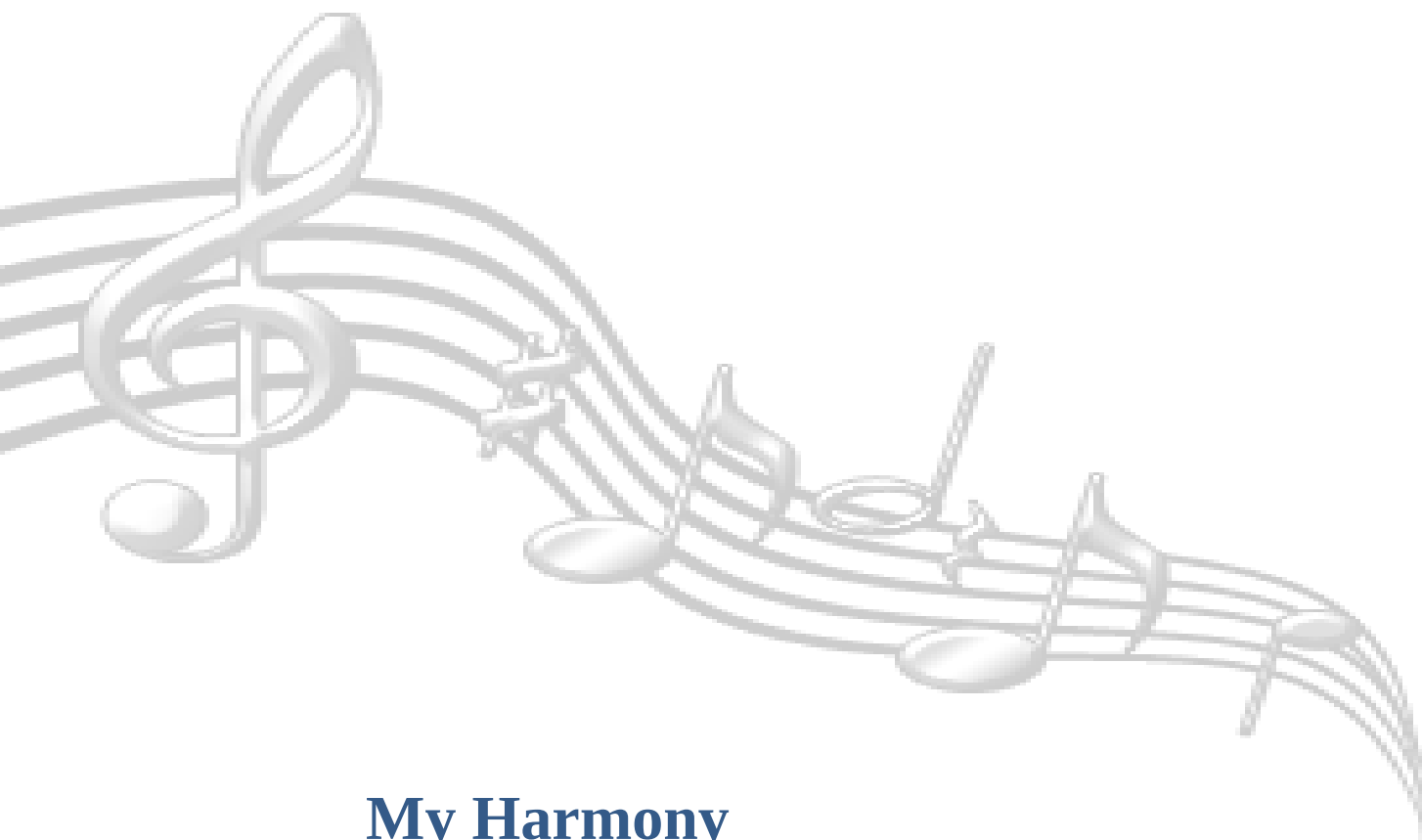




My Harmony

Therapy group activities for
children victims of family violence



Facilitator's Guide

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Fourth Edition

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Members of the first committee on family violence issues

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Collaboration of co-facilitators

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In this text, use of the masculine is generic and applies to both men and woman.

Parts of this document are from various authors. We use extracts to draw inspiration to devise our activities and create appendices. We quote the author in a footnote and at the end in the bibliography in order to respect copyright. These extracts are used to complement this facilitator's guide.

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- ✓ Proposed activities
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 - 🎵 “Share and Celebrate” moment **(30 min)**
- ✓ End of the group

RUNNING OF GROUP MEETINGS

All group meetings are run in the same way:

-  **Welcome:** This time is taken to greet the children and welcome them. It is also used to observe the children's mood (sad, upset, annoyed, frustrated, etc.) for receiving and giving, as well as sharing with the group. The facilitators can discuss day-to-day matters with the children to create or recreate an atmosphere of trust and sharing.
-  **Review of what has been learned:** Review the concepts covered in previous workshops.
-  **Specific objectives of the meeting or workshop:** Reminder of the objectives to ensure that each child can identify what he will learn during the workshop.
-  **Activities related to the meeting or workshop:** Individual or group activity before or after brief theoretical contents.
-  **Snack:** This is an opportunity to encourage learning how to make efforts to prevent conflicts. Children select their snack while taking the choice of others into account.
-  **End of the meeting or workshop:** This period is used to assess the day, review what has been learned, as well as verify the children's mind-set at the end of the session. An intervention may be required. The facilitator also takes the time to specify the date of the next meeting and what will be discussed. The facilitators thank the children for attending and for the quality of their participation.

DEFINITION / QUOTATIONS

“Violence is a means of control and power, which consists in one believing that he is allowed to impose his will and wishes on others using verbal or physical coercion . . . Violence has an adverse effect on the development of the other person, young or adult, by compromising his physical, emotional or sexual integrity.”¹

[Translation]



“At the end of the day, violence never really solves any problems . . . it just creates new ones.”

Author unknown

“Child abuse casts a shadow the length of a lifetime.”

Herbert Ward

¹ Les Centres jeunesse de l’Outaouais. (2007). *Programmation clinique intégrée*. (p. 17)

INTRODUCTION

PROFILE OF THE *MY HARMONY* THERAPY GROUP

INTRODUCTION

At one time, *My Harmony* group was called *My Heritage*. Created to address the needs of children in our region who witnessed spousal violence and were served by the CLSC (local community service centres) and the *Centres jeunesse de l'Outaouais* (CJO), *My Heritage* was given for several years.

Then, between 2005 and 2007, the CJO initiated a consultation process involving caseworkers. After intensive work by committees, the CJO were able to identify, on the one hand, the specific needs of children and teenagers, and on the other hand, the gaps between those needs and practice. As a result, the CJO developed their own clinical programming with respect to problems related to abandonment, neglect, violence and behaviour disorders. This also led to the implementation of various therapy groups to meet the needs of these children and teenagers.

In order to address the needs of children who have been victims of family violence, *My Harmony* group was developed based on the theoretical content of *My Heritage* group.

OVERALL OBJECTIVE

The child **knows and understands the concepts of violence and identifies appropriate protection mechanisms.**

Children are led to

-  Demystify violence.
-  Become aware that violence is unacceptable and that abusive behaviour lies with the perpetrator.
-  Identify appropriate protection scenarios in case of emergency or conflict.
-  Encourage the recognition and expression of feelings.
-  Strengthen their self-esteem and their assertiveness.
-  Try out conflict resolution methods.

SPECIFIC OBJECTIVES

More precisely, these are the objectives pursued through the workshops:

-  The child knows that he is not the only one living in a situation of violence because he meets other children in the same situation.
-  The child can identify some feelings, namely that anger is a “normal” feeling.
-  The child can express his feelings.
-  The child learns to express his anger in a “socially acceptable” way.
-  The child identifies his strengths and his qualities.
-  The child can define physical violence and verbal abuse.
-  The child can identify situations where he experienced physical and verbal abuse.
-  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 knows that he is not to blame for the violence experienced.
-  The child identifies a person or persons 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 sources of well-being for him.
-  The child identifies his support network.
-  The child explains to his parent the concepts learned during *My Harmony* group.
-  The parent allows his child to talk about the violence experienced and sees what he has learned.

COMPOSITION OF THE GROUP

Children participating in the *My Harmony* group are users of the *Centre jeunesse de l'Outaouais* (CJO), monitored under the Youth Protection Act. The group is geared towards children, boys and girls, between the ages of 6 and 12, who are or have been victims of violence. In addition to the age, there are **four inclusion criteria** allowing children to participate in the group, namely:

-  The child recognizes being a victim of violence.
-  One or both parents acknowledge the presence of family violence.
-  One or both parents allow the child to talk about his experience of violence (breaking the silence surrounding his story of violence).
-  One or both parents attend two gatherings: the pre-group meeting and the “Share and Celebrate” moment at the last workshop. If parents cannot attend, foster parents or any other significant person can accompany the child at these gatherings.

Generally, a group is composed of **six to eight children**. It is a closed group (no child can join after the first workshop). Groups are set up according to age proximity, i.e., 6-9 years old and 10-12 years old, in order to consider the children's development needs.

It is also recommended to place siblings in different groups so that each child can talk freely about his experience of violence (violence is perceived and handled differently) and have his own space to enjoy his group experience to the fullest.

FACILITATION TYPE

Facilitation “can be defined as the art, by two individuals in the same field or with different but complementary training, to share facilitation of a group. It is a planned method of intervention that is appropriate to the needs of the members of the group and which is applied throughout the process and updated in various practical settings.” *[Translation]* (Turcotte & Lindsay, 2001, p. 217)

My Harmony group was set up with the needs and the reality of children in mind. Therefore, the facilitation model is adaptable. We propose **two types of facilitation**, which have proven effective over time.

- 🌐 Type 1: Facilitation of a pre-group meeting in the evening with the children and at least one of their parents. If the parents cannot attend, foster parents or any other significant person can accompany the child. This meeting will last approximately one hour and a half. Afterwards, facilitation of workshops is done in blocks over three intensive days, as shown in the table below. These days will last four hours and half, including lunch. We suggest that you choose professional development days in the school calendar, so that children do not miss school.

