

**VIOLENCE IS
PREVENTABLE**

VIP

**CURRICULUM
FOR GRADES K-12**



OCTOBER 2024



**BC Society of
Transition Houses**

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



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	2
INTRODUCTION & OVERVIEW OF VIP CURRICULUM	3
GRADE K-3 LESSON PLAN & MINISTRY OF EDUCATION & CHILD CARE'S BC CURRICULUM	5
GRADE 4-6 LESSON PLAN & MINISTRY OF EDUCATION & CHILD CARE'S BC CURRICULUM	17
GRADE 7-9 LESSON PLAN & MINISTRY OF EDUCATION & CHILD CARE'S BC CURRICULUM	31
GRADE 10-12 LESSON PLAN & MINISTRY OF EDUCATION & CHILD CARE'S BC CURRICULUM	47
APPENDIX A: TIP SHEETS TO SUPPORT VIP PRESENTATIONS	67
NOTES	77

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



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INTRODUCTION & OVERVIEW OF THE VIP CURRICULUM

THE VIP CURRICULUM & CLASSROOM PRESENTATIONS HAVE TWO MAIN GOALS:

1. Education Supports Prevention

Education and support for children and youth can help prevent violence. 3 in 5 kids in every Canadian classroom have been exposed to violence in the home. Children and youth who experience domestic violence are harmed further when they feel alone and are unable to speak about the violence. When developmentally appropriate child and youth centred principles are applied to prevention work, situations for children and youth with experiences of violence can be improved and it can aid in stopping the intergenerational cycle of abuse.

The Violence is Preventable (VIP) Program was initiated by BCSTH in 2004 to establish a province-wide system that provides students in grades K-12 with school based education supports around issues of violence through school presentations. VIP also links schools and students to their local free PEACE Program counsellors. The aim of the VIP project is to break the silence on domestic violence and abuse and provide safe spaces for students to speak up about violence and to learn about healthy relationships, safety and available supports. VIP also offers free educational prevention presentations to educators, parents and caregivers.

2. Increasing Awareness and Access to PEACE Programs

The VIP Program increases awareness about the PEACE Programs throughout British Columbia and helps to connect young people who have experienced domestic violence to a local PEACE Program. Through age-appropriate conversations, activities, art and media in school classrooms across British Columbia, the VIP curriculum helps children and youth identify what it feels like to be safe and things they can do to be safe when they are experiencing domestic violence.



Video:

https://www.youtube.com/watch?v=rbmAyqqXh_o

Public Service Announcement:

https://youtu.be/e_trZl7_vQ

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



BCSTH created the VIP curriculum to support children and youth to stay safe in their homes and communities and to collaborate with BC schools to meet this prevention and awareness goal.

Topics discussed throughout the curriculum support the following three main messages: (1) violence is not your fault, (2) you are not alone and (3) there are people who can help. These messages are listed below alongside ways PEACE Program counsellors can incorporate them into VIP presentations.

1. Violence is not your fault.

- Sharing age-appropriate tools for recognizing and identifying different types of domestic violence, signs of an unhealthy relationship and qualities of a healthy relationship.
- Education about the cycle of abuse and emphasizing the importance of knowing that victims of violence are not to blame.

2. You are not alone.

- Learning how to identify safe adults who are allies.
- Have conversations about healthy relationships.

3. There are people who can help.

- Develop clear channels of communication and resources, such as phone numbers and email addresses, with children to use when they experience domestic violence.
- Safety planning conversations and education for all ages.

The VIP curriculum is divided into grade specific categories that align with the developmental stages of the PEACE Program Toolkit and the Ministry of Education and Child Care's (MECC) BC curriculum. The grade categories used in this curriculum are:

- Grades K-3.
- Grades 4-6.
- Grades 7-9.
- Grades 10-12.

The connections with the MECC'S BC curriculum are noted throughout the VIP curriculum to serve as a useful reference point when communicating with school staff about how the VIP Program might support broader classroom goals.



GRADE K-3 LESSON PLAN & MINISTRY OF EDUCATION AND CHILD CARE'S BC CURRICULUM

The VIP curriculum aligns with the Ministry of Education and Child Care's (MECC) BC curriculum used for grades K, 1, 2 and 3. PEACE Programs can demonstrate to schools and educators the ways in which the VIP Program supports and enhances desired MECC BC curriculum outcomes. Details about the MECC Big Ideas and Curricular Competencies that align with the VIP Program are outlined below.

The [Ministry of Education and Child Care \(MECC\) Physical and Health Education \(PHE\) Curriculum](#) for the K-3 age group shares "Big Ideas" and curricular competencies that are reflected in the lesson plans below.

The [Big Ideas](#) you will see throughout the K-3 VIP curriculum are:

1. Learning about ourselves and others helps us develop a positive attitude and caring behaviour, which helps us build healthy relationships (Grades K-1).
2. Knowing about our bodies and making healthy choices helps us to look after ourselves (Grades K-1).
3. Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships (Grades 2-3).
4. Adopting healthy personal practices and safety strategies protects ourselves and others (Grades 2-3).
5. Our physical, emotional, and mental health are interconnected (Grades 2-3).

In addition, the VIP curriculum supports the following [Career Education](#) curricular competencies:

1. Students will be able to recognize the importance of positive relationships in their lives (Grades K-3).
2. Share ideas, information, personal feelings and knowledge with others (Grades K-3).

The VIP curriculum is developed in a series of three workshops highlighting the central VIP Program themes and linking them to the MECC's BC curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for activity resources and additional resources to support VIP presentations can be found in the VIP Curriculum Resources list on the VIP website: <https://bcsth.ca/program/vip/>

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



OVERVIEW OF VIP LESSON PLAN FOR GRADES K-3 & ALIGNMENT WITH MECC'S BC CURRICULUM

TOPIC	ACTIVITIES	MECC CURRICULAR COMPETENCIES & BIG IDEAS - Students will learn to:
<p>Day 1</p> <ul style="list-style-type: none"> Welcome! Safety Planning and The Three Main Messages 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to introduce yourself and the presentation. Grounding Exercise. Activity Options. Closing. 	<ul style="list-style-type: none"> Identify and describe a variety of unsafe and/or uncomfortable situations (PHE K) Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations (PHE G1). Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations. (PHE G2, G3). Recognize the importance of positive relationships in their lives (CE K, G1, G2, G3).
<p>Day 2</p> <ul style="list-style-type: none"> Healthy Relationships 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to review the previous presentation and introduce this presentation. Activity – Watch and Discuss Videos: Friendship Soup Group Discussion. Grounding Exercise. Closing. 	<ul style="list-style-type: none"> Learning about ourselves and others allows us to build caring attitudes and behaviours and enables us to maintain healthy relationships (PHE Big Ideas K, G1). Identify and describe characteristics of positive relationships (PHE G2). Describe and apply strategies for developing and maintaining positive relationships (PHE G3). Share ideas, information, personal feelings and knowledge with others (CE K, G1, G2, G3). Recognize the importance of positive relationships in their lives (K, G1, G2, G3).
<p>Day 3</p> <ul style="list-style-type: none"> Emotional Expression and Self Care 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to review the previous presentation and introduce this presentation. Activity - Small Group Discussion Video Options: Riley Argues with Her Parents Scene Why Do We Lose Control of Our Emotions? Closing. 	<ul style="list-style-type: none"> Knowing about our bodies and making healthy choices helps us look after ourselves (PHE Big Ideas, K). Our physical, emotional, and mental health are interconnected (PHE Big Ideas G2, G3). Identify and describe feelings and worries (PHE K, G1) and strategies for dealing with them (PHE G2).



DAY 1: INTRODUCTION, SAFETY PLANNING & THE THREE MAIN MESSAGES

Length of Session: 30-50 minutes

Introductions

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

- Acknowledge the traditional territory you are on.
- Thank the teacher for having you in their classroom.
- Let the children know what to expect, tell them the number of presentations you will be doing.
- You can ask the teacher beforehand 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, which includes wanting support because you know someone else is having this experience.

Dialogue to Introduce the Presentation

“Hello everyone! I am happy to be here today and I am looking forward to sharing this meaningful time together. In my work, I help kids of all ages stay safe in their friendships and homes. I also 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 the PEACE Program and we are sharing this presentation today on the Violence is Preventable (VIP) Program. I am visiting all kinds of classrooms in BC for students of all ages in classrooms just like this one. I am visiting these classrooms because my program wants every child in our community to know three main messages. If you forget anything I say today, my name, or where I am from, that’s okay, but I do want you to remember these three main messages.” This can be a nice lead into the messages shared in the introduction and detailed in an age-appropriate way below.



The Three Main Messages

Use this exercise to further brainstorm about who is responsible for the violence, and how to start talking about safety. Discuss the three main messages with the group. One way to share the messages effectively is to use a puppet, as demonstrated in [this video](#) by Tracy Myers.

1. Violence is not your fault.

It is never the fault of children and youth if they feel unsafe when experiencing domestic violence.

Ask the class: Who is responsible for the violence?

2. 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 the VIP Program is here today is to emphasize that they are not alone and to talk about safety.

3. There are people who can help.

Discuss with the class: Who are the safe adults in their lives? What is the safe thing to do when there is domestic violence? Brainstorm safe options, such as contacting a safe adult.

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

Grounding Exercise

Assess the energy in the room. You may need to do a grounding exercise to help children be present and focused during the presentation.

[See Appendix A](#) for the tip sheet on grounding exercises.

Activity: Defining Violence and Abuse

Violence or abuse is when we use our body or our words to control and hurt someone else. When someone hurts your, or someone else's, body or feelings, on purpose, it can be violence or abuse.

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

Expand the brainstorm: Include behaviours that can be characterized as bullying. How do you think children and youth who experience bullying feel? How do they respond? What do you think children and youth who 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 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. With students in grades K-3, VIP presenters should expect that many children will not be able to read or write. VIP presenters should clearly share with kids that they can write names, draw places and draw faces of people in their world who they can talk to if they have a problem. Check to see if they know how they can get in touch with their safe adult.

You can also look around the room and identify the classroom teacher, support staff, school counsellors, administrators etc. as potential safe people.

You may 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.

An age-appropriate description of the Kids Help Phone can also be useful here. Kids Help 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 counsellor by calling 1-800-668-6868 or texting the number 686868. You may wish to write these numbers 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 in their circle? Who do they go to for support? Who do they ask if they need help? Ask the students to write down the names of these people in their circle.

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



Closing

Consider running another grounding exercise if necessary. Please refer to [Appendix A](#) for sample grounding exercises.

