



My Harmony

Therapy group activities for
children victims of family violence

Adapted for First Nations

Child's Exercise Book

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First Edition

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Welcome to the group *My Harmony*,

The group *My Harmony* is offered to children like you, who are between the ages of 6 and 12 years old. The goal of this group is to help you identify and understand the notions related to violence and to help you identify appropriate protection scenarios. By the means of this group, we will be discussing many subjects, such as:

- Demystifying violence;
- Becoming aware that violence is unacceptable and that abusive behaviour lies with the perpetrator;
- Identifying appropriate protection scenarios in case of emergency or conflict;
- Encouraging the recognition and expression of feelings;
- Strengthening the self-esteem and assertiveness;
- Trying out conflict resolution methods.

This primary objective of this group is to give you tools and tricks to help you better understand and deal with the effects that violence can have on you, your family and your environment.

During the workshops, different subjects will be discussed, such as the expression of emotions and being self-assertive, violence and protection scenarios. Through different activities (mimes games, association games, quiz, movie, etc.), you will have the opportunity to familiarize yourself with different subjects. You will also have the occasion to meet and exchange with other children that have lived similar situation to yours.

We wish you a great group experience!

“My qualities” exercise sheet



Name: _____

The qualities

<p>-A-</p> <ul style="list-style-type: none"> - Accommodating - Active - Adventurous - Ambitious - Amusing - Artistic - Athletic - Attentive <p>-B-</p> <ul style="list-style-type: none"> - Bold - Brave - Bright - Brilliant <p>-C-</p> <ul style="list-style-type: none"> - Calm - Careful - Caring - Charming - Cheerful - Clever - Comical - Conscientious - Considerate - Courageous - Creative - Curious - Cute <p>-D-</p> <ul style="list-style-type: none"> - Determined - Dedicated - Dependable - Discreet - Dynamic <p>-E-</p> <ul style="list-style-type: none"> - Energetic - Expressive <p>-F-</p> <ul style="list-style-type: none"> - Fair - Fearless - Flexible - Frank - Friendly - Funny 	<p>-G-</p> <ul style="list-style-type: none"> - Generous - Gentle - Good-looking - Graceful <p>-H-</p> <ul style="list-style-type: none"> - Happy - Hard-working - Helpful - High-spirited - Honest - Humble - Humorous <p>-I-</p> <ul style="list-style-type: none"> - Independent - Individualistic - Ingenious - Intelligent - Inventive <p>-J-</p> <ul style="list-style-type: none"> - Jolly <p>-K-</p> <ul style="list-style-type: none"> - Kind <p>-L-</p> <ul style="list-style-type: none"> - Likeable - Lively - Logical - Loyal <p>-M-</p> <ul style="list-style-type: none"> - Methodical - Meticulous <p>-N-</p> <ul style="list-style-type: none"> - Nice <p>-O-</p> <ul style="list-style-type: none"> - Observant - Optimistic - Open - Original - Outgoing <p>-P-</p> <ul style="list-style-type: none"> - Patient - Persevering - Persistent - Pleasant 	<ul style="list-style-type: none"> - Polite - Positive - Pretty - Punctual <p>-Q-</p> <ul style="list-style-type: none"> - Quick - Quiet <p>-R-</p> <ul style="list-style-type: none"> - Receptive - Reliable - Reserved - Resourceful - Respectful - Responsible <p>-S-</p> <ul style="list-style-type: none"> - Sensitive - Serious - Sharp - Sincere - Skilful - Sly - Strong <p>-T-</p> <ul style="list-style-type: none"> - Talented - Thorough - Thoughtful - Tidy - Tolerant <p>-U-</p> <ul style="list-style-type: none"> - Unique <p>-V-</p> <ul style="list-style-type: none"> - Visual <p>-W-</p> <ul style="list-style-type: none"> - Warm - Well-behaved - Whimsical - Wise
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OVERALL OBJECTIVE

- 🎧 The child can identify a range of emotions.
- 🎧 The child learns to express his feelings properly.