THEME	WORKSHOP
Pre-group meeting	In the evening, lasting one hour and a half
Expressing feelings and being self-assertive	Workshop 1 Workshop 2 Workshop 3
Violence	Workshop 4 Workshop 5
Protection scenarios	Workshop 6 Workshop 7 Workshop 8 Workshop 9 “Share and Celebrate” meeting

- 🌐 Type 2: Facilitation of 10 meetings lasting one hour and a half each, i.e., one workshop per meeting. They can take place at the end of the day or in the evening. This type of facilitation is more appropriate for children between the ages of 10 and 12.

Two individuals facilitate the *My Harmony* group. The facilitators are responsible for the process and atmosphere. As a result, they must ensure they create an atmosphere conducive to dialogue where the children will feel safe and confident. Violence being a sensitive topic to discuss; it is appropriate to respect the children’s rhythm when they tell their story of violence. Facilitators must encourage the children to verbalize the violence they experienced, without rushing them. Facilitators must also position themselves with respect to the fact that violence is unacceptable, and that it is the words or the actions of the abuser that we disapprove. No judgement is passed on

one or both parents. Facilitators ensure they improve the children's self-esteem with a positive look and a sensitive attitude towards their strengths.

Co-facilitation is also essential in groups of children for security reasons. For example, one facilitator stays with the group of children when the other has to leave to accompany a child in crisis or a child who needs to go to the washroom.

In addition, the presence of two facilitators energizes the children's learning. It may serve, in certain cases, as positive "role models" for the children when it comes to sharing, communicating, resolving conflicts, etc. This aspect takes on its full meaning with children victims of violence; the facilitators provide an effective model for the use of nonviolent strategies allowing children to develop their decision-making and conflict resolution skills.

WORKSHOP AGENDA

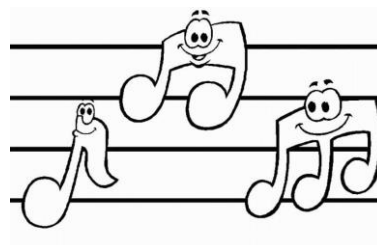
As indicated in this guide, facilitation of the workshops is as follows: welcome, review of what has been learned, reminder of the specific objectives of the meeting, new activities related to the subjects discussed and end of the meeting. Children also get a snack.

After each of the workshops, the facilitators discuss their observations, the way the activities were carried out and any adjustments to be made for the next meeting. They also qualify the participation of each child by identifying what he has learned, what he has not learned as well, what was his state of mind during the activities, etc. The child's caseworker then gets this information, so he can follow up during his individual meetings with the youngster and his family.

BASIC FACILITATION MATERIALS

Here is a list of items required at each of the workshops. This list constitutes the basic facilitation materials. Specific materials required for a given workshop will be identified, if necessary.

- ☒ Lead pencils, colour pencils and felt pens
- ☒ Pens
- ☒ Pencil sharpener and scissors
- ☒ Reusable adhesive
- ☒ White liquid glue and glue sticks
- ☒ White sheets
- ☒ Flipchart with markers
- ☒ Radio (to listen to pre-selected music)
- ☒ Participant's workbook (one Duo-Tang cover per child)
- ☒ Snacks and cleaning supplies (napkins, dishcloth to clean the tables, etc.)



CONCEPTUAL MODEL

The *My Harmony* group is based on the ideology of the feminist model, which considers that acts of violence are expressions of power. Violence is defined as a social problem, rather than an individual problem. According to Normandeau, Damant & Rinfret-Raynor (2004), three vulnerability factors must be considered:

- 🎭 **Lack of information:** Children in general don't know much about the violence to which they can be subjected, the people who can abuse them, their rights and the resources available to help them.
- 🎭 **Dependence:** Children's dependence on adults is an inherent characteristic of being a child. Children depend on adults to meet their physical, psychological, emotional and economic needs. In addition to these needs, children learn that they have to rely on adults to solve their problems, and that they must obey them.
- 🎭 **Social isolation:** Children victims of violence feel alone and hide their secret. The child does not know who to talk to, when violence occurs in the family. He is often in denial, a strategy that allows him to cope with this stressful situation. "Children come to believe that it is risky to admit there is violence and to say it exists and choose to remain silent rather than undermine the family unit and feel guilty."² [Translation]

Intervening according to a feminist ideology means that actions must be taken to make the children aware of violence, help them identify the appropriate protection mechanisms, strengthen their self-esteem, and teach them to talk to trusted adults and that help resources are available to them.

² Côté, Delisle & Le May. (2004). (p. 8)

DESCRIPTION OF THE WORKSHOPS CORRESPONDING TO EACH THEME



The pre-group meeting is an essential step in the *My Harmony* group. Child participants can be accompanied by their parents, foster parents or any other significant person. We encourage parents to attend. The **purpose** of this meeting is to **allow children and parents to get to know the facilitators and the other participants**. We also want to bring up what they all have in common: the violence to which they were exposed. Children need to hear that they have their parent's permission to talk about this violence.

Our aim is also to reassure the children and parents regarding their participation in the group. For this reason, time is taken to visit the premises (reception area, agora, group's meeting place, washrooms, etc.).

SPECIFIC OBJECTIVES

- 🎵 The child knows that he is not the only one living in a situation of violence because he meets other children in the same situation.
- 🎵 The child and his parents familiarize themselves with the premises.
- 🎵 The child states the reason for being in the group, i.e., family violence.
- 🎵 One or both parents give the child permission to talk about his story of violence.

FACILITATION MATERIALS

- ☒ Coloured card stock
- ☒ One dice
- ☒ Assorted pictures
- ☒ “My qualities” poster
- ☒ “My qualities” exercise sheet
- ☒ One small box
- ☒ Decorative stickers for the participant’s workbook
- ☒ Parental consent for the parent

AGENDA

Welcome³

During this time, in addition to welcoming the children and their parents, as explained earlier, the facilitators will take the time to introduce themselves (name, role, number of years with the CJO, what he likes about facilitating the group, etc.) and thank everyone for attending. Children and parents will also be invited, in turn, to introduce themselves. They will be given card stock and markers to write their first name.

Specific objectives for this meeting

Reminder of the objectives: It is important to remember that this is the facilitator’s first opportunity to establish contact with the children and their parents. Therefore, it is essential to be sensitive to their situation. We suggest that you summarize the objectives in your own words rather than read them, e.g., “*We are here today to meet and get to know each other better. We will try to understand what **My Harmony** group is and what brings us together. We suggest starting with an icebreaker activity to learn more about each other.*”

One facilitator begins one of the proposed icebreakers.



³ Since the welcome ritual is always the same, details of this activity will not be repeated in the following pages. See p. 7 for more information.

Icebreaker no. 1 – Dice game (15 minutes)

Beforehand, the facilitator has written six questions on a flipchart. These questions are based on the children's and their parents' likes and interests. For example, what is your favorite dish – your favorite colour – your idol – your favorite animal –the activity you like the most – your wildest dream? and so on. The facilitator ensures the questions are numbered from 1 to 6. Then, children and parents will, in turn, throw the dice and answer the question corresponding to the number rolled. Facilitators are also encouraged to participate in this activity.

Icebreaker no. 2 – Picture Library (15 minutes)

The facilitator places a variety of pictures on a table or in a spot where children and parents can see them. He asks each participant to choose a picture that represents him. Then, in turn, the participants show their picture and explain why it was chosen. Facilitators are also encouraged to participate in this activity.

Proposed activities

 Discussion on the purpose of the group and the objectives pursued

- Invite the children to explain their reasons for participating in the *My Harmony* group. Ask what they know about the group, and if they can name what they have in common. We want the word “violence” to be said.
- The facilitator explains the objectives pursued by the group. He makes connections to earlier comments by the children, if necessary. He asks if the children or parents have questions and ensures they get answers.
- He also takes the time to point out to the parents that they have a major role to play in the group: that of allowing their child to participate fully in the group and talk about his story of violence. We specify that we want to equip the children with information on the concepts of violence and help them identify appropriate protection mechanisms. To that end, parents receive a participation consent form, which is signed in front of the child.
- He then continues with the meaning of the word “harmony.” He asks the children if they know this word and what it means to them. [Harmony is the pleasant combination](#)

of different notes of music played at the same time. Outside the musical world, the word harmony means “peaceable or friendly relations,” “agreement” among people. Consequently, the group’s aim is to get us to develop concepts, tools and ways to be in harmony with those around us.

🎵 “My qualities” game



- The facilitator asks the children to explain what a quality is and to give examples.
- Hand out the “My qualities” exercise sheet. Each child is invited, with the help of his parent, to complete the sheet by indicating three qualities and one physical characteristic that represent him (clue to identify him). “My qualities” poster is up on the wall. The children can use it to identify their qualities.
- Afterwards, each child folds his sheet and places it in a box. The facilitator then randomly picks a sheet and reads out loud the qualities written and the physical characteristic identified. The children try to guess which child it is. The facilitator continues until all the exercise sheets have been read.
- Then, ask the children what they learned from this activity. Listen to the children’s answers, while ensuring that the following message is conveyed: sometimes violence hides our qualities, but they are always there.
- The exercise sheet is placed in the participant’s workbook.

🎵 Parent-child activity : decorating the participant’s workbook



- The facilitator gives a Duo-Tang cover to each child and invites him to give it a personal touch.
- With his parent’s help, the child writes his first name in his workbook and decorates it with the materials provided by the facilitator (colour pencils, decorative stickers, etc.).
- Once the child is done, the facilitator collects the workbook, which will be used during the next group meetings.

End of the meeting⁴

⁴ Since the end of the meeting ritual is always the same, details of this activity will not be repeated in the following pages. See p. 7 for more information.

“My qualities” exercise sheet



- 3 qualities
- 1 noticeable thing
(glasses, ponytail, hair
colour, etc.)

