



সত্যমেব জয়তে  
GOVERNMENT OF ASSAM



TRAINING MODULE  
— CUM —  
COMPENDIUM ON  
**SAFE TOUCH &  
UNSAFE TOUCH**



Compiled by  
**Samagra Shiksha, Assam**

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## Get in touch

Samagra Shiksha, Assam  
Kahilipara, Guwahati- 781 019, Assam  
Email: [ssaassam@rediffmail.com](mailto:ssaassam@rediffmail.com)  
Phone : 0361-2383803 / 2380134

### Disclaimer:

The materials and information contained within this module cum compendium have been curated from various sources for the purpose of sharing knowledge and fostering change in the society. It is important to note that while some resources have been retained in their original form, others have been referenced and adapted for clarity and context. Samagra Shiksha, Assam, acknowledges all contributors for relevant resources and information.

This module cum compendium is intended solely for non-commercial use and is dedicated to serving the greater good of society. The compilation and development of this module cum compendium have been made possible with the support of UNICEF Assam office, whose contributions are duly acknowledged and appreciated.



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# **TRAINING MODULE** *cum* **COMPENDIUM**

# 1

## PREFACE

It is with great pleasure and a profound sense of responsibility that Samagra Shiksha, Assam introduces this training module *cum* compendium on Safe Touch and Unsafe Touch within the broader context of safeguarding children against sexual abuse. Developed by Samagra Shiksha, Assam, in collaboration with esteemed partners such as UNICEF, this compendium will serve as resource material for practitioners and a crucial step forward in our collective efforts to protect and empower children. As educators, we bear a weighty responsibility not only to impart knowledge but also to ensure the safety and well-being of our students. By equipping teachers from elementary to secondary and senior secondary level with the tools and knowledge necessary to identify and address issues related to safe and unsafe touch, we aim to create safer learning environments where students can thrive and flourish. This compendium is primarily aimed at providing teachers with comprehensive information on aspects like recognizing signs of abuse, responding effectively to disclosures, and creating a culture of openness and trust within schools. By fostering dialogue and awareness around sensitive topics such as sexual abuse, we can break the silence that often shrouds these issues and empower both students and educators to take action. We recognize the critical role that schools play in promoting gender equality and preventing gender-based violence. By addressing child protection concerns head-on, we not only safeguard the rights and dignity of our students but also contribute to broader societal goals such as reducing dropout rates, particularly among girls. By keeping more girls in school, we create pathways to empowerment and opportunity, while simultaneously challenging harmful practices such as child marriage and sexual violence. We extend our sincere gratitude to all those who have contributed to the compilation of this compendium, from the experts who provided technical guidance to the educators who shared their insights and experiences. We duly acknowledge the contributors of free-to-use resource materials which have enriched this compendium and will add to our collective effort in ensuring child safety and well-being. Together, we can build a future where every child is safe, supported, and free to pursue their dreams. Let us embark on this journey together, armed with knowledge, compassion, and a steadfast commitment to the well-being of our students.

**Samagra Shiksha, Assam**

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### 1.About

The goal of this training module cum compendium is to provide teachers, educators, and professionals who work with children at elementary, secondary and senior secondary level with adequate resources and tools to run sessions for imparting knowledge on safe, unsafe and confusing touch in order to prevent child sexual abuse. To do this, they need to have a deep understanding of child sexual abuse and its consequences. These concepts are hard to comprehend. We would all like to believe that children remain innocent throughout their childhood and that nothing harmful ever happens to them, but that is not the reality. Child sexual abuse occurs more often than we might expect, and it remains a hidden problem, unseen, undetected, unnamed and unattended. So the exercises that build awareness in both adults and children must be incorporated into experiential activities. Resources in this compendium aims to give those who work with young children the necessary tools to develop, through practice and theory, a basic understanding of child sexual abuse, the different forms it takes, and its consequences and indicators, so that they have a clear concept of it and can protect the children in their care.

### 2.Child Sexual Abuse: A Problem That Needs Our Urgent Attention

Child sexual abuse is a deeply concerning issue in India, affecting countless children across socioeconomic backgrounds. Despite efforts to address it, the problem persists due to various factors including societal stigma, lack of awareness, and ineffective implementation of laws. According to various reports, a significant number of cases go unreported due to fear, shame, or procedural delays in the justice system. Furthermore, the pandemic has exacerbated the situation, with children spending more time online and being vulnerable to online predators. To combat this menace, concerted efforts from all stakeholders are imperative. This includes rigorous awareness campaigns, education on personal safety for children, strengthening child protection laws, and ensuring swift and sensitive handling of cases by law enforcement agencies and the judiciary. Addressing child sexual abuse demands a multifaceted approach involving government agencies, NGOs, communities, and individuals. By fostering a culture of openness, providing support to survivors, and holding perpetrators accountable, we can strive towards a safer environment for our children to grow and thrive

### 3. Prevention of Child Sexual Abuse: A Professional Responsibility

Most national legislations include the legal obligation of all adults to denounce any form of violence against children and to provide support for children in any context where they face violence. The reporting of child sexual abuse is mandated by law in our country. Professionals who work directly with children have the added responsibility of providing a safe and protective environment in which the children's rights are respected and their optimal development is ensured. Such safe and protective environments include systems for the prevention and detection of, and intervention in, any violence against children, including sexual abuse. Schools need to be safe environments if children are to learn. A child who lives with fear, guilt, or worry will not be in a position to learn. Thus, teachers as well as non-teaching staffs must ensure that their students know how to talk about sexual abuse in case it happens to them, and that they have a required support system that can support and protect them. Schools need to teach children how to detect situations where they may be in danger and how to ask for help. Schools, particularly the secondary and senior secondary grades, need to include exclusive training in the prevention and detection of child sexual abuse. This manual aims to provide teachers at elementary, secondary, and senior secondary level with practical tools to develop sessions with their students that are powerful yet gentle, clear yet moderate, and deep yet easy to process. More experienced teachers will be able to draw on their experience for these sessions, while newly qualified teachers will put into practice some of the techniques they have learned in their training, to comply with their professional responsibility for the safety and protection of their students.



## 4. How to use this module cum compendium

This training module cum compendium is intended to act as a resource handbook for teachers, educators, and professionals who work with children of elementary, secondary and senior secondary levels in educational settings. It provides different kinds of content, in line with the different goals. Firstly, it gives an overview of child rights and knowledge about child sexual abuse to enable the master trainers to view the subject of safe touch and unsafe touch in the right perspective. This compendium includes a theoretical framework for understanding safe and unsafe touch in the larger ambit of child sexual abuse and for detecting it. It also provides information on recognizing behavioral signs of sexual abuse in children and adolescents, and warning signs in perpetrators in the close vicinity of services for children, such as schools, etc. One of the important aspects included in this compendium is on creating safe environments in schools, and educating students about safe touch, unsafe touch, and confusing touch. Building trust and communication so that children open up and confide with trusted persons and the role of teachers in preventing abuse. One of the sections of this compendium gives an understanding of the reporting mechanism. It also provides knowledge of laws related to child sexual abuse such as the Protection of Children from Sexual Offences (POCSO) Act and refers to important child related legislations such as the Juvenile Justice (care and Protection of Children) Act, Prohibition of Child Marriage Act, Right to Education Act, etc. .Mandatory reporting and responsibilities of teachers in reporting child sexual abuse cases. Support services are available for survivors in overcoming the trauma and social reintegration.

This training module cum compendium includes definitions, references to the content as well as different exercises for the transaction of the topics among its intended participants, i.e. the children themselves.

## 5. About the Master Trainers' Training

In the planned state level Master Trainers Training, nearly 300 teachers will be trained over 4 batches of 2 days each duration. Once these MT trainings are over, they will be shared this training module cum compendium which will act a reference cum resource handbook to facilitate trainings at the district and block-levels for teachers who will act as Resource Person to cascade the learning to individual schools. This way Samagra Shiksha, Assam aims to integrate the components of safe touch and unsafe touch in the larger purview of child sexual abuse in 100% of the schools in a phased manner and catering to the educational needs of children studying in elementary, secondary and senior secondary schools.

The training is being organized in technical collaboration with UNICEF - Assam and with support from resource organizations of national repute. Attached session plan covers all relevant aspects associated with the subject. and this session plan will also act as a reference document for all district and block level trainings. The resources compiled in the compendium along with the resources to be shared during the MT training will serve as ready reference for the MTs and will help them to transact the content of trainings in more culturally contextual, relevant, appropriate, and sensitive to the need of the children without deviating from the core theme and objectives of the training.

## MASTER TRAINERS' TRAINING ON

# SAFE TOUCH & UNSAFE TOUCH

IN THE LARGER AMBIT OF CHILD SEXUAL ABUSE

## SESSION PLAN

DAY 1	TIMINGS	CONTENT
09:30-10:00 AM		<ul style="list-style-type: none"> <li>Inauguration and Welcome Address by Mission Director, Samagra Shiksha, Assam</li> <li>Introduction &amp; Objectives of Training Program</li> </ul>
10:00-10:30 AM		<b>Introduction of Participants through icebreakers</b> <ul style="list-style-type: none"> <li>Setting of ground rules</li> <li>Trigger Warning</li> </ul>
10:30-12:00 PM		<b>Module 1</b> <ul style="list-style-type: none"> <li>Deconstructing Gender &amp; Patriarchy: Understanding who is the victim and who is the perpetrator of sexual abuse and how it happens in our communities</li> </ul>
12:00 - 01:00 PM		<b>Module 2</b> <ul style="list-style-type: none"> <li>Who is a child?</li> <li>What is healthy sexual behaviour among children?</li> </ul>
01:00 - 02:00 PM		<b>LUNCH BREAK</b>
02:00 - 04:00 PM		<b>Module 3:</b> <ul style="list-style-type: none"> <li>What is child sexual abuse?</li> <li>Understanding Dynamics of Child Sexual Abuse (exercise)</li> <li>Our Body Parts (exercise)</li> <li>What are the kinds of touches and interactions? (exercise)</li> <li>How do we teach children the concept of confusing touches and interactions?</li> </ul>
-		<b>TEA BREAK</b>
04:15 - 05:30 PM		<b>Module 4</b> <ul style="list-style-type: none"> <li>Understanding Grooming</li> <li>Four pre-conditions model Dr. David Finkelhor</li> <li>Who are the Perpetrators of sexual abuse?</li> <li>Who are the victims?</li> <li>How to identify Child Sexual Abuse – Warning Signs that Children Show when they are being abused</li> <li>Prevention Rules to be taught to children (4 rules of prevention with the trust circle exercise)</li> </ul>
DAY 2	TIMINGS	CONTENT
09:00-09:30 AM		<ul style="list-style-type: none"> <li>Recap of Day 1 and Q &amp; A</li> </ul>
09:30-10:30 AM		<b>Module 5</b> <ul style="list-style-type: none"> <li>Why do children not disclose sexual abuse?</li> <li>What are disclosures and types of disclosures?</li> <li>How to handle disclosures of sexual abuse?</li> </ul>
10:30-12:00 PM		<b>Module 6</b> <ul style="list-style-type: none"> <li>An overview on Child Rights and specific provisions in relation to Right to Protection,</li> <li>Reporting Abuse and Redressal Mechanism,</li> <li>Provisions of POCSO and Other Laws (JJ Act, RTE Act),</li> <li>Roles and Responsibilities of Teachers (Mandatory Reporting etc.),</li> <li>What are the steps to be taken to report child sexual abuse at the school?</li> </ul> <p>Q &amp; A</p>
12:00 - 01:30 PM		<ul style="list-style-type: none"> <li><b>Module 7:</b> Teachers and Trainers (Tips for Trainers)</li> </ul>
01:30 - 02:30 PM		<b>LUNCH BREAK</b>
02:30 - 04:00 PM		<b>Theatre Session for positive mental health and wellbeing in Children and the mission is to enable them to choose change.</b> <ul style="list-style-type: none"> <li>Fostering open dialogue</li> <li>Providing coping strategies</li> <li>Offering support network</li> </ul> <p>By <b>Agora</b>, translating to 'meeting space' for people.</p>
04:00 - 04:30 PM		Discussion on Way Forward – State and District Level Plan
04:30 - 04:45 PM		Introducing the module cum compendium as resource handbook for trainers
04:45 - 05:00 PM		Post-training learning assessment through Google Form. <b>Tea and closure</b>

# CHAPTER - 1

## AN OVERVIEW ON CHILD RIGHTS

### Brief History of Child Rights

- In 1989, world leaders made a historic commitment to the world's children by adopting the United Nations Convention on the Rights of the Child – an international agreement on childhood.
- It's become the most widely ratified human rights treaty in history and has helped transform children's lives around the world. India ratified it in the year 1992.
- But still not every child gets to enjoy a full childhood. Still, too many childhoods are cut short.
- It is up to our generation to demand that leaders from government, business and communities fulfil their commitments and take action for child rights now, once and for all. They must commit to making sure every child, has every right.

### The importance of children's rights

There are many reasons for singling out children's rights in a separate human rights Convention:

- **Children are individuals:** Children are neither the possessions of parents nor of the state, nor are they mere people-in-the-making; they have equal status as members of the human family.
- **Children start life as totally dependent beings:** Children must rely on adults for the nurture and guidance they need to grow towards independence. Such nurture is ideally found from adults in children's families, but when primary adult caregivers cannot meet children's needs, it is up to the State as the primary duty bearer to find an alternative in the best interests of the child.
- **The actions, or inactions, of government impact children more strongly than any other group in society:** Practically every area of government policy – from education to public health – affects children to some degree. Short-sighted policymaking that fails to take children into account has a negative impact on the future of all members of society.
- **Children's views should be heard and considered in the political process:** Children generally do not vote and do not traditionally take part in political processes. Without special attention to the opinions of children – as expressed at home and in schools, in local communities and even in governments – children's views go unheard on the many important issues that affect them now or will affect them in the future.
- **Many changes in society are having a disproportionate, and often negative, impact on children:** Transformation of the family structure, globalization, climate change, digitalization, mass migration, shifting employment patterns and a shrinking social welfare net in many countries all have strong impacts on children. The impact of these changes can be particularly devastating in situations of armed conflict and other emergencies.
- **The healthy development of children is crucial to the future well-being of any society:** Because they are still developing, children are especially vulnerable – more so than adults – to poor living conditions such as poverty, inadequate health care, nutrition, safe water, housing and environmental pollution. The effects of disease, malnutrition and poverty threaten the future of children and therefore the future of the societies in which they live.
- **The costs to society of failing its children are huge:** Social research findings show that children's earliest experiences significantly influence their future development. The course of their development determines their contribution, or cost, to society over the course of their lives.

## Children’s Right to protection and provisions to safeguard from Child Sexual Abuse and Harassment

Children's rights to protection, including safeguarding them from sexual abuse and harassment, are integral aspects of the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC outlines several provisions aimed at ensuring children's safety and well-being, particularly in regard to protecting them from all forms of abuse, including sexual abuse and harassment.

- **Right to Protection (Article 19):** Article 19 of the UNCRC states that parties shall take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury, or abuse, neglect, or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has the care of the child.
- **Right to Health and Well-being (Article 24):** Article 24 emphasizes the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. This includes measures to protect children from sexual abuse and harassment, as such experiences can have significant negative impacts on their physical and mental health.
- **Right to Education (Article 28):** Article 28 highlights the right of the child to education and the importance of ensuring that education is directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential. This includes creating safe and supportive learning environments free from sexual abuse and harassment.
- **Right to Information (Article 17):** Article 17 emphasizes the importance of access to information that is beneficial to the child's well-being. This can include education about their rights, including their right to be protected from sexual abuse and harassment, and information about where to seek help if they experience such abuse.
- **Right to Participation (Article 12):** Article 12 stresses the importance of allowing children to express their views in matters affecting them and to have those views given due weight in accordance with their age and maturity. This can include creating avenues for children to report instances of sexual abuse and harassment and ensuring that their voices are heard and respected in the response process.

Overall, the UNCRC underscores the importance of protecting children from all forms of abuse, including sexual abuse and harassment, and emphasizes the responsibility of governments and other relevant stakeholders to take appropriate measures to safeguard children's rights and well-being.

***Complete text with preamble and Articles of the United Nation’s Convention on Child Rights (UNCRC) is given in the next page.***



## Preamble of UNCRC

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

# UNCRC Articles

## **article 1 (definition of the child)**

Everyone under the age of 18 has all the rights in the Convention.