SPECIFIC OBJECTIVES

- 🎵 The child can identify his feelings, namely that anger is a “normal” emotion.
- 🎵 The child can express his emotions.
- 🎵 The child learns to express his anger in a “socially” acceptable way.
- 🎵 The child identifies his strengths and his qualities.
- 🎵 The child can identify some strengths and qualities in others.
- 🎵 The child can recognize the qualities others see in him.



Emotion Wheel



Like the Little Volcano . . .

Like the Little Volcano, you might have accumulated some frustrations that made you “explode” and then feel sad. Draw this situation or write about it the box below. Then, colour the intensity of the situation you experienced on the thermometer.



Anger thermometer



“It’s all right to be angry” exercise sheet

It’s all right to be angry, because anger is a feeling. Everybody gets angry. Sometimes it is difficult to manage our anger without getting hurt or using acts of violence and saying hurtful words.

Expressing our anger in a proper way makes us feel good. It’s about the needs we feel inside us.

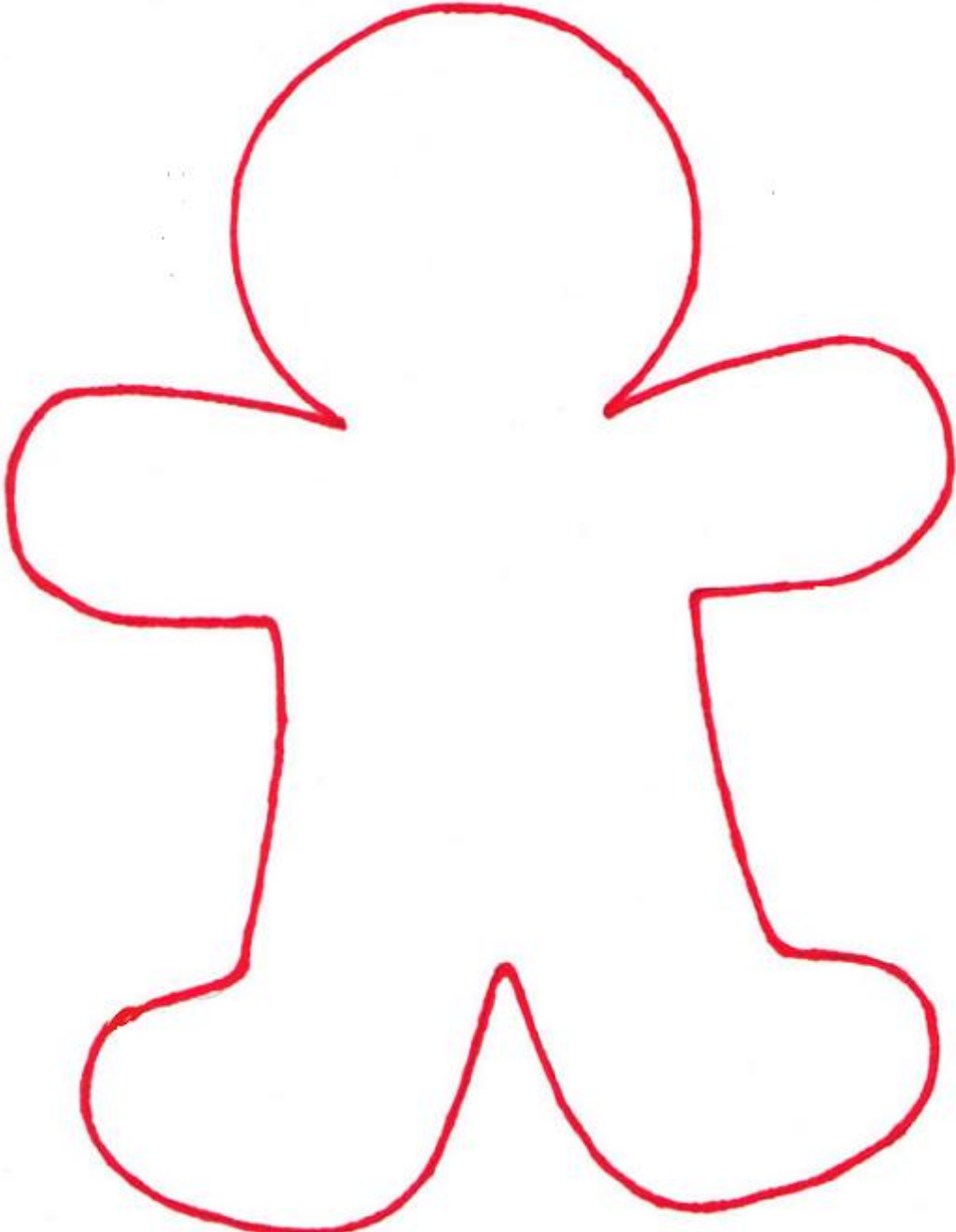
And you, what are your tips for managing anger?

