



SKILLS FOR CONSENT

A TOOLKIT
FOR PROMOTING CONSENT
FOR CHILDREN AGED 5 AND OVER



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SKILLS FOR CONSENT

THE FRUIT OF A COLLABORATION BETWEEN L'OÏEL DU LOUP AND CENTER FOR VIOLENCE PREVENTION

L'ŒIL DU LOUP

L'œil du loup is a Marseille (France) based association for the prevention of violence and the promotion of well-being that works with different audiences, from early childhood to adulthood. Its prevention actions are designed through the promotion of well-being as a risk reduction factor; they promote the empowerment and responsibility of individuals.

Specializing in the prevention of sexist and sexual violence, the association runs education workshops on relational, emotional and sexual life for different audiences, with a focus on issues of consent. It has also developed a pedagogy that links the development of psychosocial skills with the prevention of violence.

CENTER FOR VIOLENCE PREVENTION

The Center for Violence Prevention (CFV) is a Danish association that works to prevent physical and psychological violence by addressing them as societal problems. By combining scientific research and field actions around the issues of violence, CFV proposes and develops innovative solutions to the problems of violence.

To achieve this, the association has a solid interdisciplinary collaboration: it brings together anthropologists, psychologists, sociologists, gender specialists, etc. Since 2019, the CFV has been offering free and specialized individual and collective support to people who have been exposed to violence but also to those who have inflicted it.

SKILLS FOR CONSENT

The result of a collaboration between L'œil du Loup and the Center for Violence Prevention, the "Skills for Consent" toolkit brings together the expertise of our two associations. L'œil du Loup, with its field experience and mastery in creating educational tools, and the CFV, recognized for its scientific and interdisciplinary approach to issues of violence, have combined their skills to design this tool intended for educating children from age five about consent.

The European Erasmus+ funding helped support this collaboration and finance the creation of the toolkit. It has been translated into French, Danish and English and widely distributed across Europe.



ADVOCACY FOR EARLY PREVENTION OF SEXUAL VIOLENCE AND FOR A CULTURE OF CONSENT FROM A YOUNG AGE

EUROPEAN CONTEXT OF SEXUAL VIOLENCE AGAINST CHILDREN

In Europe, it is estimated that around 1 in 5 children are victims of sexual violence before the age of 18, according to data from the Council of Europe's campaign for the protection of children's rights. This includes different forms of violence, from harassment to more serious assaults.

These acts of violence have profound consequences on children's health, with major psychological and somatic repercussions that can last throughout life (Gorza et al., 2019; Pinheiro, 2006; WHO, 2020).

In France, the conclusions of the Independent Commission on Incest and Sexual Violence against Children (CIIVISE) highlight the urgent need to act to better protect children, and among the priority areas, prevention occupies a central place. Since the majority of sexual violence against minors is committed within the family, schools appear to be a privileged place to implement prevention actions.

However, the number of awareness-raising actions in schools, particularly in primary schools, remains very limited. There are indeed many obstacles to this awareness-raising: the taboo nature of the subject, lack of training, lack of educational resources and dedicated funding, etc.

WHAT IS EARLY PREVENTION OF SEXUAL VIOLENCE?

Prevention means fighting against relationships of domination and appropriation of the other's body. It means reminding children that they have integrity and that everyone must respect it. It also means equipping them emotionally. However, while the ability to identify and express one's emotions is a factor of empowerment and protection, children are most often encouraged to please, obey adults, and be polite rather than to talk about what they feel and express their boundaries.

This toolkit was designed with this in mind: to develop essential psychosocial skills in children to help them protect themselves from sexual violence, while promoting, in the long term, the emergence of a culture of consent.

Working towards the emergence of a culture of consent must happen from both micro and macro levels of a society. Micro in the face-to-face daily interaction between human beings. Macro in the analysis of systemic influence on human beings, such as political, financial and cultural. Thus empowering children and promoting their well-being and social awareness cannot stand alone in preventing violence against them. It must never be up to children to fight off violence – it is always a societal responsibility to work hard on preventing violence from happening. Empowering children is one important step within this whole frame of work.



WHY PSYCHOSOCIAL SKILLS?

Definition

PSS constitute a coherent and interrelated set of psychological capacities (cognitive, emotional and social), involving knowledge, intrapsychic processes and specific behaviors, which make it possible to increase autonomy and the power to act (empowerment), to maintain a state of psychological well-being, to promote optimal individual functioning and to develop constructive interactions.

(Synthesis of the state of scientific and theoretical knowledge carried out in 2021, Public Health France)

PSS and health

The development of PSS in children promotes their cognitive, emotional, and relational development. This strengthens their well-being, and helps reduce health-risk behaviors. PSS play a key role in social adaptation, academic success, and violence prevention. They are associated with protective factors such as: self-esteem, resilience, attention to oneself and others, and a reduction in anxiety and depression.

(WHO, 1997; Durlak et al., 2011).

PSS and early prevention

Developing PSS allows one to identify and express their emotions, to manage their stress, assert themselves, set boundaries and respect others' boundaries, to pay attention to others, to resist social pressure, to identify risky situations, to know how to ask for help, etc. All these skills are applied in interactions related to consent. Developing PSS is therefore an effective way to protect them from childhood.

PSS and gender norms

Due to gender norms, there is currently a disparity between the PSS developed in early childhood in boys and girls. Girls are encouraged to be empathetic, acquire social skills and care for others, while boys are discouraged from developing these qualities associated with the feminine gender. More than girls, they are encouraged to develop assertiveness, self-confidence and leadership.

This unequal stimulation of the PSS partly explains the over-representation of men as perpetrators of violence.

Indeed, if these skills were developed equally in everyone from a very young age, they would make it possible to considerably reduce violence in general and sexual violence in particular.

Furthermore, while developing psychosocial skills is essential to deconstructing gender norms and preventing gender-based and sexual violence, these efforts must also be accompanied by a questioning of the power dynamics that structure relationships between adults and children. Adultism, as a breeding ground for power relations, is a key example.

ADULTISM: THE BREEDING GROUND FOR POWER RELATIONS

Adultism, deeply rooted in our societies, is based on a set of stereotypes and discriminations that lead to minimizing, or even ignoring, children's words, emotions and points of view. This power bias, omnipresent in our interactions with them, legitimizes ordinary educational violence and constitutes a foundation for other forms of domination. Adultism is an oppression, often invisible and unconscious, that hinders children's autonomy, by teaching them to obey rather than to trust their feelings and develop their sense of responsibility.

By teaching children that they must submit to adult authority without questioning it, adultism prevents children from understanding that they have the right to set limits. This lack of understanding makes them particularly vulnerable to the predatory strategies of sexual aggressors, who often choose children they perceive as more fragile and less able to assert themselves.

By teaching children that they have the right to say “no,” we give them a first key to protecting themselves and setting limits, even if this resistance alone cannot protect them.

While the relationship between adults and children is naturally asymmetrical—adults have the responsibility to guide and protect children—it is essential to recognize that this power must be exercised in ways that support, not oppress. It is up to us, as adults, to use this influence to create safe and caring environments where children can flourish fully, respecting their pace and individuality. (Hagelquist, 2017).



Children need to be informed of their rights and to regain the power to act in order to dare to denounce the aggressions they suffer. Without this awareness, they remain locked in a dominant pattern, transmitted by their family, school and social environment, which values above all obedience to adults.

To better understand the impact of adultism on children's development, neuroscience provides valuable insight into how the brain works when we experience emotions and are in relationships.

CONTRIBUTIONS OF AFFECTIVE AND SOCIAL NEUROSCIENCE

Affective and social neuroscience provides valuable insight into how the brain functions when we experience emotions or interact with others. This research has highlighted the central role of the prefrontal cortex, particularly the orbitofrontal cortex (OC), in regulating emotions.

Supportive care from adults fosters the development of the OC in young children.

The development of this brain region is crucial for managing emotions and making sound decisions. When this area is not fully matured, the primitive brain, which governs survival mechanisms, assumes control, resulting in instinctive responses such as aggression, fleeing, or inaction.

The development of the OC reaches a significant peak between the ages of 5 and 7, a key period during which the child's emotional environment plays a crucial role. If the child benefits from an environment that offers emotional security, listening and kindness, the child's neural circuits are strengthened, which facilitates emotional management and the development of good decision-making. On the other hand, conditions marked by humiliation, indifference or lack of affection can slow down this maturation, leading to social behavior disorders.

Numerous studies indicate that authoritarian methods or harsh punishments trigger stress hormones in children, which, when present in high and repeated levels, can damage neurons and significantly impair their mental health and development, leading to issues such as behavioral disorders and anxiety.



Studies also show that children are born with a natural ability to connect with the adults who care for them, and that the quality of these interactions has a direct impact on their emotional well-being and overall development.

When children are helped to identify and express their emotions in a caring environment, they feel safe, develop self-confidence and learn to navigate their relationships in healthier ways.

If neuroscience offers us keys to understanding and supporting children's development, these advances must be part of a solid legal framework that guarantees their protection and their rights.

LEGAL FRAMEWORK: CHILD PROTECTION IN EUROPEAN LEGISLATION

The United Nations Convention on the Rights of the Child (CRC), adopted by the United Nations General Assembly on 20 November 1989, marks a turning point in the protection of children's rights worldwide.

While children were previously included in broader human rights frameworks, the CRC recognized that their unique needs and vulnerabilities required tailored rights.

This convention established comprehensive guidelines that ensure that children are not simply passive beneficiaries of protection, but active holders of rights.





Article 24 of the Charter underlines the best interests of the child, their right to express themselves and to maintain relationships with both parents.

The Lanzarote Convention, for its part, imposes preventive measures against sexual exploitation and abuse, in particular through education and the establishment of appropriate systems.

Beyond these legal guarantees, the fight against violence and discrimination is based on preventive strategies.

Both the CRC and the Lanzarote Convention stress the importance of preventive education and awareness-raising initiatives to protect children.

USING THE TOOLKIT

THEORETICAL AND SCIENTIFIC REFERENCES

The following sections of the toolkit are strategically selected to address key aspects of child development and violence prevention. Each section draws on scientific research and psychological theories that emphasize the importance of emotional intelligence, boundary setting, and personal autonomy for children to navigate social situations safely and confidently. Below is an explanation of the selection of these sections, supported by the relevant scientific literature.

