Resource Guide for Teachers
Guide de ressources
pour les enseignants et enseignantes

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- Canadian Resources: Trauma-Informed Practice for Teachers | Ressources Canadiennes : Pratique tenant compte des traumatismes pour des enseignants et enseignantes
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- Curriculum Connections: Grade 7 Social Studies, Grades 8&9 Social Studies, Grade 9 Health, Family Living 621 and Family Life 421A (English only)
In any given school, at least one quarter of the students have experienced traumatic or adverse experiences. When staff understands how trauma affects the brain, they can avoid unknowingly causing a student to feel unsafe.

The Trauma Toolkit: A resource for service organizations and providers to deliver services that are trauma-informed

This toolkit aims to provide knowledge to service providers working with adults who have experienced or been affected by trauma. It will also help service providers and organizations to work from a trauma-informed perspective and develop trauma-informed relationships that cultivate safety, trust and compassion.

NATIONAL CENTRE FOR TRUTH AND RECONCILIATION
http://nctr.ca/

The National Centre for Truth and Reconciliation (NCTR) was created to preserve the memory of Canada’s Residential School system and legacy. Not just for a few years, but forever. The NCTR will ensure that survivors and their families have access to their own history; educators can share the Residential School history with new generations of students; researchers can delve more deeply into the Residential School experience; the public can access historical records and other materials to help foster reconciliation and healing; and the history and legacy of the Residential School system are never forgotten.

More and more resources for educators are becoming available:
Pratique tenant compte des traumatismes pour des enseignants et enseignantes

ÉDUCATION ALBERTA
Pratique tenant compte des traumatismes

- Aperçu et Multimédia
- Idées clés
- Composantes clés
- Mise en application

Dans l’école moyenne, jusqu’au quart des élèves ont subi des traumatismes ou de l’adversité. Lorsque les membres du personnel comprennent les façons dont un traumatisme peut toucher le cerveau, ils peuvent éviter de faire sentir sans faire exprès à un élève qu’il est en danger.

LE MANITOBA TRAUMA INFORMATION & EDUCATION CENTRE
Manuel sur les traumatismes
http://trauma-informed.ca/?lang=fr

Le manuel sur les traumatismes :
Une ressource à l’intention des organismes et des individus pour la prestation de services sensibles au traumatisme

Ce manuel a pour objectif de transmettre des connaissances aux prestataires de service qui travaillent auprès d’adultes ayant vécu un traumatisme. Il vise aussi à éclairer le travail des organismes et des prestataires de service et à fonder une relation sensible au traumatisme avec la personne concernée afin de cultiver un sentiment de sécurité, de confiance et de compassion.

CENTRE NATIONAL POUR LA VÉRITÉ ET RÉCONCILIATION
http://nctr.ca/fr/map.php

Le Centre national pour la vérité et la réconciliation (CNVR) était créé afin de préserver le souvenir du régime des pensionnats indiens et son héritage. Non seulement pour quelques années, mais pour toujours. Le CNVR garantira que les Survivants et leurs familles auront l’accès à leur propre histoire; les éducateurs pourront partager l’histoire des pensionnats indiens avec la nouvelle génération des élèves; les chercheurs pourront s’engager davantage dans l’expérience des pensionnats indiens; le public pourra accéder des documents historiques et d’autres matériaux afin de favoriser la réconciliation et la guérison; et l’histoire et l’héritage du régime des pensionnats indiens ne seront jamais oubliés.


NOVA SCOTIA TRAUMA-INFORMED NETWORK [en anglais seulement] : Decolonizing violence and trauma informed research, knowledge translation, policy and practice
http://www.novascotiatraumainformednetwork.org/

Campagne du ruban violet contre la violence 2017–2018 Purple Ribbon Campaign Against Violence

Everyone has a part to play in preventing violence against women. Don’t stand by. Stand with.
Tout le monde a un rôle à jouer pour prévenir la violence envers les femmes. N’en restez pas là. Soyez là.
The Grade 9 Health curriculum, which includes specific learning outcomes that focus on relationship choices, provides an exceptional opportunity to look at the dynamics of family violence and violence against women. Prior to the 1970s, there was no name for the violence that women and children were experiencing in the home. Violence against women was treated as a joke – male MPs laughed when “wife battering” was mentioned in the House of Commons in 1982. Up until 1983, there was no law that recognized marital rape – a man was presumed to have some right of property over his wife’s body. What happened in the home was considered a private family matter. Throughout the 1980s and 1990s, Canadian feminists and their allies worked hard to provide services to abused women and children, to raise awareness about how violence is used to control others less powerful, and to create the social and political reforms necessary to ensure greater equality between men and women.

