

**VIOLENCE IS
PREVENTABLE**

**VIP CURRICULUM
FOR GRADES K-12**



AUGUST 2018



**BC Society of
Transition Houses**

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



ACKNOWLEDGEMENTS

ADVISORY COMMITTEE

BCSTH gratefully acknowledges the members of the Advisory Committee for sharing their experience and wisdom, and for providing thoughtful insight and feedback throughout the development of the VIP Curriculum:

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KINDERGARTEN-GRADE 1 LESSON PLAN AND MINISTRY OF EDUCATION CURRICULUM

The Ministry of Education (MOE) Physical and Health Education (PHE) Curriculum aims to empower students to develop a personalized understanding of what healthy living means. The PHE “Big Ideas” reflected in this lesson plan are: learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

This curriculum is developed in a series of four workshops highlighting the central VIP themes and linking them to the PHE curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for the activity resources (books and videos) can be found in Appendix B VIP Curriculum Resources.

TOPIC	ACTIVITIES	PHE CURRICULUM COMPETENCIES Students will learn to:
<p>Day 1</p> <p>Violence Against Women and Safety Planning</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Grounding Exercise • Activity - Reading <p style="text-align: center;">Holmes, Margaret M. (2000) <i>A Terrible Thing Happened.</i></p> <ul style="list-style-type: none"> • Activity - People in My World • Closing 	<ul style="list-style-type: none"> • Identify and describe a variety of unsafe or uncomfortable situations.
<p>Day 2</p> <p>Self Esteem</p>	<ul style="list-style-type: none"> • Introductions • Activity - Reading <p style="text-align: center;">Carlson, Nancy L. (1990) <i>I like me!</i></p> <p style="text-align: center;">Kranz, Linda. (2006) <i>Only one you.</i></p>	<ul style="list-style-type: none"> • Identify personal skills, interests, preferences and understand self esteem.

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	<ul style="list-style-type: none"> • Activity - Three Things that Are Special about Me • Closing 	
Day 3 Emotional Expression	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Reading Cain, Janan. (2000) <i>The Way I Feel.</i> Parr, Todd. (2009) <i>The Feel Good Book.</i> Parr, Todd. (2009) <i>The Feelings Book.</i> • Activity - Feelings Mask • Closing 	<ul style="list-style-type: none"> • Identify and describe practices that promote mental well-being. • Identify and describe feelings and worries. • Identify emotions and their causes and effects.
Day 4 Healthy Relationships	<ul style="list-style-type: none"> • Introduction • Dialogue to Introduce the Presentation • Activity - Reading Agassi, Martine. (2000) <i>Hands Are Not For Hitting.</i> • Activity - Helping Hands Exercise • Alternative Activity - Brainstorm Relationship Activity • Closing 	<ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others. • Identify caring behaviours among classmates and within families.

Link to MOE Curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>



DAY 1: VIOLENCE AGAINST WOMEN AND SAFETY PLANNING

Length of Session: 60 minutes

What you need for this presentation: The book listed below, the People in my World worksheet, pamphlets, noise makers, bell, crayons, paper and balloons.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to identify what the VIP class “agreement” or “guidelines” should be to make the classroom a safe space for VIP work. Come up with a list together on the board, or flip chart so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“I am here today to talk about a difficult topic and how violence is preventable. In my work, I help kids, of all ages who have seen or heard fighting at home. I help kids who may have been scared, confused or upset because one adult in their home is hurting another adult.”

“I work for a program called Violence Is Preventable (VIP). I am visiting all kinds of classrooms in BC for all ages of students, some classrooms just like this one. I am visiting these classrooms because my program wants every child in our community to know 3 main messages. If you forget anything else I say today, my name or where I am from, that’s okay, but I do want you to remember these main messages.”



Optional: You may wish to have the Dialogue to Introduce the Presentation through a puppet. See Appendix A for a tip sheet on working with puppets.

The 3 Main Messages

1. It is not your fault.

It is never a child's fault if adults are fighting and hurting each other.

Ask the class: Who is responsible for the fighting and violence?

2. Don't get in the middle if adults are fighting.

Ask the class: Why would we ask children not to get in the middle when adults are fighting?

What is the safer thing to do? Brainstorm safe options (e.g., stay in your room, go to your neighbor's residence or to another safe place).

3. You are not alone.

Discuss with the class: Children and youth often feel alone when there is fighting at home and the violence may be scary. Explain that part of the reason that VIP is here today is to emphasize that they are not alone and to talk about safety.

Have the class repeat the 3 main messages with you. If the class is quiet or reserved, perhaps have the students each draw what the 3 main messages mean to them and if they choose to share their drawings with their classmates.

Grounding Exercise

Assess the energy in the room as you may need to do a grounding exercise to help the children be present and focused during the presentation. Examples of grounding exercises and a possible Dialogue to Introduce the Exercise are below.

Dialogue to Introduce the Exercise

"I know this is big topic, so we are going to do an exercise that will help us in this work. Sometimes when we talk about tough topics we can go to a memory of something that has happened to us. We forget we are in our classrooms and safe at school. So this exercise will help us all remember where we are. If you feel comfortable doing this, I am asking everyone to put their feet flat on the floor and wiggle your toes. Feel the floor under your feet and the back of the chair against your back. "



“I can see some toes wiggling! Now I want you listen to the sounds in the room. What things do people hear? (Elicit some responses). Great listening!”

“Now I want everyone to put your hands on your bellies. We are going to do slow deep belly breaths while I ring this very special bell. This bell rings for a really long time. We are going to try and count our breaths while the bell is ringing. When we take deep, slow long breaths it can really help calm us down if we are feeling scared. It is a great thing to take deep slow breaths if you are frightened or worried.” (Ring the bell and demonstrate deep slow breaths).

The children will want to tell you how many breaths they counted. Affirm that this is a difficult exercise that even a lot of adults struggle to do it and they did really well concentrating on their deep slow breathing.

Activity - Reading

Read the following book to the class.

- Holmes, Margaret M. (2000). *A Terrible Thing Happened*.

While reading, you can use a balloon to demonstrate Sherman filling up with all kinds of feelings. The balloon gets bigger and Sherman feels worse. When Sherman starts to talk about how he is feeling, you let air out of the balloon little by little to demonstrate the relief that results from expressing feelings and worries.

Introduce the story to the class as follows: “Sometimes it can help to talk to someone when we are feeling upset. I would like to share a story about someone named Sherman and let’s see together what Sherman did to help solve his problem.”

Activity - People in My World

This activity helps children name and identify people in their lives that they consider safe people. You can demonstrate this on the board or a flip chart. Draw a big globe and ask the class for names of people they can talk to. Write the names on the board that the students provide.

Acknowledge and ask the class to notice all the people in the classroom that want them to be safe. Ask the students to look around the room and add to the globe list which reinforces that they are not alone and have a world community protecting them.

Hand out the People in My World worksheets to the class and let them know they can write the names or draw faces of people in their world who they can talk to if they have a problem. You can also look

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around the room and identify for them those in the room – the classroom teacher, support staff, school counsellors, etc. as safe people.

You can also introduce the idea of 911 here. If students identify they have no one they can talk to, you can encourage them to put 911 on their globe.

A discussion about the Kids Help Line phone can also be useful here. Kids Help Line phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. You can reach a counselor by calling 1-800-668-6868. You may wish to write this number on the board or flip chart paper for students or provide it to the school staff if they do not have the phone number.

Closing

Conduct a grounding exercise. Recap the 3 main messages and ask the class: can anyone remember any of our three messages? Ask the class to answer and all repeat them.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, organization brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

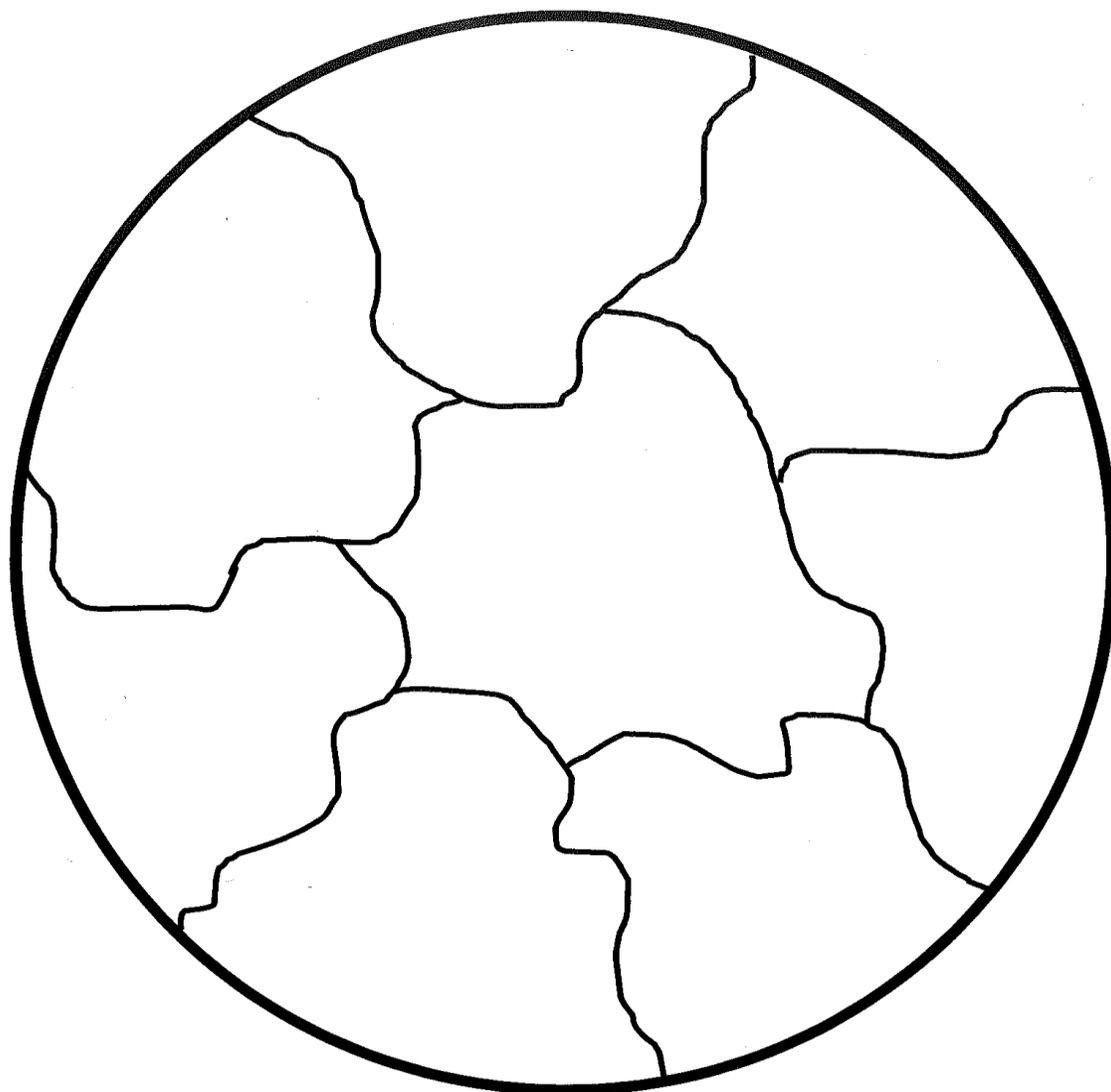
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People In My World



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DAY 2: SELF ESTEEM

Length of Session: 60 minutes

What You Need for this Presentation: The books listed below, the Teddy Bear worksheet, crayons, bell flipchart or board, markers, paper.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Activity – Reading

Read one or both of the following books to the class. Both of these books help children feel good about themselves and assist them to reflect on all their unique and special characteristics.

- Carlson, Nancy. (1990). *I Like Me!*
- Kranz, Linda. (2006). *Only One You.*



Activity - Three Things that Are Special about Me

Demonstrate the activity on the board or a flip chart. Start by using yourself as an example. Identify three things about yourself that are special that you would you like to share with the class. You can write or draw them. Ask the class to think about what is special about them, and let them know they each are special in their own way.

This activity allows children to reflect on and share three things that are special about them.

Students can either draw or list what they have decided to share inside the Teddy Bear worksheet below. If students are reluctant, you can help them think of characteristics that are unique to them and use this as an opportunity to brainstorm with them to understand how special they are.

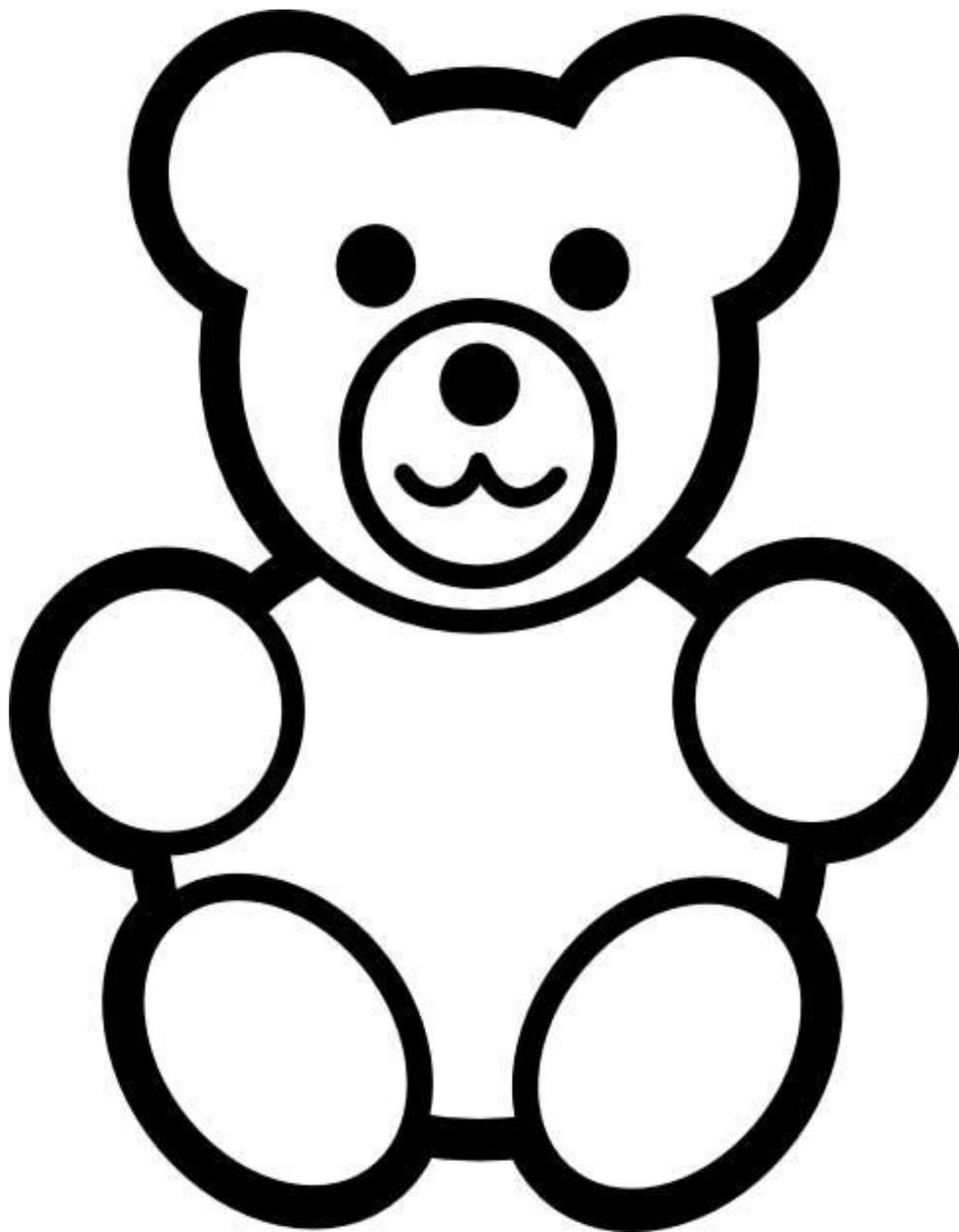
Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, organization brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



Three Things that are Special about Me

Tell Teddy three things that are special about you!





DAY 3: EMOTIONAL EXPRESSION

Length of Session: 60 minutes

What You Need for this Presentation: The books listed below, the Mask worksheet, crayons, markers, and bell.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about F-E-E-L-I-N-G-S.”

“Does anyone know what feelings are? Or can anyone list some feelings?”

“Everyone has feelings and all feelings are okay. Feelings are a message from our body to our brain to pay attention to what is happening.”

“It’s healthy to put your feelings into words. Talking about feelings helps us feel close to people who listen. It helps us feel better when we are sad or scared.”

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“Knowing how we are feeling impacts how we behave. If we know something is bothering us, we can ask for it to stop. For example: Your brother borrowed your toy without asking you. How did that make you feel? (Ask the class their ideas and elicit their answers) Perhaps one response is to ask your brother to please not take your toys without asking and ask him to return the toy and let him know how it made you feel. Any other solutions?”

Activity - Reading

Read one or more of the following books about emotional expression to the class.

- Cain, Janan. (2000). *The Way I Feel*.
- Parr, Todd. (2009). *The Feel Good Book*.
- Parr, Todd. (2009). *The Feelings Book*.

Activity - Feelings Mask

Hand out mask worksheets and ask the class to decorate them. Explain why they are making feelings masks and that it is up to them to decorate their masks based on how they are feeling today. Allow 15 minutes for this activity.