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

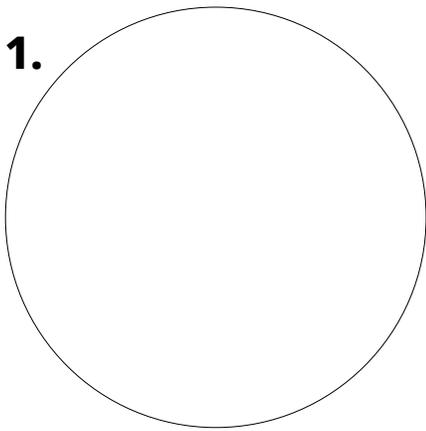
Thank them for being a wonderful class. Please let the students know what information you will be sending home with them such as VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources. This may vary for each VIP site.



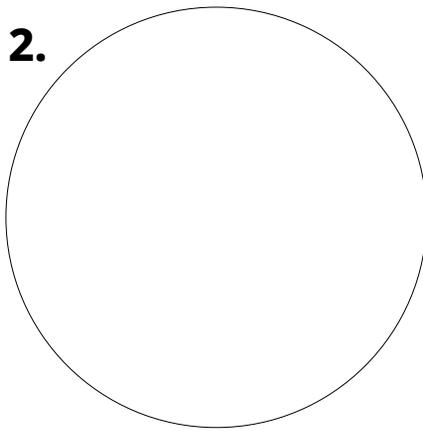
SAFETY PLANNING WORKSHEET

My safe adults are (draw them and/or write their name):
If you know their phone number, write their phone number

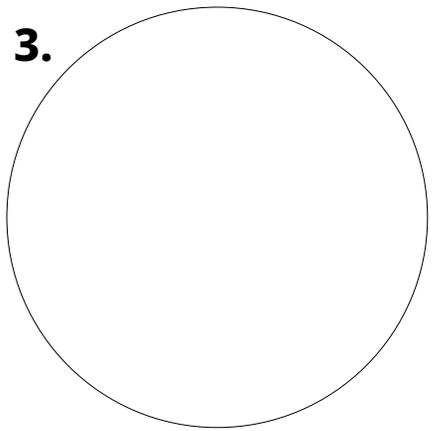
1.



2.



3.



If someone is hurt or in danger, I can call

911

My name is _____

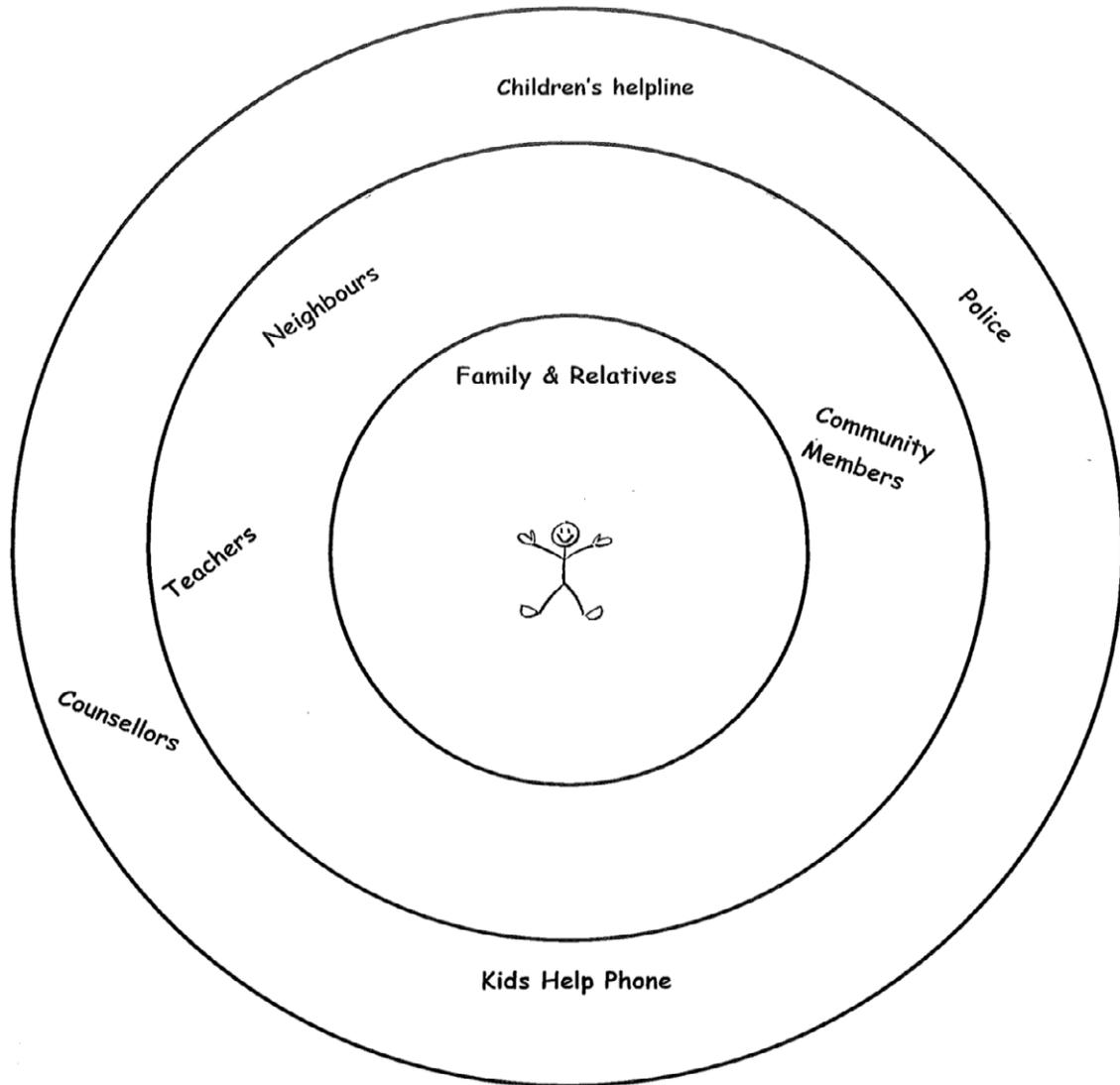
I am _____ years old.

I live at _____

My guardian's phone number is _____



WHO IS IN MY CIRCLE



Kid's Help Phone: call 1-800-668-6868 or text 686868

Local PEACE Program Counsellor Contact:



DAY 2: HEALTHY RELATIONSHIPS

Length of Session: 20 - 40 minutes

Introductions

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

- Acknowledge the traditional territory you are on.
- Thank the teacher for the invitation to the classroom.
- Let the children know what to expect. Is this the final presentation or are you returning again?
- Remind the students to take care of themselves. Students can have the option to step outside of the 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 Review the Previous Presentation & to Introduce Today's Presentation

"Hello again everyone, I was thinking about the last time I was here, and I am wondering if there are a few things that you remember about it? (welcome input from the class to review the last session). Today, we are going to spend some time talking about what the ingredients are for a healthy friendship and how that makes you feel. We will also explore and share about some of the things we might not like in our friendships. Related to our conversation last time, are there any behaviours that make a friendship not feel safe for you?"

"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.

What do relationships bring to our lives?

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

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



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.”

It may be helpful here to remind the class that when we share stories to not use anyone’s name. “We are all here to learn together, and we don’t want to share things that could hurt someone. Thank you for your understanding.”

Pre-Video Activity

Before watching the video, you may ask each person to share one thing that they think is an important part of being a good friend. You can write these things on the board.

You may ask the class about some of the things they do not want in a friendship, such as some things that make friendships feel unhealthy.

Activity - Watch & Discuss a Video

- The Ned Show (Sept 2013). Video Lesson: [*Friendship Soup Recipe: A NED Short*](#)

This video explores the ingredients for a healthy friendship. After watching the video, it could be interesting to ask the class if they think any ingredients for a healthy friendship are missing, or, if there are any ingredients that they would take out of this soup recipe.

The video includes disagreements and arguments as an ingredient, and this could be a timely opportunity to explore the benefits of having disagreements and why little arguments can be a part of healthy friendships for kids.

To finish, kids could have a blank sheet of paper where they get to draw and write out their own friendship soup with as many ingredients as they wish to include.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them, such as 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 & SELF CARE

Length of Session: 20 - 40 minutes

VIP facilitators may choose to combine the Day 2 and Day 3 curriculum to make one 40–60-minute presentation.

Introductions

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

- Acknowledge the traditional territory you are on.
- Thank the teacher for the invitation to the classroom.
- Discuss additional housekeeping matters and review the plan for kids who may want or need to take a break from the material. Remind the students to take care of themselves and that you will be available after class if anyone needs support or has questions, including 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 and sometimes challenging to put our feelings into words. Today we might practice talking about some of our feelings.”

“Feelings can create energy in our bodies, like being excited, scared, sad, and they can make us feel different. It is important to allow this feeling energy to move and to get this energy out in a safe way that makes us feel better and is not hurtful to anyone.”

Activity

“Let’s make a list of all the feelings we have felt in our body before.”

Consider sharing with the class that there are no bad feelings, however, certain feelings are more uncomfortable than others and that can feel hard.



“Feelings do not equate to certain behaviours. For example, there are many things we can do if we feel happy or sad or frustrated. What are some safe things we can do if we feel frustrated? And, what might be some unsafe behaviours you have seen, or experienced, when people are frustrated?”

Grounding Exercise

Talking about feelings can create sensations in the bodies of young children. Staying attuned to your audience and shifting to a grounding exercise in a timely manner is an effective way to keep kids engaged and listening.

Activity – Watch & Discuss a Video

Please note that there is a choice of videos to watch for this lesson.

- Musical Essence. (May 20, 2016) Inside Out: [*Riley Argues with Her Parents*](#)

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 feelings and emotions can affect behaviour.

“Who here has watched the movie *Inside Out*? We are going to watch a clip from it today to introduce and explore the topic of feelings.”

- Kids Want to Know. (March 12, 2017): [*Why Do We Lose Control of Our Emotions?*](#)

“This video explores our emotions and what can happen when a person loses control of their emotions. It also helps to teach us about our brains so that we can understand what happens when big feelings are present. Let’s watch the short video and we will have a discussion afterwards.”

Closing

Remind the class that with practice, all emotions can be safe to have in our bodies. It is what we do with feelings when they happen in our bodies that matters.

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



GRADE 4-6 LESSON PLAN & MINISTRY OF EDUCATION AND CHILD CARE'S BC CURRICULUM

The VIP curriculum aligns with the Ministry of Education and Child Care's (MECC) BC curriculum used for grades 4, 5 and 6. PEACE Programs can demonstrate to schools and educators the ways in which the VIP Program supports and enhances desired MECC BC curriculum outcomes. Details about the MECC Big Ideas and Curricular Competencies that align with the VIP Program are outlined below.

The [Ministry of Education and Child Care \(MECC\) Physical and Health Education \(PHE\) Curriculum](#) empowers students to develop a personalized understanding of healthy living.

The PHE [Big Ideas](#) reflected in this lesson plan are:

1. Developing healthy relationships helps us feel connected, supported, and valued (Grades 4-5).
2. We experience many changes in our lives that influence how we see ourselves and others (Grade 6).
3. Healthy choices influence our physical, emotional, and mental well-being (Grade 6).