Greater equality has been achieved for many in Canada today; however, violence is still being used to control others. Especially vulnerable are historically disempowered groups such as newcomers to Canada and Aboriginal Canadians.

Who’s Got the Power?

In Lesson One of Choices for Positive Youth Relationships, the section on Identify the Abuse (page 41), students are asked to identify power imbalances in our society. As part of this brainstorming exercise, ask students to identify some of the historical factors that have contributed to the roots of violence in Aboriginal communities. (Included in this list could be colonialism, racism, isolation, and residential schools.)

The National Centre for Truth and Reconciliation follows up on work of the Truth and Reconciliation Commission on the historic trauma of residential schools and their ongoing impact. The site includes resources for educators. Visit http://nctr.ca.

The National Inquiry on Missing and Murdered Indigenous Women and Girls highlights ways in which Indigenous women in Canada continue to be more vulnerable to racialized and sexualized violence. Visit http://www.mmiwg-ffada.ca/.

The section on Relationship Choices, page 64 of the Grade 9 Health Curriculum Guide focuses on societal conditions and beliefs that encourage violence. Below are some suggestions that might help students identify some of the social conditions and beliefs that encourage violence in today’s world.

The Montreal Massacre

In 1989, not everyone was happy that women had greater equality and more opportunity. One man felt it was so unfair that women were allowed to go to engineering school when he had been refused, that he went on a murderous rampage at the school. He shot and killed 14 young women. This incident is known as the Montreal Massacre and is commemorated each December 6 during the National Day of Remembrance and Action on Violence Against Women.

Creating Commemorative Art

The Montreal Massacre has inspired many musicians, poets, writers, painters, sculptors, and filmmakers over the years. Have students do research in the library or over the Internet of the many pieces of commemorative art inspired by the Montreal Massacre. Have students create their own poem or artwork commemorating victims of violence or celebrating healthy relationships.

Taking Action

The Purple Ribbon Campaign provides an ideal opportunity for students to “help a friend” (p. 107, Choices for Positive Youth Relationships) by helping to raise awareness about violence.

Assessing Relationship Choices

Are the relationships you are in healthy or unhealthy? The resource “What is a healthy relationship?” included in this teachers’ guide (the sheet with the daisy) lists features of healthy relationships and warning signs of abuse. It can be used as a checklist for students consider their relationships.
The Grade 7 Social Studies curriculum, with its focus on empowerment, provides an exceptional opportunity to look at the dynamics of family violence and violence against women. The social reform movements that sprang from the late 19th and 20th centuries and led to agitation for health reform, prison reform, improved living and working conditions, and more rights and opportunities for women, are continuous with action for social and political reform and for social change related to violence today.

In 1900 a woman was under the complete legal authority of her father or her husband. She had no legal rights after marriage. She could not own property, sign legal documents, or make binding decisions about her children. An Act to confer the Electoral Franchise upon Canadian women was passed, effective January 1, 1919, but it wasn’t until 1929 that women were considered “persons” under the law and eligible to serve in the Senate. Women on PEI were eligible to vote in 1922. The continued vulnerability of historically disempowered groups such as newcomers to Canada and Aboriginal Canadians comes clear in examinations of violence, as well.

Slow Change
Consider the problem of “Slow Change” highlighted on page 253, which states that “Women who were recent immigrants or from minority groups continued to be the most disempowered. They face the same discrimination as other women, plus discrimination because of their backgrounds.”

The National Centre for Truth and Reconciliation follows up on work of the Truth and Reconciliation Commission on the historic trauma of residential schools and their ongoing impact. The site includes resources for teachers. Visit http://nctr.ca.

The National Inquiry on Missing and Murdered Indigenous Women and Girls will highlight ways in which Aboriginal women in Canada continue to be more vulnerable to racialized and sexualized violence against women. Visit http://www.mmiwg-ffada.ca/.

