guidelines;
- ask him/her to sit behind the children, or in the circle along with the facilitators;
- confirm what is the game, ball-based or otherwise, most frequently played by the children, if this was not done during the workshop for school personnel when addressing the 1st and 2nd grade teachers;
- tell the teacher that a child may leave the class if they feel uncomfortable. The child will be able to return when they feel better. The child will be under the teacher's responsibility if they leave the class.
- give him/her an evaluation sheet.

NOTE:

Avoid all questions pertaining to the children's experiences, medical or social histories, given their highly confidential nature.

RULES

P.F.: Does everyone have their sticker? Great! For things to work well, we'll need everyone's help. To help us, you'll have to:

- keep your sticker on your shirt, so that we can see everyone's name;
- raise your hand before speaking;
- make sure that only one person speaks at a time; otherwise, we won't understand each other. Okay?

If any children disturb the group (talking, horsing around, etc.), the facilitators can discretely go and sit between them.

If, during the workshop, the rules are not respected:

- reiterate the importance of respecting the rules.

If some children or the entire class persist in not respecting the rules:

- reiterate the rules;
- make it clear that the workshop will be cancelled if the situation does not improve.

(Use this solution only if you are prepared to follow through.)

P.F.: Normally, we have a lot of fun during these workshops, but if you aren't comfortable, you are allowed to leave the class. We will come get you at the end of the workshop.

In accordance with the school's policies and the mutually agreed-upon arrangement, indicate to the child where he/she may go.

CHILDREN'S RIGHTS

P.F.: We can now begin. We're going to talk about rights that everyone has, and about what we can do to feel good and safe.

NOTE:

ESPACE addresses the question of rights in connection with fundamental human rights. We define an assault as the non-respect or violation of one or more of our rights to be safe, to be strong and to be free. Saying, "No!", expressing our emotions, not being touched in undesirable ways are essential concepts of the workshop.

Often, adults will link rights with responsibilities/duties. We choose to speak of respecting the rights that everyone has, rather than addressing the notions of duties and/or responsibilities. We believe that the notion of mutual respect of rights is complete in and of itself considering our objective, i.e. to convince children that it is alright to seek help; it is their right.

P.F.: Imagine the following situation. When you get home from school, your parents or the people who take care of you say, "Children, you will never eat again." What types of problems would you have? Yes, you are right, you would have problems.

Give a second example using other essential rights: e.g. going to the bathroom, sleeping, and so forth.

P.F.: Yes, you are right: we all need to eat and to _____ every day. These are rights. If someone takes them away from us, we have a problem, and it is okay to go get help.

We will now talk about three other rights that everyone has, whether they're a baby, a child, a teenager, an adult or a grandparent. The first is to feel safe, the second is to be strong and the third is to be free. To help us remember them, we have gestures. They are: safe, strong and free.

Description of the gestures associated with the three rights:

SAFE: Cross the arms and place the open palms on the chest.

STRONG: Only one arm up (left or right), elbow slightly higher than the shoulder, closed fist facing forward facing.

FREE: Arms stretched out to the sky, in a "V" shape, forward facing palms. Make sure not to move your fingers.

Show the poster with “Safe, Strong, Free” and inform the children of the gestures shown to the younger children.

P.F.: I need examples for the right to feel safe. When do you feel safe? Where do you feel safe? With whom do you feel safe?

NOTE:

Some children will say they feel safe in their bed, in their home, while holding an adult’s hand, with friends and/or by not talking to strange individuals.

P.F.: Now let's talk about the right to be strong. When do you feel strong? Yes, that's a good example of physical strength. We often need to be physically strong. But there are other types of strength that we feel inside of us, like feeling brave. When do you feel strong inside? Yes, that’s a good example of being brave.

Given that inner strength can take different forms (courage, determination, intelligence, self-confidence, etc.), support all of the children’s answers that go in that direction, without attempting to categorise the various types of inner strength.

IF NEEDED:

More often than not, the children give examples of strength that are muscular, physical. If children refer to physical aggression against each other, tell them that we will talk about that later. If the children don't find many examples, emphasise examples of inner strength.

Potential examples for cycle 2 , depending on the group in front of you:

- speaking in front of the classroom;
- doing an exam in a subject that you find more difficult;
- recognizing that you have made a mistake (broken something, having hurt someone’s feelings, etc.);
- bringing your support to someone that is being picked on;
- having your own opinions and being able to assert yourself in different situations;
- doing an activity that allows you to overcome your fears;

- practicing a new sport that is difficult and requires you to persevere.

P.F.: Now, the right to be free. When do you feel free?

Using the children's examples, introduce the idea of freedom of choice.

Cycle 2:

- having your own style (of music, clothing, hair, etc.);
- going to a friend's house by yourself;
- riding my bicycle in my neighborhood;
- when my homework or chores are done;
- choosing the sport that I want to practice;
- choosing my friends;
- making my own choices, even if they are different than what the others choose (for a game that I want to play, the people that I want to be around, etc.).

NOTE: Choose examples being careful not to marginalize some of the children because of their socio-economic reality, or cultural and religious beliefs: some may not go out to dinner, receive gifts on their birthday, etc.

P.F.: Are we free to do whatever we want? No, because everyone else also has rights that are just as important as our own. That's why there are rules everywhere: at home, at school, when playing sports. The rules help us respect our rights and everyone. For example, walking through hallways instead of running, or stopping at a traffic light, when red, helps to avoid injury to yourself or anyone else.

P.F.: Most of the time, children feel safe, strong and free! But sometimes, children can have their rights taken away and be victims of violence. May it be in school, at home or anywhere else, it's important to know what to do if it happens. We are going to do role plays where we will see different forms of violence and afterwards we will discuss them together. During the workshop, it's possible that you feel different emotions which is normal. If you feel the need to leave the classroom, you can. Your teacher will accompany you. You will be able to come back when you feel better.

IF NEEDED:

Replace "your teacher" with "adult, Special education's technician, educator, nurse, etc."

It's important to tell the children that they can leave the classroom at any moment. A child may be experiencing or has experienced violence and feel uncomfortable with the topic. Letting them know that they can leave the classroom gives them the opportunity to choose what is best for them. At any time, the child can decide to return to the activity.

P.F.: Let's start our first role-play. **B** and **C** will pretend that they're two children in your class. They're eight-and-a-half years old.

Adjust the ages of **B** and **C** according to the ages of the children in the class.

Third graders are usually eight or nine years old. Fourth graders are nine and ten. We'll therefore use the average age of the level in question: eight-and-a-half years old or nine- and-a-half years old.

P.F.: It's recess, **B** is walking alone, and **C** goes over and says something to her.

You'll be playing the other children in the class, you're in the schoolyard for recess. You're going to be witnesses, which means that you'll see and hear what's going on. I would like you all to stand up. For this role-play, we need you to stay quiet. Now let's watch them and we'll discuss it afterwards.

Clearly identify where the action is taking place: the schoolyard.

The facilitators **B** and **C** get into position and perform the role-play in which a child's rights are taken away by another child.

C moves inside the half-circle, towards the middle, in order to be close to the children and to draw their attention.

(Avoid being lined up with or directly beside the children.)

NOTE:

C will call **B** a “baby” or a “dummy”, but you can also use other insults such as: “stupid”, “loser”, “chicken”, “twit”, “good for nothing”, “useless”, “nerd”, etc. if you find this more appropriate for a given milieu.

Before doing workshops and modifying the insults, have a team discussion on the choice of words. Sometimes we cannot predict the impact without previous reflection.

Avoid labels such as “fat”, and vulgar terms such as “whore”, “slut”, etc. Watch out for trendy words or ones with sexual connotations. Some terms may be too oppressive even if they are used by children in this milieu.

Give preference to "universal" words that persist throughout the years.

IF NEEDED:

Mention: “We know that you sometimes hear other, harsher words.”

Mention: “You might sometimes feel like laughing. Remember that these are things that really happen.”

A CHILD'S RIGHTS ARE TAKEN AWAY BY ANOTHER CHILD: BULLYING

C: *(in a sarcastic tone, addressing the other children in the class)*

"Wow! Have you seen her hair again today?"

(faking sincerity)

"Hey, **B**, all you're missing is a clown nose and you'll be perfect; you'll be able to go work in a circus!"

B: *(sad and angry at the same time, she looks towards the others, seeking support)*

"Leave me alone! My hair is fine and you know it!"

C: *(arrogant)*

"Well, It's what everyone thinks! I will put that on the Internet tonight, you can go see for yourself! Didn't you notice that no one wants to talk to you? It's not hard to figure out why you're always alone! You're so stupid! Get lost and make it quick! Come on, go!"

C pushes **B**.

B with a sigh of anger leaves.

This is the end of the role-play. The facilitators **B** and **C** rejoin the circle and everyone sits down.

ATTENTION:

Do not applaud role-plays where children have their rights taken away.

P.F.: How did **B** feel? Do you think she was sad or angry? Did she feel safe, strong and free? Why not? When someone takes away our rights to be safe, strong and free, we might feel sad, confused or angry.

You were there, you witnessed what happened. How did you feel inside while watching and listening to it.

The children will undoubtedly respond that they didn't feel good, that they wanted to defend **B**, or that they wouldn't have the courage to do so, that they wanted to go get help from an adult, etc. Do not comment much on these answers unless required; we shall come back to this later. The purpose of the question, at this time, is to let the children express their emotions.

If they do not answer, ask a yes or no question. For instance: "Did you feel sad?"

P.F.: Do you know what we call what just happened? It's called bullying. What did **C** do to bully **B**? Yes, that's right: she called her names, which is verbal violence; she pushed her, which is physical violence; and she tried to exclude her from the game, using the excuse that she's supposedly different, which is rejection, another form of violence. And she threatened to put it on the Internet. When we make threats or write insults on the Internet, it's cyberbullying.

IF NEEDED:

Cyberbullying is also spreading false rumors on someone, sharing someone else's pictures without their consent.

Using the children's answers emphasize the exploitation tactics: the climate of fear, the looks and gestures of intimidation, the insults, seeking the approval of others against **B**. The individual who bullies wants to diminish the other person; she wants the other child to feel weaker.

P.F.: Did **C** feel strong? Is this a good way to use your strength?

NOTE:

The children will easily identify with the situation presented. They realize that **C** took away **B**'s rights to feel safe, strong and free. **B** was both scared and hurt. Some children may say that **B** was angry, or that **C** was.

P.F.: When someone takes away our rights, bullies us, it's possible that we also feel like yelling at them, call them names, push or even hit them. But do you think that this is a good way to solve the problem? Why?

It is possible that some children will answer, "yes." Without discrediting their response, check whether others have another take on the matter, and highlight answers that emphasize the following elements: "You are right; this could lead to other problems such as fighting, injuries, more violence, and more rights being taken away."

Complete as needed.

Many will be reluctant to grant **C** the same rights as everyone else. If this is the case, remind them that everybody has the right to be safe, strong and free.

P.F.: Let's look at how **B** could protect her rights, express her anger, without taking away **C**'s rights, without hitting her. When **C** tells **B** to get lost, what word could **B** use to keep her rights?

And on Internet, can you use the same strategies? Yes, the way to say NO and be assertive is by not answering the person and blocking them. It's also important to talk about it with a trusted adult so that they can help you to report the situation on the website or the game so that it can stop.

Often, the children will suggest a way to avoid the situation.

E.g.: Leaving, not playing, etc.

Mention to them: "Yes, ignoring the situation or leaving is a way to avoid the problem. But if it continues, what can we do?"

