

**PREVENTION:
IT WORKS!**



ACTIVITY BOOK
TO COMPLEMENT THE CAP-ESPACE
PROGRAM

A SAFE
CHILDHOOD FREE
FROM VIOLENCE

CHILDREN ABLE
TO PROTECT
THEMSELVES

INFORMED
AND SENSITIZED
ADULTS

COMPLEMENTARY ACTIVITIES TO THE ESPACE PROGRAM



Pour une enfance
en sécurité et sans violence

www.espacesansviolence.org

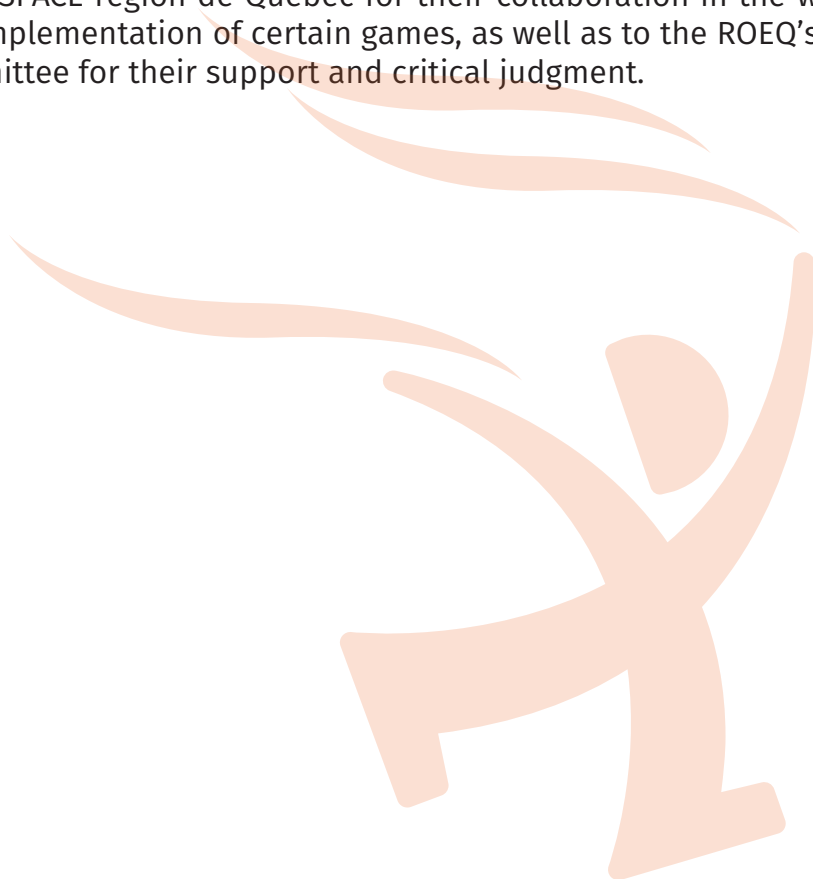
A SPECIAL THANK YOU TO ALL OF OUR COLLABORATORS

We would like to thank three teachers from the preschool and primary school levels from the Premières-Seigneuries school board: Julie Lajoie, Hélène Théberge and Louise Légaré, as well as Geneviève Giroux, pedagogy professional, for their collaboration, the elaboration and the review of the activities in this book.

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Finally, thank you to our members, especially to ESPACE Côte-Nord, ESPACE Laurentides and ESPACE région de Québec for their collaboration in the writing of the stories and in the implementation of certain games, as well as to the ROEQ's Collective and its proofing committee for their support and critical judgment.



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INTRODUCTION

This activity book, complementary to the ESPACE program is intended for all members of the educational staff who accompany children from 5 to 12 years old. It's designed to support and maintain what the students have learned on the subject of violence prevention, using stimulating activities that will allow for the development of disciplinary and personal skills, mainly in the following spheres of preschool and primary school.

-  In preschool, physical, motor, emotional and social development, communication and learning skills;
-  In primary school, ethics, art and English

This book was specially designed to accompany you in the pursuit of your preventive actions. As you know, children love to learn by playing. That's why ESPACE strongly encourages you to use this simple and diversified bank of activities. This book is available on the ESPACE web site at espacesansviolence.org so that you can use the interactive board in the realization of the activities in class and print only the pages you need.

Let's all give prevention the platform it needs so that more children can live safely and free from violence!

VIOLENCE PREVENTION AND THE USE OF POWER

The power that we have as adults over children is mostly in the form of a responsibility: set limits, guide, transmit values, affection, etc. This power is therefore constructive when used correctly. It becomes problematic when we use it in such ways that nothing comes of it for the good of the child and when it lowers his or her self-esteem rather than raise it.

Violence against children is the expression of an abuse of power by an adult over a child or by a child over a more vulnerable one. This is why the ESPACE analysis questions the inequalities of power between individuals. The approach aims to empower children, adults and their milieus to create conscious communities. You can contribute to it through your attitudes and through the realization of the following activities with your students.

THE DEVELOPMENT OF DISCIPLINARY AND PERSONAL SKILLS

In addition to reviewing the notions seen during the workshop and in the children's activity book, the following activities are a complement to the ESPACE program and are suggested to the educational staff. They will allow you to...

IN PRESCHOOL

...increase the children's sensorimotor capacities, to build their self-esteem, to reinforce harmonious relationships that connect them to others, to bring them to explore the written and spoken language and to help them discover the world around them through paying attention, reasoning and problem resolution.

PRIMARY LEVELS

... to bring the students to make progress in developing disciplinary skills. You can think of ethical questions together and practice dialogue. You can also bring the students to assimilate the English language better by reading the stories featuring children and adults, by writing the answers to the questions and by communicating the solutions. The students will also have the opportunity to develop new vocabulary. Finally, you will be guided in the realization of artistic activities that aim, for example, at denouncing bullying.

LEADING OF THE ACTIVITIES

The activities in this book are destined to the educational staff and can be led by any person responsible for planning activities in relations to the prevention of violence in the school. It can be someone from:

- ✂ Teaching staff , primary classroom teacher or specialist
- ✂ Special education technician
- ✂ Principal
- ✂ Day-care staff
- ✂ Health care professionals attached to the school
- ✂ All staff from the educational team

Even better, the realization of these activities can be done in teams.

Enjoy!

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PRESCHOOL : EDUCATIONAL STAFF BOOK

The activities for the **preschool** level are adapted for children from 4 to 6 years of age. However, we know that each group is different and that some children may have matured greatly from the beginning of the school year in September to the month of June, so don't hesitate to satisfy your curiosity by verifying if some of the activities planned for the other levels are better suited to your group.

We wish that these activities be a complement not only to the ESPACE program, but also to the objectives of the Quebec school system's educational program. Your input is thus wished for, so to offer any constructive comments, don't hesitate to contact us at the following address: programme@espace.sansviolence.org or to contact the ESPACE organization in your region: espacesansviolence.org/contact.

We hope you will have fun with your students when doing these violence prevention activities. Know that you are contributing to children developing WHILE feeling safe, strong and free.



1. SONG: HEAD, SHOULDERS, KNEES AND TOES

Competency to develop: field of oral language, field of physical and motor skills

Objectives: Prepare the children, in a fun way, to the visit from the ESPACE team and talk about the various body parts.

ACTIVITY

Song to learn before the ESPACE workshop

Guidelines

- 👉 Teach the children this song in preparation for the third day of the workshop.
- 👉 Ask the children to touch, while singing the song, the different body parts that are named.

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

2. INTERACTIVE READING OF THE STORIES

Competency to develop: oral and literary language, emotional and social fields

Objectives: Enrich the children's vocabulary, their capacity to recognize and name their emotions in a secure environment. Get them to participate in the group dynamics by expressing their perceptions and their comprehension of the story and by listening to others. Review the strategies seen during the prevention workshop to establish harmonious relationships.

ACTIVITY

BEFORE READING

 Question the children using the Rights poster

- Do you remember the three fundamental rights of ESPACE?
The right to feel safe, the right to feel strong and the right to feel free.
- Is it possible for someone to have their rights taken away from them by someone else?
Yes, and when that happens, it's important to talk about it to make it stop.
- What are the strategies that you found with ESPACE to react when it happens?
Yes, that's it: say NO, ask a friend or other children for help, talk about with a trusted adult and use Self-defense in case of danger.

DURING READING

 Read the stories on the following pages while showing the illustrations

AFTER READING

 Have a discussion period using the questions provided at the end of the story

Possible activities following the question period

-  Point out the new vocabulary words and verify their comprehension.
-  Suggest to the children that they draw a scene from the story.

You will find two stories on the following pages:

- CHARLOTTE AND SAMUEL (Child who protects their rights)
- ALEX AND ANABELLE'S SHOW (Conflict between children)

Enjoy the stories!

CHARLOTTE AND SAMUEL

Child protecting their rights

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



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

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

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

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

Question and discussion period

-  What happened in the story?
-  How did Charlotte feel at the beginning of the story? And at the end?
-  How did Samuel feel at the beginning of the story? And at the end?
-  What would you do if you were Charlotte?
-  What did Charlotte do to keep feeling Safe, Strong and Free?
-  Do you think it was a good idea? Why?

Suggested activity

-  Place the children in groups of two and ask them to play the two characters in the story. Interchange the roles so that each child can play the character who affirms his or her self and is able to say “No, stop, I don’t like it when you do that...”

ALEX AND ANNABELLE'S SHOW

Conflict between children

Granny babysat her grandchild Alex and his friend Annabelle all day long. She is now discussing with Nancy, Alex's mother, how the day went.

"You know, Nancy, the children impressed me today. In the afternoon, they decided to put on a show with puppets I had made out of old socks. All of a sudden, I realized that they were arguing about the puppets, as they both wanted the lion. Annabelle was accusing Alex of always taking it and Alex was arguing that it was Annabelle who had played with it last time.

I went to see what was going on because they were both sulking in their corner. Alex got up and said happily: "Maybe we could make another lion puppet!" That's when the children asked me, their eyes glowing with pride at having such a good idea, if I had another sock to make a new puppet. I eagerly went to get a sock from my drawer. I also took two big adhesive lion eyes and some wool the color of fire to make a nice lion mane. I told them: "What a good idea, you're the ones who will make it!" Alex and Annabelle were so surprised their eyes were as round as buttons. They were wondering how they were going to make it, so I showed them where to glue the eyes and the wool threads, how to draw the mouth and the snout and in the end, they really created a great lion.



I was happy to see the children leave with their new creation that they could play with. At the end of the afternoon, they were proud to present their puppet show. They were even lion friends in the show, imagine that!

Question and discussion period

- ✎ What happened in the story?
- ✎ How did Alex and Annabelle feel?
- ✎ What did they do to resolve their conflict?
- ✎ What did you like the least? Why?