Questions to Supplement the Textbook
In the textbook Changing Your World: Investigating Empowerment, Chapter 13 on Women and Social Reform (pp. 241–57) focuses on how and why women worked to become more politically empowered at the beginning of the 20th century, towards a goal of equal voting rights.

Below are some questions and suggestions that might help students compare and contrast the social reforms of the first 20 years of the 20th century and the more than 20 years since 1989.

The Women’s Christian Temperance Union, The Toronto Women’s Literary Club, Women’s Institutes, and other organizations were important to the social reform movement for women’s voting rights. Students might wish to explore questions like these:

1. What organizations have been active in pressing for changes that eliminate family violence?
2. What methods and tools have individuals and organizations used to raise awareness or bring about change?
3. What changes have come about?
4. How can we tell if these changes are making a difference or not?

What Students Can Do
The Purple Ribbon Campaign provides an ideal outlet for students to apply ideas of “active citizenship” (p. 256) or to “Take Action on an Issue” (p. 257) with their own activities.

The Ways Youth Can Help End Violence handout created by the Premier’s Action Committee on Family Violence Prevention (PAC) is available in this guide and is a good starting point for discussion. This guide also includes bystander tipsheets for adults that teachers can review for ideas.

The infographic How safe is it for me to help when I see signs of violence? is another useful resource created for this guide as a discussion-starter about safe and effective ways to help.

Neighbours, Friends, and Family
The PEI Premier’s Action Committee on Family Violence Prevention released an excellent resource in 2011. The brochure “Neighbours, Friends, and Families: You Can Help Prevent and Respond to Abuse in Your Community” is available from the Premier’s Action Committee here: stopfamilyviolence.pe.ca.

The Family Life curricula, with its focus on the development of the student’s intellectual, social, emotional, physical, psychological, moral, and spiritual capacities, provides an excellent opportunity for teachers to consider this year’s theme of missing and murdered Indigenous women.

The Family Life curricula can play a vital role by providing the knowledge, skills, and attitudes to students so they can be better prepared to critically examine the pressures that influence their lives and the lives of others.

The Family Life curricula’s aims and goals are to build positive attitudes and skills necessary for self-growth and healthy relationships and to develop an appreciation of each person’s uniqueness as a human being and as a person of dignity and inestimable value and to promote respect for self and others, including tolerance of differing cultural heritages, family styles, and values systems.

The PEI Premier’s Action Committee on Family Violence Prevention has developed a Family Violence Statement that is a good resource to discussion violence against women and children and “family violence.”

Family violence affects, or will affect, all people in Prince Edward Island. Family violence is connected to abuse of power and control, and to injustice based on sex, race, age, class, sexual orientation, and physical or mental ability. Individual history, family history, and current circumstances play a role in family violence.

Family violence is known by many names: child maltreatment, child abuse, incest, child exposure to domestic violence, intimate partner violence, spousal violence, woman abuse, domestic violence, sibling abuse, parent abuse, elder abuse, and abuse of older adults.

Family violence can affect anyone, from any demographic: cultural, national and ethnic origin, socioeconomic status, education, gender, age and physical or mental ability.

Family violence can take many forms: harassment, verbal abuse, threats, financial abuse, psychological abuse, emotional abuse, spiritual abuse, neglect, damage to property, injury to pets, physical abuse, sexual abuse, and homicide.

Family violence can happen between: current and former intimate partners (married and unmarried couples, including same-sex couples, and dating partners); a legal guardian or parent and child; blood, marriage or adoptive relatives; and a live-in caregiver and care recipient.

Family violence hurts. It can cause physical and psychological harm. Family violence violates the victim’s rights and freedoms. Family violence harms the healthy development of children and youth.

Family violence is a public health issue, a criminal justice issue, and a human rights issue. To address family violence, all of us in Prince Edward Island must work together and share our resources.


Some questions to consider:

- What assumptions does this statement make about family? How do you define your family?
- What kinds of violence against women does this statement include? What kinds of violence against women does it exclude?
- What do you think about including dating relationships in a statement about family violence? Why is it important or not important to include dating violence in a statement like this one?
- What does this family violence statement tell you about healthy relationships?
- How do gender roles play out in your family? What do you like and not like about the gender roles in your home?
- What are some of the gender roles you see in your school and your community? Do you see differences in how girls and boys act in relationships?

