

# PRESCHOOL PROGRAM

Intended for children in  
Preschool and daycare



*Uniform and compulsory document*

<b>February 2013</b>
----------------------

Updated: July 2023

## **TABLE OF CONTENTS**

Introduction  
 Helpful hints for the facilitators  
 Rencontre postatelier, signalement et confidentialité  
 Équipe d'animation mixte  
 Répartition de l'animation à deux

### **DAY 1**

Objectives	p.2
Required materials	p.3
A child's rights are taken away by another child: bullying	p.10
A child protects their rights from another child: bullying	p.13

### **DAY 2**

Objectives	p.18
Required materials	p.19
Children protecting their rights from a stranger: puppets	p.22
Demonstration: safe distance	p.25
Demonstration: self-defence	p.26

### **DAY 3**

Objectives	p.35
Required materials	p.36
Words to the song	p.37
A child's rights are taken away by another child: Brother/sister	p.41
A child protects their rights from another child: Brother/sister	p.43
A child's rights are taken away by someone close: uncle	p.45
A child protects their rights from someone close: uncle	p.49
Telling a trusted adult to get help: David	p.51

### **LEGEND**

Text for Primary Facilitator: Times New Roman  
 Text of Role-plays: Lucinda Sans Typewriter text

Suggestions for the Primary Facilitator (P.F.) and the other facilitators:

Instructions must be applied.
-------------------------------

Remarks or suggestions, as needed.
------------------------------------

### **NOTICES**

This text must be used by persons who have received proper training by the *Regroupement des organismes ESPACE du Québec* or an organization recognized by the Regroupement.

Certaines parties n'ont pas été traduites du français à l'anglais, car elles s'adressent à l'équipe d'animation et non aux personnes qui reçoivent le programme.

### **UNAUTHORIZED REPRODUCTION PROHIBITED**

© Regroupement des organismes ESPACE du Québec

## Introduction

Le Regroupement des organismes ESPACE du Québec (ROEQ) est heureux de vous présenter cet atelier s'adressant aux enfants de 3 à 5 ans.

Le ROEQ a misé sur la capacité de généralisation des enfants et sur l'utilisation de termes concrets et spécifiques, adaptés à leur âge. Les concepts clés, tels que le droit à la Sécurité, à la Force et à la Liberté, ainsi que les moyens pour les conserver, sont toujours présents. Les exemples et les images que nous utilisons permettent aux enfants de faire des liens avec leur vécu.

L'équipe d'animation devra ajuster le texte en fonction du milieu visité à savoir s'il s'agit d'un groupe de préscolaire dans une école ou d'un milieu de service de garde. Il se peut qu'elle ait aussi à faire des ajustements pour tenir compte de la réalité régionale. Vous trouverez dans les pages suivantes, une section qui facilitera l'animation principale, intitulée « Trucs d'animation ».

À la lecture de l'atelier, vous constaterez que les deux genres sont utilisés en commençant par le féminin, puis le masculin. Il est recommandé d'utiliser ce verbatim. Même si cette façon de faire peut sembler ardue, elle a l'avantage de défaire les stéréotypes et d'inclure tout le monde en plus de refléter la philosophie du ROEQ. **Aussi, vous remarquerez l'utilisation du terme « personne responsable ». Cette façon de nommer les adultes qui s'occupent des enfants de 3 à 5 ans, nous permet de couvrir plusieurs titres tels qu'éducatrices-éducateurs, enseignante-enseignant, responsable en milieu familial, etc.**

À la fin du texte d'atelier, vous trouverez des documents utiles pour le partage des rôles et pour les rencontres postalières soit :

- « Équipe d'animation mixte » ;
- « Rencontre postatelier, signalement et confidentialité ».

Rappelons-nous que l'atelier présenté aux enfants est un point de départ. Les adultes du milieu visité poursuivront le travail de prévention, entre autres à l'aide des outils que nous leur laisserons.

Bon atelier à toute l'équipe !

Le comité actualisation des ateliers pour enfants formé de Diane Tremblay d'ESPACE Mauricie, Nathalie Lafleur d'ESPACE Châteauguay et d'Odette Théberge, coordonnatrice au programme ainsi que la Collective du ROEQ.

Février 2013

## 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.

Note that for preschool children, their learning experiences will be easier with the post-workshop meetings that will take place during the second and third days of workshops. As a matter of fact, these valuable meetings with the children are not trivial as they allow to consolidate the preventive notions that they have learned during the workshop. This part of the workshop is complementary in a significant way as it allows the children to acquire safety-conscious attitudes.

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 the workshop:** plan 30 minutes at the most. Ideally, the workshop will take place in a 3 consecutive day period. The team of facilitators will arrive 15 minutes prior to the beginning of the workshop.
2. **Fully integrate the text,** which means knowing it well enough to be able to do rapid sequences and keep the rhythm which allows the children to keep a sustained focus. Be natural and dynamic, while respecting the content and spirit of the program.

The P.F. might be tempted to address the group by saying "guys". We suggest to not use that terminology as it doesn't reflect reality, it is too familiar. You can instead say "kids".

3. **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 with facial expressions, gestures, tone of voice, etc.
  - c) This workshop has been designed to be presented by three facilitators. This way of doing things helps with the children's comprehension because each person has a distinct role to play; it is therefore less confusing for them. However, if you do have to present the workshop with only two facilitators and that the P.F. has to participate during the roleplays, the P.F. will make sure to differentiate the two roles, especially at the end of the roleplays where she could say: "Now we stop pretending".

#### 4. **Be attentive to the group:**

- a) Take into consideration the age and maturity of the group and avoid "baby talk" at all costs.
- b) Adjust certain words so that it better sticks to the children's reality, all the while using a correct language (we are also models for the children).

#### 5. There are different ways of **encouraging the children's participation** all the while keeping the workshop under control and maintaining a good connection with the children. 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, ones that can be answered by "yes" or "no". These questions are addressed to the whole group and imply a collective answer. They also have the effect of energizing the group and make the workshop more vibrant.

If you ask an open question, meaning that it needs a more elaborate answer, it is then preferable to take individual answers. To do so, follow your question with: "raise your hand if you have an answer".

Another way to obtain good results is to simply do the gesture of raising your hand at the same time than you are asking the question in order to visually remind the children.

Unless otherwise specified, take at the most three answers from the children in order to not lengthen the workshop. Make sure to allow all the children to express themselves during the workshop.

- b) For out-of-context answers, invite the children to meet with you after the workshop during the post-workshop meetings.
- c) If the group is agitated, you can do the "mouse game" with them. The goal of the game is to relax the children and make them move a bit so that they can better follow during the rest of the workshop.

Invite them to kneel down and place their elbows on the floor. While whispering, tell the children: "You are a tiny mouse that feels safe, strong and free. You're growing and growing..." Still whispering, tell the children to start getting up slowly, to stand up completely because they are now becoming giraffes "we are stretching and stretching..." Once they are standing up, tell the children that the giraffe will repeat the three rights, with the gestures, while stretching towards the sky, to show that she really feels safe, strong and free.

Then make the children sit back down in the half circle. They should be better prepared to continue the workshop.

- d) In order to get the children's attention or to restore silence, you can use visual formulas and mime them. For example: put your hands on your head and says "Hands on top " and then the children put their hands on their head and say, "That means stop ". You could also ask the person responsible for the group what they usually do (close or flash the lights, sing a song, etc.).
  - e) Clap your hands while saying the strategies (for example: "We-go-and-tell-someone-right-away"). Make the children repeat the solution while clapping your hands every time that solution presents itself during the workshop (if necessary).
  - f) Ask the children to open their ears (while mimicking it) OR to look at us (when we are telling them things that we think are particularly important).
  - g) Use your magic wand to obtain silence.
  - h) Ask the children to take their finger and touch their nose, their ear, and finally their mouth (telling them as they are doing it "We stop talking" or simply do "Shhhhhhh").
  - i) If children do not answer your question and stay mute, the facilitator can ask the question to her colleagues in order for them to answer in the children's place. This allows to keep a certain interaction and momentum going during the 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. **Self-defence yell:**
- a) The children's self-defence yell will reflect our own. Practice the yell regularly so that it is long and powerful and demonstrates an affirmative attitude.
  - b) If a child is scared of the special yell and starts to cry, you can tell them: "You are right to find the special yell very loud. You see, it is a yell that can be scary that's why you can use it too to scare people and call for help".

When that type of situation presents itself (rarely), the person responsible for the group is often available to reassure the child (since that person is attending the workshop). Otherwise, the facilitator who is manipulating Pierre will reassure the child while the group practices the self-defence yell.

## 8. **Roleplay of a child confiding in a trusted adult:**

If the person responsible for the group is not willing to do the roleplay you can ask a person from your ESPACE team to take their place and do the roleplay.

The facilitator playing the role of the trusted adult can either use their own name or another person from the school or daycare that was named by the children as a trusted adult. To do so, you can ask the children: "If you feel sad and you are at school/daycare, who could you talk to? " The facilitator will use the name of the person identified by the children.