Move on to affirmative solutions.

P.F.: Yes. Saying "No" is a clear way to show someone that I don't agree with them. "No" is a word that we can use to stay strong, and safe and free. Can it be hard to say no alone? Is it possible that **B** is scared? Could she ask a friend to help her? Of course, two people can help each other out. Who else could **B** talk to about what happened? Yes, she could tell her parents, her teacher or someone else.

You saw and heard what happened, you were witnesses to the attack. When someone acts like **C** did, do you think you could use the same solutions as **B** to make the bullying stop?

And on the Internet, can you use the same strategies? Yes, the way to say NO and assert yourself is to not respond and block the person. It is also important to talk about it to a trusted adult so that he or she can help you report the situation on the website or the game so that it can stop.

P.F.: Yes, it's important to do something and report this kind of situation, because otherwise it gives **C** the power to continue. We know that **B** or others who go to get help may be called a “tattletale” or a “big mouth” for telling. But when we need help, it's important and brave to talk about it so we can get back to feeling safe, strong and free, or to help someone else get their rights back.

IF NEEDED:

Explain the difference between being a **tattletale**, a **blabbermouth** (*use the terminology used by children in your own region) and **reporting**. Being a tattletale is not minding their own business, for example, if I go tell the teacher that another student did not do their homework or is chewing gum. Reporting, for example, is if I go tell the teacher that someone is being bullied during recess, it's to help them regain their rights. It's brave and important to do it.

The P.F. can add, ‘Telling them that they are a tattletale is a way to prevent them from getting help, it's another way to take away their rights.’

P.F.: Now, let's re-do the role-play with the solutions we found together: say no, ask a friend for help, or tell an adult that we trust.

P. F.: At the beginning of recess, **B** will talk with his-her friend. I will play the role of that friend. When **C** will say "Go away!", we will say "NO" together really loud, okay? Among the witnesses, who would like to play the role of the children who will talk to help **B** to say "no, stop" and go get help with a trusted adult?

When **B** will say, "Stop threatening me", it will your turn to speak out. What could you say?

The P.F. tells the three children who were chosen what each of them will say, while they remain in their places.

If the children don't come up with any ideas, suggest the following retorts: “Stop calling her names!”, “You have no right to push her!” and “Leave her alone!”

The P.F. finishes up making sure that the retort “I'm going to tell the teacher” is mentioned.

The P.F. can coach each child when their turn comes, and say the sentence with them if needed.

P.F.: I will play the role of the friend. Stand up but stay in your places. Let's watch the role-play, we will talk about it after.

Many children will want to take part in the role-plays. Let them know you appreciate their enthusiasm, but that you can't take everyone. Suggest that they continue practising role-plays with friends or with their teacher.

The facilitators **B** and **C** take their places and perform the role- play of the child who keeps her rights: bullying.

A CHILD PROTECTS THEIR RIGHTS FROM ANOTHER CHILD: BULLYING

B: *(moves towards her friend played by the P.F.)*
 “Hi **A** You know when **C** calls me names and tells me to get lost, I don't like it. It's not okay to do that, is it? I have the right to walk around the schoolyard like everyone else. And it's none of her business what my hair looks like! Will you help me?”

P.F.: *(affirmative)*
 “Yes, you're right. I'll help you.”

B: *(relieved and reassured)*
 “Thanks, you're the only one who wants to talk to me.”

P.F.: *(understanding)*
 “I know; it's because if we talk to you, she will make fun of us too, and the others are afraid of being left alone like you. But I'm tired of seeing her do this to you. It's not fair.”

B: *(convinced, feeling surer of herself)*
 “Wow, you're brave! If she does the same thing again, we can say, 'No!' together, okay?”

P.F.: “Okay, good idea!”

B moves close to **C**, who is standing in front of the group of children.

C: “Well well, if it isn't the clown! You don't have our permission to come here. Do you need to be pushed away to understand? Get lost!”

P.F., **B** and witnesses: “No!”

B: “Stop threatening me!”

Witnesses: *(suggested retorts)*
 1) “Stop calling her names!”
 2) “You have no right to push her!”
 3) “We're going to tell the teacher!”

C: “What's gotten into all of you, defending the clown? Go play somewhere else!”

B and witnesses: “NO!”

B: “We're staying together, and we're fed up with what you've been doing. Leave me alone!”

C keeping her superior tone but now stuttering, she is less aggressive.

C: “Fine, do whatever you want!”

C leaves.

B: *(smiling to the children and to her friend)*
“Thanks, gang! It's great that you chose to speak up!”

In general, when children participate in the role-plays:

- if a child is verbally assertive, allow him/her to express themselves and then continue;
 - if a child becomes too aggressive, the primary facilitator can decide to interrupt the role-play, so as not to encourage such behaviour.
-
- Emphasize **C**'s rights.
 - Ask the concerned child gently but firmly to find another way of keeping his/her rights.
 - If needed, ask the other children to help him/her.

This is the end of the role-play. The facilitators **B** and **C** and children who participated rejoin the circle. All applaud.

P.F.: Did you prefer this role-play? How did **B** feel this time? Did she keep her rights? At the end, why did **C** say: "Fine, do whatever you want!" If what happened to **B** were to happen to you, being called names and being rejected by others, how do you think you would feel? What would you want the others around you to do? That's wonderful, because most of the time, when witnesses speak up, the bullying stops. You can change things by speaking up. If the witnesses don't speak up, what can I do?

Allow the children to verbalize their emotions, nothing more. They will undoubtedly respond that **C** stopped calling **B** names and pushing her because she realized that neither **B**, nor the others would allow her to do so. In an attempt to save face, she wanted to have the last word by saying, "Fine, do whatever you want."

For the last question, emphasize the usual solutions:

- say No;
- ask friends for help;
- tell an adult you trust what happened.

P.F.: You can use these solutions every time someone tries to bully you.

PART B

INTRODUCTION TO SELF-DEFENCE

P.F.: As we just saw, it is often possible to protect our rights by using the strategies that we have learnt together (name the strategies or point to the Strategies poster). Sometimes, we may be physically trapped. It is rare, but it could happen, and then we need to use self-defence to free ourselves, get away and get help. What we will show you is not a game, it's serious.

A (or **C**) shows the sign with the strategies written:

- say no
- ask friends for help
- talk to a trusted adult
- use self-defence.

P.F.: When I walk around, the first thing to do so that I can feel safe is to always remember: I walk while looking all around me, with my head high, I am confident and self assured.

For the following part, **A** (or **C**) approaches the P.F. to attack her/him. The primary facilitator illustrates the explanations by showing the safe distance and by performing the moves rapidly and decisively. The facilitator receiving the blows reacts accordingly.

P.F.: When I feel in danger with someone, the first thing to do is:

- keep a safe distance, run and get some help.

If someone holds on to me, wants to force me to go with them, and keep me from getting away, I can say, 'No! Let go of me!', and if the person doesn't let go, I always ask myself:

What do I have free and how can I use it to get free and get away? For example, if the person is facing me and holds my arms, what do I have free? That's right -- my feet. I can kick their leg, but below the knee so I don't lose my balance. I can also stomp on her/his foot with my heel, while keeping in mind that I want to get away, tell someone, and get help.

If the person holds me from behind, and holds my arms, what do I have free to defend myself?

Yes -- again I have my feet. I can do the same things as before -- kick, stomp. If my arms are free, I can use my elbow, which is hard and pointed. I hit with my elbow as hard as I can: to the face, the stomach, between the legs, depending on my position. And I run away."

Demonstration.

If a child answers that you can use your head to hit them, answer: *yes, I can hit their nose with my head.*

P.F.: While I'm doing this, is it a good idea to yell too? Yes, a self-defence yell:

- which allows me to reach for my inner strength, my courage;
- which lets people know that I need help;
- which surprises the person, because it says, 'Let me go, I can defend myself.'

We will now pretend that **A** (or **C**) is holding me. I'm going to defend myself by striking back, and I'm going to yell in a way that makes me strong.

With the help of **A** (or **C**), **B** lets out a forceful, energetic safety yell, while demonstrating a determined attitude.

P.F.: What we want is a yell that shows strength. That's why it is deep-sounding, and not high-pitched. It is loud and strong, it is a self-defence yell to help you stay safe. We are now going to practice it.

Everybody please stand up. O.K. We stand up nice and straight to help make us strong.

Now, listen carefully. When my hand is up we will yell all together. When my hand comes down, we will stop. O.K.?"

1-2-3 << **YELL** >>

Repeat the yell if necessary if it was too high-pitched or not loud enough. Remind the children that the yell has a deep sound. You can also tell them that the yell comes from the stomach, or suggest doing it loud enough for the whole school to hear it.

P.F.: Great! Now everyone sit down. It would be a good idea to show the yell to your brothers and sisters, your parents or the people who take care of you and explain to them what it's for.

If you hear the self defence yell, you go towards the location where it's coming from while yelling at the same time but without getting too close to the person:

- to provide help;
- to startle even more the person to make them stop, because people who try to harm children do not want to get noticed.

It is very important to quickly inform an adult if you witness these types of situations. It could be someone close to where you are (your house, a friend's house). You can also go see an adult in a public place or call the police by dialing 911. It's also possible that you are asked to describe the person or the situation, so try to remember as many details as possible.

IF NEEDED:

You can name other examples of places where children could go and get help: in a restaurant, a garage, at a *Block Parent*, etc.

NOTE:

We know that there are fewer and fewer houses with a *Block Parent* sign, and that some residential or rural neighbourhoods are far from commercial establishments. Children will have an easier time finding help at the home of a Block Parent or at the nearest house, while remaining outside when asking for help.

P.F.: You have to tell everything that we remember about the situation. It is important to notice as many things as possible.

- Where was it: indoors, outdoors.
- If there was a car: the color, the make and model, the license plate number, etc.
- When was it: in the afternoon, in the evening.
- Who was it: someone that the child knows or does not know?

We can also describe the person by telling the colour and length of their hair, the colour of their skin, their height compared to you, the clothes they were wearing, and anything else that you noticed.

P.F.: The self-defence moves and the yell are serious things, it's important to only use them when we're in danger or want to get away from someone to go and get help. Whether you're in the schoolyard, at home, or anywhere else, we don't play around with them.

IF NEEDED :

Provide examples to ensure that the children understand the concept of self-defense.

Example: If someone shouts names at you or insults you in the schoolyard, do you use self-defense?

Example: If another child pushes you, do you use self-defense?

Example: If someone damages your personal effects, do you use self-defense?

CONCERNING KNOWN PERSONS

P.F.: If you meet a stranger who wants to give you a gift, who invites you to follow them or to get in their car, do you accept? If they want to know personal information about you like your name, your address, your school, do you tell them that information? And if they want a picture of you?

Let the children answer "NO!" all together and then go on with the other questions.

Well, on the Internet, it's the same thing! You do not give out your personal information like your name, your address, the name of your school, a picture of yourself, etc. And if someone asks you for these kinds of information it is important to tell a trusted adult.

It can also happen that someone wants to meet you in person or on another discussion platform. Do you accept? It's important not to go and to tell a trusted adult. Even if it's your friend that asks you to meet them, take the time to verify by calling them, or video chat, to be sure that it's actually them because it could be a stranger pretending to be your friend.

If someone sends you messages or images that make you feel uncomfortable, what can you do? Yes, it's important to talk to a trusted adult about it.