- _____
- _____
- _____
- _____

Here are a few examples:

- Talk about what makes me angry
- Exercise
- Play a sport
- Do an activity that I like
- Draw my anger or write about it
- Tear up an old newspaper
- Letting off steam by listening to music
- Throw a ball hard against an outside wall
- Count to 10 while taking deep breaths
- Go to my room
- Take a walk in the woods
- Go hunting and fishing

« My silhouette » exercice sheet





OVERALL OBJECTIVE

- 🎧 The child knows and understands what violence is.
- 🎧 The child can name some forms of violence.
- 🎧 The child can identify situations where he was a victim of violence.
- 🎧 The child knows he is not to blame for the violence he experienced.

SPECIFIC OBJECTIVES

- 🎧 The child can define physical violence and verbal abuse.
- 🎧 The child can identify situations where he experienced some forms of violence.
- 🎧 The child knows he is not to blame for the violence he experienced.
- 🎧 The child becomes familiar with the concepts related to the cycle of violence.
- 🎧 The child identifies some of the signs related to the cycle of violence (warning signs).
- 🎧 The child talks about violence.

Exercise sheet: « Forms of violence »

Link the terms on the right with the image representing the form of violence on the left:

« There are actions that harm our body »

Physical violence



« There are words that hurt our heart »

Verbal and psychological violence



- Bite
- Says that your means or stupid
- Ignores you
- Hit
- Pinch
- Threatens you by saying that the police or another person will come and get you
- Tells you that he or she wishes they never had you
- Slaps you
- Tells you that you ruined his or her life
- Kicks you
- Ties you up
- Constantly curses in front of you
- Tells you that you can't do anything correctly
- Poisoning
- Tells you that your no good for nothing and that you bother him or her
- To get shaked
- Constantly yells at you
- Burns you
- Doesn't allow you to leave the house or to see your friends