## **article 2 (non-discrimination)**

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## **article 3 (best interests of the child)**

The best interests of the child must be a top priority in all decisions and actions that affect children.

## **article 4 (implementation of the Convention)**

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

## **article 5 (parental guidance and a child's evolving capacities)**

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

## **article 6 (life, survival and development)**

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

## **article 7 (birth registration, name, nationality, care)**

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

## **article 8 (protection and preservation of identity)**

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

## **article 9 (separation from parents)**

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

## **article 10 (family reunification)**

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

## **article 11 (abduction and non-return of children)**

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

## **article 12 (respect for the views of the child)**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

## **Article 13 (freedom of expression)**

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## **Article 14 (freedom of thought, belief and religion)**

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## **Article 15 (freedom of association)**

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## **Article 16 (right to privacy)**

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

## **Article 17 (access to information from the media)**

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

Governments must help protect children from materials that could harm them.

## **Article 18 (parental responsibilities and state assistance)**

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

## **Article 19 (protection from violence, abuse and neglect)**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

## **Article 20 (children unable to live with their family)**

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

## **Article 21 (adoption)**

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

## **Article 22 (refugee children)**

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

## **Article 23 (children with a disability)**

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

## **Article 24 (health and health services)**

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## **Article 25 (review of treatment in care)**

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

## **Article 26 (social security)**

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

## **Article 27 (adequate standard of living)**

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

## **Article 28 (right to education)**

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Article 30 (children from minority or indigenous groups)**

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## **Article 31 (leisure, play and culture)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## **Article 32 (child labour)**

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

## **Article 33 (drug abuse)**

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

## **Article 34 (sexual exploitation)**

Governments must protect children from all forms of sexual abuse and exploitation.

## **Article 35 (abduction, sale and trafficking)**

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation. Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

## **Article 36 (other forms of exploitation)**

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

## **Article 37 (inhumane treatment and detention)**

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

## **Article 38 (war and armed conflicts)**

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

## **Article 39 (recovery from trauma and reintegration)**

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

## **Article 40 (juvenile justice)**

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

## **Article 41 (respect for higher national standards)**

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

## **Article 42 (knowledge of rights)**

Governments must actively work to make sure children and adults know about the Convention. The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

**Article 45 UNICEF can provide expert advice and assistance on children's rights.**

## CHAPTER - 2

# UNDERSTANDING CHILD SEXUAL ABUSE

Child Protection means the **creation of a protective environment** in the **home, school, community and society** so that children are protected from all kinds of **harm and harmful situations**

(India: Building a Protective Environment for Children, MWCD, 2006)

## Definition of Child Sexual Abuse

### What is child sexual abuse?

To understand the safe, unsafe, and confusing touch one necessarily needs to know the definition of **Child Sexual Abuse**, which means what constitutes sexual abuse to children.

Child sexual abuse is a form of child abuse that includes sexual activity with a minor who, according to the provisions of the United Nations Convention on Child Rights (UNCRC), has not reached the age of 18 years. A child cannot consent to any form of sexual activity. When a perpetrator engages with a child this way, they are committing a crime that can have lasting effects on the victim for years. Child sexual abuse does not need to include physical contact between a perpetrator and a child. Some forms of child sexual abuse include (but are not limited to):

- Exhibitionism, or exposing oneself to a minor
- Fondling
- Intercourse
- Masturbation in the presence of a minor or forcing the minor to masturbate
- Obscene conversations, phone calls, text messages, or digital interaction
- Producing, owning, or sharing pornographic images or movies of children
- Sex of any kind with a minor, including vaginal, oral, or anal
- Sex trafficking
- Any other contact of a sexual nature that involves a minor.
- Abuse is perpetrated by a person with a position of trust, authority, or influence over the child, including within the family.
- Abuse is made of a particularly vulnerable situation of the child, notably because of a mental or physical disability or a situation of dependence.

### What do perpetrators of child sexual abuse look like?

The majority of perpetrators are someone the child or family knows. As many as 93 percent of victims under the age of 18 know the abuser. A perpetrator does not have to be an adult to harm a child. They can have any relationship to the child including an older sibling or playmate, family member, a teacher, a coach or instructor, a caretaker, or the parent of another child. According to 1 in 6, "child sexual abuse is the result of abusive behavior that takes advantage of a child's vulnerability and is in no way related to the sexual orientation of the abusive person."

Abusers can manipulate victims to stay quiet about the sexual abuse using a number of different tactics. Often an abuser will use their position of power over the victim to coerce or intimidate the child. They might tell the child that the activity is normal or that they enjoyed it. An abuser may make threats if the child refuses to participate or plans to tell another adult. Child sexual abuse is not only a physical violation; it is a violation of trust and/or authority.



Facilitators can use the following statements during the sessions to elicit information on child sexual abuse.

Exercise

Statements related to Child Sexual Abuse

Statement	True	False	Do not know
Child sexual abuse does not take place very frequently – it happens only in the cases that appear in the news			
Sexual abuse involves only adult men who abuse young girls.			
Those who sexually abuse children and adolescents are strange, weird people who inspire distrust and who abuse by force			
Sexual abuse occurs in all social classes.			
Child sexual abuse happens more often nowadays than in the past.			
Sexual abuse is not always accompanied by physical violence.			
Child sexual abuse leaves such evident signs that any person can quickly identify them.			
If no physical violence is used, there can be no sexual abuse, because the child or adolescent is consenting.			
Sexual abuse is such a traumatic event that it is always remembered with precision.			
Children and adolescents make up false sexual abuse allegations to attract attention, or out of envy or spite.			
The effects of child sexual abuse are always very serious.			
The effects of child sexual abuse will disappear over time by themselves once abuse has stopped. There is no need to keep harping on about it.			
Children who have suffered sexual abuse, especially boys, will become perpetrators themselves.			
If a child that I know well were to suffer sexual abuse, I would be able to detect it quickly and easily.			
Children are not responsible for their sexual abuse.			
Children can sometimes avoid sexual abuse.”			



## Exercise What is Sexual Harrassment, How Does it Hurt?

### Give an overview for participants

Sexual harassment is defined as any unwarranted, unwelcome, or unsolicited conduct directed at you because you are a male or because you are female.

The behaviour interferes with a person's education or employment by creating a hostile or intimidating learning or work environment.

1. Describe at least three behaviours which are sexual harassment
2. What are the consequences of sexual harassment to the person being harassed?
3. What are the consequences of sexual harassment to the person doing the harassing?
4. What are the consequences of sexual harassment to those who observe the harassment?

## Myths and Facts about Child Sexual Abuse

**Myth #1:** Child sexual abuse occurs only among strangers. If children stay away from strangers, they will not be sexually abused.

**Fact:** The National Department of Justice (DOJ) statistics indicate that in approximately 85% of the cases, the offender is known to the victim. He/she is usually a relative, family member, babysitter/other caregiver, or older friend of the child. About 10% of perpetrators of child sexual abuse are strangers to the child.

**Myth #2:** Children provoke sexual abuse by their seductive behavior.

**Fact:** Seductive behavior is not the cause. Responsibility for the act ALWAYS lies with the offender. Sexual abuse sexually exploits a child not developmentally capable of understanding or resisting and/or who may be psychologically or socially dependent on the offender.

**Myth #3:** The majority of child sexual abuse victims tell someone about the abuse.

**Fact:** According to a study by Dr. David Finkelhor, close to 2/3 of all child sexual abuse victims may not tell their parents or anyone else because they fear being blamed, punished or not believed. Additionally, many victims feel that the abuse may be their fault in some way.

**Myth #4:** Men and women sexually abuse their children equally.

**Fact:** Men are the offenders 94% of the time in cases of child sexual abuse. Men sexually abuse both male and female children. 75% of male offenders are married or have consenting sexual relationships. Only about 4% of same-sex abuse involves homosexual perpetrators, 96% of the perpetrators are heterosexual.

**Myth #5:** If the children did not want it, they could say, "STOP!"

**Fact:** Children generally do not question the behavior of adults, and have been taught to obey adults. They are often coerced by bribes, threats, and use of a position of authority.

**Myth #6:** All sexual abuse victims are girls.

**Fact:** Studies on child sexual abuse indicate one of four females under the age of 18 and one of five to six males under the age of 18 are child sexual abuse victims.

**Myth #7:** Family sexual abuse is an isolated, one-time incident.

**Fact:** Studies indicate that most child sexual abuse continues for at least two years before it is reported. And in most cases, it doesn't stop until it's reported.

# Typical Sexual Behaviour Among Children

Often, sexual behavior in children is very disturbing to adults. Much of this behavior is part of normal child development. Behavior, which is typical for a child's age, should be of little concern. Behavior, which is not typical, can be a warning sign of abuse..

## Age 0 - 4 years

REDIRECT (It's typical!)	MONITOR (Not as typical, Slow down)	PROTECTION [Not typical ABUSIVE]
Comfort in being nude	Preoccupies themselves with sexual behaviors	Discloses of sexual abuse
Touches or rubs own genitals (randomly) or masturbates openly	Masturbates in preference to other activities	Compulsively masturbates which may cause self-injury, or in a persistent nature or duration
Shows genitals, is interested, and/or explores the differences between genitals	Persistently watches others in sexual activity, during toilet or bath times, or when nude	Demonstrates specific adult-like sexual touches or sexual activities, for example, imitates sexual intercourse
Shows an interest in body parts and their functions	Explicit sexual talk, art, and/or play	Persistently uses sexual themes in talk, art, and/or play
Wants to touch familiar children's genitals during play, toilet, or bath times (out of curiosity)	Follows others into private spaces like tolets or bathrooms to look at their body or touch them	Persistently touches the genitals or private parts of others
Participates in make believe games that involve looking at and/or touching the bodies of familiar children, for example: "show me yours and I'll show you mine", playing "Family". "house" and/or "doctor"	Pulls other children's pants down or skirts up against their will (displays power over the other child by force)	Forces other children to engage in sexual activity
Asks about or wants to touch the breasts, bottoms or genitals of familiar adult, for example, when in the bath	Touches the genitals/private parts of other children in preference to other activities	Sexual behavior between young children which involves penetration with objects, masturbation of others, and/or oral Sex

Children's Sexual Behavior Guide for Personal Safety

AGES 5-9

REDIRECT (It's typical!)	MONITOR (Not as typical, Slow down)	PROTECTION [Not typical ABUSIVE]
Increased sense of privacy about bodies	Masturbation in preference to other activities; in public, with others, and/or causing self-injury	Compulsive masturbation, self- injuring, self-harming, and/or to seek an audience
Body touching and holding own genitals	Explicit talk, art, and/or play of a sexual nature	Disclosure of sexual abuse
Masturbation, usually with awareness of privacy.	Persistent questions and/or comments about sexuality, despite being answered or addressed	Persistent bullying involving sexual aggression, pulling/lifting/removing other children's clothing
Curiosity about other children's genitals that involve looking at and/or touching the bodies of familiar children, "show me yours and I'll show you mine", playing "family	Persistent nudity and/or exposing private parts in public places	Sexual behavior with significantly younger or less developmental abled children
Curiosity about sexuality like questions about babies, gender, relationships, sexual activity	Persistently watching or following others to look at or touch them	Accessing the rooms of sleeping children to touch or engage in sexual activity
Telling stories or asking questions, using swear words, sexual words or names for private parts	Puling other chadren's pants down or skirts up against their will	Simulation of or participation in sexual activities such as, oral sex or sexual intercourse with older children or adults
Use of mobile phones and internet in relationships with known peers	Persistently mimicking sexual-flicting behavior. too advanced for age	Presence of a sexually transmitted infection



# Children's Sexual Behavior Guide for Personal Safety

## AGES 10-13

REDIRECT (It's typical!)	MONITOR (Not as typical, Slow down)	PROTECTION [Not typical ABUSIVE]
Growing need for privacy	Masturbation in preference to other activities in public	Compulsive masturbation, which may cause self-injury and/or seeking an audience
Masturbation in private	Persistent explicit talk, art, or play which is sexual or sexually intimidating	Engaging others in a process to gain sexual activity by using grooming techniques, gifts, lies, bribery, flattery, etc.
Curiosity and seeking information about sexuality	Accessing age restricted materials; movies, games, internet with sexually explicit content	Force or coercion of others into sexual activity
Use of sexual language	Persistent expression of fear of sexually transmitted infection or pregnancy	Oral sex and/or intercourse with a person of different age, developmental ability and/or peer grouping
Interest and/or participation in girlfriend or boyfriend relationships	Changes to behavior, such as older children or adult flirting behaviors, and/or seeking relationships with older children or adults in preference to peers	Presence of sexually transmitted infection or pregnancy
Hugging, kissing, and/or affectionate touching that is appropriate, with known peers	Engaging in sexual activities with an unknown peer, deep kissing, mutual masturbation, etc.	Deliberately sending and/or publishing sexual images of self or another person
Exposing themselves amongst same age peers within the context of play, for example, occasional flashing or mooning	Oral sex and/or intercourse with a known partner of similar age and developmental ability	Arranging a face to face meeting with an online acquaintance

## CHAPTER - 3

### TEACHING SAFE TOUCH AND UNSAFE TOUCH

There are three things you can teach your children before you begin to teach them specific touching safety rules.

**1. Teach children the correct names of all their different body parts, including their private body parts.** Children often find it hard to tell about sexual abuse because they don't know the words to use. Learning correct (anatomical) words for private body parts gives children the words to use and helps them know that it is okay to talk about those body parts.

When teaching your young child the different body parts, consider using the correct words for private body parts along with words such as "tummy" and "ears." You can give older children more information because they are able to understand more. You can also explain that the parts of their bodies covered by a swimsuit are their private body parts.

**2. Teach children that "they are the boss of their body."**

Let your children know that they are in control of who touches their bodies and how. Model this for children: "I don't want you to jump up and down on me. Please stop." Likewise, immediately respect their wishes not to be touched in certain ways. "Looks like you don't want me to pick you up right now. Okay." As you supervise your children's interactions, make it clear that they need to stop tickling or roughhousing if a sibling says "Stop!"

In addition, do not insist that your children give or receive hugs or kisses from relatives and friends if they do not wish to. This teaches children that it's okay to say no to touches from people in their family and others they know. Some relatives might expect a hug from your children every time they see them. Tell relatives that you are teaching your children to be bosses of their bodies as part of teaching them safety about touching, so they are not offended by your children's behavior.

**3. Explain to your child that there are three kinds of touches.**

- **SAFE TOUCH:** Safe touch refers to physical contact that is appropriate, welcome, and non-threatening. It encompasses gestures like hugs from trusted family members, comforting pats on the back, or handshakes in appropriate settings. Safe touch respects personal boundaries, promotes feelings of security, and fosters healthy relationships between children and caregivers.



For example:

When Mommy or daddy gives you a hug and kiss on the cheek after you wake up or before you go to bed

- When Grandma and Grandpa come to visit, and everyone gets hugs and kisses on the cheek
- When a friend gives you a high five

- **UNSAFE TOUCH:** Unsafe touch involves any physical contact that makes a child feel uncomfortable, scared, or violated. It may include actions such as unwanted touching of private body parts, forceful or aggressive hugs, or any form of sexual contact. Unsafe touch is a clear violation of personal boundaries and can cause emotional trauma, confusion, and long-term psychological harm to the child.



- It is an unsafe touch if that touch makes you feel scared and nervous.
- It is an unsafe touch if a person forces you to touch him or her.
- It is an unsafe touch if a person touches you and asks you not to tell anyone,
- It is an unsafe touch if a person touches you and threatens to hurt you if you tell.



- It is an unsafe touch if a person touches you on a part of your body in a way that makes you feel uncomfortable.
- It is an unsafe touch if it hurts you.
- It is an unsafe touch if someone touches you on your body where you don't want to be touched and shouldn't be touched.
- It is an unsafe touch if that touch makes you feel scared and nervous.