Emotions and sensations

Understanding emotions and bodily sensations is fundamental to a child's ability to navigate the world. By helping children identify and name their emotions, we give them the tools to communicate what they are feeling, especially in situations where they may be in danger. Recognizing sensations, such as discomfort or fear, can serve as early warning signs of potential danger, helping children assert their boundaries and seek help.

Scientific Resources: Developmental psychology research highlights the importance of emotional education during childhood. Theories such as emotional intelligence, first popularized by Daniel Goleman (1995), suggest that the ability to identify and regulate emotions is correlated with better social interactions and resilience. Studies have shown that children with high emotional intelligence are better equipped to manage stress, resolve conflict, and protect themselves in difficult situations, making it a crucial component of violence prevention programs.

Key concepts:

- Emotional awareness (Goleman, 1995)
- The role of social affective competence (Halberstadt et al., 2001)

Empathy

Empathy is the ability to understand and consider the feelings of others. Developing empathy in children fosters a sense of connection and mutual respect, which are essential for preventing aggression and promoting prosocial behaviors. A child who demonstrates empathy is more likely to respect others' boundaries and recognize the importance of mutual attention in relationships.

The role of empathy in moral development is well documented. Martin Hoffman's (2000) theory of empathy development shows that empathic children are more likely to engage in prosocial behaviors, such as helping others and refraining from harm. Additionally, research on mirror neurons (Rizzolatti et al., 2001) has revealed that empathic responses are deeply embedded in our neural networks, influencing both emotional and behavioral responses. By fostering empathy, children become more attuned to the emotional state of others, making it less likely that they will engage in or tolerate harmful behaviors.

Key concepts:

- Hoffman's stages of empathy development (Hoffman, 2000)
- Mirror neurons and emotional resonance (Rizzolatti, 2004)

Limits and self-affirmation

Teaching children to understand and assert their personal boundaries is essential to preventing aggression and violence. Learning to say "no" and recognizing when their boundaries are being crossed helps children protect themselves from unwanted or harmful situations. At the same time, teaching children to respect others' boundaries reinforces a culture of mutual respect and consent.

Assertiveness is a critical component of personal action. Albert Bandura's (1977) self-efficacy theory emphasizes that children who believe in their ability to influence outcomes are more likely to take action in potentially dangerous situations. Additionally, boundary theory (Ashforth et al., 2000) explains the importance of teaching children to set clear psychological and physical boundaries, which are essential to maintaining their safety and well-being. Children who can confidently assert their boundaries are less likely to be victims of violence because they have the skills to recognize and resist coercion.

Key concepts:

- Self-efficacy and commitment (Bandura, 1977)
- Boundary theory in social psychology (Ashforth et al., 2000)

Empowerment

Empowerment is the overall goal of this toolkit. Empowered children are confident in their abilities, know their rights, and know how to ask for help if they are in danger. Empowerment also involves building children's self-esteem and ensuring they feel valued, heard, and protected. By encouraging accountability, we give children the skills and mindset to determine their own safety and well-being.

Empowerment is a multidimensional concept that is central to positive youth development. Richard Lerner's (2005) developmental systems theory highlights the importance of youth empowerment in achieving positive developmental outcomes, such as resilience, leadership, and personal safety. Additionally, studies on empowerment theory (Zimmerman, 2000) suggest that individuals who feel empowered are more likely to engage in self-protective behaviors and make informed decisions about their safety.

Key concepts:

- Positive youth development (Lerner, 2005)
- Empowerment theory (Zimmerman, 2000)

The selected parts of this toolkit – exploring emotions and sensations, empathy, boundaries and assertiveness, and empowerment – work together to empower, build resilience, and foster a more respectful and protective social environment for children.

EDUCATIONAL PROGRESSION

We have designed the order of activities to facilitate a natural progression in learning and in the integration of concepts. Gradually, the activities guide children towards better self-knowledge and greater autonomy.

IMPORTANCE OF FREQUENCY AND REGULARITY

Maintaining the frequency and regularity of the sessions is essential to ensure that children better assimilate the concepts. It is recommended to explain the objectives of each session to the children so that the activities have an optimal impact. This will allow them to understand why they are doing these activities and to get the most out of them. A suggestion for child-friendly wording is provided on page 15.

INTRODUCTORY RITUALS

Each activity can be introduced by one of the two suggested rituals: “the tree pose” or “the flower and the candle” (breathing exercise). These rituals serve as a transition, signaling to the children that they are entering a space dedicated to activities related to emotions, self-knowledge and relationships with others.

Their regular repetition helps children manage stress and refocus, thus promoting a calm climate conducive to learning, as well as a natural integration of these practices into their lives.

WHY NAME THE GENITALS?

When speaking to children, it is essential to use the terms “vulva,” “penis,” and “testicles” to refer to sexual parts. Using the correct words is a protective factor. Terms such as “willy” or “wispy” often reflect discomfort in discussing sexuality. A precise vocabulary allows the child not to associate these parts of his/her body with areas that he/she should not talk about. He/she will be better able to name situations and be well understood if he/she experiences and discloses violence.

ADULT POSTURE: PATIENCE, HUMILITY AND FACILITATION

The activities in this toolkit aim to help children understand their emotions, feelings and behaviours and thus develop their autonomy and regain power over themselves. For this objective to be achieved, adults must be careful not to impose their own point of view, which could take away the children's ability to think and act for themselves (see Adultism). It is therefore a question of creating a climate of trust where each child can freely explore and share their emotions, without fear of being judged or invalidated. We therefore invite you to act as a facilitator by helping children to express themselves, with patience and humility.



GUIDANCE IN THE EVENT OF DISCLOSURE

When a child shares personal experiences of violence or distress, the adult's reaction is vital. The adult should maintain a compassionate, calm, and supportive demeanor. Instead of responding with shock or alarm, which may lead the child to withdraw or feel ashamed, the adult should exhibit a steady and encouraging attitude.

Steps to follow for managing revelations:

Remain composed: Maintain open and neutral body language. An astonished response may inadvertently convey to the child that he or she has acted incorrectly by expressing themselves.

Engage in active listening: Allow the child to express themselves without interruptions. Show your commitment by nodding and maintaining eye contact as they share their story.

Acknowledge the child's bravery: Affirm their bravery in discussing such a challenging experience. Expressions such as, "I'm really glad you shared that with me" or "You are very courageous for bringing that up" support the notion that communication is the appropriate action to take.

Adhere to the protocol: Confirm that all required reporting (refer to the next page) or protective measures are implemented. If uncertain or in need of assistance, do not hesitate to contact your national number designated for the prevention and protection of children in danger or at risk of danger.

Expressions to communicate with the child:

You are brave to say all this;
Your father/cousin/brother has no right to do this to you;
What your father/cousin/brother did is called violence
Violence is not your fault
The law prohibits and punishes violence;
There are people who can help you;
You did well to tell me about it.
You can call a national support number, it's a free number for children. You can talk about what's happening to you. You can also write to the national support number on the online chat

CIIVISE Recommendations



HOW TO WRITE A REPORT?

In France

Reporting allows anyone to inform the justice system of an offence committed against a so-called vulnerable person. This allows the justice system to be alerted of acts committed against minor children, who would be in serious and imminent danger. This is a judicial act which therefore applies to the most urgent and serious situations, an offence has been committed against a minor.

Unlike a complaint, reporting does not necessarily lead to the opening of an investigation. Directly addressed to the public prosecutor of the judicial court of the place where the facts occurred, this document allows the justice system to intervene to protect a child victim if circumstances require it. It is also mandatory for any civil servant who has been the custodian in the exercise of his duties of a crime or offence committed against a child and this without delay in accordance with the provisions of Article 40-1 of the Code of Criminal Procedure.

This document must contain all the information allowing the child to be identified:

- his name ;
- his address;
- the name of his/her parents;
- his age and date of birth;
- his school establishment;

If you don't have all of this information, the parents' names and address may be sufficient.

In this letter, you must report all the elements which lead you to believe that the child is being mistreated or in danger:

- What the child said if he/she confided in you;
- The acts you witnessed;
- The child's behavior;
- The behavior of adults towards the child;

You should obviously stick to the facts and not make any judgments.

The name and contact details of the person who reported the report remain confidential. They are not passed on to the child's parents under any circumstances. The report may give rise to a preliminary investigation which will be carried out by the police or gendarmerie services. Following the investigation, the Public Prosecutor receiving the report may:

- Return the document to the President of the Departmental Council if the elements are insufficient or do not characterize an offense;
- Take legal action against the perpetrator of an offence against a minor;
- Contact the juvenile court judge

Source: L'Enfant Bleu <https://enfantbleu.org/association/>

In Denmark

Due to the Law on Social Services §153 in Denmark, professionals who work with children have an increased obligation to report to social authorities, if they suspect any type of violence in the life of a child. The obligation to report prevail any confidentiality that exist between teacher, child and the child's family. To have suspicion or be worried about a child's well-being is enough grounds to report to the authorities, who then have the obligation to investigate the matter.

In case of grounds for reporting to social services about suspicion of violence in a child's life, always report to the nearest department for children and youth, where your place of work is located. In most cases, a report is written with as much details and observations as possible, and must be signed with your signature, before sending it to the authorities. Also, give basic information about the child such as: name, social security number, names of parents and their social security numbers, adress and phone numbers on both parents. If you are worried about your personal safety when filing a report on violence in a child's life, it is possible to report anonymously, and if there is any time pressure involved in the situation, it is also possible for you to call in to the authorities with your concern and give the report over the phone.

Internationally

Different countries may have different procedures and protocols for reporting to authorities as a professional, if you are worried about violence in a child's life and the well-being of the child. If you are recited in a country other than France and Denmark, and discover or suspect violence in a child's life, always ask you supervisor about guidelines for reporting in yor specific country. Always feel welcomed to contact both L'oeil du loup and Center For Violence Prevention, if you need help on how and when to report.