Suggested activity

- ✎ Show the children how to make a puppet using a sock, gluing felt eyes and pieces of wool for the mane. Encourage them to draw the mouth, the snout and mustaches with a felt-tip pen.

3. TRUE or FALSE

Competency to develop: affective, social and cognitive fields

Objectives: Develop the ability to reason and to comprehend while exploring the spoken language. Develop self-affirmation and the capacity to use their critical judgement and deal with conflicts while using the school's code of conduct.

ACTIVITY

Guidelines

- ✎ Ask the children the questions one at a time and discuss based on the answers obtained.
- ✎ Suggest that the children draw what they have learned or what they liked from the discussion

STATEMENTS

1. If you are playing with a toy and another child comes to take it away from you, you must give him the toy without saying anything. TRUE OR FALSE?
FALSE. You can say "NO, I'm playing with the toy; you can have it when I'm done playing with it." If you need to, you can ask your friends or other children for help and tell an adult about it.
2. To feel free means that you can do whatever you want, whenever you want. TRUE OR FALSE?
FALSE. There are rules at school that must be respected by everyone. Those rules allow all the children in the school to feel safe, strong and free. Do you have an example of such a rule?
3. When you are at school, you stay in the school yard or inside the school. When you are at home, you stay near the house. TRUE OR FALSE?
TRUE. When you are at school, you stay inside the school or in the school yard because your teacher must know where you are. When you are at home, you stay near your house because the person looking after you must know where you are.
4. If you want to go somewhere, you ask the person looking after you. TRUE OR FALSE?
TRUE. It is important to ask permission to the person looking after you before you go somewhere. That person must know where you are to make sure you are safe.
5. If someone you don't know asks you for information, you have to answer them. TRUE OR FALSE?
FALSE. You don't talk to someone you don't know if you don't want to and you stay far from that person.
6. If you don't feel safe, you go tell the person looking after you. TRUE OR FALSE?
TRUE. If you don't feel safe, it's important to tell the person who is looking after you or another adult with whom you feel safe.

7. Your parents make you wear a hat when it's cold outside. They are depriving you of your right to feel free. TRUE OR FALSE?
- FALSE. Parents have the responsibility to see to your well-being. When they make you wear a hat to protect you from the cold, they protect your health and your comfort.
8. If a person is holding you against your will and you are in danger, you can use your self-defense yell and even kick or hit that person. TRUE OR FALSE?
- TRUE. When someone is holding you against your will and you feel in danger, you can say: "NO! Let me go!", use your self-defense yell, do like a kitten that wants to run away. Scratch, hit, move a lot. You can run away fast to get help.
9. If someone tells you a secret that makes you feel sad, mixed up and not good inside, you must absolutely keep the secret. TRUE OR FALSE?
- FALSE. If someone tells you a secret that makes you sad, it's important to talk to an adult about it in order to get help and feel better.
10. You don't have to give hugs or give kisses if you don't want to. TRUE OR FALSE?
- TRUE. Your body belongs to you. If you don't like the way someone is touching you, you can say: "NO, stop!" and talk to someone about it. No one should feel obligated to give hugs or kisses to someone. People kiss each other only when the two of them want to.
11. A strong boy should not cry. TRUE OR FALSE?
- FALSE. Crying makes us feel better, whether we are a girl or a boy, a child or an adult. Expressing one's emotions is natural and it is a strength.
12. If your father wants to hold you and rock you but you don't feel like it, you can say no. TRUE OR FALSE?
- TRUE. It's important to say what you like and don't like and to be able to talk about it no matter who it is that is doing something to you that you don't like.

Say NO



4. An activity that you enjoy

Competency to develop: affective, social and cognitive fields

Objectives: Develop self-esteem by recognizing social-affective personal characteristics. Encourage open-mindedness and tolerance by emphasizing the diversity of the chosen activities and the interesting aspects of this diversity. Practice fine motor skills by drawing and painting.

ACTIVITY

Guidelines

- ✂ Present the children with crayons and paper or paint, paintbrushes and paper, and then give them the following instructions: “Draw yourself doing an activity that you enjoy.”
- ✂ Ask each child to tell the others in the class what their drawing or painting represents.
- ✂ Draw their attention to the fact that there are similarities and differences between each other and that every person is unique.

5. Life size self-portrait

Competency to develop: affective, social and cognitive fields

Objectives: Develop self-esteem by recognizing personal physical characteristics. Encourage open-mindedness and tolerance by putting forward the unique characteristics of each person. Practice fine motor skills by drawing and painting.

ACTIVITY

Guidelines

- ✂ Using a white paper roll, cut the approximate length of each child's height and ask them to lie on the paper. To make it easier, ask another adult to help you draw around the body of each child on the paper.
- ✂ Give them the following instructions: “draw, in your silhouette, your face and your body as you see them.”
- ✂ Offer some big tip felt pens or some paint.
- ✂ Ask each child to present to the others what they like about themselves.
- ✂ Draw their attention to the fact that there are similarities and differences between each other and that every person is unique.

6. The different body parts

Competency to develop: physical, motor, affective fields and speech

Objectives: Know the different body parts and use the right words to name them, including the genitals. Know the differences between a girl's body and a boy's body. Be aware of how to take good care of our bodies.