The [Career Education](#) Big Ideas and curricular competencies reflected in this lesson plan are.

1. Family and community relationships can be a source of support and guidance when solving problems and making decisions (Grades 4-5).
2. Appreciate the influence of peer relationships, family and community on personal choices and goals (Grades 4-5).
3. Demonstrate safe behaviours in a variety of environments (Grade 5).

The VIP curriculum is developed in a series of three workshops highlighting the central VIP Program themes and linking them to the MECC's BC curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for activity resources and additional resources to support VIP presentations can be found in the VIP Curriculum Resources list on the VIP website: <https://bcsth.ca/program/vip/>



OVERVIEW OF VIP LESSON PLAN FOR GRADES 4-6 & ALIGNMENT WITH MECC'S BC CURRICULUM

TOPIC	ACTIVITIES	MECC CURRICULAR COMPETENCIES & BIG IDEAS - Students will learn to:
<p>Day 1</p> <ul style="list-style-type: none"> Welcome! Safety Planning and The Three Main Messages 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to Introduce yourself and the presentation. Grounding Exercise. Activity Options. Closing. 	<ul style="list-style-type: none"> Family and community relationships can be a source of support and guidance when solving problems and making decisions (CE Big Ideas G4, G5). Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations (PHE G4). Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitative situations (PHE G5, G6).
<p>Day 2</p> <ul style="list-style-type: none"> Healthy Relationships 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to review the previous presentation and introduce this presentation. Activity – Watch and Discuss Videos: What Makes a Relationship Healthy? Why Do Some Friendships End? Group Discussion. Grounding Exercise. Closing. 	<ul style="list-style-type: none"> Developing healthy relationships helps us feel connected, supported, and valued (PHE Big Ideas G4, G5). We experience many changes in our lives that influence how we see ourselves and others (PHE Big Ideas G6). Describe and apply strategies for developing and maintaining positive relationships (PHE G4, G5, G6). Appreciate the influence of peer relationships, family and community on personal choices and goals (CE G4, G5).
<p>Day 3</p> <ul style="list-style-type: none"> Emotional Expression and Self Care 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to review the previous presentation and introduce this presentation. Activity - Small Group Discussion. Activity – Watch and Discuss Videos: Riley Argues with Her Parents Scene Why Do We Lose Control of Our Emotions? I am...I am not...Teen's Identity Closing. 	<ul style="list-style-type: none"> Students are expected to demonstrate safe behaviours in a variety of environments (CE Big Ideas, G5). Healthy choices influence our physical, emotional, and mental well-being (PHE Big Ideas, G6). We experience many changes in our lives that influence how we see ourselves and others (PHE Big Ideas G6). Describe and apply strategies that promote a safe and caring environment (PHE G4, G5). Explore and describe how personal identities adapt and change in different settings and situations (PHE G5, G6).



DAY 1: INTRODUCTION, SAFETY PLANNING & THE THREE MAIN MESSAGES

Length of Session: 30-50 minutes

Introductions

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

- Acknowledge the traditional territory you are on.
- 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.
- 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 the 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

“Hello everyone! I am happy to be here today and I am looking forward to sharing this meaningful time together. In my work, I help kids of all ages stay safe in their friendships and homes. I also 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 the PEACE Program and we are sharing this presentation today on the Violence is Preventable (VIP) Program. I am visiting all kinds of classrooms in BC for students of all ages in classrooms just like this one. I am visiting these classrooms because my program wants every child in our community to know three main messages. If you forget anything I say today, my name, or where I am from, that’s okay, but I do want you to remember these three main messages.” This can be a nice lead into the messages shared in the introduction and detailed in an age appropriate way below.



The Three Main Messages

Use this exercise to further brainstorm about who is responsible for the violence, and how to start talking about safety. Discuss the three main messages with the group. One way to share the messages effectively is to use a puppet, as demonstrated in [this video](#) by Tracy Myers.

1. Violence is not your fault.

It is never the fault of children and youth if they feel unsafe when experiencing domestic violence.

Ask the class: Who is responsible for the violence?

2. 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 the VIP Program is here today is to emphasize that they are not alone and to talk about safety.

3. There are people who can help.

Discuss with the class: Who are the safe adults in their lives? What is the safe thing to do when there is domestic violence? Brainstorm safe options, such as contacting a safe adult.

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

With grades 4-6 students, we can explain that sometimes we may be around other children who are not being safe. You can ask what this might look like in the classroom, on the playground or in the neighbourhood.

“One thing we will create today is a [safety plan](#). Safety plans can help us remember what to do if we find ourselves in a situation at home or at school where we do not feel safe.”

Grounding Exercise

Assess the energy in the room. You may need to do a grounding exercise to help children be present and focused during the presentation.

See [Appendix A](#) for the tip sheet on grounding exercises.



Activity: Defining Violence and Abuse

With grades 4-6 students, it can be nice to start this conversation by asking the class what they think violence and abuse are before sharing your definition. You could make a list on the board of the class's ideas and then share the definition below.

Definition: Violence or abuse is when we use our body or words to control and hurt someone.

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

Expand the brainstorm: Include behaviours that can be characterized as bullying. How do you think children and youth who experience bullying feel? How do they respond? What do you think children and youth who 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. You may choose to include online safety as a part of this conversation if that suits the classroom you are presenting in.

Questions you might ask youth are:

- What is safety? (physical, emotional, mental, social, sexual)
- What are some ways you know that you are not safe?
- What are the cues your body gives you when you don't feel safe?
- What are some things you already do to stay safe?

Make a list on the board or a flip chart of all the suggestions from the class. This activity is a great opportunity for children to think about their safety, to discuss what they are already doing to keep themselves safe, and to brainstorm as a class new ways to stay safe.

As a part of a safety planning conversation, you could include the questions, how do we stay safe online? What are some strategies you think are important to keep yourself safe online? Why is this important? What are the signs that something that is happening online is not safe? Acknowledge that different children and families will have different boundaries around how and when they are online. In addition, even if parents don't enforce boundaries, it can be good for kids to be aware that the internet is not always a safe place.

It is important to share with children and youth that safety planning is an ongoing thing. We may feel safe most of the time, but it is important to understand the ways we can recognize when we do not feel safe and have a plan to stay safe.



Activity - Safety Planning Worksheet

Hand out the [Safety Planning Worksheets](#) to students or use a blank sheet of paper. Let them know they can write the names, draw places and draw faces of people in their world who they can talk to if they have a problem. Ask them how they can get in touch with their safe adult.

You can also look around the room and identify the classroom teacher, support staff, school counsellors, administrators etc. as possible safe people.

You may 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.

An age-appropriate description of the Kids Help Phone can also be useful here. Kids Help 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 counsellor by calling 1-800-668-6868 or texting the number 686868. You may wish to write these numbers 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 in their circle. Who do they go to for support? Who do they ask if they need help? Ask the students to write down or draw the names of these people in their circle.

Closing

Consider running another grounding exercise if needed. Please refer to [Appendix A](#) for sample grounding exercises.

Recap the three main messages with the class.

Ask - Can anyone remember any of our three messages from the start of today's class?

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them, such as 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

My safe adults are (draw them and/or write their name):
If you know their phone number, write their phone number

1.

2.

3.

If someone is hurt or in danger, I can call

911

My name is _____

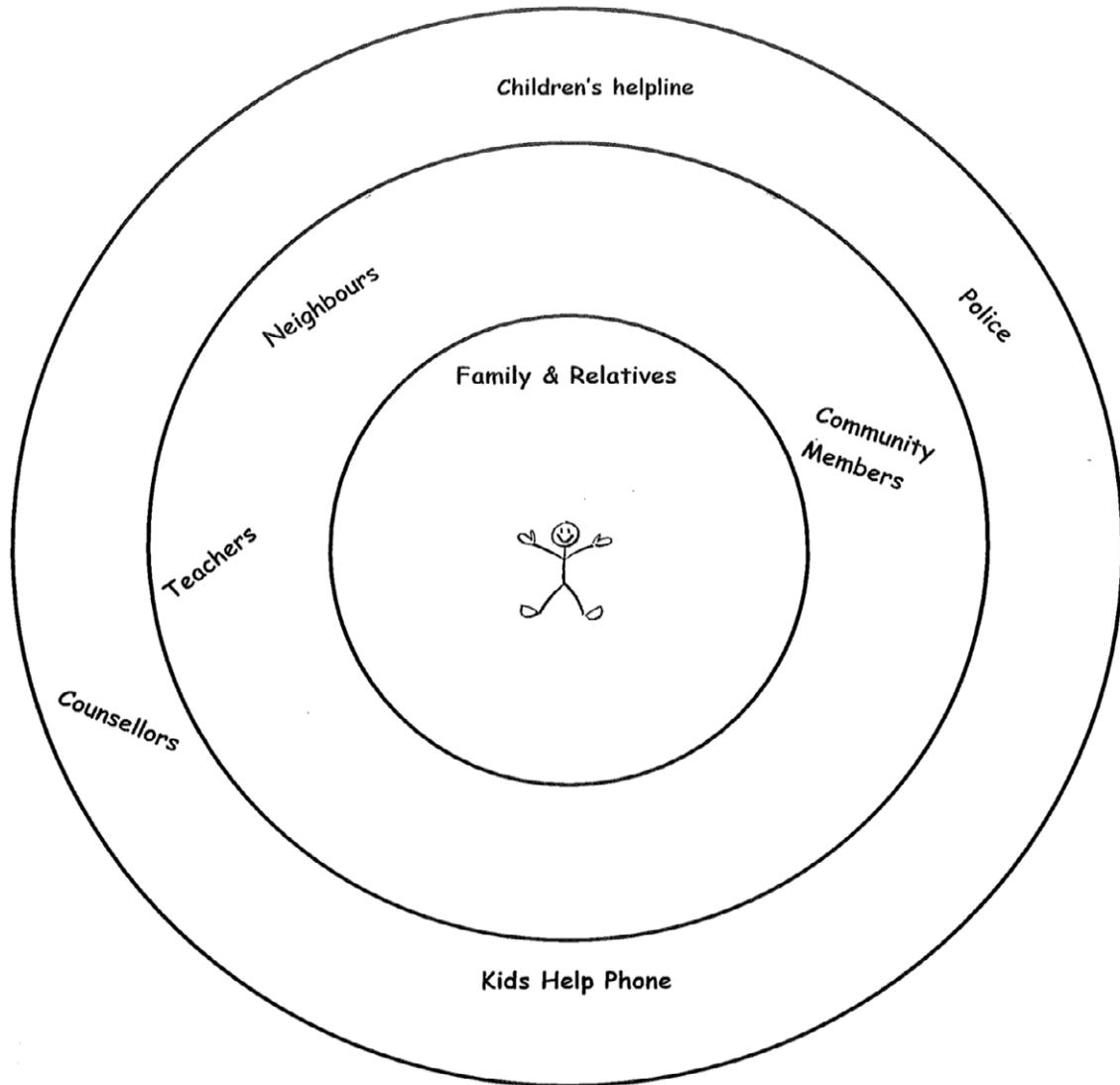
I am _____ years old.