Closing

Bring everyone back in a circle and ask them to share what feelings they expressed when they decorated their masks.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

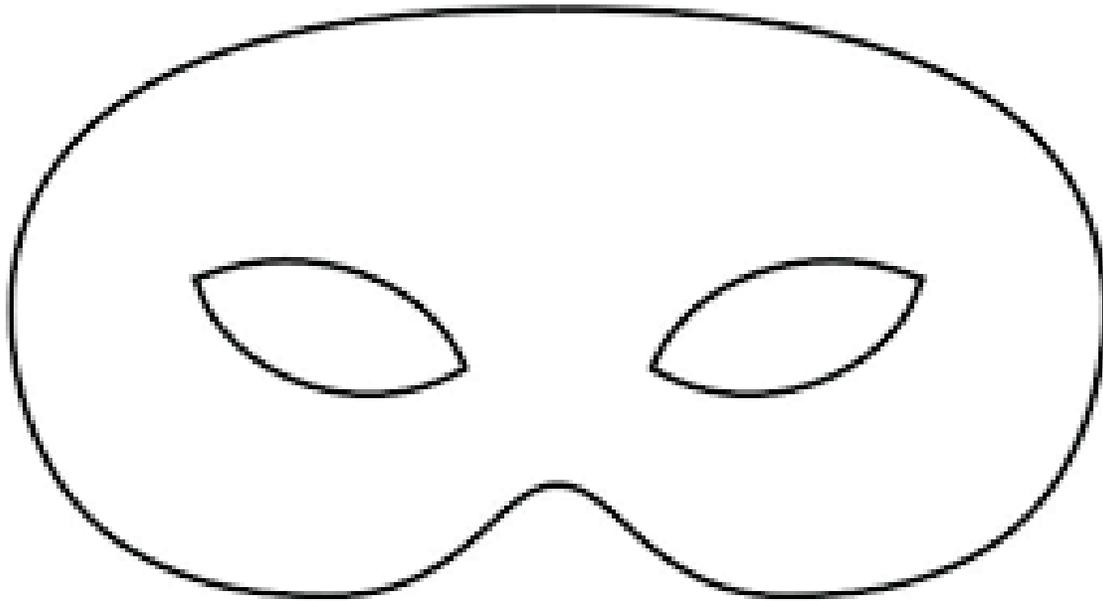
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Feelings Mask





DAY 4: HEALTHY RELATIONSHIPS

Length of Session: 60 minutes

What You Need for this Presentation: The book listed below, Helping Hands worksheet, crayons and bell.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about RELATIONSHIPS!”

Say the word out loud with the class - R-E-L-A-T-I-O-N-S-H-I-P-S. Also, write it on the board or flip chart.

“This is a BIG word. Does anyone have any idea what it means?”

Conduct a group brainstorm with the class what the word means. After writing their definitions on the board or flip chart, define the term relationships for the class and a suggested definition is below.



Relationships: Connections to other people. This could be your family, friends, classmates, teachers, counsellors.

Ask the class for other examples.

Activity - Reading

Read the following book to the class which helps children to understand that violence is never acceptable and that they can use their hands to make positive choices. The book illustrates how all children can learn to use their hands to care for themselves and others and build healthy relationships.

- Agassi, Martine. (2000). *Hands Are Not For Hitting*

Ask the class: “What did we learn about in this book?” and start a group discussion.

Activity - Helping Hands Exercise

Demonstrate the activity on the board or flip chart paper. Ask the class to trace their own hand or use the Helping Hands worksheet below. Ask the students to identify helpful things they can do with their hands. The students can write words or draw pictures on the hands. Before they start, brainstorm a list of helpful things that the students can do with their hands and how helpful hands can build healthy relationships. Then have them work on their own worksheets.

Alternative Activity - Brainstorm Relationship Activity

Brainstorm with the class lists about relationships using the prompts below. Write the lists on a board or flip chart and discuss.

- What do you like about relationships? This list is designed to focus on healthy relationships.
- What confuses you about relationships? This list is designed to focus on unhealthy relationships.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

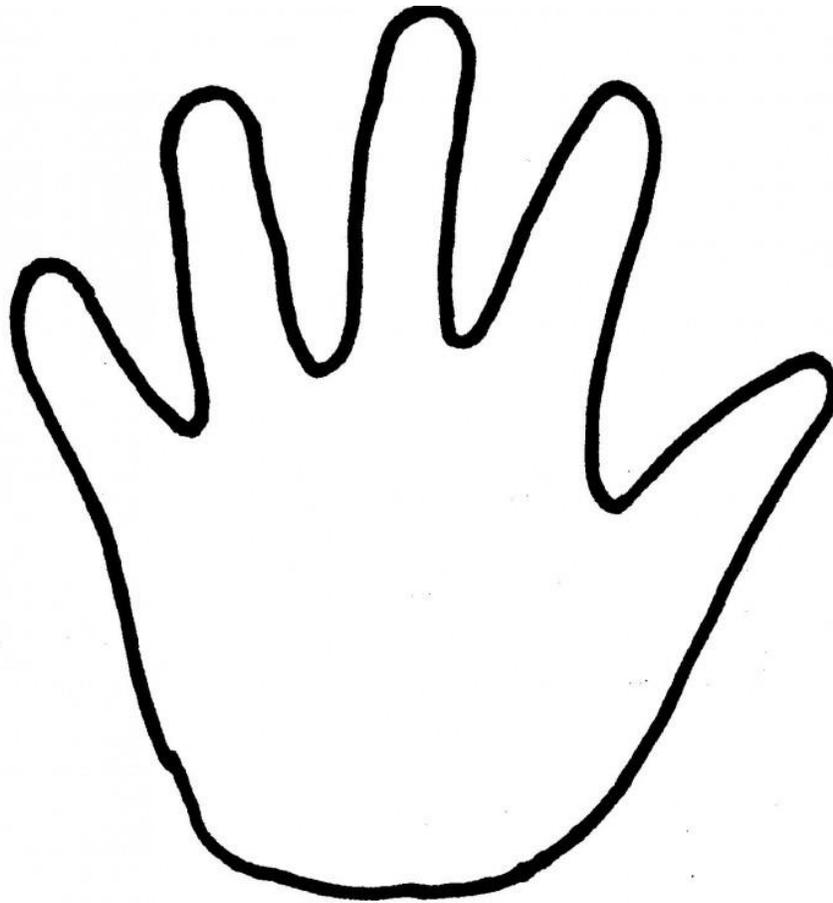
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Helping Hands Worksheet





GRADE 2 LESSON PLAN AND MINISTRY OF EDUCATION CURRICULUM

The Ministry of Education (MOE) Physical and Health Education (PHE) Curriculum aims to empower students to develop a personalized understanding of what healthy living means. The PHE “Big Ideas” reflected in this lesson plan are: 1) adopting healthy personal practices and safety strategies protects ourselves and others; and 2) having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

This curriculum is developed in a series of four workshops highlighting the central VIP themes and linking them to the PHE curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for the activity resources (books and videos) can be found in Appendix B VIP Curriculum Resources.

TOPIC	ACTIVITIES	PHE CURRICULUM COMPETENCIES Students will learn to:
<p>Day 1</p> <p>Violence Against Women and Safety Planning</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity • Grounding Exercise • Activity - Reading <p style="text-align: center;">Holmes, Margaret M. (2000) <i>A Terrible Thing Happened.</i></p> <ul style="list-style-type: none"> • Activity - Safety Planning Group Brainstorm • Closing 	<ul style="list-style-type: none"> • Identify strategies and skills to use in potentially unsafe or violent situations.

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<p>Day 2</p> <p>Self Esteem</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce Presentation • Activity - Reading <p>Parr, Todd. (2001) <i>It's Okay To Be Different.</i></p> <p>Spelman, Cornelia. (2003) <i>When I Feel Good About Myself.</i></p> <ul style="list-style-type: none"> • Activity - Many Pieces of Me • Closing 	<ul style="list-style-type: none"> • Identify factors that influence self-identity. • Identify personal skills, interests and preferences and describe how they influence self-identity.
<p>Day 3</p> <p>Emotional Expression</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce Presentation • Activity - Reading <p>Cain, Janan. (2000) <i>The Way I Feel.</i></p> <p>Krueger, David W. (1993) <i>What Is a Feeling?</i></p> <p>Medina, Sarah. (2008) <i>Worried.</i></p> <p>Parr, Todd. (2009) <i>The Feelings Book.</i></p> <p>Polland, Barbara Kay. (1975) <i>Feelings: Inside You & Out Loud Too.</i></p> <ul style="list-style-type: none"> • Activity - Where do I Feel? • Closing 	<ul style="list-style-type: none"> • Manage and express emotions. • Identify and describe feelings and worries, and self-care strategies.
<p>Day 4</p> <p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce Presentation • Activity - Reading <p>Agassi, Martine. (2000) <i>Hands Are Not For Hitting.</i></p>	<ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others.

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	<p>Dyan, Penelope. (2010) <i>What Do I Say if Someone Says.</i></p> <ul style="list-style-type: none">• Activity - A “Star” Friend• Closing	<ul style="list-style-type: none">• Identify and describe characteristics for positive relationships.
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Link to MOE Curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>



DAY 1: VIOLENCE AGAINST WOMEN AND SAFETY PLANNING

Length of Session: 45-60 minutes

What You Need for this Presentation: The book listed below, Safety Planning worksheets, noise makers, bell, crayons.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to identify what the VIP class “agreement” or “guidelines” should be to make the classroom a safe space for VIP work. Come up with a list together on the board, or flip chart so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“I am here today to talk about a difficult topic and how violence is preventable. In my work, I help kids, of all ages who have seen or heard fighting at home. I help kids who may have been scared, confused or upset because one adult in their home is hurting another adult.”

“I work for a program called Violence Is Preventable (VIP). I am visiting all kinds of classrooms in BC for all ages of students, some classrooms just like this one. I am visiting these classrooms because my program wants every child in our community to know 3 main messages. If you forget anything else I say today, my name, or where I am from, that’s okay, but I do want you to remember these main messages.”



Optional: You may wish to present the lesson with a puppet. See Appendix A for a tip sheet on working with puppets.

The 3 Main Messages

1. It is not your fault.

It is never a child's fault if adults are fighting and hurting each other.

Ask the class: Who is responsible for the fighting and violence?

2. Don't get in the middle if adults are fighting.

Ask the class: Why would we ask children not to get in the middle when adults are fighting?

What is the safer thing to do? Brainstorm safe options (e.g., stay in your room, go to your neighbor's residence or to another safe place).

3. You are not alone.

Discuss with the class: Children and youth often feel alone when there is fighting at home and the violence may be scary. Explain that part of the reason that VIP is here today is to emphasize that they are not alone and to talk about safety.

Activity

Have the class repeat the 3 main messages with you. If the class is reserved, perhaps have the students each draw what the 3 main messages mean to them and if they choose to share their drawings with their classmates.

Grounding Exercise

Assess the energy in the room as you may need to do a grounding exercise to help the children be present and focused during the presentation. Examples of grounding exercises and a possible Dialogue to Introduce the Exercise are below.

Dialogue to Introduce the Exercise

"I know this is big topic, so we are going to do an exercise that will help us in this work. Sometimes when we talk about tough topics we can go to a memory of something that has happened to us. We forget we are in our classrooms and safe at school. So this exercise will help us all remember where

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we are. If you feel comfortable doing this, I am asking everyone to put their feet flat on the floor and wiggle your toes. Feel the floor under your feet and the back of the chair against your back.”

“I can see some toes wiggling! Now I want you listen to the sounds in the room. What things do people hear? (Elicit some responses). Great listening!”

“Now I want everyone to put your hands on your bellies. We are going to do slow deep belly breaths while I ring this very special bell. This bell rings for a really long time. We are going to try and count our breaths while the bell is ringing. When we take deep, slow long breaths it can really help calm us down if we are feeling scared. It is a great thing to take deep slow breaths if you are frightened or worried.” (Ring the bell and demonstrate deep slow breaths).

The children will want to tell you how many breaths they counted. Affirm that this is a difficult exercise that even a lot of adults struggle to do it and they did really well concentrating on their deep slow breathing.

Activity - Reading

Read the following book to the class.

- Holmes, Margaret M. (2000). *A Terrible Thing Happened*.

While reading, you can use a balloon to demonstrate Sherman filling up with all kinds of feelings. The balloon gets bigger and Sherman feels worse. When Sherman starts to talk about how he is feeling, you let air out of the balloon little by little to demonstrate the relief that results from expressing feelings and worries.

Introduce the story to the class as follows: “Sometimes it can help to talk to someone when we are feeling upset. I would like to share a story about someone named Sherman and let’s see together what Sherman did to help solve his problem.”

Activity - Safety Planning Group Brainstorm

This activity helps children brainstorm a list of ideas for things that they can do to keep themselves safe. Make a list on the board or a flip chart of all of the suggestions from the class. This activity is a great opportunity for children to think about themselves and come up with things they can do or are already doing to keep themselves safe. For this age range, you may choose to provide examples like: when you wake up from a nightmare and feel afraid, what can you do to feel safer?

Hand out the Safety Planning Worksheets to the students and let them know they can write the names or draw faces of people in their world who they can talk to. You can also look around the room and

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identify the classroom teacher, support staff, school counsellors, administrator's etc. as safe people. You can also introduce the idea of 911 here. If kids identify they have no one they can talk to, you can encourage them to put 911 on their plan.

A discussion about the Kids Help Line phone can also be useful here. Kids Help Line phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. You can reach a counselor by calling 1-800-668-6868. You may wish to write this number on the board or flip chart paper for students or provide it to the school staff if they do not have the phone number.

Closing

Conduct a grounding exercise again. Recap the 3 main messages and ask the class: can anyone remember any of our three messages? Ask the class to answer and all repeat them.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

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My Safety Plan

Home



Community



School



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DAY 2: SELF ESTEEM

Length of Session: 45-60 minutes

What You Need for this Presentation: The books listed below, the Many Pieces of Me worksheet, crayons, and art supplies.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about each of you and how special you all are. We are going to read a book together and then do an activity.”

Activity – Reading

Read one or both of the following books to the class. Both explore self- esteem and self-identity and set the stage for exploration and discussion.

- Parr, Todd. (2001). *It’s Okay to be Different*.



- Spellman, Cornelia. (2003). *When I Feel Good about Myself*.

Activity – Many Pieces of Me

Demonstrate this activity on the board or a flipchart. Start by using yourself as an example. First, Identify different pieces of yourself on the jigsaw puzzle. You can write or draw them. Ask the class to think about all the unique things or puzzle pieces that make them who they are and special in their own way.

Children can either draw or list what they have decided to share inside their puzzle. This is good exercise to give students plenty of time to reflect and document their puzzle pieces.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

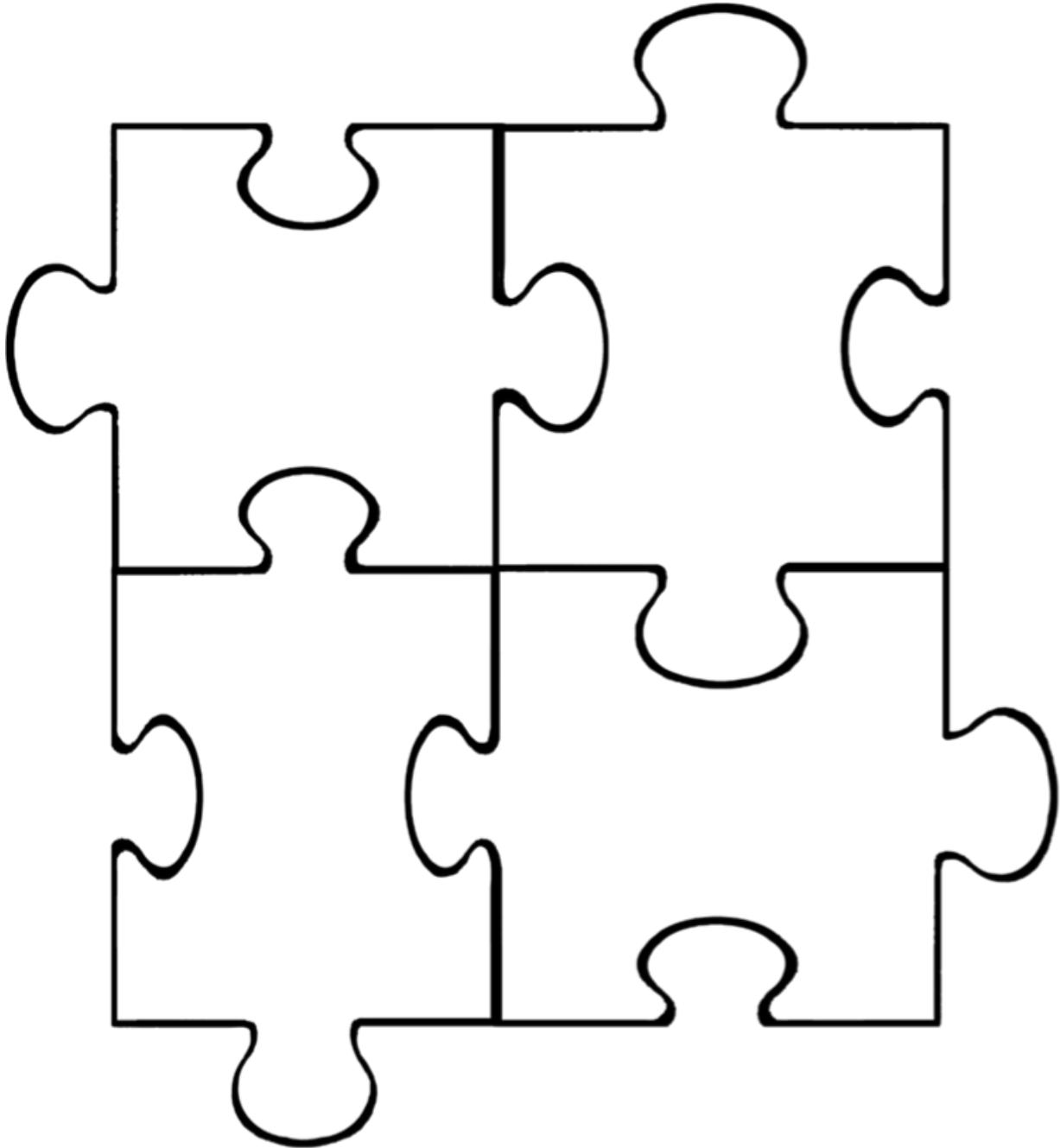
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Many Pieces of Me





DAY 3: EMOTIONAL EXPRESSION

Length of Session: 60 minutes

What You Need for this Presentation: The books listed below, Where do I Feel? worksheet, crayons and bell.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about F-E-E-L-I-N-G-S.

“Does anyone know what feelings are? Or can anyone list some feelings?”

“Everyone has feelings and all feelings are okay. Feelings are a message from our body to our brain to pay attention to what is happening.”

“It's healthy to put your feelings into words. Talking about feelings helps us feel close to people who care. It helps us feel better when we're sad or scared.”