HOW TO EXPLAIN GOALS TO CHILDREN

OBJECTIVES OF ACTIVITIES	EXAMPLES OF FORMULATION FOR CHILDREN
STRESS MANAGEMENT	Understand how you feel. Know your body. Know if you feel good/not good through breathing. Know how to breathe calmly/deeply to make yourself feel good/to feel calm. Know how to make yourself feel good. Know how to relax. Know how to concentrate.
DISCOVERY OF EMOTIONS AND SENSATIONS	Knowing emotions. Understanding how we feel. Knowing how to tell others how we feel. Knowing how to recognize where things move in the body when we are sad, angry... Saying what we want. Saying what we like and what we don't like.
DEVELOPMENT OF EMPATHY	Paying attention to the other. Knowing if the other is happy or not. Knowing if the other likes or doesn't like something. Understanding how the other feels. Paying attention to how the other feels.
LIMITS AND SELF-ASSERTION	Knowing how to practice authority over your own body. Understand that your emotions and choices are important. Learn to do things alone. Be proud of what you can do. Know how to say no and understand that it's OK.
EMPOWERMENT AND AUTONOMY	Knowing how to practice authority over your own body. Understanding that your emotions and choices are important. Learning to do things alone. Knowing how to ask for help when necessary. Knowing how to say no and understanding that it's OK. Knowing that you have value.

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RITUAL

THE FLOWER AND THE CANDLE

THEME:
STRESS MANAGEMENT

DURATION:
10 MIN

GOALS

This activity helps children develop essential stress and emotion management skills by teaching them to use deep breathing as a tool to regain calm and focus. It promotes self-awareness and encourages simple techniques to relax, strengthening their ability to cope with stressful or emotionally difficult situations.

REQUIRED MATERIALS

POSSIBLY FLOWERS AND A CANDLE WITH MATCHES.

KEY MESSAGE

When we feel tense or agitated, our breathing becomes rapid and shallow. Learning to breathe deeply helps us regain calm and focus. It is a technique that you can use in class or on your own, whenever you feel the need to relax.

RITUAL

THE FLOWER AND THE CANDLE

ACTIVITY

- Explain to children that they are going to learn to breathe properly.
- If possible, have them smell flowers (or lavender, rosemary, etc.) to show them how to breathe deeply through their nose.
- If possible, light a candle and ask them to blow on it very slowly, so as not to blow it out. This step allows them to show them the slow exhalation.
- Then invite the children to position themselves to learn how to breathe properly: sitting or standing, eyes open or closed, back straight but relaxed, hands alongside the body or on the legs.
- Ask them to focus on their breathing, on their stomach, on the weight of their body on the chair or the floor.
- Tell them that now they must inhale through their nose while imagining smelling a flower with a very pleasant scent. Let them take a few breaths with this instruction.
- Tell them that we are changing the instructions: when exhaling, through the mouth, they must imagine blowing gently on a candle, without extinguishing it. Let them perform a few exhalations with this instruction.
- Finally, invite them to breathe while respecting the two instructions.
- Ask the children how they felt, "Was it pleasant or unpleasant?"

TREE POSTURE RITUAL

THEME:
STRESS MANAGEMENT

DURATION:
5 MIN

GOALS

Tree pose helps children develop physical and mental balance. By standing on one foot, they learn to focus, control their body and gain confidence.

REQUIRED MATERIALS

NONE

KEY MESSAGE

When we do the tree pose, we learn to stay calm and focused, even if there is a lot of movement around us. Like a strong tree, we find our balance and it helps us feel good. The more we practice this pose, the more confident we become and we know that, like a tree, we can stay strong and calm in any situation!

TREE POSTURE RITUAL

ACTIVITY

- Explain to the children that you are going to teach them a yoga posture which, with practice, will help them find calm and self-confidence.
- Then guide the children as follows:
 - stand with your feet together, firmly anchored in the ground, and your arms at your sides.
 - gently transfer their weight to one leg (right or left).
 - lift the other foot and place the sole of that foot against the inside of the ankle, calf or thigh of the supporting leg.
 - explain to them that the location of the foot can vary depending on what they find comfortable and what helps them maintain balance
- Encourage children to focus on a fixed point in front of them, as well as their supporting leg to help them maintain balance.
- Once stable, invite them to either raise their arms above their head in a "V" shape, or to join them palm to palm, like the branches of a tree.
- Ask them to stay in the pose for a few deep breaths, then switch legs.

THEME

Discovery of emotions and sensations

DURATION

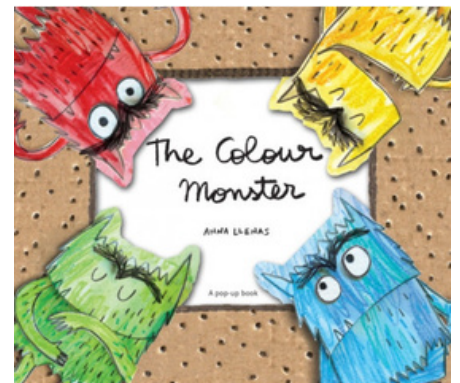
15 min

GOALS

This activity allows children to discover and enrich their emotional vocabulary, while establishing a link between physical feelings and emotions. By exploring emotions through colors and feelings, children learn to better identify, express and regulate their emotions, promoting a better understanding of themselves and others.

REQUIRED MATERIALS

Children's pop-up book *The Color Monster* by Anna Llenas.

**KEY MESSAGE**

It is important to know and recognize our emotions, it helps us express ourselves and feel good with others.

ACTIVITY

Read the book *The Color Monster*

Ask children to tell the story in their own words

Discuss with the children the different emotions, those they already knew or not. Ask them: "What colors are associated with emotions? Why? Joy makes us jump, dance because it gives us energy, we feel light. On the contrary, sadness makes us all soft, we want to stay calm..."

NB: Reading this album once is not enough to acquire the vocabulary of emotions, this book can be read regularly and can be used to establish rituals.

THEME**Discovery of emotions and sensations****DURATION****15-20 min****GOALS**

This activity allows children to develop their sensory perception and their ability to identify different smells, thus strengthening their awareness of their environment. By exploring and recognizing smells, children refine their understanding of the properties of objects and foods, which stimulates their curiosity and their ability to express their feelings more precisely, strengthening their communication and self-confidence.

REQUIRED MATERIALS

6 small jars/glasses/containers, different scents like a small piece of lemon, soap, vanilla, apple, cheese, coffee or other, pieces of cotton, aluminum foil and illustrated cards in the appendix (Appendice 1)

KEY MESSAGE

Our body helps us smell many things: by discovering smells, we learn to know ourselves better, to understand our friends and to explore the world around us.

ACTIVITY

1- Preparation: Put a scent (piece of lemon, piece of soap, cheese...) in each of the small pots. Cover the pot with a piece of cotton to hide the contents. If the pots are transparent, wrap them in aluminum foil. Note the locations of the smells to be able to give them clues

2- Game: Have the children go one after the other. Have them guess the contents of each pot by matching it to the correct card. Be careful, the children must point to the correct image but cannot say their answer out loud!

3- Discussion: Ask them "what is your favorite smell, and what is your least favorite smell? What does it do to you when you smell these smells, what do you feel?"

THEME**Discovery of emotions and sensations****DURATION****15-20 min****GOALS**

This activity aims to develop children's curiosity and ability to express themselves by exploring the different nuances of taste. By discussing how tastes work on the tongue, children learn to better identify and verbalize their taste sensations, thus strengthening their communication and openness to sensory diversity.

REQUIRED MATERIALS

Fresh cucumbers (because its taste is neutral), sugar/honey, lemon juice, 100% cocoa, salt, small plates.

KEY MESSAGE

By actively exploring different flavors with our mouths, we learn to better know ourselves and discover the world around us. The ability to perceive tastes helps develop our curiosity, confidence, and self-esteem by enriching our sensory experiences.

ACTIVITY

1- Preparation: Cut the cucumbers into sticks so that there are 4 per child. Dip each of the 4 sticks in a different flavor: one in sugar or honey (sweet), one in lemon juice (sour), one in 100% cocoa (bitter), and sprinkle the last one with salt (salty). Place the 4 sticks in the same order of flavors on plates, then place them in front of the children.

2- Game: Ask the children to close their eyes and taste a piece of cucumber. They must then describe the taste they feel: sweet, sour, bitter or salty. All the children taste at the same time and share their impressions.

3- Discussion: Ask them "what is your favorite taste, and what is your least favorite? What does it do to you when you taste these flavors, what do you feel?"

THEME**Discovery of emotions and sensations****DURATION****5 min per child****GOALS**

This activity actively engages the sense of touch by inviting the child to explore and analyze sensory impressions with their feet, thus promoting better body awareness. By describing the sensations felt, the child develops their vocabulary and language skills, strengthening their ability to express their feelings and communicate better with others, while stimulating their emotional and sensory intelligence.

REQUIRED MATERIALS

Large boxes, tubs or rolled up plastic bags, leaves, moss, feathers, sand, stones, potato flour mixed with water, lukewarm water and towel.

KEY MESSAGE

By exploring with our feet (or hands), we learn to better understand our body and the world around us. We feel many different things, and it helps us to better express what we feel.

ACTIVITY

Number of children: Unlimited, but one child at a time.

1- Preparation: Fill large boxes, bins, or plastic bags with objects of different materials and textures: leaves, moss, feathers, sand, stones, flour, and finally lukewarm water. Provide a towel to dry the children's feet after the activity.

2- Game: Have the children walk one by one in the sensory boxes placed in a row. An adult accompanies each child to support their balance if necessary. Children must describe what they feel in each box with descriptive words. Make sure to give the child enough time to feel with their feet.

3- Discussion: Ask them "what is your favorite texture, and what is your least favorite? What does it do to you when you touch these textures, what do you feel?"

4- To go further: Carry out the exercise with the hands by placing the materials in bowls covered with a cloth to hide the contents. The child feels with his/her hands and describes what he/she feels, focusing on the textures without the balance aspect of touching with the feet, while keeping the activity stimulating and fun.

THEME**Development of empathy****DURATION****15 min****GOALS**

This activity helps children discover and recognize emotions by observing facial expressions and body gestures. It teaches children to identify the emotions of others and to make connections with their own emotional experiences, thus strengthening their ability to communicate and understand their own feelings and those of others.

REQUIRED MATERIALS

Images depicting children in situations and expressing emotions
(Appendice 2)

KEY MESSAGE

Sometimes you can tell what someone else is feeling by the expressions on their face and body movements: clenched fists, big smile, wide eyes.