I live at _____

My guardian's phone number is _____



WHO IS IN MY CIRCLE



Kid's Help Phone: call 1-800-668-6868 or text 686868

Local PEACE Program Counsellor Contact:



DAY 2: HEALTHY RELATIONSHIPS

Length of Session: 30-50 minutes

Introductions

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

- Acknowledge the traditional territory you are on.
- Thank the teacher for the invitation to the classroom.
- Let the children know what to expect. Is this the final presentation or are you returning again?
- Remind the students to take care of themselves. Students can have the option to step outside of the 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 Review the Previous Presentation & to Introduce Today's Presentation

"Hello again everyone, I was thinking about the last time I was here, and I am wondering if there are a few things we talked about that you remember. Welcome input from the class to review the last session. Today, we are going to spend some time talking about what the ingredients are for a healthy relationship and how that makes you feel. We will also explore and share about some of the things we might not like in our relationships. Related to our conversation last time, are there any behaviours that make relationships and friendships not feel safe for you?"

"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."

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



With students in grades 4-6, clarify that healthy relationships may include both friendships and romantic relationships. Children this age will be beginning to be curious about both types of relationships. VIP presentations can emphasize that when we talk about healthy relationships, we are talking about ALL types of relationships.

It may be helpful here to remind the class that when we share stories, to not use anyone's name. "We are all here to learn together and we don't share things that could hurt someone or share stories with people's names in them. Thank you for your understanding."

Pre-Video Activity

Remind the class that during the last presentation you spoke about different types of violence and ways to stay safe in unhealthy relationships, at home and online. "In addition to knowing how to stay safe, it is our goal to give you some tools to build and grow in healthy relationships and friendships. In the VIP Program, we believe that if young people know how to recognize healthy relationships, that can help us to avoid unhealthy relationships."

Before watching the video, you could ask each person to share one thing that they think is an important part of being a good friend such as, "what are things that feel good for you in friendship?" You could write these things on the board. Tell the class that you know they already probably know a lot of things about healthy relationships.

You may ask the class about some of the things they do not want in a friendship, such as some things that make friendships feel unhealthy.

Often young people indicate that they do not want arguments in a relationship. This can be a timely moment to highlight that healthy relationships include the ability to have disagreements in a way that includes safe communication and listening and the ability to move through disagreements in a healthy way is an important part of being in a healthy relationship.

Activity - Watch & Discuss a Video

Video Options:

- Amaze.org (Feb 15, 2018): [*What Makes a Relationship Healthy*](#)
- Amaze.org (Oct 13, 2016): [*Why Do Some Friendships End?*](#)

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



VIP presenters may choose to use one or both videos with each classroom. Rather than rushing to show both videos, it is more important that each video is followed by a conversation to connect the themes of the video with the overall messages of the presentation.

These videos explore some qualities and truths that young people around this age might experience in friendships and in their first intimate relationships. After watching each video, it is helpful to take some time to refer back to the list you made in the previous exercise and see if the children have anything to add or if anything from the video did not make sense to them.

Closing

Thank them for being a wonderful class. Please let the students know what information you will be sending home with them, such as 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 & SELF CARE

Length of Session: 30-45 minutes

VIP facilitators may choose to combine the curriculum from Day 2 and Day 3 to make one 40-60 minute presentation.

Introductions

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

- Acknowledge the traditional territory you are on.
- Thank the teacher for the invitation to the classroom.
- Discuss any additional housekeeping matters and review the plan for kids who may want or need to take a break from the material. Remind the students to take care of themselves and that you will be available after class if anyone needs support or has questions including 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**.”

“What are feelings? 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 is healthy and sometimes challenging to put our feelings into words. Today we might practice talking about some of our feelings.”

“Feelings can create energy in our bodies, like being excited, scared, sad, and they can make us feel different. It is important to allow this feeling energy to move and to get this energy out in a safe way that makes us feel better and isn’t hurtful to anyone. Sometimes big feelings are uncomfortable, and they can result in our bodies having big and even unsafe behaviours. Part of learning to be in healthy and safe relationships is learning to be with our feelings in a way that is safe for us and for the people around us. 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

“Let’s make a list of all the feelings we have felt in our body before.”

Consider sharing with the class that there are no bad feelings, however, certain feelings are more uncomfortable than others and that can feel hard.

“Feelings do not equate to certain behaviours. For example, there are many things we can do if we feel happy or sad or frustrated. What are some safe things we can do if we feel frustrated? And what might be some unsafe behaviours you have seen, or experienced, when people are frustrated, angry or sad?”

Grounding Exercise

Talking about feelings can create sensations in the bodies of all humans. Staying attuned to your audience and shifting to a grounding exercise in a timely manner is an effective way to keep kids engaged and listening.

Activity - Watch & Discuss a Video

Please note that there is a choice of videos to watch for this lesson.

- Musical Essence (May 20, 2016): [*Riley Fights with Her Parents Scene*](#)

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 feelings and emotions can affect behaviour.

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

- Kids Want to Know. (March 12, 2017): [*Why Do We Lose Control of Our Emotions?*](#)

“This video explores our emotions and what can happen when a person loses control of their emotions. It also helps to teach us about our brains so that we can understand what happens when big feelings are present. Let’s watch the short video and we will have a discussion afterwards.”

- VOX ATL. (March 1, 2017): [*I am ... I am not ... Teens’ Identity*](#)

“This video is about different identities and the assumptions we might make about what it means to be, to behave or to act in a certain way.”

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



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? Did you relate to any of the identities in the video?
- What factors do you think influence self-identity and how can it change?

Ask them to come up with a list of things that are important to them and factors that have positively influenced their mental well-being and self-identity. If possible, provide the class with a poster board they can use to illustrate their small group message. They can draw, write, or use magazine cut-outs to illustrate their message for the class. Ask each group to share what factors they illustrated that have positively influenced their mental well-being and self-identity.

Closing

Remind the class that with practice all emotions can be safe to have in our bodies. It's what we do with feelings when they happen in our bodies that matters.

Thank them for being a wonderful class. Tell the students what information you will be sending home with them, and ask them to review the three main messages of the VIP Program.

Take the time to review the three main messages.

- Violence is not your fault.
- You are not alone.
- There are people who can help.

Staying safe is an important message we want young people to remember, regardless of how many other topics you have covered during your time in the classroom.



GRADE 7-9 LESSON PLAN & MINISTRY OF EDUCATION AND CHILD CARE'S BC CURRICULUM

The VIP curriculum aligns with the Ministry of Education and Child Care's (MECC) BC curriculum used for grades 7, 8 and 9. PEACE Programs can demonstrate to schools and educators the ways in which the VIP Program supports and enhances desired MECC BC curriculum outcomes. Details about the MECC Big Ideas Curricular Competencies that align with the VIP Program are outlined below.

The [Ministry of Education and Child Care \(MECC\) Physical and Health Education \(PHE\) Curriculum](#) empowers students to develop a personalized understanding of healthy living.

The PHE [Big Ideas](#) reflected in the grades 7-9 lesson plan are:

1. Healthy relationships can help us lead rewarding and fulfilling lives (Grades 8-9).

The MECC [Career Education](#) Curriculum supports students to practice respectful and inclusive behaviours and leadership skills that can be used in the workplace.

The Career Education curricular competencies reflected in this lesson plan are:

1. Question self and others about the reciprocal relationship between self and community (Grade 7).
2. Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning environments (Grade 7).

The VIP curriculum is developed in a series of three workshops highlighting the central VIP Program themes and linking them to the MECC's BC curriculum. If you only have the ability to deliver one presentation, we suggest delivering the Day 1 lesson plan.

Citations for activity resources and additional resources to support VIP presentations can be found in the VIP Curriculum Resources list on the VIP website: <https://bcsth.ca/program/vip/>



OVERVIEW OF VIP LESSON PLAN FOR GRADES 7-9 & ALIGNMENT WITH MECC'S BC CURRICULUM

TOPIC	ACTIVITIES	MECC CURRICULAR COMPETENCIES & BIG IDEAS - Students will learn to:
<p>Day 1</p> <ul style="list-style-type: none"> Welcome! Safety Planning and The Three Main Messages 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Introduce the Objectives of the Presentation. Dialogue to Introduce the Video. Activity - Watch and Discuss a Video: Sunshine – Don't Confuse Love & Abuse How to Leave an Abusive Relationship Activity – Discuss patterns of abuse and safety planning. Three Main Messages of VIP. Anonymous comments and questions. Closing. 	<ul style="list-style-type: none"> Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE G7). Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE G8, G9).
<p>Day 2</p> <ul style="list-style-type: none"> Healthy Relationships 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Follow-up from the previous presentation with anonymous questions and themes. Activity – Brainstorm list of things we want in a healthy relationship and a list of things we don't want in a healthy relationship. Activity – Listening Exercise in Partners. Activity - Watch and Discuss Video: What Teens Think About: Healthy Relationships Activity - Small Group Discussion. Activity - Watch a Video (optional): 12 Early Signs that a Relationship Won't Last 	<ul style="list-style-type: none"> Healthy relationships can help us lead rewarding and fulfilling lives (PHE Big Ideas, G8, G9). Question self and others about the reciprocal relationship between self and community (CE G7). Describe and apply strategies for developing and maintaining healthy relationships (PHE G7). Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning environments (CE G7). Propose strategies for developing and maintaining healthy relationships (PHE G8, G9) .
<p>Day 3</p> <ul style="list-style-type: none"> Online Safety The Bystander Effect 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to Introduce the Presentation. Activity - Watch and Discuss Videos related to Online relationships, social media and grooming: Social Media Social Lives: Teens Reveal Their Experiences That's Not Cool - PSA B4UClick BeInCtrl Discuss Safety Planning Online. Activity – Watch and Discuss Video related to the Bystander Effect and Empathy. Discuss how this might relate to supporting our peers if/when we think they may be engaging in unsafe behaviour online and/or we feel we are observing them in an unsafe relationship. Closing. 	<ul style="list-style-type: none"> Identify and describe (G7) and propose (G8, G9) strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE G7, G8, G9). Describe and assess (G7), propose (G8) and analyze (G9) strategies for responding to discrimination, stereotyping, and bullying (PHE G7, G8, G9). Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning environments (CE Grade 7). Create and assess (G7, G8) and evaluate (G9) strategies for managing physical, emotional, and social changes during puberty and adolescence (PHE G7, G8, G9).