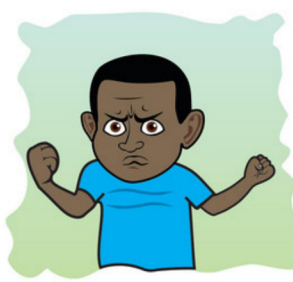
## Examples of uncomfortable feelings



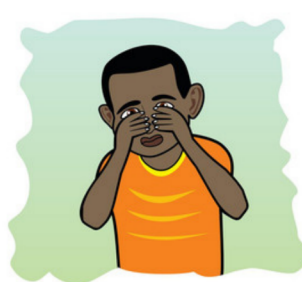
Sad



Afraid

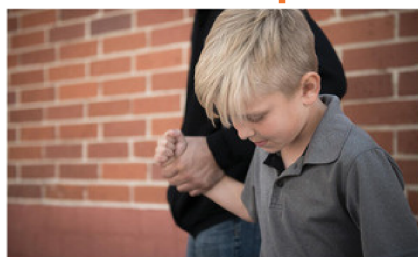


Angry



Ashamed

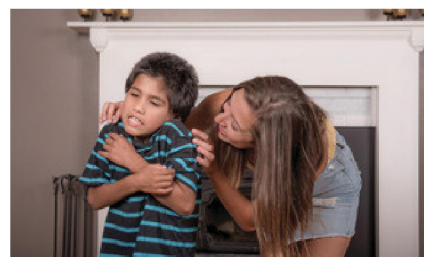
## Examples of Safe Touch and Unsafe Touch



Your neighbour grabs and squeezes your arm too tightly as you are walking home from the bus stop. Is this a **Safe** or **Unsafe** touch?



You and your best friend have a special secret handshake that only the two of you know about. Is this a **Safe** or **Unsafe** touch?



You and your older sister are playing tickle monster, and she is tickling you, and you feel totally safe.. Is this a **Safe** or **Unsafe** touch?



## What do you do when someone touches you in the wrong way?

- Say no! Tell the person that you don't like it and you don't want to be touched.
- Get away fast! Run away from the person whose touch you don't like. Never stay alone with that person ever again.
- Call for help. You can scream.
- Believe in yourself. You did nothing wrong.
- If someone touches you in the wrong way, tell someone you trust what has happened. Don't let threats scare you into running away or keeping quiet. When a person touches you and asks you to keep it a secret between the two of you, ask yourself, "Does the secret bother me?"
- Don't keep secrets that make you feel uncomfortable. Go to a person you trust—a parent, a relative, a teacher, or your doctor. If the person you go to doesn't believe you, go to someone else you trust until someone believes you and helps you.
- Do everything you can to stay away from the person who is touching you in the wrong way or making you feel uncomfortable. Don't stay alone with a person who touches you in a way that makes you uncomfortable or makes you feel unsafe.



## Safe and Unsafe Secrets



An unsafe secret makes you feel uncomfortable and afraid



A safe secret is a secret that makes you feel happy to keep

For example:

- A surprise birthday party for your friend or mommy or Daddy
- A gift for Christmas or birthday

## What do you do when someone tells you to keep unsafe secrets?

1. Always tell if someone gives you an unsafe touch or unsafe secret
2. If the person you go to doesn't believe you, speak to someone else whom you trust until someone believes you and helps you so that the abuse does not continue.



## Keep a list of trusted person's name and telephone number



**My list of important telephone numbers of persons I can talk to about anything or ask for help**

**Father:..... Mom:.....**

**Write down the name and telephone numbers of some other people that are important for you to know, for example. Teacher, Sister, Brother, your Doctor or anyone else you can think of:**

**Name:.....**

**Number:.....**

**Name:.....**

**Number:.....**

**Name:.....**

**Number:.....**

**Name:.....**

**Number:.....**

### Other Helpline Numbers



## My Body Mantra

ME: "From the Top of My head"

YOU: "From the Top of My head"

ME: "To the bottom of my feet"

YOU: "To the bottom of my feet"

ME: "And everything else that's in between"

YOU: "And everything else that's in between"

ME: "MY BODY BELONGS TO ME!"

YOU: "MY BODY BELONGS TO ME!"

ME: "I have the right to protect my body"

YOU: "I have the right to protect my body"

ME: "I can say NO"

YOU: "I can say NO™"

ME: "I can try to GET AWAY"

YOU: "I can try to GET AWAY"

ME: "And I CAN TELL!"

US: "I can TELL!"

ME: "When I don't feel safe"

US: "When I don't feel safe"

# Worksheet on My Body Belongs to Me

## MY Body Belongs to Me

Draw a picture of yourself doing the things that make you happy, feel good, and safe!

I, ..... AM IMPORTANT!  
(Name)

It is important to be safe. I can TELL trusted adult helpers if I do not feel safe.

Exercise

# Visual Depiction of Safe Touch and Unsafe Touch

Following pictures can be presented along with the statement then floor should be opened for discussion and participants should arrive at a consensus. This should be summed up with additional input from the Facilitator.



Statement	Safe Touch	Unsafe Touch	Confusing Touch
A girl is crying and her father give her a hug.			



Statement	Safe Touch	Unsafe Touch	Confusing Touch
A doctor needs to examine a girl's chest because she is ill and it is part of a medical procedure that the girl has been told about and why.			



Statement	Safe Touch	Unsafe Touch	Confusing Touch
An adult tries to touch a child's private parts when they do not need to. The child is uncomfortable.			



Statement	Safe Touch	Unsafe Touch	Confusing Touch
A boy walks hand in hand with another boy to school. They are smiling and look happy and comfortable.			



Statement	Safe Touch	Unsafe Touch	Confusing Touch
A boy on the bus touches a girl's chest without her wanting them to (unless this is clearly an accident).			



Statement	Safe Touch	Unsafe Touch	Confusing Touch
A group of boys surround a girl in the park and take turns to hug a girl.			



Statement	Safe Touch	Unsafe Touch	Confusing Touch
A boy sticks his hands down a boy's trousers while he stands next to him. The boy is uncomfortable.			



## Exercise

# Know Your Body

(Mode: Jigsaw Puzzle)

### Note for the Facilitator

Participants are asked to take a look at the Pic - 1 and then they are given pieces of the same picture as shown in the Pic-2. They reassemble and name the body parts. Then continue to the next part of this exercise to identify Private Body Parts. Pic - 2 is given in the **annexure - 3**, adequate number of printouts should be taken and cut accordingly.



## Worksheet for Group Work

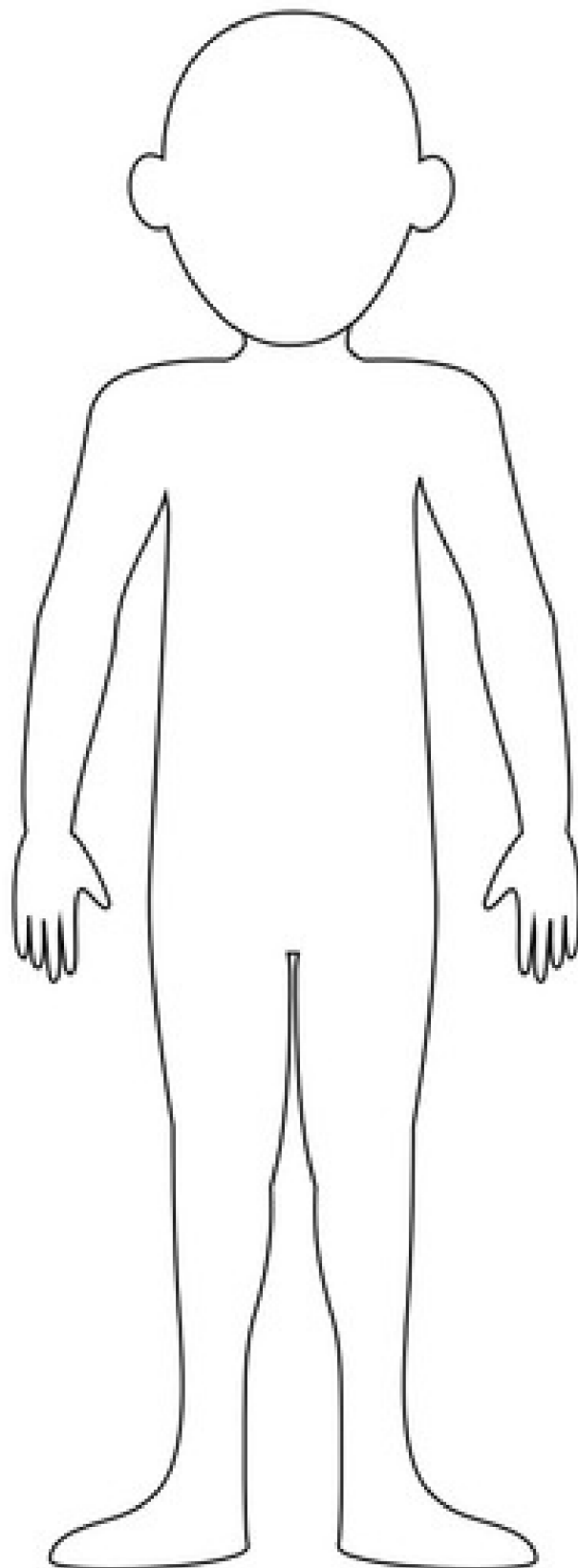
### JIGSAW PUZZLE - IDENTIFY THE BODY PARTS



Exercise

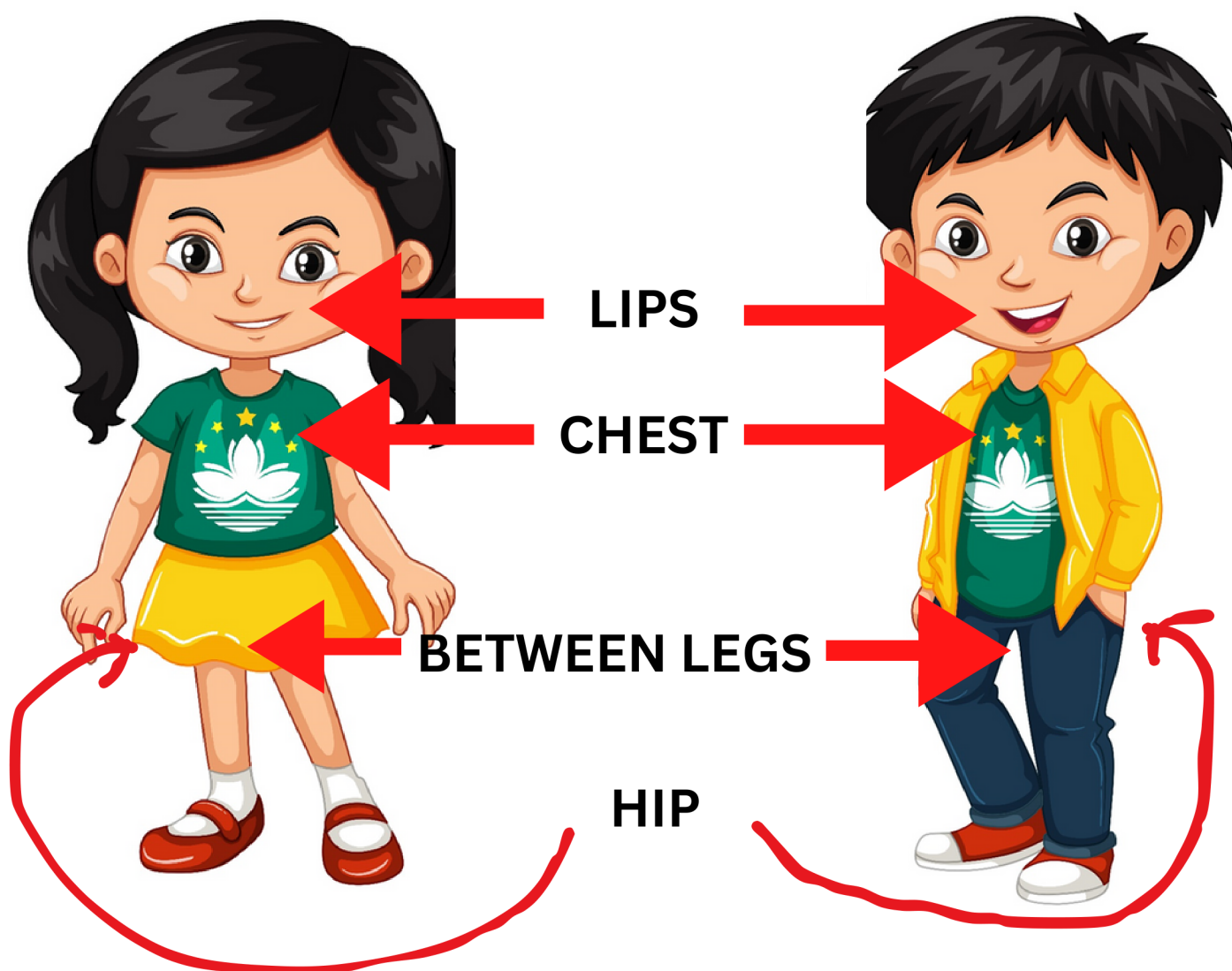
## Where are your Personal Space

Now that you know about different body parts, let us identify our private body parts