“Violence for you...” exercise sheet

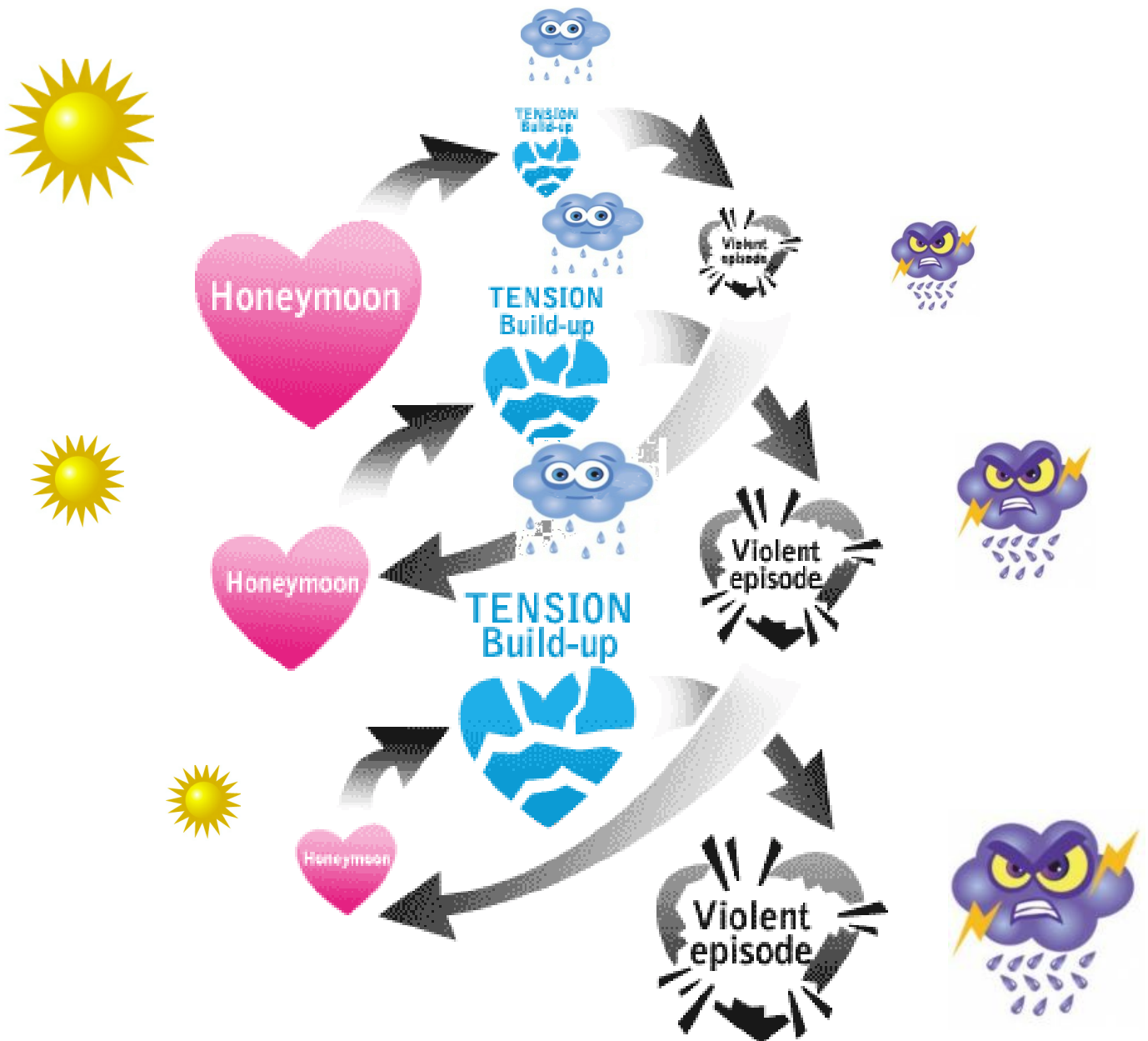
Write what violence means to you.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

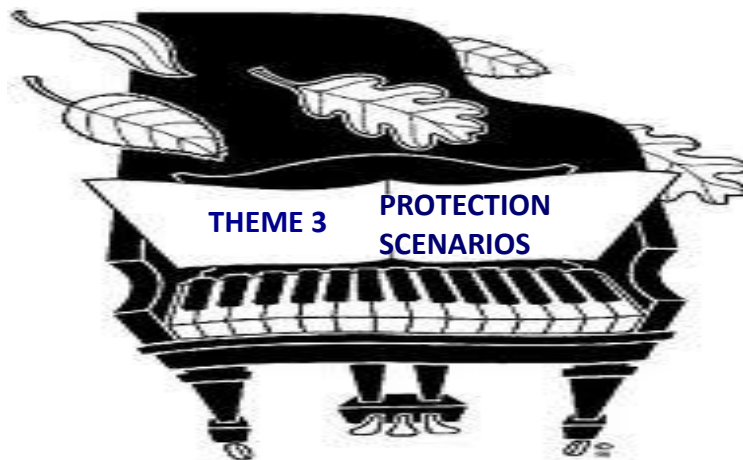
Draw a situation of violence that you experienced or write about it.



Cycle of violence



Source: Designed by the Correctional Services of Canada in "Breaking the cycle of violence", 1988. Adapted by an unknown source. We added pictures of the storm to explain the cycle to the children.