We can find clues but we can't always guess what the other person is feeling.

Only he/she can know that.

ACTIVITY

The children are in half groups sitting in a semi-circle.

1- Place the photos (Appendix No. 2) in front of the children, then ask them to choose a photo. Show the photo to the whole group.

2- Ask the children:

What emotion do you think the person is feeling?

Why does she feel this emotion?

When have you ever felt this emotion?

THEME**Discovery of emotions and sensations****DURATION****30 min****GOALS**

This activity allows children to develop their emotional vocabulary and to establish a link between their emotions by using drawing as a means of expression. By drawing and sharing their creations, children learn to express what they feel in a creative and personal way, thus strengthening their ability to communicate their emotions and to better understand themselves and others.

REQUIRED MATERIALS

Paper and colored pencils.

KEY MESSAGE

There are many different ways to draw an emotion and feel it. Drawing is a way to show what you feel inside, and each drawing is unique, just like our emotions.

ACTIVITY

1. Choose an emotion: joy, sadness, anger, fear, surprise, disgust, serenity.
2. Ask the children to draw this emotion, as they wish. Make it clear that this is not a drawing competition. You can help the children by guiding them: "it can be a memory, something that makes you think of this emotion. What colors, what shapes go best with this emotion?"
3. Children who wish can present their drawing to others. The teacher can also help them present it.

NB: Drawing is a means of therapeutic expression for children. It is possible to identify signs and dynamics of violence experienced by a child with this activity. If you are in need of more information on narrative therapy with children, you are welcome to contact the organisations behind this toolkit for further references.

THEME

Development of empathy

DURATION

20 min

GOALS

This activity develops children's empathy by helping them recognize and interpret other people's nonverbal signals, such as facial expressions and body language. By observing and discussing the protagonists' reactions, children learn to better understand others' emotions, respect their boundaries, and adapt their behavior accordingly, thus strengthening their relational and emotional skills.

REQUIRED MATERIALS

Role play between 2 adults.

KEY MESSAGE

Our body and face show what we feel, even without speaking. It is important to look carefully and check if the other person really wants a hug before doing so.

ACTIVITY

1- Explain to the children that you are going to act out scenes like in a theater. In each scene, they must guess whether the person being hugged wants one. Replay the same scene several times so that the children can observe the reactions of the two protagonists.

Scene 1: The 1st person hugs the 2nd person who reacts with a tense face and body.

Scene 2: The person's back is turned and the hug scares him.

Scene 3: The 1st person moves forward, opening his arms and stopping in front of the 2nd person, who smiles and hugs.

2- Help children refine their observations by asking them questions:

How did the person feel?

How do you see it? How do you notice it? (The rigid body, the unhappy mouth, the clenched hands, the start that indicates fear..)

What did the 1st person do in the 3rd scene?

THEME**Limits and self-affirmation****DURATION****15 min****GOALS**

This activity helps children understand boundaries and privacy by introducing the idea of personal space. It allows children to recognize their own need for space and having it respected by others. It also teaches them to respect boundaries of others, thus promoting healthy and respectful social interactions.

REQUIRED MATERIALS

The Youtube video of the children's book 'Miro's boundaries': <https://www.youtube.com/watch?v=jXvSkQWtOVg&t=115s>

KEY MESSAGE

Each of us have personal boundaries. These may change and vary according to the situation we are in. It is important to understand and respect the boundaries of others, just as we want others to respect ours.

ACTIVITY

- 1- Watch the video with the children.
- 2- Then ask them to tell the story in their own words
- 3- Explain to the children that our personal boundaries can be symbolized through the image of a bubble surrounding us individually.
- 4- Draw a bubble and explain to them that it represents our personal space. Explain: "Just like soap bubbles, our invisible bubbles can be big or small. Only I know the size of my bubble and who can enter it!"
5. Ask the children if they can identify in the story about Miro at what points in the story, his bubble of boundaries was not respected by others.

THEME**Limits and self-affirmation****DURATION****10-15 min****GOALS**

The activity aims to develop children's awareness of the notions of privacy and boundaries, essential psycho social skills for their emotional and relational well-being. By exploring these concepts through concrete situations, children learn to recognize their own limits and respect those of others, thus strengthening their self-confidence and their ability to protect themselves in various social interactions.

REQUIRED MATERIALS

The YouTube-video of 'Miro's boundaries - <https://www.youtube.com/watch?v=jXvSkQWtOVg&t=115s>

KEY MESSAGE

Everyone has their own boundaries of privacy that must be respected. Learning to say no and to talk about it if something is not right helps to protect yourself and respect each other's boundaries.

ACTIVITY

1- Focus on the scene where Fanny looks under the door while Miro gets dressed. Ask the children questions like: "Why isn't Miro happy? Why doesn't he want Fanny to look under the door while he gets changed?"

2- Ask the children if they know what privacy is. Explain that: "Privacy is keeping certain things to yourself, like not wanting anyone to see you when you're naked. It's a fundamental right that helps you feel good and safe in your body."

Ask the question: "When Miro asks his dad, 'Can I say no to kisses and hugs from people I love?', what does his dad say?" Answer: "Everyone has to respect your boundaries!"

Recall the image of the bubble symbolizing our boundaries and ask: "What do we do when someone exceeds our boundaries?" Answer: We can say "I don't want that".

Explain that "if someone looks at you, touches you or takes pictures of you in a way that makes you uncomfortable, you need to talk to a trusted adult."

TO CONSENT

Part 1

THEME

Limits and self-affirmation

DURATION

15-20 min

GOALS

This activity introduces the concept of consent by teaching children to recognize their own feelings and express their limits. It reinforces their ability to say “no” when they are not comfortable, showing them that it is normal and important to respect their own wishes and those of others, thus promoting respectful and safe interactions.

REQUIRED MATERIALS

Elise Gravel's comic strip available on her website: <http://elisegravel.com/blog/>
consent explained to kids
+ Coloring version in appendice 3

KEY MESSAGE

Being consenting is when you really want to do something. You listen to your body to know if it's a “yes” or a “no”, and if you don't know, it's often no. It's always important to respect what you feel!

ACTIVITY

- 1- Tell the children that they are going to learn what it means to “consent” and then read Élise Gravel's comic strip to the group. Children can also color it (with the black and white version in appendice 3)
- 2- Ask the children what they understood from the reading.
- 3- Ask the question “What does it mean to be consenting?” Then explain to them: “It's when you agree to something because you really want it. = it's really wanting the thing you're going to do.”
4. Talk to children about how to recognize consent: “How do you know if an animal is consenting, or a baby? And someone who can't talk?”
5. Ask them “How do I know if I consent or not?” Then explain: “We feel it in our body, it goes “yes” or it goes “no”, it opens or it closes. And sometimes we don't know, in these cases we can say that it's more likely to be a no!”

TO CONSENT

Part 2

THEME**Limits and self-affirmation****DURATION****15-20 min****GOALS**

This activity introduces the concept of consent by helping children recognize their own desires and understand that they have the right to say no. It teaches children to express their limits and respect those of others. Knowing how to say no allows children to better protect themselves and have more respectful and balanced social interactions.

REQUIRED MATERIALS

None

KEY MESSAGE

It is important to check if the other person agrees before touching him/her or doing something with him/her. It is just as important to dare to say no if you don't feel like it. Saying no is taking care of yourself and protecting yourself.

ACTIVITY

1- Tell the children that they are going to play a game to explore consent. They must react with gestures to show whether they agree or not with situations that you are going to read to them.

There are two possible responses:

If the child agrees with the situation, he/she opens his/her arms wide in the air.

If the child does not agree, he/she puts a hand in front of him/herself as if to say "stop".

2- Read the situations one by one to the children:

A hug for your mom

A hug from the baker

A kiss from your neighbor

Shake hands with a classmate

Hug your teacher

Have the adult taking care of you touch your hair

Taking a shower or bath with someone else

...

3. Observe the children's reactions after each situation and state: "X is willing to hug his mother. Y is not willing to kiss his neighbor." etc.

NB: Tell children that some generalities are not true, for example we don't always want to hug our mother.

THEME**Discovery of emotions and sensations****DURATION****15-20 min****GOALS**

This activity helps children connect the dots between their feelings and their body's reactions. By teaching them to identify what it means to "feel comfortable," children develop a greater awareness of their emotions and well-being, which helps them express themselves, protect themselves, and build healthier, more respectful relationships with others.

REQUIRED MATERIALS

Scenes from the YouTube video of 'Miro's boundaries': one where his friend hugs him without asking permission - and one where his father hugs him after asking permission.

<https://www.youtube.com/watch?v=jXvSkQWtOVg&t=115s>

KEY MESSAGE

When we are comfortable, our body sends us signs: we feel relaxed, calm, confident and safe. It is important to listen to what our body tells us to know when we feel good.

ACTIVITY

1- Go through the above mentioned scenes from the YouTube video of 'Miro's boundaries' and introduce the notion of "feeling comfortable". Explain how we know we are comfortable: "It's when we feel open inside, arms open as if for a hug, we are relaxed and happy where we are. It makes a 'yes' inside." We can refer to serenity, an emotion seen in "The colour of emotions". "It's also feeling confident like a cat that sleeps on its back because it feels safe."

2- Ask the children to mime what it means to be "comfortable": "What do you look like when you feel comfortable?"

3- Ask the children: Who wants to tell us about a place where he/she feels good OR a person with whom he/she feels good? Help the children explore why they feel good in this place or with this person.

We can make suggestions to them and introduce them to the vocabulary of emotions: "did you feel relaxed, happy, serene...?" e.g.: "When you talked about your joy, what did you feel in your body? Was it like a feeling of warmth, as if the sun was shining in your body?"

4- Ask the children: "How do you know if you want to say yes or no to a hug?" Pause the YouTube-video on the image of Miro in his dad's arms to illustrate a body and a face that say "yes" to a hug.

HOW DOES IT FEEL TO BE “UNCOMFORTABLE”?

THEME

Discovery of emotions and sensations

DURATION

10 min

GOALS

This activity helps children make the connection between their body, their feelings and their emotions, by introducing the notion of “uncomfortable”. By learning to recognize and verbalize these sensations, children develop their emotional intelligence and their ability to express what they feel. This helps them better understand and listen to their body’s signals, thus promoting healthier social interactions that respect their own limits and those of others.