“Knowing how we are feeling impacts how we behave. If we know something has bothered us, we can ask for it to stop. For example: Your brother borrowed your toy without asking you. How did that make you feel?” (Ask the class and elicit answers). “Perhaps you can now ask your brother to please not take your toys without asking and possibly to return the toy. You can let him know how it made you feel.”

“Feelings can create energy in our bodies (excited, scared, sad), and they can make us feel differently. It is important to get this energy out in a way that makes us feel better and isn’t hurtful to anyone.”

Ask the class if they have examples of how someone may get excited energy out (e.g., bounce or run around) or express sad energy (e.g., cry).

Activity - Reading

All these books relate to the emotional expression topic for this age group and would all be appropriate for reading to the class followed by a group discussion.

- Cain, Janan. (2000). *The Way I Feel*.
- Krueger, David W. (1993). *What Is a Feeling?*
- Medina, Sarah. (2008). *Worried*.
- Parr, Todd. (2009). *The Feelings Book*.
- Polland, Barbara Kay. (1975). *Feelings: Inside You & Out Loud Too*.

Activity - Where do I Feel?

This activity uses art to teach children to identify, name and recognize their emotions and to connect with how their bodies may be feeling.

This is a good opportunity to allow the children to be creative and it’s a great way to get them to talk about their feelings.

Talking points you can ask the children:

- Where do you feel happy?
- What does anger feel like in your fist?
- How does your tummy feel when you are worried?

This activity gives children an opportunity to reflect and become more aware of their emotions.

Demonstrate this activity on the board or a flipchart by sharing how you may feel in your body when you are experiencing a certain emotion. We can sometimes associate colours with certain feelings, such as feeling blue for sad or red for anger? Ask the class what colour represents happy? What would happy

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look like in your body? What colour represents anger, sadness, confusion, etc. to them?

Closing

Bring everyone back in a circle, and ask them to share how things feel in their body when they are experiencing a certain emotion. Brainstorm a list of ideas of steps they can take when they are feeling certain emotions

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

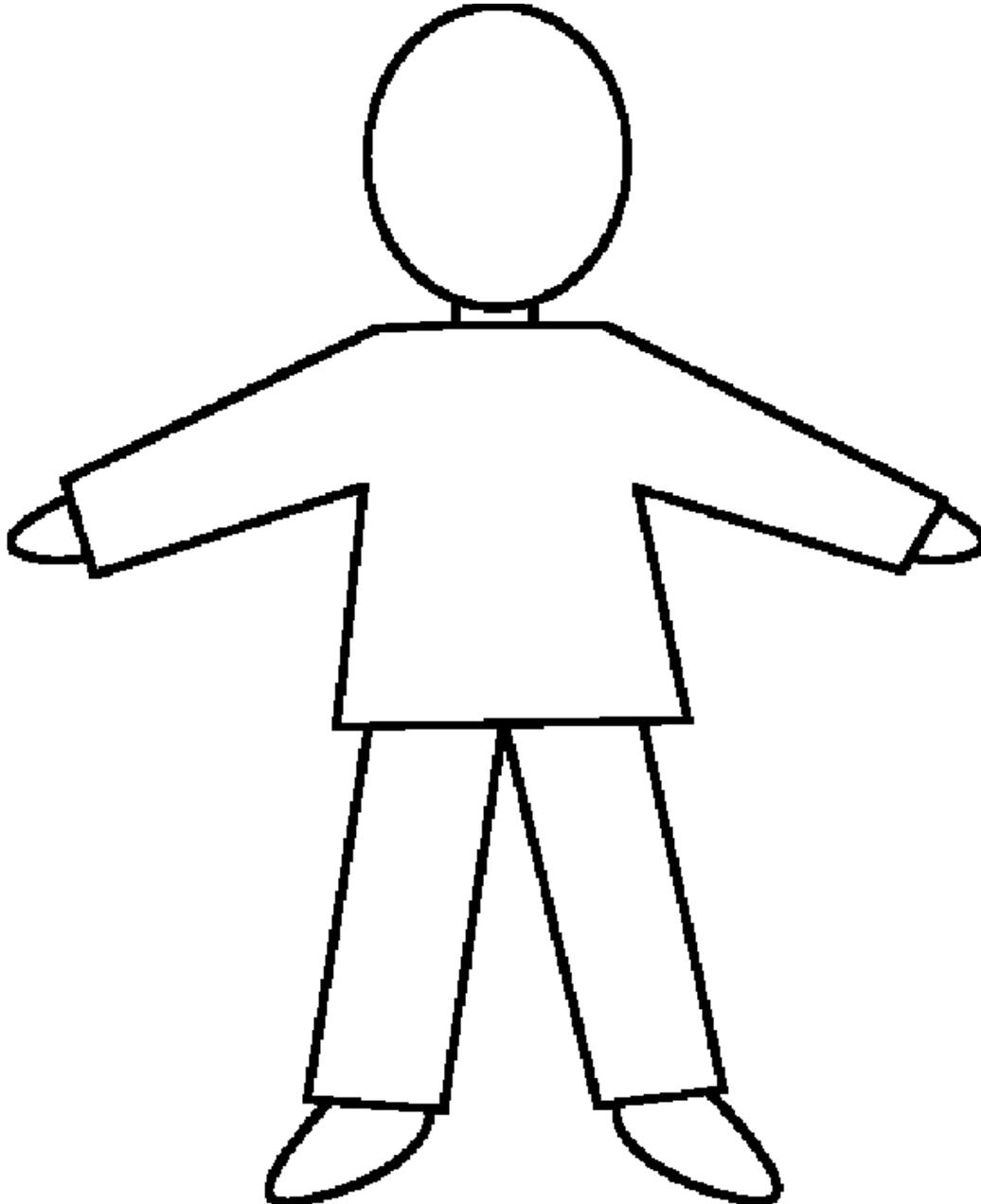
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Where Do I Feel?





DAY 4: HEALTHY RELATIONSHIPS

Length of Session: 60 minutes

What You Need for this Presentation: The books listed below, A “Star” Friend worksheet, crayons.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about RELATIONSHIPS!” Say it out loud with the class

“R-E-L-A-T-I-O-N-S-H-I-P-S..... (Write the word on the board or flipchart). “This is a BIG word. Does anyone have any idea what it means?”

Elicit suggestions and definitions from the class and conduct a group brainstorm.

After writing their input down, define the term relationships to the class and a sample definition is below to start.



Relationships: Connections to other people, other people could be your family, friends, teachers, counsellors, coaches, etc.

Activity – Reading

Read one or both of the following books to the class. Both of these books introduce the topic of respectful and positive relationships under the context of friends and friendship.

- Agassi, Martine. (2000). *Hands Are Not For Hitting*.
- Dyan, Penelope. (2010). *What Do I Say if Someone Says*.

After reading one or more of the books, conduct a group discussion and suggested questions to prompt the discussion are below:

- What is respect?
- What is a positive relationship?
- What qualities do you want in a friend?
- What is friendship?

Activity - A “Star” Friend

This activity allows the class to brainstorm elements that make a person a “star” friend”. Demonstrate this activity by drawing a star on the board or a flip chart and either write or draw some characteristics that you think make you a “star” friend.

Hand out the Star Friend worksheets and ask the children to decorate the stars to show the elements of a “star” friend.

Closing

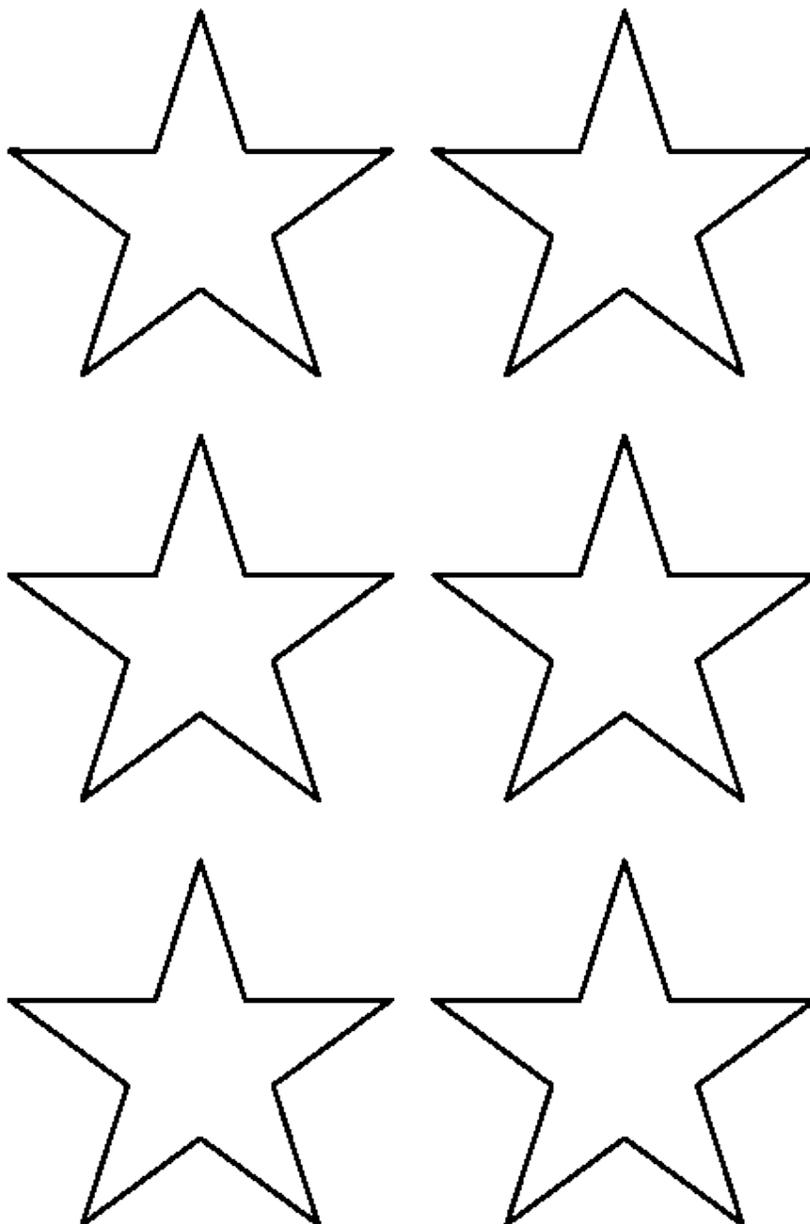
Bring everyone back to the circle and ask if anyone would like to share what elements they put in their stars. Thank the class for being your star friends today.

Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure and any other additional resources). This may vary for each VIP site.



A "STAR" FRIEND

What are some things that make you a "Star" Friend?





GRADE 3 LESSON PLAN AND MINISTRY OF EDUCATION CURRICULUM

The Ministry of Education (MOE) Physical and Health Education (PHE) Curriculum aims to empower students to develop a personalized understanding of what healthy living means. The PHE “Big Ideas” reflected in this lesson plan are: 1) adopting healthy personal practices and safety strategies protects ourselves and others; and 2) having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

This curriculum is developed in a series of four workshops highlighting the central VIP themes and linking them to the PHE curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for the activity resources (books and videos) can be found in Appendix B VIP Curriculum Resources.

TOPIC	ACTIVITIES	PHE CURRICULUM COMPETENCIES Students will learn to:
Day 1 Violence Against Women and Safety Planning	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Grounding Exercise • Activity - Reading <p style="text-align: center;">Holmes, Margaret M. (2000) <i>A Terrible Thing Happened.</i></p> <ul style="list-style-type: none"> • Activity - Safety Planning Group Brainstorm • Closing 	<ul style="list-style-type: none"> • Identify strategies and skills to use in potentially unsafe or violent situations. • Identify and describe avoidance or assertiveness strategies to use in unsafe and or uncomfortable situations.

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<p>Day 2</p> <p>Self Esteem</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Reading <p>Palmer, Pat. (2011) <i>Liking Myself.</i></p> <p>Parr, Todd. (2001) <i>It's Okay to be Different.</i></p> <p>Spellman, Cornelia. (2003) <i>When I Feel Good about Myself.</i></p> <ul style="list-style-type: none"> • Activity - My Shield/Coat of Arms Exercise • Closing 	<ul style="list-style-type: none"> • Identify factors that influence self-identity.
<p>Day 3</p> <p>Emotional Expression</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Reading <p>Bailey-McKenna, M-C. (2015) <i>What if I ... helping students to survive and thrive at school.</i></p> <p>Cain, Janan. (2000) <i>The Way I Feel.</i></p> <p>Kraulis, Julie. (2013) <i>Whimsy's Heavy Things.</i></p> <p>Krueger, David W. (1993) <i>What Is a Feeling?</i></p> <p>Medina, Sarah. (2008) <i>Worried.</i></p> <p>Parr, Todd. (2009) <i>The Feelings Book.</i></p>	<ul style="list-style-type: none"> • Identify connections between worries and fears.

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	<ul style="list-style-type: none"> • Activity – What is a Worry? • Closing 	
Day 4 Healthy Relationships	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Reading <p>Cook, Julia. (2005) <i>My Mouth Is A Volcano!</i></p> <p>Everitt, Betsy. (1992) <i>Mean Soup.</i></p> <p>Kaiser Johnson, Lee & Kaiser Johnson, Sue. (1992) <i>If I Ran the Family.</i></p> <p>Shapiro, Lawrence E. (1994) <i>The Very Angry Day That Amy Didn't Have.</i></p> <p>Wood, Audrey. (1995) <i>Weird Parents.</i></p> <ul style="list-style-type: none"> • Activity - Discussion • Activity - What is a Friend? • Closing 	<ul style="list-style-type: none"> • Identify the nature and consequences of bullying. • Describe and apply strategies for developing and maintaining positive relationships.

Link to MOE Curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>



DAY 1: VIOLENCE AGAINST WOMEN AND SAFETY PLANNING

Length of Session: 45-60 minutes

What You Need for this Presentation: The book listed below, safety planning worksheets, noise makers, crayons, bell.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are here today.

- Thank the teacher for having you in their classroom.
- Have the class tell you what their “agreement” or “rules” are. Come up with a list together on the board or a flip chart so it’s visible throughout the presentation.
- Let the children know what to expect, number of presentations you will be doing.
- Any housekeeping (one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“I am here today to talk about a difficult topic and how violence is preventable. In my work, I help kids, of all ages who have seen or heard fighting at home. I help kids who may have been scared, confused or upset because one adult in their home is hurting another adult.”

“I work for a program called Violence Is Preventable (VIP). I am visiting all kinds of classrooms in BC for all ages of students, some classrooms just like this one. I am visiting these classrooms because my program wants every child in our community to know 3 main messages. If you forget anything else I say today, my name, or where I am from, that’s okay, but I do want you to remember these 3 main messages.”

Optional: You may wish to present the material through a puppet. See Appendix A for a tip sheet on working with puppets.



The 3 Main Messages

1. It is not your fault.

It is never a child's fault if adults are fighting and hurting each other.

Ask the class: Who is responsible for the fighting and violence?

2. Don't get in the middle if adults are fighting.

Ask the class: Why would we ask children not to get in the middle when adults are fighting?

What is the safer thing to do? Brainstorm safe options (e.g., stay in your room, go to your neighbor's residence or to another safe place).

3. You are not alone.

Discuss with the class: Children and youth often feel alone when there is fighting at home and the violence may be scary. Explain that part of the reason that VIP is here today is to emphasize that they are not alone and to talk about safety.

Have the class repeat the 3 main messages with you. If the class is reserved, perhaps have the students each draw what the 3 main messages mean to them and if they choose to share their drawings with their classmates.

Grounding Exercise

Assess the energy in the room as you may need to do a grounding exercise to help the children be present and focused during the presentation. An example of a grounding exercise and a possible dialogue to introduce the grounding exercise is below. Other grounding exercises can be found in Appendix A.

Dialogue to Introduce the Exercise

"I know this is big topic, so we are going to do an exercise that will help us in this work. Sometimes when we talk about tough topics we can go to a memory of something that has happened to us. We forget we are in our classrooms and safe at school. So this exercise will help us all remember where we are. If you feel comfortable doing this, I am asking everyone to put their feet flat on the floor and wiggle your toes. Feel the floor under your feet and the back of the chair against your back. "

"I can see some toes wiggling! Now I want you listen to the sounds in the room. What things do people hear? (Elicit some responses). Great listening!"

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“Now I want everyone to put your hands on your bellies. We are going to do slow deep belly breaths while I ring this very special bell. This bell rings for a really long time. We are going to try and count our breaths while the bell is ringing. When we take deep, slow long breaths it can really help calm us down if we are feeling scared. It is a great thing to take deep slow breaths if you are frightened or worried.” (Ring the bell and demonstrate deep slow breaths).

The children will want to tell you how many breaths they counted. Affirm that this is a difficult exercise that even a lot of adults struggle to do it and they did really well concentrating on their deep slow breathing.

Activity – Reading

Read the following book to the class.

- Holmes, Margaret M. (2000). *A Terrible Thing Happened*.

While reading, you can use a balloon to demonstrate Sherman filling up with all kinds of feelings. The balloon gets bigger and Sherman feels worse. When Sherman starts to talk about how he is feeling, you let air out of the balloon little by little to demonstrate the relief that results from expressing feelings and worries.

Introduce the story to the class as follows: “Sometimes it can help to talk to someone when we are feeling upset. I would like to share a story about someone named Sherman and let’s see together what Sherman did to help solve his problem.”

Activity - Safety Planning Group Brainstorm

This activity helps children brainstorm a list of ideas for things that they can do to keep themselves safe. Make a list on the board or a flip chart of all of the suggestions from the class. This activity is a great opportunity for children to think about themselves and come up with things they can do or are already doing to keep themselves safe. For this age range, you may choose to provide examples like: when you wake up from a nightmare and feel afraid, what can you do to feel safer?

Hand out the Safety Planning Worksheets to the students and let them know they can write the names or draw faces of people in their world who they can talk to. You can also look around the room and identify the classroom teacher, support staff, school counsellors, administrator’s etc. as safe people. You can also introduce the idea of 911 here. If kids identify they have no one they can talk to, you can encourage them to put 911 on their plan.

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A discussion about the Kids Help Line phone can also be useful here. Kids Help Line phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. You can reach a counselor by calling 1-800-668-6868. You may wish to write this number on the board or flip chart paper for students or provide it to the school staff if they do not have the phone number.