Now we'll talk about people we know a little. They are not strangers, but we don't know them as well as our parents or the people who take care of you. Can you give me some examples?

NOTE:

The children will name a coach, Cub or Brownie leader, a music teacher, dance teacher, the people who work at the corner store, neighbours, clergymen, etc.

IF NEEDED:

Complete the children's responses.

P.F.: We will now pretend that **C** is a child in your class named Yuri. This situation could happen to both boys and girls. Yuri is playing hockey in front of his house in the driveway. A new nearby neighbour approaches him to talk to him. Let's see what happens. We'll talk about it after.

The name Yuri is pronounced "Yoo-ree". If there is a child in the class with the same name, use the name Soren (pronounced "Saw-ruhn").

The facilitators **A** and **C** take their places and act out the role-play in which a child has her/his rights taken away: known person.

A CHILD'S RIGHTS ARE TAKEN AWAY BY SOMEONE THEY KNOW:
THE NEIGHBOUR

Neighbour: "Hi! It's you that lives here right? What's your name again?"

Yuri: *(Perplexed)*
 "Yuri."

Neighbour: *(calm and friendly)*
 "Yuri! That's what I thought. Don't you recognize me? I live near here I'm your new neighbour."

Yuri: *(embarrassed)*
 "Yes. I saw you the other day talking with my parents."

Neighbour: "Oh yes, and I think your parents are very nice. I watching you play earlier, you seem good at hockey!"

Yuri shrugs, a little embarrassed.

Neighbour: "But I noticed that your stick is pretty used. Well, I have a brand new one in my garage. If you come with me, I will give it to you."

Yuri: *(interested but a little uneasy)*
 "I would like that, but my parents always want to know where I am and they don't want me to go with strangers."

Neighbour: *(sympathetic and playful)*
 "But you know me, you just said so! Come on, we won't be long, we'll be right back."

Yuri: *(uncomfortable, backs up shyly)*
 "I don't think my parents would be happy."

The Neighbour approaches Yuri as if to take him by the shoulders.

Yuri, uneasy, backs away timidly.

Neighbour: *(Manipulative)*

“Really! Your parents, they know me, I spoke with them the other day. They won’t be upset, come on!”

Neighbour gently but firmly takes Yuri by the shoulders and leads him to his house. Yuri’s visibly upset. **A** and **C** leave the class.

End of the role-play. **A** and **C** return to the circle.

P.F.: Who can tell me how Yuri felt?

Take a few answers.

P.F.: Yes, he was confused, worried, he didn't feel safe, strong and free. Did Yuri want to go with the neighbour?

Take a few answers and show the difficulty in choosing between the agreement made with his parents and going to get the hockey stick right away at the neighbour's home.

P.F.: In reality, it's no surprise that Yuri is confused. The neighbour seems nice but he doesn't listen to Yuri. He insists so that Yuri will come with him without asking his parents. Finally, the neighbour doesn't give him a choice, he takes Yuri with him.
When someone acts like that, what can we do?

Take a few answers.

IF NEEDED:

Refer to the list on the blackboard:

- Say no
- Ask a friend(s) or other children for help
- Ask a trusted adult for help
- Use self-defence: run away, yell, hit if there is an immediate danger and flight is impossible.

P.F.: We will now do the role-play again, but this time Yuri will use the solutions that we found together: say NO, scream and run away to go get help. Let's remember that if we hear someone yelling, we go see what is happening while yelling too. Who wants to come help Yuri?

The primary facilitator chooses a few children and stays with them in the background.

P.F.: Yuri is on the sidewalk in front of his house, while we, the other children, are further away.

A et **C** and children take their places for the role-play in which a child keeps her/his rights: neighbour.

A CHILD PROTECTS THEIR RIGHTS FROM SOMEONE THEY KNOW: NEIGHBOUR

Neighbour: "Hi. You live here, right? What's your name again?"

Yuri: *(greet the neighbour)*
"Hi."

Neighbour: *(calm and friendly)*
"You don't recognize me? I live near here. I'm your new neighbour."

Yuri: *(with assurance)*
"Yes. I saw you talking with my parents the other day."

Neighbour: "Oh yes! And I think your parents are very nice. I was watching you play earlier; you seem very good at hockey."

Yuri shrugs, a little embarrassed but proud (put the emphasis on one or the other).

Neighbour: "But I noticed that your stick is pretty used. Well, I have a brand new one in my garage. If you come with me, I will give it to you."

Yuri: "I would like that, but my parents always want to know where I am. I'll go tell them."

Neighbour: "You don't have to do that, they know me. Come we won't be long, we'll be right back."

Yuri: *(firmly)*
"No, I'm not going!"

Neighbour: "Hey! Come with me!"

Neighbour approaches Yuri and takes him by the arm.

Yuri: "No! Let go of me!"

Freeing his arm, Yuri runs away while doing his self-defence yell.

Neighbour startled, lets go of Yuri and quickly goes to his house.

P.F. & friends stop playing and run to Yuri, yelling.

P.F.: “Are you O.K.? What happened?”

Yuri: *(shaken)*
 “Thanks for coming. You know that man who just moved there; well he really wanted me to go to his house. He grabbed my arm to force me to go with him. That’s when I yelled.”

P.F.: *(addressing Yuri)*
 “Wow! You’re brave! You did good...”

(Addressing Yuri and friends)
 “But what should we do now?”

Let the children respond. They should refer to the strategies already mentioned. Make sure to end the role-play by going to report the situation to trusted adults (parents, other adults....).

Yuri: “You’re right and I see that my Mom just arrived. Can you stay with me? We can tell her together about what happened.”

P.F. & friends: “Yes, let’s go!”

This is the end of the role-play. The facilitators **A** and **C** and children who participated rejoin the circle. All applaud.

P.F.: “Did you prefer this role-play? Why? Yes, Yuri kept his rights to feel safe, strong and free with the help of the other children, he will tell an adult. “

PART C

CONCERNING FAMILY MEMBERS AND PEOPLE WE'RE CLOSE TO

P.F.: Now we are going to look at another situation. This time we'll talk about someone we know very well, like a family member or a close friend. Most of the time these people like to see children happy, but it may happen that one or some of them try to take our rights away. Because these situations are not easy, it is important to talk about them. This can happen to both boys and girls.

P.F.: With people we know well, we can feel good cuddling with them, kissing them when we are not forced to do it and when both people agree. For example, if we want to cuddle or give kisses to someone, it's important to ask permission before doing so and to respect their choice. Do you have any examples of touches with which you are comfortable?

We will now pretend that **B** is a child in your class. Her parents are going out and when they do, they ask **B**'s uncle to look after her. While her parents are getting ready to go, **B** is alone in the basement watching television. Her uncle will join her. **A** will play the role of **B**'s uncle. Let's watch what happens and we'll talk about it afterwards.

The facilitators **A** and **B** take their places for the role-play in which a child has her-rights taken away: close adult.

Two chairs are needed for the role-play.

A CHILD'S RIGHTS ARE TAKEN AWAY BY SOMEONE CLOSE: UNCLE

Uncle: *(playful)*
 "Hi **A**! How's my favourite niece today?"

A makes a small nod with her head, but doesn't take her eyes off the television.

A: "Hi uncle Harry! I'm fine."

Uncle sits down.

Uncle: *(playful)*
 "What are you doing?"

A: *(a bit annoyed)*
 "Watching my favorite show."

Uncle: *(controlling)*
 "Oh, forget the television. I want you to come sit next to me."

A seems sad, gets a bit closer.

Uncle, while talking, puts his arm around **A**, who seems uneasy and sad.

Uncle: *(in a sweet tone)*
 "Closer....there, isn't that better?"

From now until the end of the role-play: more and more invasive. He starts to caress **A**'s hair, shoulders, back, arms, and thighs. He tries to put **A**'s hand on his thigh.

A is more and more uncomfortable.

Uncle: *(even sweeter)*
 "I think you're becoming so pretty. What grade are you in at school?"

A lowers her eyes and looks sadly at the floor, answers tonelessly.

A: "I'm in grade (3 or 4)."
*For multi-level groups, use the level that corresponds to the majority of the class or the highest level.

Uncle: (*devious*)
 "I bet you like video games."

A: (in a low voice)
 "Yes, but I don't have one."

Uncle: "I can fix that for you."

A: (*interested*)
 "Oh, yeah?"

Uncle: "Sure! I can lend you my console and my games for the whole day."

A still interested.

Uncle: "But, in return, you have to kiss me on the mouth and touch me."

A disappointed and frightened, quickly kisses her uncle's cheek and tries to get away.

Uncle grabs A's arm.

Uncle: (*authoritative*)
 "Whoa! More than that! I said to kiss me on the mouth and touch me."

A gets up shyly and tells him in a preoccupied tone.

A: "Oh! It's true, you came over for nothing, I'm going over to my friend Jade's house this afternoon. I forgot to tell my parents."

Uncle gets up and talks sternly.

Uncle: *(insulted)*
 “What’s the problem? Your parents asked me to look after you while they are away. I even cancelled my golf game to look after you. They wouldn’t be happy to learn that I missed that for nothing, because of your little whims.”

Uncle: *(Speaking softer)*
 “And your father, he’s my brother, your parents they trust me.”
(Playing the victim)
 “Sometimes, I get the feeling you don’t like me.”

A: *(feeling bad)*
 “No, it’s not that...”

Uncle holds **A** firmly by the shoulders to sit her back down and turns her to face him.

Uncle: (menacingly)
 “Now listen to me **A**. Like I’ve told you before, you don’t talk to anyone about what just happened. It’s our little secret. Understood?”

A nods her head, keeping her eyes lowered.

Uncle: *(suddenly cheerful)*
 “Good, let’s go and wish your parents a good afternoon before they leave. But don’t forget, it’s our secret.”

Uncle gets up and leaves.

A now alone angrily stamps her foot.

A: “Ah, it makes me mad when he does that.”

A leaves with her head down, following her uncle.

The role-play ends, and the facilitators **A** and **B** return to the circle.

NOTE:

Usually the children are silent after this role-play.

P.F.: Who can tell me how **A** felt?

Highlight the emotions: fear, sadness, confusion, anger.

P.F.: Did she keep her rights to be safe, strong and free? No. Did she want her uncle to touch her? Did she want to hug and touch him? No. Did **A**'s uncle force her? Yes. What do we call what just happened to **A**, when someone kisses, hugs and touches us even if we don't want to? Yes. It's sexual violence.

If a child says that he is a pedophile, say: "It's possible. But whether or not he's a pedophile, he is still an adult that uses his power to sexually assault a child. "

If children ask, "What is a pedophile? " answer "In short, it's an adult that feels a sexual attraction towards children. (If needed: that adult may, or may not, commit an assault) ".

P.F.: In the scenario, **A** did not like it.

P.F.: Do you remember what her uncle asked for in return for lending her his gaming console? That's right kisses and touching. Do you know what offering a present or a reward in exchange for kisses and touching is called? Yes, it is a form of bribery, it's manipulation.

What other ways did the uncle use to get what he wanted?

Bring out the setting, the words, the kissing. He pulled her towards him, touched her.

P.F.: He tells her that she is his favourite niece, that she is pretty, reminds her that he cancelled his golf game to look after her, that his father is his brother and that her parents trust him. He plays on her feelings by telling her "sometimes I get the feeling you don't like me." He mixes everything. Really, he tries to manipulate **A** in all kinds of ways to force her to do what he wants.

No one has the right to force us to give or receive kisses and caresses. At the end, the uncle told her to keep what he did a secret. Why?