See the resource “What is a healthy relationship?” (with the daisy) in this guide.

Lists of features of healthy and unhealthy relationships allow students to assess the relationships they are in and understand signs of abuse.
Grade 8 Social Studies: Canadian Identity
The Grade 8 Social Studies curriculum outcomes related to Canadian Identity provide an opportunity to talk about women’s rights, human rights, and Aboriginal rights to contextualize violence and missing and murdered Indigenous women.

8.4.1 Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, global)
Within this SCO, students will examine the concept of citizenship (rights and responsibilities) and the legal documents that exist to ensure these rights -- the United Nations Declaration of Human Rights and the Canadian Charter of Rights and Freedoms. Students can apply sections of the documents to the theme of the Purple Ribbon Campaign.

Grade 9 Social Studies – Interdependence: Atlantic Canada in the Global Community
This curriculum is now implemented with the integration of Aboriginal content within the scope of the SCOs to include Residential School legacies that have had intergenerational impacts and other contemporary issues related to Canada’s Aboriginal peoples.

9.5.1 Investigate the significance of the international human rights movement in Canada and the global community
5.1.4 describe some of the human rights violations that have occurred within Canada involving Aboriginal peoples
5.1.5 examine past and present human rights issues involving Canada’s Aboriginal peoples through the lenses of sustainability: societal, economic and political
Excerpt from Grade 9 social studies curriculum document:
Indigenous women are going missing and being murdered at a much higher rate than other women in Canada — a rate so high it constitutes nothing less than a national human rights crisis. A report released by the RCMP in May 2014 states that 1, 017 Indigenous women and girls were murdered from 1980-2012. Because of gaps in police and government reporting, the actual numbers may be much higher. (Amnesty International http://www.amnesty.ca/our-work/campaigns/no-more-stolen-sisters)

9.5.2 Analyse the relationship between universal human rights (including those within Canada) and globalization
5.2.3 explain how globalization has created both positive and negative reactions to universal human rights issues
5.2.4 examine the role of globalization in both historical and current issues related to Aboriginal people of Canada
9.5.3 Demonstrate an understanding of the advances and challenges related to universal human rights including those within Canada
5.3.1 identify factors that contributed to advances in universal human rights
5.3.2 describe challenges that have impeded advances in universal human rights
5.3.3 examine the moral and ethical implication related to globalization and universal human rights
5.3.4 examine advances and challenges related to Canada’s legacy of residential schools and the treatment of Aboriginal peoples within Canada
This quote is from the Grade 9 Social Studies curriculum:
Violations of human rights are not always something that occur “somewhere far away”. It is important for students to understand that there can be, and there are, human rights violations within our own country. For example, the right to be safe and secure is a current issue within Canadian borders. Human trafficking, illegal or inhumane treatment of immigrants or LGBTQ persons, and the disappearance and murders of over 1000 indigenous girls and women over the past several years are proof that Canada is not immune to these violations. This outcome provides an opportunity to explore and contextualize contemporary perspectives and beliefs around universal human rights.

Resources for Grades 8 & 9 could include
- PEI Human Rights Commission booklets such as “They’re Your Rights to Know” http://www.gov.pe.ca/photos/original/YRTK.pdf
- Community Legal Information (CLIA) PEI “Am I Old Enough?” Legal Information for Youth http://cliipei.ca/youth/content/page/oldenoughfor_humanrights
- Treaties that apply to this territory from the Mi’kmaq Resource Centre at the University of Cape Breton: https://www.cbu.ca/indigenous-affairs/unamaki-college/mikmaq-resource-centre/
- The National Centre for Truth and Reconciliation follows up on work of the Truth and Reconciliation Commission and includes resources for teachers. http://nctr.ca
Someone I know may be acting abusive or violent

As a neighbour, friend, family member or co-worker, what can I do to help?

Acting to prevent or address violence does not always look like one heroic act. There are actions we can choose that fit our own safety, our personal style, our relationship with the victim or abuser, and the situation we witness.

Taking action to help can save a life.

STEP 1: Believe survivors.
It can be hard to acknowledge that someone we know may be hurting others.
If someone tells you they are afraid for their safety or their life, BELIEVE THEM.
If someone tells you that they have been hurt or harmed by someone, BELIEVE THEM.
If you witness abusive or violent behaviour by someone you know, BELIEVE IT.