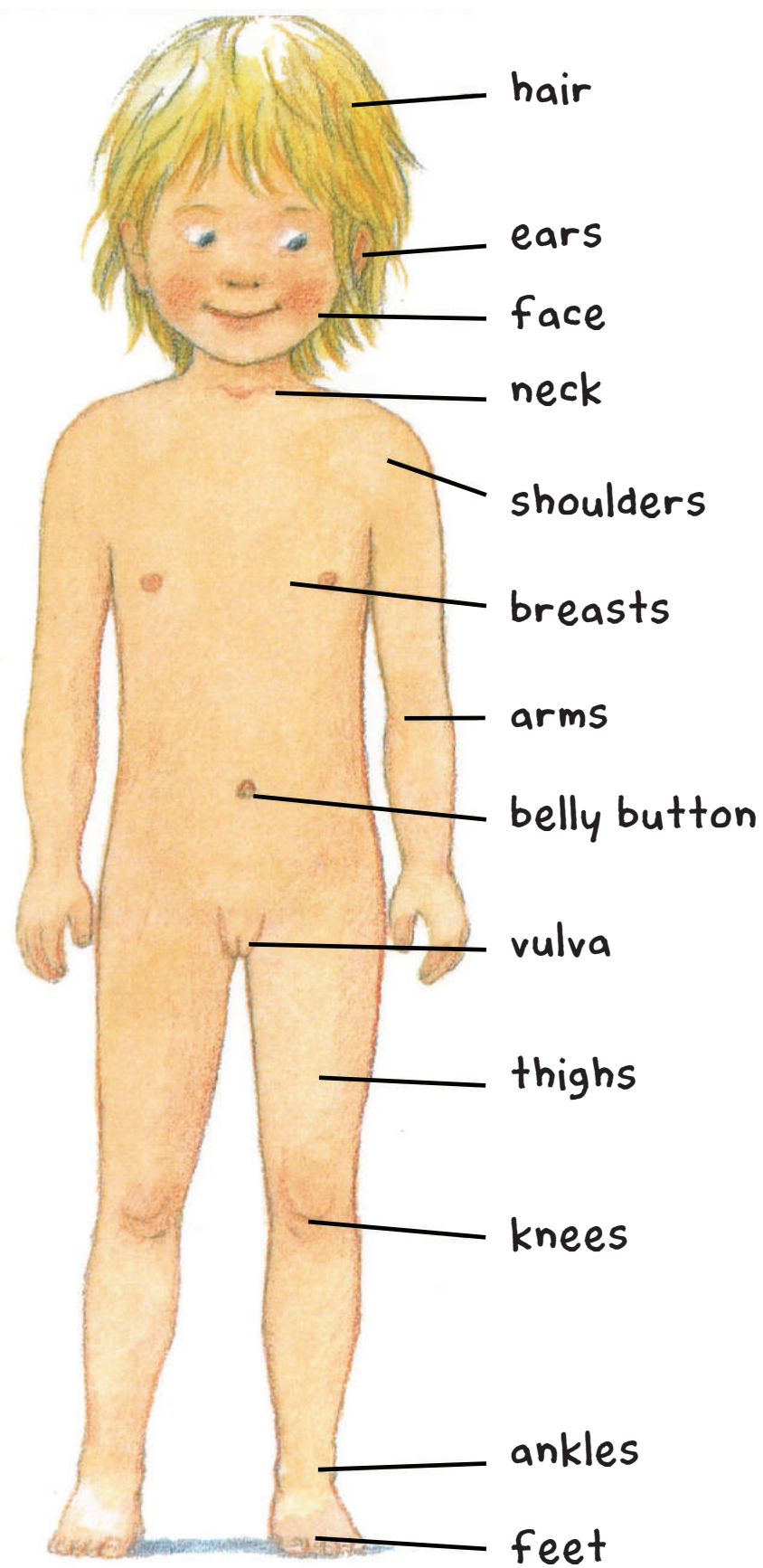
ACTIVITY

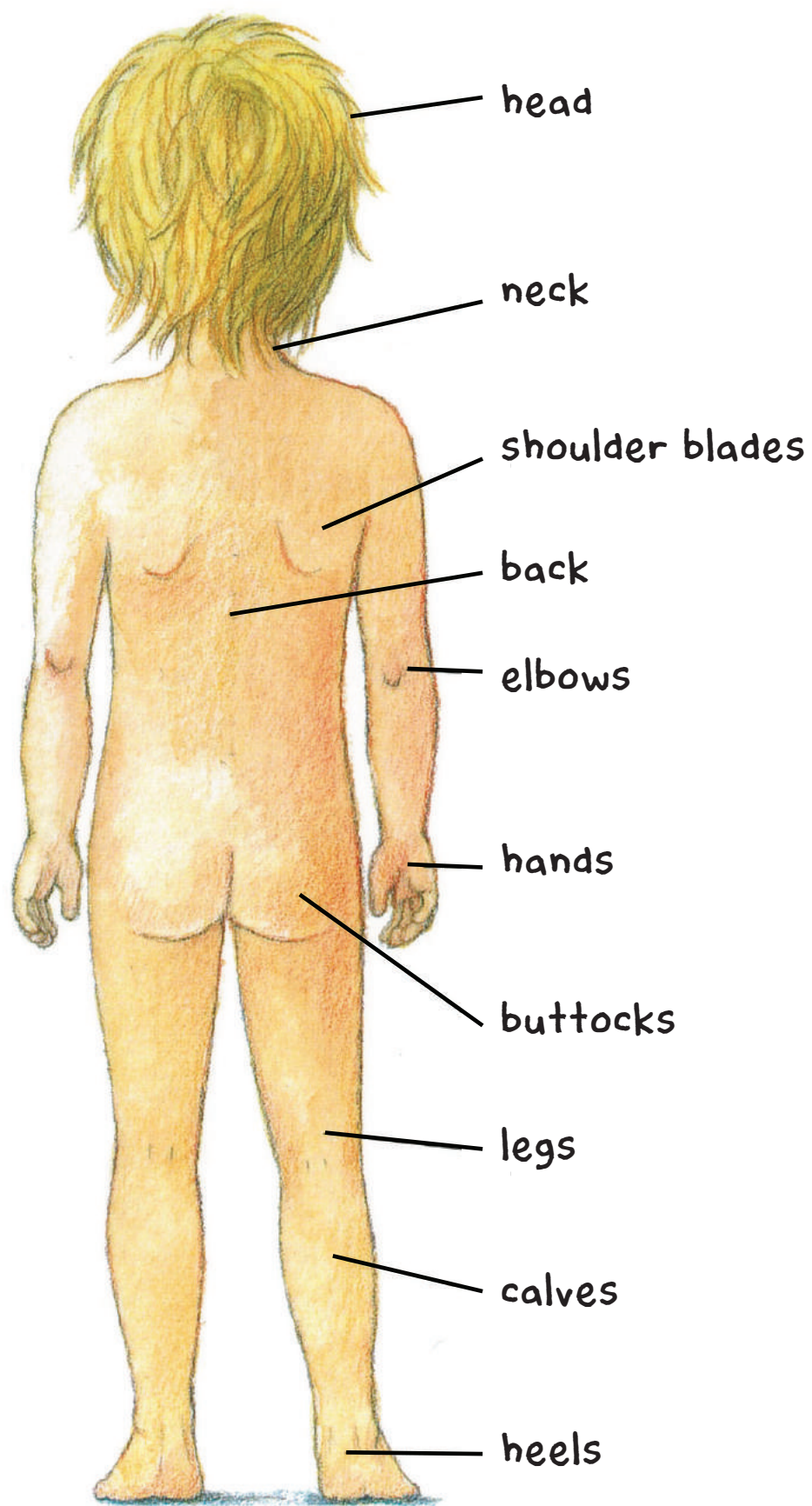
Guidelines

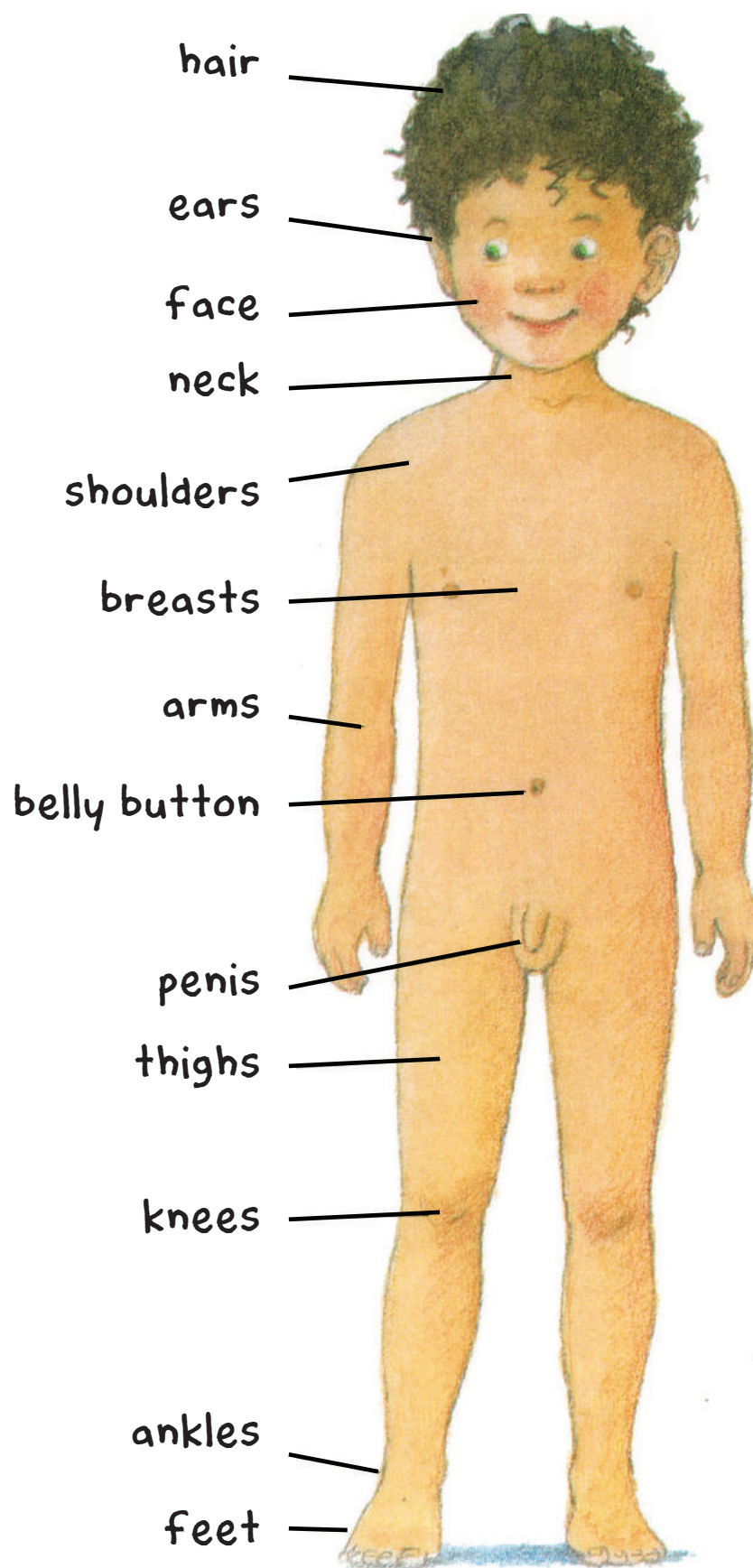
- ✎ Sing along with the children the song "Head, shoulders, knees and toes" learned with ESPACE, while making the different moves.
- ✎ Using the illustrations portraying a girl and a boy's different body parts, ask the children to name the body parts that were not mentioned in the song. Make sure they name the genital organs using the correct names (penis, vulva, and vagina) and the breasts on the girl and the boy.
- ✎ Ask the children the ways in which we can take care of our bodies.

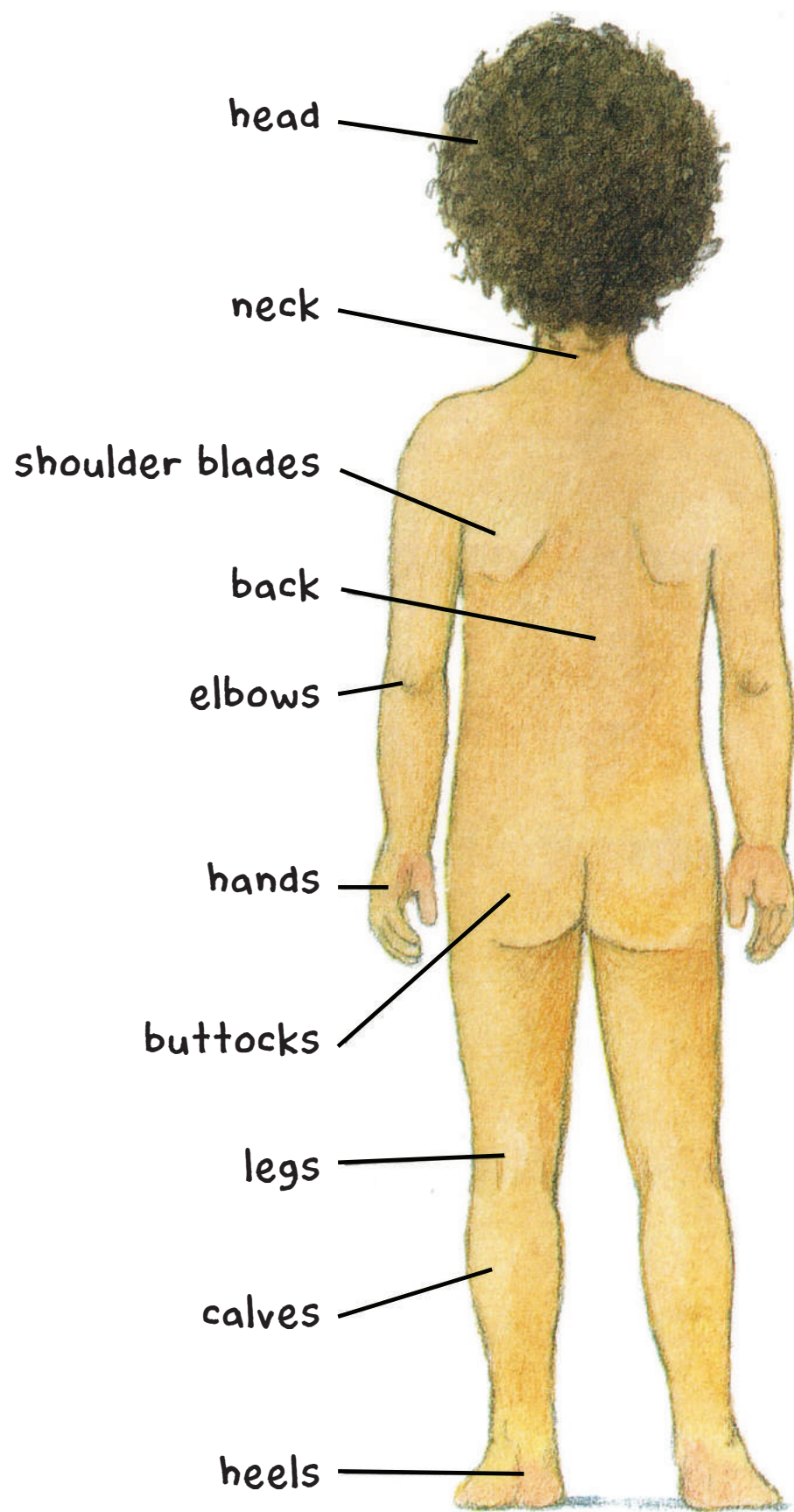
Examples of the answers we are looking for:

- By washing our entire body including our hair.
- By making sure we have a good night's sleep and by taking naps if we need to.
- By wearing clothes that protect us from the cold, the sun, dirt, rain, etc.
- By exercising for our muscles, our heart, to relax and for the fun of playing and moving.
- By eating good healthy food like...









7. The emotions conveyed through intonation

Competency to develop: *expressing our emotions and sentiments, regulating our emotions.*
Reinforcing self-esteem.

Objectives: Allow children to recognize and identify the main basic emotions.