This exercise is very interesting to allow the children to identify someone that they feel is helpful in their school or daycare environment. But be aware that usually it is the name of the person responsible for the group that will stand out: it's possible, for all kinds of reasons, that person does not want us to encourage the children to confide in her. It is therefore more appropriate for the facilitator to use her own name during the roleplay.

## 9. **Post-workshop individual meetings:**

These meetings are aimed at verifying the children's comprehension and consolidating the preventive notions conveyed by the workshop.

During those meetings:

- a) Focus on the prevention strategies: say NO, ask friends or other children for help, tell an adult. If you feel that you need to verify the correct use of the "SAY NO" with a specific child, you can use the following sentences:

Example: It's winter, you are playing outside and another child wants to take away your hat and mittens: you tell them YES or NO?

Example: You are at school/daycare and you are asked to put away the games because it's snack time, you say YES or NO?

- b) Take this opportunity to check and expand the child's support system by asking: " If you are sad and you are at home, who comforts you? At school/daycare? When you are with a babysitter?"
- c) Refer to the specific goals listed for each workshop day (Day 1, Day 2, Day 3) to help you to efficiently review the notions the children need to acquire.
- d) The post-workshop meeting will also be a good time to answer any specific needs of the children by clarifying certain notions like manipulation or responsibility, if, of course, the opportunity arises, that the child is asking questions about it and that the child is willing to elaborate further on the subject.



Example: Manipulation: " What would you do if someone would offer you candy to get a kiss on the mouth or a hug? "

Example: Responsibility: " Is it **C**'s fault that her uncle wants to touch her in a way that she doesn't like? "

e) Day 1 : initial contact :

Check with the person responsible for the group which initial contact activity would be more appropriate with her group. For example: drawing or playing a game? To invite the children to this activity, here are two models that may inspire you.

1) Invitation to draw a picture:

" If you want, we will sit down around the tables to draw a picture. You can draw **B** that keeps her ball, or friends that feel safe, strong and free, or something else, as you prefer. "

Take this opportunity to go around all the tables and establish a connection with every child. You can use the drawing they are doing as a conversation starter. If a child shows you their drawing, ask them what it is instead of trying to guess, you may disappoint them if you do not guess correctly.

Avoid, of course, to make comparisons between the children's drawings. If a child seems more talented, do not emphasize particularly on their drawing.

2) Invitation to play a game:

" Now, it's time to relax a bit. In your school/daycare there are all kinds of games. You can also choose what game you prefer: it can be the construction game, it can be drawing, it can be playing in the kitchen corner. While you are playing, **B**, **C** and me will go around and play and talk with you".

Take this opportunity to establish a connection with each child. You can use the game that they are playing to link it with notions from workshop, if it's the appropriate circumstance.

Example: a child is carrying a big box can be a situation that reminds them about strength.

Example: a child is hesitating and finally makes a choice, that situation can be useful to remind them about feeling free.

f) Distribution of the post-workshop meetings (Day 2 and Day 3):

The post-workshop meetings are done on the second and third days of the workshop. This allows the children to integrate more gradually the prevention methods. The facilitators can verify on Day 2 the notions that have not been well assimilated and adjust if necessary. In addition, since Day 3 has a more emotionally charged content for the

children (roleplay: *A child protects their rights from someone close: uncle*) a summary separated in two days respects more the children's assimilation capacity.

Here are two ways that you can invite the children to come and meet individually one of the ESPACE facilitators.

- 1) The P.F. asks the children: "Who wants to come talk to **B**?" The facilitator chooses a child amongst those who raised their hand while specifying that the ones who have not been chosen will be able to see **B** after. Everyone will get their turn. "Who wants to come talk to **C**?". It is suggested that the P.F. names herself last, because she is sometimes more popular with the children.

When an ESPACE facilitator finishes an individual meeting with a child, they come back to the group of children and ask if another child wants to come talk with them.

You can ask the person responsible for the group to get involved by writing the names of the children on a sheet of paper or on the board and by crossing off the names of the children as we go along. Insist on the fact that the children have the right to choose the facilitator they want to meet and that they can change their minds in the process.

- 2) The P.F. asks the children to come and stick their sticker on the arm of the facilitator they want to talk to. It is possible that the P.F. is more popular with the children following the workshop. It is then suggested to ask the child if they still want to talk with you when their turn comes. Maybe the child has changed their mind?

It is also possible to recover the stickers for the 2 days of individual meetings by sticking them to the board or the door. Ask the person responsible for the group to ensure that the stickers already are on the children's shirts on the second and third day. This can help with time management.

#### 10. **Limit of 2 people observing and present** during a workshop:

It is best to limit to two people the number of observers (additional adults) present during a workshop. We obviously favour people who already have contacts with the children. For example: Principal, specialists in the school, etc.

When a parent wants to attend their child's workshop, explain to them that it is not possible for the following reasons:

- the child may have a tendency to change their attitude when under observation and risks being distracted by their parent's presence, which can impair with their learning ability;
- out of respect to their child's confidentiality when they express themselves.

Usually, these reasons suffice in explaining our refusal.

This desire from the parent is often justified by a need for them to be informed on the content of the workshop. By inviting them to the adult workshop, that person will be able to ask questions and obtain the proper answers.

As a last resort, you can offer them the possibility to attend a workshop with another group of children (which means where their child is not participating).

If the parent really insists you can give them the following answer "I can see that you are a concerned parent about your child's well-being. Unfortunately, it's not the case for all parents. Certain parents may demand to attend their child's workshop in order to control their child during and after the workshop and we find it important to apply the same rule for all parents. "

**Enjoy the workshop !!!**

## Rencontre postatelier, signalement et confidentialité

Les rencontres postateliers ont pour objectif de permettre aux enfants de poser des questions et vérifier leur compréhension des notions vues en atelier. Cela représente aussi 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 balise. Voici donc des lignes de conduites déterminées par la collective du ROEQ, à cet effet :

### **LORS D'ÉCHANGE AVEC LE PERSONNEL SCOLAIRE OU DU SERVICE DE GARDE<sup>1</sup>**

- Aucune question portant sur le vécu, le dossier médical ou social confidentiel d'enfants n'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 COLLABORATION<sup>2</sup>**

- 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 CONFIANCE<sup>3</sup>**

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.

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

<sup>2</sup> 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

<sup>3</sup> 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 JEUNESSE<sup>4</sup>

### 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 avec 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 support<sup>5</sup>;
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.

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

<sup>5</sup> 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

### Animation principale

Lors des ateliers au préscolaire, un homme peut faire l'animation principale autant 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 dans un même milieu ;
- Une femme démontre le cri et les coups dans la partie sur l'autodéfense.

### **Atelier du jour 2 et autodéfense lorsqu'il y a un homme**

- Les rôles féminins et masculins de la mise en situation avec les poupées, le jour 2, peuvent être joués par un homme ou une femme, peu importe le sexe du personnage représenté par une poupée. Ce qui veut dire que le personnage de Sorah peut être joué par l'homme et celui de Pierre par la femme.
- Un homme faisant l'animation principale peut faire la section de révision sur l'autodéfense.
- Si un homme et une femme manipulent les marionnettes, l'animatrice principale demande à la femme qui manipule les marionnettes de venir avec elle pour démontrer la révision de l'autodéfense. (Résolution 07-10-2 PR-13-50)

### **Atelier du jour 3 : répartition des jeux de rôle lorsqu'il y a un homme**

- 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. (Résolution 07-10-2 PR-14-51)

## Répartition de l'animation à deux

Résolution : 15-10-2 PR-13-79

<u>Jour 1</u>	
Animation principale	A
Enfant qui se fait enlever son droit de dormir	B
Enfant qui se fait enlever son droit de manger	B
<b>Jeux de rôle : Intimidation</b>	
Intimidée	A
Intimidatrice	B
<u>Jour 2</u>	
Animation principale	A
Démonstration du cri et pratique avec les enfants	A
<b>Démonstration de l'autodéfense</b>	
Personne qui attrape	A
Personne qui se fait attraper et qui pose des questions aux enfants	B
<b>Marionnettes</b> *Il s'agit d'un idéal mais ça peut être le contraire.	
Sorah	B
Grand-mère, Pierre, voisin	A
<u>Jour 3</u>	
Animation principale	A
<b>Jeux de rôle : Luc</b>	
Luc	B
Sœur	A
<b>Jeux de rôle : Oncle</b>	
Nièce	A
Oncle	B
<b>Jeux de rôle : Guy</b>	
Guy	B

### NOTE :

Si l'équipe de deux est mixte, il est nécessaire de s'assurer que les rôles féminins soient joués par la femme et que ceux masculins soient joués par l'homme. Cela est simple si la femme est l'animatrice A et que l'homme est l'animateur B. Cependant, si l'homme est A et fait l'animation principale, il faut inverser les rôles dans les jeux de rôle. Ce qui est moins bien, car la personne à l'animation principale se trouve à faire, en plus de l'A.P., trois jeux de rôle le jour 3, les prises de parole sont donc moins bien réparties, mais ça fonctionne quand même. En ce cas, il s'agit de s'assurer de l'alternance dans l'animation principale. Le jour 2, la femme doit faire la démonstration d'autodéfense.