Closing

Conduct a grounding exercise again. Recap the 3 main messages and ask the class: can anyone remember any of our three messages? Ask the class to answer and all repeat them.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

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My Safety Plan

Home



Community



School





DAY 2: SELF ESTEEM

Length of Session: 60 minutes

What You Need for this Presentation: The books listed below, My Shield/Coat of Arms worksheet, crayons.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are here today.

- Thank the teacher for having you in their classroom.
- Have the class tell you what their “agreement” or “rules” are. Come up with a list together on the board or a flip chart so it’s visible throughout the presentation.
- Let the children know what to expect, number of presentations you will be doing.
- Any housekeeping (one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about each of you and how special you all are. We are going to read a book together and then do an activity.”

Activity – Reading

All these books are relevant to the topic self esteem for this age group.

- Palmer, Pat. (2011). *Liking Myself*.
- Parr, Todd. (2001). *It’s Okay to be Different*.
- Spellman, Cornelia. (2003). *When I Feel Good about Myself*.

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Activity - My Shield/Coat of Arms Exercise

Historically, a shield or coat of arms has been described as a representation of a person, family, corporation or country. This activity involves asking a student to draw or decorate their own personal shield that represents them. This exercise allows children to recognize their own characteristics and strengths by illustrating them.

Demonstrate the activity by drawing your own shield on a flip chart or board and decorate it with characteristics that represent you and make your shield unique.

Hand out the My Shield/Coat of Arms worksheet to the students and allow them to design their own.

Closing

Bring everyone back to a circle. Ask the students to share a few elements they put on their worksheets. Use this opportunity to emphasize that we all are unique.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

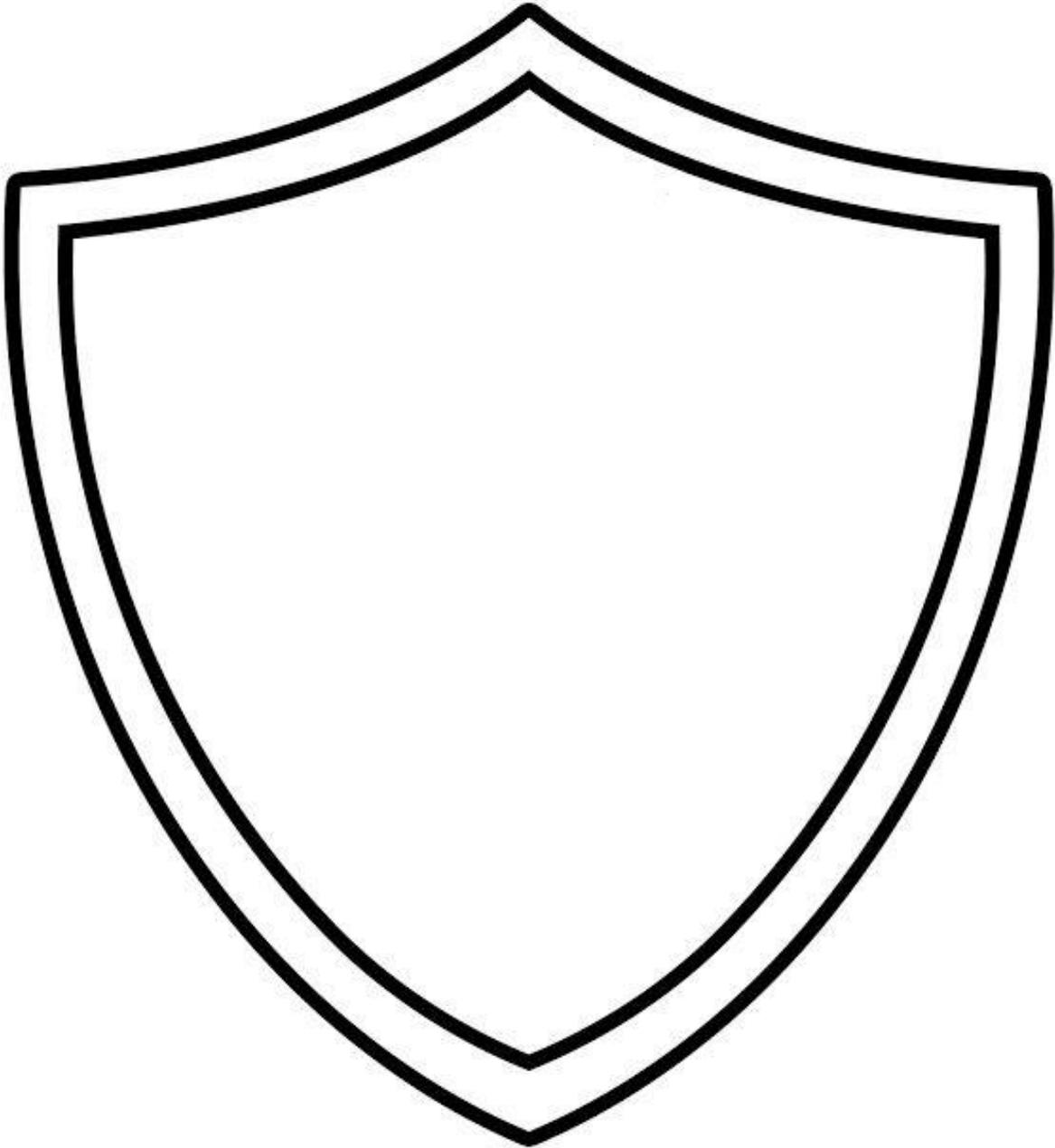
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My Shield/Coat of Arms Exercise





DAY 3: EMOTIONAL EXPRESSION

Length of Session: 60 minutes

What You Need for this Presentation: The books listed below, What is a Worry worksheet, crayons, bell.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are here today.

- Thank the teacher for having you in their classroom.
- Have the class tell you what their “agreement” or “rules” are. Come up with a list together on the board or a flip chart so it’s visible throughout the presentation.
- Let the children know what to expect, number of presentations you will be doing.
- Any housekeeping (one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about F-E-E-L-I-N-G-S.”

“Does anyone know what feelings are? Can anyone list some feelings?”

“Everyone has feelings, all feelings are okay. Feelings are a message from our body to our brain to pay attention to what is happening.”

“It's healthy to put your feelings into words. Talking about feelings helps us feel close to people who care. It helps us feel better when we're sad or scared.”

“Knowing how we are feeling impacts how we behave. If we know something has bothered us, we can ask for it to stop. For example: Your brother borrowed your toy without asking you. How did that make you feel?” (Ask the class and elicit answers.) You can now ask your brother to please not take your toys without asking and let him know how it made you feel.”



“Feelings can create energy in our bodies (excited, scared, sad), and they can make us feel differently. It is important to get this energy out in a way that makes us feel better and isn’t hurtful to anyone. “

Activity – Reading

All these books are relevant to the topic emotional expression for this age group.

- Bailey-McKenna, M-C. (2015). *Instead I ...: helping students to survive and thrive at school.*
- Cain, Janan. (2000). *The Way I Feel.*
- Kraulis, Julie. (2013). *Whimsy’s Heavy Things.*
- Krueger, David W. (1993). *What Is a Feeling?*
- Medina, Sarah. (2008). *Worried.*
- Parr, Todd. (2009). *The Feelings Book.*

Activity - What is a worry?

This activity allows children an opportunity to think about things that worry them and identify what is a particular worry or fear for them. Demonstrate this activity on the board or a flipchart by sharing what things worry you.

Ask the class: What happens to your body when you worry?

What is a Worry worksheet: Distribute the worksheet to the class. Go over the worksheet. Allow the class 5-10 minutes to work in pairs or on their own to respond to the questions on the bottom of the worksheet. Brainstorm a list of emotions and things that children can do when they feel worried or have a fear about something.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



What is a Worry?

Worries can be unpleasant thoughts that are hard to get out of your head.

They can distract you and make it difficult for you to focus on anything.

Everyone has had something to worry about now and again. It becomes a problem when you are always worried and it gets in the way of your daily life.

Here are some things you may find yourself worrying about: Do you ever worry about any of these things?

Family	School	Friends	Other
Disagreements or fights	Grades	Making Friends	Appearance
Staying safe	Homework	Bullies	Money
Chores	Presentations	Fitting in	Being Embarrassed
Upsetting parents	Tests	Communicating	Clothes
Mealtimes	Succeeding	Common interests	Language

When you worry, your body can experience some changes. Here are some things you may experience when you are worried.

- Upset stomach
- Fast heartbeat
- Headache
- Sweating
- Shaking
- Feeling hot

Does this ever happen to you?

What things do you do to make yourself feel better when you worry?

- _____
- _____
- _____
- _____



DAY 4: HEALTHY RELATIONSHIPS

Length of Session: 45-60 minutes

What You Need for this Presentation: The books listed below, flip chart, markers, bell, What is a friend? worksheet.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about RELATIONSHIPS!”(Say it out loud with the class).

R-E-L-A-T-I-O-N-S-H-I-P-S..... Write the word on the board or flipchart. “This is a BIG word. Does anyone have any idea what it means?”

Elicit suggestions and definitions from the class and conduct a group brainstorm.

After writing their input down, define the term relationships to the class and a sample definition is below to start.



Relationships: Connections to other people, other people could be your family, friends, teachers, counsellors, coaches, etc.

Activity - Reading

All these books are relevant to the topic healthy relationships and will assist with the large group discussion.

- Cook, Julia. (2005). *My Mouth Is A Volcano!*
- Everitt, Betsy. (1992). *Mean Soup.*
- Kaiser Johnson, Lee & Kaiser Johnson, Sue. (1992). *If I Ran the Family.*
- Shapiro, Lawrence E. (1994). *The Very Angry Day That Amy Didn't Have.*
- Wood, Audrey. (1995). *Weird Parents.*

Activity - Discussion

Introduce the topic of respectful and positive relationships under the context of friendship. Use some or all of the following questions to start the discussion.

- What is respect?
- What is a positive relationship?
- What is friendship?
- What qualities do you want in a friend?
- How do you feel when you are with a good friend?
- What is bullying to you?
- What are the consequences of bullying?

Activity - What is a Friend?

This activity encourages students to examine what qualities are found in a good friend and what characteristics would describe someone who is not a good friend or perhaps acting as a “bully”.

Ask the class to brainstorm some characteristics of a good friend versus not a good friend or a person who acts like a bully. Draw a line down the middle of the board or a flip chart and ask the class to list characteristics for the columns.

Distribute the What is a friend? Worksheet to the class. This worksheet lists characteristics and behaviours. Ask the class to work in pairs on independently and identify which characteristics or behaviours are associated with being a good friend or not a good friend. They can write their answers in



the column to the right.

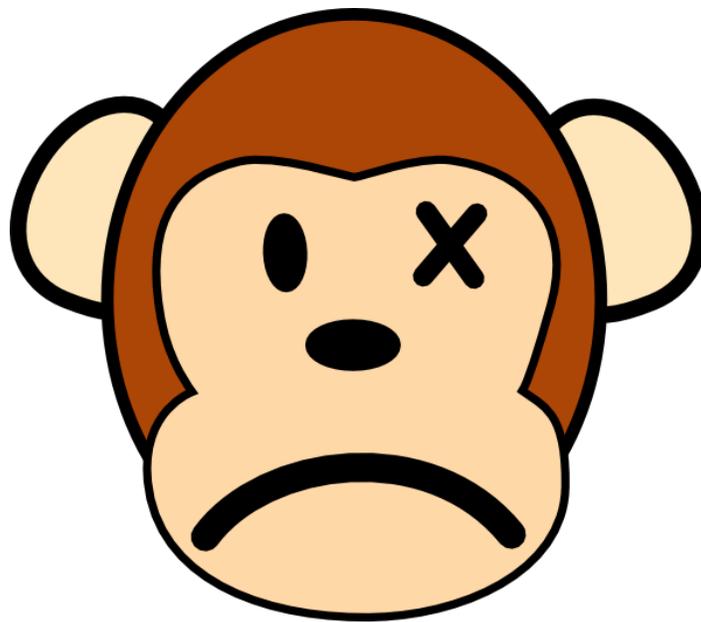
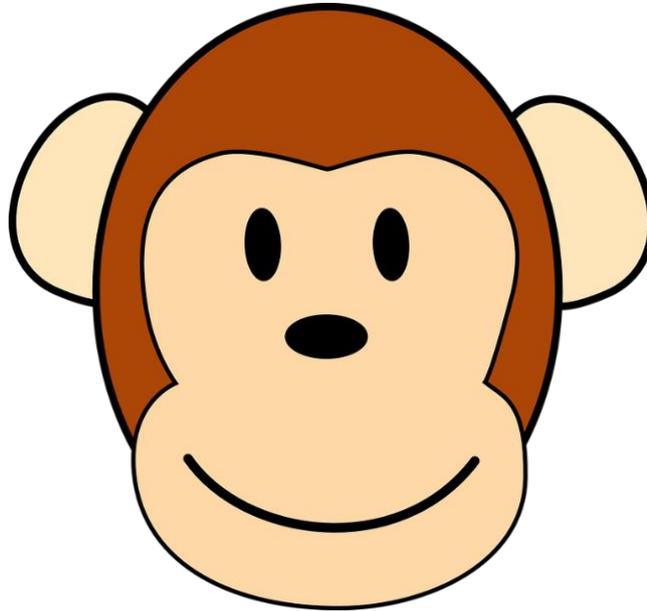
Closing

Bring the class back in a circle and ask them how it felt to do this exercise. Together name some of the behaviours of a good friend versus a person who is not a good friend or acting like a bully. These can be from the lists but also ask them to think of and contribute other behaviours that they may have experienced that could be added to these lists.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



What is a friend?



VIOLENCE IS PREVENTABLE

VIP

CURRICULUM FOR GRADES K-12



Characteristic or Behaviour	Positive (good friend), Negative (bad friend)
• Listens to me when I'm talking	•
• Says nice things about me	•
• Helps me when I am in trouble	•
• Helps me when I need it	•
• Shares with me	•
• Plays with me	•
• Is not fun to be with	•
• Is respectful	•
• Stands up for me	•
• Makes me laugh	•
• Is kind	•
• Doesn't have good manners	•
• Is patient	•
• Is fun to be with	•
• Makes me feel good about myself	•
• Laughs with me	•
• Cheers me up when I am sad	•
• Doesn't care when I am sad	•
• Talks behind my back	•
• Says mean things about others	•
• Yells at me when I mess up	•
• Hits me	•
• Doesn't share with me	•
• Plays with me only when they want to	•
• Is disrespectful	•
• Doesn't stand up for me	•



GRADE 4-5 LESSON PLAN AND MINISTRY OF EDUCATION CURRICULUM

The Ministry of Education (MOE) Physical and Health Education (PHE) Curriculum aims to empower students to develop a personalized understanding of what healthy living means. The PHE “Big Ideas” reflected in this lesson plan are: 1) developing healthy relationships helps us feel connected, supported, and valued; and 2) personal choices and social and environmental factors influence our health and well-being.

This curriculum is developed in a series of four workshops highlighting the central VIP themes and linking them to the VIP curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for the activity resources (books and videos) can be found in Appendix B VIP Curriculum Resources.

TOPIC	ACTIVITIES	PHE CURRICULUM COMPETENCIES
<p>Day 1</p> <p>Violence Against Women and Safety Planning</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Grounding Exercise • Activity - Define Violence/Abuse • Activity - Safety Planning Group Brainstorm • Activity - Safety Planning Worksheet • Activity - Who Is in My Circle • Closing 	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Identify strategies and skills to use in potentially unsafe or violent situations and how to respond to violent or abusive people.
<p>Day 2</p> <p>Self Esteem</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss a Video <p><i>Love Yourself – A Video Dedicated to Girls and Boys Who Struggle with Body Image</i></p>	<ul style="list-style-type: none"> • Describe factors that positively influence mental well-being and self –identity. • Identify media messaging and body image.

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



	<ul style="list-style-type: none"> • Activity - Small Group Discussion • Closing 	
Day 3 Emotional Expression	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity – Watch and Discuss a Video <p><u>Inside Out – Riley Argues With Her Parents.</u></p> <p><u>Why Do We Lose Control of Our Emotions?</u></p> <ul style="list-style-type: none"> • Activity - Small Group Discussion • Closing 	<ul style="list-style-type: none"> • Explore strategies for managing emotional changes during puberty.
Day 4 Healthy Relationships	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss a Video <p><u>Zootopia – Judy Gets Bullied Moments</u></p> <ul style="list-style-type: none"> • Activity - Small Group Discussion • Closing 	<ul style="list-style-type: none"> • Describe and assess strategies for responding to discrimination, stereotyping and bullying. • Describe and apply strategies for developing and maintaining positive relationships.

Link to MOE Curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>



DAY 1: VIOLENCE AGAINST WOMEN AND SAFETY PLANNING

Length of Session: 45-60 minutes

What You Need for this Presentation: Who Is My Circle worksheet, VIP slide set, poster board, markers, crayons, magazines, projector, laptop, speakers, Wi-Fi.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are here today.

- Thank the teacher for having you in their classroom.
- Have the class tell you what their “agreement” or “rules” are. Come up with a list together on the board or a flip chart so it’s visible throughout the presentation.
- Let the children know what to expect, number of presentations you will be doing.
- Any housekeeping (one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“I am here today to talk about a difficult topic and how violence is preventable. In my work, I help kids, of all ages who have seen or heard fighting at home. I help kids who may have been scared, confused or upset because one adult in their home is hurting another adult.”

“I work for a program called Violence Is Preventable (VIP). I am visiting all kinds of classrooms in BC for all ages of students, some classrooms just like this one. I am visiting these classrooms because my program wants every child in our community to know 3 main messages. If you forget anything else I say today, my name, or where I am from, that’s okay, but I do want you to remember these 3 main messages.”



The 3 Main Messages

Use this exercise to brainstorm further about who is responsible for the violence and how to start talking about safety. Discuss the 3 main messages with them.

1. It is not your fault.

It is never a child's or youth's fault if adults are fighting and hurting each other.

Ask the class: Who is responsible for the fighting and violence?

2. Don't get in the middle if adults are fighting.

Ask the class: Why would we ask children not to get in the middle when adults are fighting?

What is the safe thing to do? Brainstorm safe options (e.g., stay in your room, go to your neighbor's residence or to another safe place).