REQUIRED MATERIALS

Appendice 2, second page photo bottom right

KEY MESSAGE

We can feel in our body when we are uncomfortable, it feels like a “no” inside. It is important to listen to these signals to know when something is wrong, and we can talk about it to a trusted adult!

ACTIVITY

1- Ask the children if they know what “uncomfortable” means.

Explain that it’s when we feel tense inside, not very good. When a situation or words don’t seem quite right or uncomfortable, it creates a discomfort in our body, like an internal “no”. Sometimes it shows on our face, like for Miro, but sometimes it doesn’t.

Explain that when you feel uncomfortable: “You feel like you want to be somewhere else, with someone else or alone. It’s like a signal from your body telling you that something is wrong.”

2- Ask the children to mime what they look like when they are “uncomfortable”.

3- Show the attached image and ask the question: “Is this child comfortable or uncomfortable? How do we know?”

4- To go further: offer individual time with each child and ask them if they remember any situations where they felt “uncomfortable”. This step provides a space where they can express things that they might not want to say in front of the group.

THEME
Empowerment

DURATION
20 min

GOALS

This activity helps children identify trusted adults in their life and understand the importance of asking for help when they need it. It encourages the expression of emotions and needs, thus strengthening their self-confidence and their ability to seek support from caring and respectful adults.

REQUIRED MATERIALS

YouTube-video of 'Miro's boundaries - <https://www.youtube.com/watch?v=jXvSkQWtOVg&t=115s>

KEY MESSAGE

When someone doesn't respect your boundaries, you need to talk to a trusted adult. If that adult doesn't help, you need to talk to another adult until someone listens to you. All children deserve to be protected, and it's an adult's job to look out for them!

ACTIVITY

1- Show the children the cover of the YouTube-video 'Miro's boundaries '. Ask them to close their eyes for a few seconds to remember the story. Then, ask the question: "What is a trusted adult?" Let them express themselves freely, then remind them of the moment when Miro's dad advises him to talk to a trusted adult if someone does not respect his limits. Explain that this adult is someone with whom they feel good, whom they like to see, who makes them smile, and who respects their personal "bubble".

2- Then ask:

"Who helps you feel better when you're not feeling well?" "Who are your trusted adults?" Point out that they may have more than one.

3- Invite children to draw their trusted adult(s). Each child thinks and draws individually. Ask children who wish to do so to dictate a description to you, which you will write next to their drawing.

4- Ask the children to present their drawing to the group.

NB: If you wish, you can make this moment an opportunity to commit to being this trusted adult for them.

THEME**Limits and self-affirmation****DURATION****20 min****GOALS**

The activity allows children to become aware of their bodies and understand the concepts of intimate areas and personal boundaries. By helping them identify the places where they like or do not like to be touched, the activity strengthens their ability to express their feelings, respect their own boundaries, and ask for help if necessary. This contributes to the development of their self-confidence and their ability to protect their physical and emotional integrity.

REQUIRED MATERIALS

Paper and colored pencils + Appendice 4

KEY MESSAGE

There are places in our bodies where we don't want to be touched. If someone touches us in a way that makes us uncomfortable, it's important to say NO and talk to a trusted adult. Your body belongs to you!

ACTIVITY

1- The children sit around a table with three colored pencils: green, red and yellow. Each child has in front of him/her a sheet with a silhouette drawn, seen from the front and from the back.

2- Before starting the exercise, ask the children to name the different parts of the body, starting from the head to the feet.

Mention all body parts in a natural way including the vulva, penis and testicles, like other body parts

3- Explain to the children that they are going to make crosses on the silhouette following three instructions, and assure them that there are no wrong answers:

Using the green pencil, mark the areas of the body where you like to be touched.

Using the red pencil, mark the areas where you don't like to be touched.

With the yellow pencil, mark the areas where it depends (who touches you, in what context, and how).

4- While the children complete their drawings, help them by mentioning each part of the body in a neutral way and without any particular distinction.

5- Once the exercise is finished, invite the children who wish to present their drawing to the rest of the group. Help them to verbalize their feelings and explain why certain parts of their body are marked with certain colors.

To go further: offer individual time with each child and ask them to present their drawing, this step allows you to offer a space where they can express things that they might not want to say in front of the group.

6- Ask them if they know what “private parts” are and why they are called that. Then explain to them that no one has the right to touch these parts of our body except in certain situations (such as to wash or care for ourselves); and that even in these situations, if it makes us uncomfortable, we must say “no” and talk about it to a trusted adult.

NB: Drawing is a means of expression for children, it is possible to identify signs of violence experienced by a child with this activity. If you are in need of more information on narrative therapy with children, you are welcome to contact the organisations behind this toolkit for further references.

THEME
Empowerment

DURATION
15 min

GOALS

This activity allows children to learn to say “no” assertively, including in front of an adult, which is essential for their empowerment. It strengthens their ability to recognize and express their limits, thus promoting their autonomy and self-confidence. Learning to say no also allows children to protect themselves, better manage their social interactions and establish relationships based on mutual respect.

REQUIRED MATERIALS

Images in the appendice 5 to be printed in several copies so that all children can have a choice.

KEY MESSAGE

We have the right to say “no”, even to an adult. Miro’s story explains this. It’s important to listen to what we feel inside. Sometimes, we’re not sure, and it’s good to say so. We can also say yes and change our mind, or the opposite!

ACTIVITY

The adult plays the image merchant with the images in appendice 5.

1- Explain to the children that they will go one by one and that they will be able to leave with the image of their choice. Explain to the children that you will play the role of an adult, who will say harsh statements to make the child obey to the adult's will - against the child's wishes. Confirm that you are merely acting.

2- Ask each child: "What is the image you like the least?" and then "What image do you want?" Then tell the child: "It's up to you" and place in front of him/her the image he/she likes the least, adding the sentences below one after the other, giving the child time to react:

- "It's your choice, but are you sure you don't want this image instead?"
- "It's your choice, but I think this one is better for you."
- "I'm the adult, I know best what you like!"

3- At the end of the game, invite the children to talk about the different situations and what they felt. Ask:

- "How did it feel when you were given an image you didn't want?"
- For those who didn't say anything: "Why didn't you say anything? Was it for fear of being told off or of hurting me?"
- For those who said no: "You said no, but I didn't listen. How did that make you feel?"

4- Invite the children who did not take the image they preferred to start the activity again by affirming their choice and daring to say no.

NB: Pay attention to your posture in this activity:
say the sentences in a friendly tone

THEME

Development of empathy

DURATION

10 min

GOALS

This activity helps children understand the emotional impact of not respecting consent, by enabling them to identify their own and others' boundaries. By exploring personal preferences and expressing their feelings, children develop their empathy and ability to respect boundaries. This strengthens their understanding of respectful social interactions and fosters relationships based on listening and mutual consent.

REQUIRED MATERIALS

None.

KEY MESSAGE

We see that we do not all have the same boundaries and feelings, and that is normal. Our boundaries can also change depending on the moment and the person. It is important to respect them and to pay attention to your own and those of others!

ACTIVITY

1-Ask the children to stay seated and to stand up if they recognize themselves in the following sentences. Tell the children: "Stand up if you don't like being..."

Touch the hair

Give a hug

Tickle

Give a kiss to say hello

To make the activity more fun, invite the children to count how many children stand up each time.

2- Ask questions after each sentence:

Why don't you like having your hair touched, hugged, etc?

NB: We don't have to know why or how we don't like this or that thing!

How do you feel when someone does it when you don't want to?

How can we react in these situations? Do we have the right to say no?

3- Explain to children that if someone doesn't want kisses or hugs, it doesn't mean they're rejecting us. "It's their boundary" "Boundaries are like a bubble around your body and your feelings. They tell you what's okay for you and what's not. For example, if you don't like being hugged, you have the right to say 'no' and others have to listen."

THEME
Empowerment

DURATION
15 MIN

GOALS

This activity helps children learn to say “no” assertively, while strengthening their sense of empowerment. By practicing expressing their refusal with strength and confidence, children develop their ability to assert their boundaries. The activity also helps them think about situations where it may be difficult to say “no,” thereby strengthening their autonomy, self-confidence, and their ability to protect themselves and have their needs respected.

REQUIRED MATERIALS

None.

KEY MESSAGE

If someone doesn't respect my limits, it's important to dare to tell them. And if the person doesn't listen to me, I have the right to say “no” firmly and determinedly!

ACTIVITY

- 1- Stand the group in a circle. Explain to the children that saying “no” can be easy for some people, but difficult for others. Today, they will practice saying “no” in a determined way.
- 2- Show how to say “no” while feeling strong: adopt a grounded posture, with a determined look and a voice that comes from the belly. Explain that you can say “no” firmly without having to shout.
- 3- Exercise: A volunteer child says “no” using the intonation, intention and gestures of his/her choice. Then, the whole group repeats this “no” in chorus, imitating the intention. Repeat the exercise with other volunteers.
- 4- After the exercise, have the children sit down and ask them these questions:
Is it possible to say “no” to anyone (known or unknown, loved or not)?

Do we say “no” in the same way if we are alone or in a group?
Why is it sometimes difficult to say “no”?
- 5- Suggest doing the exercise one last time, all together in chorus, allowing them to say “no” very loudly. Remind them that the sound should come from the stomach and not the throat.

THEME**Empowerment****DURATION****20 min****GOALS**

This activity helps children develop self-awareness by recognizing their emotions, including anger. It encourages them to manage this emotion in a healthy and constructive way, by providing them with tools to release the energy of anger without causing harm. By creating spaces of calm, this activity promotes the learning of emotional regulation techniques that strengthen their well-being and their ability to interact positively with others.

REQUIRED MATERIALS

Foam furniture (or a large, soft object that can be tapped).

KEY MESSAGE

When I feel angry because someone says “no” or sets boundaries, that’s okay. It’s okay to feel that anger, but it’s not okay to break things. I can release the energy of my anger without hurting anyone, then go to a quiet place to relax and find calm.

ACTIVITY

1- Help children identify the emotion of “frustration” by asking them questions like: “What do you feel when you lose at a game, when someone won’t lend you a toy, or when you want candy but can’t have it?” Explain that sometimes the emotion becomes very strong inside, and it can make you want to scream, hit, or bite.