ACTIVITY

Guidelines

✎ Listen to different voice intonations (our own recorded voice or someone else's).

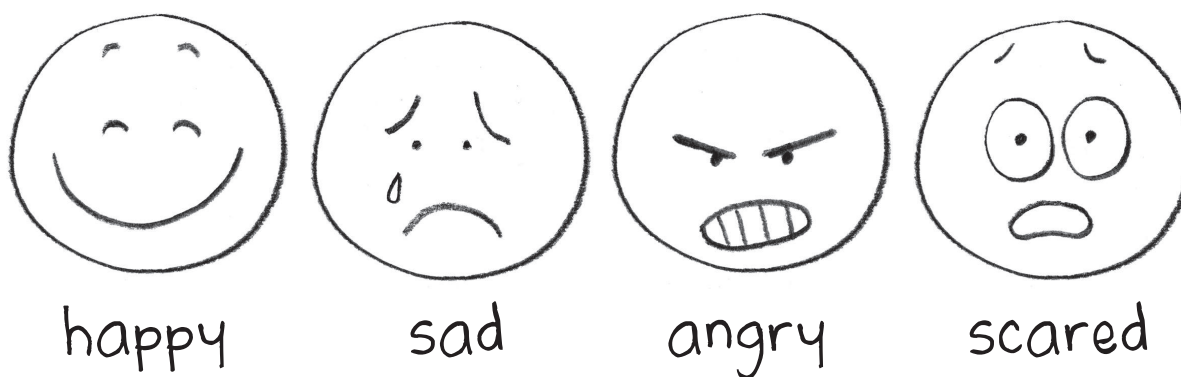
✎ Repeat the same sentence using different emotions:

- Sadness
- Joy
- Fear
- Anger

✎ Ask the children if they can tell which emotion is used.

Ideas of sentences to record or say:

- "I fell on the ground"
- "I would like to play with you"
- "Mommy, daddy"
- "I want to have my teddy"



8. The bag of dried beans on the head

Competency to develop: *Discussing positively with others. Participating in group life. Increasing sensorimotor skills.*

Cooperative games lead to communication, to cohesion, to trust and to the development of interpersonal relationships, because there are only winners.

Objectives: Bring the children to help each other, build harmonious relationships with one another all while having fun.

ACTIVITY

Guidelines

- ✎ For this game, you must prepare some linen bags containing dried beans, sand or lentils. The bags must contain enough beans to remain on the head and not slide off too easily.
- ✎ Each child starts by moving at his or her own pace while maintaining the bag of dried beans on his or her head. The adult can change the action by asking the children to:
 - Move backwards
 - Go a little faster
 - Slow down
 - Turn
 - Try to jump
 - Sing
 - Etc.
- ✎ If the bag falls, the child freezes. Another child then picks up the bag and replaces it on the head of the child to free them; all of this while making sure not to drop his or her own bag.
- ✎ At the end of the game, ask the children how they felt when they freed another person and how they felt when they were getting freed.
- ✎ This game is more fun with music.

CYCLE 1: EDUCATIONAL STAFF BOOK

The activities for [cycle 1](#) are adapted for children from 6 to 8 years of age. However, we know that each group is different and that some children may have matured greatly from the beginning of the school year in September to the month of June, so don't hesitate to satisfy your curiosity by verifying if some of the activities planned for the other levels are better suited to your group.

We hope that these activities not only be a complement to the ESPACE program, but also to the objectives of the Quebec school system's educational program. Your input would therefore be greatly appreciated, so for any constructive comments, don't hesitate to contact us at the following address: programme@espacesansviolence.org or to contact the ESPACE organization in your region: espacesansviolence.org/contact.

We hope you will have fun with your students when doing these violence prevention activities. Know that you are contributing to children developing while feeling safe, strong and free.



1. Three fundamental rights

Objectives: Prepare the children to participate in the ESPACE workshop and invite the parents to visit espacesansviolence.org to learn more about ESPACE.

Exercises to do at home before the ESPACE workshop

- ✂ Write the three rights Safe, Strong and Free
- ✂ Colour the illustrations if you want to.



2. Interactive reading of the stories

Disciplinary fields: Ethics and English

Objectives: Bring the children together to reflect on ethical questions and exchange their ideas and perceptions while practicing reading and reviewing the prevention notions learned.

ACTIVITY

BEFORE READING

-  Question the children on the subject of rights and the prevention strategies
 - Do you remember the three fundamental rights from ESPACE?
 - Is it possible for someone to have their rights taken away by another person?
 - What strategies did you identify with ESPACE that can be used when someone has their rights taken away from them?
 - Say NO, ask other children for help, talk to a trusted adult and use self-defense in case of danger.

DYNAMIC READING

-  First, read the story to the students
-  After answering the questions that follow the text, ask the children to read a sentence or part of a sentence one after the other.

AFTER READING

-  Each story is followed by a series of questions in order to initiate discussions

You will find two stories on the following pages:

- AN OUTING TO THE PARK (Children who protect their rights);
- JOEY'S COURAGE AND THE GROUP STRENGTH (Child who protects his rights)

Enjoy the stories!

An outing to the park

Children protecting their rights when faced with a stranger

Kimi's father picks her up after school. Today, he took that opportunity to talk with Miss Mylène, his daughter's teacher, and tell her about what happened when he took Kimi and her friend Louis to the park yesterday. While he was talking with another father, the two children were approached by a young man that they didn't know. He offered them his electronic tablet for them to play with. The children didn't feel like playing with the tablet because they were having fun together in the play structures, so they turned him down.

The stranger then asked them to come with him to see the ducklings on the lake. As Kimi and Louis often swam in that lake, they knew there were no ducks there. They said: "No, there aren't even any ducks on that lake Sir!" The young man then said: "It doesn't matter, kids. I'll show you other things, it will be fun!" He then stepped forward to get closer to the children. Not feeling safe, Kimi and Louis stepped back. The stranger tried to grab them, so they ran and used the self-defense yell they had learned with ESPACE. That yell caught my attention and I went to see the children right away. Kimi and Louis told me what had happened; they described the stranger's clothes and detailed what he looked like. Together we called the police.



Miss Mylène was impressed and said:

"WOW, Kimi and Louis can be proud of themselves! They showed a lot of courage. I'm happy to see that they kept a safe distance, were able to get away at the right moment and that they used their special yell while running to get help!"

Kimi's father also thinks that the children reacted well and that it worked since he had heard them and had gone right away to see what was going on.

Question and discussion period

-  What happened in the story?
-  How did Kimi and Louis feel?
-  What did the children do when the stranger wanted to get closer and grab them?
-  What did you like the most in the story? Why?
-  What did you like the least in the story? Why?

Suggested activities

-  Point out the new vocabulary and expressions; assess comprehension, ask the students to find synonyms, etc.
 - Example: “opportunity”
-  Give the children the option to draw a scene from the story
-  Ask the children to form teams and create a sketch based on part of the story, then ask them to present it to the class.

Joey's courage and group strength

Child protecting his rights

The other day in Joey's class, the children learned, with ESPACE, that everyone has the right to feel **SAFE, STRONG AND FREE**, and that there are ways to protect your rights. When ESPACE left, it was time to go to recess. Joey really likes to go play outside with his friends. They have a lot of fun playing together.

While Joey was playing with his friends, Karam came to see them. He said very loudly: "Hurry, get away from Joey, he has lice! If you stay with him, for sure you will get some too!" This wasn't the first time that he had done this. Joey was really mad. He wanted to kick and hit, but he remembered that everyone has the right to feel safe.

Joey asked Julie if she wanted to help him protect his rights. Together they were able to say "NO" to Karam and Joey added: "Stop bugging me! It's not true, I don't even have lice, and if you don't stop saying that, I'll tell Miss Sylvie." Julie then added that even if he did have lice, it wouldn't be so bad, because it can happen to anyone.

Other children came to help Joey and Julie. They told Karam to leave Joey alone. Joey felt strong and proud of the fact that, with help from others, he was able to say "NO". He realized how strong people can be together, without taking away anyone's rights.



Since that recess, Karam has stopped bugging Joey. He even asked him to forgive him for saying he had lice. Joey thought that Karam showed courage as well by asking for forgiveness. Then, Karam, Joey and Julie became friends. Now they often play together in the school yard and if anyone gets harassed, they can count on them to get some help!

How about you? When do you feel strong?

Question and discussion period

- ✎ How do you think Joey felt at the beginning of recess? At the end?
- ✎ How did Julie feel?
- ✎ How did Karam feel at the beginning? And at the end?
- ✎ What did Joey do to keep feeling safe, strong and free?
- ✎ What do you think of this situation?
- ✎ What would you have done in Joey's place?
- ✎ Do you like the end of the story? Why?

Suggested activities

- ✎ Point out the new vocabulary and expressions; assess comprehension, ask the students to find synonyms, etc.
 - Examples: "bugging", "harassed"
- ✎ Give the children the option to draw a scene from the story
- ✎ Ask the children to form teams and create a sketch based on part of the story, then ask them to present it to the class.

3. Common sense questions

Disciplinary fields: Ethics and English

Objectives: Bring the children together as one to reflect on ethical questions that affect them all in order to bring them to develop self-affirmation and the capacity to use their critical judgement.

ACTIVITY

Instructions

- ✎ Ask the children the questions from page 31, one at a time, answering with true or false and have a discussion based on the answers obtained.
- ✎ Ask the children to draw what they have learned or what they liked most from this discussion.

Have a good discussion!

COMMON SENSE QUESTIONS AND SUGGESTED ANSWERS

1. If someone touches me anywhere on my body and I don't feel good, I have the right to say that I don't like it. TRUE or FALSE?
TRUE. Wherever you are being touched, if you don't feel good, you have the right to say it, to say that you don't like it.
2. My parents force me to wear a hat when it's cold outside. They are depriving me of my right to feel free. TRUE or FALSE?
FALSE. Parents have the responsibility to see to the well-being of their children. When they force you to wear a hat to protect yourself from the cold, they are protecting your health and your comfort.
3. A strong boy should not cry. TRUE OR FALSE?
FALSE. Crying makes us feel better whether you are a girl or a boy, young or old. Expressing our emotions is natural, it is a strength.
4. A child who pulls down someone else's pants for laughs is just funny. TRUE OR FALSE?
FALSE. It could be very embarrassing. Moreover, the person to whom it's done to is deprived of their rights to feel safe, strong and free.
5. My father always wants to rock me and I don't like it anymore because I've grown, but I can't tell him. It would hurt his feelings. TRUE OR FALSE?
FALSE. It's okay to say how you feel even if it can disappoint the other person. It's important to name what you like and don't like and to be able to talk about it.
6. A person who loves me can't hurt me. TRUE OR FALSE?
FALSE. A person who loves you can have problems, make mistakes. Certain people you are close to could do things to you that make you feel uncomfortable. If this happens, it's important to talk about it to another adult that you trust.