STEP 2: Take action.
Do not put your own safety at risk. If you or anyone else is in immediate danger, get help. Call 911.

• **Talk to the person.** Choose a time when they are calm. Choose a place that is safe for you. Express your care and concern for them. Try not to be judgmental.
• **Be specific.** Name the behaviour you are concerned about. Try to avoid validating excuses or explanations.
• **Be clear** that abuse and violence are not acceptable and there are better choices.
• **Provide information** on resources to help them stop their behaviour. Remind them that it doesn’t have to be this way, and there is help.

There is help for abusers in Prince Edward Island. Call the Turning Point Program for help or advice: 902-368-6392 or 902-569-7613.

STEP 3: Learn to recognize risk factors for future violence.
You may be able to intervene to prevent future violence if you are aware of risk factors. Warning signs will vary depending on the situation, the abuser and past patterns of violence.
• The person has used violence in the past.
• Violence has recently become more frequent or more severe.
• There is a recent or pending separation.
• The person has a history of alcohol or substance use.
• The person has violated a court order in the past.
• The person is depressed.
• The person has threatened or attempted suicide recently or in the past.
• The person has access to or owns weapons.

Trust your instincts. If you think someone is in danger, or if you are in danger, call 911.

If you notice these risk factors, you or other people around the abusive person may need a safety plan. Community resources like those below can help.

If you witness or suspect child abuse, it is mandatory to report it to Child Protection at 1-877-341-3101. If you suspect abuse or neglect of an older person, contact Adult Protection at 902-892-4790.

FOR MORE INFORMATION
Premier’s Action Committee on Family Violence Prevention Prince Edward Island
stopfamilyviolence.pe.ca

NEED HELP?

**PEI Victim Services**
Charlottetown 902-368-4582
Summerside 902-888-8218

**PEI Family Violence Prevention Services**
fvps.ca 1-800-240-9894

**Chief Mary Bernard Memorial Women’s Shelter**
cmbmws.morriscode.ca 1-855-287-2332

**PEI Rape and Sexual Assault Centre**
www.peirsac.org 1-866-566-1864

IN IMMEDIATE DANGER
911
Taking action to help can save a life.

STEP 1: Pay attention to your surroundings and the people around you.

Look for attitudes and behaviours that put people down or that are aggressive, abusive or violent. Look for opportunities to intervene safely.

STEP 2: Take action.

You can help prevent abuse and violence by addressing harmful attitudes and behaviours.

Do not put your own safety at risk. If you or anyone else is in immediate danger, get help. Call 911.

• **Show that you disapprove** of harmful attitudes or behaviours by removing yourself from the group (refusing to be an audience).

• **Refuse to join in** and discourage others from participating in abusive attitudes and behaviours. Point out the harmful, abusive, or violent behaviour you witness without passing judgment on the perpetrator.

• **Speak out.** “I don’t think that’s funny.” “What you are saying or doing is wrong.”

• **Get support.** Rally others nearby to join you. “I don’t accept this attitude or behaviour. It’s not okay with me. I hope it’s not okay with you either.”

• **Get help.** Know what resources are available nearby or in the community to help prevent and address abuse and violence.

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If you suspect abuse or neglect of an older person, contact Adult Protection at 902-892-4790.

If I’m a bystander and care about preventing violence, what can I do to help?

**Acting to prevent or address violence does not always look like one heroic act. There are actions we can choose that fit our own safety, our personal style, our relationship with the victim or abuser, and the situation we witness.**

You may be able to stop, interrupt or prevent abuse or violence by using safe and smart tactics to intervene.

Do not put your own safety at risk. If you or anyone else is in immediate danger, get help. Call 911.

• **Be a good witness.** Using words or your body, let the abuser and the targeted person know you are paying attention. Make a point of noticing details of what is happening.

• **Use distraction.** If you witness someone being abused, ask the perpetrator for the time, clear your throat near them or do something else that distracts them from their behaviour.

• **Stand with** the targeted person. Stand physically near them so that they and the abuser both know they are not alone.

• **Give control** to the targeted person by speaking directly to them: “Are you okay?” “Are they bothering you?” Be ready to help if they ask for help, or to respect their choice if they don’t want help.