Give concrete examples of physical sensations such as clenched fists, clenched jaw, and lots of energy in the stomach.

2- Ask the children to show how they feel when they are angry. Invite the children to focus on what they feel and to put their hand on the part of their body where the sensation is present.

3- Ask the children: “Who knows how we can release the energy when we are very frustrated?” Explain that it is normal to feel frustrated, but that it is not acceptable to hit someone or break something. If we release our frustration by hitting a soft object, we must do our best not to scare anyone around us, when we do it. Then tell them that we are going to see how to release the energy of frustration without destroying things, scaring others or hurting ourselves.

4- Get the kids in a line and ask them to imitate you. Demonstrate how to throw a kung fu punch to release the energy. They should take a deep breath, feel the energy of frustration, then throw a punch while exhaling with a loud sound (“Ffffff!”)

5- Suggest that children hit something soft (like a foam chair) to release their anger. Remind them that the goal is to release anger to calm down, not to get excited. Once the energy is released, encourage children to do something to calm down, like taking deep breaths or doing a yoga pose.

6- Collectively think about creating a “quiet corner” in the classroom or yard, where children can relax. Suggest filling this space with cushions, books, stuffed animals, or sensory bottles to create during another activity.

Perform a breathing ritual (see Rituals) to help you return to calm.

If you witness a child releasing the energy of frustration by hitting objects in a way that may startle children around that child, it is important to debrief with the children on what happened, what the child was doing and that no danger was imminent. Also debrief with the frustrated child after the energy has been released and the child is back to calm, ensuring that the child is okay and not left with any difficult emotions on what frustrated the child or how the child handled the frustration.

THEME**Development of empathy****DURATION****20 min****GOALS**

This activity helps children develop self-awareness and empathy by exploring consent and their bodily sensitivities. By providing them with a safe space to express their boundaries and adjust the intensity of touch, they learn to respect the needs of others. This strengthens their ability to communicate respectfully and build relationships based on consent and mutual respect.

REQUIRED MATERIALS

None.

KEY MESSAGE

There are touches that we like and that feel like a 'yes' inside, and others that we don't like and that feel like a 'no' inside. It's important to say 'stop' if someone touches us in a way that we don't like, even if it's an adult.

ACTIVITY

1- Put the children in pairs, one behind the other. The child behind plays the role of “the weather” and the child in front plays the role of “planet Earth”. The “weather” child touches the back of the “planet Earth” child. Explain and demonstrate all the gestures before starting, specifying that everyone can say “stop” at any time.

2- Explain that before touching the other person’s back, the child placed at the back must ask if he/she can do it. If the other person says no, he/she can do the exercise on himself/herself, placing his/her hands on his/her stomach.

Then give instructions throughout the story:

- “The sun rises and spreads its warm rays” (long, light movements with the hands).
- “Big dark clouds are coming, filled with rain” (pats on the back like drops).
- “Rain becomes snow that falls gently” (more forceful movements while kneading with the palms).
- “The sun comes back, warming the ground” (quick movements as if to warm someone).
- “Finally, the sun is setting” (gently remove hands).

3- Change roles so that each child can play both “the weather” and “the Earth”.

4- Ask the children if they liked the exercise, which gestures they preferred. Ask them if it was easier to say what they like or what they don’t like.

5- Repeat the exercise, letting the children choose the sequences they prefer and adjusting the intensity of the movements. They can ask for the movements to be more or less gentle or fast.

THEME
Empowerment

DURATION
15 min

GOALS

This activity promotes assertiveness and empowerment by allowing children to practice saying "no" confidently in a playful setting. By becoming aware of the power and importance of their "no", they learn to express their limits clearly and to protect themselves in uncomfortable or dangerous situations. This strengthens their self-confidence and their ability to have their needs respected.

REQUIRED MATERIALS

Newspaper sheets.

KEY MESSAGE

Sometimes it's hard to say no because you're not sure if you're allowed to or you're afraid of messing something up. But if someone is making you feel bad or unsafe, it's important to say "no, I don't agree" and/or talk to a trusted adult.

ACTIVITY

- 1- Ask the children if they remember the activity where they said no together and ask them the question: "Is it always easy to say no, in all situations?" Ask the children to raise their hands: those who find it easy to say no first, then those who find it difficult.
- 2- Explain that it is not always easy to say "no". For some, it is easier, but for others it is complicated, and it can depend on the person in front of us. Tell them "Today we are going to practice saying no while feeling strong!"
- 3- Get all the children up. In the spirit of Mulan or Kung Fu Panda, ask the children to do a karate move in the air while saying "NO", then "NO, I don't agree", and finally "No, I want you to stop!"
- 4- Have the children line up and hold up a newspaper in front of each one. They must say "NO" forcefully and give the newspaper a karate-style blow to tear it in two. Remind them to pay attention to 3 things: themselves, others and equipment.

THEME**Empowerment****DURATION****15 min****GOALS**

This activity promotes self-affirmation and empowerment by using dance as a way for children to feel and express their inner strength. Through movement, they learn to ground themselves in their bodies, become aware of their power, and build their self-confidence. This allows them to develop their ability to assert themselves in various situations and to feel stronger emotionally and physically.

REQUIRED MATERIALS

video “New Zealand’s haka against France” on youtube <https://www.youtube.com/watch?v=enkJyiOr15k>

KEY MESSAGE

Feeling that we have strength can give us courage. Every child has strength within him/her, and we can feel it in different ways (with the haka, by shouting, by saying “no”, with our eyes...).

ACTIVITY

1- Explain to children that dance can be used to give themselves strength. For example, tell them that “the Haka is a ritual dance performed by New Zealand players before their rugby matches”. Show the video clip, specifying that the women's team also does it.

2- Ask the children why they think the players do this dance before the match. How do they feel? (Expected answers: feeling strong, putting yourself in a winning position.)

3- Announce that you are going to learn a variation of the Haka to feel strong:

Anchor yourself in the ground: when you are pushed, you stay upright, you are solid on your legs. Tap the ground with your right foot, then with your left.

Place the right hand on the left shoulder, then the left hand on the right shoulder.

Clap their thighs with both hands twice. They can make the sound “HA” as the hands touch the thighs.

4- Ask the children how they felt during the dance. Ask them to tell or draw other moments when they felt strong.

THEME**Empowerment****DURATION****15 min****GOALS**

This activity allows children to become aware of their rights and the duties of adults towards them. It teaches them to identify situations where their rights are not respected and to ask for help in a concrete way. By providing them with tools to protect themselves, this activity strengthens their autonomy, their security, and their confidence in trusted adults who can help them.

REQUIRED MATERIALS

Children's rights images in appendice 6

KEY MESSAGE

All children have rights that must be respected. It is the role of adults to protect children and ensure their well-being and safety. Every child, without exception, deserves to be protected and listened to.

ACTIVITY

1- Ask the children if they know what "Children's Rights" are. Explain that these are human rights specially designed for children, to help them grow well and meet their needs.

2- Show a card representing a right (this activity can be done in several sessions, with two cards to guess per session for example). The children must guess which right it is. To animate the card "Being protected from all forms of violence and abuse", explain: "If you are afraid all the time or often at home, it is not normal - it means that you are not safe."

3- Ask children what they can do if their rights are not respected. Explain that they can talk to a trusted adult or another adult who can help them. Clarify that sometimes it is difficult to defend yourself alone, and that asking for help is essential. Introduce the number of your country, where the child can call in for help from outsiders, if they feel alone when faced with a big problem. Write and display the number in the classroom.

4- Learn together a sentence to ask for help, for example: "I am often afraid at home; I do not feel good with this person; I do not feel good at home; I am not thriving or safe, I need help." Specify that there are other sentences, and these are examples.

NB: Say the example sentences in a calm and collected tone to avoid conveying anxiety.

Appendices

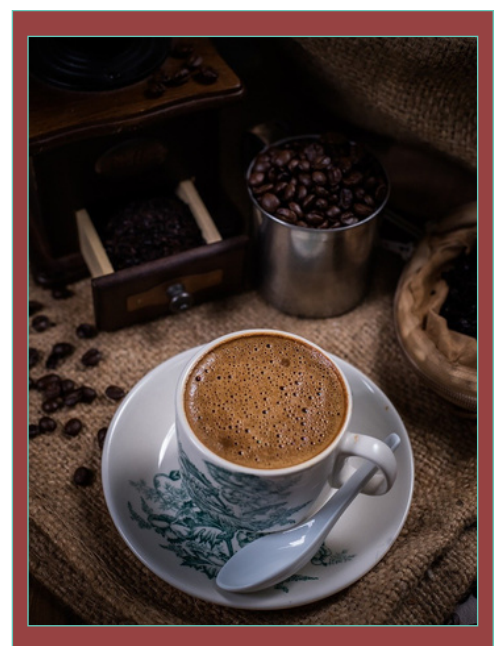
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APPENDICE 1