3. You are not alone.

Discuss with the class: Children and youth often feel alone when there is fighting at home and the violence may be scary. Explain that part of the reason that VIP is here today is to emphasize that they are not alone and to talk about safety.

Have the class repeat the 3 main messages with you and explain that you are now going to spend a few minutes brainstorming about how to keep themselves safe.

Grounding Exercise

Assess energy in the room as you may need to do a grounding exercise to help all children be present/focused during the presentation. See Appendix A: for tip sheet on sample grounding exercises.

Activity - Define Violence/Abuse

Violence or abuse is when we use our body or our words to control and hurt someone else. When someone hurts your body or feelings and it is not an accident it can be violence or abuse.

Brainstorm with the class: How do you think children or youth who experience violence or abuse feel? How do they respond? What do you think children or youth who witness or experience violence understand?

Expand the brainstorm into behaviours that can be characterized as bullying: How do you think children and youth who witness or experience bullying feel? How do they respond? What do you think children or youth who witness or experience bullying understand?



Activity - Safety Planning Group Brainstorm

This activity helps students compile a list of things that they can do to keep themselves safe in potentially dangerous or abusive situations. Make a list on the board or a flip chart of all of the suggestions from the class. This activity is a great opportunity for children to think about their lives and safety and to discuss what they are already doing to keep themselves safe and to brainstorm with their classmates' new ways to stay safe.

Activity - Safety Planning Worksheet

Hand out the Safety Planning Worksheets to the students and let them know they can write the names or draw faces of people in their world who they can talk to if they have a problem. You can also look around the room and identify the classroom teacher, support staff, school counsellors, administrator's etc. as safe people. You can also introduce the idea of 911 here. If kids identify they have no one they can talk to, you can encourage them to put 911 on their plan.

A discussion about the Kids Help Line phone can also be useful here. Kids Help Line phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. You can reach a counselor by calling 1-800-668-6868. You may wish to write this number on the board or flip chart paper for students or provide it to the school staff if they do not have the phone number.

Activity - Who Is in My Circle

Hand out the Who is in My Circle worksheet to the students and ask them to think about who is their circle - who they go to for support or if they need help. Ask the students to write down the names of these people in their circle.

Closing

Consider running another grounding exercise if necessary. Please refer to Appendix A for sample grounding exercises.

Recap the 3 main messages with the class. Ask - Can anyone remember any of our three messages?

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



Safety Planning Worksheet

I need to tell ...	It is tattling
<ul style="list-style-type: none">• When there is danger• When I am scared and unsafe• When I need an adult to solve a problem• When someone hurts me on purpose	<ul style="list-style-type: none">• When I want to get someone else in trouble• When I want to look good in someone else's eyes• When I want to get attention

It is not okay to hurt a person's body or feelings on purpose. I can tell a safe adult when I feel unsafe.

My safe adults are:

1. _____
2. _____
3. _____

If someone is hurt or in danger, I can call **911**

My name is _____

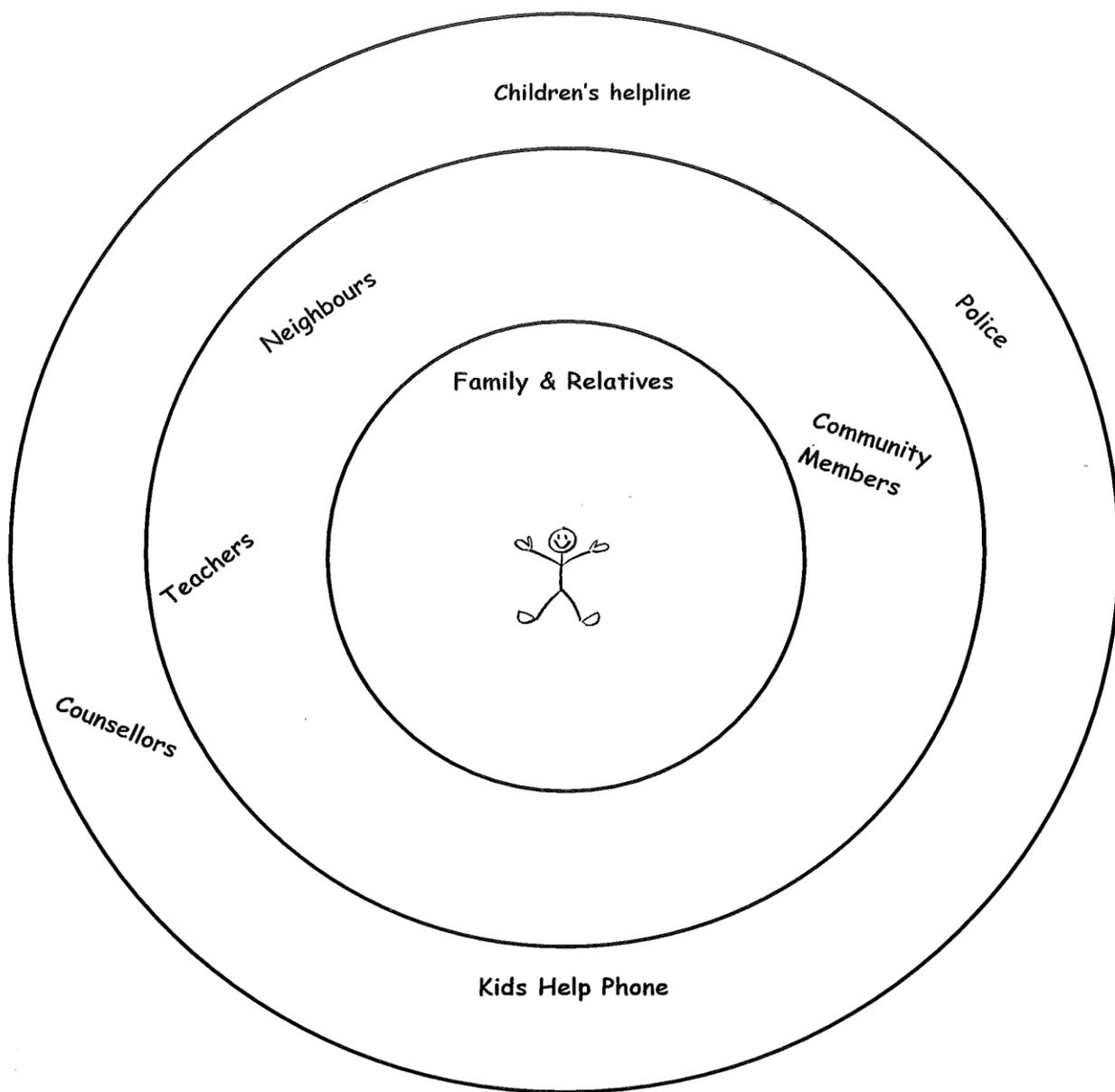
I am _____ years old

I need help. Someone is hurt

I live at _____



Who is in My Circle



Kid's Help Phone: 1-800-668-6868



DAY 2: SELF ESTEEM

Length of Session: 60 minutes

What You Need for this Presentation: VIP slide set, poster board, markers, crayons, magazines, projector, laptop, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about each of you individually and how special you all are. We are going to watch this video and then do an activity.”

Activity - Watch and Discuss a Video

- LoveLyLieKie. (February 6, 2012). *Love Yourself – A Video Dedicated to Girls and Boys Who Struggle with Body Image*.
<https://www.youtube.com/watch?v=c2Mn0TvDbay&t=1s>



This video explores media messaging and body image and focuses on the idea that we should all love ourselves exactly the way we are. The way we perceive our appearance and body impacts our identity and self esteem. The way the media projects images of how we should look can create confusion for children and youth.

Activity - Small Group Discussion

Break up the class into small groups and ask them to discuss and answer the questions below.

- What do you think the main messages were in the video?
- What is self-identity?
- What factors do you think influence self-identity, including body image?

Allow 10-15 minutes for discussion, then ask them to create a list of things that are important to them and factors that positively influence their well-being and self-identity. The class will be provided with a poster board they can use to illustrate this message. They can draw, write, or use magazine cut-outs to illustrate their message. Ask each group to share their posters and to identify what factors positively influence their well-being and self-identity.

Closing

Remind the class that self-identity and self esteem is different for every person. Every person is unique and special.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



DAY 3: EMOTIONAL EXPRESSION

Length of Session: 60 minutes

What You Need for this Presentation: VIP slide set, poster board, markers, crayons, magazines, projector, laptop, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about F-E-E-L-I-N-G-S.”

“Does anyone know what feelings are? Can anyone list some feelings?”

“Everyone has feelings and all feelings are okay. Feelings are a message from our body to our brain to pay attention to what is happening. It's healthy to put your feelings into words. Talking about feelings helps us feel close to people who care. It helps us feel better when we're sad or scared. Knowing how we are feeling affects how we behave. If we know something has bothered us, we can ask for it to stop.”



“Feelings can create energy in our bodies (excited, scared, sad), and they can make us feel differently. It is important to get this energy out in a way that makes us feel better and isn’t hurtful to anyone.”

Activity – Watch and Discuss a Video

Please note that there is a choice of videos to watch for this lesson and the links to the videos are embedded in the VIP slide set and listed below.

Video A

- Sipos, Marcell. (October 6, 2015). *Inside Out – Riley Argues With Her Parents*.
<https://www.youtube.com/watch?v=t4okAfKCwRk&t=8s> (The BCSTH Library has a DVD of Inside Out available for borrowing AV BF 723.E6 INS 2015)

This clip is from the movie “Inside Out”. This video clip explores the feelings of the three main characters in “Inside Out”, Riley and her parents. It illustrates how emotions can affect behavior.

Dialogue to Introduce Video A

“Who here has watched the movie “Inside Out”? We are going to watch a clip from it today to introduce and delve into the topic of feelings in a discussion afterwards.”

Video B

- Kids Want to Know. (March 12, 2017). *Why Do We Lose Control of Our Emotions?*
<https://www.youtube.com/watch?v=3bKuoH8CkFc&t=39s>

Dialogue to Introduce Video B

“This video explores our emotions and what can happen when a person loses control of their emotions and we will have a discussion afterwards.”

Activity - Small Group Discussion

Break up the class into small groups and ask them to discuss and answer the questions below which are suitable to both videos.

- What do you think the main messages were in the video?
- How do emotions affect our behaviours?
- What are some examples in the video clip?

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- Does age and puberty have anything to do with emotions?
- What are some strategies you use to manage your emotions?

Ask the class to come back together and ask each group to answer one of the questions listed above. You can ask popcorn style by randomly selecting students to answer or ask students to volunteer by raising their hands or perhaps the groups will identify a spokesperson to answer the questions on their behalf.

Closing

Remind the class that all emotions are healthy to feel. It's what we do with them that counts.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



DAY 4: HEALTHY RELATIONSHIPS

Length of Session: 60 minutes

What You Need for this Presentation: VIP slide set, poster board, markers, crayons, magazines, projector, laptop, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about RELATIONSHIPS.”

R E-L-A-T-I-O-N-S-H-I-P-S..... Write it on the board. “This is a BIG word. Does anyone have any idea what it means?”

Discuss suggestions and definitions from the class and do a group brainstorm.

After writing suggestions on the board define relationships to the class. A sample definition is below.

Relationships: Connections to other people, could be your family, friends, etc.. Relationships impact our daily lives. They can bring us support, joy and sometimes sadness. Today we want to explore ways in



which you can develop and maintain positive relationships.

Activity - Watch and Discuss a Video

- Smith, Johnathon. (December 22, 2016). *Zootopia – Judy Gets Bullied Moments*.
<https://www.youtube.com/watch?v=K9lqrTRbHDA>

This short video clip explores themes around relationships, discrimination and bullying. This clip is from the movie “Zootopia”.

Activity - Small Group Discussion

Break up the class into small groups and ask them to discuss and answer the questions below.

- What was happening in the video?
- What do you think the main messages were in the video?
- What are some way in which you could develop and maintain positive relationships?
- What are some ways to respond to discrimination, stereotyping and bullying?
- What are some strategies you use to manage your emotions?

Ask the class to come back together and ask each group to answer one of the questions listed above. You can ask popcorn style by randomly selecting students to answer or ask students to volunteer by raising their hands or perhaps the groups will identify a spokesperson to answer the questions on their behalf.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



GRADE 6-7 LESSON PLAN AND MINISTRY OF EDUCATION CURRICULUM

The Ministry of Education (MOE) Physical and Health Education (PHE) Curriculum aims to empower students to develop a personalized understanding of what healthy living means. The PHE “Big Ideas” reflected in this lesson plan are: 1) we experience many changes in our lives that influence how we see ourselves and others; 2) healthy choices influence our physical, emotional, and mental well-being; and 3) understanding our strengths, weaknesses and personal preferences helps us plan and achieve our goals.

This curriculum is developed in a series of four workshops highlighting the central VIP themes and linking them to the PHE curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for the activity resources (books and videos) can be found in Appendix B VIP Curriculum Resources.

TOPIC	ACTIVITIES	PHE CURRICULUM COMPETENCIES
<p>Day 1</p> <p>Violence Against Women and Safety Planning</p>	<ul style="list-style-type: none"> • Introductions • Introduce the Objectives of the Presentation • Dialogue to Introduce the Video • Activity - Watch and Discuss a Video <p><i>Sunshine – Don’t Confuse Love & Abuse</i></p> <ul style="list-style-type: none"> • Activity - Support Network Brainstorm • Closing 	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Identify strategies to protect themselves and others from potential abuse, violence, exploitation, and harm in a variety of settings.
<p>Day 2</p> <p>Self Esteem</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss a Video <p><i>I am ... I am not ... Teens’ Identity.</i></p>	<ul style="list-style-type: none"> • Describe factors that positively influence mental well-being and self-identity. • Identify what influences individual identity.

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	<ul style="list-style-type: none"> • Alternative Activity - Just Because Poem Discussion • Closing 	
Day 3 Emotional Expression	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss a Video <p><u>Inside Out – Riley Argues With Her Parents</u></p> <p><u>Why Do We Lose Control of Our Emotions?</u></p> <ul style="list-style-type: none"> • Activity - Small Group Discussion • Closing 	<ul style="list-style-type: none"> • Explore and describe strategies for managing emotional changes during puberty.
Day 4 Healthy Relationships	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss a Video <p><u>Sunshine – Don’t Confuse Love & Abuse</u></p> <p><u>What Teens Think About: Healthy Relationships</u></p> <ul style="list-style-type: none"> • Activity - Small Group Discussion • Activity - Large Group Discussion • Closing 	<ul style="list-style-type: none"> • Describe and assess strategies for responding to discrimination, stereotyping and bullying. • Describe and apply strategies for developing and maintaining healthy relationships.

Link to MOE Curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>



DAY 1: VIOLENCE AGAINST WOMEN AND SAFETY PLANNING

Length of Session: 60 minutes

What You Need for this Presentation: VIP slide set, flip chart, markers, crayons, magazines, projector, laptop, speakers, Wi-Fi.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are here today.

- Thank the teacher for having you in their classroom.
- Have the class tell you what their “agreement” or “rules” are. Come up with a list together on the board or a flip chart so it’s visible throughout the presentation.
- Let the children know what to expect, if you are just there for 1 session, or are doing a series.
- Any housekeeping matters (e.g., one person speaking at a time, raising hands for questions and how to make comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Introduce the Objectives of the Presentation

- Raising awareness of the prevalence of domestic violence.
- Defining violence or abuse: When someone hurts your body or feelings and it is not an accident. Providing information on the consequences of experiencing or witnessing domestic violence and how it can impact performance and relationships at school.
- Describe the VIP and PEACE Programs.
- Answer any questions.

Dialogue to Introduce the Video

“Today we are going to be watching a short video about the difference between love and abuse or violence. Please pay attention to the behaviours and feelings of the two main characters who are in a



relationship. This video illustrates a couple in a romantic relationship. Notice the behaviour and think about whether or not the actions of the characters are healthy or unhealthy while you are watching. We will have an opportunity to discuss the video afterwards.”

Activity - Watch and Discuss a Video

- *Sunshine – Don’t Confuse Love & Abuse – Day One.*
https://www.youtube.com/watch?time_continue=19&v=1L6HB97lbrQ

Discuss the video with the class using the questions below.

- What were the main messages in the video?
- Did you notice when the couple’s relationship went from unhealthy to abusive or violent? What are some warning signs?
- What are some strategies you can do to keep yourself safe?

Activity - Support Network Brainstorm

Direct the class in a brainstorming session about how to stay safe in potentially abusive or violent situations. Ask the class to start a group brainstorm on the board or on a flipchart of steps they can take, people they can talk to when they need help and where they can go to get help and support. Ask them to think about what their individual safety plans would be at home and at school.

A discussion about the Kids Help Line phone can also be useful here. Kids Help Line phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. You can reach a counselor by calling 1-800-668-6868. You may wish to write this number on the board or flip chart paper for students or provide it to the school staff if they do not have the phone number.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them. (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



DAY 2: SELF ESTEEM

Length of Session: 60 minutes

What You Need for this Presentation: VIP Slide set, flip chart, markers, poster board, crayons, magazines, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about self-identity: what it means, what can influence it and how it can change. We are going to watch a video that explores what self-identity can mean for different people. This video was made by VOX Atlanta which is a youth serving organization in Atlanta, GA. Creating safe space at VOX Atlanta means embracing and claiming individuality and respecting each other’s different identities. Teens shot this video while celebrating what makes VOX a safe space for themselves and each other.”



Activity - Watch and Discuss a Video

- VOX ATL. (March 1, 2017). *I am ... I am not ... Teens' Identity*.
<https://www.youtube.com/watch?v=lpO27mNYMlc>

Break up the class into small groups and ask them to discuss and answer the questions below.

- What do you think the main messages were in the video?
- What is self-identity?
- What factors do you think influence self-identity and how can it change?

Allow 10-15 minutes for discussion. Ask them to come up with a list of things that are important to them and factors that positively influence their mental well-being and self-identity. The class will be provided with a poster board they can use to illustrate their small group message. They can draw, write, or use magazine cut-outs to share their list with the class. Ask each group to share what factors they illustrated that positively influence their mental well-being and self-identity.

Alternative Activity - Just Because Poem Discussion

Just Because Poems allow young people to express themselves by challenging stereotypes and allowing them to embrace their true selves.

