

# Follow-Up Activity Guide

# Kids

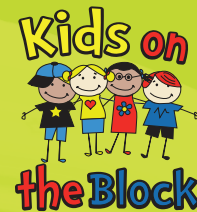


# on the Block

Proudly presented by:



**STOPS**  
TO VIOLENCE



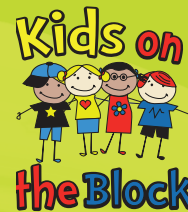
## Thank you!

Thank you for having the Kids on the Block visit your group! Purposeful follow-up after the Kids on the Block performance is important to reinforce the information presented and to ensure that children receive any support that is needed. We recommend that you provide children with the opportunities to further explore and reinforce the information that was provided during the Kids on the Block presentation. The following information has been compiled as a companion to your Kids on the Block presentation.

We understand that it can be difficult or uncomfortable to talk to children about abuse, bullying and violence. These resources and activities provide ways to facilitate conversations and learning opportunities. You can find additional resources on the Kids on the Block website at [www.reginasexualassaultcentre.com/kotb](http://www.reginasexualassaultcentre.com/kotb) or by contacting the Kids on the Block Community Education Coordinator at **306-522-2777** or **kotbregina@gmail.com**.

Thank you for your continued commitment to supporting the growth, development and safety of children in our community. Together we can do our best to ensure a safe and happy childhood for every child in our community.





# Kids on the Block: Follow Up Activity 1

## RELATIONSHIPS

Supporting children to understand relationships, safe and unsafe relationship behaviours and to identify safe people they can talk to if they need help are important parts of safety planning.

**The goals of the following activities are to support children to:**

- understand the concept of 'a relationship' and that we all have many different kinds of relationships;
- identify healthy, safe and helpful relationship behaviours and unhealthy, unsafe and hurtful relationship behaviours;
- identify safe people that they can talk to if they need help and practice starting conversations to ask for help.

**Materials:** markers, crayons or pencils

**Handout:** Safe and Unsafe Behaviours and/or Safety Planning

### 1. Defining Relationships

We all have many different types of relationships in our lives. Relationships can be with people we know well, such as family or friends. Relationships can also be with people we know in the community such as teachers, neighbours, police officers and others.

As a group, come up with a definition of a relationship. Think of examples of relationships that children in the group have. Examples: family, friends, teachers, neighbours, coaches, police officers, program leaders, community or religious leaders, etc.

### 2. Safe and Unsafe Relationships

Both bullying and abuse happen where there is an attempt to control or have power over another. Explain that some behaviours in a relationship help us to be healthy and safe, while others are unhealthy and unsafe. Some behaviours help us while other hurt us. Remind students of their own power to speak up or ask for help if they need.

- a) Have children identify what they saw in the Kids on the Block presentation about safe and healthy or unsafe and unhealthy behaviours. Identify the choices the characters made that either helped or hurt themselves or others. Emphasize situations where the characters showed personal control over their choices.

**Example:** The Safety presentation includes demonstrations of safe behaviours including staying far from a stranger, having and remembering a family safety plan and knowing important phone numbers. Unsafe behaviours include the tricks that Bloomfield tried to use to get the “kids” in the car. The Bullying presentation shows safe behaviours including talking to a friend or asking for help with a problem and unsafe behaviours of picking on another kid and doing nothing while a friend is getting picked on. In the Abuse Prevention presentation, safe behaviours include asking questions, asking for help, telling someone about abuse and unsafe behaviours include using violence and keeping secrets when someone is hurting you.

- b) Have the group brainstorm how they would know that another person’s behaviours are safe or unsafe. Help them to identify any thoughts or physical or emotional feelings that would tell them if someone’s behaviour is safe or unsafe.
- c) Have the children draw and/or write examples of each type of behaviour using the **“Safe and Unsafe Behaviours”** handout provided. Focus on examples of safe and unsafe behaviours and not specific relationships or names. This might include examples of actions, thoughts, physical or emotional feelings.

**Examples** of safe, healthy or helpful behaviours and feelings: listening, accepting you, playing together, helping each other, feeling happy, calm, excited

**Examples** of unsafe, unhealthy or hurtful behaviours and feelings: interrupting, ignoring, insulting, physical violence, feeling scared, worried, angry, butterflies in the stomach, headaches

- d) Have children identify one or more safe people they can go to for help and support and can talk to about the “tough stuff”. You can also have children draw pictures of safe people in their lives or use the **“Safety Plan”** handout provided. Have children practice role-playing with a partner what they would say to start that conversation, “I’m having a problem and I need your help” or “Can I talk to you about something?”