## Reference for Facilitator

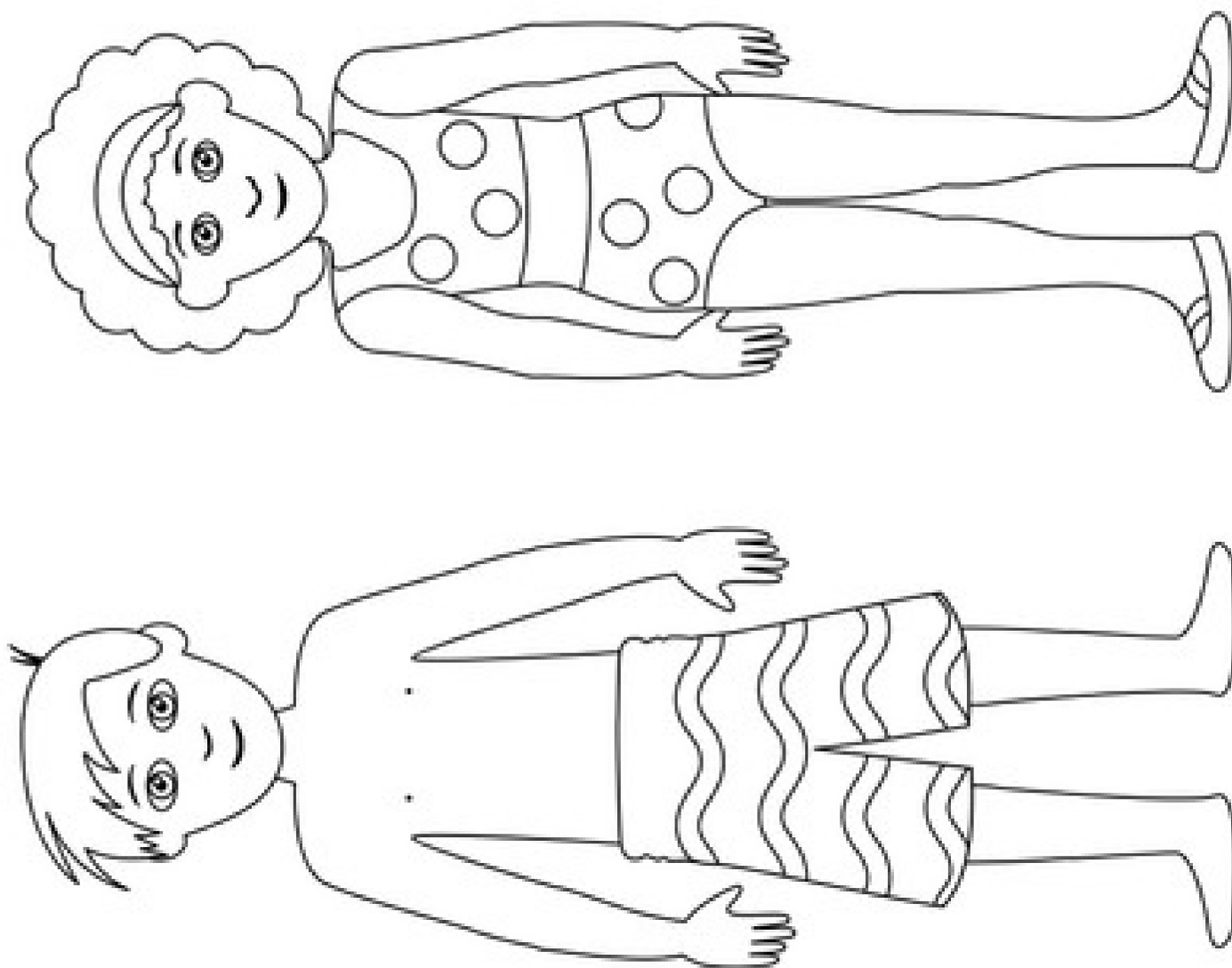
### PRIVATE BODY PARTS



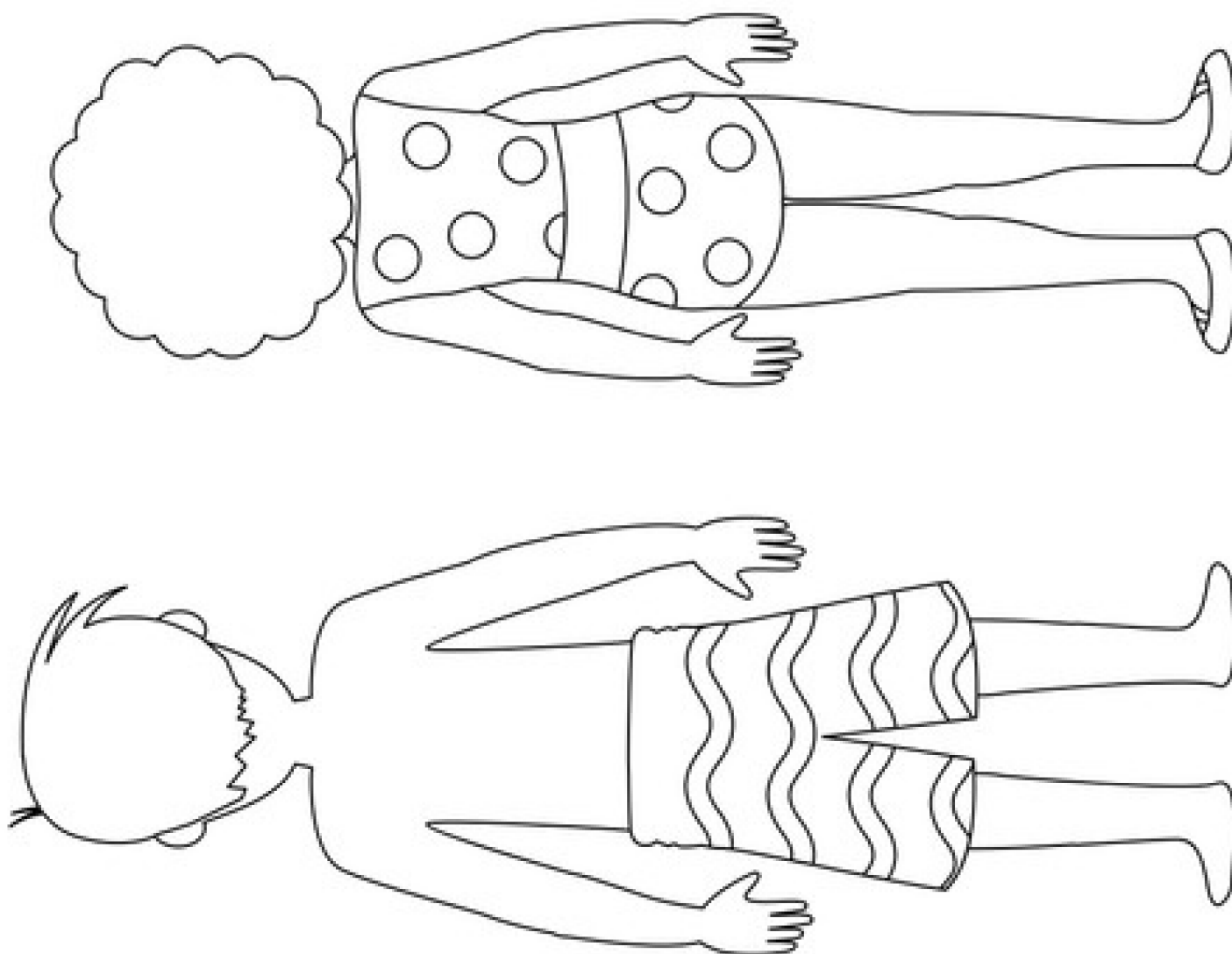


Exercise

# Private Body Parts Colouring Sheet



Exercise Private Body Parts Colouring Sheet



Exercise

# Body Boundary Violation




Yes  
why?

No  
why not?




Yes  
why?

No  
why not?



Yes  
why?

No  
why not?



Yes  
why?

No  
why not?



Yes  
why?

No  
why not?



Yes  
why?

No  
why not?

Exercise

Worksheet of Personal Safety

U	O	Z	L	Y	U	Y	L	P	H	Q	N	B
E	J	V	Q	O	P	B	G	E	C	A	S	O
L	Z	U	L	A	R	A	D	R	P	D	A	U
T	W	N	E	Z	I	T	L	S	M	S	F	N
I	V	S	C	X	V	N	R	O	M	A	E	D
W	D	A	E	N	A	I	N	N	U	F	T	A
C	E	F	D	O	T	N	F	A	V	E	O	R
Q	X	E	T	V	E	G	C	L	X	T	U	1
H	E	T	X	C	P	S	P	S	L	Y	C	E
R	Z	O	E	P	A	U	I	P	B	C	H	S
P	S	U	J	A	R	I	M	A	W	O	U	V
K	S	C	Z	T	T	T	U	C	C	F	D	D
I	Q	H	A	N	S	W	Y	E	Q	F	S	Y

FIND THE SAFETY WORDS

Words can go horizontally, vertically and diagonally in all eight directions. Words may overlap.

- Bathing Suit
- Boundaries
- Personal Space
- Private Parts
- Safe Touch
- Safety
- Unsafe Touch



Exercise

# Use Your Voice

Read each body boundary violation situation. Write what you would say to a trusted adult to be heard and helped!

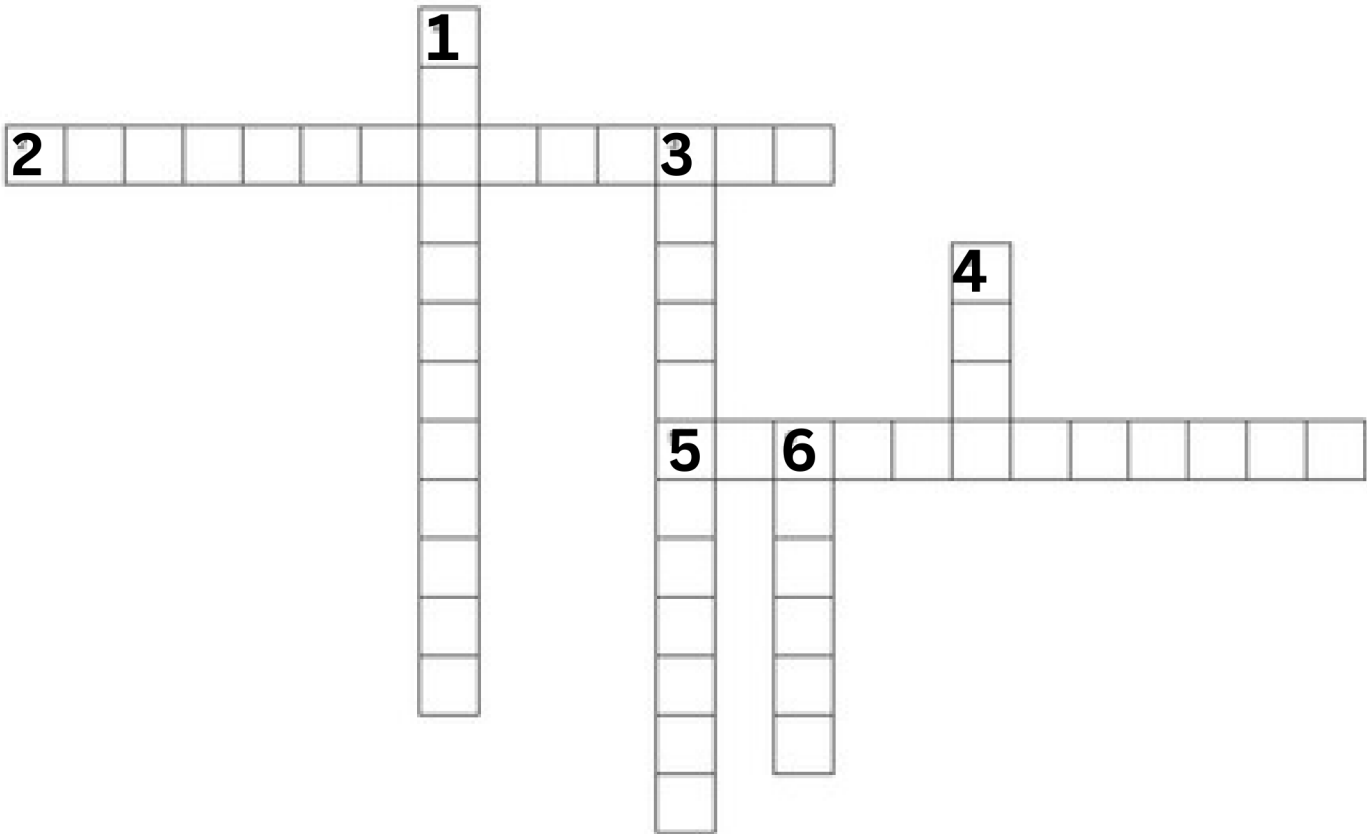
You're watching TV at your new friend's house and her high school-aged brother sits next to you and puts his arm around you. This is a violation because this person is someone that you don't know well and who is much older than you. Sitting so close to you on the couch and putting his arm around you is confusing and makes you feel uncomfortable.

A big kid on the bus slaps you on your rear end when you walk by and says he is paying you a compliment. This is a violation because this person's touch and comment makes you feel embarrassed and uncomfortable. Touching a private part of your body is a violation.

Someone you don't know is standing behind you in line at the grocery store and touches your ponytail and tells you your hair is pretty. This is a violation because this person is someone that you don't know who has touched you when you were not looking and that touch and comment is confusing and uncomfortable.

Exercise

# Safety Crossword



Use what you have learned about safety to complete the crossword puzzle!

## ACROSS

- 2. Keep telling until you get these 2 H’s
- 5. Who you report a body boundary violation to

## DOWN

- 1. The area that surrounds you and includes the private parts of your body; no one should violate this invisible barrier
- 3. The parts of your body covered by your bathing suit (and your mouth too)
- 4. A ..... touch makes you feel loved, encouraged, or happy
- 6. An ..... touch makes you feel confused, icky, scared, or uncomfortable

Exercise

What This Means to Me

To feel safe you must know that others respect your body boundaries. Think about how you would communicate to someone that their actions are body boundary violations. What steps would you take if violations to your body boundaries created an unsafe situation for you?

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SAFETY CHECK UP

See what you learned about your physical safety!

- 1. Each person should respect the personal space and body boundaries of everyone. True or False
- 2. A ..... is welcomed and makes you feel loved, safe, and happy.
- 3. What should you do if you feel that a touch is not safe and makes you feel uncomfortable?  
.....  
.....  
.....
- 4. A hard, angry, slap on the back is a safe touch. True and False
- 5. A ..... should always be reported to a trusted adult.

Exercise

FEELING SAFE MEANS

- I know that someone will take care of me
- I know what is expected of me
- I have an idea about what will probably happen next
- I am not worried that I or someone else will get hurt
- I don't feel scared
- I feel Ok, I feel good

•

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•

SAFE PLACES

When there is trouble, I can call someone.  
 List the places in your home or near-by where there are phones:

•

•

•

Safe places near my home are:

•

•

•

Exercise

## My Body Belongs to Me

- How can I get out of the house if there is danger?
- How can I get away if someone is making me feel unsafe?
- How can I get away if someone is making me feel uncomfortable?
- Write down some other plans my family uses to stay safe:
- write down some other plan my school uses to stay safe:

## Helpers

### Who are Safe People I can talk to when I don't feel safe?

1. .... Phone: .....
2. .... Phone .....
3. .... Phone .....
4. .... Phone .....
5. .... Phone .....
6. .... Phone .....
7. .... Phone .....



Exercise

I Am, I Have, I Can

There are many great things about you that make you the special person that you are! (I AM) There are also many things that you have (I HAVE) and many things you can do! (ICAN) Write down all of your I AM's, I HAVE's and I CAN's below:

I AM:

- 
- 
- 
- 
- 
- 
- 
- 

I HAVE:

- 
- 
- 
- 
- 
- 
- 
- 

I CAN:

- 
- 
- 
- 
- 
- 
- 
-

## Note for Facilitator

Resiliency is the ability to overcome challenging or difficult circumstances: it is a fundamental and natural characteristics which is essential to healthy development. Resiliency can be nurtured and supported by caring adults who take a strength-based approach to foster and empower a child's efforts to cope with hardships.

To overcome adversities, children draw from three sources of resilience features labelled: I HAVE, I AM, I CAN. What they draw from each of the three sources may be described as follows:

### I HAVE

- People around me I trust and who love me, no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger or need to learn

### I AM

- A person people can like and love
- Glad to do nice things for others and show my concern
- Respectful of myself and others
- Willing to be responsible for what I do
- Sure things will be all right

### I CAN

- Talk to others about things that frighten me or bother me
- Find ways to solve problems that I face
- Control myself when I feel like doing something not right or dangerous
- Figure out when it is a good time to talk to someone or to take action
- Find someone to help me when I need it

## CHAPTER - 4

# CONSEQUENCES OF CHILD SEXUAL ABUSE

Child sexual abuse can have wide-ranging and serious consequences. For some victims and survivors these effects endure throughout adult life. Child sexual abuse can affect psychological and physical well-being, family and intimate relationships, faith, and education and career. Various studies have shown that victims and survivors can also be two to four times more likely to become victims of sexual, physical or emotional abuse again in their lifetime.

**Psychological and Physical Well-being:** Victims of child sexual abuse often experience a range of psychological issues such as depression, anxiety, post-traumatic stress disorder (PTSD), and low self-esteem. These psychological effects can manifest in physical symptoms such as chronic pain, insomnia, and psychosomatic illnesses.

**Family and Intimate Relationships:** The trauma of child sexual abuse can significantly impact one's ability to form healthy and trusting relationships with family members and intimate partners. Trust issues, fear of intimacy, and difficulty in establishing boundaries are common challenges survivors may face in their relationships.

**Faith:** For individuals who are part of religious communities, child sexual abuse can shake their faith and trust in religious institutions or figures. The betrayal of trust by authority figures within religious contexts can lead to spiritual crisis and questioning of beliefs.

**Education and Career:** Child sexual abuse can interfere with a survivor's ability to concentrate, perform academically, and pursue career goals. The emotional and psychological effects may hinder their educational achievements and career advancement.

**Risk of Revictimization:** Studies have shown that individuals who have experienced child sexual abuse are at a higher risk of being revictimized later in life. They may be more vulnerable to becoming victims of sexual, physical, or emotional abuse again, perpetuating a cycle of victimization.

Understanding these wide-ranging consequences emphasizes the urgent need for effective prevention, intervention, and support systems for victims and survivors of child sexual abuse. It underscores the importance of trauma-informed care, therapy, and community resources to help individuals heal and rebuild their lives.

### Physical, Psychosomatic, and Cognitive Indicators of CSA -

#### Physical indicators:

- Scars and external lesions
- Difficulties in walking or sitting in some cases
- Irritation or internal lesions in sex organs and the region around them
- Infections in the sex organs and the region around them
- Sexually transmitted diseases (STDs)
- Pregnancy in adolescence

#### Psychosomatic indicators

- Chronic pain or other psychosomatic disorders
- Sleep problems
- Eating disorders
- Elimination disorders
- Emotional indicators
- Guilt and shame
- Anxiety, fear and excessive worrying
- Avoidance of certain places, people or situations
- Depression and low self-esteem:
- Anger, rage and aggression:
- Submission
- Problems with emotional control

#### Cognitive indicators

- Delay in cognitive development:
- Attention deficit
- Low performance or even academic failure:
- Lack of curiosity



#### Behavioral Signs in Children:



- Regressive behaviour
- Difficulties in self-soothing and self-regulation
- Problems with impulse control and difficulties with norms
- Aggressive behaviour
- Drug and alcohol use and abuse
- Self-harming and suicidal behaviours
- Lack of problems at all – the “invisible” child or adolescent
- Inappropriate sexual behaviour.