Tell an adult



4. Poster displaying a message of harmony

Disciplinary fields: Arts, Ethics and English

Objectives: Bring the children, as a group, to participate in the creation of a poster helping them develop their critical judgement about which actions should be denounced and which actions should be encouraged to establish equal harmonious and constructive relationships. Write some text on the poster.

ACTIVITY

Instructions

- ✂ Create a work of art and media on the theme of; “favouring harmonious relationships” or “denouncing violence”.
- ✂ Ask the students to give examples of bullying situations that can happen at school or nearby.
- ✂ Ask the children why it’s important to intervene in those situations.
- ✂ Verify their ideas to establish healthy and harmonious relationships: which values should guide the people at school to develop and maintain harmonious relationships?
- ✂ Ask for ideas on how to illustrate harmonious relationships and offer some material to help create the art: cardboard, magazines, glue, crayons, paint or any other material with interesting potential. Recycling is always a good idea. It favours the participation of all who bring material from home (leftover fabric, toilet paper rolls, buttons, etc.) and it allows savings on the material.

Have a good reflection and creative experience!



CYCLE 2: EDUCATIONAL STAFF BOOK

The activities for **cycle 2** are adapted for children from 8 to 10 years of age. However, we know that each group is different and that some children may have matured greatly from the beginning of the school year in September to the month of June, so don't hesitate to satisfy your curiosity by verifying if some of the activities planned for the other levels are better suited to your group.

We wish that these activities be a complement not only to the ESPACE program, but also to the Quebec school system's educational program. In this sense, your input is wished for, so for any constructive comments, don't hesitate to contact us at the following address: programme@espacesansviolence.org or to contact the ESPACE organization in your region: espacesansviolence.org/contact.

We hope you will have fun with your students when doing these violence prevention activities. Know that you are contributing to children developing while feeling safe, strong and free.



1. Three fundamental rights

Objectives: Prepare the children to participate in the ESPACE workshop. Bring their parents to discover the ESPACE web site (espacesansviolence.org) through their children's exercises and learn more about ESPACE.

ACTIVITY

Exercise to do at home before the ESPACE workshop

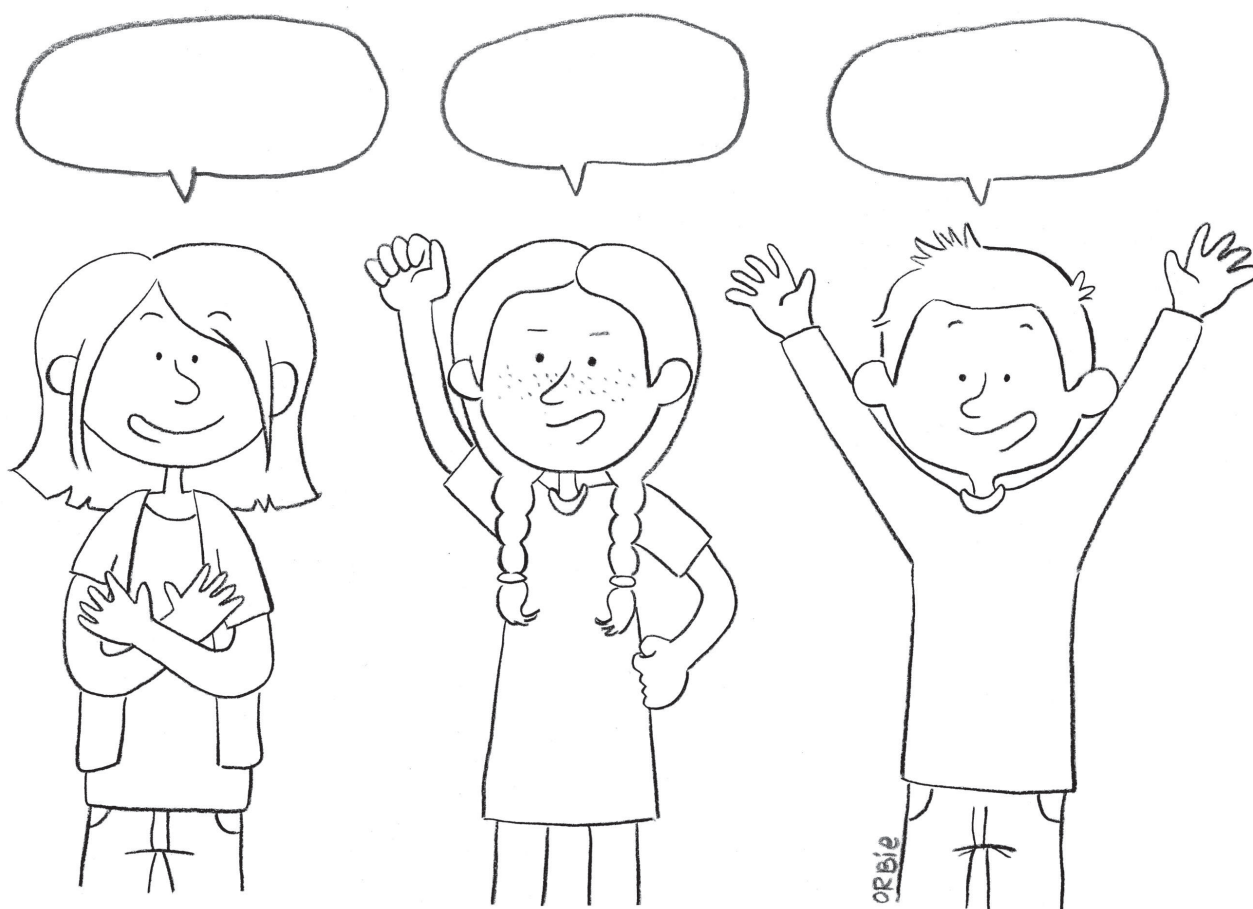
Instructions

- ✎ By visiting to the web site espacesansviolence.org , find the three missing words in the bubbles.
- ✎ For the children who don't have access to the Internet, you can use the excerpt provided on the page following the exercise. It would be interesting to print it on the back of the exercise sheet so that these children can find the answers as easily as those who have access to the internet.

Three fundamental rights

Exercise to do at home before the ESPACE workshop

- ✂ Find the three missing words in the bubbles by visiting the web site www.espacesansviolence.org
- ✂ From the home page, click on the tab "ESPACE Programm/mission and values". In the section "My first principles" find the second principle. You will find there the three missing words.



Complete the following sentence with the same three words:

«ALL CHILDREN HAVE THE RIGHT TO FEEL _____, _____ AND _____»

ESPACE'S FIRST PRINCIPLES

- 1.** Children are full citizens; they are not only the future of our society, but they are also its present.
- 2.** Children have the right to feel SAFE, STRONG and FREE.
- 3.** Children have the right to their physical, psychological and sexual integrity, regardless of their age, gender, their race, their ethnic origin, their religion, etc., as stipulated in the 1989 Convention on the rights of the child.
- 4.** In general, children have the potential to solve difficulties.
- 5.** Child protection is first and foremost the parent's responsibility, but also that of the adults in the community.
- 6.** Adults have the responsibility to believe children, to take their cries for help seriously and to accompany and support them in their problem solving approach.

Excerpt from www.espacesansviolence.org

2. Interactive reading of the stories

Disciplinary fields: Ethics and English

Objectives: Bring the children to reflect on ethical questions and to exchange ideas and perceptions while practicing reading and reviewing the prevention notions learned.

ACTIVITY

BEFORE READING

- ✎ Question the children on the subject of rights and the prevention strategies
 - Do you remember the three fundamental rights from ESPACE?
The right to feel SAFE, STRONG and FREE.
 - Is it possible for someone to have their rights taken away by another person?
Yes, and when that happens, it's important to talk to someone about it to put an end to it.
 - What strategies did you find with ESPACE to react when this happens?
Yes, that's it: say NO, ask friends or other children for help, talk to a trusted adult and use self-defense in case of danger.

DYNAMIC READING

- ✎ First read the story to the students.
- ✎ After answering the questions, ask them to read a sentence or part of a sentence one after the other.

AFTER READING

- ✎ Each story is followed by a series of questions in order to initiate discussion. A few activities are also suggested.

You will find two stories on the following pages:

- THE SOCCER GAME (Child who gets their rights taken from them);
- IT CAN HAPPEN TO ANYONE (Conflict between children)

Enjoy the stories!

THE SOCCER GAME

Child who gets their rights taken from them

In a physical education class, Lara, Simon and the rest of their group are playing soccer. Lara had been impatiently looking forward to this moment all day because it's her favourite sport and she feels good when she is running on the field. She also plays on an after school team.

During the game, each time Lara tries to take the ball from Guillaume, he kicks her in the shin without the teacher seeing. Laura is suddenly fed up with this sneaky attitude of his and she pushes Guillaume. At that moment, Guillaume falls and exaggerates his fall. He feigns being hurt, so the teacher stops the game and sends Lara to sit on the bench because it's not allowed to push others. She is given this sanction for this class and the next.



After class, Guillaume keeps bugging Lara and ironically says to her: «So Lara, you must be happy to spend the next physical education class on the bench? It's not nice to push others! » Some of the other students walking by hear him and laugh while continuing on.

Lara feels angry and alone.