# Kids on the Block: Follow Up Activity 2

## EXPRESSING FEELINGS

Strengthening children's ability to identify and name emotions helps them to understand and communicate how they are feeling. Learning to trust feelings and instincts is important for children to keep themselves safe. Learning to self-regulate and manage emotions will also help them to choose their behaviour and respond to situations in a healthier way.

**The goals of the following activities are to assist children to:**

- Identify and describe emotions they experience;
- Learn techniques to self-regulate and manage strong emotions;
- Practice making behaviour choices that demonstrate healthy relationship skills.

**Materials:** Small markers for Tic-Tac-Toe (paper clips, buttons, coins, etc.)

**Handout:** Feelings Tic-Tac-Toe

### 1. Identifying and Expressing Emotions

Having healthy ways to express emotions, especially the tough ones like anger, sadness and fear, can help children feel more confident and make better choices. Being able to understand and express their feelings can help them better handle the hard things that might come their way. By increasing their understanding of their own emotions and having language to express them, they can learn to trust their feelings and intuition as important messages.

Most feelings can be simplified into four categories of emotions, including **glad** (happy, excited, pleased, cheerful, content, satisfied), **sad** (depressed, glooming, miserable, unhappy, sorrowful, dejected), **mad** (angry, fuming, annoyed, furious, irritated, enraged) and **bad** (anxious, scared, fearful, uptight, confused, uneasy, panicked, worried, tense, restless, terrified). (*'Bully Blocking'*, Evelyn M. Field, 2007)

- Children need to have language to express the range of emotions they experience. Have the group provide examples of feeling words and write them where all children can see. Older children can also write them down individually. Have children physically make a face that would demonstrate each emotion on the list.



- b) Play ***“Feelings Tic-Tac-Toe”*** using the handout provided. Have children in pairs play Tic-Tac-Toe using small markers. Each time the child puts a marker on the page, they can tell about a time when they experienced that emotion. This activity will help children identify and describe the range of emotions they have already experienced.
- c) In pairs or small groups, have students role-play healthy/safe and unhealthy/unsafe ways of expressing various emotions using the scenarios provided below or have them come up with their own.

***Example scenarios:***

- Your parent won’t let you go to your friend’s place because you didn’t clean your room.
- Your friends tell you they don’t want you to play with them today.
- You see your best friend being pushed around at recess.
- Someone hurts you and threatens to make it worse if you tell anyone.
- You worked really hard on your assignment, but you don’t get the grade you wanted.
- Your brother keeps coming into your room without permission.
- Your cousin broke your new toy.
- You were invited to your friend’s birthday party, but your other friend wasn’t.

## **2. Keeping Cool – Self Calming Techniques**

When children are experiencing stress, whether it be from homework, gym class or from significant issues like bullying and abuse, they need strategies to help calm themselves to better handle the situation. The techniques below can assist children in coping and managing their emotions when they are experiencing strong emotional or physical reactions. Give children opportunities to practice the techniques individually or as a group. When children are first learning these skills, they may need gentle reminders when you notice they are experiencing stress and would benefit from using one of the techniques.

## Self Calming Techniques

### ***Breathing Techniques –***

***Bumble-bee breathing:*** have children breathe out by relaxing their lips and humming, making a buzzing sound with their lips. Encourage them to inhale deeply and then to let out all the air from their lungs on the exhale.

***Cookie Breathing:*** Imagine you are inhaling the smell of your favorite cookies (or other hot yummy food) fresh out of the oven, then have them exhale to cool it off.

***Blow out Candles:*** Have children blow out imaginary candles on a cake, they can even make a wish to feel calmer and more balanced.

***Blow up a Balloon:*** Children can imagine blowing up a balloon and watching it grow, taking deep relaxing breaths.

***Counting Techniques*** – Counting backwards; Counting tiles on the floor or ceiling, books on the shelf, stripes on the rug, etc.

***Physical Release*** – Exercise; drink water; squeeze play-dough or other “fidget” toy; dance to music you love.

***Positive self-talk*** – Personal pep talk “I can do this!” “I am not afraid!” “I like myself”. These messages can also be posted in the classroom or in their rooms at home.

***Writing*** – Older children can write in a journal or on a blank paper and rip it up after.

***Get Help*** – Remind children that they are not alone. If they are having trouble managing on their own, it is important to talk with a friend or someone else they trust.