# CHAPTER - 5

## HANDLING DISCLOSURES

Many caregivers and some professionals may still be in the dark about how to respond to a child’s disclosure of being sexually abused. A child’s disclosure of sexual abuse is daunting. As a teacher, try and remain calm. Don’t “overquestion” the child, demand details, minimize information, overreact to the disclosure, criticize, or place blame on the child. Listen to the child and respect his or her privacy. Support the child and his or her decision to disclose the sexual abuse, no matter what the child says. Express support because a child needs to know he or she has done nothing wrong, that the situation was the offender’s fault, not the child’s. Responding to a child who discloses sexual abuse requires sensitivity, compassion, and adherence to established protocols to ensure their safety and well-being. Here are a few don’ts and do’s while responding to disclosures:

 DO's	DONT's 
<p><b>Believe the child or adolescent and make sure they know that you believe them.</b></p> <p>Perpetrators manipulate their victims into thinking that nobody is going to believe them if they tell about the abuse, so you must make it clear from the beginning that you take what they are saying seriously.</p> <p>For example, “I believe you. Thank you for trusting me and telling me the truth. You’re being very brave and you’re doing the right thing. I am sorry this has happened to you.”</p>	<p><b>Doubt the abuse or deny it</b></p> <p>Avoid “Are you sure it was like that? Maybe it was a misunderstanding” or “What you are telling me can’t be possible – you are making it up.”</p>
<p><b>Insist on the responsibility of the perpetrator</b></p> <p>Victims of child sexual abuse experience a lot of guilt and shame. Therefore, we must insist that they are in no way to be blamed for the abuse.</p> <p>For example, “It’s not your fault. If somebody does something to you that makes you feel bad, you are not to blame. No one makes other people treat them badly or hurt them. That person knew they were doing something harmful or wrong. You have nothing to be ashamed of.”</p>	<p><b>Blame the child or adolescent for the abuse</b></p> <p>Avoid “Why did you let them do that to you? Why didn’t you leave? Why didn’t you say no? Why haven’t you talked about this earlier?”</p>
<p><b>Keep calm</b></p> <p>The child or adolescent may break down emotionally when disclosing sexual abuse, and they need the trusted adult to stay calm and to reassure them. For example, “Of course, it has been very tough and I am here listening to you and supporting you. You can talk to me if you like. Is there anything else you want to tell me?”</p>	<p><b>React with alarm and express distress</b></p> <p>A situation of disclosure is very complex for a child or adolescent, and for them to have to reassure the trusted adult as well is out of place. Adults should find their own space and people with whom to come to terms with their own feelings, but they should not do so with the child or adolescent.</p>

 DO's	 DONT'S
<p><b>Direct attention to a possible solution, a way out</b></p> <p>The child or adolescent who is disclosing a situation of abuse needs emotional containment during the first few minutes, but also a positive and realistic response to the situation. Each intervention will be different depending on the case, but it should be explained to the child or adolescent what they are going to do next and what the trusted adult will do so that they can regain control over their life and be safe.</p> <p>For example, “You have been very brave to tell me and we are going to work to make sure this does not happen again. I think we now need to talk to A and to B [family members or support people]. You have a rest, and then we can try X or Z [immediate protection measures to stop the abuse from occurring again, and intervention measures, i.e. putting the protection system into place]. What do you think?”</p>	<p><b>Focus only on the child’s or adolescent’s new status as a victim</b></p> <p>The child or adolescent is a whole person to whom something terrible has happened, but there are many other things in their lives that balance the negative experience of the abuse, including playing sports. Having suffered sexual abuse, they have been subjected to very unpleasant body experiences, which is why physical contact should not be avoided but rather they should be given caresses, hugs and kisses as needed, on their own terms.</p>
	<p><b>Overprotection of the child or adolescent and limitation of their usual activities</b></p> <p>It is normal to be cautious at first, but the child or adolescent needs to recover their confidence in their own abilities and in others. They should not be exposed to new dangers, but their normal life should not be restricted either.</p>
	<p><b>Promise something that cannot be done</b></p> <p>Before a disclosure, be properly prepared so that you do not commit yourself to something that cannot be done. The child or adolescent has already suffered greatly in their ability to trust others, so you must not create false expectations. You should avoid sentences such as “We are going to fix this” or “Everything is going to be okay”, because these things are beyond the actual control of the adult (sometimes things are not fixed or they do not end up okay). Commitments must be clear and realistic, for example, “I’m going to stay with you until we talk to your family” or “A, B and I will be available whenever you want to talk some more, okay?”</p>



## CHAPTER - 6

# UNDERSTANDING RISK AND VULNERABILITY TO PERSONAL SAFETY

## AND

# SAFETY STRUCTURES INCLUDING LEGAL SAFEGUARDS

## Understanding Risk & Vulnerability and Personal Safety

### Risks and Vulnerabilities

#### RISKS

- Risk are an inherent part of our life.
- Risks have the potential to create significant harm and even death or disability in the worst case, or if not be a threat to the child's development and wellbeing.
- Avoiding, Managing and Reducing risks are also an integral part of our life.
- As teachers working in direct contact children, our capacity is measured by how effectively we are able to manage and reduce risks.

#### VULNERABILITY

- Vulnerability are the characteristics or circumstances that an individual has or is in, and which can make out that they are susceptible to harm, whereas RISK is related to the nature of the harm itself and the likelihood that the risk will manifest.
- For example, fire from a burning wood per se is vulnerability, but 'getting burnt' from that fire is a 'risk'.
- A child with disabilities may be very vulnerable to abuse but if they have loving and family and a good support network, they may be at low risk.
- A child who lives with their family and goes to school may be considered to be not so vulnerable, but if their father drinks and is violent then the child may be at high risk of abuse and negligence.

## Vulnerability Factors

### PHYSICAL & INFRASTRUCTURE

Child: Physical, Behavioural and Emotional characteristics of the child

For example, A child who is emotionally needy could be an easy target for sexual offenders. Another example would be a child with moderate to severe learning disabilities which makes them vulnerable to physical and emotional abuse and in some cases, sexual abuse as well.

#### **Other vulnerability factors related to the child**

- Being either under four years old or an adolescent
- Being unwanted, or failing to fulfil the expectations of parents
- Having special needs, crying persistently or having physical features that are different from others.
- Behaviour problems making him/her prone to being ridiculed, rejected or abused
- Child perceived to be difficult by others including other children
- Evidence of sexually inappropriate behaviour
- Low self-esteem
- Self-harm tendencies
- Disability
- Lacking friends or unable to mix with peers
- Not attending school or training

### COMMUNITY AND SOCIETY

- Gender and social inequality and biases
- Lack of adequate housing or services to support families and institutions
- High levels of unemployment or poverty
- Easy availability of alcohol and drugs
- Social and cultural norms that promote or glorify violence towards others, support the use of corporal punishment, demand rigid gender roles, or diminish the status of the child in parent-child relationships
- Social, economic, health and education policies that lead to poor living standards, or to socioeconomic inequality or instability
- Inadequate policies and programmes to prevent child maltreatment, child pornography, child prostitution (more correctly referred to as commercial sexual exploitation of children) and child labour
- Bullying and discrimination in schools
- Community harassment and exploitation,
- Insecure political climate leading displacement migration and insecurity.
- Weak legal system for child protection

### FAMILY

- Environment at home – family disputes, bad marital relationships, violent separations, domestic violence
- Resources- able to provide regular healthy meals, poverty, unemployment, lack of housing (street living or wandering/nomadic families), able to access medical care
- Difficulty bonding with a new born
- Not nurturing the child
- Child care practices, related health and hygiene, discipline and expectations
- Having been maltreated themselves as a child hence struggling with unresolved issues
- Seasonal and/or regular migration leaving children behind or taking them along in which case they miss out on education
- Lacking awareness of child development or having unrealistic expectations
- Being involved in criminal activity
- Poor maternal health, family members suffering from chronic illnesses and contagious diseases or mental health problems
- Substance abuse
- Being isolated in the community or lacking a support network
- Belonging to marginalised section/community

# Child Protection System in India



Exercise

# Child Protection Support Services

## Participatory Exercises

Participants can be asked to identify services, institutions, individuals and organizations that responds to Child Sexual Abuse cases (both for Response as well as Prevention). Below format can be shared among participants to facilitate the group discussion.

Sl. No	Name of the Institution, Service, Individual, Organization (who respond and also takes preventive measures in cases related to Child Sexual Abuse)	What do they do (Response or Prevention), please elaborate it a bit.
1		
2		
3		
4		
5		
6		
7		
8		
8		
9		
10		

### Summing up by the Facilitator

The Facilitator sums up the discussion with specific information about contacts (public services, organizations, websites and telephones) to be used for the referral of cases. Such as - 1098, 112, 181, about DCPU, CMPO, POCSO Court, SLSA, NIMHANS, NGOs working on the issue of CSA, etc.

Exercise

## Protective Factors at Different Levels

### Participatory Exercises

- 1.Role-Playing Scenarios:** Create role-playing scenarios where participants act out different roles within a community, family, or individual setting. Each scenario can highlight a potential risk of child sexual abuse and prompt participants to discuss and implement protective measures in their roles.
- 2.Brainstorming Sessions:** Divide participants into small groups and provide them with flip charts or whiteboards. Ask each group to brainstorm and list as many protective factors as they can think of at the community, family, and individual levels. After a set time, have each group present their ideas to the larger group for discussion and feedback.

Community Level Protective Factors	Family Level Protective Factors	Individual Level Protective Factors

### Summing up by Facilitator

Presentation by participants should highlight following aspects as all levels -

Comananity Protective Factors	Family Protective Factors	Individual Child Protective Factors
<ul style="list-style-type: none"> <li>Positive role model</li> <li>Shared responsibility for all children</li> <li>Sense of volunteerism</li> <li>Positive alternatives</li> <li>Education (Schools)</li> <li>Healing rituals / ceremonies</li> <li>Safe spaces to play</li> <li>Existence and implementation of laws that protect children (duties and responsibilities at all levels)</li> <li>Physical assets (access to water, land)</li> <li>Sense of collective belonging</li> <li>Social network (youth club, Women’s clubs, child groups</li> <li>Connectedness and communication (both inside and outside)</li> <li>Sharing inter family</li> </ul>	<ul style="list-style-type: none"> <li>Family unity (supportive, peaceful, love, care)</li> <li>Educated family (both mother and father - especially mother)</li> <li>Supportive extended family</li> <li>Economic security</li> <li>Positive beliefs</li> <li>Unconditional love / acceptance</li> <li>Sibling age and equality</li> <li>Positive social standing</li> <li>Basic needs met (health, food, etc.)</li> <li>Positive family heritage</li> </ul>	<ul style="list-style-type: none"> <li>Optimistic</li> <li>Positive aspiration / passion</li> <li>Feel respected / appreciated / accepted</li> <li>Positive role / responsibility</li> <li>Positive self-esteem / confidence</li> <li>Resilience</li> <li>Education</li> <li>Talent (dance, song)</li> <li>Positive experience of love and care</li> <li>Team work</li> <li>Basic needs being met (good health, access to food, shelter, etc.)</li> </ul>



## Child Related Laws in India



Juvenile Justice Act 2015

Protection of Children from Sexual Offences Act 2012

Prohibition of Child Marriage Act 2006

Immoral Trafficking Prevention Act 1986

Right to Education Act 2009

Commission for Protection of Child Rights Act 2005

Child and Adolescents Labor (Prohibition and Regulations) Act 1986 ( amendment 2016)

## Legal Safeguards

### Protection of Children from Sexual Offences Act, 2012 (POCSO)



#### Key Features

- The POCSO Act is gender neutral. Both boys and girls can be victims/survivors of rape and/ or sexual assault under the POCSO Act.
- The definition of sexual offences is broad and not restricted to rape, which is limited to penetration of the penis into the vagina.
- The Act protects children from offences of sexual assault, sexual harassment, and pornography- for example, Penetration by object touching with sexual intent, or showing pornography to the child.
- The POCSO Act ensures effective access to justice. The Act provides for the establishment of special procedures for reporting of cases, special, procedures for recording statement of the child victim, and Special Courts for the trial of such offences.

#### Who can Complain

- The Act provides for mandatory reporting. Any person (including the child) who has apprehension that an offence is likely to be committed, or has knowledge that an offence is likely to be committed, or has knowledge that an offence has been committed shall complain to the Special Juvenile Police Unit or the local police.
- In case any personnel of the media or hotel or lodge or hospital or club or studio or photographic facilities comes across any child pornography (through any medium), shall provide such information to the Special juvenile Police Unit or the local police.
- False complaints with the intention to humiliate, extort, or threaten or defame someone punishable under the Act. However, a person who provides information about the occurrence of a sexual offence in good faith will not incur any liability.

#### Kinds of Child Sexual Abuse

- Under the Act, sexual offences are divided into two, specifically **(i) Penetrative (ii) Non penetrative sexual offences**
- Penetrative is defined as penetration of the penis into any orifice of the child's body, insertion of an object into the vagina, urethra, or anus of the child, manipulating the body of the child so as to cause penetration into the vagina, urethra or anus, and applying the mouth to the vagina, penis anus or urethra of the child. In all these cases, making a child do the same with himself / herself or another person is also an offence.
- Non penetrative sexual offences are sexual assault, sexual harassment and using a child for pornographic purposes. Sexual assault involves any form of physical contact without penetration with a child with sexual intent. Sexual harassment does not include physical contact- it constitutes verbal acts, showing pornography to a child, constantly following or watching a child, threatening to use depiction of the child involved in a sexual Act, and enticing a child for pornographic purposes. Using a child in any form of media for the purpose of sexual gratification constitutes using a child for pornographic purposes.
- Under the act, certain acts of penetrative sexual assault are listed as, **aggravated and stricter punishment is accorded to these offences.**
- Aggravated penetrative sexual assault: For example, penetrative sexual assault by a police officer within the limits of the police station at which he is appointed, gang rape, or penetrative sexual assault leading to grievous hurt, or bodily harm and injury to the sexual organs of the child.

## Punishments for sexual offences perpetrated under the Act

- Penetrative sexual assault is punishable with imprisonment of either description for a term not less than seven years which may extend to imprisonment for life, and the perpetrators shall also be liable to fine (Section 4).
- Aggravated penetrative sexual assault is punishable with not less than ten years rigorous imprisonment which may extend to imprisonment for life, and the perpetrator shall also be liable to fine (Section 6).
- Sexual assault is punishable with imprisonment of either description for a term not less than three years, which may extend upto five years, and the perpetrator shall also be liable to fine (Section 8).
- Aggravated sexual assault is punishable with imprisonment of either description for a term which shall not be less than five years, but which may extent to seven years and the perpetrator shall also be liable to fine (section 10).
- Sexual harassment of a child is punishable with imprisonment of either description for a term which may extend to three years imprisonment of and the perpetrator shall also be liable to fine (section 12).
- Punishment for using a child for pornographic purposes is punishable with imprisonment of either description which may extend to five years and the perpetrator shall also be liable to fine, and in the event of a subsequent conviction with imprisonment of either description which may extend to seven years and also be liable to fine (section14).
- If the person commits penetrative sexual assault by directly participating in pornographic acts, he shall be punished with imprisonment of either description for terms which shall not be less than ten years, but which may extend to imprisonment for life, and shall also be liable to fine.
- If the person commits aggravated penetrative sexual assault by directly participating in pornographic acts, he shall be punished with rigorous imprisonment for life and shall also be liable to fine.
- If the person commits sexual assault by directly participating in pornographic acts he shall be punished with imprisonment of either description for a terms which shall not be less than six years, but which may extend to eight years, and shall also be liable to fine.
- If the person commit aggravated sexual assault by directly participating in pornographic acts, he shall be punished with imprisonment of either description for a term which shall not be less eight years, but which may extend to ten years, and shall also be liable to fine.
- Punishment for storage of pornographic purpose involving a child for commercial purposes is punishable with imprisonment of either description for a term which may extend to three years or with fine or with both (section 15)

Sl.	Offence	Punishment
1.	Penetrative Sexual Assault (sec 3)	Not less than seven years which may Extend to imprisonment for life, And fine (Sec-4)
2.	Aggravated Penetrative Sexual Assault (Sec-5)	Not less than ten years which may extend to imprisonment for life, and find (Sec-6)
3.	Sexual Assault (sec-7)	Not less than three years which may Extend to five years, and fine (sec-8)
4.	Aggravated Sexual Assault (section 9)	Not less than five years which may Extend to seven years, and fine (section 10)
5.	Sexual Harassment of the Child (Section 11)	Three years and fine (Section 12)
6.	Use of child for pornographic purposes (Section 13 )	Five years and fine and in the event of subsequent conviction, Seven years and fine (Section 14(1)

## Juvenile Justice (Care and Protection of Children) Act, 2015



### A Child in Need of Care and Protection

Under the Juvenile Justice (Care and Protection of Children) Act, 2015, provisions under sub section (viii), (ix) and (x) of Section 14 focus on identifying and protecting children who are vulnerable to various forms of exploitation and abuse, including sexual abuse and involvement in illegal activities like drug abuse or trafficking.