Question and discussion period

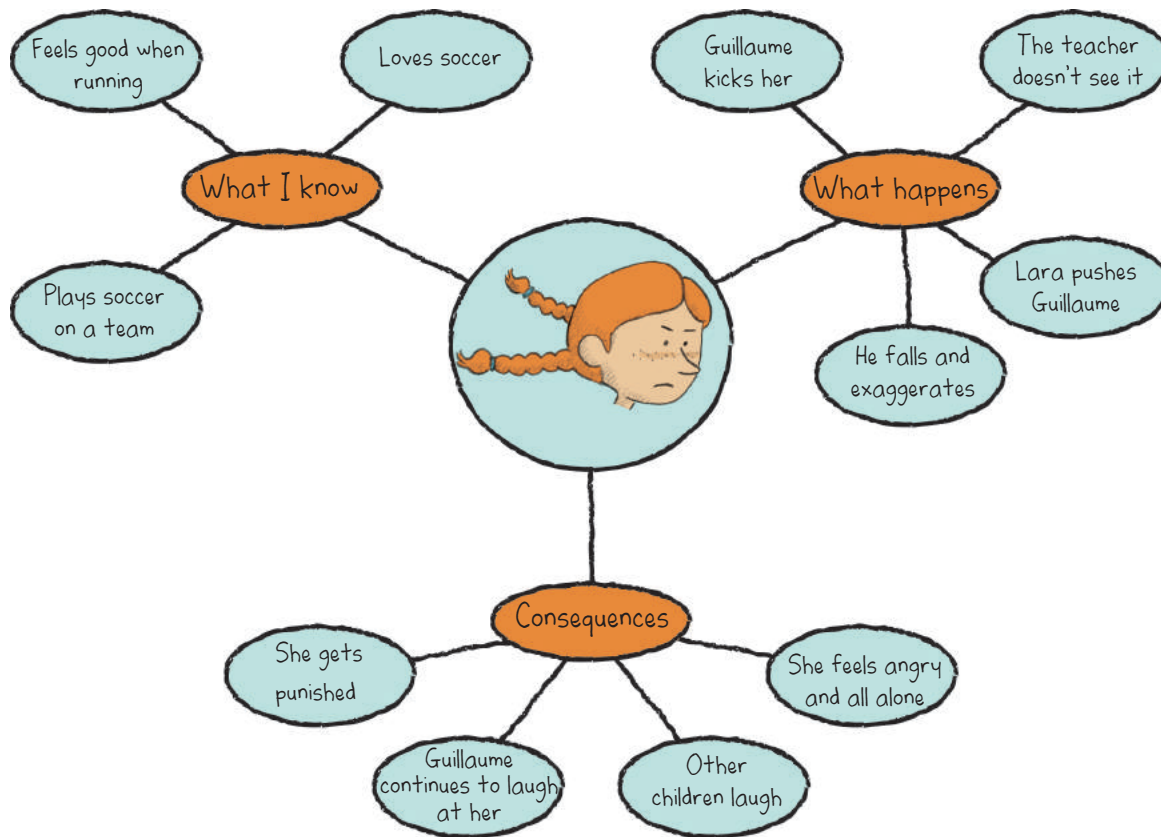
- ✎ Let's go back to the soccer game. What happened exactly?
- ✎ In your opinion, how did Lara feel?
- ✎ In your opinion, how did Guillaume feel?
- ✎ What do you think of this situation?
- ✎ In this situation, what could Lara do to regain her right to feel safe, strong and free?
 - Examples of possible answers according to the ESPACE strategies to protect your rights:
 - Say «NO», stop!
 - Ask a friend or other children for help.
 - Tell a trusted adult.
- ✎ How would you finish this story? Why?

Suggested activities

- ✎ Point out the new vocabulary.
 - Example: «sneaky», he «feigns», «ironically».
- ✎ Draw a graph organizer on the board, putting forward the important elements of the story. (see the models on the following page)
- ✎ Give the children the option to draw an ending to the story as they imagine it.
- ✎ Ask the children to create a sketch based on part of the story, then ask them to present it to the class.

Story Reminder: THE SOCCER GAME

Bubble chart organizer



Tubular form organizer

Beginning	Middle	End
Lara loves playing soccer She feels good on the field	On the field, Guillaume kicks her. She has had enough and finally pushes him She gets punished.	Guillaume and other students make fun of her She feels angry and alone

IT CAN HAPPEN TO ANYONE!

Conflict between children

Julie: "Mom, can I talk to you about something?"

Mother: "Of course, Julie...What's going on? You look so sad..."

Julie. "Yes, mom, I'm sad because well, Maude is no longer my friend!"

Mother: "Maude? The one that you usually have so much fun with? Do you want to tell to me what happened?"

Julie: "Today, we were playing at making up riddles during recess. We were playing like we usually do when all of a sudden; Alyson came to play with us. At first, the three of us were having fun but after a while, Maude began only talking with Alyson during the game. They were ignoring me. So, I said loudly: "Hey! I'm here as well!" They looked at me as if I had just appeared and Maude said: "We know that you are here!" Then they kept talking and laughing. I didn't find them funny at all. I was so angry that I left."

Mother: "I understand that you were angry, but you told me before that you were also sad. How do you feel exactly?"

Julie: "I don't know mom. I was disappointed not to be playing with them. They were having a lot of fun and they were laughing together, but I felt like I wasn't part of their gang, I felt alone. I wanted to keep playing with them too."

Mother: "You know Julie, It can happen to anyone to feel put aside, to be disappointed and to get angry. The important part is what you do after. Do you have an idea of what you could do now? Do you want us to find a solution together?"



Question and discussion period

-  How did Julie feel when her friend started ignoring her?
-  What do you think of this situation?
-  What would you do in this situation?
-  What could Julie do to solve this situation?
-  How would you finish this story? Why?

Suggested activities

-  Draw a graph organizer on the board (see the model on the preceding page)
-  Suggest that the children draw a scene from the story
-  Ask the children to create a sketch based on part of the story, then ask them to present it to the class.

3. Common sense questions

Disciplinary field: Ethics and English

Objectives: Allow the children to have a group reflection on ethical questions that concern them in order to bring them to develop self-esteem and their capacity to use critical judgement.

ACTIVITY

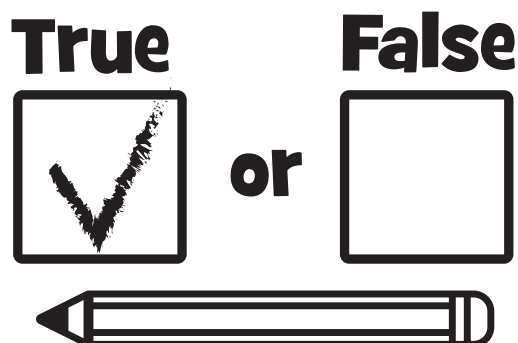
Guidelines

- ✚ Form teams of four or five students and ask them to choose amongst themselves, one person to take notes and one person who will lead the discussion, making sure that all members of the group express their opinion.
- ✚ Plan to have a copy of the page «Common sense questions to cut out» (see the next pages) and cut out the questions to give each team two or three questions, depending on the time planned for the activity (plan from five to ten minutes per question).
- ✚ Ask each team to discuss the questions they have received, to determine whether the statement is true or false and to provide arguments to support their answer.
- ✚ Take a few notes in order to relay the results of the discussion to the whole class during a plenary.
- ✚ Following the feedback from the team, ask if other students have anything to add.
- ✚ After this exercise, you could suggest to the teams that they choose a question and act it out.

Ask for help



COMMON SENSE QUESTIONS



1. When I make a mistake, others are right to laugh at me and tell me that I'm stupid.

TRUE OR FALSE?

FALSE. It's possible that you'll make a mistake but it's not a reason for others to make fun of you and tell you that you are stupid. No one should put others down. Children, like adults, can make mistakes; it's normal. Plus, we usually learn a lot from our mistakes.

2. A child who has troubles will continue to have some throughout his or her life. TRUE OR FALSE?

FALSE. With some help, a child who has lived through some difficulties can find solutions. He will be able to develop strategies that will help them throughout their.

3. Sometimes, you're not comfortable talking to your parents about certain problems you're having. TRUE OR FALSE?

TRUE. You can be afraid of hurting them, of deceiving them, of getting punished, etc. You can choose to talk about it to someone else.

4. If you tell your teacher about an unpleasant event that has happened to you in the school yard, you are causing trouble for others, nothing more. TRUE OR FALSE?

FALSE. If you need help solving a problem, it's okay to talk to an adult about it. When something happens to someone else, you can ask yourself: Is someone physically hurt or was someone told hurtful words? Is someone in trouble? If the answer is yes, it's important to tell an adult.

5. If I witness bullying, I don't report it because because I don't rat people out, I should mind my own business. TRUE OR FALSE?

FALSE. If you see that someone needs help, it's okay to talk to a trusted adult. Moreover, if you witness someone being bullied and you intervene, chances are that the situation will stop.

6. If someone is being touched in a manner that they are not comfortable with and they don't say anything, they are responsible for what is happening to them. TRUE OR FALSE?

FALSE. It's the person doing the touching who is responsible.

7. If I ask for help because I'm going through a difficult situation at school or at home with my parents, no one will be able to help me. TRUE OR FALSE?

FALSE. There are adults you can trust around you. It's important to talk about what is wrong until you get some help.

COMMON SENSE QUESTIONS TO CUT OUT



1. *When I make a mistake, it's okay for others to laugh at me and tell me that I'm stupid. TRUE OR FALSE? Explain your answer.*



2. *A child who has troubles will continue to have them throughout their life. TRUE OR FALSE? Explain your answer.*



3. *Sometimes, you're not comfortable talking with your parents about certain problems you're having. TRUE OR FALSE? Explain your answer.*



4. *If you tell your teacher about an unpleasant event that has happened to you in the school yard, you are causing trouble for others, nothing more. TRUE OR FALSE? Explain your answer.*



5. *If I witness bullying, I don't report it because I don't rat people out, I should mind my own business. TRUE OR FALSE? Explain your answer.*



6. *If someone is being touched in a manner that they are not comfortable with and they don't say anything, they are responsible for what is happening to them. TRUE OR FALSE? Explain your answer.*



7. *If I ask for help because I'm going through a difficult situation at school or at home with my parents, no one will be able to help me. TRUE OR FALSE?*



4. Poster displaying a message of harmony

Disciplinary fields: Arts, Ethics and English

Objectives: Allow all students to participate in a group art creation allowing them to develop their critical judgement concerning acts to report so that they stop and acts to favour in order to develop equal, harmonious and constructive behaviour. Write some text on the poster.

ACTIVITY

Guidelines

- ✚ Create a work of art with the main theme being "favouring harmonious relationships" or "reporting violence".
- ✚ Ask the students to give examples of bullying that can happen at or around school.
- ✚ Elicit questioning on the importance of intervening in such situations.
- ✚ Validate the student's ideas to establish healthy and harmonious relationships: what values should guide people at school to develop and maintain harmonious relationships?
- ✚ Ask for ideas to illustrate harmonious relationships and offer some material for the group art creation: cardboard, magazines, glue, crayons, paint or any other material that offers interesting potential.



CYCLE 3: EDUCATIONAL STAFF BOOK

The activities for [cycle 3](#) are adapted for children from 10 to 12 years of age. However, we know that each group is different, so don't hesitate to satisfy your curiosity by verifying if some of the activities planned for the other levels are better suited to your group.

We wish that these activities be a complement not only to the ESPACE program, but also to the objectives of the Quebec school system's educational program. In this sense, your input is wished for, so to offer any constructive comments, don't hesitate to contact us at the following address: programme@espace-sansviolence.org or to contact the ESPACE organization in your region: espacesansviolence.org/contact.

We hope you will have fun with your students when doing these violence prevention activities. Know that you are contributing to children developing while feeling safe, strong and free.



1. The **ESPACE** principles

Objectives: Prepare the children to participate in the ESPACE workshop; Bring the parents to discover the ESPACE Web site (espacesansviolence.org) through their children's work exercises, to learn more about ESPACE.