• **Trust your instincts.** If you think someone is in danger, or if you are in danger, get help from police or security - or call 911.
Acting to prevent or address violence does not always look like one heroic act. There are actions we can choose that fit our own safety, our personal style, our relationship with the victim or abuser, and the situation we witness.

Taking action to help can save a life.

STEP 1: Learn to recognize signs of abuse and violence.

You may witness signs of abuse yourself or hear about them from your friend, neighbour, family member, or co-worker. Does the possible abuser do any of the following to the other person?

- Look at them or act in ways that frighten them, or that frighten you when you see or hear about them.
- Use language that puts the person down or criticizes and belittles them.
- Act controlling about where they go, what they wear, or who they spend time with.
- Isolate them from seeing or talking to family or friends.
- Blame the other person for the hurtful things they say or do: “She pushes my buttons.” “He started it.”
- Call or text the other person excessively.
- Check up on them excessively.
- Threaten to hurt them, their loved ones or their pets.
- Touch them in unwanted ways or try to force them to have sex.
- Hit, slap, punch or kick them.

STEP 2: Take action.

You recognize possible signs of abuse or violence. You are worried about someone. What to do?

- **Reach out.** Talk to the person and express your concern. Choose a location and time that respects the person’s privacy and safety.
- **Speak up.** Tell the person that if they are experiencing abuse or violence, it is not their fault.
- **Listen.** Don’t try to tell the person what to do, but do let them know you are willing to listen and help them think about options.
- **Provide information** on community resources. Having the right information may help the person seek protection or reach out to a community support agency.
- **Be patient.** Do not get discouraged if the person does not want to talk or is not ready to make a change. It is important to continue to be supportive and let the person know they can come to you.
- **Trust your instincts.** If you think someone you know is in danger, or if you are in danger, call 911.

**If you witness or suspect child abuse, it is mandatory to report it to Child Protection at 1-877-341-3101. If you suspect abuse or neglect of an older person, contact Adult Protection at 902-892-4790.**

**FOR MORE INFORMATION**

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IN IMMEDIATE DANGER 911
UNE PERSONNE QUE JE CONNAISS AI AGIT PEUT-ÊTRE DE FAÇON AGRESSIVE OU VIOLENTE.

En tant que voisin, ami, membre de la famille ou collègue, que puis-je faire pour apporter mon aide?

Agir pour prévenir ou lutter contre la violence n’est pas toujours une question d’héroïsme. Il existe des options qui correspondent à vos besoins de sécurité, à votre style personnel, à votre relation avec la victime ou l’aggresseur, ainsi qu’à la situation dont vous êtes témoin.

En intervenant, vous pouvez sauver une vie.

ÉTAPE 1 : Croyez la victime.

Il peut être difficile de reconnaître qu’une de nos connaissances blesse quelqu’un d’autre.

Si une personne dit avoir peur pour sa sécurité ou sa vie, CROYEZ-LA!

Si une personne vous dit qu’elle a été frappée ou blessée par quelqu’un d’autre, CROYEZ-LA!

Si vous êtes témoin d’un comportement violent ou agressant de la part d’une de vos connaissances, CROYEZ CE QUE VOUS VOYEZ.

ÉTAPE 2 : Intervenez.

Ne risquez pas votre propre sécurité. Si vous ou une autre personne êtes en danger immédiat, obtenez de l’aide. Composez le 911.


• Soyez précis. Nommez le comportement qui vous inquiète. Essayez d’éviter les excuses ou les explications.

• Soyez clair : les agressions et la violence sont inacceptables, et il existe des solutions.

• Fournissez de l’information sur les ressources qui aideront cette personne à se débarrasser de son comportement. Rappelez-lui que cela ne doit pas se passer ainsi, qu’elle peut obtenir de l’aide.


ÉTAPE 3 : Apprenez à reconnaître les facteurs de risque de violence future.

Il est possible que vous puissiez intervenir et prévenir des incidents de violence si vous avez conscience des facteurs de risque. Les signes avertisseurs varieront selon la situation, l’agresseur et les antécédents de violence.

• La personne peut avoir fait usage de la violence par le passé.

• La violence est devenue récemment plus fréquente ou plus grave.

• La séparation est récente ou imminente.

• La personne a eu des problèmes d’alcoolisme ou de toxicomanie.