## Kids on the Block: Follow Up Activity 3

### MY BODY BELONGS TO ME !

Children need to feel proud of who they are and who they are becoming. By giving children opportunities to celebrate their unique characteristics, skills, talents and accomplishments, we help them develop confidence and belief in themselves. Positive self-esteem is essential in violence prevention. Promoting strong self-esteem can assist in stopping bullying behaviours by giving children who are bullying a way to feel “powerful” without violence and by giving children who are targets and witnesses confidence to stand tall and speak up against abuse.

**The goals of the following activities are to:**

- Support children to identify their strengths, gifts and talents;
- Reinforce that children’s bodies and personal space belongs to them and that it is important that they say no and ask for help if someone is touching them or treating them in a way that makes them feel uncomfortable.

**Materials:** blank paper; markers; art supplies; collage materials (optional)

**Handout:** What’s Great About Me...

#### 1. Self Esteem

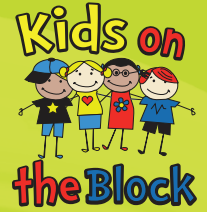
Ask children to name at least five things they are good at, like about themselves or things they do to feel powerful or good about themselves. Have them share these things with the group.

#### 2. My Body Belongs to Me!

Have children trace their hand, foot or whole body on blank paper. Have them fill in the space with words, pictures, or collage cut-outs that represent the things that are great about them. Encourage them to focus on their characteristics, skills and talents rather than belongings. Optionally, children can use the What’s Great About Me... Handout provided to cut out the words that apply to them to include in their collage. Children can also work in small groups to help share what strengths they see in each other.

Remind children that their body belongs to them and that it is important that they take good care of their bodies, skills and talents to be healthy and strong. Reinforce that they have the right to say No and to ask for help if someone is touching or treating them in a way that makes them uncomfortable.





## Kids on the Block: Follow-up Activity Plan 4 SPEAK UP!

The way we communicate influences how people treat us. Children need opportunities to practice assertive communication so that when they are in challenging situations they can feel confident in using their voice to speak up. Helping children to develop more assertive communication can help them stand up against bullying and speak up if they are being hurt.

**The goals of the following activities are to help children:**

- understand different ways of communicating (passive, aggressive, assertive);
- improve skills to communicate more assertively.

**Materials:** Whiteboard or chalkboard, familiar nursery rhyme or poem

### Assertive Communication

- a) There are a range of communication styles and we have a choice about how we communicate. Communication styles include Passive (Let it slide), Aggressive (Let 'em have it), and Assertive (Let's Talk about it).

Brainstorm examples of characteristic behaviours for each style and provide examples if needed. Have children demonstrate how each type might express body language.

- **Passive Examples:** avoid saying what they think or feel, do not believe their rights or needs are important, afraid to say no, quiet, shy, eyes down or looking around, laughs instead of responding, shoulders slumped, voice quivery or sounding scared/upset, angry.
- **Aggressive Examples:** say what they want, feel or believe in a loud voice, don't worry about the feelings of others, physical, in your face, says whatever is on their mind, moves quickly, squinty eyes.
- **Passive-aggressive:** fluctuating between passive and aggressive behaviours, might talk behind others backs and not directly.
- **Assertive Examples:** Make their needs and feelings known directly, direct eye contact, adaptable, listens to others, respects the rights of others, speaks up when needed, stands tall, friendly face, smile, speaks clearly and calmly, asks for help, expresses frustration in non-violent way.

**Note:** Avoid labeling passive or aggressive behaviours as “bad” – there might be times where being either passive or aggressive is necessary in order to get out of an unsafe situation. Emphasize that these are styles of communication and people might use any of them depending on the situation or might have one they use most. The majority of the time, however, assertive communication is preferable.

- b) Have children imagine they are the most confident person in the world. Ask: “How would you look and stand? How would you move your body? How would you sound and behave?” Have children recite a familiar nursery rhyme or poem while imagining they are that person. Remind children that we can develop confidence by the “fake it until you make it” approach. Brainstorm other situations that they could use this approach – in bullying situations, when performing in front of people, when meeting new people or trying new things.
- c) Targets of bullying or abuse are generally more passive and thereby lose their power. People who are bullying tend to be more aggressive (or passive aggressive) and abuse their power. Witnesses can be passive bystanders, knowing something is happening but doing nothing about it; aggressive bystanders, by encouraging the bullying to continue; or assertive “up-stander” witnesses who speak up and use their power effectively.

Have children consider the three communication styles in relation to roles in bullying situations (the target, the person bullying and the bystander).

Have children work in small groups to role-play assertive communication in the scenarios provided. Ensure that children have an opportunity to play all three roles. Encourage children to consider their power to speak up if they witness bullying. Only use those scenarios that are appropriate for your class or have them come up with their own scenarios.