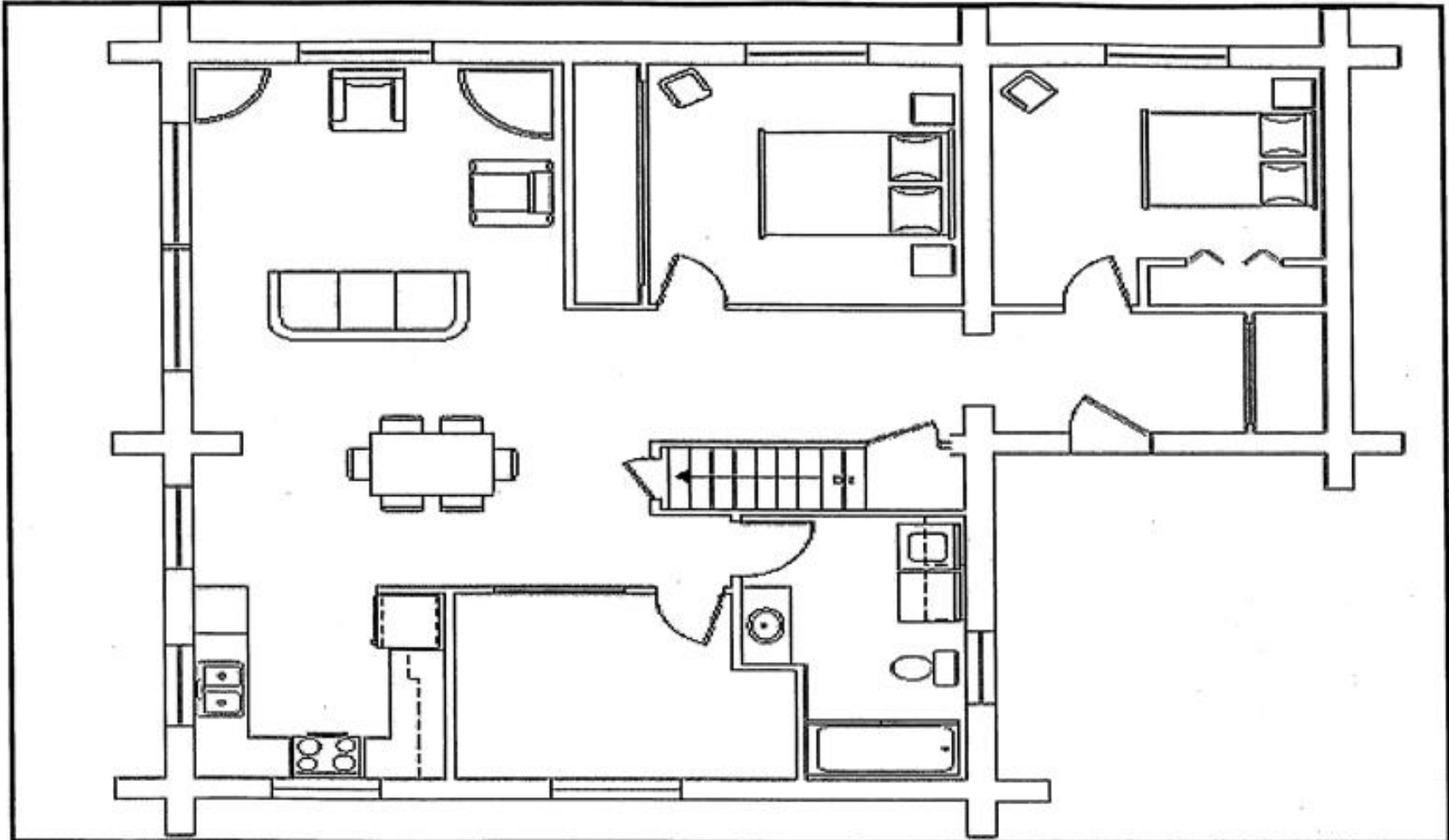
OVERALL OBJECTIVE

- 🎧 The child identifies appropriate protection mechanisms.
- 🎧 The child identifies a person or persons he can trust.
- 🎧 The child identifies one or more physical location where he feels safe.
- 🎧 The child identifies actions to be taken in case of violence or conflict.