Sub-section (viii): Who has been or is being or is likely to be abused, tortured, or exploited for the purpose of sexual abuse or illegal acts: or

Sub-section (ix): who is found vulnerable and is likely to be or is being or is likely to be inducted into drug abuse or trafficking; or

Sub-section (x): who is being or is likely to be abused for unconscionable gains.

- These provisions aim to protect children who have been subjected to or are at risk of experiencing abuse, torture, or exploitation, particularly for purposes related to sexual abuse or engaging in illegal activities. It encompasses various forms of exploitation, including but not limited to sexual abuse.

### Constituting Child Welfare Committee (CWC)

The Child Welfare Committee (CWC) is a crucial body constituted under Section 27 of the Juvenile Justice (Care and Protection of Children) Act, 2015. Its primary function is to ensure the care, protection, and rehabilitation of children in need of care and protection, including those who are victims of abuse, neglect, or exploitation. Here's an overview of the Child Welfare Committee's composition and responsibilities:

**Composition:** The CWC is composed of a chairperson and four other members, all of whom are appointed by the State Government or Union Territory Administration. The members are typically individuals with expertise and experience in matters related to child welfare, such as child psychology, social work, law, or child rights advocacy.

**Functions and Responsibilities:**

- **Care and Protection:** The CWC is responsible for ensuring the care and protection of children in need of care and protection. This includes children who are abandoned, orphaned, abused, neglected, or exploited.
- **Inquiry and Assessment:** Upon receiving a report or complaint regarding a child in need of care and protection, the CWC conducts inquiries and assessments to determine the child's circumstances and needs.
- **Placement and Rehabilitation:** Based on its findings, the CWC decides on appropriate measures for the care, protection, and rehabilitation of the child. This may include placing the child in a shelter home, foster care, or adoption, as well as providing necessary support services.
- **Guardianship:** In cases where a child is found to be in need of a guardian, the CWC may appoint a suitable guardian or monitor the child's welfare if a guardian is already appointed.
- **Review and Monitoring:** The CWC monitors the implementation of its orders and decisions regarding the care and protection of children under its jurisdiction. It also conducts periodic reviews to assess the progress and well-being of the children under its care.
- **Child-Friendly Procedures:** The CWC is mandated to follow child-friendly procedures in its proceedings, ensuring that the child's best interests, dignity, and rights are protected at all times.

Overall, the Child Welfare Committee plays a vital role in safeguarding the rights and well-being of children in need of care and protection, providing them with a supportive and nurturing environment to thrive and grow.



## Section 75 of Juvenile Justice Act, 2015

India is a country that consists of various religions, castes, sects, and cultures. For any country to achieve developed status, it must focus on the growth and development of its children. It is a well-known fact that the Indian government always tries to uplift children by promoting their growth and development through the implementation of various schemes and projects. Despite adopting several measures to promote their growth, there are certain factors that affect it, with cruelty being one of them. Cruelty is prevalent in the country and affects not only children but also individuals of other age groups. Nowadays, many cases of abuse and cruelty against children are being reported on a daily basis, and the data is pretty shocking. It has taken many forms, ranging from bodily injury to sexual, physical, and mental abuse.

Section 75 of the Juvenile Justice Act, 2015, deals with the punishment for cruelty to a child. It states that if a person who has actual control or charge of a child assaults, abandons, neglects him wilfully, abuses him, or exposes him, causing mental or physical illness to that child, the person shall be punishable with imprisonment for a term which may extend to three years and also with a fine of one lakh rupees or with both. The first proviso to this section states that if a child is abandoned by the biological parents in some unforeseen circumstances or due to reasons that are out of their control, then it shall be presumed that such abandonment is not willful, and the provisions of this Act shall not apply in such cases.

The second proviso to this section provides for the offence of assaulting, abandoning, neglecting, or abusing the child by a person employed by an organisation entrusted with the protection and care of the child. As per this section, he shall be punished with a rigorous imprisonment that may extend up to five years and a fine that may extend up to five lakh rupees.

The third proviso to this section lays down that if, due to such cruelty committed against the child, he has become physically disabled, mentally incapable, or rendered mentally ill to perform regular tasks, or has a risk to life, such person shall be punishable with rigorous imprisonment for not less than three years, which may also extend to ten years, and he shall also be liable to a fine of five lakh rupees.

## What is cruelty

Cruelty involves the infliction of cruel, brutal, harsh, and extremely ferocious treatment upon a person. It entails administering unwarranted mental, physical, or emotional pain to a person. In Russell v. Russell (1997), the word 'cruelty' was defined as conduct that poses danger to health or life and causes harm to the body or mental state of a person. The element of apprehension is of utmost importance in this definition, and without the presence of apprehension, the act would not amount to cruelty. This definition, established in the 19th century, widely covers both physical as well as mental cruelty.

Children are considered the most vulnerable section of society, and even after numerous schemes and projects aimed at uplifting children, they are still subjected to cruelty and other heinous crimes. Cruelty to children refers to the act of causing negligence towards a child, physical harm to his body, or any other harm that may endanger their life and lead to psycho-social impacts on his or her health.



## Right of Children to Free and Compulsory Education Act, 2009



### Section 17: Prohibits any child being subjected to physical punishment or mental harassment.

Right to Education, which is a fundamental right under Article 21A. Section 17 (1) of the Right of Children to Free and Compulsory Education Act, 2009 expressly bans subjecting a child to mental harassment or physical punishment.

Banning physical and mental punishment in educational institutions not only promotes a safer and more nurturing environment for students but also serves as a crucial safeguard against potential sexual abuse. When physical and mental punishment are allowed, it creates a culture of fear and silence, making it easier for perpetrators to manipulate and exploit vulnerable children. By eliminating these forms of punishment, schools establish a culture of open communication and trust, empowering children to speak up about any inappropriate behavior they may experience or witness. This proactive approach not only protects children from direct harm but also helps to create an environment where educators are more vigilant and responsive to signs of abuse, thus reducing the likelihood of sexual misconduct going unnoticed or unreported.

### Section 6: Provision to provide all children access to elementary education.

While Section 6 of the Right to Education (RTE) Act primarily focuses on ensuring access to elementary education by mandating the provision of schooling facilities within reasonable reach of all children, it indirectly contributes to safeguarding children from possible physical harm or sexual abuse. Here's how -

**Reducing Vulnerability:** By ensuring that schools are located within or near children's habitations, the RTE Act helps reduce children's vulnerability to various risks they may encounter while traveling long distances to attend school. Children commuting long distances are more exposed to hazards such as traffic accidents, abduction, or encounters with strangers, which could potentially lead to physical harm or exploitation.

**Safe Learning Environment:** Schools located within the neighborhood provide a safer learning environment for children, as they are often familiar with the surroundings and are more likely to be supervised by parents or community members. This familiarity and proximity contribute to creating a sense of security for children, reducing the likelihood of them being subjected to physical harm or sexual abuse while traveling to or from school.

**Community Engagement:** The provision for schools within the neighborhood also encourages community engagement and vigilance in ensuring the safety of children. Parents, teachers, and community members are more likely to collaborate in monitoring and safeguarding children when schools are situated nearby, fostering a protective environment that deters potential perpetrators of abuse.

While Section 6 of the RTE Act does not explicitly address physical harm or sexual abuse, its emphasis on providing schooling facilities within the neighborhood indirectly contributes to creating a safer environment for children, thus aligning with broader efforts to protect their well-being and safety.

## CHAPTER - 7

# PERSONAL SAFETY LESSON

## Personal Safety Lesson

Child abuse and neglect, a problem of growing concern, is a violation of children's human rights and an obstacle to their education and development. Educators have a special role in combating child abuse.

The Grade 6-12 Child Protection curriculum is designed to be flexible and adaptable. It is a framework but may be modified to meet the needs of the school and student body. We understand that schools have diverse student populations. However, the basic tenets of child protection and safety are applicable elsewhere.

**Your school has the ability to decide where this curriculum fits into your overall program. Some suggestions include:**

- Advisory
- Tutorial Time
- Homeroom
- Physical, Social, & Health Education (PSHE)
- Physical Education
- Health
- Science

**The curriculum may be delivered by:**

- Classroom/Advisory/Homeroom Teacher
- School Counsellor
- School Nurse

**The curriculum may also take on these forms.**

- Stand-alone course
- Weekend retreat/after school workshop setting for students and parents
- Use in advisory programs or to be supplemented in advisory programs

**The curriculum has four main concepts:**

1. **IDENTIFY**! Students will learn how to identify safe and unsafe situations
2. **ACCESS**! Students will learn how to access support structures
3. **ACT**! Students will learn how to act to stay safe
4. **VALUE**! Students will learn how value themselves and others

The four curriculum concepts are divided into the following parts:

1. Notes to the Teacher
2. Skills
3. Vocabulary
4. Suggested Engagements

This curriculum is designed to meet the range of developmental needs and is vertically aligned. We encourage your school (child protection, student service, and/or curriculum teams) to review the curriculum in its entirety in order to ensure implementation of a comprehensive child protection program at your school

Culture plays a large role in how people discuss and define personal safety and abuse. Personal space and acceptable behaviours vary across the globe. Students in the international school setting bring many different cultural perspectives to the class discussion. However, culture should never be used to excuse inappropriate behaviour. Students should feel confident relying on a "gut feeling" if they are unsure if a touch or situation is appropriate or inappropriate. They are the ones who ultimately decide what is appropriate or inappropriate, safe or unsafe. As educators, you are uniquely positioned to be present if students need help and help them learn how to advocate for and protect themselves.

The 4 core concepts of the secondary curriculum remain the same in each grade: identify, Access, Act, and Value. Teaching- and re-teaching these essential learning objectives is key to student learning. Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	<b>IDENTIFY!</b> Safe & Unsafe Situations	<b>ACCESS!</b> Trusted Persons	<b>ACT!</b> To Stay Safe	<b>VALUE!</b> Self & Community
Grades 7-8	<b>IDENTIFY!</b> Safe & Unsafe Situations	<b>ACCESS!</b> Support Structures	<b>ACT!</b> To Stay Safe	<b>VALUE!</b> Self & Others
Grades 9-10	<b>IDENTIFY!</b> Safe & Unsafe Situations	<b>ACCESS!</b> Trusted Persons	<b>ACT!</b> To Stay Safe	<b>VALUE!</b> Self & Community
Grades 11-12	<b>IDENTIFY!</b> Safe & Unsafe Situations	<b>ACCESS!</b> Support Structures	<b>ACT!</b> To Stay Safe	<b>VALUE!</b> Self & Others

## Grade Six

The focus of the grade 6 lessons is to reinforce concepts and skills about child safety learned in previous grade levels. Student are taught skills designed to help them move from concrete concepts of right and wrong to determining concepts of safe and unsafe, appropriate and inappropriate for themselves.

### Preparation:

#### 1. Parent Letter

A letter of introduction should be sent out to all parents 1-2 weeks before beginning the training. This letter should briefly explain the purpose and outline of the training.

A parent meeting to describe the purpose and content of the session outline helps introduce the topic to many communities. This event would be held before the training begins.

#### 2. Classroom Agreements

- After briefly introducing the topic, take 15 minutes as a class to agree on a list of 5-l agreements for class discussion.
- Suggestions include:
- Fight to Past
- No Names
- Respect
- Confidentiality

#### 3. Confidentiality Explanation

Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our responsibility as teachers to do whatever is necessary to get help.

### Concept 1: IDENTIFY! Safe and Unsafe Situations

#### Notes to the Teacher Key understandings for students and instructional suggestions

Safe situations are ones where students feel secure

- Someone is watching out for them
- They will not be harmed
- They don't feel alone

Unsafe situations are ones where students do not feel secure

- They feel unhappy and worried
- They might be hurt or injured
- They feel alone
- Can be physical, emotional, sexual, or neglect.

## Sample Parent Letter

Dear Parents,

(Name of school) is participating in the Samagra Shiksha, Assam Child Protection Program. The SSA Child Protection Program is a student focussed initiative designed especially for the school students.

This program will include age-appropriate information about personal safety as well as physical, emotional, and sexual abuse and neglect for all students from Grades 6-12. These sessions are a core element of (name of school) plan to protect the right each and every student in our community to be safe.

These sessions will be led by (name of instructor(s)) and will be held over the next (#) weeks. In each grade, the following key concepts and skills will be addressed

1. IDENTIFY!-Students will learn how to identify safe and unsafe situations.
2. ACCESS!-Students will learn how to access support structures.
3. ACT!-Students will learn how to act to stay safe.
4. VALUE! Students will learn how to value themselves and others.

Your child will receive a range of exercises to be completed with you at home. Children are more likely to use safety rules when they have multiple opportunities to practice and talk about the topic with their parents and family. You play an essential role in helping your child know how to stay safe!

We will be having a Parent Teacher Meeting on (day, date, and time). At this time, you will have the opportunity to learn more about the program, view the curriculum materials, and ask questions.

For more information, please contact (insert name and email address of the nodal teacher)

Sincerely

(Child Protection Team, Student Service Team, etc.)



The digital realm can also be an unsafe environment (cyberbullying).

It's good to find SAFE situations, STUDENTS get to decide if a situation is safe or unsafe.

- One out of four females and one out of six males under the age of eighteen deal with the problem of unwanted and Inappropriate touch (based on United States research-look for research in your school's host country).
- Touching one another is one way we can comfort and care for one another. Some types of touch that parents, family members, and friends give that show caring are:
  - Hugging
  - Patting someone on the back for encouragement or to congratulate them
  - Putting your arm around someone to comfort him/her
- Some examples of touching that may be inappropriate are:
  - Hugging too hard
  - Pinching or tickling too much
  - Caressing someone's body who doesn't want to be touched in that way
  - Touching a person's private body parts the parts that are covered by a swimsuit
  - Asking or forcing someone to touch their private body parts
- Some tips for students to help a friend who faces this situation.
  - Do not ignore feelings of discomfort. Trust your feelings and tell someone.
  - Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive, If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
  - Ask for help from a trusted person

**Skills:** Students will:

Identify 5 characteristics of a safe environment in their lives.

Identify 5 characteristics of an unsafe environment in their lives. Describe from their perspective, the concept of a "gut feeling."

Articulate 3 differences between appropriate and inappropriate touch

**Vocabulary:** neglect, emotional abuse, physical abuse, sexual abuse, safe, unsafe, touch, appropriate, inappropriate

**Suggested Engagements:**

**1. Group Discussion:** As a group, consider the following questions:

a. Who learned about good touch and bad (safe-unsafe) touch in elementary school? What did you learn? Who taught you about staying safe? Did anyone?

b. Why is it important to learn about staying safe?

**2. Small Group Activity:** Divide class into three groups. Home, School, Other. Each group writes a scenario describing 2 unsafe and 2 safe situations specific to their lives (Le saing local hangouts, landmarks, and popular activities). Provide example and definition of "scenario" if necessary. During follow-up class discussion, draw attention to places where culture, language, and experience make students' perspective of "safe" different or the same.

**3. Worksheet:** Divide your class into small groups. Distribute the Student Worksheet, What Would You Do? Tell the students:

a. I will assign each small group two situations from the worksheet, in your small group, discuss your assigned situations and determine what the person in the situation could do to stay safe. In five minutes, we will share our ideas.

b. Assign each small group two situations from the worksheet.

c. When the groups have finished, discuss each situation separately. Begin by asking the groups assigned to the first situation to share their ideas. Ask each group's spokesperson to share one idea for the first situation. Rotate from group to group until all the ideas have been shared. Repeat the procedure for each situation.

d. State: It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.

**4. Poster Design:** What does "safe" look like? Students work alone or in groups to design a poster depicting one characteristic of what "safe" means to them.

**5. Group Discussion:** What is a "gut feeling" or "that little voice in the back of your mind?" How do you listen to this voice?

**6. Home Connection:** Students discuss with their parents, trusted person, and/or guardians the concept of the "gut feeling. How do you know? What are some tips for learning how to listen to this feeling in order to stay safe? They report back on a class blog, journal, or group discussion the next class period.