Activity 2





APPENDICE 2

Activities 5 and 13











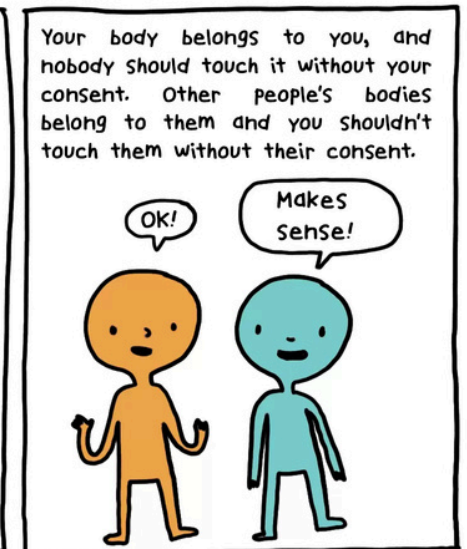
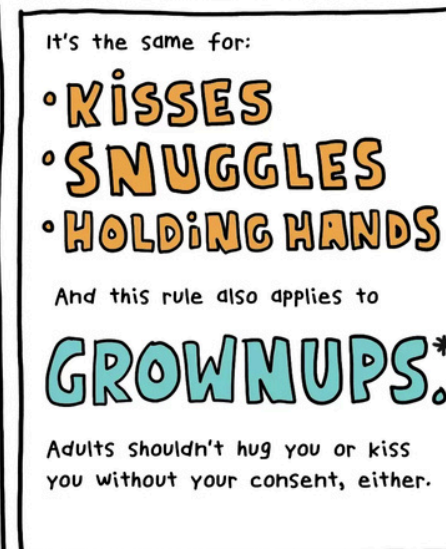
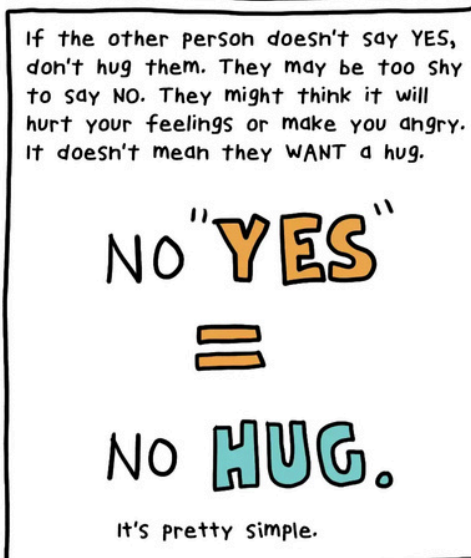
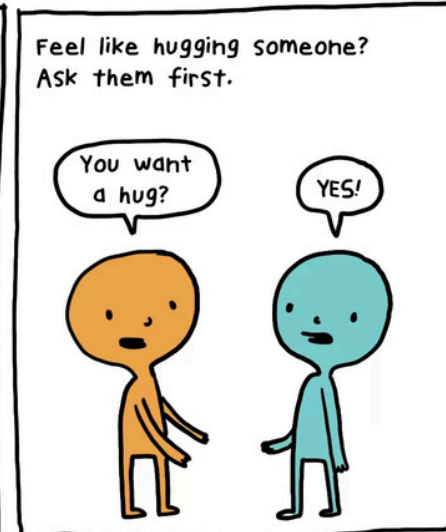
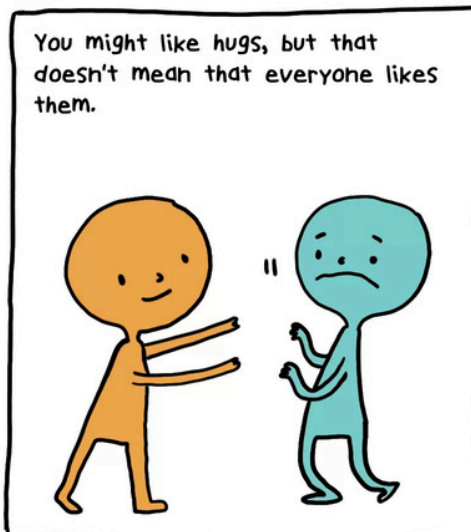
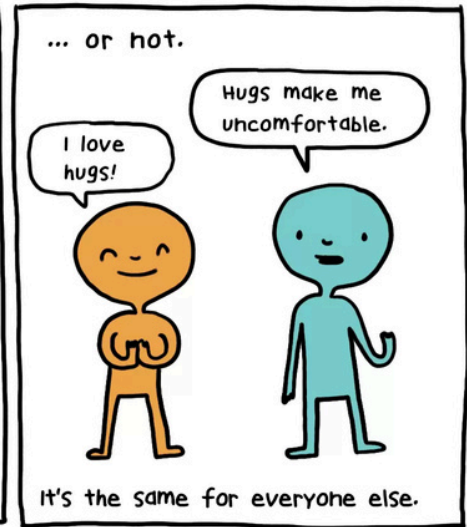
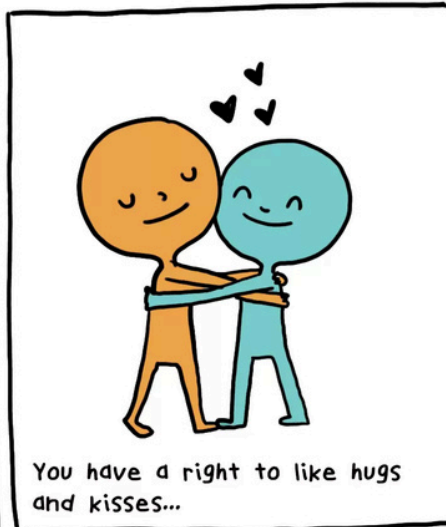
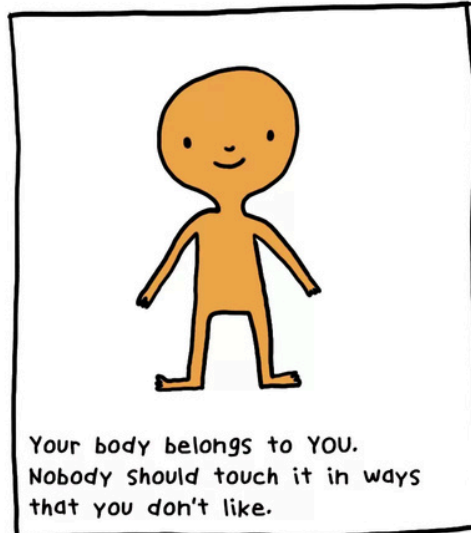


APPENDICE 3

Activity 10

CONSENT

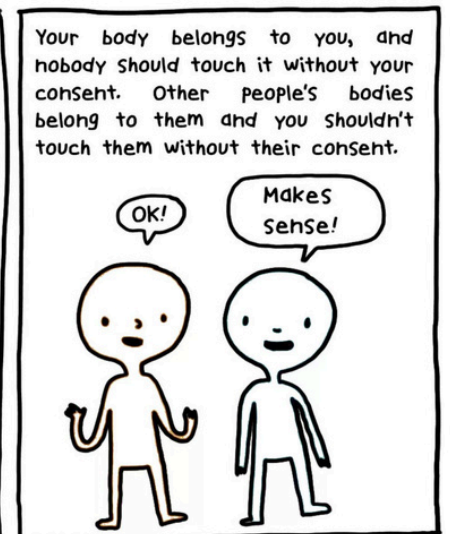
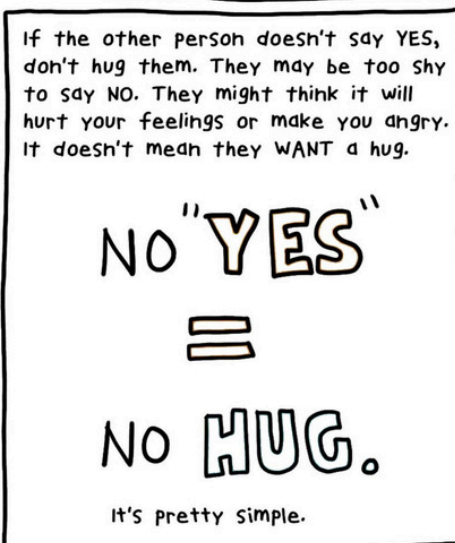
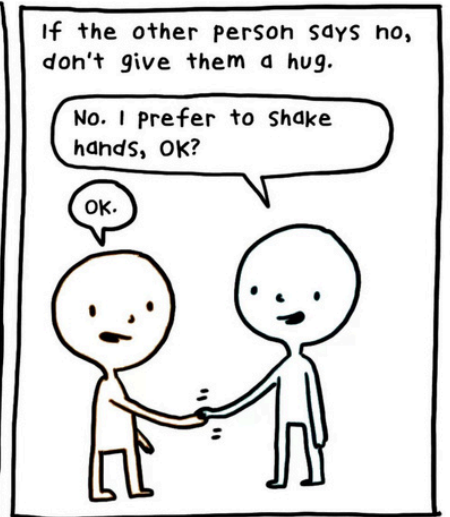
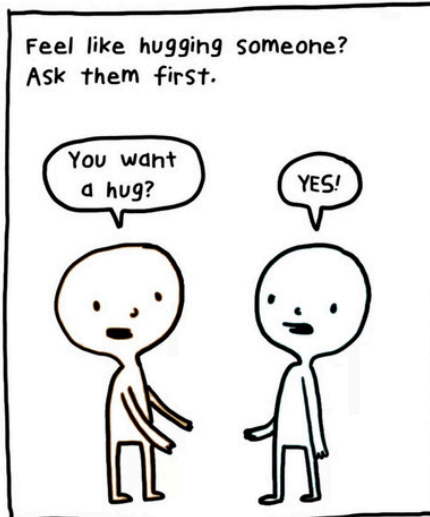
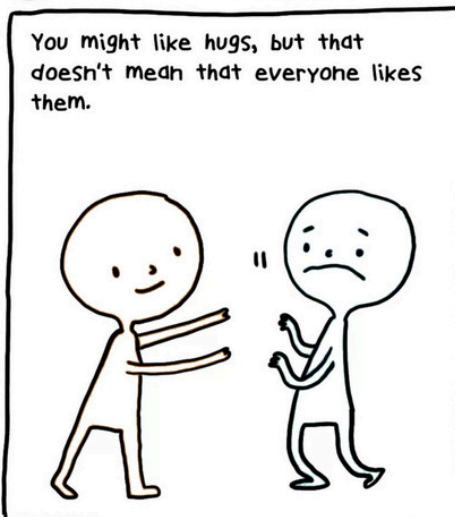
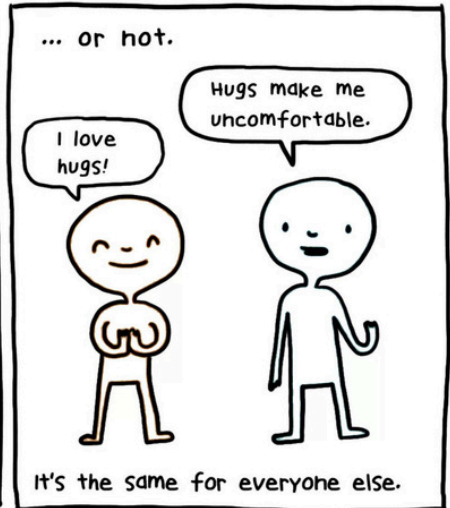
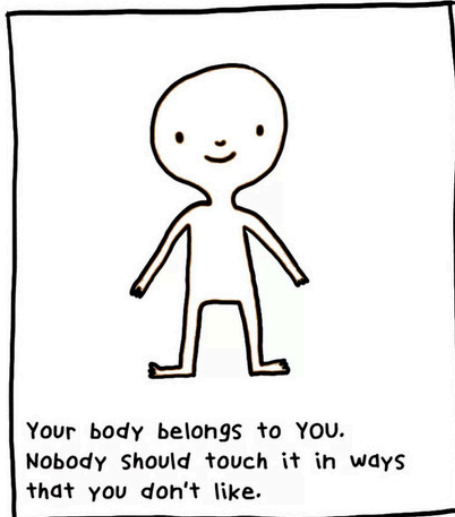
EXPLAINED TO KIDS AND THEIR GROWNUPS



* Except for your safety or for your health.