Bring out the fact that it is the secret which makes repeated sexual abuse possible. Breaking the silence is the first step to ending it.

P.F.: If **A** doesn't say anything, what could happen? Right, he will probably do it again.

What did **A** try to do to stay SAFE, STRONG and FREE? Yes, she said she was going

to a friend's house and that he had come for nothing. Unfortunately, her uncle doesn't listen to what she is saying or to how she feels. When confronted with someone like that, what can we do?

Take a few answers.

IF NEEDED:

Refer to the list on the blackboard:

Saying no and moving away is effective

Asking a friend or other children is good too

Talking to an adult is essential

Resort to self-defence, when necessary.

P.F.: Is it easy to say no?

If a child says that the uncle could get angry, be physically violent or that **A** could put herself in danger by saying 'NO', specify that it takes a lot of courage to assert yourself in front of an adult. **A** can decide not to assert herself at the time of the assault for different reasons (for protection, because she's scared, by choice) and it's okay. It's not her fault; there are other ways to get out of that situation. The important thing is to go tell a trusted adult afterwards for violence to stop and for the child to regain his or her rights.

Some will say yes. Others will talk of their fear of the adult's anger, etc. Validate without insisting on fear, apprehension, etc.

P.F. It's true that it is not always easy to say no. Telling an adult can help put an end to the situation. You tell someone even if no one saw what happened.

We will redo our role-play and see how **A** keeps her rights.

The facilitators **A** and **B** take their places and perform the role-play in which a child keeps her/his rights: close adult.

A CHILD PROTECTS THEIR RIGHTS FROM SOMEONE CLOSE: UNCLE

Uncle: *(playful)*
 "Hi **A**! How is my favourite niece?"

A makes a small nod with her head, but doesn't take her eyes off the television.

A: "Hi Uncle Harry! I'm fine."

Uncle: *(playful, sits down)*
 "What are you doing?"

A: *(a bit annoyed)*
 "Watching my favorite show."

Uncle: *(controlling)*
 "Oh forget the television. I want you to kiss me
 and touch me."

A gets up with self-confidence.

A: "No, Uncle Harry! I don't want to!"

Uncle: *(incredulous)*
 "What do you mean, you don't want to? You usually
 like it."

A: *(firmly)*
 "NO! I never liked it! It makes me mad when you
 say that, because it's not true. It's you who likes
 it."

A starts to back away from him.

Uncle: *(insulted)*
 "What's the matter with you? Are you being fresh
 with me?"

A: *(categorically)*
 "No, I'm not being fresh with you. I've just had
 enough; I won't stay alone with you! I don't want
 to do the things you force me to do!"

A moves away from uncle.

Uncle: *(worried)*
“Shhh! You’re not supposed to talk about that! What is the matter with you? I’m responsible for you when your parents are away, you have to obey me, if not, you will hurt your parents’ feelings and you might regret it.”

A: *(Firmly)*
“No uncle, you can’t force me like that! It’s over!”

A backing away from her uncle and addressing the children.

A: “I'm going to tell my parents.”

A leaves, calling.

A: “Mom, Dad!”

Uncle confused, puts his head in his hands.

End of the role-play. The facilitators **A** and **B** return to the circle. Applause.

P.F.: How did **A** feel this time? **A** kept her rights to be safe, strong, and free. Why did her uncle say: ‘you usually like it?’

IF NEEDED:

Complete the children's responses, bringing out the fact that the uncle tried to make her feel guilty, to scare her with threats. He again tried to manipulate her:

- in order to continue;
- to keep her from talking;
- to make her think it is her fault.

P.F.: In reality, he tries to make her think that it's her fault. Why do you think her uncle tells her: “You will hurt your parents’ feelings and you might regret it?”

You're right; he tries to manipulate her to do what he wants.

If a situation like this happens to you, it is not your fault. The person who acts that way is responsible for what they're doing.

At the end of the role-play **A** gets up and goes to tell her parents. Do adults always believe children? If **A** tells her parents and they don't believe her, what can **A** do?

NOTE:

The children are convinced that **A** should ask for help. But they are well aware of their lack of credibility and that adults often dismiss their “stories” as being made up. Emphasize that it is important to tell someone else.

P.F.: The most important thing is to continue telling what happened until someone listens to you, believes you, and helps you. Who can **A** tell?

Take a few answers and complete if needed making sure the children identify the various resources (family, neighbourhood, school), and continue.

P.F.: Now close your eyes to help you concentrate and think of three adults you could talk to.

Ask two children to name the three people they chose.

P.F.: If any of you did not find at least three people, come and see us after the workshop. No matter what is happening, you need to talk to an adult who can help you."

We are now going to do one last role-play. We are going to pretend that **B** is a child in your class named David. He has a problem. He has identified one of his teachers as an adult he trusts and has decided to go talk to her/him.

According to the preferences of the animation teams, it is also possible to use the name Eric.

If the teacher participates in the role-play, introduce them to the group.

If the teacher does not participate, present **A** as David's teacher.

TELLING A TRUSTED ADULT TO GET HELP: DAVID

The teacher (or **A**) sits facing the children. She/he pretends to be working. David approaches.

David: (*a bit embarrassed*)
“(Teacher’s name), can I talk to you?”

Adult: “Of course. Do you want to sit down? I’m listening.”

David sits down.

David: (*hesitant*)
“Things are not going very well, and the people from ESPACE told us to talk to someone. I thought that you might be able to help me.”

Adult: “What’s going on?”

David: “This isn’t easy because my parents always say that what happens at home is nobody else’s business. But I’m so scared ...This morning, I scratched the car with my bike (snowboard, skis, hockey stick). I didn’t do it on purpose but now it’s going to get pretty bad.”

Adult: (*softly*)
“What do you mean?”

David: “My parents are going to be really angry at me, they’re going to yell, and hit me, that’s for sure! What’s more, when there’s an argument, he gets mad at my mom too, I’m afraid! I’m always afraid of my parents.”

Adult: “I understand, and I think that you’re very brave. I’m glad that you trust me. Can you stay after the bell rings?”

David: “Yes.”

Adult: “If you like, we’ll meet here and together we’ll see what we can do. Is that okay with you?”

David: (*relieved*)
“Yes. Thanks a lot!”

Adult: “Okay. Agreed. We’ll talk some more later.”

End of the role-play. The teacher returns to the back of the class, or the circle along with the facilitator. Applause.

P.F.: Who can tell me how David felt? Yes he was feeling sad, worried, he's afraid. Do you think that David feels safe, strong and free? No.
What type of violence is David subjected to at home? Yes, verbal and physical violence.

He also says that when there is fighting, his father gets angry at his mother and that he is aggressive. David is exposed to domestic violence. Domestic violence is when there are one or more types of violence from a person towards the other person in a romantic relationship. When domestic violence happens in a family it creates a climate of tension and fear and it affects all members of the family, even those who didn't see it happening.

Do you think that David did the right thing by talking about it even though his parents told him that what happens at home doesn't concern anybody else?

If a child talks about a similar situation that he is going through, validate the feelings without insisting, and ask her/him to come see us after the workshop.

P.F.: Yes. Talking about it can allow him to feel better and get help. Whatever the situation might be, remember that what happens between adults is not the children's fault. It's important to talk about it to an adult. Do not wait for the right moment to come, talk about it as soon as you have the courage to do so.

One or more children might say that they would never go see their teacher because s/he would not believe them. Remember that the child's/children's impressions are probably correct. Simply say: "Who else could you talk to at school?"

CONCLUSION

P.F.: The workshop is almost over. We are now going to give each of you a reminder on which you will find the rights everyone has and what strategies you can use when you have a problem.

Tell the children the resources that can be found on your reminder. You can also name the resources available within the school (psychologist, Special Education Technician, etc.)

P.F.: If you have questions, comments or if the workshop made you think about a situation and you would like to talk to us about it, you can. We will be able to talk with you here or outside the classroom.

Explain to the children how it will work concerning the post-workshop meetings. If needed, refer to the ***HELPFUL HINTS FOR THE FACILITATORS*** section, number 10.

Invite the children to draw a picture or write a text during the post-workshop meetings. Say or write the following sentence to introduce the transitional activity, “After the ESPACE workshop here is what I feel like drawing or writing.”

Explain to the children that they can keep it or give it to the facilitators through the most efficient and discrete channel, determined in advance.

For example:

- handed directly to the facilitators;
- in an envelope that the teacher will give to the facilitators;
- in an envelope or a CAP-ESPACE mailbox in the secretary’s office.

P.F.: Thank you for having us. Good- bye!

After the workshop, **A**, **B** and **C** pick up all their equipment. Then meet with the children who wish to do so during the post workshop meetings.

The workshop is over.

WORKSHOPS FOR CYCLE 3

PART A INTRODUCTION

P.F.: Hello! My name is **A**, and with me are **B** and **C**. We work for an organization called ESPACE _____ that looks after kids' rights. We will be spending an hour and 15 minutes talking to you and doing role-plays.

Also, at the end of the workshop, you can come and talk to **B**, **C** or me if you want to. If you have questions or things that you want to tell us we will stay available to talk.

We will begin by giving you stickers so that we can know your names.

The facilitators A and B should then distribute the stickers and exchange a few words or a smile with each kid. This should help in establishing an informal and trusting atmosphere.

During this time, the P.F., or facilitator **C**, meets with the teacher in the hallway to:

- verify absences and arrange to integrate absent kids into another group, if possible;
- confirm her/his participation in the role-play with David;
- remind her/him of disciplinary guidelines;
- ask her/him to sit behind the kids or in the circle;
- tell the teacher that a child may leave the class if they feel uncomfortable. The child will be able to return when they feel better. The child will be under the the teacher's responsibility if they leave the class.
- give him/her an evaluation sheet.

NOTE:

Avoid all questions pertaining to the children's experiences, medical or social histories, given their highly confidential nature.

RULES

P.F.: Does everyone have their sticker? Wonderful! For things to work well, we'll need everyone's help. To help us, you'll have to:

- keep your sticker on your shirt, so that we can clearly see everyone's name;
- raise your hand before speaking;
- respect the person who is speaking.

If any kids disturb the group (talking, horsing around, etc.), the facilitator(s) can discretely go and sit between them.

If, during a workshop, the rules are not respected:

- reiterate the importance of following the rules.

If some kids or the entire class persist in disobeying the rules:

- reiterate the rules;
- make it clear that the workshop will be cancelled if the situation does not improve.

(Use this solution only if you are prepared to follow through.)

FUNDAMENTAL RIGHTS

P.F.: We can now begin. We're going to talk about rights that everyone has, and what we can do if somebody tries to take them away.

NOTE:

ESPACE addresses the question of rights in connection with fundamental human rights. We define an assault as the non-respect or violation of one or more of our rights to be safe, strong and free. Saying "No!", expressing our emotions, not being touched in undesirable ways are essential concepts of the workshop.

Often, adults will link rights with responsibilities/duties. We choose to speak of respecting rights that everyone has, rather than introducing the notions of duties/responsibilities as well. We believe that the notion of mutual respect of rights is complete in and of itself considering our objective, i.e., to convince kids that it is alright to seek help, that it is their right.

P.F.: Everybody has rights whether we are a kid, a teenager, or an adult. Take for example the right to sleep and the right to eat.

Why do you think sleeping and eating are fundamental rights?

Help them understand that these are essential for life and we have problems if someone takes them away.

P.F.: Yes, that's right, we need to eat and to sleep every day. These are important rights and if anyone takes them away, we have a problem, and it is okay to go get help.