Name: _____

The qualities

-A- - Accommodating - Active - Adventurous - Ambitious - Amusing - Artistic - Athletic - Attentive -B- - Bold - Brave - Bright - Brilliant -C- - Calm - Careful - Caring - Cautious - Charming - Cheerful - Clever - Comical - Conscientious - Considerate - Courageous - Creative - Curious - Cute -D- - Determined - Dedicated - Dependable - Discreet - Dynamic -E- - Energetic - Expressive -F- - Fair - Fearless - Flexible - Frank - Friendly - Funny	-G- - Generous - Gentle - Good - Good-looking - Graceful -H- - Happy - Hard-working - Helpful - High-spirited - Honest - Humble - Humorous -I- - Independent - Individualistic - Industrious - Impulsive - Ingenious - Intelligent - Inventive -J- - Jolly -K- - Kind -L- - Likeable - Lively - Logical - Loyal -M- - Methodical - Meticulous - Mischievous -N- - Nice -O- - Observant - Optimistic - Open - Original - Outgoing -P- - Patient - Persevering - Persistent - Petty	- Pleasant - Polite - Positive - Punctual -Q- - Quick - Quiet -R- - Receptive - Reliable - Reserved - Resourceful - Respectful - Responsible -S- - Sensitive - Serious - Sharp - Sincere - Skilful - Sly - Strong -T- - Talented - Thorough - Thoughtful - Tidy - Tolerant -U- - Unique -V- - Visual -W- - Warm - Well-behaved - Whimsical - Wise
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OVERALL OBJECTIVE

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

CONCEPTUAL FRAMEWORKS

In addition to using the feminist ideology as its overall framework, some of the themes covered in the *My Harmony* group workshops refer to other theoretical concepts. The first theme deals with the expression of feelings and self-assertiveness. Therefore, the conceptual framework used is **self-esteem**.

Self-esteem is defined as a person's overall sense of self-worth or the favourable opinion one has of oneself. Self-worth depends on how confident a human being is in his effectiveness and value. This basic confidence rests upon the successes and failures related to what has been learned; therefore, on the feeling of personal effectiveness of the child.⁵ [Translation]

By drawing on protective factor analyses carried out among children experiencing difficult life situations (extreme poverty, death of their parents, divorce, war, etc.), certain factors were identified as potentially influential for children affected by violence. Self-esteem is one of the factors widely known for its significant influence in studies on resilient children.

When it comes to expressing feelings as they relate to violence to which children have been subjected, we also take into account the social learning theory (Bandura, 1973, 1977), which

⁵ Legendre, R. (1993). *Dictionnaire actuel de l'éducation*.

proposes that learning violent behaviour occurs through observation and imitation of role models. These behaviour patterns are then repeated in relationships with others (Fernet, 2005).

That way, a child exposed to family violence, whether it is directed at him or taking place between his parents, learns to use violence as a way of expressing himself, managing issues and relating to others (Wekerle & Wolfe, 1999). In addition, this child becomes more tolerant of such behaviours (Fernet, 2005). [Translation]



SPECIFIC OBJECTIVES

- 🎵 The child can identify his feelings, namely that anger is a “normal” feeling.
- 🎵 The child can express his feelings.

FACILITATION MATERIALS

- ☒ “Rules of the group” poster⁶
- ☒ “Musical staff” poster
- ☒ “Conductor” decals
- ☒ Musical note decals
- ☒ “Definition of a feeling” poster
- ☒ “Mr. and Mrs. Feelings” poster
- ☒ Card stock with pictures representing feelings
- ☒ Feelings wheel
- ☒ Yellow, red, blue and white card stock

AGENDA

Welcome

Review of what has been learned: Review the concepts covered in the last meeting. Among other things, draw attention to the purpose and the objectives of the group, the definition of a harmony, the definition of a quality and some examples.

Objectives of the meeting: Reminder of the objectives.

⁶ The “Rules of the group” poster, the musical staff and the musical note decals will be required at each workshop.

Proposed activities



My Harmony group rules

- The facilitator repeats the definition of a harmony and goes on to say that over the course of the meetings we will work on building our harmony. To succeed – all must do their part.
- He then asks the children how we can get the group to function well and ensure everyone participates. He listens to their answers and depending on what they say, shows the rules listed on the poster intended for that purpose.
- The facilitator then gives a picture of a conductor to each of the children. He asks them what a conductor is and what role he plays. He explains that **a conductor is a musician in charge of coordinating a group of musical performers. His role is to lead.** The facilitator explains that we are all responsible for the proper functioning of the group. We are all conductors responsible for the creation of our harmony.
- To show his commitment, the child writes his name on his conductor (or the name of his favorite musical instrument) and sticks it under the musical staff.
- The facilitator then explains that we will stick musical notes on the staff to create our harmony. A musical note will be given to a child that participated well (made efforts, worked carefully, etc.) in an activity and this will be decided by the group.⁷ That way, when the group ends, we will have created “Our Harmony.”



Mr. and Mrs. Feelings

- The facilitator starts the activity with a riddle. He tries, with questions, to get the children to guess the theme of the activity, which is **feelings or emotions**. For example, he can give the following clues: everybody has them, sometimes it makes us scream, at other times it makes us smile, jump or dance, and even cry. **What am I?**
- Afterwards, the facilitator asks the children to explain what a feeling is. **Feeling is a word used to say how we feel inside ourselves.** Check the meaning on the “Definition of a feeling” poster on the wall.

⁷ Creating the harmony by giving a musical note at the end of each activity is an opportunity to give the chosen child positive reinforcement, It is also an opportunity for the children to develop their decision-making and conflict resolution skills.

- Ask the children to identify the **four basic feelings** – happiness, anger, sadness and fear – a person can experience. Stick the pictures of Mr. and Mrs. Feelings on the poster as they are identified. If the children suggest synonyms, congratulate them and indicate they are right, it is a feeling, but its degree of happiness, anger, sadness or fear is different (more or less intense). Add to the discussion by indicating that it is important to focus on the feeling experienced and its degree of intensity inside ourselves.
- Then, invite the children to play a mime game where they pick a card with the description of a feeling (in word and in picture). Each child takes his turn miming the feeling he chose while the others try to identify it.
- At the end of the activity⁸, the players decide, by consensus, the child with the best participation. He places his note on the musical staff. The children and the facilitators can decide to give the musical note to more than one child or to the whole group.



The feelings wheel



- The facilitator tells the children that the proposed activity is called “The feelings wheel.” He reminds them that the four basic feelings are happiness, anger, sadness and fear.
- He sets out four sheets of coloured card stock (yellow, red, blue and white) and asks the children to match the colours to the four basic feelings that were just mentioned. So, yellow is for happiness (like the sun that shines and makes us smile), red is for anger (like a volcano that explodes), blue is for sadness (like a tear) and white is for fear (like a ghost).
- The facilitator then asks the children to identify situations where they experience these feelings. In my family, it’s **yellow** when . . . In my family, it’s **red** when . . . In my family, it’s **blue** when . . . In my family, it’s **white** when . . .
- End of the activity: Presentation of the musical note

⁸ Since the end of the activity ritual is always the same, details will not be repeated in the following pages. See p. 7.



Crescendo of feelings

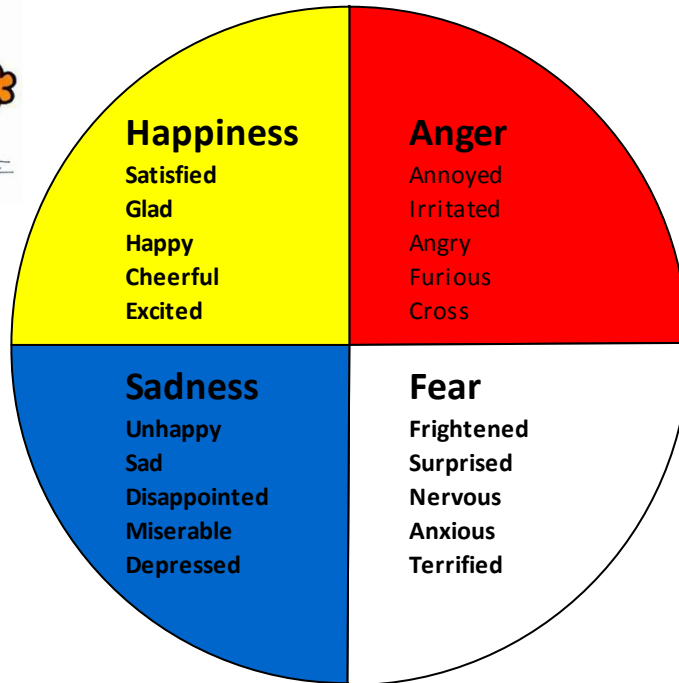


- Ask the children if it is “normal” to experience feelings. Ensure that you explain to them that all feelings are good and important to experience and that is normal to have them. We experience them in different ways because they are indicators of our needs (like an internal thermometer).
- You will then work with the children to identify synonyms that indicate the degree of intensity (more, less) of the basic feelings. For example, frightened is fear with a greater intensity. You will help the children expand their vocabulary, focus better on the feeling experienced and express their feelings more clearly.
- If you have time, ask the children to select a colour and explain a situation they went through that relates to the feeling they chose. In addition, ask them to specify the intensity of their feeling.
- End of the activity: Presentation of the musical note.

Snack

End of the workshop

Feelings Wheel





SPECIFIC OBJECTIVES

-  The child can identify some feelings, namely that anger is a “normal” feeling.
-  The child can express his feelings.
-  The child learns to express his anger in a “socially” acceptable way.

FACILITATION MATERIALS

- ☒ “Mr. and Mrs. Feelings” poster
- ☒ Feelings wheel
- ☒ Camera
- ☒ “*Le petit volcan* (the Little Volcano)” story
- ☒ “Like the Little Volcano . . .” exercise sheet
- ☒ Anger box
- ☒ “It’s all right to be angry” exercise sheet

AGENDA

Welcome

Review of what has been learned: Review the concepts covered in the last meeting. Among other things, draw attention to the group rules, the definition of a feeling, the four basic feelings and examples of each of these.



To energize and integrate the concepts related to feelings, we propose that a photography type activity be organized. Invite the children to pose as models and use their facial expression, body movement, etc., to represent on a picture the four basic feelings. The pictures taken will be given to each child at the end of the group.