SPECIFIC OBJECTIVES

- 🎧 The child knows and understands that he is not to blame for the violence experienced.
- 🎧 The child identifies people he can trust.
- 🎧 The child identifies one or more physical locations where he feels safe.
- 🎧 The child identifies actions to be taken in case of violence or conflict.
- 🎧 The child identifies his support network.
- 🎧 The child identifies sources of well-being for him

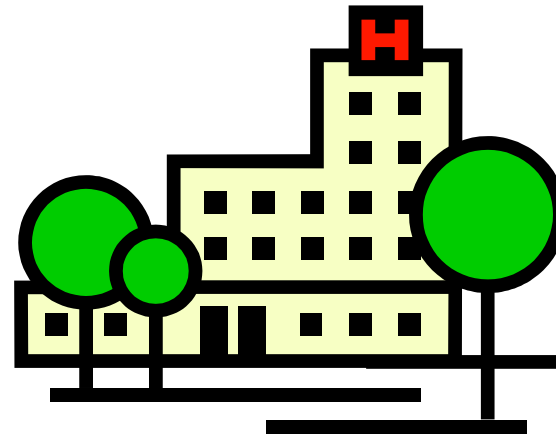
When there is fighting at home... my house plan



Children victims of violence group



Forest



Medical clinic

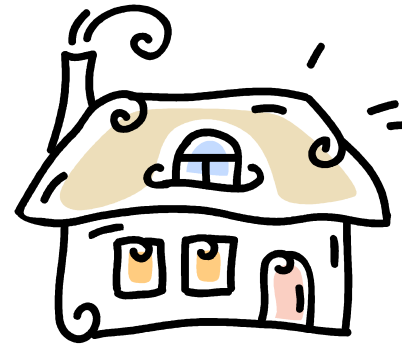
2013



Police



School



Friend - Neighbor



“Good and bad solutions” exercise sheet

The good solutions

- Go visit a friend or my favorite aunt.
- Go for a bike ride
- Get out and go for a walk
- Share my feelings with my sister or my brother
- Write or draw
- Play a video game
- Read a book or draw
- Listen to music or watch television
- Play with my brother or my sister
- Undergo therapy, get help
- Talk to my social worker
- Dad and Mom separate
- Talk about it to someone I trust
- Temporary removal of the children

When I need immediate protection

- Call the police (911)
- Go the medical clinic
- Hide, call other resources (Tel-jeune, Jeunesse-j'écoute, CJO)
- Call someone you trust
- Go to another room in the house
- Seek refuge with someone

The bad solutions

- Feel responsible and guilty
- Worry
- Rack my brains to find solutions
- Hit and use violence
- Try to step in
- Keep quiet
- Take my revenge out on animals

And you, what are your solutions?