ACTIVITY

Exercise to do at home before the ESPACE workshop

Instructions

-  Print out the exercise to do at home that you will find on the following page and distribute one to each student.
-  For the students who don't have access to the Internet, you can use the excerpt provided on the page following the exercise. It would be interesting to print it on the back of the exercise sheet so that these children can find the answers as easily as those who have access to the internet.

The ESPACE principles

Exercise to do at home before the ESPACE workshop



- ✎ If you feel like it, personalize the “free child” and create a colourful drawing with colourful surroundings.
- ✎ Find the ESPACE principles by visiting www.espacesansviolence.org. Find the ESPACE principles by visiting www.espacesansviolence.org. From the home page, click on the tab "ESPACE Programm/mission and values". Read the six principles that you find in the section "My first principles". Write down the principle that you prefer and explain why it is the one that you like best.

ESPACE'S FIRST PRINCIPLES

- 1.** Children are full-fledged citizens. Not only are they the future of our society, but they are not only the future of our society, but they are also its present.
- 2.** Children have the right to feel SAFE, STRONG and FREE.
- 3.** Children have the right to their physical, psychological and sexual integrity, regardless of their age, gender, their race, their ethnic origin, their religion, etc., as stipulated in the 1989 Convention on the rights of the child.
- 4.** In general, children have the potential to solve difficulties.
- 5.** Child protection is first and foremost the parent's responsibility, but also that of the adults in the community.
- 6.** Adults have the responsibility to believe children, to take their cries for help seriously and to accompany and support them in their problem solving approach.

Excerpt from www.espacesansviolence.org

2. Interactive reading of the stories

Disciplinary fields: Ethics and English

Objectives: Bring the children to reflect on ethical questions and exchange their ideas and perceptions while practicing reading and reviewing the prevention notions learned.

ACTIVITY

BEFORE READING

-  Question the children about their rights and the prevention strategies.
 - Do you remember the three fundamental rights from ESPACE?
The right to feel SAFE, STRONG and FREE.
 - Is it possible for someone to have their rights taken away by another person?
Yes, and when that happens, it's important to talk to someone about it to put a stop to it.
 - What strategies did you find with ESPACE to react when this happens?
Yes, that's it: say NO, ask friends or other children for help, talk to a trusted adult and use self-defense in case of danger.

DYNAMIC READING

-  First, read the story to the students.
-  After answering the questions on page 53, ask the children to read a sentence or part of a sentence one after the other.

AFTER READING

-  Each story is followed by a series of questions in order to initiate discussion. Some activities are also suggested.

You will find two stories on the following pages:

- MUTUAL HELP (Child who might have gotten his rights taken away from them);
- THE IMPORTANCE OF TALKING (Child who is deprived of their rights).

Enjoy the stories!

MUTUAL HELP

Child who might have gotten their rights taken from them

Paul and Joey are in the same class. They have known each other for a long time but, as they don't have the same interests, they don't often play together.

The story takes place on a Spring day. The recess bell has just rung and all the children are getting ready to go outside. Paul notices that Joey doesn't seem to be in a hurry to go outside and he sees him go into the washroom. Since Paul really likes to play ball with the others, he quickly puts on his vest and disappears to find himself outside, all smiles, breathing in the fresh air.



Recess ends and the children go back inside. Paul notices that Joey's coat is still on its hook and he sees Joey come out of the washroom. He thinks to himself: «Wow! Joey got in really fast!!!» Then he remembers not seeing him outside.

Surprised and intrigued, he decides to go see Joey and ask him if everything is okay. Joey replies that it's none of his business and that, he couldn't do anything about it anyway. Paul feels like something is going on because Joey doesn't seem very happy. Paul starts thinking and wonders what he could do.

Question and discussion period

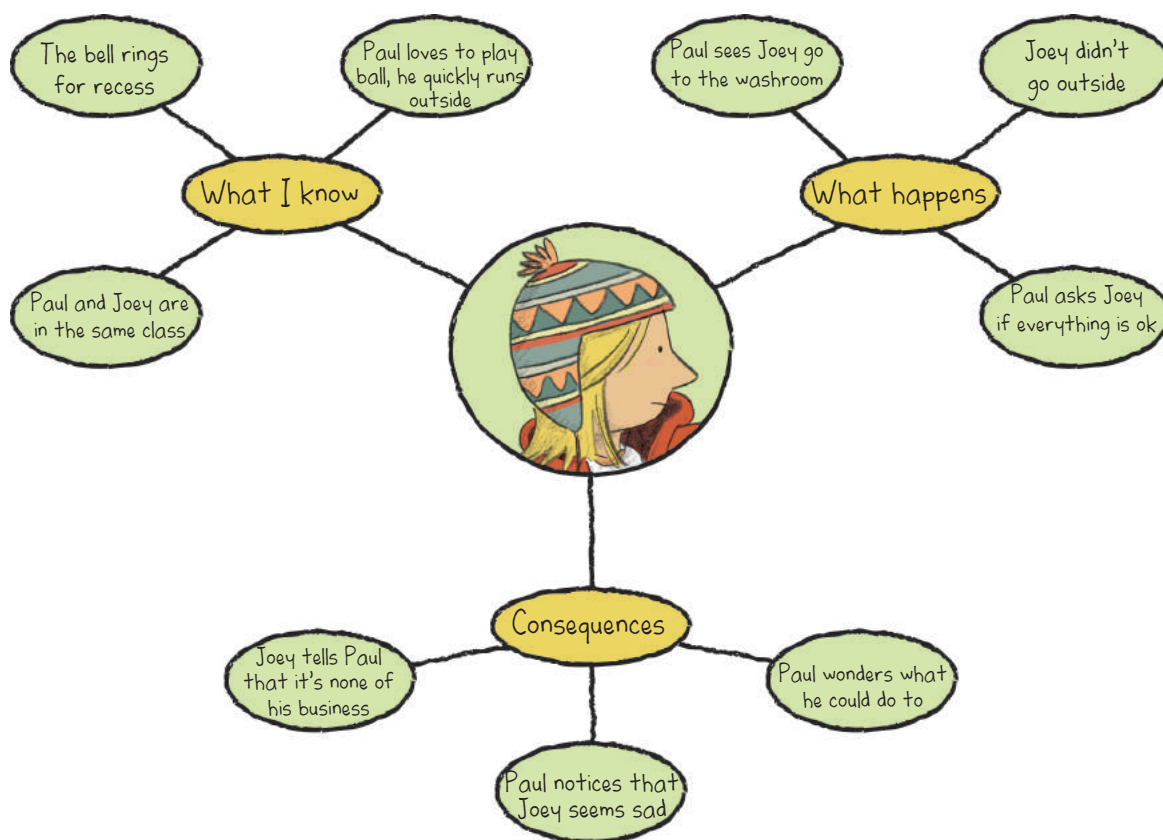
- ✚ In your opinion, why did Joey stay in the washroom?
- ✚ If you were in Joey's situation, what would you do?
 - Possible answers: talk to a friend or other children, talk to a trusted adult.
- ✚ Even if Paul doesn't really know what is going on, would it be a good idea to talk about it?
 - Possible answers: Yes. With the help of a trusted adult, it should be possible to find a solution.
- ✚ If you had a problem, what would you do?
- ✚ How would you finish this story? Emphasize the strategies that will allow Joey to protect his rights.

Suggested activities

- ✚ Point out the new vocabulary.
 - Example: "all smiles".
- ✚ Draw a graph organizer on the board, (see the models on the next page).
- ✚ Give the children the option of imagining an interesting and constructive end to this story and illustrating it.
- ✚ Ask the children to create a sketch based on part of the story or the entire story.

Story Reminder: MUTUAL HELP

Bubble chart organizer



Tubular form organizer

Beginning	Middle	End
Paul and Joey are in the same class. It's recess. Paul sees that Joey is in no hurry to go outside.	Paul notices that Joey didn't go outside. He asks him if everything is okay. Joey tells him it's none of his business.	Paul feels like something is wrong. He wonders what he could do.

THE IMPORTANCE OF TALKING

Child who gets their rights taken from them

Maude has a friend named Lara. Ever since her return from Summer holidays, Lara doesn't seem to be doing so well. She doesn't want to talk to Maude. She says that she can no longer trust her, that Maude is like all the others. Maude doesn't understand why Lara is telling her that. Today, Maude gathered up her courage to go talk to Lara after school. At first, Lara didn't want anything to do with her, but Maude remained calm and told her that she could trust her. She assured her that she only wanted to understand what was going on.



Lara finally confided in Maude. She told her that another girl from school writes mean things on Facebook about her and that this has been going on since the Summer. This girl wrote to her, amongst other things, that Maude wanted nothing to do with someone as stupid as her. Maude reassured Lara that she never said anything like that. Maude asked Lara if she had spoken to adults about what was going on and Lara told her that she didn't dare tell her parents because you are only allowed on Facebook from the age of 13. They didn't want her to create an account because she was only 12. She believes that they couldn't do anything anyway because it's happening on the Internet.

Question and discussion period

✎ What could Lara and Maude do?

- Possible answers:
 - Print out and keep the web page, the texts and the e-mails
 - End the conversation
 - Block or delete the person from Lara's Facebook
 - Talk to Lara's parents and to the school Principal
 - Contact help resources, for example Tel-jeunes, NeedHelpNow.ca
 - Report cyber bullying to Facebook (or twitter or the the Web site)
 - Report to the authorities, for example by dialing 911 or by talking to the police.

✎ How would you finish this story? Bring out the strategies that would allow Lara to protect her rights.

Suggested activities

✎ Ask the students to form teams of two and to do some research on the Internet to find resources that could help them in cases of cyber bullying.

✎ Validate the student's comprehension of Facebook and the Internet

✎ Draw on the board a graphic organizer (see the models in the preceding story)

✎ Ask the children to create a sketch based on part of the story and ask them to present it to the class.

3. Common sense questions

Disciplinary fields: Ethics and English

Objectives: Allow the children to have a group reflection on ethical questions that concern them in order to bring them to develop self-esteem and their capacity to use critical judgement. Open the dialogue by making them work in teams.

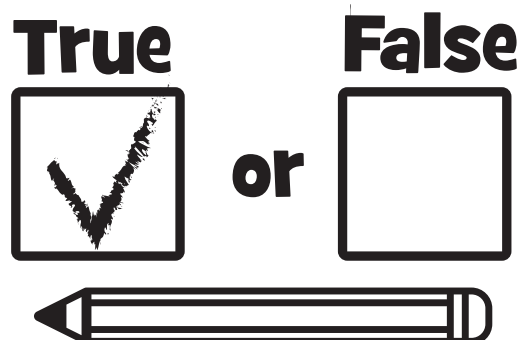
ACTIVITY

Guidelines

- ✂ Form teams of four or five students and ask them to choose, in each team, one spokesperson, one person to take notes and one person who will lead the discussion, making sure that all members of the group express their opinion.
- ✂ Plan to have a copy of the page "Common sense questions to cut out" (see the next pages) and cut out the questions to give each team two or three questions, depending on the time planned for the activity (plan from five to ten minutes per question).
- ✂ Ask the teams to discuss each of the questions they have received, to determine whether the statement is true or false and to provide arguments to support their answer.
- ✂ Take a few notes in order to relay the results of the discussion to the whole class during a plenary.
- ✂ Following the feedback from the team, ask if other students have anything to add.
- ✂ After this exercise, you could suggest to the teams that they choose a question to illustrate a sketch.