Objectives of the meeting: Reminder of the objectives.

Proposed activities

🎵 The Little Volcano



- The facilitator reads the story *Le petit volcan* (the Little Volcano) by Josée Denise Cardinal.⁹ This story illustrates the range of feelings a person experiences when it comes to anger. It shows that the accumulation of frustrations (small bubbles inside) can lead to “exploding” which makes the person sad afterwards.
- Once the story has been read, pictures of the Little Volcano’s different feelings of anger are laid-out. Ask the children to place them in ascending order (crescendo of feelings, moving towards increasingly intense feelings).
- Afterwards, the facilitator hands out the “Like a Little Volcano . . .” exercise sheet. He invites the children to draw a situation where they experienced anger or write about it. They also indicate on the anger thermometer the degree of that feeling. The facilitator suggests to the children to choose a situation they want to use for the next activity, which is to get rid of a feeling of anger they have.
- A group discussion then follows.

🎵 The anger ritual



- The facilitator begins this activity by explaining to the children what a ritual is (symbolic gesture). The proposed activity is to carry out the anger ritual, which is to make a symbolic gesture to get rid of a feeling of anger we have.
- The facilitator shows the anger box to the children: a small red box with the picture of an angry face. This box has the power to collect the feelings of anger of young and old. Once these feelings are inside the box, they will stay there forever and are no longer in their hearts.

⁹ Cardinal, J. D. (2006). *Le petit volcan*. Québec: Production Dans la vraie vie.

- Invite the children to take their exercise sheet and fold it in four, fold it several times, crumple it or tear it, as they feel, and in turn, place it in the box, in silence.
- End of the activity: Presentation of the musical note.



Anger management exercise



- The facilitator reminds the children that all feelings are good and important to experience, even anger.
- Like the Little Volcano, we might have small bubbles inside. If we let these bubbles intensify, we might explode. When this happens, we sometimes say hurtful things or commit acts of violence. So, what can we do to have more control over these bubbles?
- The facilitator invites to children to share the means they currently use to manage their anger.
- Then, he hands out the “It’s all right to be angry” exercise sheet and asks the children to write down the means they use. There are a few examples on the sheet. Children are invited to discover a new means and write it down.
- End of the activity: Presentation of the musical note.

Snack

End of the workshop

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



SPECIFIC OBJECTIVES

-  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.



FACILITATION MATERIALS

- ☒ A radio with a variety of musical selections
- ☒ One large sheet of printing paper per child (to trace a life-size silhouette of the child).

AGENDA

Welcome

Review of what has been learned: Review the concepts covered in the last meeting. Among other things, recall the Little Volcano, the range of possible feelings associated with anger, the means to be used to manage our frustrations and anger.

To finalize the concepts covered in relation to feelings, we suggest organizing a musical activity. Get the children to listen to different musical selections: pop, rock, classical, Christmas song, nursery rhyme, etc. The children identify the feeling they experience while listening to the music and explain their choices.

Objectives of the meeting: Reminder of the objectives.



Proposed activity



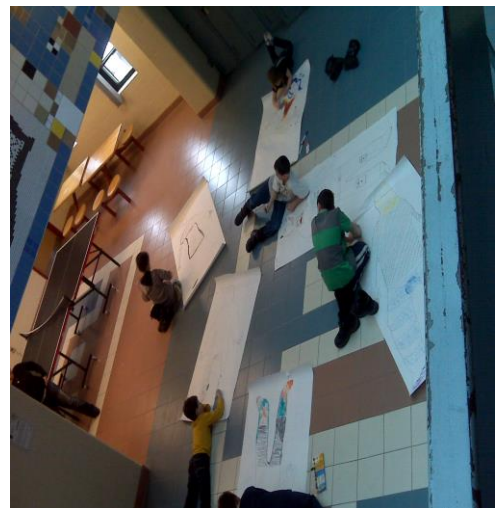
The silhouette

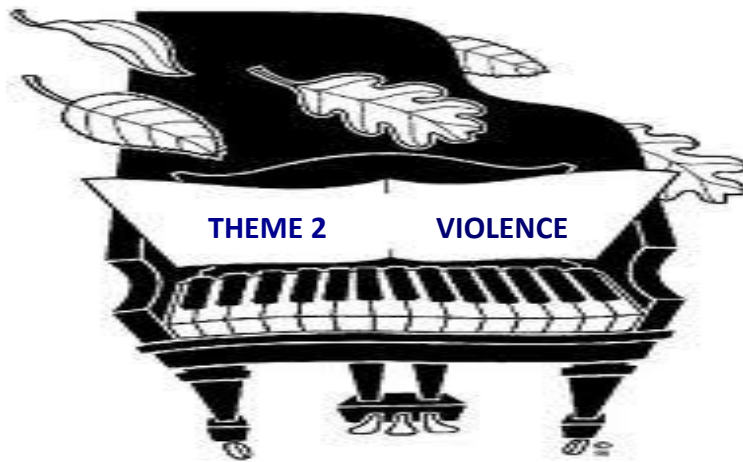


- The facilitator asks the children to find a partner (preferably someone of the same sex).
- He gives each of the children a large sheet of paper on which they will trace, with the help of their partner, the outline of their body, i.e., their silhouette.
- Once this is done, invite the children to add some colour to their silhouette. It is an invitation to “showcase” themselves.
- When all the silhouettes have been coloured, take a tour to admire them.
- During this tour, the children write qualities on their peers’ silhouettes. The facilitators also write qualities on the children’s silhouettes.
- The child also writes a quality on his own silhouette, one that hasn’t been mentioned.
- In turn, each child presents his silhouette and the qualities he has been given.
- The facilitator congratulates all the children for having so many beautiful qualities. He provides positive reinforcement so that the children feel valued.
- The children’s silhouettes are kept for display at the “Share and Celebrate” meeting (the last workshop).
- End of the activity: Presentation of the musical note.

Snack

End of the workshop





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.

CONCEPTUAL FRAMEWORK

The second theme deals with violence. To define violence and better understand its dynamics, the concepts of the feminist ideology are used as the conceptual framework.

The basis of the feminist model is that spousal violence stems from the power imbalance between men and women in our patriarchal society. This violence maintains this unequal relationship. According to this ideology, acts of violence against children bring us to consider these acts as expressions of power (see p. 15).

Thanks to the feminist movement, there has been much research regarding women bringing to light the different forms of violence they can experience and the cycle of violence they face. Since then, when it comes to violence, we refer to this typology of forms of violence, as well as to the cycle of violence as means of intervention. This also applies to children who are affected by family violence.



WORKSHOP 4 – DEFINITION AND FORMS OF VIOLENCE

SPECIFIC OBJECTIVES

-  The child can define physical violence and verbal abuse.
-  The child can identify situations where he experienced physical and verbal abuse.

FACILITATION MATERIALS

- ☒ “Definition of violence” poster
- ☒ “There are actions that harm our body” and “There are words that hurt our heart” posters
- ☒ Pictures of situations representing different types of violence
- ☒ “Violence for you . . .” exercise sheet

AGENDA

Welcome

Review of what has been learned: Review all of the concepts covered.

Objectives of the meeting: Reminder of the objectives.

Proposed activities



Definition of violence



- The facilitator asks the children what violence means to them. The children take turns answering.
- Then, he asks between which people violence can happen (between who and who). We are trying here to bring out violence between a child and his parent (father or mother), his parents, friends, adults, etc.

- He moves on to the places where violence can happen (at home, at school, at the park, on the computer, etc.).
- The goal is to get an extensive list of situations of violence.
- The facilitator then shows the definition of violence using the poster intended for that purpose. He can ask the children to read the definition out loud with him.

Definition of violence

The expression “violence against children” refers to violence that harms our body and hurts our heart. It is the mistreatment a child can experience while being under the care of a responsible person or someone he is dependent upon. Violence can take place anywhere.

Forms of violence



- Based on the examples they have mentioned and the definition they have read, the facilitator asks the children to identify the types of violence that exist. We are trying to bring out verbal abuse (words) and physical violence (actions). We only talk of verbal (and psychological) and physical abuse in order to simplify the concepts for the children. We can refer to psychological abuse by telling the children that it is similar to verbal abuse, that it accompanies other forms of violence and happens repeatedly. Another example would be bullying, a situation of violence explained to children in schools.



- The facilitator shows the two posters on the forms of violence: “There are actions that harm our body” and “There are words that hurt our heart.”
- Ask the children to give a few examples for each of the posters.
- The facilitator then shows pictures of situations (see the table on the following page for some of the examples used) that the children identify as harming the body or hurting the heart. These situations are matched to the proper form of violence.
- During this activity, the facilitator draws attention to family violence and insists on the fact that children are not to blame for violence between a parent and his child, in fact abusive behaviour lies with the perpetrator.



- Afterwards, the facilitator hands out the “Violence for you . . .” exercise sheet. He invites the children to write their definition of violence and to draw a situation of violence they experienced or write about it.
- Then, the children share their answers with the group. Each child explains his situation and identifies the form of violence experienced.
- End of the activity: Presentation of the musical note.