Page 27, lorsqu'il s'agit de montrer le cri d'autodéfense. Sorah se retourne vers l'A.P. et lui demande de l'aide pour montrer à Pierre comment faire le cri. L'A.P. répond alors :

« Bien sûr. »

*Elle-il passe la marionnette qu'elle-il manipule (le plus souvent Pierre puisqu'il est mentionné qu'idéalement l'A.P. manipule la marionnette de Pierre) à l'autre qui tient déjà Sorah et explique ceci :*

« J'ai une consigne pour que l'exercice du cri se déroule bien. Quand j'ai la main levée, comme ça, tu fais un cri grave comme une sirène de bateau. Lorsque je baisse la main, comme ça, tu ne cris plus. Pour nous aider à faire le cri, on va se tenir droit pour dégager de la force. Nous allons prendre une grande inspiration pour gonfler notre ventre. »



# DAY 1

## **DAY 1 OBJECTIVES**

1. To help the children understand their right to be safe, strong and free.
2. To help the children recognize their feelings when their fundamental rights are taken away.
3. To help the children find solutions to abuses committed by other children.
4. To give the children the chance to:
  - assert themselves;
  - experience getting help from other children (going and seeking help from friends);
  - get help from trusted adults.
5. To create a safe climate for all of the children in the group.

## REQUIRED MATERIALS

1. A set of 4 pictures, showing children of different ethnic groups.
2. Nametag stickers for everyone who participates in the workshop (children, facilitators, teachers, observers). Besides the teacher and the facilitators, there should not be more than two adults present.
3. Two magic markers to write the names on the stickers. (Nametags which are prepared in advance will save time).
4. Evaluation sheet for the teacher (to be filled out after Day 3). The organization can set a deadline for returning the completed form as well as including essential information (fax number, email address, mailing address, etc.).
5. Copy (for the teacher) of the Day 3 role-play on confiding in someone.
6. Written text of the song for the parts of the body (Head and shoulders, knees and toes).

## Day 1

Have the children sit in a semi-circle.

You can ask the children to hold hands to facilitate the formation of the circle.

P.F.: Hello! My name is **A**, and with me are **B** and **C**. The three of us have come to talk to you about what you can do to always feel good inside and be safe. We will begin by giving each of you a nametag.

The facilitators **B** and **C** distribute the nametags, exchanging a few words with each child so as to establish an informal and trusting atmosphere. You can say that she/he has the same name as someone that you know, or that the color of their shirt looks nice on them. A friendly smile is also a good way of making contact with children.

While this is going on the P.F. meets with the teacher in the hallway in order to:

- verify absences and arrange to integrate these children into another preschool group if possible;
- remind her/him of the disciplinary guidelines;
- ask her/him to sit behind the children or with them in the circle;
- ask her/him to show the children the song 'Head and shoulders...' for Day 3;
- verify her/his participation in the role-play with David on Day 3;
- give her/him an evaluation form.

P.F.: Before we begin, I would like to talk to you about 3 rules:

It is important to keep your nametag on your shirt so that I can see your name. Keep your nametag on all the time that you see **B**, **C** or me here. Afterwards, you can take it off if you like.

1. If you want to speak, raise your hand.
2. Only one person talks at a time. This means that when someone is speaking, you pay attention.

P.F.: Now we can begin. We are going to talk about rights that everyone has and what we can do to always feel good and safe. That is why **B** and **C** are with me.

P.F.: Now, we are going to pretend. We are going to pretend that it's time to sleep (nap time/bed time) and that **B** really wants to sleep.

**B** and **C** take their positions.

**C:** I'm going to sleep now. (She yawns and stretches.)

**B:** No, I will not let you go to sleep. You can NEVER SLEEP AGAIN!  
(She raises her voice.)

**C:** But I'm tired!

**B:** No, it's over! You can never sleep again!

(**C** looks sad.)

The two facilitators return to their original positions and the P.F. addresses the group.

P.F.: How do you think that **C** felt?

"*Sad*" and "*not good*" are the answers that we are looking for. If the children do not speak, you can ask them: "Was she sad? Angry? Not feeling good inside?"

P.F.: Why did she feel sad? Yes, **C** felt sad because **B** stopped her from going to sleep; she took away her right to sleep.

P.F.: When someone takes away one of our rights, we can feel *sad*, *angry*, or *not good inside*.

P.F.: Now we are going to pretend that it's snack time. **B** is very hungry and she wants to eat an apple. **C** will come and talk to her.

**B:** I'm hungry. I want to eat this nice apple.

(**C** pretends to take an apple in her hand and goes to take a bite. **B** intervenes by blocking the arm holding the imaginary apple.)

**C:** No, I will not let you eat! You can NEVER EAT AGAIN!  
(She raises her voice.)

**B:** But I'm hungry!

**C:** No, it's over! You can never eat again!

(**B** looks sad.)

The two facilitators return to their original positions and the P.F. addresses the group.

P.F.: How did **B** feel?

This time the children should spontaneously say that **C** felt *sad, not good*. If they do not answer, you can help by asking them: "Did **B** feel sad? Angry? Did she feel bad inside?"

P.F.: Why did **B** feel sad? Yes, because **C** took away her right to eat.

P.F.: When someone takes away one of our rights, we can feel *sad, angry, or not good inside*.

P.F.: Now I am going to talk to you about 3 rights that everyone has, whether they are a baby, a child, a teenager, an adult or a grandparent. We have the right to feel Safe, the right to feel Strong, the right to feel Free.

As you list the 3 rights, perform the accompanying gestures.

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.

P.F.: We're going to say them together, while doing the gestures.

Repeat.

P.F.: Now I am going to show you pictures of children who feel safe, strong and free. I will start on this side and go all the way around so that everyone will have a chance to see.

Show the photo illustrating a child who feels safe, while going around the semi-circle.

In preschool groups, the maximum number of 12 children is often surpassed. If the children are particularly boisterous, you can use a second set of pictures that **B** or **C** can show at the same time, starting at the opposite side. This will shorten the children's waiting time and prevent them from losing interest.

P.F.: Is the child in this picture sad or happy? Does this child feel safe? Yes, how can you tell that the child feels safe?

Some children might ask if the child is a boy or a girl. You can say that you think that it is a boy. If the children don't answer, you can help them by saying that the child on the picture probably feels safe because he is smiling, seems well and looks to be with someone he loves.

P.F.: We feel safe when we know that everything is all right and that no one can hurt us.

When do you feel safe? With whom?

Take answers from 3 children. If some seem disappointed at not being chosen, tell them that you are taking only a few answers to each question but that everyone will get a chance to speak during the workshop. Throughout the workshop, the P.F. will pay particular attention so as not to always pick the same children to answer questions. If a more reserved child raises her/his hand, give her/him preference over another child who is more verbal and for whom speaking out comes more easily.

P.F.: **ALL CHILDREN HAVE THE RIGHT TO FEEL SAFE.**

P.F.: Now I am going to show you another picture.

Show the picture illustrating a child who is physically strong, and go around the semi-circle, starting at the other end.

P.F.: Do you think this child looks sad or happy in this picture?

P.F.: Do you think this child feels strong?

P.F.: What can you do to make your body strong?

Talk about the need to eat well, exercise and sleep.

P.F.: Now I will show you another picture.

Use the picture illustrating inner strength and show it to the children, starting at the opposite side from last time.

P.F.: What do you see in the picture? Yes, it's a child that's on a diving board at the pool.

P.F.: Do you think that some children could find it hard to jump a diving board?

Some children might say that they find it easy to jump when it's high. If this is the case, ask them if they found it easy the first time. If they persist, ask them if it is possible that other children might find it difficult. They will probably say "yes".

P.F.: Yes, it can be very hard to learn to jump a diving board for the first time.

P.F.: If you find it difficult and you decide to do it anyway, do you think that you would feel strong inside afterwards?

“Yes” is the answer we are looking for. As this question is addressed to the group, the children should answer collectively. If the children don't answer, ask questions adapted to their age group such as: Do you feel strong when you can speak to someone that makes you shy? Did you feel strong the first time you swam in a big pool? The first time you tied your shoes? Continue with the next question to maintain a rhythm. (See *Facilitation Tips*, no. 5)

P.F.: We feel strong when we can do something that is really hard and makes us afraid. Afterwards, we are very proud of ourselves. We feel strong inside. This is called courage.

P.F.: When do you feel strong inside? When do you feel courageous?

Take a few answers.

P.F.: **ALL CHILDREN HAVE THE RIGHT TO FEEL STRONG INSIDE.**

P.F.: Now we will look at another picture.

Show the picture illustrating the children who are free, starting at the opposite side from last time.

P.F.: What do you see on this picture?

They will probably say that the children on the picture are running, laughing and playing.

P.F.: Do you think that these children feel free?

They will probably say yes.

P.F.: We feel free when we can choose. These children feel free because they can choose to run, to sing, to shout...

P.F.: When do you feel free?

Allow a few children to answer. If the children do not answer, help them by asking them if they have free play time at daycare/at school. “When you can choose your toy do you feel free? When you can choose your music? A story?”

P.F.: Yes, you feel free when you can choose.

**ALL CHILDREN HAVE THE RIGHT TO FEEL FREE.**

Even if I have the right to feel free, does that mean that I can do whatever I want, whenever I want?