COMMON SENSE QUESTIONS



1. When I make a mistake, others are right to laugh at me and tell me that I'm stupid. TRUE OR FALSE?
FALSE. It's possible that you'll make a mistake but it's not a reason for others to make fun of you and tell you that you are stupid. No one should put others down. Children, like adults, can make mistakes; it's normal. Plus, we usually learn a lot from our mistakes.
2. A child who has troubles will continue to have them throughout their life. TRUE OR FALSE?
FALSE. With some help, a child who has lived through some difficulties can find solutions. He will be able to develop strategies that will help them throughout their life.
3. Sometimes, you're not comfortable talking to your parents about problems you're having. TRUE OR FALSE?
TRUE. You can be afraid of hurting them, of deceiving them, of getting punished, etc. You can choose to talk about it to someone else.
4. If you tell your teacher about an unpleasant event that has happened to you in the school yard, you are causing trouble for others. TRUE OR FALSE?
FALSE. If you need help solving a problem, it's okay to talk to an adult about it. When something happens to someone else, you can ask yourself: Is someone physically hurt or was someone told hurtful words? Is someone in trouble? If the answer is yes, it's important to tell an adult.
5. If I witness bullying, I don't report it because I don't rat people out, I should mind my own business. TRUE OR FALSE?
FALSE. If you see that someone needs help, it's okay to talk to a trusted adult. Moreover, if you witness someone being bullied and you intervene, chances are that the situation will stop.
6. If someone is being touched in a manner that they are not comfortable with and they don't say anything, they are responsible for what is happening to them. TRUE OR FALSE?
FALSE. It's the person doing the touching who is responsible. We have the right to react and to say NO, we are not responsible for what the other person is doing.
7. If I ask for help because I'm going through a difficult situation at school or at home with my parents, no one will be able to help me. TRUE OR FALSE?
FALSE. There are adults you can trust around you. It's important to talk about what is wrong until you get some help.

GOOD COMMON SENSE QUESTIONS TO CUT OUT

1. *When I make a mistake, it's okay for others to laugh at me and tell me that I'm stupid. TRUE OR FALSE? Explain your answer.*

2. *A child who has troubles will continue to have some throughout their life. TRUE OR FALSE? Explain your answer.*

3. *Sometimes, you're not comfortable talking to your parents about certain problems you're having. TRUE OR FALSE? Explain your answer.*

4. *If you tell your teacher about an unpleasant situation that has happened to you in the school yard, you are causing trouble for others. TRUE OR FALSE? Explain your answer.*

5. *If I witness bullying, I don't report it because I don't rat people out, I should mind my own business. TRUE OR FALSE? Explain your answer.*

6. *If someone is being touched in a manner that they are not comfortable with and they don't say anything, they are responsible for what is happening to them. TRUE OR FALSE? Explain your answer.*

7. *If I ask for help because I'm going through a difficult situation at school or at home with my parents, no one will be able to help me. TRUE OR FALSE?*

4. An essay on courage

Disciplinary field: English writing

Objectives: Bring the children to become aware of their inner strength. Help them increase their self-esteem through this reflection and favour the use of that strength in different situations, all while writing this essay.

ACTIVITY

Guidelines

- ✎ Ask each student to put in writing a situation where they have had to use their inner strength, their courage. The intention here is not to talk about a heroic gesture but a situation that he or she has found difficult. The text can include the emotions that they felt in this situation.
- ✎ If a student experiences difficulty in finding a situation, you can help them by suggesting things that are difficult to do, such as contacting someone by phone, saying I'm sorry when we've done something wrong, studying when we don't feel like it, doing an oral presentation, intervening in a bullying situation, etc.
- ✎ If a student really has trouble finding a situation they have experienced, they can invent one. Here are some questions to help write the essay:
 - When did this situation happen? How old were you? In what season did it take place? What was going on in your life? Etc.
 - Which people were present in your thoughts?
 - Explain why this situation called for your courage.
 - Has the fact that you have lived through this situation changed something in your life?
 - Do you think you could use this inner strength in other difficult situations you would be faced with?
- ✎ Illustrate this story either with a drawing, a collage or an image found on the Internet.
- ✎ The students who want to could read their story to the class and show their illustration.



5. Children's Rights

Disciplinary fields: English and Ethics

Objectives: Bring the students to expand on the knowledge learned with ESPACE on the notion of fundamental rights in order to situate them in a perspective of children's rights in the world. Help them make a difference between their rights and their desires.

Take advantage of the National Child Day, November 20th, to do this activity.

ACTIVITY A

Guidelines

- ✎ Ask the students, in teams of two, to research on the internet the Convention on the Rights of the Child. See The Human and Youth Rights Commission.

Ask them the following questions:

- What are, amongst those rights, the ones from which you benefit on a daily basis?
- What could your life be like if those rights didn't exist?

ACTIVITY B

Guidelines

Differences between desires and needs

- ✎ To make a clear distinction between desires and needs, it's important to know that human rights are based on the needs of human beings.

- ✎ Ask the students to name some needs that are common to all human beings and that must be fulfilled in order for them to survive, grow and blossom in a satisfactory manner as well as live with dignity. Write the student's answers on the board.

Some of the answers:

- Have a secure home (safety)
- Have access to clean water (health and strength)
- Have enough food (health and strength)
- Enjoy a clean environment (health and dignity)
- Have access to the news (ex.: radio, newspaper, internet) (information and freedom)
- Have access to education (dignity and freedom)
- Practice sports and cultural leisure activities (physical and intellectual strength).
- Wear clothes (health and dignity)
- Have access to health care (health, dignity, physical strength and courage)
- Be able to express your opinion freely (information and freedom)
- Receive and give love and affection (blossom and live with dignity)

- ✎ Ask the students to name some desires which are not needs.

Possible examples:

- Have the latest electronic device;
- Go to La Ronde amusement park and enjoy the rides;
- Eat in restaurants;
- Go waterskiing;

- ✎ Explain to the students that we all have essential needs (fundamental) which we must address: to eat, to dress, to have lodging, to be able to move around, to entertain ourselves, to educate ourselves...To have desires is more to want, the wish to have or do something, but this desire or this wish doesn't serve as a basis to justify a right.
- ✎ Insist on the fact that everyone must have their fundamental rights met. Some are necessary to survival such as your right to food in sufficient quantities, to medical care, to clean water and to a roof. But others are essential so that people can live decently and blossom, like the access to education or decent work.
- ✎ It is therefore important to make a distinction between rights and desires in order to know our rights better as human beings. Every one of us, from birth, has rights and it's up to each of us to recognize them in order to defend them better.

ACTIVITY C

Guidelines

ANIMATION ABOUT RIGHTS

- ✎ If you wish to expand on the notion of rights with your students, you can use the animation from IN-TERRE-ACTIF called Do you know your rights?
 - http://www.in-terre-actif.com/385/english_on_line_toolkit_do_you_know_your_rights

ACTIVITY D

Guidelines

Projection of the film « Droit au cœur » (silent short film)

- ✎ Short film produced by the animation studio of the ONF's French program. Based on various articles from the Convention on the Rights of the Child, educators and animation filmmakers have selected themes and produced a silent short film that can be used in class and at home around the world. Section I is destined for children from 5 to 8 years of age (36 minutes) and Section II is destined to children 9 to 12 years of age (44 minutes).

By visiting the web site www.espacesansviolence.org, you will have free access to the Section II. It is also possible to order these short stories using the following link: <http://www.filmsduparadoxe.com/droits.html>.



ACTIVITIES FOR ALL CLASSES

1. Appreciation

Disciplinary fields: Ethics and English

Objectives: Learn to recognize different qualities in each person and to name them in order to increase each child's self-esteem and to emphasize the richness found in differences.

ACTIVITY

Each week, two or three children, are valued by the other children in the class and their teacher. Each student finds a quality that they appreciate in that person.

Guidelines

- ✚ In preschool, each student writes on a piece of paper a quality (see next page for a list of qualities) that they appreciate in each of their peers chosen on that week.
- ✚ The student makes sure to write to whom they are addressing the appreciation and who it's from, then deposits it in the container provided for this purpose.
- ✚ The teacher then verifies the pertinence of the messages and can ask certain students to modify their appreciation if necessary, before giving it to the student concerned (we can also check the appreciations before they are put in the box).
- ✚ In preschool, the activity can take place at a planned moment and the children will quietly tell the message to the teacher to obtain the go ahead before telling the chosen child..



Here is a list of adjectives and qualities that can be used in the composition of appreciations. We can use them partly or whole, or complete them to adapt it to a specific group.

You are:

affirmative	friendly	autonomous
brilliant	calm	clear
collaborative	meaningful	understanding
confident	constructive	cooperative
brave	creative	serious
leader	democratic	devoted
discreet	available	kind
funny	efficient	caring
enthusiastic	lively	flexible
driven	honest	skilled
humble	modest	involved
intelligent	cheerful	fair
open minded	patient	perseverant
full of humour	punctual	poised
a good listener	have good judgment	fast
have a nice voice	respectful	responsible
rigorous	serene	spontaneous
subtle	tenacious	transparent
hard working	vigilant	determined

2. COMMITMENT CONTRACT

Diplinary field: Ethics

Objectives: Develop a reflection on the impact of one's actions on others.

ACTIVITY

Guidelines:

- ✎ Use the contract in a case where a written agreement seems to be a good option to help resolve a conflict. It is important that the contract be signed in the presence of an adult from school, in order to give even more importance to the process.

IMPORTANT

Do not use this contract in a case of a power imbalance. It is inadvisable and even dangerous to use this tool if there is a victim and an aggressor. There is the risk for the victim to be victimized once again. It is therefore important to talk to each child separately in the first place to know their version and perception of what happened.

CONTRACT

Name of the student: _____

Date: _____

With this contract, I pledge to _____

If I don't respect this agreement, I accept that:

_____ talks to _____
(Person with whom I made the agreement) (Trusted resource)

Student's signature

Involved person's signature

Involved person's signature

Involved person's signature

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

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

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

This activity book has been translated and adapted thanks to the contribution of the Fonds Marie-Soleil Tougas of Opération Enfant Soleil.