Snack

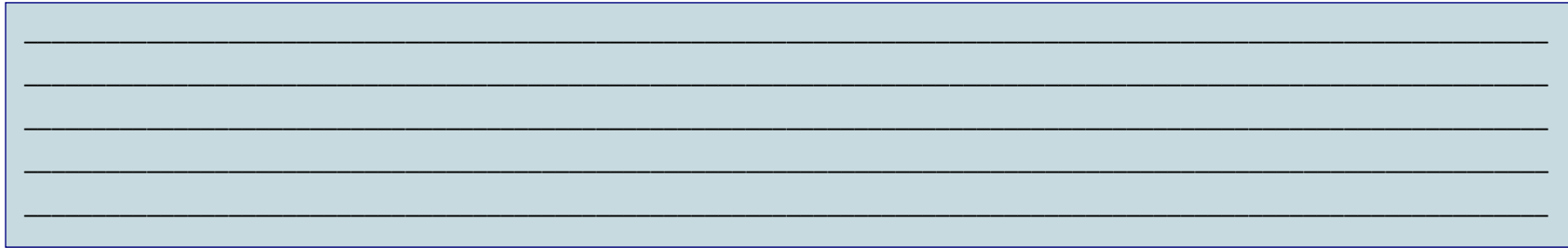
End of the workshop

“There are words that hurt our heart” and “There are actions that harm our body”

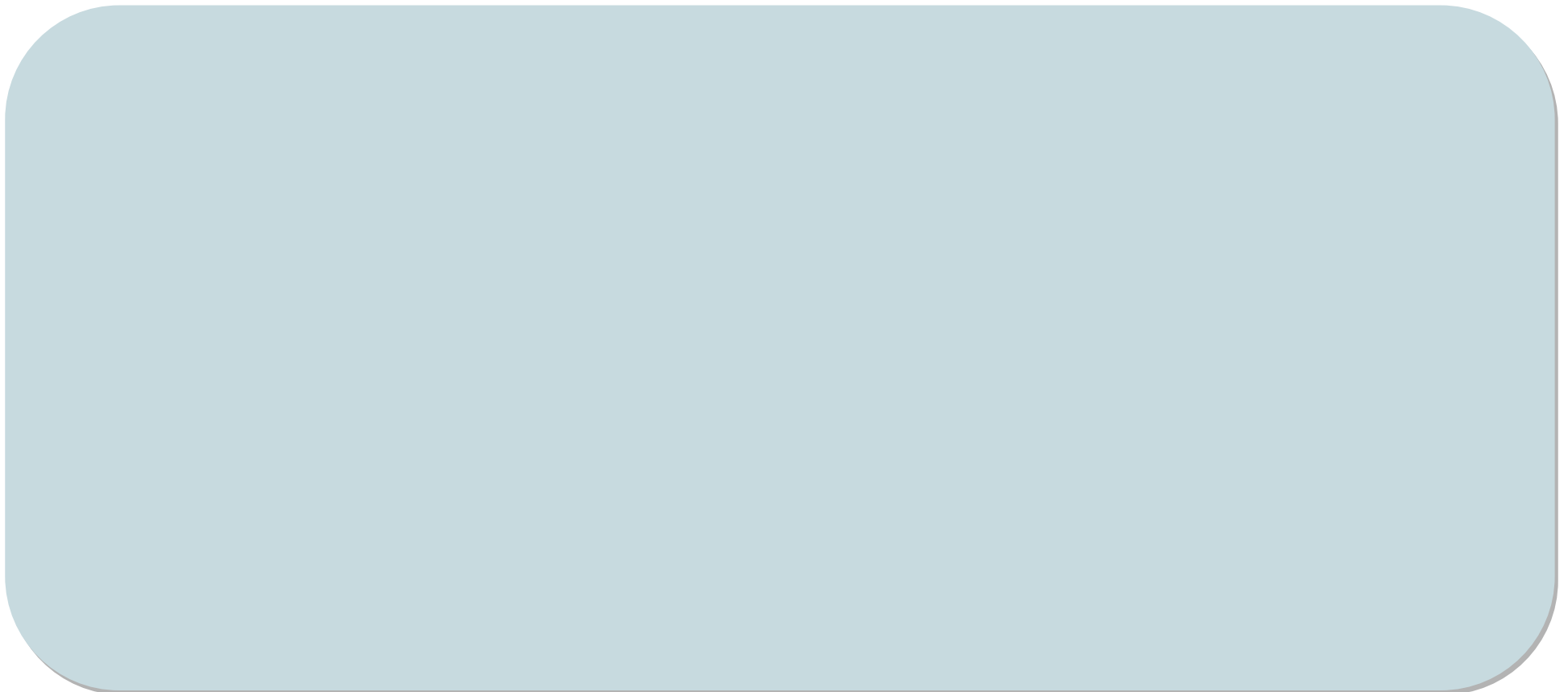
Verbal and psychological abuse	Physical violence
There is verbal and psychological abuse when someone says hurtful words to you. This violence hurts you because it attacks you as a person. Examples: You are ignored, threatened by being told that the police or someone else will come and get you, not allowed to leave the house or see your friends, called nasty or stupid, told that you ruined his life, etc.	There is physical violence when someone harms your body and you are injured. Physical violence harms your body and hurts you psychologically. Examples: Hitting, punching, burning, shaking, kicking, pinching, etc.
	

“Violence for you . . .” exercise sheet

Write what violence means to you.



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





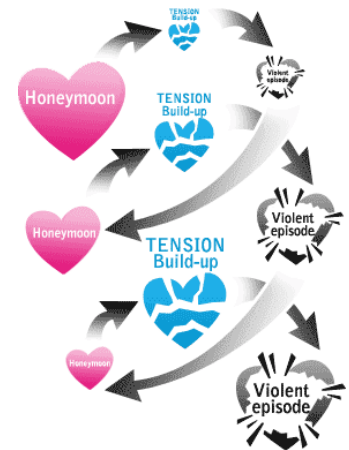
WORKSHOP 5 – THE CYCLE OF VIOLENCE

SPECIFIC OBJECTIVES

- 🎵 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.

FACILITATION MATERIALS

- ☒ Text on “The storm” (*La tempête*) from the book by Delisle, Côté and Le May¹⁰
- ☒ “Cycle of violence” sheet



AGENDA

Welcome

Review of what has been learned: Review of the concepts covered in the last meeting. Among other things, draw attention to the definition of violence, the forms of violence (verbal and physical), examples of verbal abuse and physical violence. In addition, take the time to remind the children that violence lies with the perpetrator.

Objectives of the meeting: Reminder of the objectives.

Proposed activities



The storm



- First, ask the children if they have ever spent time watching a storm. Ask them to explain what happens: how it starts, what happens next, how it ends.

¹⁰ Delisle, R. Côté, I. & Le May F. (2004). *Ensemble...On découvre : Guide d'intervention de groupe auprès des enfants exposés à la violence conjugale et de leurs mères*. Québec: CLSC Sainte-Foy-Sillery.

- The facilitator asks the children to define the warning signs of a storm (gray sky, clouds, wind, etc.).
- Then, point out that violence can be compared to a storm. Explain this analogy by reading “The storm” (*La tempête*) a text by Delisle, Côté and Le May.
- The facilitator reads the text titled “The storm.” The children and the facilitators mime the actions described.
- After reading the story, get feedback from the children by asking what they think of this analogy: Is it a good comparison? Does this kind of storm happen at home? If so, what kind of storm is it? How do we feel during these storms? and so on.



The cycle of violence



- The facilitator explains the cycle of violence to the children by making connections to the text on the storm (see box below). He shows them the picture of the cycle of violence.
- The facilitator continues the discussion by asking the children to explain how violence happens at home (before, now) while pointing at the picture of the cycle of violence.
- Then, he asks the children how it is possible to end the cycle of violence. He listens to their answers and gets them to say that it is important that they talk about it, don't feel responsible for it and don't accept violence. Invite the children to make a symbolic gesture to end the cycle of violence, i.e., draw a bolt of lightning through it and break it.
- End of the activity: Presentation of the musical note.

Escalation of violence

At first, there is tension. The wind gets up; the sky gets gray; the leaves rustle in the trees, and a few cold drops of rain start to fall. You can be ignored, looked at in a menacing way, intimidated or threatened. No matter how the other person goes about it, we know there is a storm brewing.

Explosion of violence

Then, there is the outbreak. The wind gets stronger and stronger; the sky is black, gloomy; we see lightning and hear thunder. You are scared; the storm is here. An argument breaks out. There are screams, insults and tears. The person you love, maybe your parent, can even be violent with you. You are scared and don't know what do. You feel lonely.

The storm calms down... the rain lets up, the thunder and lightning stop. You get a glimpse of sunshine. This is called the justification phase. There is less tension, but you are still scared. The other person regains his composure. He admits losing his temper, but manages to make you believe it is your fault. After all, you made him do it. You doubt yourself. This is completely false; the acts of violence are the responsibility of the violent person.

Honeymoon

Finally, the good weather comes back. The sky is blue; the sun is shining and the birds are signing. It is time for making promises. The violent person apologizes, swears not to do it again. He will do anything to be forgiven. You regain confidence in the other person and in your relationship. You hope that it was an isolated incident, which won't happen again. However, once the good weather is back, we know that another storm can happen.

The more the pattern repeats itself, the shorter the honeymoon periods, and the more tension will build up and violence will explode.

Snack**End of the workshop**

The Storm



I am walking in the forest.
It is warm.
The sun is shining.
The birds are signing.
I smell the wild flowers.
I feel good.
I am happy.
My heart is filled with joy.

I feel a gentle breeze on my face.
It cools me off
Branches kindly wave at me.
I am happy in my heart.



Suddenly, the wind starts blowing.
The clear blue sky turns to gray.
Dark clouds are approaching.
And with them, comes light rain.
I am still happy in my heart.

The wind blows harder and harder.
In the distance, I see flashes of lightning and hear
rumbles of thunder.
I am cold.
And, I am worried . . .