We will now talk about three other important rights that everyone has. The first is to feel safe, the second is to feel strong and the third is to feel free.

Description of the gestures associated with the three rights:

SAFE: Cross the arms and place the open palms on the chest.

STRONG: Only one arm up (left or right), elbow slightly higher than the shoulder, closed fist facing forward facing.

FREE: Arms stretched out to the sky, in a "V" shape, forward facing palms. Make sure not to move your fingers.

Show the poster with « Safe, strong, free». Show the gestures without asking them to make them, explaining that they are gestures that we show to the younger children.

P.F.: I need examples for each right. First of all, for the right to feel safe. When do you feel safe?

Thank the kids for their examples without commenting on them. Take 2 or 3 examples.

NOTE:

Kids will say they feel safe in their home, with friends, not talking to strange people, or in a place they know, etc.

P.F.: Now let's talk about the right to be strong. When do you feel strong? Yes, that's an example of physical strength, having a strong and healthy body is important. There is also another type of strength that we will talk about, it is the one we have inside of us, like being brave. Do you have an example of when you needed to be brave? Yes, that is an example of being brave. Thank you.

Given that inner strength can take different forms (courage, determination, intelligence, self-confidence, etc.), support all kids' answers that correspond, without attempting to classify or label the various types of strength.

IF NEEDED:

More often than not, the kids give examples of strength that are muscular, physical. If kids refer to physical aggression against others, we can tell them that we will talk about that later. If the kids don't come up with many examples, offer a few.

Possible examples depending on the group you are addressing:

- helping a younger kid that is being harassed;
- acting differently than others in a gang, having one's own opinions, etc.

P.F.: Now, on to the right to be free. Who can give me an example of when you feel free?

Using the kids' examples, introduce the idea of freedom of choice.

- I am free to choose my friends, my favourite clothes, my favourite activities, my dreams, etc.;
- when my homework or chores are done;
- when I am alone at home;
- having my own style of music, clothing, etc., be able to be myself;
- when I make my own choices (what I do when I go out, physical activities that I choose, choosing my friends, etc.).

NB: Choose examples ensuring not to marginalize some of the kids given their socio economic, cultural or religious reality: some may not go out to dinner, receive gifts on their birthdays, etc.

P.F.: Are we free to do whatever we want? No, because everyone else also has rights. That's why there are rules everywhere: at home, at school, in sports, on the road. It's to help respect our rights and those of others. For example, walking through hallways instead of running, or stopping at a traffic light, when red, helps to avoid injury to yourself or anyone else.

Most of the time, kids feel safe, strong and free! But sometimes, kids can have their rights taken away and be victims of violence. May it be in school, at home or anywhere else, it's important to know what to do if it happens. We are going to do role-plays where we will see different forms of violence and afterwards we will discuss them together.

During the workshop, it's possible that you feel different emotions which is normal. If you feel the need to leave the classroom, you can. Your teacher will accompany you. You will be able to come back when you feel better.

IF NEEDED:

Replace "your teacher" with "adult, Special education's technician, educator, nurse, etc. "

It's important to tell the children that they can leave the classroom at any moment. A child may be experiencing or has experienced violence and feel uncomfortable with the topic. Letting them know that they can leave the classroom gives them the opportunity to choose what is best for them. At any time, the child can decide to return to the activity.

Let's start our first role-play. **B** and **C** will pretend that they're two kids from your class. And you, you will be silent witnesses to what happens.

P.F.: The role-play will be happening during recess; you can stand up and stay silent in front of your chair. Now, let's watch what happens and we will talk about it afterwards.

IF NEEDED

Mention: "You might sometimes feel like laughing. Remember that these are things that really do happen."

A YOUNGSTER'S RIGHTS ARE TAKEN AWAY BY ANOTHER YOUNGSTER: BULLYING

C: *(arrogant and aggressive tone)*
 "Hey you're still here! How come you're not with your little girlfriend?"

B: *(discouraged)*
 "Why don't you leave me alone? Aren't you tired of bugging me every recess?"

C: *(arrogant and mocking tone)*
 “Are you going to start crying too? Have you looked at yourself? No wonder you have no friends!”

C: *(Addressing the group, using an arrogant tone)*
 “Plus we already told you, we don’t want anything to do with lesbians!”

B: *(sad and angry at the same time)*
 “Just go away!”

B pushes **C** on the shoulder.

C: *(maintaining an arrogant and menacing tone, trying to make eye contact with the witnesses)*
 “Come on **B**, you’re becoming quite aggressive! You better be careful or you’ll find yourself in the Principal’s office! Anyways, you’ll never be a part of our gang that’s for sure. And you better not ever touch me again, or you’ll have to deal with my gang. Understood?”

B, frightened and insulted, sighs and turns her head to avoid **C**’s gaze.

C pushes **B**.

C: “Get lost stupid!”

C leaves with her head up high, proud of herself.

B leaves looking down, angry.

The roleplay ends and the facilitators **B** and **C** salute each other and join the circle of kids. We applaud.

ATTENTION:

Do not applaud role-plays where kids have their rights taken away.

P.F.: In the role-play, how did **B** feel? Did she-safe, strong and free? Why?

The kids will probably say that **B** was angry because she was fed up with being teased by **C** during recess.

Using the kids' answers, emphasize bullying tactics: creating a climate of fear, threatening gazes and gestures, insults, seeking others' approval against **B** and that it is repetitive (happens at every recess).

P.F.: What do we call what just happened?

Yes, it's bullying. This type of violence is repetitive and can include psychological, verbal, physical violence or even the three, like we saw in the role-play. Bullying is when a person tries to diminish someone else to feel stronger. In the role-play **C** puts **B** down by making fun of her, pushing her, threatening her, rejecting her from the group by saying she's a lesbian.

Rejecting someone because of their sexual orientation is called homophobia, it's discrimination against someone's sexual orientation. Sometimes, someone can also be discriminated against because of their religious beliefs, their physical appearance, the colour of their skin, their first language, a physical or intellectual disability. In all cases, it's violence.

Do you know other ways to bully someone?

A few examples to look for are excluding someone from a group, spreading rumours at school, or on the Internet, taxing, damaging goods, hitting, humiliating, etc.

Thank the kids for their examples and complete if necessary.

P.F.: When someone takes away our rights, we might be scared, feel sad, confused or angry. When we are angry, we might feel like pushing or hitting. **B** pushed **C**. Is that a good way to resolve a conflict? Why?

It's possible that some kids will answer "yes", while others will answer "no". Listen to their perception of the situation and you can redirect them through the rest of the workshop. Point out that pushing did not solve the situation in the role-play. Instead **C** started to threaten her. An adult in the school yard could've seen **B** push **C** and give her consequences. If needed, point out that taking away others' rights is not a way to solve violence.

P.F.: Let's see how **B** could keep her rights, express her anger, without taking away J **C**'s rights, without insulting or pushing her. What could **B** say?

The kids may suggest a way to avoid the situation.

E.g.: Leaving, not listening to her, etc. **Respect** their choice to avoid confrontation without commenting. Move on to more affirmative solutions.

As the answers are given, **B** or **C** writes them on the blackboard.

Note: Whenever possible, use a blackboard rather than prepared posters, to show the kids that it is their solutions that are being used.

P.F.: Yes. Saying 'NO, STOP, LEAVE ME ALONE' is a way to clearly show the other person that I don't agree with them. 'No' is a word that we can use to assert ourselves and keep our rights. Is it possible that **B** is scared? If it's hard to say no by herself, what can she do? Of course, two people can help each other out. Who else could **B** tell? Yes, her parents, her teacher, etc.

You were there, you were witnesses. How did it make you feel to see and hear that?

It's possible that seeing this situation makes you feel sad, angry or scared. These emotions are normal and they can make you want to assert yourself by telling **C** to stop or offer **B** your support. The important thing is to always report it to an adult.

If the kids say that it is empathy, respond:

"Empathy is when we are able to put ourselves in the other person's shoes and we can understand how they are feeling."

P.F.: It's important to react, otherwise it allows **C** to continue. As a witness, you have the power to make the bullying stop.

P.F.: If **B** and the others go get help, they can be called 'tattletales' or 'blabbermouths' for reporting that type of situation. However, when we need help, it's important to talk about it so that we can feel safe strong and free again or to help someone else regain their rights.

IF NEEDED:

Explain the difference between being a **tattletale**, a **blabbermouth** (*use the terminology used by kids in your own region) and **reporting**. Being a tattletale is not minding their own business, for example, if I go tell the teacher that another student did not do their homework or is chewing gum. Reporting, for example, is if I go tell the teacher that someone is being bullied during recess, it's to help them regain their rights. It's brave and important to do it.

P.F.: Telling her that she's a 'tattletale' or 'blabbermouth' is a way of preventing her from getting help, it's also another way to take away her rights.

P.F.: Now let's do the role-play again by doing guided improv, using the solutions that we found together. **B** and **C** will pretend again to be kids from your class and all of this will be happening in the school yard during recess. But this time, someone else will play the role of **B**'s friend and two others will be witnesses. We need three people. Who wants to play the role of the witnesses that will help out? Who wants to play the role of **B**'s friend? You can now go get ready with **B**, you have two minutes.

For the others, at the beginning of the role-play, I will let you know when to stand up, you will still be playing the roles of silent witnesses. Many kids will want to take part in the role-plays. Let them know you appreciate their enthusiasm, but that you can't take everyone; their participation as witnesses is equally important.

Have an hourglass or a stopwatch to keep time.

B and the kids move away from the group (classroom or hallway) to have their meeting. In order for the improv to go as planned, highlighting the strategies, it is mainly a question of overseeing the role-play but also letting the kids choose their own replies.

B gives the following directions:

- (Addressing the kid playing the 'friend' role): In the beginning of the role-play we are in front of the class, facing the spectators and I am confiding in you. I am telling you about what's going on with **C** and asking you for help. We are using the 'Ask friends for help or the other children' strategy.
- You are being empathetic, you listen to me and agree to help me to assert myself when **C** comes back. We are going to use the 'Say No! Assert yourself' strategy.
- (Addressing the kids playing the witnesses roles): You two in the beginning you will be with the others, in the half circle. But when **C** will come bully me you will approach us to intervene. What could you tell **C**? (Make sure that the strategy about reporting the situation to an adult is said). We are going to use the 'Tell an adult' strategy.
- Make sure to always be facing the public and to speak loud enough.

During the improv, **A** can signal to the two witnesses when to approach if they are frozen or whisper answers if necessary.

Note: Use insults that could be directed at anybody. **B** should be careful not to take up too much room and encourage the kids' participation.

B, **C** and the kids take their places and improvise the role-play of a kid who keeps her/his rights: bullying.

P.F.: (Two minutes later) The two minutes are up: improv.

Generally, when kids participate in the role-plays:

If a kid is verbally assertive, allow her/him to express themselves and then continue.

If things get off track, the role of the referee **A** (P.F.) is to interrupt the role-play. For example, if a kid insults, pushes or hits the bully:

- Stop the players and redirect them, specifying that the goal is to protect **B**'s rights, without taking away **C**'s rights, because she has rights too. What she did is unacceptable, but taking away her rights will not solve the problem.
- Ask the kid who used violence if she/he has an idea on how to support **B** without taking away **C**'s rights and without insulting her.

If needed, ask the other kids to help.