The desired answer is “no”. Reinforce the children who gave this answer by adding, “Of course not.”

P.F.: Everyone’s rights are important. This is why there are rules, in order for all of us to feel safe everywhere. 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.

Now we will say the three rights again, with the gestures, so that you will remember them.

Repeat the three rights with the gestures.

P.F.: We are going to see what you can do if someone takes away your rights. We are going to pretend that **C** and **B** are children in your group/class. **B** comes forward to talk to **C**. Let’s watch what happens and we can talk about it afterwards.

The following role-play proposes using a shovel as the object that **C** is playing with. The facilitators can adapt the object to the setting as long as it is an individual object. It could just as easily be a skipping rope or a sled, depending on the season and the toys supplied by the school.

Clearly identify where the action is taking place: at daycare/school, in the schoolyard.

The facilitators **B** and **C** take their places and perform the role-play of a child vs. another child.

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

**C** is playing with a shovel and **B** walks up to her.

**B:** What are you doing?

**C:** *(wary)*  
I'm playing with the shovel.

**B:** I want to play with the shovel. Give it to me!

**C** holds the shovel tight.

**C:** *(appears to be afraid)*  
But I'm playing with it. You can have it when I'm finished.

**B:** No, give it to me now, or I won't be your friend anymore.

**B** grabs the shovel out of her hands. **C** is sad and looks down.

**B:** You'll give me the shovel every time I want to play with it, understand?

**C** sadly nods, hanging her head.

**B:** If you tell anyone, you'll be sorry. I'm the one playing with the shovel! Now go away!

**C** moves away and makes two fists all the while grumbling, showing her anger. She leaves while **B** continues playing with the shovel.

The role-play is over. The facilitators rejoin the circle.  
 Attention: Do not applaud the role-plays where children have their rights taken away.

P.F.: Did **C** feel good?

*Sad and not good* are the answers that we are looking for.

P.F.: Did she feel safe, strong and free?

P.F.: No, she did not feel safe, strong and free because **B** forced her to give her the shovel.

P.F.: Did **C** feel like giving **B** the shovel?

“No” is the answer we are looking for. Some children may say that **B** did not say “please”, as they are at the age when they are learning about politeness. You can say that even if **B** asks politely, **C** has the right to say no to her if she hasn’t finished with the shovel.

P.F.: What can **C** say when **B** wants to take the shovel away?

P.F.: That’s right, she can say no. No is a word that helps us to keep our rights.

If the children do not seem to have the answer, help them by saying: “Do you think that **C** could say no to **B**?”

If a child tells you that she/he would hit the person, you can tell her/him that that would start a fight, and that there are other ways of keeping the shovel. “I am sure that **C** can keep the shovel without hitting **B**. She could say no and go ask for help.”

P.F.: If it is difficult for **C** to say no by herself, could she ask her friends or other children to help her? Yes.

P.F.: What else can **C** do? Yes, that’s right. She can tell her teacher. Which other adult can she tell?

Emphasize the following points:

- answers with an assertive attitude: say NO;
- ask a friend(s) or another child(ren) for help;
- tell an adult with whom the child feels comfortable.

Name some of those people (family, in the neighborhood, at school, in their daycare center, etc.).

If the children do not answer, assist them by asking, “Who in her family could **C** tell?” Help the children realize that her mother, father, a babysitter, or a grandparent could help her, or any other adult that **C** is comfortable with.

P.F.: Now we are going to pretend again that **C** is playing with the shovel. This time, **C** will say no to **B**.

**C** tells the children she needs children to help her. She asks: "Who wants to come and help me say NO?" Choose three children among the volunteers.

If there are more than three volunteers, tell the children that **B** only needs three volunteers, that the others will be able to watch what happens when we say NO. If you feel a big deception in a child that has not been chosen, pay special attention to him or her during the first contact activity (drawing or free play).

If there are less than three volunteers, take the ones that want to participate.

## A CHILD PROTECTS ITS RIGHTS FROM ANOTHER CHILD: BULLYING

**C** is talking to the children.

**C:** I'm always forced to give **B** the shovel, and then she tells me to leave. I don't like it, it's not right. When she comes, we can say no really loud all together, ok?

Wait until the children answer **C** with a 'yes' or nodding their heads before bringing **B** into the scene.

**B:** Well, well, you're playing with the shovel. Give it to me! I want it right now!

**C & Children:** NO!

**C:** You'll get it when I'm finished playing with it.

**B:** Give it to me or I'm not your friend anymore.

**C & Children:** NO!

**C:** You'll get it after.

If the children don't speak, the person playing the role of **C** should encourage their participation by looking at them so that they say «NO» with her. If the children move their heads to say no, it's a form of non-verbal support to **C**. **B** continues her bullying.

**B:** Hey, I don't want to wait. I want it now. Give it to me now!

**C & Children:** NO!

**C:** If you keep it up, we're going to tell the teacher/educator.

**C** turns towards the children for support.

**C:** It's true, right, that we'll tell the teacher/educator and our parents?

**Children:** Yes, it's true.

**B:** I don't even want the shovel anymore anyway.

The P.F. encourages the children to applaud while **C** asks the children to go back to their places in the group. The facilitators **B** and **C** stand back to let the P.F. continue. Only applaud the situations where the child keeps her\his rights.

P.F.: How did **C** feel this time? Safe, Strong and Free? Yes. So, let's give her a round of applause.

P.F.: When we are able to say no and keep our rights, we feel very happy. But sometimes it can be difficult to say no. Would any of you like to practice?

Do the exercise with all the children who want to participate and practice.

The activity could be done in different ways, at the team of facilitators choosing.

- 1) The P.F. could ask a question to each child who has raised its hand, in front of the group. She makes sure that every child who wants to participate has a chance to do so.
- 2) As a first step, the P.F. goes to each child that has raised their hand and does the activity with them. She then asks if anyone else would like to participate making sure that all the children wanting to participate have a chance to do so.
- 3) The P.F. asks each child individually if he or she wants to practice saying 'NO'. If so, do the activity with the child. If not, move on to the next child.

*\*Throughout the exercise, pay close attention to all the children of the group in order to make sure that each child who wants to practice saying 'NO' has a chance to do so. It's possible that a child that has raised his or her hand in the beginning later changes their mind and decides not to participate anymore, or that a child raises his or her hand to participate along the way.*

The exercise is done individually with the children. The P.F. does the exercise by telling the children "Give me your shoes (your glasses, your shirt, etc.)" or something else that the child has (preferably something personal). If the child says 'NO', congratulate him or her. You can then do the exercise with another child that wants to practice.

**DO NOT TELL THE CHILD TO SAY NO TO YOU.** The child will only repeat what you say and will not understand the aim of the exercise.

Instead, continue to ask her/him for things. If the child continues to give them to you, gently ask her/him, "Do you really want to give them to me? I'm going to take them with me and you'll never have them again."

If the child says "No", congratulate her/him.

If the child answers "Yes", say "Let's say that you don't want to give them to me, what could you say then?"-Encourage the child to say no and to understand why. (Be careful not to enter into a competition with a child.)

As this exercise can easily become repetitive or easy for some of the children, you can put them into context by using different scenarios.

Examples of scenarios:

P.F.: 'Let's pretend that it's winter, it's very cold and you are playing outside. Let's pretend that I am another child, okay? Give me your tuque and your mittens otherwise I won't be your friend anymore.'

P.F.: 'We'll pretend that it's time for free play and that you chose to do a drawing. I'll be another child, okay? I don't want you to draw, only I can make drawings, go away!'

AVOID:

Even if, during the workshop, the P.F. presents role plays about the right to sleep and the right to eat, it is suggested to avoid these types of scenarios with the children during the 'Saying NO' activity since the adult responsible for the child may refuse the child's right to eat because it's lunch time soon, or his right to sleep because he/she has a special activity planned shortly after.

P.F.: Before we finish, let's say the three rights together, along with the gestures.

Repeat twice with the accompanying gestures.

P.F.: Tomorrow, **B**, **C**, and I will come back to see you and we'll bring puppets with us.

Invite the children to do a drawing (or a game of their choice) during the personal contact phase. (To help you, see *Facilitation Tip 9b*.)

The drawing activity lends itself well to a calm group. Free play permits a more agitated group to release their energy. This activity also has the advantage of respecting the tastes of each child.

Whether you choose drawing, free play or the teacher's scheduled activity, keep in mind that the objective of this activity is to establish a link with each child. This will make them more at ease in the post-workshop meetings on the following days (Day 2 and Day 3).

This activity lasts 15 to 30 minutes, depending on the group. Afterwards, you can leave the room, saying goodbye to the group and telling them that you will come back to see them tomorrow.

Be careful not to leave a group agitated or worked-up by your games.

## DAY 2



**DAY 2 OBJECTIVES**

1. To help the children identify potentially dangerous situations that could lead them to being abducted or abused by a stranger.
2. To help the children identify effective and realistic solutions to use in these types of situations.
3. To give the children an opportunity to learn self-protection techniques and to practice the yell.
4. To allow the children to acquire the knowledge necessary to accurately report what happened.
5. To help the children identify people who could help them.