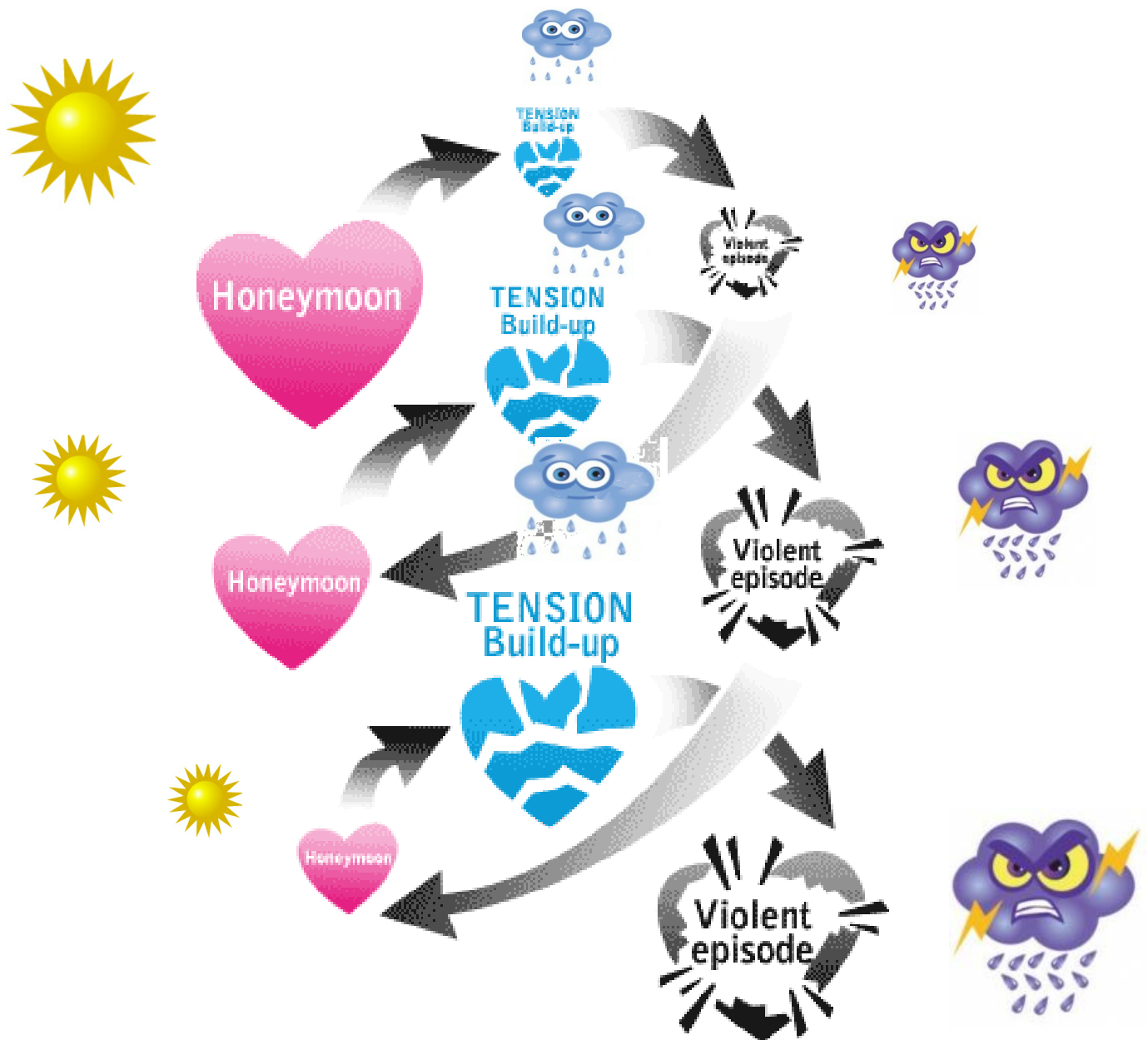
The rain comes pouring down and the wind blows
furiously.
Trees bend in every direction.
Their branches clashing together.
Lightning splits the sky.
Thunder rolls without interruption.
I take shelter.
I protect myself.
I am afraid in my heart . . .

Suddenly, things quiet down.
The birds sing.
The sun shines.
A rainbow appears in the distance.
I regain my peace of mind.
I feel safe in my heart.
I am happy, but . . .

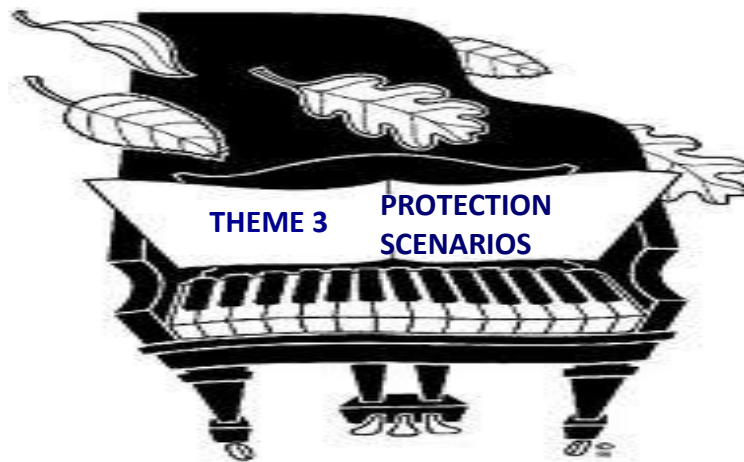
[Translation]



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.

CONCEPTUAL FRAMEWORK

The third theme deals with protection scenarios. The concepts relating to empowerment and resilience are used as the conceptual framework.

The concept of empowerment emerged in the United States in the 1980s. Authors agree that this concept is difficult to define. Because it is used in several fields of intervention and research, the definitions vary, as well as the terminology. This concept has many names: appropriation, self-empowerment, enablement or power to act. It seems that the concept of “power to act” proposed by Le Bossé (2003)¹¹ is the most widely used.

Sometimes seen as a goal, a process or an approach, empowerment generally defines itself as a process allowing individuals, families and communities to gain control over their lives (Ouellet et al., 2000)¹², i.e., to have more power to act, make decisions and have an influence over their lives and their environment. Empowerment is often linked to those who are victims of social

¹¹ Le Bossé, Y. (2003). De l'habilitation au pouvoir d'agir : vers une appréhension plus circonscrite de la notion d'empowerment. *Nouvelles pratiques sociales*, 16 (2), 30-51.

¹² Ouellet, F., René, J.-F., Durand, D., Dufour, R. & Garon, S. (2000). Intervention en soutien à l'empowerment. In Naître égaux – Grandir en santé. *Nouvelles pratiques sociales*, 13 (1), 85-102.

inequality. Consequently, its aim is to change society. Therefore, each individual, each community has the potential, the resources and the skills which can be used to improve their living conditions.

Empowerment is not a new approach; everyone applies it in their day-to-day living. To this end, Ninacs (2008)¹³ has identified three types of empowerment, which are:

- *Individual empowerment*: It consists of four basic components – participation, skills, self-esteem and critical consciousness. These components allow an individual to act according to his choices.
- *Community empowerment*: It refers to a process where the community can act according to its choices, while encouraging its members to develop this power. Participation, skills, communication and community capital are the components guiding this type of empowerment. Individual empowerment also contributes to the accomplishment of the latter.
- *Organizational empowerment*: Participation, skills, recognition and critical consciousness are part of its accomplishment. This is the level at which individual empowerment and community empowerment are achieved and act as leverage for change.

An approach based on empowerment proposes interesting avenues. Identifying appropriate protection scenarios allows children victims of violence to regain power over their lives and protect themselves. Regaining “power,” no matter to what extent, allows children to increase their feeling of self-efficacy and, consequently, contributes to the development of their resilience.

¹³ Ninacs, W. A. (2008). *Empowerment et intervention : Développement de la capacité d'agir et de la solidarité*. Québec: Presses de l'Université de Laval.



WORKSHOP 6 – PROTECTION SCENARIOS

SPECIFIC OBJECTIVES

-  The child knows and understands that he is not to blame for the violence experienced.
-  The child identifies a person or persons he can trust.
-  The child identifies one or more physical locations where he feels safe.

FACILITATION MATERIALS

- ☒ “When there is fighting at home” exercise sheet
- ☒ A telephone



AGENDA

Welcome

Review of what has been learned: Review the concepts covered at the last meeting. Among other things, recall the definition of violence, the forms of violence (verbal and physical), the storm and the cycle of violence.

Objectives of the meeting: Reminder of the objectives.

Proposed activities

My house plan



- First, it is important to specify that during this activity, facilitators interact with the children to get them to verbalize their story of violence and start preparing their protection scenarios.