DAY 1: SAFETY PLANNING & THE THREE MAIN MESSAGES

Length of Session: 45-60 minutes

Introductions

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

- Acknowledge the traditional territory you are on.
- Thank the teacher for having you in their classroom.
- You have the option to invite the class to share with you what their “community agreement” or “rules” are. Come up with a list together on the board or a flip chart so it is visible throughout the presentation.
- Let the class know what to expect, if you are just there for one session, or if you are doing a workshop series.
- Address any housekeeping, such as one person speaking at a time, raising hands for questions and comments, self-care and cellphone use.
- Take the time to acknowledge that the issues of this presentation can be uncomfortable to talk about. 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 the classroom for a few minutes, 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, and this includes wanting support because you know someone else is having this experience.
- If you are offering a workshop series, let students know that they will have the opportunity to share anonymous questions and comments at the end of the first workshop. These comments and questions will be addressed in subsequent workshops in a way that maintains anonymity but gives space for the issues that are relevant for the individuals in the classroom.

Introduce the Objectives of the Presentation

- Start the conversation by telling students that education is prevention and you are going to support students by sharing strategies for staying safe by creating a safety plan.
- Inquire if students remember receiving the VIP presentation in past years. If so, ask them what they remember.
- Explain to students that you plan to share media and statistics about domestic violence and that your intention is to share tools and resources that support children and youth with experiences of domestic violence in addition to growing the collective awareness of violence against women and domestic violence.
- Define violence and abuse.
- Explain the VIP and PEACE Program goals locally and around the province.
- Answer any questions.



Dialogue to Introduce the Presentation

“Hello everyone! I am happy to be here today and I am looking forward to sharing this meaningful time together. In my work, I help kids of all ages stay safe in their friendships and homes. I also 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 the PEACE Program and we are sharing this presentation today on the Violence is Preventable (VIP) Program. 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 three 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 three main messages.” This can be a nice lead into the messages shared in the introduction and detailed in an age-appropriate way below.

The Three Main Messages

Use this exercise to further brainstorm about who is responsible for the violence, and how to start talking about safety.

Discuss the three main messages with the group.

1. Violence is not your fault.

It is never the fault of children and youth if they feel unsafe when experiencing domestic violence.

Ask the class: Who is responsible for the violence?

2. 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 the VIP Program is here today is to emphasize that they are not alone and to talk about safety.

3. There are people who can help.

Discuss with the class: Who are the safe adults in their lives? What is the safe thing to do when there is domestic violence? Brainstorm safe options, such as contacting a safe adult.



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

With students in grades 7-9, we can explain that sometimes we might also be around other youth who are not being safe. You can ask what this might look like in the classroom, on the playground, in their neighbourhoods or online.

“One of the things we will each get to create today is a safety plan. This safety plan is something that can help us remember what to do if we ever find ourselves in a situation at home or at school where we don't feel safe.”

Dialogue to Introduce the Video

“We are talking about violence in 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, hurtful and violent experiences in their romantic relationships.”

“Today we are going to be watching a short video, *Don't Confuse Love and Abuse*. This video depicts the difference between love and abuse and the specific ways this may look in a real-life relationship. 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 behaviours 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 & Discuss Videos

- DayOneNY. (February 9, 2018): [*Sunshine - Don't Confuse Love and Abuse*](#)

A three-minute animation that demonstrates some of the common ways a teenage relationship can be abusive.

- WellCast (April 23, 2013): [*How to Leave an Abusive Relationship*](#)

This five-minute video articulates the various warnings signs that a relationship could be abusive and gives young people tools to help them leave an abusive relationship safely.



Next, facilitate a class discussion using the following questions:

- What were the main messages in the video?
- What are some strategies you can use to keep yourself safe?
- Did you see any abusive or violent behaviour in the video?
- Can we brainstorm the types of violence and abuse that can occur in a relationship? Such as physical, emotional, verbal, sexual, financial, technology-facilitated gender-based violence, etc.

Define abuse. You can share the definitions below with the class after the group brainstorm to provide students with examples of some types of abuse. Highlight that the examples are not comprehensive, and that abuse comes in many other forms.

- **Physical:** hitting, slapping, choking, kicking, grabbing, pulling hair, pushing and shoving.
- **Emotional and 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 your online activity.

Activity - Brainstorming

Direct the class in a brainstorming session about how to stay safe in abusive or violent situations. This activity can be done in small groups or as a whole class.



Questions you might ask the group are:

- What is safety? (physical, emotional, mental, social, sexual)
- What are some ways you know that you are not safe?
- What are the cues your body gives you when you don't feel safe?
- What are some things you already do to stay safe?

You could ask students to write out their individual safety plans, one for at home, one for at school and one for online. Use the [Safety Planning worksheet](#) to assist with this conversation, and if appropriate, provide a copy of the handout to review and discuss.

It is important to share with children and youth that safety planning is ongoing. We may feel safe most of the time, but it is important to understand and recognize when we do not feel safe, and have a plan to stay safe.

An age-appropriate description of the Kids Help Phone can also be useful here. Kids Help 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 counsellor by calling 1-800-668-6868 or texting the number 686868. You may wish to write these numbers 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 – Anonymous Question or Comment

Provide all students with a blank piece of paper and a pen. Request that each student take the time to write something on the paper related to the presentation. They can write a comment about something that was interesting or a question about something they might be wondering about. Be clear that these comments and questions are totally anonymous and request that no real names are used. If they have a question about a scenario, they can use pseudonyms.

This part of the presentation can be a powerful tool for seeing what is relevant for the classroom you are presenting to. Let students know that you will begin your next session by addressing themes and questions which emerge through their anonymous comments and questions.

Closing

Thank the students and communicate clearly with the students about when you will return. Give students a way to contact you and encourage them to reach out if they have any questions or concerns about the presentation. Let the class know what information you will be sending home with them, such as 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 where I may be alone at home, I can ask a friend or neighbour 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:

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: HEALTHY RELATIONSHIPS

Length of Session: 45-60 minutes

Introductions

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

- Acknowledge the traditional territory you are on.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to help 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. Post the list so it is visible throughout the presentation.
- Let the class know what to expect and remind them about how many times you will be returning, if there are more presentations at a future date. Remind students where your contact information is and encourage students to reach out after class if that feels relevant for them for any reason whatsoever.
- Discuss any additional housekeeping matters, such as: 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 the 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 begin by reviewing the anonymous questions from the last presentation. Following that, we will talk about healthy relationships. 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.”



Answer Anonymous Questions From Previous Presentation

For this section of the presentation to run smoothly, take time between presentations to review the comments and questions students asked at the end of the previous presentation. VIP presenters may consider gathering a few classes worth of comments and questions to make a list of themes that seem relevant at a particular school. Acknowledge with the class that you are not an expert, but rather you are facilitating a conversation about topics that are sometimes hard to talk about.

Before beginning, thank the class for their contributions to the anonymous questions and comments that were shared at the end of the previous presentation. Ensure that they know you are addressing themes shared and that you are grateful for the time they took to ask such real and relevant questions.

Often this section of the presentation can take 10-15 minutes as students bring up meaningful questions and engage in dialogue. You can finish this section by letting students know that you are available after class if any of their questions do not feel resolved and if they need more specific support on a particular topic.

Activity – Brainstorm Healthy Relationships

Encourage the students to think about a close relationship in their life that is NOT romantic, such as parents, siblings and friends. Ask the class to think about attributes or qualities that are important to these relationships. Some examples are: “how do you treat your parents, your siblings and friends and how do you want to be treated by them?” “What is a quality of this relationship that you like? What is one thing that you do or say in this relationship that feels healthy?”

Conduct a group brainstorm with the class and write their ideas down on the board or a flipchart and remind students that there is no wrong answer, consider requesting to hear from everyone with the option for students to pass if they wish not to contribute. This can help engage and make space to hear from everyone in the class and gather more diverse ideas.

Emphasize that the qualities they listed are all important in **all** relationships.

Some ideas that may emerge:

- Mutual respect
- Love
- Trust
- Open and honest communication (you may ask youth, what does good communication mean?)
- Boundaries



Activity - Listening Exercise in Partners

Ask students to find a partner. Each partner gets one minute to talk and one minute to listen. Pick a simple topic that is easy to share about such as: “what are you going to do after school?” or “what type of food do you like to eat?”

Be clear that the job of the listener is to simply listen.

After everyone has had an opportunity to be in both roles, ask students to reflect on the exercise.

Things that they may notice:

- Some of us are better at talking than listening.
- Some of us have a hard time finding words.
- Communication is hard and sometimes awkward. Like any skill, it requires practice.
- It helps to feel patience, support and a smile from the person we are communicating with. Body language, pacing and tone of voice influence how we communicate.

Activity - Watch & Discuss Videos

- My Health. (February 22, 2017): [*What Teens Think About: Relationships*](#)

My Health youth advisory board candidly discusses what they think is important in a healthy relationship.

- Psych2Go (Aug 4, 2020): [*12 Early Signs that a Relationship Won't Last*](#)

While watching the videos, encourage students to think about the list of qualities that are important in all healthy relationships from the brainstorming activity.

Small Group Discussion

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

- Are there any themes from the video that we can add to our list of qualities of a healthy relationship?
- What is the difference between a healthy and unhealthy relationship?
- What does it mean to have open and honest communication?

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



Ask the class to come back together. Have each group relay their answer to one of the questions to the class. You may have them answer by randomly selecting students, popcorn style, asking them to raise their hands or by identifying a group spokesperson.

Emphasize the importance of asking what we do and do not want in a relationship as it is important to know what you value in a relationship, and what the other person values. Remind the class that personal boundaries are helpful as they help to define the elements of a healthy relationship.

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. You may choose to ask students about the things they do to be in a good relationship with themselves. For example, you can ask them: “what are some activities that help you take care of you?”

As a facilitator, once the class has shared their list of things they want and do not want in a healthy relationship, you may choose to add a few of your own ideas. Additionally, you may want to expand on some of the ideas the class brought up through questions and conversations.

Activity - Watch a Video (Optional)

Depending on how long the previous parts of the presentation take, these videos may have to be left out or used in a later session.

- ONN Our New Normal (Feb 27, 2016): [*Kids Explain Relationships*](#) | Ep. 8

This video shows that the ways we think about relationships is very individual and that relationships will mean different things to different people.

- WellCast. (December 12, 2012): [*How to Break Up*](#)

This video gives teens tools to communicate how to end a relationship in a respectful way.

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



Closing

Thank them for being a wonderful class. Let the class know that even though a topic like healthy relationships may seem straight forward, violent relationships are common and it is important to take the time to reflect on what is needed to be safe in a relationship.

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

If you are returning for another presentation, let the class know when you will be back and remind them to stay and ask any questions or share any concerns that may have arisen during the presentation.