### **REQUIRED MATERIALS**

1. A set of four puppets representing different cultures (a girl, a boy, a grandmother and a stranger).
2. Nametag stickers for everyone participating in the workshop (children, facilitators, teachers, observers). No more than two adults, other than the teacher and the facilitators, should be present for the workshop.
3. Two magic markers to write the names on the stickers.

## DAY 2

Again, ask the children to form a semi-circle, and distribute the nametags.

Ask the children if they remember your names. Remind them of the three rules: to keep the nametag on their shirt, to raise their hand to speak, and to talk one at a time.

P.F.: Yesterday, we came to talk to you about your rights. Let's say them together.

Say the three rights, while doing the accompanying gestures.

P.F.: I have the right to feel **Safe**, I have the right to feel **Strong**, and I have the right to feel **Free**.

Ask the children to repeat them, doing the gestures.

P.F.: Now, tell me: What can we say or do when someone tries to take our rights away? That's right, say NO!

If you find it difficult to say no by yourself, who could you ask for help? That's right, your friends or other children.

If the person doesn't stop, who else can you tell? That's right, an adult that you trust. It could be your parents, your teacher, your babysitter, your neighbor or the person that is looking after you.

If the children do not seem to remember, prompt them by asking, "What did **C** do yesterday when **B** wanted to take her shovel?"

P.F.: Today, we are going to do a puppet show. We are going to see safety rules and what we can do if we feel in danger with a stranger. First of all, I would like to introduce you to Sorah.

The name of the puppet Sorah is pronounced « Zora ». If there is a child in the group/class with the same name, use the name Mira.

The facilitator handling Sorah holds up the puppet and greets the children by saying "Hello!"

P.F.: Do we say hello to Sorah?

The children will probably say "Hello" in chorus.

P.F.: And here is her grandmother. Sorah is being looked after at her grandmother's house.

The facilitator handling the grandmother holds her so that all of the children can see her. The facilitator takes the puppet's arm, waves to the children and says "Hello!".

P.F.: Hello, Sorah's grandmother!

Both Sorah and her grandmother are outside in front of the house. The house is near the street.

Now, is everyone ready to watch the show? Let's listen and watch.

**CHILDREN PROTECTING THEIR RIGHTS FROM A NEIGHBOUR: PUPPETS**

- Sorah:** Grandma, what are we doing today?
- Grandmother:** (happy to tell Sorah)  
We are waiting for your friend Pierre, I will be looking after him as well. His father will watch as he crosses the street to our house. That's why we are waiting for him outside, he will get here soon.
- Sorah:** Great! I will play with Pierre.  
(Sorah becomes pensive)  
But Grandma, I can wait for him outside alone!
- Grandmother:** Yes, that's true, I think you are able to wait outside alone, but do you remember the safety rules?
- Sorah:** Yes, I remember them a little bit.
- Grandmother:** I'd like us to repeat them together.
- Sorah:** Ok.
- Grandmother:** So, the first rule is: When you play outside, you stay near the house.
- Sorah:** When I play outside, I stay near the house.
- Grandmother:** The second rule...If you want to move away from the house, you ask the person looking after you for permission.
- Sorah:** If I want to move away from the house, I ask the person looking after me for permission.  
Today you're the one looking after me grandma!
- Grandmother:** Yes, that's right Sorah. Also, the 3<sup>rd</sup> rule is: you don't talk to someone that you don't know, if you don't want to.
- Sorah:** I don't talk to someone I don't know if I don't want to.

**Grandmother:** And the 4<sup>th</sup> rule... If you don't feel safe, you go and tell the person looking after you.

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

**Grandmother:** Good, you remember. I think it's great that Pierre is coming to play with you because when we are two, we can feel safe, strong and free. I'm going inside to prepare a snack. Let me know when Pierre arrives.

**Sorah:** Okay Grandma.

The grandmother exits the scene and Sorah addresses the children.

**Sorah:** I like it when my friend comes over, we can play together.

Sorah waits a few seconds; she watches out for Pierre's arrival.

**Sorah:** Yay! Pierre is coming!

Sorah turns towards the house screaming.

**Sorah:** Grandma, Pierre is here!

**Pierre:** Hi Sorah! What are you doing?

**Sorah:** I was waiting for you to arrive.

**Pierre:** Where is your grandmother?

**Sorah:** She is in the house preparing a snack.

**Pierre:** (Surprised)  
You're allowed to stay outside alone!

**Sorah:** Yes Pierre. But before you arrived, my grandmother reminded me of the safety rules to stay safe, strong and free.

**Pierre:** What are the safety rules?

**Sorah:** They are very important rules, to always feel safe. Would you like to say them with me?

**Pierre:** Yes, I want to learn them!

Sorah moves forward looking at the group of children.

**Sorah:** And you, do you want to repeat the safety rules with Pierre?

**Sorah:** The first rule is: «When I play outside, I stay near the house».

**Pierre:** Let's repeat together: «When I play outside, I stay near the house! »

**Sorah:** The second rule...«If I want to move away from the house, I ask the person looking after me for permission ».

**Pierre:** «If I want to move away from the house, I ask the person looking after me for permission. »

**Sorah:** The 3<sup>rd</sup> rule is: «I don't talk to someone I don't know, if I don't want to...»

**Pierre:** Let's repeat! «I don't talk to someone I don't know, if I don't want to. »

**Sorah:** And the 4<sup>th</sup> rule...«If I don't feel safe, I go and tell the person looking after me. »

**Pierre:** Together: «If I don't feel safe, I go and tell the person looking after me. »

**Sorah:** That's right Pierre!

**DEMONSTRATION: SAFE DISTANCE**

**Pierre:** You know, Sorah, there is another rule to follow when you meet someone you don't know!

**Sorah:** Ah, yes! What is it?

**Pierre:** You have to stay far away from that person. Stand there, I'll show you.

Sorah stands straight, her arms at her side, and Pierre moves away from her. The distance between the two puppets should be the equivalent of more than two of the puppet's arm-lengths. The distance should not be equivalent to the prescribed regulation distance (two adult arm-lengths); another demonstration will be done with the P.F and another facilitator for the children to correctly visualize the required distance. The children will therefore see a demonstration with the puppets, and a review will be done later to allow them to better integrate this concept.

**Pierre:** You should stay far away from the person, like this Sorah.

Sorah and Pierre demonstrate the farthest possible distance in front of the children. The children should be able to clearly see the distance.

**Sorah:** Why should I stay far away like this?

**Pierre:** Because if the person comes towards you to grab you, you can get away. Here, pretend that I want to catch you.

Pierre moves towards Sorah, who succeeds in getting away.

**Pierre:** You see, Sorah, it's easier to get away when you stay far away.

**Sorah:** Oh, yes! It's a good idea!



## DEMONSTRATION: SELF-DEFENCE

---

**Sorah:** But Pierre, do you know what you can do to get away if someone grabs you and holds on to you?

**Pierre:** No!

**Sorah:** I'll show you. Pretend to grab me from the front.

The two puppets stand face to face, so that the children see their sides. Pierre holds Sorah by the arms. The puppets are ready for the demonstration.

**Sorah:** OK, I say: NO! LET ME GO! And I do everything I can to try and get away. I can scratch, hit, kick, wriggle, get away fast, and run to tell an adult.

The facilitator manipulating Sorah should accompany the text with gestures, to better demonstrate to the children what to do.

When she says, "I can scratch", Sorah should pretend to scratch Pierre's arm.

Be careful to do the self-defence demonstration on the side visible to the children. For example, if it is Pierre's left arm the children see, Sorah should scratch that side.

When Sorah says, "I can hit", she should pretend to hit with her arms or feet.

When Sorah says, "I can wriggle", the facilitator makes Sorah wriggle and pivot to allow her to get away and run.

Pierre tries to hold on to Sorah but without success.

**Pierre:** Wow! It works! And if someone grabs you and holds on to you from behind?

This time, Pierre is behind Sorah and pretends to hold her arms. Once again, the children must be able to see the puppets' sides.

**Sorah:** I say "NO, LET ME GO!" and I do everything that I can to get away. Again, I can scratch, hit, kick and wriggle a lot. And I can get away fast and run and tell an adult that I trust.

**Sorah:** I act like a cat that does not want to be picked up. I twist, I wriggle a lot and I get

away fast. Pierre, you can do that to get away, too. Everyone can do these things if someone grabs them and won't let them go. Isn't that right, Pierre?

**Pierre:** Sure! Now I want to try. It's my turn. Pretend to grab me from the front.

The puppets get into position for the demonstration. This time, Pierre is performing self-defence and Sorah is forcefully holding him.

**Sorah:** If someone grabs you from the front, what do you do?

**Pierre:** I say "No, let me go!" and I do everything I can to try and get away. I can also scratch, hit, kick, wriggle a lot and run away fast to tell an adult!

**Sorah:** And if someone grabs you from behind?

**Pierre:** I do the same thing. I say "No, let me go!" I can also scratch, hit, kick, wriggle a lot and run away fast!

**Sorah:** You know, Pierre, I also learned a self-defence YELL. (Say the name of the P.F.) taught it to me. When I am in danger, I can use this yell. It is a yell that is loud and deep, and it means "I am strong and I need help." It sounds like the horn of a big boat.