• La personne a, par le passé, enfreint une ordonnance du tribunal.

• La personne est déprimée.

• La personne a menacé ou tenté de se suicider, récemment ou par le passé.

• La personne a accès à des armes ou elle en possède.

Fiez-vous à votre instinct : Si vous pensez que quelqu’un est en danger, ou si vous-même êtes en danger, composez le 911.

Si vous remarquez ces facteurs de risque, vous ou la personne proche de l’agresseur pourriez avoir besoin d’un plan de sécurité. Des ressources communautaires comme celles ci-dessous pourraient vous aider.

Si vous êtes témoin de violence faite à un enfant ou si vous soupçonnez qu’un enfant est victime de violence, vous devez rapporter la situation en appelant le Service de protection de l’enfance au 1-877-341-3101. Si vous soupçonnez de la violence ou la négligence envers une personne âgée, veuillez communiquer avec le Service de protection des adultes en composant le 902-892-4790.

POUR EN SAVOIR PLUS

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Si vous êtes témoin de violence faite à un enfant ou si vous soupçonnez qu’un enfant est victime de violence, vous devez rapporter la situation en appelant le Service de protection de l’enfance au 1-877-341-3101. Si vous soupçonnez de la violence ou la négligence envers une personne âgée, veuillez communiquer avec le Service de protection des adultes en composant le 902-892-4790.
Si j’assiste à une scène d’agression et que je souhaite empêcher la violence, que puis-je faire pour apporter mon aide?

En intervenant, vous pouvez sauver une vie.

**ÉTAPE 1 : Soyez attentif à ce qui vous entoure et aux personnes autour de vous.**

Soyez à l’affût des attitudes et des comportements dénigrants, agressifs, abusifs ou violents. Cherchez des possibilités d’intervenir en toute sécurité.

**ÉTAPE 2 : Intervenez.**

Vous pouvez aider à prévenir l’agression ou la violence en vous attaquant aux attitudes et aux comportements nuisibles.


- **Montrez votre désaccord** à propos des attitudes ou des comportements nuisibles en vous retirant du groupe (en refusant d’en être spectateur).
- **Refusez de prendre part** à des attitudes et à des comportements agressifs, et incitez les autres à faire de même. Faites ressortir le comportement nuisible, agressif ou violent dont vous êtes témoin sans porter de jugement sur la personne qui a ce comportement ou cette attitude.
- **Donnez votre avis.** « Je ne trouve pas cela drôle. » « Ce que vous dites ou faites est mal. »
- **Obtenez du soutien.** Ralliez les gens qui vous entourent. « Je n’admets pas cette attitude ou ce comportement. Je ne trouve pas ça correct. J’espère que vous êtes du même avis. »
- **Obtenez de l’aide.** Sachez quelles sont les ressources offertes à proximité ou dans la collectivité pour aider à prévenir et à contrer les agressions et la violence.

Vous pouvez contribuer à mettre fin à l’agression ou à la violence, à l’interrompre ou la prévenir en utilisant des stratégies d’intervention sûres et habiles.


- **Soyez un bon témoin.** Par des mots ou des gestes, faites connaître à l’agresseur et à la personne visée que vous surveilliez la situation. Efforcez-vous de remarquer les détails de l’événement.
- **Soyez la personne qui interrompt.** S’il, par exemple, vous voyez une personne se faire agresser, demandez quelle heure il est, éclaircissez-vous la voix ou faites quelque chose d’autre qui détournera l’agresseur de son comportement.
- **Demeurez** avec la personne visée. Restez physiquement à proximité de la personne visée afin que celle-ci et l’agresseur sachent qu’ils ne sont pas seuls.
- **Donnez le contrôle** à la personne visée en lui parlant directement : « Est-ce que ça va? » « Est-ce qu’on vous harcèle? » Préparez-vous à apporter votre aide si la personne vous le demande, ou respectez son choix si elle ne veut pas d’aide.
- **Fiez-vous à votre instinct :** Si vous pensez que quelqu’un est en danger, ou si vous-même êtes en danger, obtenez de l’aide de la police ou de services de sécurité, ou composez le 911.

Agir pour prévenir ou lutter contre la violence n’est pas toujours une question d’héroïsme. Il existe des options qui correspondent à vos besoins de sécurité, à votre style personnel, à votre relation avec la victime ou l’agresseur, ainsi qu’à la situation dont vous êtes témoin.