DAY 3: ONLINE SAFETY & THE BYSTANDER EFFECT

Length of Session: 40-60 minutes

Introductions

Take a few minutes to remind the class who you are, where you are from and why you are returning to their classroom. Let them know that this will be your last time visiting their classroom

- Acknowledge the traditional territory you are on.
- If applicable, invite the class to remember what the VIP class “agreement” or “guidelines” from Day 1 and 2 are to help ensure the classroom is a safe space for VIP work. Review the previous list together on the board, or flip chart, and add to it if necessary. Post the list so it is visible throughout the presentation.
- Let the class know what to expect and remind students where your contact information is and encourage students to reach out after class if that feels relevant for them for any reason whatsoever.
- Review briefly the topics discussed during the previous sessions.

Dialogue to Introduce the Presentation

“Today we are going to talk about online safety and the bystander effect. Similar to the topic of healthy relationships, these issues can relate to intimate relationships, social networks and friendships. This topic can be upsetting for those who have experienced bullying online or in person and for anyone who has had their trust violated online. As a reminder, please take care of yourselves and remember I will be available after class.”

ONLINE SAFETY

Activity - Watch & Discuss Videos

“The culture of online communication and social networking has changed rapidly in the last decade, and we are only just coming to understand some of the widespread impacts.”

It may work best to watch the first two videos and then discuss the pros and cons of socializing online as a group. Before watching the final two videos, consider pausing for a grounding exercise. After watching the final two videos, have another group discussion about online safety planning.

You can share with the class that these videos do not imply that we think social media and online communication is fundamentally bad, rather, the conversation is about developing tools to stay safe online.

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



- CommonSenseMedia. (September 10, 2018): [*Social Media, Social Life: Teens Reveal Their Experiences*](#)
This video reveals both the positive and negative impacts of social media on the lives of teenagers.
- Futures Without Violence. (April 19, 2011): [*That's Not Cool - PSA*](#)
This short video demonstrates how some online relationships can start out harmless and become unhealthy and abusive.
- Online Grooming (Aug 9, 2016): [*B4UClick*](#)
A short film that demonstrates how an unsafe online relationship might begin.
- Webwise Ireland (Sep 11, 2018): [*#BeInCtrl*](#) – A Short Film on Online Grooming
Two-minute film demonstrating the risk of sharing photos with people you don't know and the importance of being safe online.

After watching the videos, split the class into small groups to discuss the pros and cons of social media and online communication, including their capacity to contribute to healthy relationships. Follow that discussion with a conversation on what the students do to stay safe online.

In their groups, invite students to create a list of the ways that they can stay safe in their relationships online. Consider asking:

- What does this look like in real life?
- How does the ease of online communication prevent or enhance our ability to develop healthy communication skills? Remind students about the listening exercise from Day 2.

Come back together as a class and invite the groups to share their ideas with the rest of the class.



The Bystander Effect

- SoulPancake. (November 16, 2017): [*The Bystander Effect | The Science of Empathy*](#)

This video is about the science of empathy and some key factors that drive us to help other people. Although it is not directly related to relationships, it is interesting to see how students can make the connections between the scenarios presented in this video, and social settings they may be exposed to around school or otherwise.

After watching the video, break the students into small groups to spend some time discussing the following questions:

- What is the roll of the bystander on social media and online forums?
- What steps can we take if we know someone is being bullied or harassed online?
- Have you ever witnessed someone at school being an active bystander?

Remind students that safety planning is at the forefront when considering the role of the bystander. You may also consider making a safety plan with students focused on navigating online safety. Students are also encouraged to talk to trusted adults for safety when they are considering becoming active bystanders online, at school or otherwise.

Closing

Thank them again for being a wonderful class and acknowledge that they have now spent a total of three to four hours discussing incredibly important topics for staying safe. Let them know that the topics covered may make them feel sensitive and uncomfortable, and that relationships are complex, making it important to be aware of the issues discussed as they grow and mature.

Remind them that abusive relationships are not uncommon and taking the time to self-reflect about what we want and need to be safe and happy in our relationships is important. Remind them to reach out to a trusted adult if they feel unsafe or if they have questions about anything that does not feel right in their relationships.



GRADE 10-12 LESSON PLAN & MINISTRY OF EDUCATION AND CHILD CARE'S BC CURRICULUM

The VIP curriculum aligns with the Ministry of Education and Child Care's (MECC) BC curriculum used for grades 10, 11 and 12. PEACE Programs can demonstrate to schools and educators the ways in which the VIP Program supports and enhances desired MECC BC curriculum outcomes. Details about the MECC Big Ideas and Curricular Competencies that align with the VIP Program are outlined below.

The [Ministry of Education and Child Care \(MECC\) Physical and Health Education \(PHE\) Curriculum](#) empowers students to develop a personalized understanding of healthy living. The PHE [Big Ideas](#) reflected in this lesson plan are:

1. Healthy choices influence, and are influenced by, our physical, emotional and mental well-being (Grade 10).

The [Career-Life Connections \(CLC\)](#) curricular competencies reflected in this lesson plan are:

1. Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being (CLC).
2. Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC).

The [MECC Social Justice 12 Curriculum \(SJ12\)](#) prepares grade 12 students with the knowledge, skills and competencies needed to be informed and active citizens. The Social Justice 12 Big Ideas reflected in this lesson plan are:

1. Social justice issues are interconnected;
2. Social justice initiatives can transform individuals and systems;
3. Individual worldviews shape and inform our understanding of social justice issues; and,
4. The causes of social injustice are complex and have lasting impacts on society.

The grade 10-12 lesson plan reflects the MECC PHE 10, CLC, and SJ12 Curriculum.

The grades 10-12 lesson plan is a series of 45 to 60 minute workshops that links the MECC's BC curriculum to the VIP main messages. If you do not have time to offer all four presentations, we suggest offering just the first lesson plan or offering a condensed version of the four presentations in two 60 to 75 minute sessions.

Citations for activity resources and additional resources to support VIP presentations can be found in the VIP Curriculum Resources list on the VIP website: <https://bcsth.ca/program/vip/>



OVERVIEW OF VIP LESSON PLAN FOR GRADES 10-12 & ALIGNMENT WITH MECC'S BC CURRICULUM

TOPIC	ACTIVITIES	MECC BIG IDEAS & CURRICULAR COMPETENCIES - Students will learn to:
<p>Day 1</p> <ul style="list-style-type: none"> Welcome Violence Against Women and Safety Planning 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Introduce the Objectives of the Presentation. Dialogue to Introduce the Video. Activity - Watch and Discuss a Video: Sunshine – Don't Confuse Love & Abuse How to Leave an Abusive Relationship Activity – Support Network Brainstorm. Activity – Discuss patterns of abuse and safety planning. Anonymous comments and questions. Closing. 	<ul style="list-style-type: none"> Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (PHE G10). Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being (CLC). Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC). Self-Identity and an Individual's relationship to others (Social Justice 12). Social Injustices in Canada and the world affecting individuals, groups and society (Social Justice 12).
<p>Day 2</p> <ul style="list-style-type: none"> Healthy vs. Unhealthy Relationships 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to Introduce the Presentation. Follow-up from the previous presentation with anonymous questions and themes. Activity – Brainstorm list of things we want in a healthy relationship and a list of things we don't want in a healthy relationship. Activity – Listening Exercise in Partners. Activity - Watch and Discuss Video: What Teens Think About: Healthy Relationships Activity - Small Group Discussion. Activity - Watch a Video (optional): 12 Signs You are in a Healthy Relationship How to Break Up Closing. 	<ul style="list-style-type: none"> Explore and describe the factors that shape personal identities, including social and cultural factors (PHE G10). Develop skills for maintaining healthy relationships and responding to interpersonal conflict (PHE G10). Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC). Self-Identity and an individual's relationship to others (Social Justice 12).

VIOLENCE IS PREVENTABLE

VIP

CURRICULUM FOR GRADES K-12



TOPIC	ACTIVITIES	MECC CURRICULAR COMPETENCIES & BIG IDEAS - Students will learn to:
<p>Day 3</p> <ul style="list-style-type: none"> The Cycle of Abuse and Consent 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to Introduce the Presentation. Activity - Watch and Discuss Video: Cycle of Violence Activity – Group Discussion: How to Leave an Abusive Relationship. Activity - Watch and Discuss Videos: When Someone Doesn't Want to Have Sex: What is Consent One Colour Activity - Small Group Discussion. Closing. 	<ul style="list-style-type: none"> Explore and describe the factors that shape personal identities, including social and cultural factors (PHE 10). Analyze the potential effects of social influences on health (PHE G10). Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence (PHE G10). Self-Identity and an individual's relationship to others (Social Justice 12). Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being (CLC). Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC).
<p>Day 4</p> <ul style="list-style-type: none"> Online Safety The Bystander Effect 	<ul style="list-style-type: none"> Introductions and Land Acknowledgement. Dialogue to Introduce the Presentation. Activity - Watch and Discuss Videos: Social Media, Social Life: Teens Reveal Their Experiences. That's Not Cool - PSA Activity – Watch and Discuss Videos: Stand Against Bullying. Don't be a Bystander The Bystander Effect The Science of Empathy Anti-Bullying Flash Mob Closing. 	<ul style="list-style-type: none"> Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (PHE G10). Analyze the potential effects of social influences on health (PHE G10). Analyze strategies for responding to discrimination, stereotyping, and bullying (PHE G10). Explore and evaluate personal strategies, including social, physical and financial to maintain well-being (CLC). Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC). Self-identity and an individual's relationship to others (Social Justice 12). Make reasoned ethical judgements about controversial actions in the past or present after considering the context and standards of right and wrong (Social Justice 12).



PRESENTATION OPTIONS

- If you do not have time to offer all four presentations, we suggest offering just the first lesson plan or offering a condensed version of the four presentations in two 60 to 75 minute sessions. You can do this by combining Day 1 and Day 2 into a single presentation, and Day 3 and Day 4 into a single presentation.
- The videos recommended throughout the Grade 10-12 curriculum outlines can be watched on their own or in combination with other content. Depending on how long you have in a particular classroom and how many topics you are hoping to cover, videos can be used to create meaningful conversation and enhance classroom engagement.
- Through your work and personal research, you may come across other videos, relevant resources and media coverage that support the dialogue for students in your community. Please use these curriculum outlines and resources as an inspiration as you connect with teachers and students and share the work in a way that feels effective in your community. If you do find other videos are working well, please consider sharing them with the VIP listserv.
- As a part of the CLC curriculum, students are asked to “engage in a substantive experiential learning opportunity of 30 hours or more to expand and deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects.” PEACE Program counsellors might consider working with local schools to provide senior students with a unique leadership opportunity by having CLC students help to present the VIP curriculum to elementary grades.



DAY 1: VIOLENCE AGAINST WOMEN & SAFETY PLANNING

Length of Session: 45-60 minutes

What You Need for this Presentation:

Safety planning worksheets, flip chart, markers, laptop, projector, speaker, blank paper, pens and Wi-Fi.