### Examples:

- » Your friend Sam is getting picked on at recess every day.
- » Sue is telling you mean things about Jaime behind her back.
- » Bobby says if you don't give him what he wants, he's going to beat up you.
- » Eric tells you not to be friends with the new guy because he smells funny.
- » Your friend tells you that her mom hits her sometimes when she's mad.
- » You are getting nasty messages on the phone or computer.
- » You are walking home from school and a stranger offers you a ride home.
- » Your mom's friend asks you to take off your clothes and let them video tape you "just for silly fun".
- » You're at a movie with your cousin and, after the lights go down, you feel them reach over to try to touch your private parts.
- » You're spending the night at a friend's place and their mom or dad offers you drugs or alcohol to "loosen you up a bit".



# Kids on the Block: Follow-up Activity Plan 5

## HELP AND SUPPORT

We all need supportive people in our lives that we can go to when we need help. Encouraging children to identify safe and positive supports in their lives can ensure that they have someone to talk to if they find themselves in a situation that they can't handle alone. Practicing how to ask for help and what to do will prepare them for when the need arises.

**The goals of the following activities are to have children:**

- identify supportive people in their lives;
- strengthen their ability to ask for help when they need it;
- develop a personal safety plan and to help themselves and others be safe.

**Materials:** pencils or markers

**Handouts:** Support Puzzle, Safety Plan

### 1. Connecting Supports

- Have children brainstorm a list of as many safe and positive supports as they can. This might include individual people or places they go where they feel safe.
- Pass out the Support Puzzle Handout provided and have children write their name in the centre piece. Have children fill in the surrounding pieces by writing the names or drawing pictures of people who support them. They can also add what kind of support they offer such as listening, helping with homework, teaching them how to play soccer, etc.

**Note:** If there are children who struggle to fill in their connecting supports, help them think of people in their lives who support them. You may also consider connecting them to the school counsellor to help find additional supports.

### 2. Asking for Help and Helping Others

- Discuss that there are times when we need help from others and have children provide examples. When might you need help? How does it feel to ask for help? Why do you think it can sometimes be hard to ask for help? Have children practice asking for help with a partner using the examples provided by the group or below.

**Examples:** help with homework, building a tall tower, getting a ride to a friend's, if someone is hurting you, if you get home and no one is there, etc.

- b) Sometimes being a good friend, student, sibling or child means helping without being asked. How does it feel to help someone else? How do you know if someone is feeling left out or sad or needs help? Have children brainstorm and find opportunities to practice Acts of Kindness throughout the week and report back to the class. Older children could write Advice Letters to fictional characters from the Kids on the Block or other popular characters about what they could do to stay safe or have healthier relationships (ex. Little Red Riding Hood, Cinderella, Goldilocks).
- c) Have students complete the Safety Plan Handout provided. This will allow children to further reflect on who the safe people are in their lives and what they can do to stay safe. Encourage children to discuss the safety plan with their parents or caregivers.



# ACTIVITY HANDOUTS

# Kids

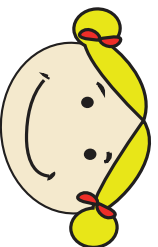


# on the Block



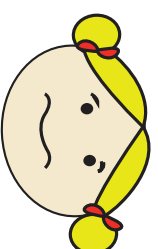
## Safe Behaviours & Unsafe Behaviours

Safe



Help

Unsafe



Hurt



Healthy



Unhealthy



## Feelings Tic Tac Toe



**Anxious**



**Surprised**



**Excited**



**Confused**



**Confident**



**Guilty**



**Happy**



**Scared**



**Angry**

Take turns putting your markers on a square to try to get a line of 3 across, down, or diagonally.  
Each time you put down a marker,  
share a time that you felt that emotion.