- Read aloud the Just Because Poem on the next page as an example.
- Ask the class to write their class poem together or facilitate a discussion about what this sample poem means to them. This exercise is a way to enhance their understanding of self-identity. Students could also write their own Just Because Poem individually and if comfortable, share with the class as part of the lesson.
- Ask the class to share what factors positively influence their self-identity and individuality.

Closing

Remind the class that self-identity and self-esteem is different for everyone. Everyone is unique and special in their own way.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



“Just Because” Poem Template

Poetry deals with the emotions. An autobiographical poem is personal; it reveals something about the person writing the poem. It does not have to rhyme. Below is a simple plan to write your own autobiographical poem. Just follow the steps and, before you know it, it’s done!

Explore a stereotype...

Just because I’m....

Doesn’t mean...

Doesn’t mean...

And doesn’t mean...

Just because...

Doesn’t mean...

Doesn’t mean...

And...

Just because

Doesn’t mean...

Doesn’t mean...

And...

Just because...

(add question)

(add question)

(add question)

(add Statement)

EXAMPLES:

Just because I’m Indian,

Doesn’t mean I work at seven-eleven,

Doesn’t mean I have an accent,

And doesn’t mean I wear a dot on my forehead.

Just because I’m Indian,

Doesn’t mean I’m poor,

Doesn’t mean there are cows roaming down my street,



And beggars in front of my door.

Just because I'm Indian,

Doesn't mean I'm unsanitary,

Doesn't mean I'm anorexic,

And looking for a cure.

Just because I'm Indian,

Why should anyone care?

What is the difference?

What is life without variety?

Just because I'm Indian.

Just because I'm a computer nerd

Doesn't mean I am humorless

Doesn't mean I eat, breathe and sleep video games

And doesn't mean I wear glasses.

Just because I am on the honor roll

Doesn't mean that I'm a goody goody and

Doesn't mean that I don't like to hang out

And I feel the stress like everyone else.

Just because I care about what other people think

Doesn't mean I decide my actions based on that

Doesn't mean I don't have confidence

And certainly shouldn't be held against me

Just because I am nice to my parents

Why should people think I'm not normal?

Who says a teenager has to be troubled?

When do I get to be me?

I am a teen unexpected.

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



DAY 3: EMOTIONAL EXPRESSION

Length of Session: 60 minutes

What You Need for this Presentation: VIP Slide set, flip chart, markers, poster board, crayons, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about F-E-E-L-I-N-G-S.”

“Does anyone know what feelings are? Can anyone list some feelings?”

“Everyone has feelings and all feelings are okay. Feelings are a message from our body to our brain to pay attention to what is happening. It's healthy to put your feelings into words. Talking about feelings helps us feel close to people who care. It helps us feel better when we're sad or scared. Knowing how we are feeling affects how we behave. If we know something has bothered us, we can ask for it to stop.”



“Feelings can create energy in our bodies (excited, scared, sad), and they can make us feel differently. It is important to get this energy out in a way that makes us feel better and isn’t hurtful to anyone.”

Activity – Watch and Discuss a Video

There is a choice of videos to watch for this lesson and the links to the videos are embedded in the VIP slide set and listed below. Please review the video to determine the appropriateness for the classroom you will be presenting in.

Video A

- Sipos, Marcell. (October 6, 2015). *Inside Out – Riley Argues With Her Parents*. <https://www.youtube.com/watch?v=t4okAfKCwRk&t=8s> (The BCSTH Library has a DVD of Inside Out available for borrowing AV BF 723.E6 INS 2015)

This clip is from the movie “Inside Out”. This video clip explores the feelings of the three main characters in “Inside Out”, Riley and her parents. It illustrates how emotions can affect behavior.

Dialogue to Introduce Video A

“Who here has watched the movie “Inside Out”? We are going to watch a clip from it today to introduce and delve into the topic of feelings in a discussion afterwards.”

Video B

- Kids Want to Know. (March 12, 2017). *Why Do We Lose Control of Our Emotions?* <https://www.youtube.com/watch?v=3bKuoH8CkFc&t=39s>

Dialogue to Introduce Video B

“This video explores our emotions and what can happen when a person loses control of their emotions and we will have a discussion afterwards.”

Activity - Small Group Discussion

Break up the class into small groups and ask them to discuss and answer the questions below which are suitable to both videos.

- What do you think the main messages were in the video?

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- How do emotions impact our behaviours?
- What are some examples in the video clip?
- Does age and puberty have anything to do with emotions?
- What are some strategies you use to manage your emotions?

Ask the class to come back together and ask each group to answer one of the questions listed above. You can ask popcorn style by randomly selecting students to answer or ask students to volunteer by raising their hands or perhaps the groups will identify a spokesperson to answer the questions on their behalf.

Closing

Remind the class that all emotions are healthy to feel. It's what we do with them that counts.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



DAY 4: HEALTHY RELATIONSHIPS

Length of Session: 60 minutes

What You Need for this Presentation: Relationship Bill of Rights Handouts, VIP Slide set, flip chart, markers, poster board, crayons, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about RELATIONSHIPS.”

R E-L-A-T-I-O-N-S-H-I-P-S..... Write it on the board or flip chart. “This is a BIG word. Does anyone have any idea what it means?”

Discuss suggestions and definitions from the class and do a group brainstorm.

After writing suggestions on the board define relationships to the class. A sample definition is below.



Relationships: Connections to other people, could be your family, friends, etc.. Relationships impact our daily lives. They can bring us support, joy and sometimes sadness. Today we want to explore ways in which you can develop and maintain positive relationships.

Activity - Watch and Discuss a Video

There is a choice of videos to watch for this lesson and the links to the videos are embedded in the VIP slide set and below. Please review the video to determine the appropriateness for the classroom you will be presenting in.

Video A

- DayOneNY. (February 9, 2018). *Sunshine – Don't Confuse Love & Abuse – Day One*. https://www.youtube.com/watch?time_continue=19&v=1L6HB97lbrQ

After watching the video, discuss the video with the class using the questions below.

- What were the main messages in the video?
- Did you notice when the couple's relationship went from unhealthy to abusive or violent? What are some warning signs?
- What are some strategies you can do to keep yourself safe?

Video B

- myHealth for Teens & Young Adults. (February 22, 2017). *What Teens Think About: Healthy Relationships*. https://www.youtube.com/watch?v=DPb_B0pTBoQ

"Today we are going to be watching a short video about healthy versus unhealthy relationships. Please pay close attention to the attributes illustrated of a healthy and unhealthy relationship. We will discuss afterwards the difference between a healthy and an unhealthy relationship with a friend or romantic partner."

Activity - Small Group Discussion

Break up the class into small groups and ask them to discuss and answer the questions below.

- What was happening in the video?
- What do you think the main messages were in the video?

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- What are some warning signs you should look for in an unhealthy relationship?
- What are some way in which you could develop and maintain a healthy relationship?

Ask the small groups to come back together and ask each group to answer one of the questions, you can ask popcorn style by randomly selecting students, or ask students to volunteer by raising their hands or have the small groups identify a person to report on their behalf.

Activity - Large Group Discussion

Introduce the Relationship Bill of Rights to the class. A copy is below. The Relationship Bill of Rights was written in 2003 and posted online. It is intended as a bill or list of rights that people can reasonably expect to experience in their relationships. The Bill of Rights provides guidance and read it with the class and discuss it with the whole class.

For more information please visit: <https://www.morethantwo.com/relationshipbillofrights.html>

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



The Relationship Bill of Rights Handout

You have the right, without shame, blame or guilt,

In all intimate relationships:

- to be free from coercion, violence and intimidation
- to choose the level of involvement and intimacy you want
- to revoke consent to any form of intimacy at any time
- to be told the truth
- to say no to requests
- to hold and express differing points of view
- to feel all your emotions
- to feel and communicate your emotions and needs
- to set boundaries concerning your privacy needs
- to set clear limits on the obligations you will make
- to seek balance between what you give to the relationship and what is given back to you
- to know that your partner will work with you to resolve problems that arise
- to choose whether you want a monogamous or polyamorous relationship
- to grow and change
- to make mistakes
- to end a relationship.

<https://www.morethantwo.com/relationshipbillofrights.html>



GRADE 8-12 LESSON PLAN AND MINISTRY OF EDUCATION CURRICULUM

The Ministry of Education (MOE) Physical and Health Education (PHE) Curriculum aims to empower students to develop a personalized understanding of what healthy living means. The PHE “Big Ideas” reflected in this lesson plan are: 1) healthy choices influence our physical, emotional, and mental well-being; 2) healthy relationships can help us lead rewarding and fulfilling lives; 3) understanding our strengths, weaknesses and personal preferences helps us achieve our goals; and 4) safety and injury prevention practices allow lifelong participation in physical activities.

We have developed the Grade 8-12 lesson plan to reflect the MOE PHE Curriculum for Grade 8-10. The new curriculum for Grade 11–12 is in draft form and is anticipated to be finalized for the 2019 – 2020 school year. The VIP curriculum will be revised at that time to reflect those revisions.

This curriculum is developed in a series of four workshops highlighting the central VIP themes and linking them to the PHE curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for the activity resources (books and videos) can be found in Appendix B VIP Curriculum Resources.

TOPIC	ACTIVITIES	PHE CURRICULUM COMPETENCIES
<p>Day 1</p> <p>Violence Against Women and Safety Planning</p>	<ul style="list-style-type: none"> • Introductions • Introduce the Objectives of the Presentation • Dialogue to Introduce the Video • Activity - Watch and Discuss a Video <p><i>Sunshine – Don’t Confuse Love & Abuse</i></p> <ul style="list-style-type: none"> • Activity - Support Network Brainstorm • Closing 	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Identify strategies to protect themselves and others from potentially unsafe, abusive, or exploitative situations.

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<p>Day 2</p> <p>Self Esteem</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss Video <p><u>SELF-ESTEEM AND TEENAGERS</u></p> <ul style="list-style-type: none"> • Activity - Small Group Discussion • Activity - Toot Your Horn Worksheet • Closing 	<ul style="list-style-type: none"> • Explore and describe the impact of transition and factors that shape changing personal identities, including social and cultural factors.
<p>Day 3</p> <p>Emotional Expression</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Watch and Discuss Video <p><u>Identifying Our Feelings</u></p> <ul style="list-style-type: none"> • Activity - Small Group Discussion • Closing 	<ul style="list-style-type: none"> • Explore and describe strategies for managing physical, emotional and social changes during puberty and adolescence.
<p>Day 4</p> <p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Introductions • Dialogue to Introduce the Presentation • Activity - Network Brainstorm • Activity - Watch and Discuss Video <p><u>What Teens Think About: Healthy Relationships</u></p> <ul style="list-style-type: none"> • Closing 	<ul style="list-style-type: none"> • Describe and assess strategies for responding to discrimination, stereotyping and bullying. • Describe and apply strategies for developing and maintaining healthy relationships. • Identify healthy sexual decision making.

Link to MOE Curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education>



DAY 1: VIOLENCE AGAINST WOMEN AND SAFETY PLANNING

Length of Session: 60 minutes

What You Need for this Presentation: Safety Planning worksheets, Safe Words Tip Sheet, VIP Slide set, flip chart, markers, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to introduce yourself, where you are from and why you are here today.

- Thank the teacher for having you in their classroom
- Have the class tell you what their “agreement” or “rules” are. Come up with a list together on the board or a flip chart so it’s visible throughout the presentation.
- Let the children know what to expect, if you are just there for 1 session, or are doing a series
- Any housekeeping (one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Introduce the Objectives of the Presentation

- Raising awareness of the prevalence of domestic violence.
- Defining violence or abuse: When someone hurts your body or feelings and it is not an accident.
- Providing information on the consequences of experiencing or witnessing domestic violence and how it can impact performance and relationships at school.
- Describe the VIP and PEACE Programs.
- Answer any questions.

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Dialogue to Introduce the Video

“We are talking about relationships today. Many people get into their first romantic relationship in their teen years. Romantic relationships can be fun, supportive and meaningful. Students like yourself may also have negative experiences in their romantic relationships.”

“Today we are going to be watching a short video, “Don’t Confuse Love and Abuse” about the difference between love and abuse or violence. Please pay attention to the behaviours and feelings of the two main characters who are in a relationship. This video illustrates a couple in a romantic relationship. Notice the behaviour and think about whether or not the actions of the characters are healthy or unhealthy while you are watching. We will have an opportunity to discuss the video afterwards.”

Activity - Watch and Discuss a Video

- DayOneNY. (February 9, 2018). *Sunshine – Don’t Confuse Love & Abuse – Day One*. https://www.youtube.com/watch?time_continue=19&v=1L6HB97lbrQ

Discuss the video with the class using the questions below.

- What were the main messages in the video?
- What are some strategies you can do to keep yourself safe?
- What are some warning signs of being in an unhealthy relationship?
- Did you see any abusive or violent behavior in the video?
- Brainstorm the types of abuse that can occur in a relationship (physical, emotional, verbal, sexual, financial, on-line, through social media, though other technology such as smart phones, texts, selfies, etc.)
- Define abuse (share these definitions with class after the group brainstorm, to ensure students have a thorough understanding of what each type of abuse is).
- Physical: hitting, slapping, choking, kicking, grabbing, pulling hair, pushing and shoving.
- Emotional/Verbal: name calling, putting you down, embarrassing you in public (online or offline), threatening you in any way, telling you what to do or what to wear, threatening to harm themselves, accusing you of cheating.
- Sexual: pressuring or forcing you to do anything sexual that you are not comfortable with and or do not consent to, including sexting, restricting access to birth control, and unwanted kissing or touching.
- Financial: demanding access to your money, preventing you from working, insisting that if they pay for you, you owe them something in return.



- Digital: sending threats via text message, social media or email, stalking or embarrassing you on social media, hacking your social media or email accounts without your permission, forcing you to share passwords, constantly calling or texting to check up on you, frequently looking through your phone or monitoring texts/call logs.

Activity - Support Network Brainstorm

Direct the class in a brainstorming session about how to stay safe in potentially abusive or violent situations. Ask the class to start a group brainstorm on the board or on a flipchart of steps they can take, people they can talk to when they need help and where they can go in their local community to get help and support.

Ask them to think about what their individual safety plans would be at home and at school if they were facing these situations. Use the Safety Planning worksheet below to assist with this conversation. Discuss how to include “a safe word or words” in your safety plan as discussed in the worksheet below and the tip sheet about Safe Words below. If appropriate give them a copy of both handouts to review and discuss.

A discussion about the Kids Help Line phone can also be useful here. Kids Help Line phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. You can reach a counselor by calling 1-800-668-6868. You may wish to write this number on the board or flip chart paper for students or provide it to the school staff if they do not have the phone number.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



Safety Planning Worksheet

Staying Safe At Home:

- I can share what is happening with my relationship with a family member I trust:

- When there are times I may be alone at home, I can ask a friend or neighbor to stay with me. I will ask: _____
- The safest way to leave my house in an emergency is:

- Where can I go, if I have to leave in an emergency?

- What is my safe word/code that I can share with my family, friends, and neighbors to call for help from an unsafe partner without them knowing about it? My code word is: _____
(Please see the following page for a discussion about safe words, and their purpose. It can also be used as a tip sheet that you may want to share with parents.)

Staying Safe at School:

- The safest way for me to get to and from school is:

- If I need to leave school in an emergency, I can get home safely by:

- To avoid being alone between my classes, I can ask my friends to walk with me. I will ask: _____
- Lunch and free times should be spent in common areas where there are other people around me so I can be seen and heard. Here are some common areas or public spaces around school where I feel safe:

- Who are some people at school I can talk to if I need help staying safe at school?



DAY 2: SELF ESTEEM

Length of Session: 60 minutes

What You Need for this Presentation: Toot Your Horn worksheet, VIP Slide set, flip chart, markers, poster boards, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk about self-identity, what it means, what can influence it, and how it can change.”

There are two possible activities below and determine what is appropriate for your class.

Activity - Watch and Discuss Video

- K, Meghna. (September 16, 2016). *SELF-ESTEEM AND TEENAGERS*.
<https://www.youtube.com/watch?v=UsjedQ8vhNY>



Explain to the class that they will be watching a short video that talks about self esteem and teenagers and have a discussion afterwards.

After watching the video, ask them to discuss and answer the questions listed below.

- What do you think the main messages were in the video?
- Did you see truth in this video?
- What were the truths?
- How did you feel about the statistics in this video?
- How can being a teenager affect your self esteem?
- How does transition and change impact your identity or self esteem?

Activity - Small Group Discussion

Break up the class into small groups and based on the class discussion, ask the groups to compile a list of things that are important to them and factors that positively influence their mental well-being and self-identity. The groups will be provided with a poster board where they can illustrate their group message. They can draw, write, or use magazine cut-outs to make their image.

Ask each small group to share what factors they illustrated and why.

Activity - Toot Your Horn Worksheet

Hand out the Toot Your Horn Worksheet to the class. This worksheet provides students an opportunity to reflect on positive things in their life. It is a great way to build and boost self esteem and realize the importance of sometimes tooting your own horn.

Closing

Remind the class of the importance of self esteem and separate identities. Everyone is unique and special in their own way.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



Toot Your Horn Worksheet

The next time you are feeling low self esteem and need a self esteem boost, remember all your personal strengths and positive things in your life that make you YOU!



1. I like myself because:

2. I'm an expert at:

3. I feel good when:

4. My friends would tell you I have a great:

5. I am a strong:

6. I enjoy:

7. My favorite place is:

8. I'm loved by:

9. People say I am good at:

10. I feel safe when:

11. I consider myself a good:

12. I have a natural talent for:

13. I feel peaceful when:

14. People compliment me about:

15. I laugh when I think about:



DAY 3: EMOTIONAL EXPRESSION

Length of Session: 60 minutes

What You Need for this Presentation: VIP Slide set, flip chart, markers, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about F-E-E-L-I-N-G-S.”

“Does anyone know what feelings are? Can anyone list some feelings?”

“Everyone has feelings and all feelings are okay. Feelings are a message from our body to our brain to pay attention to what is happening. It's healthy to put your feelings into words. Talking about feelings helps us feel close to people who care. It helps us feel better when we're sad or scared. Knowing how we are feeling affects how we behave. Our emotions are a combination of thoughts and physical sensations that let us know that something important to our welfare is happening. Sometimes feelings or emotions prompt us to seek safety or avoid danger.”