A YOUNGSTER PROTECTS THEIR RIGHTS FROM ANOTHER YOUNGSTER; BULLYING

The following text is to help highlight the overall message, but it needs to be adjusted to the kids' improvs.

P.F. signals to the group to stand up.

B asks her friend for help.

B: *(Addressing the kid who plays the 'friend' role)*
 "Hey I have something to ask you. **C** doesn't leave me alone, it's been going on for quite some time now and I'm really tired of it, do you want to help me?"

C: *(spiteful)*
*(Turning towards **B** and addressing the kids)*
 "Hey! You're still here! You know we don't want nothing to do with you! Come on! Go away lesbian!"

B and Kids' improv:

C: *(adjusts her reply to the kids' improv)*
(She should try to save face. Possible example:
"Hey! What's gotten into you, helping the weirdo? Are you nuts?")

Other examples if a kid says that she's not a lesbian; follow up with other insults that do not reference homophobia so as not to go too far on this subject in the improve context (example: call her annoying, irritating, etc.)

B and Kids' improv:

If the kids did not name the 'Tell an adult' strategy, **B** will make sure to do so.

C: "Settle it amongst yourselves. I don't have time for your stupidities" *(Adjust the reply if necessary, keeping in mind that she tries to save face in light of the kids' assertiveness.)*

This is the end of the roleplay. The facilitators **B** and **C** and kids rejoin the circle. All applaud.

P.F.: Do you prefer this role-play? How did **B** feel this time? Did she keep her rights?

P.F.: (Addressing the three kids that participated in the improv)
You, as a friend or witnesses that intervened, how did you feel in your role? Why did **C** decide to leave? Unlike the first role-play, the witnesses asserted their disagreement.

Allow the kids to verbalize their emotions, nothing more. They will understand that **C** left because **B** stood up for herself and the others no longer tolerated the situation. Furthermore, she was afraid that they would report it.

The P.F. makes sure that all the strategies have been discussed if they weren't all demonstrated. She/he can acknowledge the interesting elements that the kids brought up and complete by asking the class, what else could have been done, to use all the strategies: saying "NO", asking a friend or other kids for help, talking about it with a trusted adult.

P.F.: Bullying is not always easy to resolve, it can continue. But when we act together and we report it, we can make it stop. You have power over the situation.

PART B

INTRODUCTION TO SELF-DEFENCE

P.F.: As we just saw, it is often possible to protect our rights by using the strategies that we have learned together (name the strategies or point to the Strategies poster). Sometimes, we may be physically trapped. It is rare, but it could happen, and then we need to use self-defence to get loose, get away and get help. What we will show you is not a game, it's serious.

A or **C** adds self-defence to the list of strategies written on the board.

P.F.: When I walk around, the first thing to do so that I can feel safe is to always remember: I walk while looking all around me, with my head high, I am confident and self assured.

Mimic a confident demeanour.

For the following part, **A** (or **C**) approaches the P.F. and pretends to attack her. The P.F. illustrates the explanations by showing the safe distance and by performing the moves rapidly and **decisively**. **A** (or **C**) receiving the blows reacts accordingly.

P.F.: If I feel in danger with someone, I try to keep a safe distance. I can leave or even run to get help.

P.F.: If someone is holding onto me, is trying to force me to go with them, is stopping me from getting away, I can say, “No! Let me go!” and if the person doesn’t let go, I figure out how I can defend myself, I do everything I can to get away.

P.F.: **For example**, I kick their leg below the knee, on the tibia, so I don’t lose my balance. I can also stomp on their foot with my heel.

P.F.: If the person holds me from behind, I can make the same movements as before: kick, stomp with my heel. If my arms are free, I can use my elbow, which is hard and pointed. I strike with my elbow as hard as I can to the face, to the plexus, between the legs, depending on my position, remembering that all the parts in the centre of the body are more sensitive. And I run away to go get help.

Demonstrate.

If a kid answers that you can use your head to hit them, answer: *“Yes, I can hit their nose with my head.”*

If a student asks what the plexus is, answer that it is where the stomach meets the ribs, in the upper belly. Show them.

P.F.: While I'm doing this, is it a good idea to yell too? Yes, using a self-defence yell:

- which allows me to reach for my inner strength, my courage;
- which lets people know that I need help;
- which surprises, because it says “let me go, I can defend myself.”

P.F.: We will now pretend that I am in danger, that **A** (or **C**) is holding me and wants to prevent me from getting away. I'm going to defend myself by pretending to strike back and I'm going to yell using all my strength.

With the help of **A** (or **C**) holding her, the P.F. defends herself and uses the self-defence yell with force, energy and determination. **A** (or **C**) lets go and P.F. runs away.

P.F.: What we want is a yell that brings out your strength. This is why it is deep-sounding, we can do it for a long time without irritating the throat. It’s loud, it’s a self-defence yell to stay safe. It can surprise and confuse the attacker. We will now practice it.

P. F.: I will ask you to calmly stand up in front of your chair. When I will raise my hand, we are going to do the yell all together. When I will lower my hand, we will stop yelling. Let’s stand straight to release strength.

1-2-3 “YELL.”

Repeat the yell if necessary if it was too high-pitched or not loud enough. Remind the kids that the yell has a deep sound. You can also tell them that the yell comes from the stomach, or suggest doing it loud enough for the whole school to hear it.

P.F.: Great! Now everyone sit down. It would be a good idea to show the yell to your brothers and sisters, your parents, or the people who take care of you, and explain to them what it's for.

If you hear the self-defence yell or you see a kid in danger, a way to bring your help is to scream too to startle the attacker and get help.

P. F.: It's very important to quickly inform an adult if you witness a situation like that. It could be someone close to where you are (your house or a friend's house). You can also go see an adult who works in a public place or call the police by dialing 911. It's possible that they ask you to describe the person or the situation, so try to memorize as many details as possible.

P.F.: "The self-defence moves and the yell are serious things, it's not a game. It's important to only use them when we're in danger or want to get away from someone to go and get help.

P.F.: If you meet a stranger who wants to give you a gift, who invites you to follow them or to get in their car, do you accept? If they want to know personal information about you like your name, your address, the name of your school, do you tell them that information? And if they want a picture of you?

Let the kids answer "NO!" all together and then go on with the other questions.

P.F.: Well, on the Internet, it's the same thing! On social media, forums or online games, you do not give out your personal information like your name, your address, the name of your school, a picture of yourself, etc. In fact, the pictures that we post*, or share* on the Internet become public, it's the same as if we would display them on the school's walls. Make sure that you are comfortable with that before sharing them. And if someone asks you for this information it's important to tell a trusted adult.

*means to use the word that best corresponds to the language used by the kids in that particular school.

P. F.: It's also possible that someone wants to meet with you in person or on another discussion platform. Do you accept? It's important not to go and to tell a trusted adult. Even if it's your friend asking you to meet them, take the time to check by calling them, or by video chat, to be sure that it's really them because it could be a stranger pretending to be your friend.

- P.F.: Before accepting a friend request, you need to ask yourself if you want this person to have access to the information and pictures that you post. On social media just like in school, you are always free to choose your friends.
- P. F.: If someone sends you messages, challenges or images that make you feel uncomfortable, or if you are a victim or cyberbullying, what can you do? Yes, the way to assert yourself is to not answer and block the person. It's also important to talk about it with a trusted adult and to report the situation on the website or the game so that it can stop. You can also ask a trusted adult to help you find secure passwords and adjust your security settings in your games and apps. In addition to that, it's important to deactivate the geolocation on your devices or on your apps.

IF NEEDED:

Provide examples to ensure that the children understand the concept of self-defense.

Example: If someone shouts names at you or insults you in the schoolyard, do you use self-defense?

Example: If another child pushes you, do you use self-defense?

Example: If someone damages your personal effects, do you use self-defense?

CONCERNING KNOWN PEOPLE

- P.F.: Now we are going to look at another situation. This time we'll talk about people we know. It could be a person we know a little bit, like a neighbour, a coach, or a teacher, or a person that is close to us, like a family member or a close friend. Most of the time these people like to see kids happy, but it can happen that some of them try to take our rights away. These situations are not easy to deal with, that's why it is important to talk about them. They can happen to both boys and girls.

We will now pretend that **C** is a kid in your class named Rémi. His parents often go away for the weekend and again have asked Rémi's uncle to come spend the weekend with him. When his uncle arrives, Rémi is in the garage and his parents are in the house getting ready. His uncle comes and joins Rémi in the garage. Let's watch what happens and we'll talk about it after.

The facilitators **A** and **C** take their places to act out the role-play where a kid's rights are taken away: known person.

A YOUNGSTER'S RIGHTS ARE TAKEN AWAY BY SOMEONE CLOSE: UNCLE

Rémi is crouching, fixing his bike.

Uncle: "Hi Rémi, what're you doing?"

Rémi: *(without turning around, concentrating on his task)*
"Hi, I'm trying to finish fixing my bike."

Uncle: *(seeming impressed)*
"Wow! You've done a good job! It's great how you fixed your bike. You're very talented."

Rémi gets up, smiles, he's happy and proud.

Uncle: "I see that the suspension is pretty worn out."

Rémi: "I know, I haven't found any used parts yet, and the new ones are too expensive."

Uncle: "I could buy you a brand new bike, you know!"

Interested, Rémi crouches back down to look at his bike.

Rémi: "Really, that would be amazing, I could throw away this old thing!"

Gets closer to Rémi, Uncle crouches down too to look at the bike.

Uncle: *(in a sweet tone)*
"If you are nice to me later, once your parents leave."

Suddenly worried, Rémi gets up, turns his back to his uncle and moves toward the kids.

Rémi: *(talking to himself, out loud)*
"Oh no, he will want to cuddle up to me again, and touch my bum, my penis and force me to do the same to him. I don't want to be alone with him."

Uncle gets up.

Uncle: "What did you say?"

- Rémi: "Nothing. I was thinking about inviting my friends over."
- Uncle: *(in a sweeter tone)*
"No, no, it will just be the two of us and we'll do something special."
- Rémi: *(embarrassed)*
"Well, it's because... That won't work. You came over for nothing. My friend Étienne invited me to sleep over. I had forgotten, but I just remembered. I'll go tell my parents before they leave."
- Uncle: *(insulted)*
"What's the problem? Your parents asked me to take care of you so they could leave this weekend with no worries. I had to cancel my golf game (hockey game) to take care of you. They will not be happy if they know I cancelled for nothing, because of your silly whims. Anyways, if you want a new bike, you know what you have to do. And you know that your father is my brother, your parents trust me."
- Uncle: *(playing the victim)*
"Sometimes it seems that you don't like me."
- Rémi: *(uncomfortable)*
"It's not that."
- Uncle: *(suddenly playful)*
"Well then, come on, we'll go wish your parents a good weekend before they leave. Don't tell them about our special activity. Remember, it's our secret."

The uncle loops his arm through Rémi's. Rémi is looking sad and flustered. Uncle leads Rémi away.

The role-play ends and the facilitators rejoin the circle.

P.F.: Did Rémi feel safe, strong and free?

The kids should answer with “yes” or “no”. If they want to continue the discussion, ask them to wait because other questions will be asked, but in small groups.

P.F.: To continue, we will divide the class into 6 groups. A question or two will be given to each team. You will have 2 minutes to discuss it together. Afterwards, one person from your group will read the question and your team will answer in front of the class.

The P.F. divides the group into 6 teams, formed with the children who are side by side anticipating how many children will be in each team. Distribute the questions at the same time.