Introductions

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

- Acknowledge the traditional territory you are on.
- 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 class know what to expect, if you are just there for one session, or if you are doing a workshop series.
- Address any housekeeping, such as one person speaking at a time, raising hands for questions and comments, self-care, cell phone use.
- Take the time to acknowledge that the issues of this presentation can be uncomfortable to talk about as 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 the classroom for a few minutes, 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 any questions, which includes wanting support because you know someone else is having this experience.
- If you are offering a workshop series, let students know that they will have the opportunity to share anonymous questions and comments at the end of the first workshop. These questions and comments will be addressed in subsequent workshops in a way that maintains anonymity, but gives space for the issues that are relevant for the individuals in the classroom.

Introduce the Objectives of the Presentation

- The objective is to raise awareness about violence against women and domestic violence in our society.
- Inquire if students remember receiving the VIP presentation in the past year. If so, ask them what they remember.
- Explain to students that you plan to share media and statistics about domestic violence and that your intention is to share tools and resources that support children and youth with experiences of domestic violence, in addition to growing the collective awareness of violence against women and domestic violence.

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



- Define domestic violence and abuse.
- Explain the VIP and PEACE Program goals locally and around the province.
- Answer any questions.

Dialogue to Introduce the Video

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

“Today we are going to be watching a short video, “[Don't Confuse Love and Abuse](#).” This video depicts the difference between love and abuse and the specific ways this may look in a real-life relationship. 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 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 & Discuss Videos

- DayOneNY (February 9, 2018): [Sunshine – Don't Confuse Love and Abuse](#)

A 3-minute animation that demonstrates some of the common ways a teenage relationship can be abusive.

- WellCast (April 23, 2013): [How to Leave an Abusive Relationship](#)

This 5-minute video articulates the various warnings signs that a relationship could be abusive and gives young people tools to help them leave an abusive relationship safely.

Next, facilitate a class discussion using the following questions:

- What were the main messages in the video?
- What are some strategies you can use to keep yourself safe?
- Did you see any abusive or violent behaviour in the video?
- Can we brainstorm the types of violence and abuse that can occur in a relationship? Such as physical, emotional, verbal, sexual, financial, technology-facilitated gender-based violence, etc.



Define abuse. You can share the definitions below with the class after the group brainstorm to provide students with examples of some types of abuse. Highlight that the examples are not comprehensive, and that abuse comes in many other forms.

- **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, or 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 and call logs.

Activity - Support Network Brainstorm

Direct the class in a brainstorming session about how to stay safe in potentially abusive or violent situations. This activity might be done in small groups or as a whole class. What are some important things we can do to stay safe? What does it mean to stay safe in a relationship?

It may be interesting to ask the students to write out their individual safety plans. You can ask them to create one for at home, and one for at school, if they were to be facing these situations. Use the [Safety Planning worksheet below](#) to assist with this conversation, and if appropriate, provide a copy of the handout to review and discuss.

An age-appropriate description of the Kids Help Phone can also be useful here. Kids Help 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 counsellor by calling 1-800-668-6868 or texting the number 686868. You may wish to write these numbers 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 - Anonymous Question or Comment

Provide all students with a blank piece of paper and a pen. Request that each student take the time to write something on the paper related to the presentation. They can write a comment about something that was interesting or a question about something they might be wondering about. Be clear that these comments and questions are totally anonymous and request that no real names are used. If they have a question about a scenario, they can use pseudonyms.

This part of the presentation can be a powerful tool for seeing what is relevant for the classroom you are presenting to. Let students know that you will begin your next session by addressing themes and questions which emerge through their questions and comments.

Closing

Thank the students and communicate clearly with the students about when you will return. Give students a way to contact you and encourage them to reach out if they have any questions or concerns about the presentation. Let the class know what information you will be sending home with them, such as 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 where I may be alone at home, I can ask a friend or neighbour 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:

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: HEALTHY VS. UNHEALTHY RELATIONSHIPS

Length of Session: 45-60 minutes

What You Need for this Presentation:

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 returning to their classroom.

- Acknowledge the traditional territory you are on.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to help make the classroom a safe space. Review the previous list together on the board, or flip chart and add to it if necessary. Post the list so it is visible throughout the presentation.
- Let the class know what to expect and remind them about how many times you will be returning if there are more presentations at a future date.
- Discuss any additional housekeeping matters.
- Remind the students to take care of themselves as these topics can be upsetting. Before class, you can ask the teacher what is appropriate for self care in the school setting, such as stepping outside of the classroom for a few minutes, going to the bathroom or visiting the school counsellor. Remind the class that you will be available after the presentation if anyone needs support or has questions, including if they know someone experiencing violence.

Dialogue to Introduce the Presentation

“Today we are going to begin by reviewing the anonymous questions and comments from the last presentation. Following that, we will talk about healthy and unhealthy relationships. This topic can be upsetting for those in the room who have experienced domestic violence or abuse in a relationship. Please remember to take care of yourselves as the content covered in these presentations can be upsetting. I will also be available after the presentation.”

“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.”



Answer Anonymous Questions From Previous Presentation

For this section of the presentation to run smoothly, take time between presentations to review the comments and questions students asked at the end of the previous presentation. VIP presenters may consider gathering a few classes worth of comments and questions to make a list of themes that seem relevant at a particular school.

Before beginning, thank the class for their contributions to the anonymous questions and comments that were shared at the end of the previous presentation. Ensure that they know you are addressing themes shared and that you are grateful for the time they took to ask such real and relevant questions.

Often this section of the presentation can take 10-15 minutes as students bring up meaningful questions and engage in dialogue. You can finish this section by letting students know that you are available after class if any of their questions do not feel resolved and if they need more specific support on a particular topic.

Activity – Brainstorm Healthy Relationships

Encourage the students to think about a close relationship in their life that is NOT romantic, such as parents, siblings and friends, etc. Ask the class to think about attributes or qualities that are important to their relationships. Some examples are, “how do you treat your parents, your siblings, and friends and how do you want to be treated by them?” “Is there a particular quality to this relationship that you like? What is one thing that you do or say in this relationship that feels healthy?”

Conduct a group brainstorm with the class and write their ideas down on the board or a flipchart and remind students that there is no wrong answer, and consider requesting to hear from everyone with the option for students to pass if they wish not to contribute. This can help engage and make space to hear from everyone in the class and gather more diverse ideas.

Emphasize that the qualities they listed are all important in **all** relationships.

Some ideas that may emerge:

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



Activity - Listening Exercise in Partners

Ask students to find a partner. Each partner gets one minute to talk and one minute to listen. Pick a simple topic that is easy to share about such as: “what are you going to do after school?” or “what type of food do you like to eat?”

Be clear that the job of the listener is to simply listen.

After everyone has had an opportunity to be in both roles, ask students to reflect on the exercise.

Things that they may notice:

- Some of us are better at talking than listening.
- Some of us have a hard time finding words.
- Communication is hard and sometimes awkward and, like any skill, it requires practice.
- It helps to feel patience, support and a smile from the person we are communicating with. Body language, pacing and tone of voice influence how we communicate.

Activity - Watch & Discuss Video

- My Health. (February 22, 2017): [*What Teens Think About: Healthy Relationships*](#)

My Health youth advisory board candidly discusses what they think is important in a healthy relationship.

While watching the video, encourage students to think about the list of qualities that are important in all healthy relationships that were brainstormed in the previous activity and posted on the board or flip chart.

Small Group Discussion

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

- Are there any themes from the video that we can add to our list of qualities of a healthy relationship?
- What is the difference between a healthy and unhealthy relationship?
- What does it mean to have open and honest communication?



Ask the class to come back together. Have each group relay their answer to one of the questions to the class. You may have them answer by randomly selecting students, popcorn style, asking them to raise their hands or by identifying a group spokesperson.

Emphasize the importance of asking what we do and do not want in a relationship as it is important to know what you value in a relationship, and what the other person values. Remind the class that personal boundaries are helpful as they help to define the elements of a healthy relationship.

During the discussion, emphasize that it is important to know, trust and love yourself to allow yourself to be in a healthy relationship. You may choose to ask students about the things they do to be in a good relationship with themselves. For example, you can ask them: “what are some activities that help you take care of you?”

Activity - Watch a Video (Optional and if time allows)

Depending on how long the presentation takes these videos may have to be left out or used in a later session.

- Psych2Go. (August 28, 2018): [*12 Signs You are in a Healthy Relationship*](#)

A simple animation that summarizes some of the key components of a healthy relationship.

- WellCast. (December 12, 2012): [*How to Break Up*](#)

This video provides teens with communication tools to end a relationship in a respectful way.

Closing

Thank them for being a wonderful class. Let the class know that even though a topic like healthy relationships may seem straight forward, violent relationships are common and it is important to take the time to reflect on what is needed to be safe in a relationship.

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

If you are returning for another presentation, let the class know when you will be back and remind them to stay and ask any questions or share any concerns that may have arisen during the presentation.



DAY 3: THE CYCLE OF ABUSE & CONSENT

Length of Session: 40-60 minutes

What You Need for this Presentation:

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 returning to their classroom.

- Acknowledge the traditional territory you are on.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to help 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. Post it so it is visible throughout the presentation.
- Let the class know what to expect and remind them how many times you will be returning if there are more presentations at a future date.
- Briefly review the topics you have addressed before and take time for any relevant additional housekeeping matters such as, one person speaking at a time, raising hands for questions and comments, self-care.
- These topics can be upsetting to think about and discuss. Remind students to take care of themselves, and that you will be available after every session if anyone needs support or has questions.

Dialogue to Introduce the Presentation

“Today we are going to talk about the cycle of abuse and consent in intimate 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 as the content covered in these presentations can be upsetting. I will be available at anytime if needed.”

“While every relationship is different, it is important to be able to identify similar patterns that may emerge in unhealthy relationships. Today we will be learning about the cycle of abuse as well as consent as we continue to differentiate between healthy and unhealthy relationships.”



Activity – Watch & Discuss Videos

- CalState. (May 20, 2016): [Cycle of Violence](#)

This video explains the phases many abusive relationships go through. It is worth acknowledging that not all abusive relationships will follow this cycle, however, most abusive relationships have some resemblance to the cyclical nature described in this video.

Take the time to ask students if they have any questions and review the different stages of the cycle of abuse through definitions and examples. It can be helpful to draw the cycle on the board and review or brainstorm some different examples of each stage of the cycle.

Activity – Group Discussion: How to Leave an Abusive Relationship

Recall the safety plans for home and school that you created and discussed in the first presentation and refer to the Safety Planning tips provided in [Appendix A](#). When a teenager is in an abusive relationship, they are more likely to tell their peers than their parents or trusted adults about the abuse. Let students know that if their friend opens up to them about being in an abusive relationship, encourage them to create a safety plan that includes a trusted adult.

Let students know that if they are concerned for their safety that it is important they discuss their plan for leaving the relationship with someone they trust, and that a person they trust accompanies them when they go to end the relationship.