## What's Great About Me...

Good Friend

Helpful

Kind

Fast

Strong

Brave

Creative

Artistic

Funny

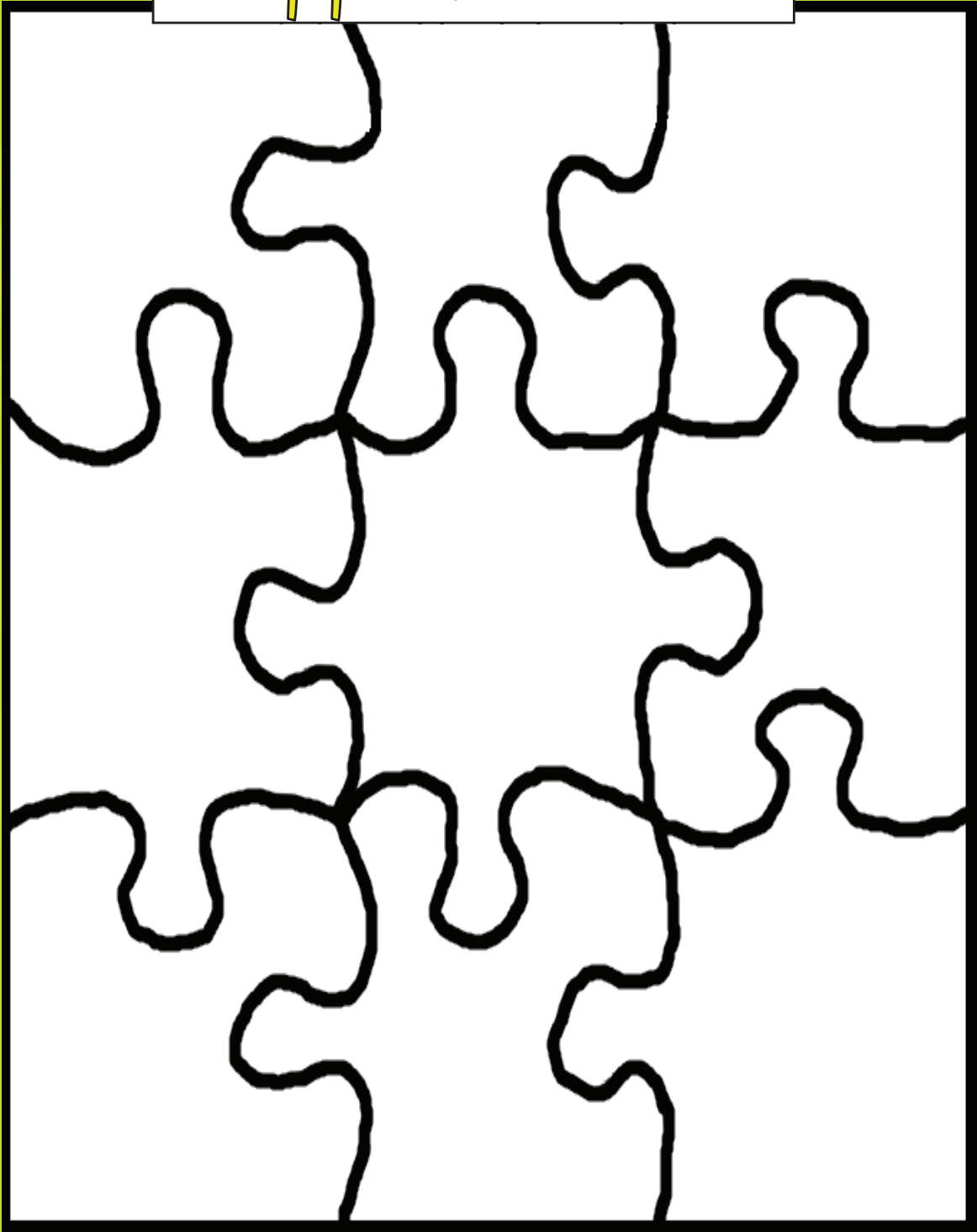
Smart

Outgoing

Thoughtful

Curious

Generous







# SAFETY PLAN for \_\_\_\_\_

## Feeling safe means:

- I know that someone will take care of me.
- I know what is expected of me and what will probably happen next.
- I am not worried that I or someone else will get hurt.
- I feel ok and I don't feel scared.

## Safe people I can talk to when I don't feel safe:

1. \_\_\_\_\_ Phone: \_\_\_\_\_
2. \_\_\_\_\_ Phone: \_\_\_\_\_
3. \_\_\_\_\_ Phone: \_\_\_\_\_

## When I need help, I can talk to someone.

Safe places in my home or in my community are:

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## Places where there are telephones in my home or near my home:

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## When I am afraid of getting hurt, I can call 911. When I call 911, I will:

- Describe what is happening.
- Tell my address. My address is \_\_\_\_\_
- Tell my phone number. My phone number is \_\_\_\_\_
- Stay on the phone to answer questions.

## Here are some other plans our family uses to stay safe:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## REMEMBER:

- We all have the right to feel safe all the time.
- Others have the right to feel safe with us.
- If someone is hurting me, it's not my fault and I can talk about it.
- We can talk about anything with someone we trust, no matter how awful or small.