**What Would You Do?**

## Exercise

## What Would you Do?

### What Would You Do?

#### Situation #1:

Ananya and two of her friends are going to the mall. They have been to the mall lots of times, but always with their parents or older brothers and sisters. This time their parents gave permission for them to go alone. What can they do to stay safe?

#### Situation #2:

You and a friend are going to a football game at the friend's school. Your friend's parents planned to drop you off and pick you up after the game. What can you do to stay safe?

#### Situation #3:

You and a friend just saw the best movie. Your older brother is supposed to pick you up at the front of the movie theater at 9:30 pm, it's 9:45 pm now. There isn't a late show, and most of the cars are gone from the parking lot. What can you do to stay safe?

#### Situation #4:

You want to go hiking on a nature trail. The trail you want to explore is very isolated. What can you do to stay safe?

#### Situation #5:

You and friend are going to the basketball court down the street. You love to watch the older kids play ball. When you get there, you see two groups of kids arguing. They are really angry. What should you do to stay safe?

#### Situation #6:

Bhaskar and his friends are going to the park. It is about one kilometer from his house. When they get there they notice that a group of older boys are sitting at picnic table smoking cigarettes. They are talking loudly. As Bhaskar and his friends start to play ball, the group of boys at the table begins to watch them. Bhaskar is getting uncomfortable. Soon the older boys get up and start to walk toward Bhaskar and his friends. What can they do to stay safe?

## Concept 2: ACCESS! Trusted Persons

**Notes to the Teacher:** Key understandings for students and instructional suggestions:

- Every child is entitled to a trusted person and to be heard.
- "Trusted persons" can be different for each child.
- It is important for each student to be able to identify and access those trusted persons.
- Access can be defined in many different ways-face-to-face, SMS, Skype, etc. Modes of access will be different for each student and trusted person. The conversation should highlight the challenges and benefits to living in the international setting when it comes to accessing thinted persons,
- There is no good or bad time to access the support network, Ideally, students should tell someone about a dangerous situation as soon as possible, but if they have waited, it's never too late to tell.

**Skills:** The students will

- Identify 2-3 people at home and in their community who can help if they are or feel unsafe
- Describe 3 modes of accessing their trusted persons)
- Articulate the importance of identifying trusted persons for themselves and their family and situation

**Vocabulary:** support system, trusted person, access, services, identify

**Suggested Engagements:**

**1. Individual Activity:** Map of Access Conder providing students with a blank "satellite" dructure, with the student in the center Branching out the student must identify 2.3 "trusted person

**Share as a group (names not necessary) whom these "trusted persons represent".** Note that everyone's trusted person will be different. Highlight characteristics of a "trusted person" that students share:

- Someone who is a friend of the school nurse, teacher, guard, councillor
- Someone who knows your family and friends
- Someone you know many things about
- Someone who can help because they know what to do
- Someone who will believe, and not judge
- Someone who will take me seriously

**Discuss:** HOW students access each of these people. Highlight the many modes of communication SMS, cell phone, face-to-face, Zoom Call, etc. Emphasize that your trusted person doesn't necessarily have to be geographically close, but does need to give help if needed

**2. Student Worksheet:** "What Would You Do" (Woksheet) Assign each small group two situations on the worksheet. When the groups have finished discussing each situation separately. Begin by asking the groups assigned to the first situation to share theirs. Ask each other group's spokesperson to share one idea for the first situation. Rotate from group to group until all the ideas have been shared. Repeat the procedure for each situation.

**State:** it is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or or safe or if you are uncomfortable, leave the situation. Trust your feelings.

**Group Activity:** A ball is labeled with "problem situation". (i.e. "Friend tells you they are beaten at home") The students then take turns physically placing the "problem" in the "place/person" (i.e. labelled Basket) where students can get help.

Group Help and guidance is encouraged.

**Home Connection:** "Help is always available" - complete with family/trusted as homework assignment

Exercise

Help is Always Available

HOME and FAMILY

I can get help at home from  
Person:

How I would reach this person

SCHOOL

I can get help at home from  
Person:

How I would reach this person

FRIENDS

I can get help at home from  
Person:

How I would reach this person

COMMUNITY ORGANISATION

I can get help at home from  
Person:

How I would reach this person



## Concept 3: ACT! To Stay Safe

**Notes to the Teacher:** Key understandings for students and instructional suggestions

- It is essential to know how to remove yourself from an unsafe situation
- If you feel unsafe, you don't have to be polite!
- Never keep a secret about having felt unsafe. Keep telling until someone listens.
- **Grooming behavior** - the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. It's important to highlight these behaviours in your lesson, as teaching children to recognize this process can be an important step in prevention. The process often follows a pattern:
  - Targeting the victim.
  - Gaining the victim's trust.
  - Filling a need
  - Isolating the victim.
  - Sexualizing the relationship.
  - Maintaining control

There are three different ways that we might respond to pressure situations

**1. One way to handle pressure situations is to be passive.** A person who is passive might avoid a confrontation, give up a situation, or give in to another person. Passive means that you do not protect your rights so that someone else can get what they want

**2. A second way of handling pressure situations is by being aggressive.** This might involve attacking the other person, or reacting, or being obnoxious. Aggressive means that you violate someone else's rights in order to get what you want.

**3. The final and best way of handling these situations is by being assertive.** This involves standing up for your own rights and expressing yourself honestly, openly and responsibly. Assertive means to protect your rights without violating someone else's right

There are many reasons why people sometimes do not stand up for themselves or express their feelings. Some examples include

- Not wanting to create a scene
- Being afraid to look foolish
- Not wanting to offend the other person
- Not wanting to start an argument
- Rationalizing and saying it's not that important

**The benefits of being assert include:**

- Personal satisfaction
- Increased likelihood of getting the things you want
- Better feelings about yourself.
- Increased sense of control over your life.
- Decreased anxiety resulting from interpersonal conflict.
- Increased ability to exercise your own rights and not to be taken advantage of
- Respect from others.

## 5 Ways to Say "NO"

- Say a direct "no"
- Suggest another activity.
- Be a broken record
- Say why not by stating a fact or your feelings and opinion.
- Walk away

Keeping friends, having fun, and staying in control aren't always easy. However, if we are going to stay safe, knowing how to stand up to pressure is an essential skill

**Vocabulary:** refusal, assertiveness, communication, grooming behavior

**Skills:** The students will

- Articulate a personal plan to avoid abusive situations (New skills may include questioning confusing behaviour, seeking help from others, saying NO and other assertive responses and/or self-defense.)
- Demonstrate five methods for saying, "NO"
- Articulate why assertiveness is important in avoiding abusive situations
- Analyse past experiences and apply new skills for future learning

### Suggested Engagements:

**1. Group Discussion:** Divide students into groups. Have each group design a skit to illustrate one of the Five Ways to Say "NO" Share with the class.

**2. Journaling:** Encourage critical thinking by asking students to think about a situation where they could have used these techniques. Ask students to consider how they may have acted differently using a method of refusal. Students may voluntarily share a story with the group or this may be used as a journaling activity.

**3. Scenario Creation:** Students work together in groups to write 3-5 scenarios illustrating a difficult situation (can range from a generally unsafe situation-no seatbelt to a scenario dealing with sexual abuse)

**4. Literacy:** Read a story illustrating grooming behaviour and inappropriate touch (for example, "No More Secrets for Me" "Promise Not To Tell"), Lead class discussion highlighting grooming behaviour, using questions such as these:

- What did the abuser say in order to convince her to do what he wanted? (He made her feel as if her relationship with him was special; this is something no one else must know about; it is a secret between the two of them.)
- Do you think what happened to the girl was her fault? [No. Her stepfather is responsible for his behaviour.]
- What can be done to help a young girl/boy in a similar situation? (Seek out adult help such as a counsellor)
- What can a young girl/boy who is being touched inappropriately do to help themselves?

**5. Home Counseling:** Students discuss with their parents/trusted persons a family plan for staying safe. Students should ask their parents to describe their suggestions for how to get out of an unsafe situation. Student in turn, can describe the steps learned in class. Compare/Contrast as a discussion in the next class, as a journal, or on a class blog.

## Concept 4: VALUE! Self & Community

**Notes to the Teacher:** Key understandings for students and instructional suggestions

This lesson encourages the student to consider personal responsibility to themselves AND their wider community. These concepts should be reinforced throughout the discussions and projects

- You have a right to be kept safe.
- There is always support and someone to talk to
- You have a responsibility to your community to help each other know and practice ways of staying safe. Golden Rule
- If someone hurts you, it's not your fault

Some tips for students to help a friend who is struggling. This question can and should come up in discussion. Students are often concerned with what to do if they are asked to keep a secret about abuse.

- Do not ignore feelings of discomfort ("gut feeling"). Trust your feelings and tell someone
- Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive
- If inappropriate touch occurs, write down the date, time, situation, and exactly what happened
- Ask for help from a trusted person

**Skills:** Students will

- Synthesize previous lessons into a final project
- Verbalize ways to empower themselves and their communities on the topic of abuse prevention and safety
- Participate in an activity that communicates a skill or message about personal safety to others

**Vocabulary:** responsibility community, value, respect action

### Suggested Engagements:

In the last session, teachers are encouraged to help students synthesize learning concepts by working on project to communicate the lessons to the wider community. Some suggestions include

**1. Drama:** A group of 3-5 students creates a short skit illustrating IDENTIFY, ACCESS, or ACT! The skit can be presented to the class, or even at a school assembly.

**2. Teaching Younger Students:** A group of students writes a short lesson to teach a concept of personal safety (ie. Keep telling until someone listens.) to an elementary class. They can demonstrate the lesson for their peers and then teach the lesson to a group of younger students.

**3. School Community Advocacy:** Students work independently and then as a teacher-guided large group to create a draft statement/article to be included in a Middle School Handbook, student newspaper, or parent communication.

**4. School Community Advocacy:** Students could brainstorm a proposal for to Student Government using the concepts learned in class. This is a particularly strong activity if students have previously reported ways they would like the school environment to be improved

**5. Drama:** Students role play how to help a friend who discloses to a peer that they are in a difficult situation involving abuse. Be sure to include the scenario where the friend asks that the disclosure be kept a secret.

**7. Home Connection:** Parent letter summarizing main concepts can be sent to parents. Ongoing reassessment of personal safety plan-including family-approved trusted persons should be encouraged. Emphasis on parent role in keeping students safe and partnership with the school encouraged.

CHAPTER - 8

CREATING PROTECTIVE ENVIRONMENT  
IN SCHOOLS

Exercise

Stakeholder Identification

Brainstorming session: Ask participants to identify various stakeholders involved in addressing child sexual abuse. Stakeholders may include:

- Parents/guardians
- Teachers and school staff
- Police
- Healthcare professionals
- Community leaders and organizations
- Government agencies - Child Helpline, DCPU, CWC, etc.
- NGOs and advocacy groups

Exercise

Stakeholder Roles and Responsibilities

Divide participants into smaller groups (3-5 members per group).

- Assign each group a specific stakeholder (e.g., parents, teachers, police, child helpline).
- Provide scenarios or case studies related to child sexual abuse prevention and intervention.

Ask each group to discuss:

- The role and responsibilities of their assigned stakeholder in addressing the scenario.
- Strategies and actions their stakeholder can take to prevent and respond to child sexual abuse.

Following format may be used and encourage creativity and critical thinking in developing solutions.

Stakeholder	Strategy	Activities	Role of Schools
E.g. Parents / guardians	Empowering the parents/guardians about Safe, Unsafe and Confusing Touch during the Parent Teacher Meeting.	<ul style="list-style-type: none"> <li>• Sessions on safe, unsafe and confusing touch.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will organise capacity building sessions either by their own or by involving DCPU.</li> </ul>

# ADDITIONAL RESOURCES

## Theatre for Development and Positive Mental Health and Well Being

### Why Theatre?

Drama is, essentially, the study of how people understand, relate to and communicate ideas about an idea or an aspect of a world (animate or inanimate, real or imagined). For this reason, it really is one learning area with key concepts that can be explored using context from a seemingly “unrelated” learning area.

Theatre has for long been a powerful force for the exploration and transformation and transformation of perception, understanding and emotions. Thus, it is one of the most effective techniques used over the years for intrapersonal and interpersonal communication.

### Exercise - 15 Ice Breakers

#### Activity- Name and Action

Invite the participants to stand in a circle and ask the first participant to state their name followed by an action and as the circle progresses the participants have to state the names of the people before them and then follow with their name and an action. Eg: First participant- “Hi my name is Ruchira” (do the action of twirling on one foot), second participant- “Ruchira, my name is Laiba” (do the action of a disco dancer), third participant- “Ruchira, Laiba, my name is Kaustav” (do the action of golfing) and so on.

### Exercise - 16 Energizers

#### Activity- Rubber Chicken

All participants are asked to stand up and be comfortable (let go of their body). The facilitator then guides them through a series of instructions such as-

Raise your right hand and shake x 10

Raise your left hand and shake x 10

Raise your right leg and shake x 10

Raise your left leg and shake x 10

Now increase the pace and repeat the actions

Finally increase the pace to your maximum capacity and at the end of the actions throw your hands up, shake your head and shout out whatever you want.



## IMAGE THEATRE

Session Objective: To understand how image theatre enhances empathy, assertive communication and creative thinking.

### Exercise Sculpting

Divide the participants into groups of 5-6. Give each group a particular theme. The participants are asked to depict the themes with help of different images in a non-verbal manner.

The facilitator begins this exercise by sculpting a scene of his/her own (Eg. A busy street, railway station etc.), with the help of handful of participants and asks the remaining participants to guess what each person in the scene is doing and what the scene depicts as a whole. Then the facilitator explains that similarly, the groups formed have to depict a scene of their own.

The different themes can relate to the issues the participants have experienced in their lives.

The facilitator can start with easier imagery and then move on to slightly tougher issues.

#### Note for facilitator:

Some expected scenes

- Bullying
- Domestic Violence
- Suicide
- Depression
- Sexual Abuse
- Gender Discrimination
- Body Image Issues

*A variation to the exercise can be:*

The facilitator can start off by giving each group a different colour and ask them to sculpt a scene in order to show the rest of the group what colour they were assigned without using words.

Once the group is ready with the 'sculpture', the remaining participants are asked to guess the scene. When they successfully do so, the facilitator asks the rest of the group if anyone would like to go up and change any of the poses of the 'sculpture'. The participant who then desires to make a change must explain why he/she had done so.

### Exercise8 Pause and play

The second exercise takes sculpting to the next level. Here two people start a scenario by posing and when the facilitator shouts 'Play' they start a conversation relating to the poses they assumed, thereby almost putting up an improve skit. The facilitator can shout 'Pause' at any given time replacing one of the frozen students with another. The new student then starts a new scenario in which the other student has to follow along with until the facilitator calls 'Pause' again. The scene can be extended to include 3 or more players as well.

#### Note for facilitator:

Image theatre is a flexible tool for exploring issues, attitudes and emotions both with groups who are confident with drama and those with little or no experience. No one has lines to learn or has to 'act' in front of others. Imaging can enable students to explore their own feelings and experiences in a less forbidding way than that offered by improvisational techniques.

## Comic Book on Safe Touch and Unsafe Touch



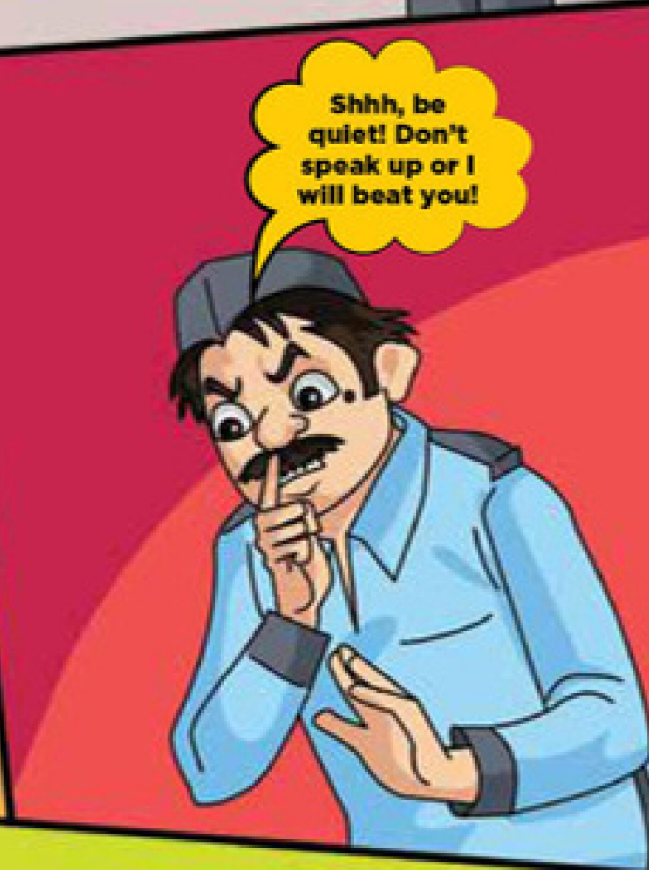
unicef   
for every child




**SHOUT  
OUT LOUD**














Puchki! Why are you so quiet today?