En intervenant, vous pouvez sauver une vie.

**Si vous êtes témoin de violence faite à un enfant ou si vous soupçonnez qu’un enfant est victime de violence, vous devez rapporter la situation en appelant le Service de protection de l’enfance au 1-877-341-3101. Si vous soupçonnez de la violence ou de la négligence envers une personne âgée, veuillez communiquer avec le Service de protection des adultes en composant le 902-892-4790.**

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En tant que voisin, ami, membre de la famille ou collègue, que puis-je faire pour apporter mon aide?

Une personne que je connais est peut-être victime d’agression ou de violence.

Agir pour prévenir ou lutter contre la violence n’est pas toujours une question d’héroïsme. Il existe des options qui correspondent à vos besoins de sécurité, à votre style personnel, à votre relation avec la victime ou l’agresseur, ainsi qu’à la situation dont vous êtes témoin.

En intervenant, vous pouvez sauver une vie.

ÉTAPE 1 : Apprenez à reconnaître les signes d’agression et de violence.

Vous pouvez vous-même être témoin de signes d’agression ou en entendre parler par un ami, un voisin, un membre de la famille ou un collègue. Est-ce que l’agresseur éventuel agit de l’une ou l’autre des façons suivantes à l’endroit de l’autre personne?

- La regarde ou agit d’une manière qui l’effraie ou qui vous effraie quand vous voyez cela ou en entendez parler.
- Utilise des mots qui dénigrent, critiquent ou rabaisser.
- Agit de façon contrôlante, veut régir l’endroit où la personne va, ce qu’elle porte ou avec qui elle passe du temps.
- L’isole, l’empêchant de voir la famille ou des amis, ou de leur parler.
- Jette le blâme sur l’autre personne pour les choses blessantes qu’elle dit ou fait : « Elle me pousse à bout. » « C’est lui qui a commencé. »
- Téléphone à la personne ou lui envoie des messages-textes de façon excessive.
- Fait à son endroit des vérifications excessives.
- Menace de la blesser, elle ou les personnes qu’elle aime ou même son animal favori.
- Touche l’autre de manière indésirable ou essaie de l’obliger à avoir des relations sexuelles.
- Cogne, frappe ou donne des coups de poing ou de pied.

ÉTAPE 2 : Intervenez.

Vous reconnaissiez les signes éventuels d’agression ou de violence. Vous vous inquiétez à propos d’une personne. Que faire?

- Prenez la parole. Dites à la personne que si elle est victime d’agression ou de violence, ce n’est pas de sa faute.
- Écoutez. N’essayez pas de dire à la personne quoi faire, mais laissez-lui savoir que vous pouvez l’écouter et l’aider à réfléchir à ses options.
- Fournissez de l’information sur les ressources communautaires. Disposer des renseignements qu’il faut peut aider la personne à demander d’être protégée ou à s’adresser à un organisme de soutien communautaire.
- Faites preuve de patience. Ne vous laissez pas décourager si la personne ne veut pas parler ou si elle n’est pas prête à changer. Il est important de maintenir votre soutien et de laisser la personne savoir qu’elle peut s’adresser à vous.
- Fiez-vous à votre instinct : Si vous pensez que quelqu’un est en danger, ou si vous-même êtes en danger, composez le 911.

Si vous êtes témoin de violence faite à un enfant ou si vous soupçonnez qu’un enfant est victime de violence, vous devez rapporter la situation en appelant le Service de protection de l’enfance au 1-877-341-3101. Si vous soupçonnez de la violence ou la négligence envers une personne âgée, veuillez communiquer avec le Service de protection des adultes en composant le 902-892-4790.

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BESOIN D’AIDE?

Services aux victimes - Î.-P.-É.
Charlottetown 902-368-4582
Summerside 902-888-8218

Services de prévention de la violence familiale de l’Î.-P.-É.
fvp.ca 1-800-240-9894

Refuge pour femmes Chief Mary Bernard Memorial
cmbmws.morriscode.ca 1-855-287-2332

Centre d’aide aux victimes de viol et d’agression sexuelle de l’Î.-P.-É.
www.peirsac.org 1-866-566-1864

EN DANGER IMMÉDIAT

911