CONSENT

EXPLAINED TO KIDS AND THEIR GROWNUPS



* Except for your safety or for your health.

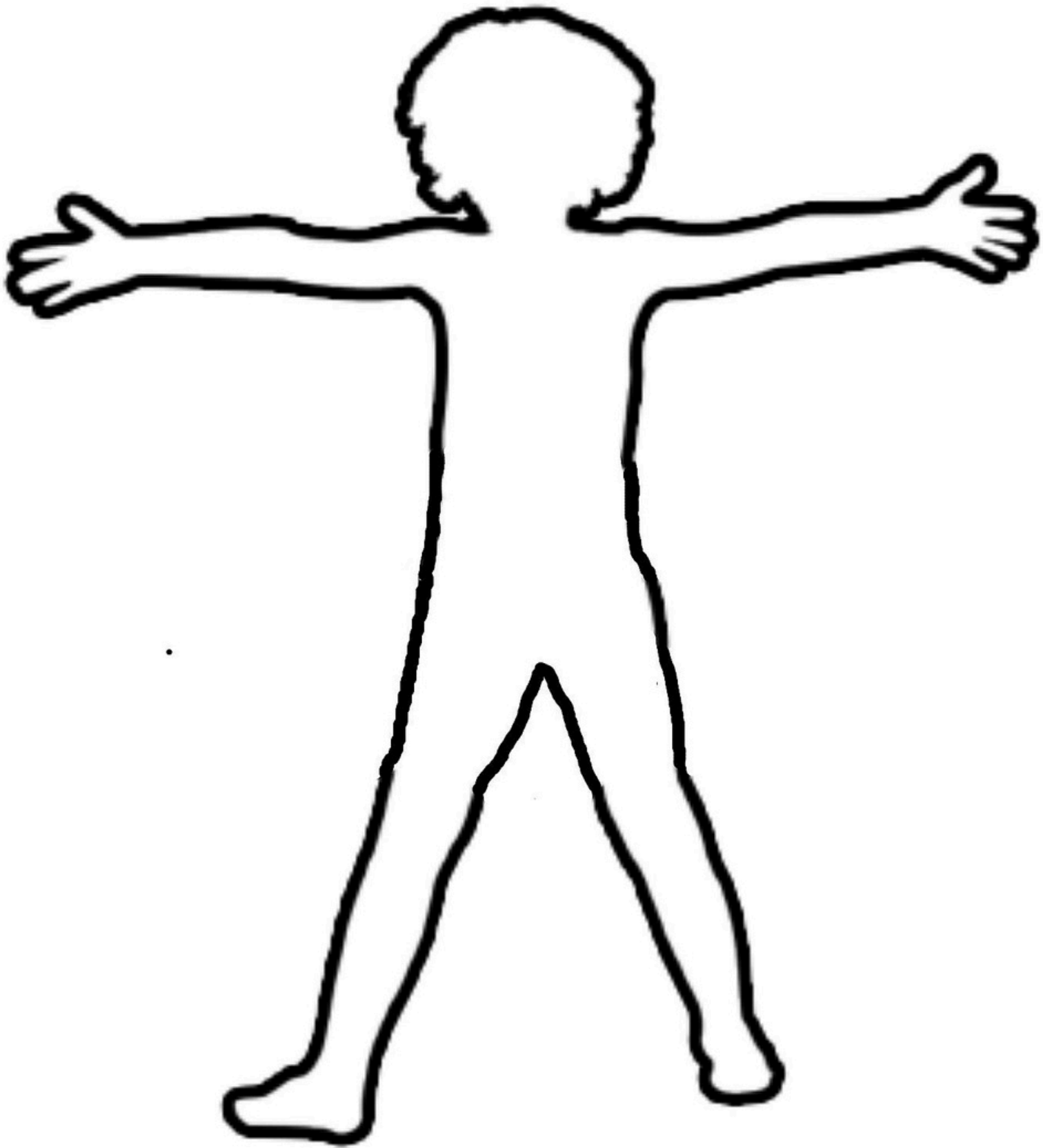
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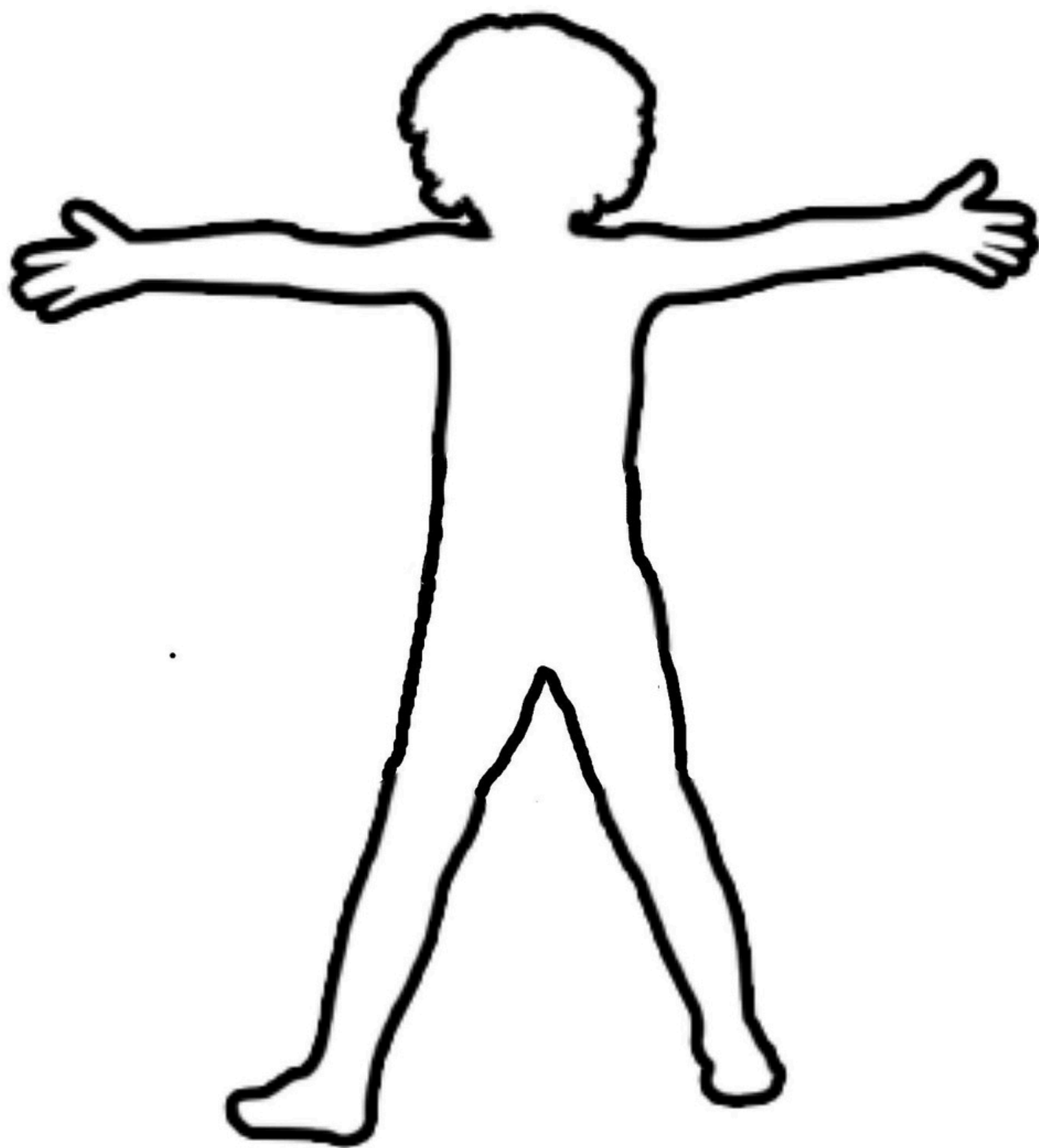
APPENDICE 4

Activity 15

IN
FRONT



BEHIND





APPENDICE 5

Activity 16







APPENDICE 6

Activity 23

Learn and go to school



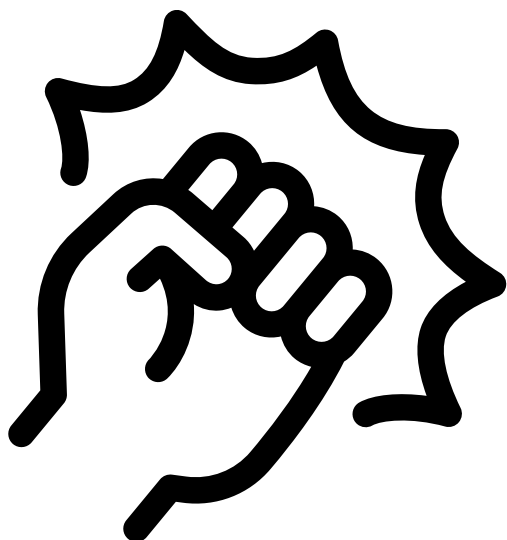
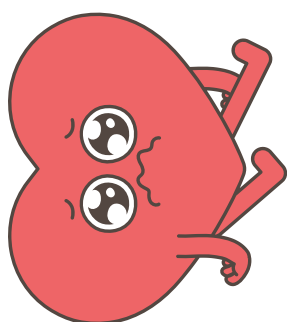
1 2 3



Give your opinion and be listened to



Be protected from all forms of violence and abuse



Play and have fun



Having a family, being surrounded and loved



Right to respect and equality



CREDITS

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