What's wrong Puchki dear! I know something is troubling you. You can share it with me. Don't worry, nobody will scold you! And I will not share it with any of your friends! Tell me what happened



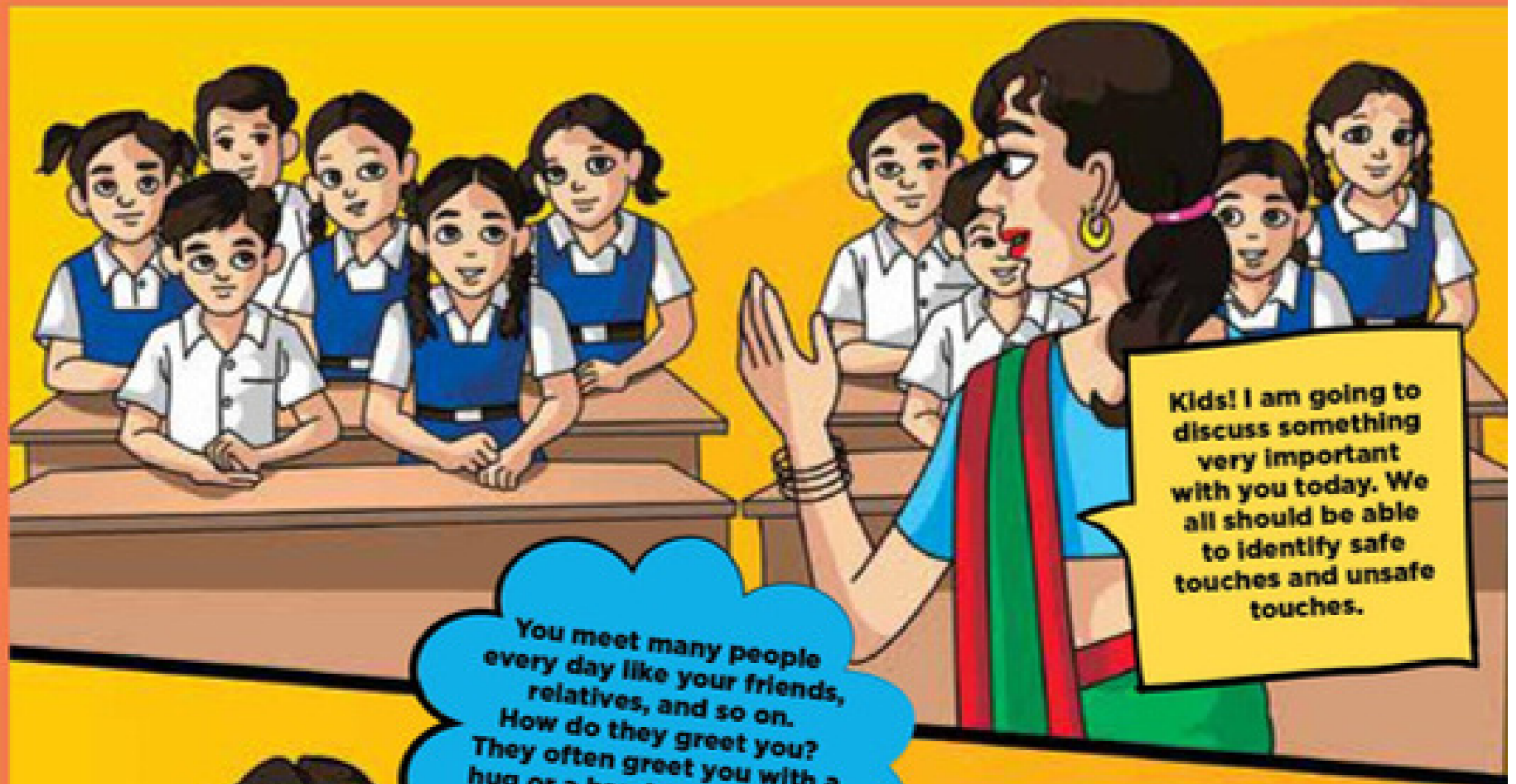
Ma'am I went to the washroom in the games period. Alok uncle was there too. He tried to take off my panty saying that he will help me for toilet. I told him I can manage, but he forced. He has also threatened me not to tell anybody!



Oh Puchki! I am so sorry he behaved with you this way! It is not your fault. You are a very brave girl that you could speak out! You need not be scared of Alok! He will not be able to do anything to you! He will be punished for his bad acts.





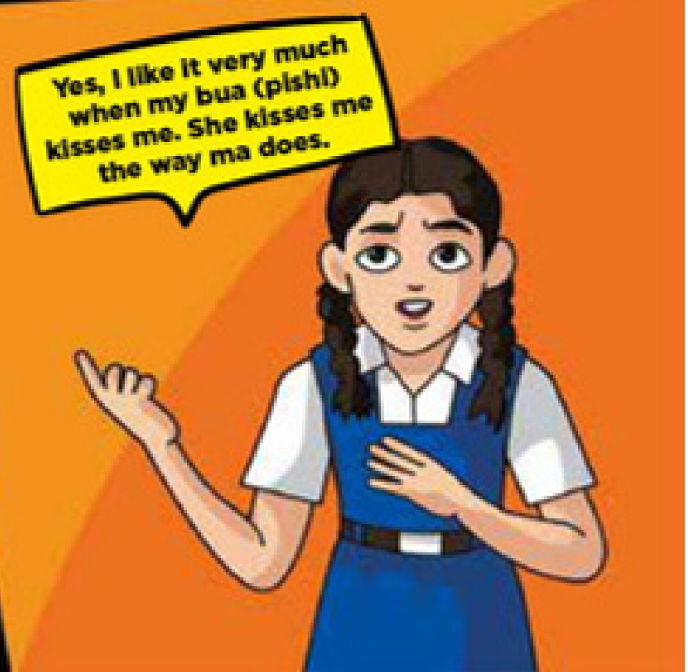


Kids! I am going to discuss something very important with you today. We all should be able to identify safe touches and unsafe touches.

You meet many people every day like your friends, relatives, and so on. How do they greet you? They often greet you with a hug or a handshake, kiss on the cheeks. Isn't it?



Do you like it?



Yes, I like it very much when my bua (plsh!) kisses me. She kisses me the way ma does.

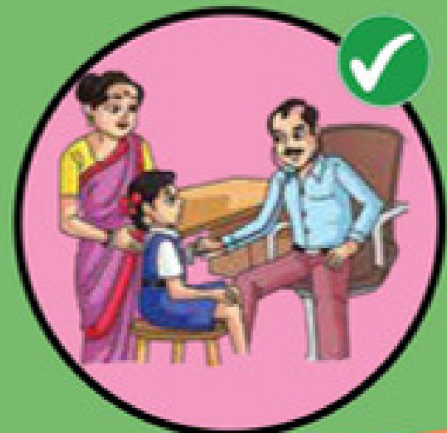


Yes Ranu, they do this to show that they care about you and love you without hurting you. Such kind of touches are safe touches. They make us feel happy and comfortable.

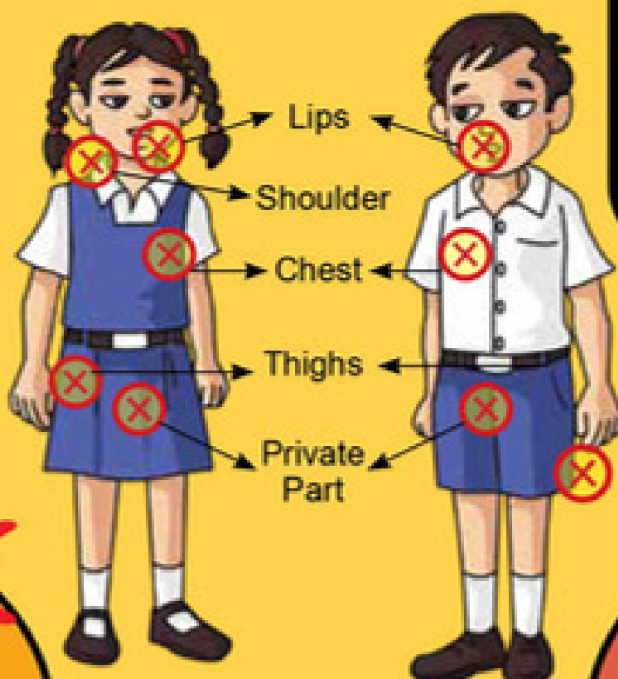
On the other hand, some people may do scary things. Do you ever feel bad when some person touches you?



Yes ma'am, sometimes our neighbour uncle hugs me in a way that I don't like.



You are right Bolti; when people touch at places we don't like, that is not right.



They may also touch your private parts.

Which are your private parts? Your private parts are those parts which are covered by your inner wears such as your chest, bottom and area between your legs. Such kinds of touches are called unsafe touches.





One day a big boy from our locality made me touch him in those places. He did not touch me, but I was scared to touch him as well. He gave me chocolates and promised to give me more.



Any person can touch you, or make you touch him/her in a wrong way. That person can even show you bad pictures. It may be any stranger, an uncle or aunt, neighbor, relative and even your teacher or someone else from school. This is not alright. When someone touches you in the wrong way, you should not keep quiet.



You should  
**SHOUT OUT LOUD**



Be brave and  
**SAY NO**  
loud & clear



run to a  
**SAFE PLACE**



**TELL**  
your parents | someone  
you trust  
and not keep any secrets  
from your parents.



**This way you will be safe and nobody  
will be able to hurt you!**



# Right Methods to Guide Your Children to Keep Them Safe



1

## Your Body...



You are the boss of your body... No one is allowed to touch or hurt your body in any way...

2

## 1st Rule Regarding Touch...

The parts of your body covered by your undergarments are your very own private body parts... It is never allowed for someone to touch... talk about or look at your private body parts except for health reasons...



3

## 2nd Rule Regarding Touch...



People who are known to you can Hug and Touch you but if they make you feel scared... confused... or uncomfortable... Make sure you must tell an elder you trust...

4

## NO...

If someone tries to break the touching rules... it is very important to learn to use this word... Use loudly "NOooo"...



5

## Shout and Get Away...



Practice shouting...because that's what you need to do when someone is trying to touch you in a way which makes you feel confused, scared or uncomfortable...

6

## It is Never your Fault...

Always remember, it is never your fault when someone breaks the touching rules...so you must share it with your trusted elders...



7

## Don't Greed for Gifts...



Sometimes people try and trick by giving you sweets... money... or gifts... to break the touching rules... Refuse to do what they ask and don't take gifts they give you...

8

## Don't Keep it Secret...

Secrets about touching are not okay... always tell your trusted elder if someone tries to break the touching rules and asks you to keep it a secret...



9

## Tell...

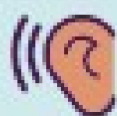


If you are worried... confused or scared by the way someone touches you or makes you feel bad... tell your trusted elders about it... If the person you tell doesn't help you then tell someone else... And keep on telling till you get the help you need... Some examples of grown ups you may want to tell are Parents and Grand Parents...

## Trust is a Must

# How to be more child friendly and child safe.

Key messages from South Australian  
children and young people that will  
make a difference to their lives.



**Listen to us** with interest  
and an open mind.



**Admit your mistake** if  
you do something wrong.



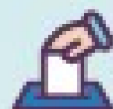
Employ **friendly staff**  
who like us and are  
relatable and  
approachable.



Find ways for us to be  
informed, involved and  
to **have a say** in what is  
happening.



**Get to know us**, under-  
stand our lives, and do  
the right thing by us.



Make it easy to for us to  
provide **feedback** or to  
make a complaint.



Provide us with an  
**environment** that is  
comfortable, welcoming  
and well signed.



Show us respect by  
**updating us** on what  
is going on with our  
feedback.



**Let us know** what to  
do and who to talk to if  
we feel uncomfortable  
or unsafe.



**Share with us** how  
our feedback has  
been used to improve  
services.



261 Morphett Street, Adelaide SA 5000  
GPO Box 1664, Adelaide SA 5001  
08 8226 3366 | commissioner@ccyp.gov.au

Website: [www.ccyp.gov.au](http://www.ccyp.gov.au)  
Facebook: [ccypsa](https://www.facebook.com/ccypsa)  
Twitter: [ccypsa](https://twitter.com/ccypsa)

# KEEP YOUR CHILD SAFE

## tell them it's NOT OKAY

- 1 When someone touches your private parts
- 2 When someone asks you to touch their private parts
- 3 When someone shows you their private parts
- 4 When someone asks you to show your private parts
- 5 When someone asks you to take off your clothes
- 6 When someone takes your photos or videos without clothes
- 7 When someone shows you videos or photos of people without their clothes on.

**Keeping Our Children Safe is  
Our Responsibility**

[www.sharingourexperiences..com](http://www.sharingourexperiences..com)



# Poster on Safe Touch and Unsafe Touch



## OUR PLEDGE

LET US MAKE OUR SCHOOL FREE  
FROM ANY FORM OF SEXUAL ABUSE

### KNOW THESE



#### SAFE TOUCH

IF YOU FEEL COMFORTABLE,  
HAPPY, AND SECURE

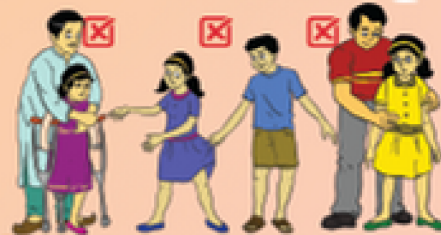


THESE ARE OKAY



#### UNSAFE TOUCH

IF IT MAKES YOU FEEL  
UNCOMFORTABLE,  
SCARED, OR CONFUSED



THESE ARE NOT OKAY

### WHAT SHOULD YOU DO IF YOU EXPERIENCE UNSAFE TOUCH



#### TELL IT TO A TRUSTED PERSON

- YOUR PARENTS
- YOUR PEERS
- TEACHER, OR PRINCIPAL OF YOUR SCHOOL

#### REPORT IT TO AUTHORITIES

IF YOU EVER EXPERIENCE ANY FORM OF  
ABUSE, YOU CAN REPORT IT BY CALLING



or



or



or



### ALWAYS REMEMBER

- YOUR BODY BELONGS TO YOU, AND YOU HAVE THE RIGHT TO SET BOUNDARIES.
- SEEK HELP IF YOU DO NOT FEEL OKAY.

Speak to your Teacher to Learn More on Safe and Unsafe Touch

NAME OF THE NODAL TEACHER: \_\_\_\_\_

MOBILE NO: \_\_\_\_\_

Issued by - Samagra Shiksha, Assam

## Poster on Safe Touch and Unsafe Touch



# NOT EVERY TOUCH IS SAFE AND CARING! LEARN TO DIFFERENTIATE



### SAFE TOUCH

When there is no threat and you feel happy and comfortable

#### Examples

Safe touches can include handshakes and friendly pats on back which make you feel comfortable



### UNSAFE TOUCH

When you feel uncomfortable, scared, sad, angry or confused

#### Examples

Someone touches your private body parts and asks you to keep it a secret and/or gives you gift

IF ANYONE TOUCHES YOU INAPPROPRIATELY REMEMBER TO:

**SAY NO**

Loudly and Confidently

**GO AWAY**

From The Person

**TELL**

A Trusted Adult

**Stay Alert and Speak Out**

It can even be your family or friends!

**Keep telling until you get help**

You can also call on 1098 for any support

For any health related counselling and information, please visit your nearest Adolescent Friendly Health Clinic or Ayushman Bharat Health and Wellness Centre



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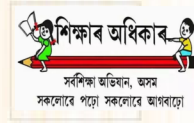
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Disclaimer: This IEC material is developed with support from UNICEF/India/2016



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