Activity - Watch and Discuss a Video

- Wisemind School. (July 28, 2015). *Identifying Our Feelings*.
<https://www.youtube.com/watch?v=VL5MvZKgVZA>

Explain to the class that they will be watching a short video on emotions. The video discusses different emotions and provides tips on how to identify emotions and how they affect our behaviors.

Activity - Small Group Discussion

Break up the class up into small groups and ask them to discuss and answer the questions below.

- What do you think the main messages were in the video?
- How do emotions impact our behaviours?
- What are some examples in the video?
- Does age and puberty have anything to do with emotions?
- What are some strategies you might use to manage your emotions?

Ask the class to come back together and ask each group to answer one of the questions. You can ask popcorn style by randomly selecting students or ask students to volunteer by raising their hands or have the small groups identify who will speak on their behalf.

Closing

Remind the class that all emotions are healthy to feel. It's what we do with them that counts.

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



DAY 4: HEALTHY RELATIONSHIPS

Length of Session: 60 minutes

What You Need for this Presentation: VIP Slide set, flip chart, markers, laptop, projector, speakers, Wi-Fi.

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are in the classroom.

- Thank the teacher for the invitation to the classroom.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to make the classroom a safe space for VIP work. Review the previous list together on the board, or flip chart and add to it if necessary and post it so it is visible throughout the presentation.
- Let the children know what to expect if you are just there for 1 session or are doing a series of presentations.
- Discuss any additional housekeeping matters (e.g., one person speaking at a time, raising hands for questions and comments, self-care).
- These topics can be upsetting to think about or discuss. Remind the students to take care of themselves. You can ask the teacher beforehand as to what is appropriate in terms of self-care in the school setting, such as stepping outside of classroom for a few minutes or going to the bathroom or visiting the school counsellor. Remind the class that you will be available after every session if anyone needs support or has questions. This includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Today we are going to talk to you about RELATIONSHIPS. This topic can be upsetting for those in the room who have experienced violence or abuse at home or in a relationship. I want all of you to please take care of yourselves and our intention today is not to bring up upsetting memories but if this happens please take care of yourself and I will be available.”

“Healthy relationships may be different for everyone; however they have some common elements. Today we are going to discuss qualities and elements that make up healthy relationships and why they are important.”



Activity – Network Brainstorm

Encourage the students to think about a close relationship in their life that is NOT romantic, such as parents, siblings, friends, etc. Ask the class to think about attributes or qualities that are important to your relationship with these people. For example, how do you treat your parents, your siblings and friends and how do you want to be treated by them?

Conduct a group brainstorm with the class and write their ideas down on the board or flipchart.

Emphasize that the listed qualities are all important in **all** our relationships – romantic and non-romantic.

Activity – Watch and Discuss a Video

- myHealth for Teens & Young Adults. (February 22, 2017). *What Teens Think About: Healthy Relationships*. https://www.youtube.com/watch?v=DPb_B0pTBoQ

Explain to the class that they will be watching a short video. The video shares some ideas about what young people think about healthy relationships.

While you are watching the video think about this list of some elements that make a healthy relationship (write the list on a board or flip chart).

- Mutual respect
- Love
- Trust
- Open and honest communication
- Boundaries

After watching the video, break up the class into small groups and ask them to discuss and answer the questions below.

- What do you think the main messages were in the video?
- What is difference between a healthy and unhealthy relationship?
- What are some common elements that can be found in a healthy relationship?

Ask the class to come back together and ask each group to answer one of the questions or you can ask them to answer popcorn style by randomly selecting students or ask students to volunteer by raising their hands or have the small groups identify a spokesperson for the group.

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During the discussion, emphasize that it is important to know, trust and love yourself in order to allow yourself to be in a healthy relationship. It is important to know what you value in relationships and what values are important to your partner and if they align. Personal boundaries are helpful in that they help you define the elements of a healthy relationship.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them (VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources). This may vary for each VIP site.



APPENDIX A: TIP SHEETS TO SUPPORT VIP PRESENTATIONS

Appendix A consists of tip sheets that can be used by VIP Sites to supplement the presentations they are delivering in classrooms. The appropriate age ranges for the tip sheets are included.

OVERVIEW OF TIP SHEETS

- **Use of Puppets with Young Children:** This tip sheet provides tips for using puppets when working with young children. These tips can be used for VIP presentations from Kindergarten to Grade 1.
- **Sample Grounding Techniques:** This tip sheet consists of sample grounding techniques when a student needs support to be grounded and present during a presentation. These tips can be used for VIP presentations from Kindergarten to Grade 3.
- **How Can I Improve My Self Esteem:** This tip sheet can be distributed from Grade 4-12, during the Self Esteem presentation.
- **Warning Signs of an Abusive or Violent Relationship:** This tip sheet provides a list of warning signs of an abusive relationship. It will be helpful for students to receive this information so they can learn what some red flags may be as they start forming relationships. This tip sheet can be distributed from Grade 6-12 during the Violence Against Women and Safety Planning presentation.
- **What to Do When Someone You Know Needs Help:** This tip sheet provides tips for what students can do to support someone they know who needs help from an abusive or violent relationship. This tip sheet can be distributed from Grade 6-12, during the Violence Against Women and Safety Planning presentation.
- **Safety Plan:** This tip sheet provides students with a practical guide that helps students think about safety. This tip sheet can be distributed from Grade 6-12, during the Violence Against Women and Safety Planning presentation.
- **Managing Your Feelings:** This tip sheet provides a process that students can use when trying to understand and manage their feelings. This tip sheet can be distributed from Grade 6-12 during the Emotional Expression presentation.
- **What Should I look for in a Partner:** This tip sheet provides a list of characteristics and behaviours that students may wish to look for or consider when entering relationships, or use to examine their current relationships and partners. This tip sheet can be distributed from Grade 6-12 during the Healthy Relationships presentation.
- **Sample Grounding Exercises:** This tip sheet provides sample grounding exercises for when a student needs support being grounded or present during a presentation. These tips can be used for VIP presentations for all grades.



- **Use of Safe Words:** This tip sheet provides a definition of safe words, the purpose of a safe words, and how and when they can be used. These tips can be used for all grades.

KINDERGARTEN - GRADE 1

Use of Puppets with Young Children

The PEACE Program includes supporting very young children. As 3–5 year-olds are generally non-literate, worksheets may not always be helpful.

Consider the importance of play with this (and every) age group, and reconnecting through supported play in your presence. This may include: reading a story; practicing strategies to help with anger (like breathing or blowing bubbles together); and work with puppets.

Puppets can be used as a tool for modeling to help express difficult feelings and thoughts (everyone in the room can have their own puppet). Children are incredible at suspending disbelief, and puppets can very quickly become animated creatures that are safer to approach and talk to than people are!

Some tips when using puppets:

- **Find a puppet you feel comfortable with.** Not all puppets have the same personality! Give a Little Giggle (www.givealittlegiggle.com) sells compelling puppets, but if this is not within budget, even a sock can work if you get creative.
- **Puppets can act as a “silent partner” for the counsellor.** You can pose questions to the puppet that the child may help you answer, thereby inviting collaboration and ideas. For example, the puppet may be exhibiting shyness upon first meeting with the child (i.e. many children are nervous when first coming to counselling). You may ask the puppet, “I am wondering if you are feeling shy today?” To which the puppet would answer in the affirmative by simply nodding. Then the counsellor can lead this in many ways: Acknowledge this is normal, or ask the child if they might guess why the puppet could feel shy, or wonder aloud to the child what might help the puppet feel more comfortable. This activity could be done with any accompanying emotion, as the child gets to engage in ways that can help involve and reduce anxiety for the child. The only limit to work with puppets, is yours and the child’s imagination.

Note: Some children may have had frightening experiences in the past with puppets, as some puppet plays include “evil” characters. Take your cues from the child, and follow their lead.



KINDERGARTEN - GRADE 3

Sample Grounding Techniques

Here are some exercises and activities for VIP presentation facilitators to use when a student needs support to be grounded and present during a presentation.

- Milkshake straw breath (inhale like you were sucking a milkshake through a small straw).
- Run cool or warm water over your hands.
- Balloon belly breath, exhale like you are blowing up a balloon.
- Breathing ball (Huberman Sphere).
- Rubbing hands together.
- Rubbing feet.
- Listening for sounds in the room.
- Visualize a peaceful place.
- Sand play in a tray.
- Fanning face.
- Humming a song.
- Drumming.
- Naming as many specific things as you can.
- Marching on the spot.

GRADES 4 - 12

How Can I Improve My Self Esteem?

Manage your inner critic. Notice the critical things that you are saying to yourself. Would you talk to someone you care about like that? Having a harsh inner critic can really tear us down. If you are used to thinking about yourself critically, try and re-train yourself by rewording those negative, unkind thoughts into more helpful, useful feedback.

Focus on the positive. Focusing on problems all the time, can be very stressful and overwhelming. Next time you catch yourself dwelling on problems or complaints about yourself or your day, find something positive to counter it. Each day, write down three good things about yourself, and/or three things that went well that day because of your action or effort.



Aim for effort rather than perfection. Some people get held back by their own pressure to be perfect. They lose out because they don't try. If you think, "I won't audition for the play because I probably won't get the lead," it's guaranteed that role will go to someone else. You won't know unless you try. Give yourself an opportunity to try and put your best effort forward instead of having an all or nothing train of thought.

View mistakes as learning opportunities. Accept that you will make mistakes. Everyone does. They're part of learning. Instead of thinking, "I always mess up" remind yourself that it's just this specific situation and what can you do differently next time? Take it as a learning opportunity.

Remind yourself that we are all different and have unique strengths. Focus on what you do well and cheer on others for their successes. Thinking more like this: "She's a great basketball player — but the truth is, I'm a better musician than athlete. Still, I'll keep playing because I enjoy it." This approach helps you accept yourself and make the best of the situation. Everyone excels at different things.

Take a chance and try something new. Allow yourself the space and an opportunity to try something new. Experiment with different activities to help you get in touch with your talents. Then take pride in your new skills. Think about the good results. For example: I took a cooking class and found out I can cook and it wasn't as hard as I thought. These positive thoughts become good opinions of yourself and add to your self esteem.

GRADES 6 - 12

Warning Signs of an Abusive or Violent Relationship

- Checking your cell phone or email without your permission.
- Constantly putting you down and making you feel bad about yourself.
- Extreme jealousy or insecurity.
- Explosive temper.
- Isolating you from your family and friends.
- Trying to control your behaviour, what you do, where you go, who you spend time with.
- Physically hurting you in any way.
- Possessiveness.
- Telling you what to do.
- Pressuring you to do things you don't want to do (including sexual activity).

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Adapted from: <http://www.loveisrespect.org>

How You Can Help a Friend

Watching a friend experiencing violence or abuse can be confusing and difficult. You may want to help and feel unsure of how you can help. The choice to end an unhealthy relationship is up to them, but there are things you can do to help your friend.

How to Help?

- Don't be afraid to reach out to a friend who you think may need help. Let them know that you are concerned for their safety and would like to help.
- Be supportive, listen patiently and respect their decisions.
- Help your friend recognize that violence is not OK.
- The violence is NOT their fault. Everyone deserves a healthy, non-violent relationship.
- Support your friend, even if they stay with their girlfriend or boyfriend. It's important for them to feel comfortable speaking to you.
- Connect your friend to resources like the ones below.
- Help them come up with a plan to be safe.
- If they end the relationship, continue to be supportive.
- Don't talk about them online, it may make the situation more difficult for your friend.

You Are Not Alone, there are people who can help:

Kids Help Phone: 1-800-668-6868

Victim Link: 1-800-563-0808

Crisis Line: 1-866-661-3311

www.YouthInBC.com

www.DomesticViolenceBC.ca

Safety Plan

A safety plan is a practical guide that helps lower your risk of being hurt.

These Are Things I Can Do to Help Keep Myself Safe Everyday

- I will carry my cell phone and important telephone numbers with me at all times.
- I will keep in touch with someone I trust about where I am, what I am doing and who I am with.



- If possible, I will alert someone I trust to what is happening in my relationship, so that someone knows I may be at risk.
- I will call 911 if I feel my safety is at risk.
- I will remember that the violence is not my fault and that I deserve a safe and healthy relationships.

These Are Things I Can Do to Help Keep Myself Safe in My Social Life

- I will ask my friends to keep their cell phones with them while they are with me in case we get separated and I need help.
- I will spend time with people who make me feel safe, supported and good about myself.

These Are Things I Can Do to Stay Safe Online and with My Cell Phone

- I will not do or say anything online that I wouldn't do in person.
- I will make sure my online profiles are as private as they can be.
- I will not answer calls from unknown or blocked numbers.
- I will be mindful of what I am doing online.
- I will remember that once I post or send something, it cannot be taken back.

Managing Your Feelings

- **Name the feeling:** It is important to recognize and be able to identify and name how it is you are feeling. For example: Know when you are feeling sad, stressed, excited, happy, embarrassed.
- **Accept what you're feeling:** Avoidance only fuels your emotions. Remind yourself it's OK to feel however you are feeling. All feelings are OK. Feelings will not just go away. We need to accept the feelings we are feeling.
- **Express the feeling:** We can only really let go of a feeling, once we have expressed it. You can express how your feeling by talking to someone your trust, journaling, exercising, crying, screaming. Remind yourself all emotions are okay, it is what you do with them that matters. Make sure whatever activity you choose doesn't hurt yourself or anyone else.
- **Self care:** Do what you need to do to take care of yourself. For example: Have a nap, take a warm bath, go for a walk, and seek support.



What Should I look for in a Partner?

Relationships require mutual respect, trust, open and honest communication. Relationships are not always easy and can require hard work by both people involved. If you are in a relationship or are looking for one, make sure you and your partner agree on what makes a relationship healthy.

Here are some things to consider when looking for a partner:

- Treats you with respect
- Doesn't make fun of things you like or want to do
- Supports you
- Never puts you down
- Doesn't get angry or jealous when you spend time with your family or friends
- Listens to your ideas and is willing to compromise
- Isn't always negative
- Shares some of your interests
- Is comfortable around your family and friends
- Isn't afraid to express themselves
- Is proud of your accomplishments
- Encourages you to pursue your goals
- Respects your boundaries
- Understands the importance of healthy relationships
- Doesn't need to know where you are all the time
- Is caring
- Is honest
- Doesn't threaten you or make you feel scared

Adapted from: <http://www.loveisrespect.org>



ALL GRADES

Sample Grounding Exercises

Breathing exercise: Controlling breathing can help you calm your nervous system and decrease the “fight or flight” response. Breathe out more than you breathe in, by breathing out slowly and deliberately (like a big sigh) or by counting in a cycle of: inhale – hold breath – exhale - hold breath.

Full body relaxation: Relax every part of your body starting at the toes and working up toward the head. Focus on one part of the body at a time and visualize each muscle relaxing. If it is difficult to focus, gently touching the body part with your fingers and “smooth out” the muscles.

Describe in details: Focus on a small area (i.e. a patch of carpet, one plank of floor board) or an object (i.e. your shoe) and describe it in detail – colour, shape, texture, etc.

My safe place: Think about a place where you feel happy, safe, secure, and relaxed. Try to visualize it with as much detail as possible. What does it look like? What does it smell like? How does it feel to be there? Is there anyone else there with you?

Use of Safe Words

What is a safe word? It’s a word that everyone in a family will immediately know. It is exclusive to parents and children and no one else. It also should not be a common word that is used in our everyday lives, such as flower, juice, or puppy. It’s a word that is not commonly used, but it’s memorable, and when used it would immediately draw attention. In order for the safe word to work it cannot be shared with anyone. Parents have to explain this to their children and youth so they fully understand why and the importance.

The purpose of a safe word: It is a way for children and youth to go to their parents when they are feeling uncomfortable talking about something unsafe that is happening or has occurred. It’s important for parents to discuss unsafe people, safety rules, body safety and unsafe situations with their children and youth. So that if something unsafe should happen, that children and youth have a way to tell their parents immediately in any situation with the use of that one safe word. A safe word provides children and youth with a word to use when they can’t find their own words to use.

For example: If you are at a friend’s backyard barbecue and your child is with an adult who is making inappropriate conversations and requests of your child, your child can come and tell you the safe word regardless if you are alone or standing around in a group of people. Parents will know exactly what their child is disclosing and can respond immediately.