It is possible, that for some children, the term "horn of a big boat" is not a very clear term to describe the self-defence yell. The expression "horn of a big truck" can also be used to refer to a strong and deep yell.

**Pierre:** I want to hear your self-defence yell! Can you show me?

Sorah turns towards the children.

**Sorah:** Ok I will do the self-defence yell. Here I go!

It's possible that some children block their ears. Do not focus on these behaviors, so as not to encourage the group to do the same thing.

**Sorah:** Here I go!

Sorah does a self-defence yell with force and energy. It is a loud and deep yell.

**Pierre:** Wow! That was really loud. Please show me how do it.

Sorah turns to the P.F. to ask her help in teaching the yell to Pierre.

**Sorah:** (P.F.), would you help me show Pierre how to do the self-defence yell?

**P.F.:** Of course.

The P.F. approaches and Sorah turns towards the children.

**Sorah:** Would you like to learn it too?

The majority of children will respond positively. If some of them are hesitant, Sorah will encourage them to stand up and do the yell, without forcing them.

**Sorah:** Everybody, stand up.

**P.F.:** I have instructions so that everything goes well when we practice the yell. When I put my hand up, like this, you do a loud yell like a boat's horn. When I lower my hand, like this, you stop yelling. To help us do the yell, we are going to stand up straight to release strength.

While explaining the rules for the yell, the P.F. makes sure to raise and lower her fist, so the children can visualize when they should start and when they should stop.

Everyone takes a deep breath. The P.F. raises her fist and the children yell all together. When the fist is lowered, the children stop yelling. At this age, the children may produce a high-pitched yell or one less loud. If this is the case, repeat the exercise, emphasizing the importance of doing it deeply and loudly, like the horn of a big boat. Congratulate the children for having given a good yell and ask them to sit down so that the workshop can continue.

At this age, some children may be afraid of the loud noise produced by the self-defence yell. Some may block their ears, others may start to cry (this reaction rarely happens). To make the children feel safe, without delaying the workshop, refer to *Facilitation Tip 7b*.

From this moment, the facilitator who is handing Sorah also takes care of Pierre, so that the other facilitator can hold the puppet of the stranger.

**Sorah:** Thank you for helping me show the self-defence yell. Pierre, do you think we can play and feel safe now?

**Pierre:** *(with enthusiasm)*  
Yes, can we play with your trucks?

**Sorah:** Good idea! Come, we'll play over here.

The puppets "Sorah and Pierre" act as if they are playing. The facilitator holds the two puppets in front of her, slightly to the left.

The stranger enters the scene. The facilitator holds the puppet in front of her, slightly to the right, to maintain a reasonable distance between her puppet and the puppets representing Sorah and Pierre. The facilitator holding the stranger will make sure not to place her puppet too close to the other puppets.

The facilitator holding both puppets must change the intonation of her voice as well as the gestures and movements (visual elements) to allow the children in the group to differentiate the dialogue of each puppet.

The facilitator will place the puppets in front of her, slightly to the left, in order to keep sufficient space on the right side when it comes time for the puppets to run to the grandmother.

**Stranger:** Hi there children! You have some nice trucks!  
What are your names?

Sorah addresses the children.

**Sorah:** We don't know this person and we don't want to tell them our name, do we have to tell them?

**Pierre:** Do we stand close to him? Are we standing far enough like this?

Sorah and Pierre should wait for answers. If the children don't answer, then, Sorah and Pierre can give the answers. The facilitator holding Sorah and Pierre should make sure to keep the right distance. If the children answer that Sorah and Pierre are too close to the stranger, they should then move further away from him.

**Stranger:** You can talk to me, I live close to here. I have some puppies at my house, they are so cute! If you come with me, you could play with them.

Pierre turns to speak discreetly to Sorah.

**Pierre:** Puppies, wow! I love animals! The man looks nice, let's go with him!

Pierre starts to leave but Sorah blocks his way.

**Sorah:** No Pierre! Remember the safety rules.

Sorah turns towards the stranger.

**Sorah:** We would like to go but we have to ask my grandmother for permission first.

**Stranger:** You don't need to, it's just to go see my puppies, we'll come right back.

The stranger advances towards Sorah and Pierre as if to grab them.

**Stranger:** Come on! Give me your hand!

Sorah turns towards the children.

**Sorah:** We are in danger! Let's all do our self-defence yell together!

Everyone yells and the puppets run away.

**Stranger:** Oh no! I have to get away fast!

The stranger leaves the scene and the grandmother enters. Sorah and Pierre arrive in the house all out of breath.

**Grandmother:** Children! I heard your yell! What happened to you?

**Sorah:** *(Upset and still out of breath)*  
Oh Grandma! We spoke to a stranger. He wanted to take us to see his puppies and he didn't want us to tell you!

**Grandmother:** What did you do?

**Pierre:** We didn't go with him. We did our self-defence yell and we came to tell you.

**Grandmother:** You did the right thing! I am very proud of you two. Now, I am going to call your parents and the police to tell them all this. We'll have to tell them what the man looked like. How was he dressed?

**Pierre:** I remember, he had (color) pants...

**Sorah:** I don't remember Grandma!

The grandmother is talking to the group of children.

**Grandmother:** And you, do you remember?

Give the children the chance to speak. Continue to take answers until there are no more. If the children do not answer or answer incorrectly, ask Sorah.  
Ex.: "Sorah, do you remember something now?"

**Grandmother:** Children, you were very brave! You stayed safe, strong and free. You did the right thing by running here to tell me. Now, what do you say to a snack? How about some milk and cookies?

**Sorah and Pierre:** Wow! Some milk and cookies!

The puppets move off and the P.F. enters applauding and encourages the children to applaud as well.

P.F.: Now I'm going to show you the puppet who wanted to force Sorah and Pierre to go with him. Let's see what he looked like.

The P.F. shows the stranger puppet and carefully repeats the accurate answers given by the children. Ex: We said that the man had grey pants, a black moustache, etc. She should ignore wrong answers given. However, the P.F. can complete the description by adding anything forgotten. Ex: We could have said that he had black shoes, a red sweater,...

P.F.: Now, **B** (or **C**) will come and show you how far away you should stay from someone that you don't know.

**B** (or **C**) stands straight, arms at her sides, at a distance from the P.F. that should be the equivalent of two adult arm-lengths. The P.F. explains that this distance permits **B** (or **C**) to run away if ever someone comes to grab her. The P.F. will simulate trying to catch **B** (or **C**), without success.

### A look back at self-defence

P.F.: Now we will once again look at what to do if someone tries to grab you and won't let you go. What we are showing you is not a game, it is serious. **B** (or **C**), what could you do if someone grabs you like this and you can't get away?

(The P.F. grabs **B** (or **C**) from behind.)

**B** (or **C**): I don't know. Help me with this, children!

This is a reinforcement of the self-protection demonstration. If necessary, remind them of the rule to raise their hand before speaking.

Emphasize:

- Say "NO! Let me go!";
- Do your special Yell;
- Act like a cat that wants to get away (scratch, hit, wriggle, and run fast).

(P.F. grabs **B** (or **C**) from the front.)

P.F.: And if I grab you like this?

**B** (or **C**): What can I do? Help me with this, children.

Take the children's answers.

If the group is agitated and you are concerned about losing their attention, do the demonstration without taking any answers.

P.F.: These self-defence tricks are things you do **ONLY** when you are in danger, if someone grabs you and won't let you go.

P.F.: And afterwards, what should you do?

The desired answer is that the children should go and talk to someone, an adult whom they feel comfortable with. List the different possibilities: parents, teachers, babysitters, a neighbour, etc. And if there are no adults near you, you can go get some help at a nearby convenience store, a restaurant, a grocery store, etc.

P.F.: Great! Now we are going to say the three rights that everyone has while doing the gestures.

The P.F. invites the children to come and meet the facilitators of their choice, if they wish to do so. These meetings are important for children because they allow the facilitators to verify the comprehension of concepts presented during the workshop, to reinforce them and to make readjustments if necessary. It is also an opportunity for the children to express any emotions they may felt during the workshop.

P.F.: Now **B**, **C** and I will stay for a while to talk to you. If you like, you can come to talk about Sorah and Pierre and what you learned with them today, or about anything else. You can all come to see us.

While you are waiting for your turn you can draw any picture that you feel like after the CAP-ESPACE workshop. You can either keep it or give it to us when you are finished.

In numbers 9 a),b),c) and d) of the *Facilitation Tips*, you will find several indications of concepts to prioritize in post-workshop meetings. As well, in number 9f), you will find suggestions on sharing the post-workshop meetings among the facilitators, while respecting the needs of each child.

When the meetings are finished, leave the room, waving to the group and telling them that you will come back tomorrow to talk to them about their body and how to keep it safe. Mention that tomorrow the puppets will not be there.



## Day 3

**DAY 3 OBJECTIVES**

1. To help the children name the different parts of the body.
2. To help the children recognize potential physically and sexually abusive situations.
3. To enhance the children's ability to defend themselves and use prevention strategies.
4. To help the children identify people who could support them and encourage them to go and get help.
5. To encourage the children to believe in their ability to defend their rights.