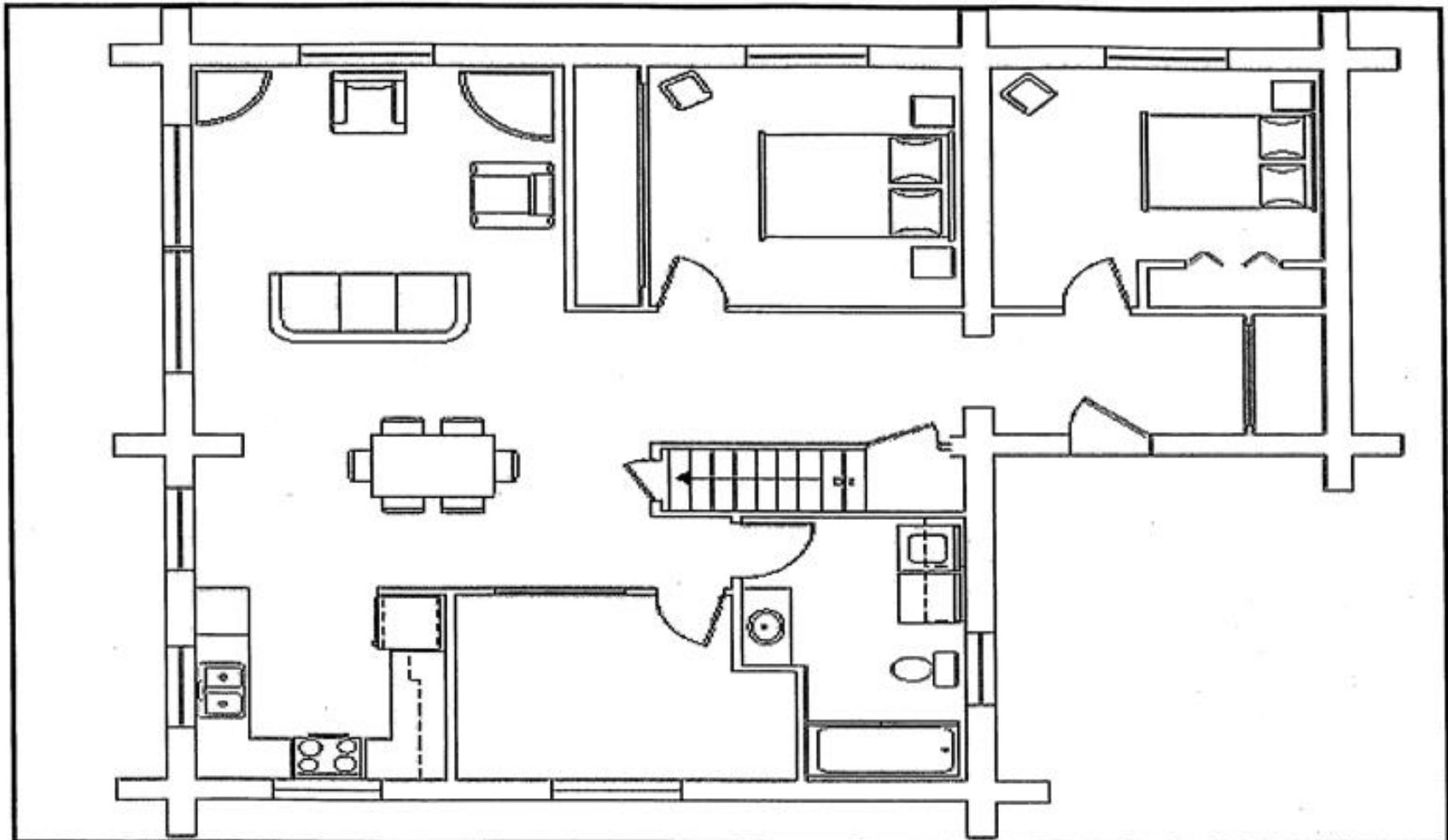
- Start the activity by handing out to each child a plan of his house. The facilitator gives the “When there is fighting at home” exercise sheet to each child. He explains that this is the plan of their house, and the exercise sheet must reflect the layout of their home. Together, look at the different rooms on the plan and ask the children if some are missing. If so, ask them to draw the missing rooms.
- Then, the facilitator asks the children to mark the rooms where there is violence (past or present) with a red “X.” Different questions can be asked: How was it? Tell me, who was there. How do we feel when there are conflicts or there is violence? and so on. Ask what they are afraid of (I am afraid that . . .) and ask them to write it down.
- Gradually move on to the identification of **protection scenarios**. The facilitator asks the children to identify a place in the house where they feel safe and to outline this place (or places) in **blue**. Ask the children how they feel when they are in these places. We can also look with them if there is another place where they would feel safe.
- The facilitator asks the children if there are phones in the house and in what rooms they are located. The children draw them on their house plan. Continue by asking if they know what 911 is and how to dial it. If needed, do a mock exercise with the children with a phone. Discuss the situations that could bring someone to call 911.
- Then, ask if they know the number of someone they can trust who could help them, if they are in danger. The children give the first name and telephone number of this person. They write this information on their house plan.
- Then, check if they know someone who lives nearby who could help them. Identify this person.
- The facilitator continues with the following questions and asks the children to write their answers on their house plan. What would I like to happen? What would I like to say (to the violent person, to the person who knows I am a victim)? What am I thinking? What am I hoping for? What am I dreaming of?

- At the end of the activity, we revise our house plan and the appropriate protection mechanisms identified. Ask the children to explain what they can do if they are in danger or if there are conflicts.
- End of the activity: Presentation of the musical note.

Snack

End of the workshop

When there is fighting at home





SPECIFIC OBJECTIVES

-  The child identifies actions to be taken in case of violence or conflict.
-  The child identifies his support network.

FACILITATION MATERIALS

- ☒ Good and bad solutions sheets
- ☒ “Good” and “bad” solutions poster boards
- ☒ “Good and bad solutions” exercise sheet
- ☒ “My marching band” exercise sheet

AGENDA

Welcome

Review of what has been learned: Review of the concept covered at the last meeting. Among other things, recall the children’s house plan and the protection mechanisms they identified.

Objectives of the meetings: Reminder of the objectives.

Proposed activities

Good and bad solutions



- The facilitator explains to the children that when there is violence, it is possible to take action to protect ourselves. Some solutions are good while others are bad.

- The facilitator puts up two poster boards: one titled “Good solutions” and the other “Bad solutions.” Then, he tells the children they will look together at a list of solutions that need to be placed in the proper category. Some solutions can raise questions and different points of view. It is important to take the time to discuss these.
- This is the list of proposed solutions.

Good solutions

- | | |
|--|--|
| • Get out and go for a walk | • Hide, call other resources (person you trust, CJO, police) |
| • Go visit a friend or my favorite aunt | • Play with my brother or sister |
| • Share my feelings with my sister or my brother | • Listen to music or watch television |
| • Call the police (911) | • Read a book |
| • Write | • Go to another room in the house |
| • Go for a bike ride | • Play a video game |
| • Undergo therapy, get help | • Talk about it with someone I trust |
| • Seek refuge with someone | • Mom and Dad separate |
| • Talk to my social worker | • Temporary removal of the children |

Bad solutions

- | | |
|------------------------------------|------------------------|
| • Feel responsible and guilty | • Hit and use violence |
| • Worry | • Try to step in |
| • Rack my brains to find solutions | • Keep quiet |



- The facilitator ensures that these two items: **parents’ separation** and **removal of the child** are saved for the end, so the group can discuss these solutions. Some children may react because they think these are bad solutions. If so, refocusing is required.
- Then, the facilitator asks each child to find three to five solutions he uses. The children share their solutions with the group.
- He also asks them to identify a new solution (never used); in case, their solutions don’t work.
- The facilitator hands out the “Good and bad solutions” exercise sheet and asks the children to write the solutions they use and the new one they identified.
- End of the activity: Presentation of the musical note.



My Marching Band



- The aim of this activity is to identify the **children's support network**. It is a good solution to break the silence and the cycle of violence.
- The facilitator hands out the “My Marching Band” exercise sheet. He asks the children to identify the people who can help them, if need be. They identify their immediate family, their extended family, their friends (adults), their friends (children) or any other person they trust.
- Once completed, the children present their personal marching band to the group.
- Afterwards, the children can colour their marching band.
- End of the activity: Presentation of the musical note.

Snack

End of the workshop



“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)
- 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

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





WORKSHOP 8 – WAYS OF TAKING CARE OF YOURSELF

SPECIFIC OBJECTIVE

-  The child identifies sources of well-being for him.

FACILITATION MATERIALS

- ☒ Claude's story
- ☒ "A Warm Fuzzy Tale" book
- ☒ Bags with "Warm Fuzzies" and "Cold Pricklies"
- ☒ "My Warm Fuzzies" exercise sheet
- ☒ List of examples of Warm Fuzzies

AGENDA

Welcome

Review of what has been learned: Review of the concepts covered at the last meetings. Among other things, review the concepts of violence: definition, forms, cycle of violence, protection mechanisms.



To strengthen the appropriate protection mechanisms, we suggest that you facilitate an "advice column" type activity. Claude's story will be told to the children, and they will be asked to think about the advice they can give him (see Claude's story).

Objectives of the meeting: Reminder of the objectives.

Proposed activities

A Warm Fuzzy Tale



- A Warm Fuzzy Tale is an activity used to explain to the children that certain actions are enjoyable and make us happy (Warm Fuzzies), while others are not so pleasant (Cold Pricklies) and make us sad, scared or angry. Claude Steiner is the author of this tale, which is available on the Internet at: <http://www.claudesteiner.com/fuzzy.htm>.
- The facilitator reads “A Warm Fuzzy Tale.”
- While he is reading, the facilitator gets the children to touch the “Warn Fuzzies” and “Cold Pricklies” he has hidden in different bags. Cotton batting can be used for “Warm Fuzzies” and a fruit in which toothpicks are inserted for “Cold Pricklies.” The facilitator uses this approach to allow children to touch and feel the difference between a “Warm Fuzzy” and a “Cold Prickly.” The facilitator also tries to put a touch of humour in the activity.
- Afterwards, the facilitator reviews the story with the children. He asks them to identify the feelings experienced by the “Warm Fuzzies” and the “Cold Pricklies”. He invites them to share a situation where they experienced comfort and well-being, like a “Warm Fuzzy.”



My Warm Fuzzies



- The facilitator asks the children to name the Warm Fuzzies that bring them a feeling of comfort and well-being. Warm Fuzzies can be an object, an activity, something a person does, etc. The children take turns sharing their Warm Fuzzies. The facilitators also participate to show that simple everyday things (listening to a movie and eating popcorn, putting your pyjamas on, going for a walk, getting a hug, etc.) can make us feel this way.
- The facilitator reads the list of Warm Fuzzies noted on a poster. He can also ask the children to read it.

- The “My Warm Fuzzies” exercise sheet is handed out to the children. They list their Warm Fuzzies and then share them with the group.
- End of the activity: Presentation of the musical note.



Snack

End of the workshop

Claude's Story

Context

Claude's story is presented to the children as the real-life situation of a child who has individual follow-ups with one of the group's facilitator. He told Claude about the children's group. Claude has agreed to have his situation presented to the children in order to get help to protect himself.

The story is a trigger to prompt the children to think about, question and fit in protection mechanisms when spousal violence occurs. It also encourages the development of peer support among children experiencing similar situations.

The story

Claude is a 9-year-old boy. He has a 6-year-old sister. They live in an apartment with their father and mother.