“My marching band” exercise sheet



MY MARCHING BAND

My family

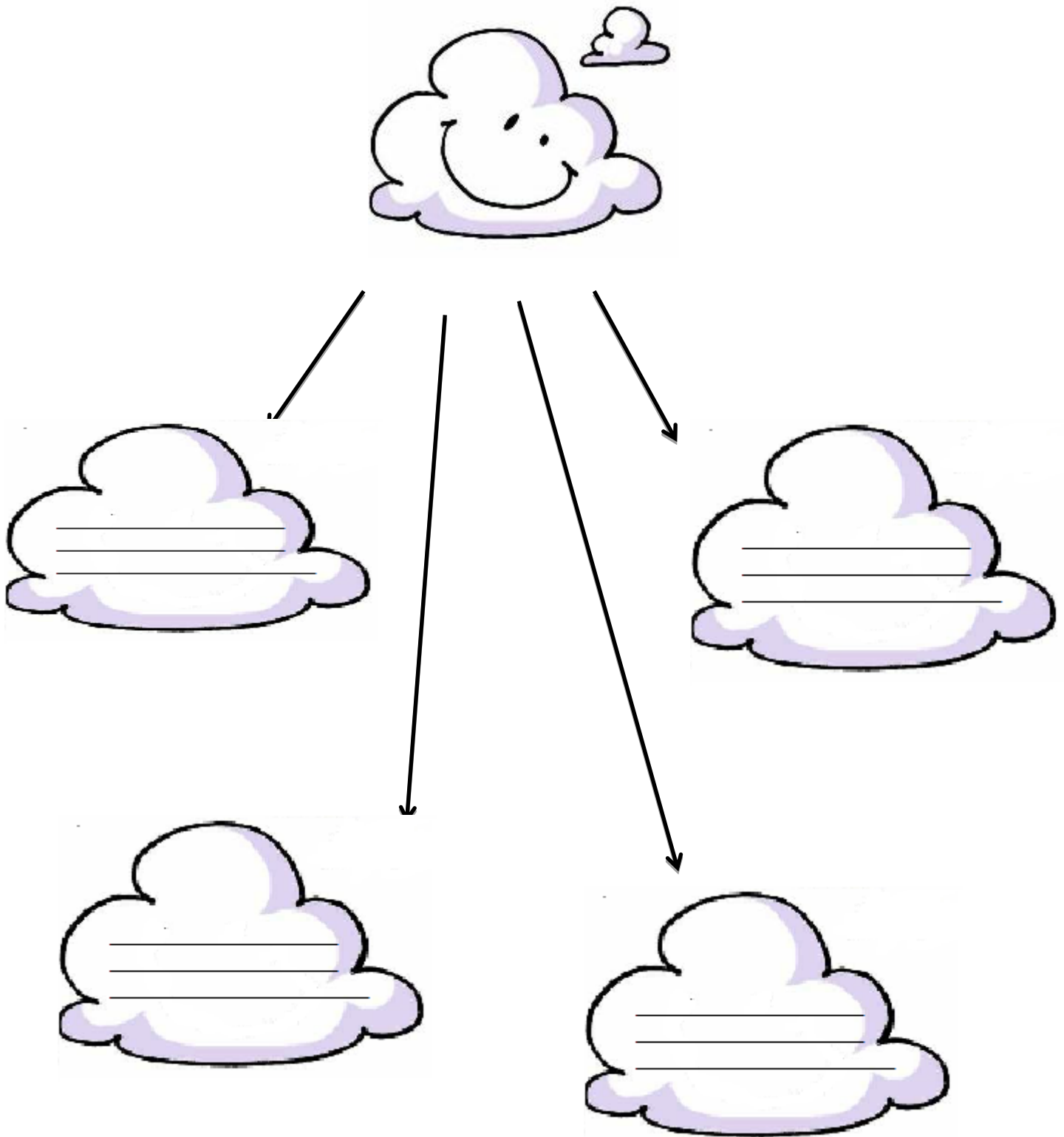
My friends (of my age)

My friends (adults)

Others



“My Warm Fuzzies” exercise sheet



Examples of Warm Fuzzies



Kind words
Hugs and kisses
Have my hair combed
Thoughtful gestures
Small surprises
Take a bubble bath
A massage
Prepare my favorite meal
Small gifts
Go to the movies
Play sports with my family
Go shopping
Play outside
Go to the restaurant
Get help with my homework
Watch television
Family reunions
Go on a trip
Go in the woods
Go hunting or fishing
Attend a Pow-Wow

Exercise sheet : « The little beaver »

Following the viewing of the « Little beaver » episode, please answer the following questions:

Questions	Answers
1. What are the residents of Clairefontaine experiencing?	
2. Who was the person with violent behaviour?	
3. Who are the victims?	
4. What are the forms of violence you noticed?	
5. Give examples from the movie.	
6. What feelings did the residents of Clairefontaine experience?	
7. What solutions were used and how do the residents feel?	
8. What are the solutions you could have used?	
9. What stands out the most for you or what did you learn from the movie?	
10. If you are exposed to violence, what can you do? What can your parents do?	