## **REQUIRED MATERIAL**

1. The photo illustrating Safety, used on Day 1.
2. Nametag stickers for everyone participating in the workshop (children, facilitators, teachers, observers). Other than the teacher and facilitators, there should be no more than two adults present during the workshop.
3. Two felt markers to write names on the stickers.
4. Two diagrams of a child's body (female and male).
5. "ESPACE" poster to place on the bulletin board in the classroom, to be given to the teacher.

## **OPTIONAL MATERIAL**

1. Reminder to give to each child at the end of the workshop.

**WORDS TO THE SONG**

Head and shoulders, knees and toes, knees and toes, knees and toes

Head and shoulders, knees and toes

Eyes, ears, mouth and nose

My body belongs to me!

(Song to the tune of “London Bridge is Falling Down”)

### **DAY 3**

Ask the children to sit in a semi-circle and distribute the nametags.

You can ask the children if they remember your names. Remind them of the three rules:

- keep the nametag on their shirt;
- raise their hand to speak;
- talk one at a time.

P.F.: Who remembers the three rights that we talked about yesterday?

Allow the children to express themselves and complete as needed. If the children do not answer, do the accompanying gestures to stimulate the answers.

P.F.: Very good! Let's repeat the three rights along with the gestures all together now.

Repeat the rights with the gestures, respecting the rhythm of the group. The P.F. will follow with the self-defence concepts.

During the review of what was seen the day before, the P.F. reinforces the correct answers, and completes them as needed.

P.F.: When you meet someone that you don't know, should you stay close to, or far away from the person?

P.F.: Good! That's right, you should stay far away.

P.F.: If someone grabs you, what can you say to that person?

The children should answer: "No, let me go." If they do not answer, the P.F. can suggest an answer by saying "Do you think that you could say 'No, let me go'?"

P.F.: If someone holds on to you and won't let go, what can you do to get away?

The children will answer that they should act like a cat that does not want to be picked up.

P.F.: Very good! That's right, you act like a cat. You can scratch, kick and wriggle like a cat that wants to get away. You can also yell and run away fast!

P.F.: And after that, what should you do?

The desired answer is that children should talk to someone about it. If they do not answer, bring out the reply by asking the following questions: “What did Sorah and Pierre do after running away? Did they talk to someone? To whom?”

P.F.: Great! That’s right! It is very important to always tell an adult. Yesterday, Sorah and Pierre told Sorah’s grandmother, but it could have been someone else. Who could you tell?

Take a maximum of three answers from the children, as the third day contains a lot of material and you risk losing the children’s interest before the end of the workshop. The P.F. can complete the answer if needed.

P.F.: Today, we are going to talk about your body and how you can keep it Safe, Strong and Free. We will start by singing my favourite song. It is called “Head and Shoulders, Knees and Toes”.

The P.F. asks the children to stand up and gives the signal to start the song. She should follow the rhythm of the children’s gestures. No child should feel left behind.

P.F.: Let’s sing it again, this time a little bit quicker.

The P.F. should accelerate the rhythm, keeping in mind that the objective is to reinforce the children’s knowledge of their body and serve as an introduction to the body diagrams. It is not a race, even if the song is sung more rapidly, the children should still be able to keep up.

P.F.: Good! Well done! Now you can sit down.

The P.F. introduces the exercise with the body pictures using the two diagrams provided for this purpose.

P.F.: There are some body parts that we didn’t name in the song. I have with me images of two children. Who can tell me the name of a body part that we did not say in the song?

Give each child a chance to answer. If the children do not answer, help them by pointing to a body part.

Ex: “What is the name of this body part?”

Make sure that the genitals are named. If the child uses a slang word for the genitals, complete the answer by saying: “This part of the body is also known as the penis, the breast.”

A child might name a body part that is not shown in the diagram, for example, the vagina or the anus. The primary facilitator can make the following distinction: “What we see in the picture is the vulva. The vagina is found in the same place but is inside the body”; or “What we see on the picture is the bum. In between is a small hole that we call the anus.”

When you have finished with the male diagram, repeat the exercise with the female diagram.

The P.F. now shows the children the Safety photo used the first day.

P.F.: Do you remember this photo? Does the child like to be touched? Yes, he looks happy and is smiling!

P.F.: What kind of touching do you like?

Take a maximum of three answers.

If the children do not participate, name a few examples of touches that can be enjoyable or pleasant such as: back rubs, someone playing in our hair, tickles, having someone hug us or give us a kiss on the cheek or on the neck, massages, etc. Make sure that the example given represents positive touches and that it can be different for everybody and it's important to respect that.

P.F.: We can feel good with different touches like cuddling or kissing, but only 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.

P.F.: Now we are going to see what happens when someone touches us in a way that we don't like, a way that makes us feel mixed up or sad inside. We are going to pretend that **B** is a child your age named Luke. Luke is playing with his blocks. **C** is his big sister and she joins him.

## A CHILD'S RIGHTS ARE TAKEN AWAY BY ANOTHER CHILD: BROTHER\SISTER

---

Luke is sitting on the floor playing with his blocks. **C** comes in and pushes him hard from behind.

**C:** Hey, Luke! What are you doing?

Luke falls on his side and gets back up, irritated.

**Luke:** I'm playing with my blocks.

**C:** Do you want to play with me?

**Luke:** Sure!

**C** tickles Luke. He starts laughing a bit, and then he begins to wriggle and twist. **C** continues to tickle him and Luke starts to cry, lying on the floor.

**C:** *(with contempt)*  
You are so boring, Luke! You cry all the time!  
You're just a big baby!

**C** moves away. Luke lifts his head and wipes his tears.

**Luke:** *(sadly)*  
I don't like that when **C** keeps tickling me for a long time.

The facilitators **B** and **C** move back so that the P.F. can speak to the children.



The P.F. asks questions about what happened to Luke.

Some children may get confused with the fact that the facilitator (**B**) plays a masculine role. To make it easier, use the following facilitation tip: the P.F. points to the facilitator who plays the masculine role, **B**, while asking the questions. This will remind them that **B** played the role of Luke.

P.F.: (Pointing to **B**) Did Luke like to be pushed and tickled a lot by his sister?

Address the group in general. The desired answer is “No”.

P.F.: (Again pointing to **B**) Do you think that Luke felt safe, strong and free?

If **C** wants to push and tickle him a lot again, what can Luke say? Raise your hand to answer.

Here the P.F. should take individual answers. Emphasize the following points:

- say “No” and “Stop”;
- say that he does not like to be tickled;
- say that he will go and tell someone;
- identify the person he can tell;
- ask for help from his friends or other children if they are close by.

If a number of children want to speak at once, respect the rule made at the beginning by saying “Raise your hand” before taking answers. If the children do not answer, the P.F. can give the answer herself.

#### IF NEEDED

If a child proposes using self-defence, remind them: “These actions are only to be used if you are in danger and are being held by force. Here, Luke is able to leave.” Then continue where you left off, for example: “What can Luke say?”

If a child says they would hit their sister, you can say that it’s true we might want to hit when we are angry, but will that solve the problem? No. That could lead to more problems like someone getting injured, causing a fight, etc.

P.F.: We’ll pretend again, and this time Luke will stay Safe, Strong and Free. He will be able to find all his inner strength to tell his sister that he does not like to be pushed and tickled.

## A CHILD PROTECTS THEIR RIGHTS FROM ANOTHER CHILD: BROTHER\ SISTER

---

Luke is sitting on the floor, playing with his blocks.

**C** comes up to Luke and gets ready to push him. Luke sees her coming and blocks **C**'s movement with his arm.

**Luke:**       *(Firmly)*  
Don't push me like that!

**C:**            But I just want to play with you. Come on, let's play!

**C** comes towards Luke and holds out her arms as if to tickle him.

**Luke:**       *(Raising his voice and speaking in a firm tone while blocking C's arms)*  
No! Don't tickle me! I don't like it when you tickle me like that!

**C:**            *(Sneakily)*  
You liked it before.

**Luke:**       *(Still firmly)*  
No! I never liked it when you pushed me or tickled me for a long time!

**C:**            *(Hesitant)*  
Well, OK, then. Can I play blocks with you?

**Luke:**       *(Decidedly)*  
Yes, but I don't want you to push me and tickle me like that anymore!

**C:**            *(Conciliatory)*  
OK!

**C** sits down with Luke. They start to play together.

The facilitators **B** and **C** leave the scene and the P.F. takes over.

Ask general questions; the answers will be collective.

P.F.: Did Luke feel better this time? Did he feel Safe, Strong and Free?

P.F.: Yes, he protected his rights. Let's all applaud.

P.F.: If Luke's friends or other children had been close by when his sister came and pushed and tickled him, could he have asked them to help him say **NO**?

The desired answer is "Yes".

P.F.: Remember, your body belongs to you. If a touch makes you feel sad or mixed up inside, you can say "**No**", you can say "Stop, I don't like that", and you can go and tell someone.

P.F.: Now we are going to see another situation about touches that the child doesn't like. Normally, adults like to see children happy, but it can happen that certain adults try to take away the rights of a child to feel Safe, Strong and Free.