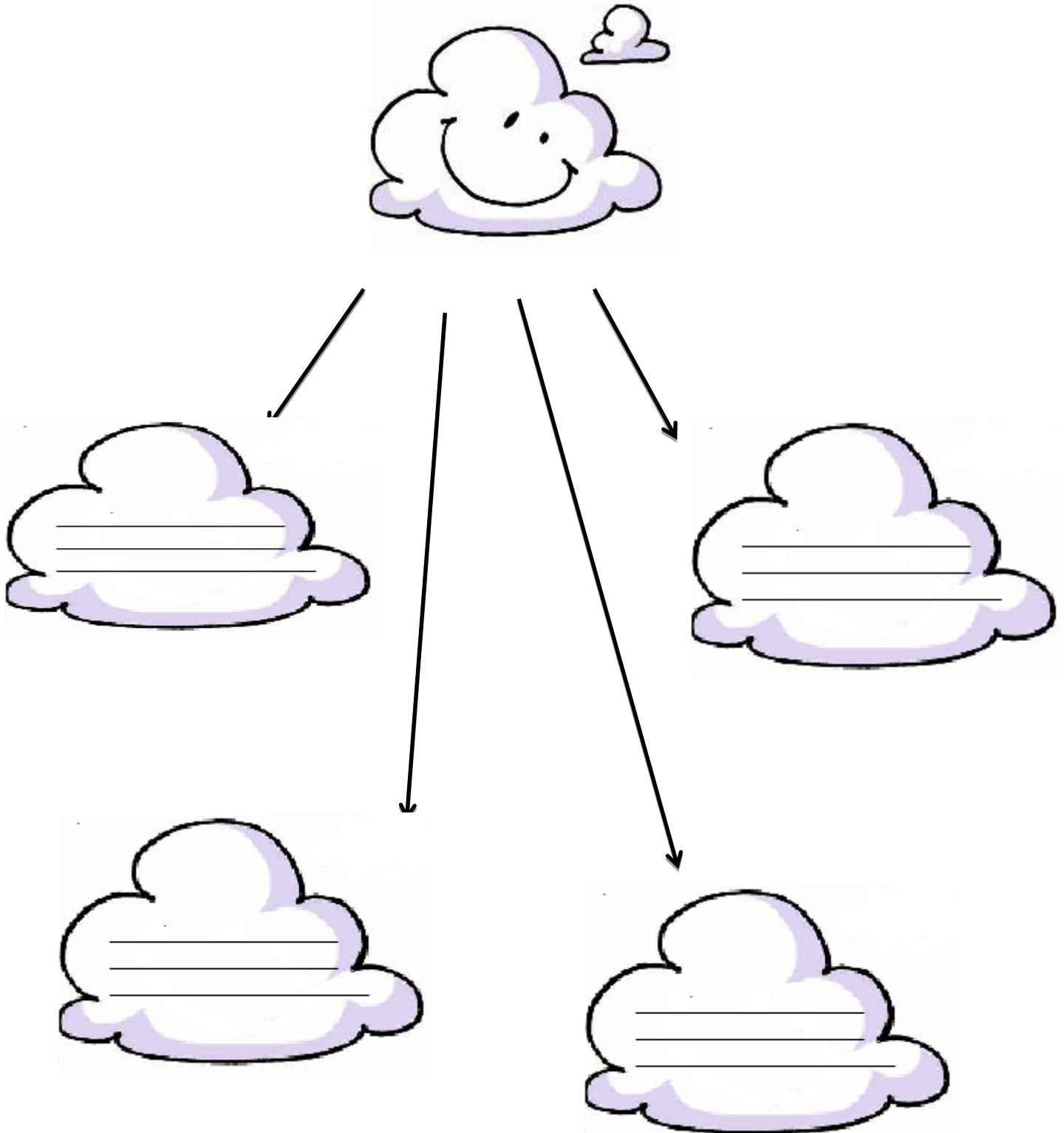
Claude's parents argue often. They quickly raise their voices, and they start shouting. In the past months, Claude's father sometimes throws things, pushes, and even hits his mother when he is angry.

Claude is worried. It is upsetting to see the two people he loves the most come to blows. During the arguments, he is afraid that his mother will get hurt, and he is also very scared for his sister and himself.

He wonders what he can do . . .

Source: Delisle, R., Côté, O & Le May, F. (2004). Ensemble...On découvre : Guide d'intervention de groupe auprès des enfants exposés à la violence conjugale et de leurs mères. Québec: CLSC Sainte-Foy-Sillery.

“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



SPECIFIC OBJECTIVE

- 🎭 The child reviews the different concepts covered by the group, i.e., feelings, forms of violence, cycle of violence, good and bad solutions, etc.

FACILITATION MATERIALS

- ☑ Television and DVD player
- ☑ Don Chuck Beaver DVD, disc 3, episode 20 “Lourdaud Becomes A Hero”
- ☑ “Don Chuck Beaver” exercise sheet
- ☑ Group assessment sheet

AGENDA

Welcome

Review of what has been learned: Review of the concepts covered in the last meetings. Among other things, review the concepts of violence, the protection mechanisms and the ways of taking care of oneself (Warm Fuzzies). Mention Claude’s situation and say he thanks the children for their help.

Objectives of the meeting: Reminder of the objectives

Proposed activities



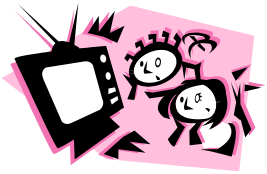
Don Chuck Beaver



- The facilitator explains to the children that we will watch a movie that will allow us to review all the concepts covered in the meetings. It is important to recall what violence

is, who is the abuser, who is the victim, what are the forms of violence observed and be able to give examples, as well as the means used to resolve the situation.

- The facilitator explains that after watching the movie, we will answer the following questions. He takes time to read these out loud.
 - What are the residents of Clairefontaine experiencing?
 - Who was the person with violent behaviour?
 - Who was victim?
 - What are the forms of violence you noticed? Give examples from the movie.
 - What feelings did the residents of Clairefontaine experience?
 - What solutions were used and how do the residents feel?
 - What are the solutions you could have used?
 - What stands out the most for you or what did you learn from the movie?
 - If you are exposed to violence, what can you do? What can your parents do?
- The group watches the Don Chuck Beaver episode.
- Munchies are offered to the children.



The questions . . .



- The facilitator goes back to the questions that were read. He reads them again, one at a time, and asks the children for answers. The children write their answers on the “Don Chuck Beaver” exercise sheet. The facilitator does this until all questions have been answered. He can also proceed this way: he reads the question and lets the children answer individually on their exercise sheet. Once he has read all the questions, the answers are reviewed by the group.
- We finish with a discussion on violence, the way to end the cycle of violence (talk to someone we trust, call the police, go for help, etc.), and the protection mechanisms.
- It is essential to end the workshop on a positive note, on solutions that are within easy reach of the children.
- End of the workshop: Presentation of the musical note. Our harmony is complete. Praise the good work of the children and the efforts they put into it.



Group assessment



- The facilitator hands out a group assessment sheet to each child. He guides the child through the evaluation process: reading, explanations, etc. Afterwards, the assessment sheets are collected to evaluate the group.

Snack

End of the workshop: At the end of this last workshop, the facilitator explains to the children that their parents, foster parents or other significant person will attend the next meeting. The child's caseworker is invited as well. The facilitator specifies that during this meeting, the children will explain to their parents and their caseworker what they have learned at the *My Harmony* group. They will be able to share this information using the posters and their participant's workbook. The facilitator tells them that it is a "Share and Celebrate" moment, and that we will also take the time to acknowledge their good work.



The “Share and Celebrate” meeting is a special moment for the *My Harmony* group. The children who participated in the group are accompanied by their parents, foster parents or other significant person. The **objective** of this meeting is to **give the children the opportunity to explain to their parents and their caseworker what they have learned during the group’s meetings**. It is also an opportunity for **reinforcing the children’s self-esteem** by praising their efforts and the work they have accomplished.

Before the participants’ arrival, the facilitator puts all the materials used for visual support up on the walls of the meeting place. He also puts up the children’s silhouettes and their pictures.

SPECIFIC OBJECTIVES

- 🎤 The child explains to his parent the concepts learned during the *My Harmony* group.
- 🎤 The parent allows his child to talk about the violence experienced and sees what he has learned.

FACILITATION MATERIALS

- ☒ All the materials displayed during the workshops
- ☒ The children’s silhouettes
- ☒ The pictures taken during Workshop 2
- ☒ The participant’s workbooks
- ☒ “Pop Quiz” cards
- ☒ Certificates
- ☒ Warm Fuzzies to give away
- ☒ A light snack that includes a cake

AGENDA

Welcome

During this time, the facilitators will welcome the children and their parents as described earlier. In addition, they will take the time to introduce themselves again and thank each and everyone for attending. They will also invite the participants, children, parents and caseworkers to introduce themselves.

Specific objectives of the meeting: Reminder of the objectives.

Also, explain the meeting's program: icebreaker, "Pop Quiz" activity, and "Share and Celebrate" moment.

One of the facilitators leads the icebreaker activity. Choose the icebreaker that was not used at the pre-group meeting.



Icebreaker no. 1 – Dice game (15 minutes)

Beforehand, the facilitator has written six questions on a flipchart. These questions are based on the children's and their parents' likes and interests. For example, "What is your favorite dish – your favorite colour – your idol – your favorite animal – the activity you like the most – your wildest dream?" etc. The facilitator ensures the questions are numbered from 1 to 6. Then, children and parents will, in turn, throw the dice and answer the question corresponding to the number rolled. Facilitators are also encouraged to participate in this activity.

Icebreaker no. 2 – Picture Library (15 minutes)

The facilitator places a variety of pictures on a table or in a spot where children and parents can see them. He asks each participant to choose a picture that represents him. Then, in turn, the participants show their picture and explain why it was chosen. Facilitators are also encouraged to participate in this activity.

Proposed activities

Pop Quiz



- The facilitator uses a variety of questions written on cards. These questions relate to the workshops and provide the opportunity to review the content of the group sessions. Here are a few examples: Name three of your qualities. – What is a feeling? – What is violence for you? – Give two examples of verbal abuse. – Give two examples of physical abuse – What can you do if there is violence? – Who is a member of your marching band? – What is a Warm Fuzzy? and so on.
- In turn, the children pick a card and answer the question, until there are no cards left. If needed, the facilitator and the other children in the group can help a child who has difficulty answering his question.



“Share and Celebrate” moment



- The **aim** of this moment **is to reinforce the children’s feeling of self-fulfillment**, in the presence of the significant persons in their lives.
- The facilitator calls the children, one by one, to the front and gives them their certificate and their participant’s workbook. He also gives them a Warm Fuzzy (a stuffed toy) to remind them to take care of themselves by treating themselves to things that bring them comfort and well-being.
- He congratulates the children for their good work and thanks them for their active participation and their contribution to the fun the group had.
- He then invites the children to explain the content of their participant’s workbook to their parents and caseworkers and to look at the posters on the walls.
- He also invites the children, parents and caseworkers to have a bite to eat.

End of the group





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