Activity - Watch & Discuss Videos

Watch one, or both, of the videos below.

- Planned Parenthood. (September 15, 2015): [*When Someone doesn't want to have sex: What is Consent?*](#)

This Planned Parenthood video breaks down and demonstrates what consent looks like. There are also specific references to times when consent is not possible legally.

- Neil Hilborn and Ollie Schminkey (September 2, 2013): [*One Colour*](#)

A powerful spoken word poem demonstrating the subtleties of consent and highlighting the truth that most sexual violence happens with people we are in a relationship with. The focus is on prevention and asking, "how can we teach this better?"

Activity – Small Group Discussion

Break into small groups and spend some time discussing the questions below. You may consider taking time for some questions and dialogue between the videos.

- What does consent look like? What are some situations where consent is grey and unclear?
- What stands out for you in this spoken word poem? How can we teach consent and prevention more effectively?
- Have you talked about consent with your parents?
- What aspects of consent do you think could be shared differently? What elements of consent are still not being addressed in youth culture? What does this look like and how can we continue to teach this issue more completely?

Invite the class to be creative. As presenters, acknowledge that the issue of consent has changed significantly in the last decade as it used to emphasize the saying of "No" when you didn't consent to something. Now, it is [*expected by law*](#) that we verbally hear the word "Yes," to indicate consent. You can even bring in some recent news articles on the topic of consent or the #Metoo movement if that feels relevant for you and the class. Consent means giving someone a choice about touch or actions and respecting their answer. Some facilitators use the language "asking for permission." It is important to discuss how to set boundaries and make decisions about their own bodies, how to ask for permission, and respond appropriately when someone says no to them.

VIP presenters can familiarize themselves with the [*BELIEVE Curriculum*](#) to find more tools to support youth to engage and converse about consent within the classroom.

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



Closing

Thank them again for being a wonderful class. Acknowledge that you have now spent close to three hours discussing topics that are incredibly important for being safe and happy long term in our lives. Remind them that sometimes topics like the ones we discussed today can make us sensitive and uncomfortable, however, remind them that abusive relationships are common and taking the time to self-reflect about what we want and need to be safe and happy in our relationships is important.

Please remind students of your contact information and what information you will be sending home with them, such as VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources. These may vary for each VIP site.

If you are returning for another presentation, let the class know when you will be back.



DAY 4: ONLINE SAFETY & THE BYSTANDER EFFECT

Length of Session: 45-60 minutes

What You Need for this Presentation:

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 returning to their classroom. Let them know that this will be your last time visiting their classroom.

- Acknowledge the traditional territory you are on.
- Lead the class to remember what the VIP class “agreement” or “guidelines” from Day 1 are to help 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. Post the list so it is visible throughout the presentation.
- Review briefly the topics discussed during the previous sessions and discuss any additional housekeeping matters such as, one person speaking at a time, raising hands for questions and comments, self-care.
- These topics can be upsetting to think about or discuss and it is important to 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 the 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.

Dialogue to Introduce the Presentation

“Today we are going to talk about online safety and the bystander effect. Similar to the topic of healthy and unhealthy relationships, these issues can be found in intimate relationships, social networks and friendships. This topic can be upsetting for those in the room who have experienced bullying online or in person and for anyone who has had their trust violated online. As a reminder, please take care of yourselves and I will be available after class.”



ONLINE SAFETY

Activity – Watch & Discuss Videos

The culture of online communication and social networking has changed rapidly in the last five years, making it challenging to understand and comprehend in a timely manner both the positive and negative impacts online communication has on the social lives of children and youth.

- CommonSenseMedia. (September 10, 2018): [*Social Media, Social Life: Teens Reveal Their Experiences*](#)

This video reveals both the positive and negative impacts of social media on the lives of teenagers.

- Futures Without Violence. (April 19, 2011): [*That's Not Cool - PSA*](#)

This short video demonstrates how some online relationships can start out harmless and become unhealthy and abusive.

After watching these videos, split the class into small groups and discuss the challenges and strengths that social media and online communication have on their capacity to contribute to healthy relationships for both friendships and romantic relationships.

Invite students to create a list of the ways that they can stay safe and create boundaries in online relationships. Ask them what this looks like in real life, and the ways in which they observe social media and online communication impacting their communication skills. When you bring them back together as a class, invite them to share what was discussed in their groups.

Activity - Watch & Discuss Videos

You may choose to watch all of these videos, or just select one, with the class.

- Robert Land Academy. (October 16, 2012): [*Stand Against Bullying. Don't be a Bystander*](#)

This video was created by a boy's school and emphasizes the importance of not being a bystander and acknowledges how most of us are, at some point, a bystander to bullying and violence.

- SoulPancake. (November 16, 2017): [*The Bystander Effect | The Science of Empathy*](#)

This video is about the science of empathy and some key factors that drive us to help other people. Although not directly related to relationships, it is interesting to see how students can make the connections between the scenarios in this video and social settings they may be exposed to around school and in their social lives in general.

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



- Boogaloo Academy (February 5, 2011): [*Anti-Bullying Flash Mob*](#)

An inspired video of Vancouver teens who created a flash mob in response to bullying and teen violence. This video would be particularly relevant in a Social Justice 11/12 class.

After the videos, break into small groups and spend some time discussing and sharing the topics and questions below and make it clear that safety planning is at the forefront when considering the role of the bystander. Students are also encouraged to talk to trusted adults to ensure safety for all when youth are considering becoming active bystanders online, at home and in social situations.

- What is the role of a bystander in online forums and social media?
- What are the steps we can take if we know someone is being bullied or harassed online? Review the safety plan and consider making a safety plan with students for how to navigate staying safe online.
- Have you ever witnessed or been an active bystander?
- Come up with creative ideas to engage your school or your community in an anti-violence campaign. Some examples you might suggest are making short films in support of healthy relationships, an art installation or spoken word poetry night at their school.

Closing

Thank them again for being a wonderful class. Acknowledge that you have now spent 3-4 hours discussing topics that are incredibly important for being safe. Let them know that sometimes topics like the ones we discussed today can make us sensitive and uncomfortable.

Furthermore, relationships are complex and the issues we have discussed are issues we have to continue to be aware of as we grow and mature in our lives.

Remind them that abusive relationships are not uncommon, and to take the time to self-reflect about what we want and need to be safe and happy in our relationships is important. Remind them to reach out to a trusted adult if they feel unsafe or have questions about anything that doesn't feel right in any of their relationships.

Please remind students of your contact information and what information you will be sending home with them, such as VIP post cards, VIP wallet cards, agency brochure, PEACE Program brochure, and any other additional resources. These 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 and Toys with Young Children:** This tip sheet provides tips for using puppets, stuffed animals and toys when working with young children. These tips can be used for VIP presentations from Kindergarten to Grade 3.
- **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 4-10, during the self-care 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 7-12 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 7-12, during the Violence Against Women and Safety Planning presentation.
- **Safety Plan:** Provides students with a practical guide that helps students think about safety. These tips can be distributed from Grade 7-12, during the VIP 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 7-10 during the Emotional Expression presentation.
- **What Should I Look for in a Partner:** This tip sheet can be used with Grades 7-12 and provides a list of characteristics and behaviours that students may wish to look for or consider when entering relationships.
- **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.



KINDERGARTEN - GRADE 3

Use of Play, Toys & 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 toys or puppets. These strategies encourage the use of imagination and help students stay engaged and relaxed, while simultaneously helping to support an effective and comfortable environment for learning.

Puppets and toys can be used as tools for modeling to help express difficult feelings and thoughts (everyone in the room can have their own toy or puppet). Children are incredible at suspending disbelief, and toys and puppets can very quickly become animated creatures that are safer to approach and talk to than people are! If you don't have access to puppets, toy figurines and small stuffed animals can serve to support engagement and imagination in a similar way for young children. The engagement in one's imagination and the process of creative play is the most important tool here.

Some tips when using puppets and toys:

- **Find a puppet or toy that you feel comfortable with.** Not all puppets have the same personality! Kites and Puppets (<https://kitesandpuppets.ca/>) sells compelling puppets, but if this is not within budget, even a sock can work if you get creative. Many kids relate well and express themselves effectively when they are given the option to imagine themselves as an animal, so animal figurines can be useful and practical toys for classroom use.
- **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 working 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 children 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).
- Breathe in through your nose like you are smelling freshly baked chocolate chip cookies. Breathe out of your mouth as if you are trying to cool the cookie down so you can eat it.
- 5-4-3-2-1 Sensory Naming Game. Name 5 things you see. Name 4 things you hear. Name 3 things you feel. Name 2 things you smell. Name 1 thing you taste. This can be done 1-1, in partners or in small groups.
- 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. Move hands slow and fast. Feel temperature changes and variations in the texture of the skin.
- Rubbing feet.
- Listening for sounds in the room.
- Visualize and describe a peaceful place.
- Sand play in a tray.
- Fanning face.
- Humming a song or making the sound ahhhhh. Play with the volume of the sound.
- Drumming and rhythm.
- Naming as many specific things as you can.
- Marching on the spot.



GRADES 4 - 10

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, 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 and 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 and they are a 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 skill and think about the good results. For example: I took a cooking class and found out I can cook, and it was not as hard as I thought. These positive thoughts become good opinions of yourself and add to your self-esteem.



GRADES 7 - 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).

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



GRADES 7 - 12

What to Do When Someone You Know Needs Help

Watching a friend experiencing violence or abuse can be confusing and difficult and you may want to help but 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



GRADES 7 - 12

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 always carry my cell phone and important telephone numbers with me.
- I will know who my trusted adults are and how to reach out to them if I am feeling unsafe.
- 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 relationship.

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



GRADES 7 - 10

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 you are feeling by talking to someone you trust, journaling, exercising, crying, screaming. Remind yourself all emotions are okay as 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. Know what the activities are that help you to feel nourished, relaxed, and healthy.



GRADES 7 - 12

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 for 3 counts – exhale for 6 counts.

Sound Exercise: Making sounds can be an effective way to lengthen the exhale without telling children and youth to change their breath. Sounds such as ‘ahh’ or ‘ssss’ or ‘shh’ or a ‘hmm’ can all work well. You can play with louder and quieter sounds and follow each sound with a silent in breath. Repeat 5-10 times.

Full body scan and relaxation: Begin by scanning your body from head to toe. Next either lying down or sitting down, begin to relax your body, one location at a time, starting at the toes and working up toward the head. Focus on one part of the body at a time and visualize it relaxing. If it is difficult to focus, gently touch the body part with your fingers and “smooth out” the muscles.

Describe using details: Focus on a small area (i.e. a patch of carpet, one plank of floorboard) or an object (i.e. your shoe) and describe it in detail – colour, shape, texture, etc. You can do this verbally or with a pen and paper.

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? You can consider drawing your safe place if that feels like it might help the visualization.