We are going to pretend that **C** is your age, and that she is at her house watching television. We will also pretend that **B** is her uncle and that he comes to sit with her. Let's watch and listen.

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

**C** is sitting down. She turns the television on and starts watching a program. Her uncle enters and sits down in the chair beside her.

The uncle can appear either jovial or sneaky, depending on the type of uncle **B** chooses to portray.

**Uncle:** Hi **C**!

**C:** Hi Uncle Harry!

The uncle glances at **C**, who continues to watch television.

**Uncle:** Come closer!

**B** pulls the chair that **C** is sitting on to bring her closer to him. He puts his arm around **C**'s shoulders. With his other arm, he envelops **C** and surrounds **C**, as if to hold her prisoner. He plays with her hair, takes her hand and slowly but firmly places it on his knee and uses it to caress his knee. Whatever style is chosen for the abuser, the uncle must physically "invade" his niece.

**Uncle:** You're getting to be a big girl.

**C** is shy, uncomfortable.

**Uncle:** Do you like going to kindergarten/day care?

**C:** *(She nods her head.)*  
Yes.

**Uncle:** *(In a firm tone.)*  
Come closer!

**C** is shy, uncomfortable. She looks away, timid, lowers her chin, her eyes downcast...

**Uncle:** Give your uncle a nice kiss!

**C** is afraid and quickly gives a little kiss on her uncle's cheek.

**Uncle:** *(In a firm tone.)*  
Hey! Better than that! I want a real kiss on the mouth, and I want you to touch me.

The uncle should continue to be physically invasive with his niece. **C** squirms and clearly shows her discomfort. She has an expression of fear on her face.

**C:**           *(Sad, she lowers her head and speaks in a hesitant and timid voice.)*  
I don't like that. Where's Mommy?

The uncle uses a firm and menacing tone. He holds **C** by the shoulders.

**Uncle:**    Listen to me! She's in her room. Don't tell her about the kiss or what happened, OK? You can't tell anyone; it's our secret!

**C:**           *(Afraid)*  
Yes.

The uncle lets **C** go and tells her to leave.

**Uncle:**    Now you can go and see your mother; but don't forget, this is our secret!

The facilitators **B** and **C** move away to make room for the P.F.

The P.F. asks the following questions of the group. The answers will therefore be collective.

P.F.: Did **C** feel safe, strong and free?

The desired answer is “No”.

P.F.: Did **C** like to be touched and kissed by her uncle?

The desired answer is “No”.

P.F.: You are right; we all saw that she didn't like that. She felt forced to give kisses and hugs to her uncle.

Raising your hand, who can tell me the last thing that **C**'s uncle said to her?

Take the children's answers until one of them says “Keep it a secret” (three children maximum). If the answer is not forthcoming, help the children by saying “You can't tell anyone; it's ...”. At this time, the children should complete this by adding “Our secret”. If the answer does not come out, the P.F. can provide it.

P.F.: Do you think that this is a good secret? No, because the secret makes **C** feel sad, mixed up and not good inside.

P.F.: Do you think that **C** should talk about her secret?

The desired answer is “Yes”. If this is the case, continue by saying “Yes, that's right! **C** does not need to keep a secret that makes her feel sad and mixed up.” If a child says “No”, then you can say “I think that **C** should talk about it. We should always talk about secrets that make us feel sad or mixed up.”

P.F.: Raising your hand, who can tell me who **C** could talk to?

If a number of children talk at the same time, remind them of the rules by saying “Raise your hand”. The P.F. should take a maximum of three answers so as not to prolong the workshop. She should complete the children's answers in order to broaden the network of adults who could help: for example, a mother, father, grandmother, babysitter, teacher, and neighbour.

P.F.: What should **C** do if her uncle wants to hug and kiss her again?

The P.F. takes a maximum of three answers. Emphasize the following points: say “No”, say “Stop”, fight like a cat if needed, run out of the room yelling, talk to an adult (family member neighbour, someone at school...)

If the children do not answer, help them by asking “Do you think that **C** could say no to her uncle? Do you think that she could act like a cat if he grabs her? Do you think that she could run away? Do you think that she could go and tell an adult (family member, neighbour, someone at school...)?”

P.F.: **C** might not be able to say no to her uncle and does what her uncle asks her to do. But afterward, it’s important that she go and tell an adult so that it won’t happen again.

Speak in a calm and assured tone of voice.

P.F.: It is very important to talk to someone. **C** should not keep a secret that makes her feel afraid, sad or mixed up.

P.F.: Now we are going to pretend again. This time, **C** will say no to her uncle and she will stay Safe, Strong and Free.

## A CHILD PROTECTS THEIR RIGHTS FROM SOMEONE CLOSE: UNCLE

---

As the role-play is short, do not speak too quickly; this will allow the children to assimilate everything that is happening.

**C** is sitting down watching television. The uncle comes in and sits on a chair next to her.

**Uncle:**     *(Jovially)*  
Hi **C**! Come here and give me a big kiss and touch me.

**C:**           *(Decidedly)*  
No! I don't want to!

Approaches **C**; he wants to take her arm

**Uncle:**     Well you're going to it anyway!

Decidedly yanks her arm away and gets up.

**C:**           No! Stop! I don't like that! I don't want you to do that!

Turning towards the children.

**C:**           I'm going to tell my mother!

She runs yelling from the room.

**C:**           Mommy! Mommy!

The facilitators move away to allow room for the P.F.



P.F.: Did **C** feel better? Yes, she was still a bit scared, but she stayed Safe, Strong and Free. If something like this happens to you it is not your fault.

P.F.: Remember, your body belongs to you and nobody has the right to touch you or make you touch them in a way that you don't like. If it happens, you can say "**No**", say "**Stop**" and go tell someone.

P.F.: And if the person that you tell does not believe you, then you tell someone else, then someone else... until someone believes you.

P.F.: Now, raising your hand, can you tell me who are the adults to whom you can talk to if you don't feel good inside or need help?

Take two or three answers at most. The P.F. will complete the list of people to expand the children's network.

P.F.: It could be someone at home: your mother, your father, a big brother, a big sister or the person who takes care of you. It could be someone in your family: a grandmother, a grandfather, an aunt, an uncle. Someone who lives nearby: a neighbour, a babysitter. It could be someone at your school: your teacher, the secretary, the person who makes the meals (be sure to name the people in the child's entourage). It can be anybody you feel comfortable with.

At this time, the P.F. should introduce the trusted person role-play.

P.F.: Now we are going to pretend that **B** is a child your age whose name is David. He has a problem and is going to talk to (name of the person who will be playing the role – the teacher or **C**). Let's watch and listen.

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

If the teacher does not wish to play the role of the trusted person, see *Facilitation Tips*, no. 8.

TELLING A TRUSTED ADULT TO GET HELP: DAVID

---

**David:** Hello, (name of adult).

**Adult:** (*Smiling and welcoming*)  
Hello, David! Did you want to talk to me?

David nods his head.

**Adult:** Come and sit down, you'll feel better.

David sits down.

**Adult:** (*Gently*)  
I'm listening.

**David:** (*Intimidated, hesitant*)  
Do you remember when the ladies came to talk to us about feeling Safe, like this?

David does the accompanying gestures of the three rights: Safe, Strong and Free.

**Adult:** (*Gently*)  
Yes David, I remember.

**David:** (*Sad and scared*)  
Well, when we don't feel good inside, they said we should tell someone.

**Adult:** Would you like to tell me something?

**David:** (*Sad and scared*)  
Yes! I'm scared. This morning I dropped my cereal bowl on the floor.

(*Silence and sighs*)  
My parents don't want me to say anything, but when they are angry they yell and they hit. I'm scared.

**Adult:** *(Very gently)*  
I understand, David. I am glad that you came to talk to me. You are very brave! If you want, we can get together later and take time to talk. Together we'll see what we can do. Is that OK with you?

David nods his head yes. He looks happy and is smiling.

**Adult:** Agreed. We'll talk more shortly.

The facilitators **B** and **C** move away to make room for the P.F.

P.F.: Does David feel Safe, Strong and Free at home?

The desired answer is "NO" and if the children don't know the answer, you can recall that David said he was scared, that he didn't feel Safe...

P.F.: Do you think that David did the right thing to talk with (name the trusted adult).

The desired answer is "Yes".

P.F.: Yes! David was very brave and with the help of (name of the trusted adult) he can protect his rights and stay Safe, Strong and Free.

P.F.: Now, let's all repeat our rights together.

Repeat the rights with the accompanying gestures. Be colourful and enthusiastic.

If your organization has a reminder to hand out, take a moment to explain to the children what is written on the document.

It is suggested that each child who participated in the workshop get a reminder.

P.F.: This is the last time that **B**, **C** and I are coming to see you. If you want, you can come talk to one of us about what you have learned, the people that you feel safe with, if you have questions or if the workshop made you think about a situation. Everyone can come talk to us.

While you are waiting for your turn, you can draw something that makes you think about the ESPACE workshop. You can either keep your drawing or give it to ESPACE.

To divide up the post-workshop meetings among the facilitators, use the same method as the day before.

When the post-workshop meetings have ended, say goodbye to the children and tell them that you will not be back the next day. You can add that you are very happy to have met them.