Adapted from: <https://www.thepragmaticparent.com/safeword/>



APPENDIX B: VIP CURRICULUM RESOURCES

KINDERGARTEN - GRADE 3

Day 1: Violence Against Women and Safety Planning

Books

Holmes, Margaret M. (2000). *A Terrible Thing Happened*. Washington, DC: Magination Press.
ISBN 1-55798-642-8 (hc); ISBN 1-55798-701-7 (pb)
BCSTH Library Call # HQ 784.V55 HOL 2000

Videos

Prin, John. (1993). *Tulip Doesn't Feel Safe*. Minneapolis, Minn.: Johnson Institute/Hazelden.
ISBN 978-1-59285-570-4
BCSTH Library Call # AV HQ 784.V55 TUL 1993

Day 2: Self Esteem

Books

Carlson, Nancy. (1990). *I Like Me!* New York: Puffin Books.
ISBN 0-14-050819-8
BCSTH Library Call # BF 723 CAR 1988

Kranz, Linda. (2006). *Only One You*. Flagstaff Ariz.: Rising Moon.
ISBN 978-0-87358-901-7 (hc)
BCSTH Library Call # BF 723 KRA 2006

Palmer, Pat. (2011). *Liking Myself*. Weaverville, CA: Boulden Publishing.
ISBN 978-1-892421-53-1
BCSTH Library Call # BF 697 PAL 2011

Parr, Todd. (2001). *It's Okay to be Different*. New York: Little, Brown.
ISBN 978-0-316-66603-9
BCSTH Library Call # BF 723.E6 PAR 2001

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Spellman, Cornelia. (2003). *When I Feel Good about Myself*. Chicago, Ill.: Albert Whitman & Co.
ISBN 978-0-8075-8901-4
BCSTH Library Call # BF 697 SPE 2003

Day 3: Expressing Emotions

Books

Bailey-McKenna, M-C. (2015). *What if I... helping students to survive and thrive at school*. Calgary: CTC1990.
ISBN 978-0-9940-5-391-6
BCSTH Library Call # BF 723.S75 BAI 2015

Barnham, Kay. (2017). *Feeling Scared!* Minneapolis, MN: Free Spirit Publishing.
ISBN 978-1-63198-254-5
BCSTH Library Call # BF 723.F4 BAR 2017

Cain, Janan. (2000). *The Way I Feel*. Seattle, Wash.: Parenting Press.
ISBN 978-1-884734-71-7
BCSTH Library Call # BF 723.E6 CAI 2000

Daly, Cathleen. (2014). *Emily's Blue Period*. New York: Roaring Brook Press.
ISBN 978-1-59643-469-1
BCSTH Library Call # HQ 77.5 DAL 2014

Guanci, Anne Marie. (2007). *David and the Worry Beast: Helping Children Cope with Anxiety*. Far Hills, N.J.: New Horizon Press.
ISBN 978-0-88282-275-4
BCSTH Library Call # BF7 23.S75 GUA 2007

Kraulis, Julie. (2013). *Whimsy's Heavy Things*. Toronto: Tundra Books.
ISBN 978-1-77049-403-9
BCSTH Call # BF 723.S75 KRA 2013

Krueger, David W. (1993). *What Is a Feeling?* Seattle, WA: Parenting Press.
ISBN 0-943990-75-0 (pb)
BCSTH Library Call # BF 723.E6 KRU 1993

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Medina, Sarah. (2008). *Worried*. Chicago, IL: Heinemann.
ISBN 978-1-40349796-3(hc); ISBN 978-1-40349803-8(pb)
BCSTH Library Call # BF 723.E6 MED 2008 WOR

Parr, Todd. (2009). *The Feel Good Book*. New York: Little Brown.
ISBN 978-0-316-04345-8 (pb)
BCSTH Call # BF 723.E6 PAR 2009f

Parr, Todd. (2009). *The Feelings Book*. New York: Little, Brown.
ISBN 978-0-316-04346-5 (pb)
BCSTH Library Call # BF 723.E6 PAR 2009

Polland, Barbara Kay. (1975). *Feelings: Inside You & Out Loud Too*. Millbrae, Calif.: Celestial Arts.
ISBN 0-89087-006-3
BCSTH Library Call # BF 723.E6 POL 1975

Day 4: Healthy Relationships

Books

Agassi, Martine. (2000). *Hands Are Not For Hitting*. Minneapolis, Minn.: Free Spirit Pub.
ISBN 1-57542-077-5 (pb)
BCSTH Library Call # LB 3013.3 AGA 2000

Cook, Julia. (2005). *My Mouth Is A Volcano!* Chattanooga, TN: National Center for Youth Issues.
ISBN 978-1931636858
BCSTH Library Call # BF723.C57 COO 2005

Dyan, Penelope. (2010). *What Do I Say if Someone Says*. Jamul, Calif.: Bellissima Pub.
ISBN 978-1-935630-34-0
BCSTH Library Call # BF 723.E6 DYA 2010

Everitt, Betsy. (1992). *Mean Soup*. San Diego: Harcourt Brace Jovanovich.
ISBN 978-0-15-200227-5
BCSTH Library Call # BF 723.A4 EVE 1992

Kaiser Johnson, Lee & Kaiser Johnson, Sue. (1992). *If I Ran the Family*. Minneapolis, MN: Free Spirit.
ISBN 0915793415

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Not available from the BCSTH Library

Shapiro, Lawrence E. (1994). *The Very Angry Day That Amy Didn't Have*. Plainview, NY: Childsworld/Childsplay.

ISBN 1882732189

BCSTH Library Call # BF723.A4 SHA 1994

Wood, Audrey. (1995). *Weird Parents*. New York: Turtleback Books.

ISBN 978-0785777823

Not available from the BCSTH Library

Online Videos

Kids Want to Know. (March 12, 2017). *Why Do We Lose Control of Our Emotions?* Retrieved from <https://www.youtube.com/watch?v=3bKuoH8CkFc&t=39s>

Teaching Aids

Parr, Todd. (2010). *Feelings Flashcards: a great way for kids to share – and learn about – all kinds of emotions*. San Francisco: Chronicle Books.

ISBN 978-0-8118-7145-7

BCSTH Library Call # AV BF 723.E6 PAR 2010

Workbooks, Activity Books, Curriculum

Kuypers, Leah M. (2011). *The Zones of Regulation: a curriculum designed to foster self-regulation and emotional control*. San Jose, CA: Think Social Pub.

ISBN 978-0-9825231-6-2

BCSTH Library Call # BF 632 KUY 2011

Pudney, Warwick & Whitehouse, Eliane. (1996). *A Volcano in my Tummy: Helping children handle anger: a resource book for parents, caregivers and teachers*. Gabriola, BC: New Society Publishers.

ISBN 0-86571-349-9 (pb)

BCSTH Library Call # BF 723.A4 PUD 1996

Radburn, Ruby. (2008). *The Feelings Artbook: promoting emotional literacy through drawing*. Milton Keynes, UK: Speechmark.

ISBN 978-0-86388-674-4

BCSTH Library Call # BF 723.E6 RAD 2008

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Snel, Eline. (2013). *Sitting Still Like a Frog*. Boston: Shambhala.
ISBN 978-1-61180-058-6
BCSTH Library Call # BF 161 SNE 2013

GRADES 4-7

Day 1: Violence Against Women and Safety Planning

Online Videos

DayOneNY. (February 9, 2018). *Sunshine – Don't Confuse Love & Abuse – Day One*. Retrieved from https://www.youtube.com/watch?time_continue=19&v=1L6HB97lbrQ

Day 2: Self Esteem

Online Videos

LoveLyLieKie. (February 6, 2012). *Love Yourself – A Video Dedicated to Girls and Boys Who Struggle with Body Image*. Retrieved from <https://www.youtube.com/watch?v=c2Mn0TvDbay&t=1s>

VOX ATL. (March 1, 2017). *I am ... I am not ... Teens' Identity*. Retrieved from <https://www.youtube.com/watch?v=lpO27mNYMIc>

Workbooks, Activity Books, Curriculum

Schab, Lisa M. (2009). *Cool, Calm, and Confident: a workbook to help kids learn assertiveness skills*. Oakland, CA: Instant Help Books.
ISBN 978-1-57224-630-0
BCSTH Library Call # BF 723.A74 SCH 2009

Day 3: Expressing Emotions

Online Videos

Kids Want to Know. (March 12, 2017). *Why Do We Lose Control of Our Emotions?* Retrieved from <https://www.youtube.com/watch?v=3bKuoH8CkFc&t=39s>

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Sipos, Marcell. (October 6, 2015). *Inside Out – Riley Argues With Her Parents*. Retrieved from <https://www.youtube.com/watch?v=t4okAfKCwRk&t=8s>
(The BCSTH Library has a DVD of **Inside Out** available for borrowing AV BF 723.E6 INS 2015)

Wisemind School. (July 28, 2015). *Identifying Our Feelings*. Retrieved from <https://www.youtube.com/watch?v=VL5MvZKgVZA>

Teaching Aids

Free Spirit Publishing. (2010). *Feelings in a Jar*. Minneapolis, Minn.: Free Spirit Publishing.
ISBN 978-1-57542-913-7
BCSTH Library Call # AV BF 723.E6 FEE 2010

Workbooks, Activity Books, Curriculum

Huebner, Dawn. (2018). *Outsmarting Worry: an older kid's guide to managing anxiety*. London: Jessica Kingsley.
ISBN 978-1-78592-782-9
BCSTH Library Call # BF 723.A5 HUE 2018

Khanna, Muniya S, & Ledley, Deborah Roth. (2018). *The Worry Workbook for Kids: Helping children to overcome anxiety & the fear of uncertainty*. Oakland, CA: Instant Help Books.
ISBN 978-1-62625-963-8
BCSTH Library Call # BF 723.A5 KHA 2018

Plummer, Deborah M. (2010). *Helping Children to Cope with Change, Stress and Anxiety: A photocopiable activities book*. London: Jessica Kingsley.
ISBN 978-1-84310-960-0
BCSTH Library Call # BF 723.S75 PLU 2010

Simmonds, Jennifer. (2014). *Seeing Red: an anger management and anti-bullying curriculum for kids*. Revised and updated. Gabriola Island, BC: New Society Publishers.
ISBN 978-0-86571-760-2
BCSTH Library Call # BF 723.A4 SIM 2014



Day 4: Healthy Relationships

Books

Romain, Trevor & Verdick, Elizabeth. (2018). *Cliques, Phonies, & Other Baloney*. Revised edition. Minneapolis, MN: Free Spirit Publishing.
ISBN 978-1-63198-242-2
BCSTH Library Call # BF 723.I646 ROM 2018

Online Videos

AMAZE Org. (April 13, 2017). *Healthy vs Unhealthy Relationships*. Retrieved from <https://www.youtube.com/watch?v=Gn7ZQ2x0cOE&t=2s>

Smith, Johnathon. (December 22, 2016). *Zootopia – Judy Gets Bullied Moments*. Retrieved from <https://www.youtube.com/watch?v=K9lqrTRbHDA>

Workbooks, Activity Books, Curriculum

Caselman, Tonia & Cohen, Beth. (2008). *All About Boundaries: Teaching children about drawing the line*. Chapin, SC: YouthLight, Inc.
ISBN 978-1-59850-048-6 (pb)
BCSTH Library Call # LB 1027.5 CAS 2008

GRADES 8-12

Day 1: Violence Against Women and Safety Planning

Books

Giggans, Patricia Occhiuzzo. (2013). *When Dating Becomes Dangerous: a parent's guide to preventing relationship abuse*. Center City, Minnesota: Hazelden.
ISBN 978-1-61649-471-1 (pb)
BCSTH Library Call # HQ 801.83 GIG 2013

Laushway, Lynda (2000). *Freedom from Fear: the how-to guide on violence prevention, inspired by teens for teens*. Salt Spring Island, B.C.: SWOVA.
ISBN 0-9685550-1-2 (pb)
BCSTH Library Call #: HQ 799.2.V56 LAU 2000

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Levy, Barrie. (2006). *In Love and in Danger: a teen's guide to breaking free of abusive relationships*. Emeryville, CA: Seal Press.
ISBN 978-1-58005-187-3
BCSTH Library Call # HQ 801.83 LEV 2006

Wallis, Pete & Wallis, Thalia. (2018). *What Does Consent Really Mean?* London: Singing Dragon.
ISBN 978-1-84819-330-7
BCSTH Library Call # HQ 27 WAL 2018

Online Videos

DayOneNY. (February 9, 2018). *Sunshine – Don't Confuse Love & Abuse – Day One*. Retrieved from https://www.youtube.com/watch?time_continue=19&v=1L6HB97lbrQ

Workbooks, Activity Books, Curriculum

Baker, Linda et al. (2001). *Eyes Wide Open: seeing how violence affects us all: a manual for group work with teens*. London, Ont.: Centre for Children and Families in the Justice System.
BCSTH Library Call # HQ 799.2.V56 BAK 2001

Leutenberg, Ester A. & Liptak, John J. (2013). *Teen Violence Workbook: facilitator reproducible self-assessments, exercises & educational handouts*. Duluth, MN: Whole Person Associates, Inc.
ISBN 978-1-57025-270-9
BCSTH Library Call # HQ 799.2.V56 LEU 2013

Lippett, Robyn & Fairholm, Judi. (2016). *Healthy Youth Relationships: teen dating violence prevention for adults who work with youth*. Ottawa: Canadian Red Cross.
ISBN 978-1-55104-653-2
BCSTH Library Call # HQ 801.83 LIP 2016

Roberts, Anita. (2001). *Safe Teen: Powerful Alternatives to Violence*. Vancouver: Polestar Book Publishers.
ISBN 1-896095-99-2
BCSTH Library Call #: HQ 799.2.V56 ROB 2001

Weisz, Arlene N. (2009). *Programs to reduce teen dating violence and sexual assault: perspectives on what works*. New York: Columbia University Press, c2009.
ISBN 978-0-231-13452-1 (hc) ; 978-0-231-13453-8 (pb)
BCSTH Library Call # HQ 801.83 WEI 2009



Day 2: Self Esteem

Books

Macavinta, Courtney. (2005). *Respect: a girl's guide to getting respect and dealing when your line is crossed*. Minneapolis, MN: Free Spirit Pub.

ISBN 1-57542-177-1

BCSTH Library Call #: HQ 798 MAC 2005

Online Videos

K, Meghna. (September 16, 2016). *SELF-ESTEEM AND TEENAGERS*. Retrieved from <https://www.youtube.com/watch?v=UsjedQ8vhNY>

VOX ATL. (March 1, 2017). *I am ... I am not ... Teens' Identity*. Retrieved from <https://www.youtube.com/watch?v=lpO27mNYMlc>

Workbooks, Activity Books, Curriculum

Bluth, Karen. (2017). *The Self-compassion Workbook for Teens: mindfulness & compassion skills to overcome self-criticism & embrace who you are*. Oakland, CA: Instant Help Books,

ISBN 978-1-62625-984-3

BCSTH Library Call # BF 697 BLU 2017

Liptak, John. (2011). *Teen Self-esteem Workbook: facilitator reproducible self-assessments, exercises & educational handouts*. Duluth, MN: Whole Person Associates, Inc.

ISBN 9781570252549

BCSTH Library Call # BF 724.3.S36 LIP 2011

Taylor, Julia V. (2014). *The Body Image Workbook for Teens: activities to help girls develop a healthy body image in an image-obsessed world*. Oakland, CA: Instant Help Books.

ISBN 978-1-62625-018-5

BCSTH Library Call # HQ 798 TAY 2014

Day 3: Expressing Emotions

Workbooks, Activity Books, Curriculum

Alvord, Mary Karapetian & McGrath, Anne. (2017). *Conquer Negative Thinking for Teens: a workbook to break the nine thought habits that are holding you back*. Oakland, CA: Instant Help Books.

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ISBN 978-1-62625-889-1
BCSTH Library Call # BF 724.3.R47 ALV 2017

Micco, Jamie A. (2017). *The Worry Workbook for Teens: effective CBT strategies to break the cycle of chronic worry and anxiety*. Oakland, CA: Instant Help Books.

ISBN 978-1-62625-584-5
BCSTH Library Call # RJ 506.A58 MIC 2017

Nelson, Jill, Ph.D. (2008). *Helping Teens Handle Tough Experiences: Strategies to Foster Resilience*. Minneapolis, MN: Search Institute Press.

ISBN 978-1-57482-248-9 (pb)
BCSTH Library Call # HV 1421 NEL 2008

Sunderland, Margot. (2012). *Bothered: Helping Teenagers Talk About Their Feelings*. Milton Keynes UK: Speechmark.

ISBN 978-0-86388-908-0
BCSTH Library Call # HQ 799.2 SUN 2012

Taylor, Julia V. (2007). *Girls in Real Life Situations: group counseling activities for enhancing social and emotional development*. Champaign, Ill.: Research Press.

ISBN 978-0-87822-540-8
BCSTH Library Call #: HQ 798 TAY 2007

Tompkins, Michael A. (2018). *The Relaxation & Stress Reduction Workbook for Teens: CBT skills to help you deal with worry and anxiety*. Oakland, CA: Instant Help Books.

ISBN 978-1-68403-009-5
BCSTH Library Call # RJ 506.A58 TOM 2018

Online Videos

Wisemind School. (July 28, 2015). *Identifying Our Feelings*. Retrieved from <https://www.youtube.com/watch?v=VL5MvZKgVZA>

Day 4: Healthy Relationships

Books

Fredin, Heather et al. (2017). *Rethinking Resiliency: how understanding our world can help us bounce back*. London, Ont.: London Family Court Clinic.

BCSTH Library Call # BF 723.R46 FRE 2017

VIOLENCE IS PREVENTABLE **VIP** CURRICULUM FOR GRADES K-12



Free download at <http://www.lfcc.on.ca/training-resources/resources/>

Moles, Kerry & Leutenberg, Amy. (2001). *The Teen Relationship Workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence*. Beachwood, OH: Wellness Reproductions & Publishing.

ISBN 1-893277-03-8

BCSTH Library Call #: HQ 799.2.V56 MOL 2001

Noon, Saleema & Hickling, Meg. (2016). *Talk Sex Today: what kids need to know and how adults can teach them*. Kelowna, BC: Wood Lake Publishing Inc.

ISBN 978-1-77064-813-5

BCSTH Library Call #: HQ 53 NOO 2016

Van Dijk, Sheri. (2015). *Relationship Skills 101 for Teens: your guide to dealing with daily drama, stress, & difficult emotions using DBT*. Oakland, CA: New Harbinger Publications Inc.

ISBN 978-1-62625-052-9 (pb)

BCSTH Library Call #: BF 511 VAN 2015

Online Videos

DayOneNY. (February 9, 2018). *Sunshine – Don't Confuse Love & Abuse – Day One*. Retrieved from https://www.youtube.com/watch?time_continue=19&v=1L6HB97lbrQ

myHealth for Teens & Young Adults. (February 22, 2017). *What Teens Think About: Healthy Relationships*. Retrieved from https://www.youtube.com/watch?v=DPb_B0pTBoQ

Teaching Aids

BC Society of Transition Houses. (2014) *Love is ... postcards*. Download from <https://bcsth.ca/?s=cards>

Love is Respect. (Various dates). *Handouts*. Retrieved from <https://www.loveisrespect.org/resources/download-materials/>

Workbooks, Activity Books, Curriculum

Family Violence Project, The. (2007). *Save the Date: a curriculum for teens on developing healthy dating relationships*. New York: iUniverse.

ISBN 978-0-595-40837-5

BCSTH Library Call #: HQ 801.83 SAV 2007

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Lohmann, Raychelle Cassada & Taylor, Julia V. (2013). *The Bullying Workbook for Teens: activities to help you deal with social aggression and cyberbullying*. Oakland, CA: New Harbinger Publications.
ISBN 978-1-60882-450-2
BCSTH Library Call # BF 724.3.A34 LOH 2013

Roper, Martha R. (2011). *Healthy Teen Relationships: Using Values and Choices to Teach Sex Education*. Minneapolis, MN: Search Institute Press.
ISBN 978-1-57482-287-8
BSTH Library Call # HQ35 ROP 2011