Note: An organization could, exceptionally, ask the questions in front of the whole class if that seems more appropriate (example: agitated group, workshop shortened by an unforeseen event, few children in the group, etc.).

P.F.: Now let's start with group number 1.

Ask the kids to read the question, in a loud enough voice, so that everyone can hear properly. Take answers from the team members and complete with answers from other kids in the class, as needed. Complete the kids' answers (see what elements to highlight). Thank each team after their intervention. Continue like this until question 6.

QUESTION #1

Did Rémi want to stay alone with his uncle? Why not?

HIGHLIGHT:

Rémi does not feel confident when he is alone with his uncle because he forces him to cuddle, touches his buttocks, etc.

Rémi was confused, uncomfortable, scared, and he was trying to figure out how to get out of that situation.

He had his rights taken away.

If the kids do not say that it is sexual violence, ask “What is this type of violence called? Yes, that's right, it's sexual violence.”

NOTE:

If a kid says “because Rémi’s uncle is homosexual (fag, gay, queer,...)”, the P.F. can explain that, if Rémi’s uncle wants to touch the bum and the penis of a boy, this does not mean that he is a homosexual. Assaulting a boy has nothing to do with sexual orientation. It means that he is abusing his power by assaulting boys or girls, because he believes that they are easy to manipulate. He wants to fulfill his own need to control and dominate.

If a kid says that Rémi is homosexual because he did not say “no”, the P.F. can specify that this situation has nothing to do with Rémi’s sexual orientation. Rémi feels trapped because his uncle abuses his power over him, by sexually abusing him.

If some kids say that the uncle is a pedophile, say, “It’s possible. But whether or not he is a pedophile, he is still an adult that uses his power to sexually assault a child.”

If kids ask “What is a pedophile?” answer “In short, it’s an adult who feels sexual attraction towards children and who may, or may not, commit sexual assault.”

QUESTION #2

What means did Rémi’s uncle use to obtain what he wanted?

HIGHLIGHT:

The tactics of exploitation, blackmail, seduction, manipulation, isolation and guilt used by the uncle by his actions and words.

The uncle tells him that he is talented, offers to buy him a new bike, reminds him that his father is his brother and that his parents trust him. He plays with Rémi’s emotions, uses emotional blackmail, by saying that he doesn’t like him. He makes him feel guilty by saying that he cancelled his golf (hockey) to take care of him. He mixes everything up. The bottom line is that he tries to manipulate Rémi in every possible way, to get him to do what he wants.

QUESTION #3

Rémi’s uncle told him to keep it a secret. Why? What could happen if Rémi doesn’t tell anyone about it?

HIGHLIGHT:

The uncle wants Rémi to keep the secret because he knows that it's sexual assault, that it's against the law and that he could have serious consequences. It's also the secrecy that makes the repetition of sexual violence possible.

Breaking the silence is the first step to stopping the violence. If he does not talk about it, his uncle will probably continue. What's more, he probably does the same thing to other kids.

QUESTION #4

Rémi is not responsible for what his uncle is doing to him. Why?

HIGHLIGHT:

Even if Rémi has already done what his uncle asked, it's not his fault. It's sexual assault and in these types of situations, only the adult is responsible.

Nobody has the right to force you to touch them or receive touches from them. Your body belongs to you.

QUESTION #5

Since Rémi's attempts do not work, what else can he do to stop the situation?

HIGHLIGHT:

Rémi's tactics (invite a friend, sleep at a friend's house)

The uncle doesn't care about how Rémi feels.

ESPACE Strategies: say No, ask friends or other children for help, talk to a trusted adult, use self-defence.

If a kid says that the uncle could get angry, be physically violent or that Rémi could put himself in danger by saying 'NO', specify that it takes a lot of courage to assert yourself in front of an adult. Rémi can decide not to assert himself at the time of the assault for different reasons (for protection, because he's scared, by choice) and it's okay. It's still not his fault; there are other ways to get out of that situation. The important thing is to go tell a trusted adult afterwards for violence to stop and for the kid to regain his or her rights.

QUESTION #6

If Rémi decides to talk to his parents about it and they don't believe him, what could he do?

HIGHLIGHT:

It can be very embarrassing to talk about it and it takes a lot of courage, but that's how you can make it stop. It's important to keep talking about it until someone listens, believes us and helps us.

Even if it is a situation within his family, Rémi can talk to other trusted adults, such as an adult at school, or call the police.

NOTE:

Kids often mention that Rémi could install a camera or film him with cell phone to get proof. Answer that this would mean that Rémi would relive the same situation, putting him in danger again. We want to prevent Rémi finding himself in that type of situation.

P.F.: Thank you for your participation and your answers!

Take a few seconds to identify, in your head, at least three adults that you trust and to whom you could go if you have a problem. It can be someone from your family, someone at school, a person from elsewhere in your surroundings, or from an organisation like a youth centre. Ok, which adults did you identify?

Take two or three answers and complete if needed making sure to name different resources (family, neighbourhood, school).

P.F.: If you haven't found 3 adults that you trust, we invite you to come see us after the workshop.

Now, we will do the role play again, let's see which strategies Rémi will use with his uncle, to protect his rights.

The facilitators **A** and **C** take their place and perform the role-play where a kid keeps his rights.

A YOUNGSTER PROTECTS THEIR RIGHTS FROM SOMEONE CLOSE: UNCLE

Rémi is crouching down, fixing his bike.

Uncle: "Hello Rémi. What're you doing?"

Rémi: *(without turning around, concentrated on what he's doing)*
"Hi, I'm just finishing fixing my bike."

Uncle: *(looking impressed)*
"Wow! That's good work! You did nice work! You fixed up your bike really good! You really have a lot of talent! I can see that the suspension is pretty worn out though."

Rémi stands up.

Rémi: "I know but I couldn't find used parts and the new ones were too expensive."

Uncle: "You know Rémi I could buy you a brand new bike."

Rémi: *(Interested, Rémi looks at his bike)*
"Really, that would be awesome, I could get rid of this old thing!"

Uncle: "If you're nice to me later and you do everything that I ask of you when your parents are gone."

Rémi: "No! Never mind the bike, I don't need it. Anyways, I'm going to my friend's house."

Uncle: "That can't be, we are going to spend the evening together."

Rémi: "No! I am not staying alone with you and I don't want to do what you force me to do anymore."

Uncle: *(interrupting Rémi, worried – authoritative)*
"Quiet! You are not supposed to talk about that. What's going on with you? I am responsible for you when your parents are away, you have to listen to me, if you don't, you'll upset them and you'll regret it."

Rémi: *(assertive)*
 “No! You have no right to force me to do these things. I’m going to tell my parents.”

Uncle grabs Rémi’s arm, cutting him off and threatening him.

Uncle: *(threatening)*
 “I told you what could happen to you if you tell!”

Rémi: “NO, let go of me!”

Rémi gets away while using the self-defence yell.

Uncle: *(caught off guard)*
 “Oh no!”

Uncle leaves.

This is the end of the role-play. The facilitators **A** and **C** rejoin the circle. All applaud.

P.F.: How did Rémi feel this time? Why? Even though it's hard to say no, to talk about it, to go get help, Rémi was able to regain his rights. That takes a lot of courage.

Why did his uncle say, 'You'll upset your parents and you'll regret it?'"

IF NEEDED:

Complete the kids' answers, to emphasize that the uncle is trying to make Rémi feel guilty, is threatening him with what could happen. He's still trying to manipulate him:

- to be able to continue;
- to stop him from telling;
- so Rémi will think that it's his fault

P.F.: Rémi found good ways to get out of the situation, and even if they hadn't worked, the important thing is to go and tell someone so it will stop.

PART C

CONCERNING ROMANTIC RELATIONSHIPS BETWEEN YOUNGSTERS

P.F.: Now we'll talk about romantic relationships between kids. Usually, it's nice to have a boyfriend or girlfriend, but sometimes, in this kind of relationship, we can experience violence and have our rights taken away. It can be very confusing so it's important to know what to do if it happens. This can happen to both boys and girls.

A will pretend to be a kid in your class. **B** will do the voice of Yann, her boyfriend. Let's listen to her read from her diary. We will talk about it after.

IF NEEDED:

If a kid asks how old Yann is, answer that he's the same age as **A** since the age difference between two partners can lead to debates about the law, a notion we don't want to discuss with kids.

A and **B** take their places for the role-play where a peer takes a kid's rights away: romantic relationship.

You'll need a chair for this role-play. And ideally a diary.

Note: choose a classic notebook to avoid stereotypes like flowers or the colour pink, etc.

A YOUNGSTER'S RIGHTS ARE TAKEN AWAY BY ANOTHER YOUNGSTER: ROMANTIC RELATIONSHIPS

For the role-play, **A** will sit on a chair with a diary and a pencil, facing the group, and **B** will be standing up, ideally behind **A**, otherwise withdrawn from the group. She'll do the voice of Yann.

A reads from her diary, talking out loud.

A: *(in a happy tone)*
 "Dear diary, I'm really happy, I'm going out with Yann – he's so good-looking. My friends are jealous, he is so handsome and he's good at soccer, too. So many girls would like to go out with him, but it's me that he chose. It's really cool that this is happening! It's as if everyone thinks I am cool, that I am more popular, now that I'm going out with him."

A pauses to think.

A: *(worried)*
 "Yesterday, he kissed me, even if I didn't want to. Not yet. But he insisted saying:"

Yann: *(manipulative tone)*
 "Just let go, it's just a kiss and cuddles. I don't go out with little girls who don't kiss."

A: *(sad)*
 "I didn't really want to do it, but I was scared he would break up with me. I'd rather have waited a little. (sighs) But I let him do it."

Yann: *(sweet tone)*
 "See how much fun it is."

A: *(hesitant)*
 "Yesterday he texted me..."

- Yann: *(cajoling)*
 “Hey! What are you doing on Saturday night? I would like you to come over to my place, we will watch a movie.”
- A:** *(interested)*
 “At first, I was really happy that he invited me, but when he said:”
- Yann: *(enthusiastic and manipulative)*
 “My parents won’t be there. We’ll be able to cuddle and kiss as much as we want. You’re such a good kisser.”
- A:** “I didn’t really feel like it. And he even added:”
- Yann: “I can’t wait to see you, Saturday is too far away. Can you send me a picture of you?”
- A:** “When I sent him the picture, he texted back:”
- Yann: “Come on, you could at least take off your shirt. You’re so beautiful.”
- A:** *(surprised and disappointed)*
 “When I wrote to him I didn’t feel like it, he answered me strange things:”
- Yann: *(impatient, judging and controlling)*
 “Ohhh now I get it, you prefer your friend Chris, well if you talk to him again, you can forget me. But you may regret it. (In a softer tone) Come on **A**, you wouldn’t want everybody to know that you’re boring and that you don’t like to kiss! It’s easy to put that on the Internet.”
- A:** “When I read that, I kind of panicked, and I sent him the picture he wanted. I was telling myself that afterwards he would leave me alone.”

A: *(discouraged, anxious)*
“But now, I’m scared of what could happen with that picture, I can’t stop thinking about it.”

A: *(torn)*
“I don’t know what to do.”

The role-play ends and the facilitators **A** and **B** bow to each other and return to the circle.

P.F.: Who can tell me how **A** felt? Did she feel safe, strong and free? No.

Highlight the emotions: fear, sadness, confusion, anger.

P.F.: At the beginning, **A** seemed happy. In your opinion, what does she like in this relationship?

Highlight that this relationship gives her the feeling of being cooler, that she may want to try new things, do activities with him, discuss things.

P.F.: Did she want to kiss Yann? No. When we have a girlfriend or boyfriend, do we have to kiss and cuddle them? No. However, most of the time, hugs and kisses are fun, when both people have expressed their agreement. It's called consent. Even if you both said yes, at any time you have the right to change your mind.

In the role-play, did Yann force **A** to kiss him? Yes. How do you call what is happening to **A**, when someone kisses and hugs someone when they don't want to? Exactly, even if it's your girlfriend or boyfriend it's not love it's sexual violence.

Did Yann force **A** to send him intimate pictures? Yes. It's important to know that no one has the right to insist on obtaining intimate pictures from another person, to keep and share them. This too is a form of sexual violence, and it is not the fault of the person who sent these intimate pictures.

It's possible that sometimes we might want to send intimate pictures to please the person we love or because we feel pressured by our boyfriend, our girlfriend or even by our friends. It's important to know that pictures that end up on the Internet can circulate widely without anyone wanting it, and it becomes very difficult to remove them.

IF NEEDED:

If a kid asks what intimate pictures are, you can tell them that they are naked or partially naked pictures of someone or of a sexual nature.

P.F.: We said that Yann forced her. What exactly did he do to obtain what he wanted?

HIGHLIGHT:

He's using her to get what he wants:

- he tells her to let him do it;
- he insists;
- he compliments her to confuse her (that she's beautiful, that she's a good kisser);
- lures her with the movie;
- he threatens her;
- isolates her from her friends.

P.F.: If Yann insists on kissing her and she doesn't want to, what can she do?

Take a couple answers and complete:

- say no;
- push him away, get away and use self defence if necessary;
- talk to her friends about it;
- talk to trusted adults.

P.F.: And if Yann insists on getting intimate pictures or threatens her via text, what else can she do?

Take a couple answers and complete:

- say no (do not answer);
- take screen shots of his messages, block him from everywhere (social media, cell phone, etc.);
- talk to her friends or to other kids about it;
- talk to trusted adults, call the police, etc.

P.F.: Do you think that it's always easy to assert yourself in a romantic relationship? You're right, it can sometimes be difficult and takes courage.

P.F.: If **A** talked to you about this relationship, what could you say to her or do?

Expected answers:

- listen to her;
- encourage her to assert herself to end the relationship;
- accompany her to talk to an adult;
- etc.

P.F.: If she doesn't tell anyone about it, what will probably happen? Yes, he'll continue and ask her to go further and further.

P.F.: Sometimes we may experience violence but find it too embarrassing to tell our trusted adults or our friends. That's why there are organizations, like Kids Help Phone or Tel-Jeunes, that are there to listen to you and advise you.

Now, we will go back to **A** and her diary, to see how she has gotten out of this situation. We'll listen to her first and then we'll discuss it.

The facilitators **A** and **B** take their places and act out the role-play where a kid keeps her/his rights: romantic relationships.

A YOUNGSTER PROTECTS THEIR RIGHTS FROM ANOTHER YOUNGSTER: ROMANTIC RELATIONSHIPS

A is sitting on a chair, with her diary and a pencil, facing the group, **B** will be standing up, ideally behind **A**, otherwise withdrawn from the group. She will do Yann's voice.

A reads her diary and speaks out loud in a serious tone, keeping visual contact with the kids.

A: "Dear diary, I have been going out with Yann for three weeks now. At first, I was super proud, but I don't feel that way anymore. It is not going the way I thought. He kisses and hugs me even when I don't agree to it. If I don't do it, he threatens to put them on the Internet! Plus, he said that if I spoke to my friends about it, I could forget about him and that I would be sorry. I don't know what to do. I don't really feel like going out with him anymore."

A tells the rest of the story with an assertive tone, as if the kids were her diary.

A: "Today, I still spoke to my friend Sorah about it and that gave me courage. She came with me to talk to my mom. After that, everything was clearer. When I saw Yann and he came toward me to kiss me, I said, "NO! I don't want to!" He grabbed my arm and tried to kiss me anyways. I backed away, pulling my arm away. He said:"

Yann: *(In a manipulative tone)*
"Come on, don't resist, you usually like it."

A: "Then I said what I had to say: 'No, I don't like it. It makes me angry that you say that, because it's not true. It's you that likes it!'"

A: “I don’t want to go out with a guy who threatens me to get me to kiss him and who doesn’t let me see my friends and is asking me to send him intimate pictures. I also told him: ‘I talked about it with my parents and we notified the police about the pictures. That’s when Yann said:”

Yann: *(surprised, but trying to keep a spiteful tone to save face)*
 “Whoa, don’t panic. I’ll erase your little pictures. Anyways, I knew that it wouldn’t last long with you.”

A: “At the time, it hurt me. But now, I’m relieved that it’s settled. When I told my friend Chris about it, he couldn’t believe it either that a guy could act that way with a girl. It shouldn’t be like that in a romantic relationship!”

A: *(with an assertive tone and with pride)*
 “I did the right thing talking about it. I am proud of myself.”

End of the role-play. The facilitators **A** and **B** return to the circle. All applaud.

P.F.: This time, how did she feel? Did she do the right thing, talking about it?

Emphasize that she kept her rights to be safe, strong and free.

P.F.: Talking about it helped her better understand what she was going through, it gave her courage to assert herself and report the situation. In cases like that, where there are intimate pictures shared on the Internet, the police can help you find and destroy the pictures, even if they already started circulating.

P.F.: Why do you think Yann said, 'Don't fight it, you usually like it'?

Highlight that he's trying to confuse her and make her feel responsible of what he is doing to her. He's still trying to manipulate her so that he can continue, to keep her from talking and so that she ends up believing that she is the one who wanted it.

P.F.: In your opinion, how should an equal relationship be like?

P.F.: How do you think it should be?

Highlight the elements of a relationship between equals:

Freedom of choice

Both people should be able to **give their opinion** and have it respected. We should not force the other person, with threats, to do what we want.

Each person is **free to see their friends**, it's normal to have friends. Trying to prevent the other person from seeing their friends is extreme jealousy, control, violence, and instead of nourishing the relationship, it destroys people.

For a relationship to be based on trust, it is necessary to be frank and honest and sometimes brave. It is the opposite of blackmail and manipulation.

P.F.: With people that we love and who love us, we should feel safe, strong and free. If we don't feel good, it is important to talk about it with people we trust.

Now, we will do our last role-play. We are going to pretend that **B** is a kid in your class named David. He has a problem. He has identified one of his teachers as a person he trusts and has decided to talk to them.

According to the preferences of the animation teams, it is also possible to use the name Eric.

If the teacher or any other adult designated by the teacher participates, introduce them to the group. If the teacher does not play the role, introduce the facilitator **A** as one of David's teachers.

TELLING A TRUSTED ADULT TO GET HELP: DAVID

The teacher sits facing the kids, she/he pretends to be working. David approaches.

David: *(a little bit embarrassed)*
 “(Name of teacher), can I talk to you?”

Adult: “Of course. Do you want to sit down? I am listening.”

David sits down.

David: *(hesitating)*
 “I don’t know what to do. It’s not going too well. My stomach hurts.”

Adult: “You seem preoccupied, what’s going on?”

David: *(hesitating and nervous)*
 “It’s not easy, because my parents always tell me that what goes on at home is no one else’s business. But now, I am too scared. This morning, I scratched the car with my bike (snowboard, sleigh, hockey stick). I didn’t do it on purpose! This is really serious. Things will get pretty bad at my house tonight.”

Adult: *(softly)*
 “What do you mean?”

David: “My parents will be really angry at me, they will scream and hit me, that’s for sure! Plus, when there’s a fight, he gets angry at my mom too, he’s aggressive and I don’t like it!”

Adult: “I understand, I think you are very brave, and it means a lot to me that you trust me. Can you stay after the bell rings?”

David: “Yes.”

Adult: "If you want, we'll meet here and together we'll see what we can do. Is that ok?"

David: *(relieved)*
"Yes. Thanks a lot!"

Adult: "Agreed, we'll talk again later."

The role-play ends and the teacher returns to the back of the class. The facilitators **A** and **B** rejoin the circle. All applaud.

P.F.: Who can tell me how David felt? Yes, he was feeling sad, worried, scared. Does he feel safe, strong and free? No.

What type of violence is David experiencing at home? He's experiencing verbal and physical violence.

He also says that when there is fighting, his father gets angry at his mother and is aggressive.

David is exposed to domestic violence. Domestic violence is when there are one or more types of violence from a person towards the other person in a romantic relationship. When domestic violence happens in a family it creates a climate of tension and fear and it affects all members of the family, even those who didn't see it happening.

So do you think David did the right thing by talking about it even if his parents tell him that what happens at home doesn't concern anybody else?

If a kid talks about being in a similar situation, validate her/his feelings without pressing the issue, and ask her/him to come see us after the workshop.

P.F.: Yes, talking about it could allow him to feel better and get help. Even if the situation that you are living is difficult, always remember that what happens between adults is never the kid's fault. It's important to talk about it to another adult that you trust. Do not wait for the right moment, talk about it when you find the courage to do so.

A kid may say that they would never go see their teacher because she/he would not believe them or would not do anything. Remember that the kid's impression is probably correct. Simply say, "Who else could you talk to at school?"

CONCLUSION

P.F.: The workshop is almost over. We are now going to give each of you a reminder on which you will find the rights that everyone has and what strategies you can use when you have a problem.

Tell the kids the resources that can be found on your reminder. You can also name the resources available within the school (psychologist, Special Education Technician, etc.)

P.F.: If you have questions, comments or if the workshop made you think about a situation and you would like to talk to us about it, you can. We will be able to talk with you here or outside the classroom.

Explain to the kids how it will work concerning the post-workshop meetings. If needed, refer to the **HELPFUL HINTS FOR THE FACILITATORS** section, number 10.

Invite the kids to draw a picture or write a text during the post-workshop meeting. Say or write the following sentence to introduce the transitional activity: «After the CAP-ESPACE workshop here is what I feel like drawing or writing ».

Explain that they can keep their drawings or texts or give them to the facilitators through the most efficient and discreet channel, determined in advance.

For example:

- handed directly to the facilitators;
- in an envelope that the teacher will give to the facilitators;
- in an envelope or a CAP-ESPACE mailbox in the secretary's office.

P.F.: Thank you for having us!

After the workshop, the facilitators **A**, **B** and **C** gather all of their things, then meet with the kids who wish to do so during the post workshop meetings.

The workshop is over.

APPENDIX: Questions #1 to #6 to cut out

For the role-play where a kid's rights are taken away by a known person.

<p style="text-align: center;">Question # 1</p> <p>Did Rémi want to stay alone with his uncle?</p> <p style="text-align: center;">Why not?</p>	<p style="text-align: center;">Question #2</p> <p>What means did Rémi's uncle use to obtain what he wanted?</p>
<p style="text-align: center;">Question #3</p> <p>Rémi's uncle told him to keep it a secret. Why?</p> <p style="text-align: center;">What could happen if Rémi doesn't tell anyone about it?</p>	<p style="text-align: center;">Question #4</p> <p>Rémi is not responsible for what his uncle is doing to him.</p> <p style="text-align: center;">Why?</p>
<p style="text-align: center;">Question #5</p> <p>Since Rémi's attempts do not work, what else can he do to stop the situation?</p>	<p style="text-align: center;">Question #6</p> <p>If Rémi decides to talk to his parents about it and they don't believe him, what could he do?</p>