

Child Sexual Abuse Prevention & Personal Safety



**Activity-Based Awareness & Learning for
Children aged 7 to 12 years**

Developed by:
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We owe special thanks to the staff of the government and non-government childcare agencies whose concerns and insights enabled us to understand the psychosocial care and protection needs of preschoolers and developmentally disabled children, thus aiding the development of this personal safety and abuse prevention activity book.

Finally, we dedicate this work to children in schools, hospitals and child care agencies...in the hope that the activities in this book will help them to keep safe and to give voice to their experiences, so that their concerns on safety and narratives of abuse, in whatever form they emerge, will be seriously heard, believed and addressed.

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About the Activity Book

The Community Child and Adolescent Mental Health Service Project's Work with Children

For the past three years, the Dept. of Child and Adolescent Psychiatry, NIMHANS has been implementing a community-based child and adolescent mental health service project with support from Dept. of Women & Child Development, Government of Karnataka. Aiming to provide direct services and capacity building in primary healthcare centres, government schools, anganwadis and child care institutions, it is based on the premise that in the Indian context, there is a vast gap between child and adolescent mental health needs and resource availability, with the few available resources being concentrated in tertiary care health facilities; and that children in difficult circumstances, who are at the greatest risk of mental health morbidity, often have the poorest access to quality psychosocial and mental health assistance.

Since its initiation, the Project has worked with a number of children in institutional, school and hospital settings, both at individual and group levels. Apart from doing curative work with specific emotional and behavior problems that this group of children has, the Project has also designed and implemented life skills activities for socio-emotional development of these children i.e. with a view to addressing preventive and promotive mental health issues in these children. This activity book has been piloted for use with both children who have been sexually abused as well as children who have not been abused. With sexually abused children, the activities have been used in individual therapy, as part of safety education and future abuse prevention as well as for inquiry about abuse experiences. For children who may not have undergone sexual abuse, the activities have been used for child sexual abuse prevention and personal safety awareness purposes.

Why this Activity Book was Developed

While child sexual abuse has existed since time immemorial, a relatively new-found public awareness has contributed to increasing reports of incidents in many parts of the country. The frequency of reports of child sexual abuse (CSA) in homes, neighborhoods and schools, appearing these days in the newspapers, is on the rise. Our observations show that young children are increasingly being targeted for sexual abuse, due to their lower physical and mental capacities to resist or report abuse. This middle childhood group is at an inter-mediate stage, where they understand more than preschoolers do but a lot less than what adolescents do about issues of abuse. They are still in the process of achieving important developmental milestones related to physical, speech and language, social and cognitive development.

While their verbal abilities are higher than very young children, they are still lower than those of older children or adolescents. They are also old enough to have internalized concepts of privacy, particularly relating to body parts and functions, and have been socialized by now to 'not talk about things like that'. This renders them more vulnerable as they are less likely (than preschoolers) to disclose abuse experiences due to embarrassment, shame and fear of not being believed. Further, this age group of children is still young enough to be susceptible to

simple material lures and rewards that perpetrators use to entice them into secluded spaces or into performing sexual favours.

With regard to emotional development, this is the age group that is at the stage of developing emotional regulation skills i.e. the ability and skills do deal with difficult emotions such as anger and anxiety. Experiences of sexual abuse therefore can have a tremendous impact on the acquisition of emotional regulation skills, which then lead to patterns of emotional regulation, which if unaddressed, can last a life time. This is because this age group is at a higher level of cognitive development than preschoolers, and so the ways in which they internalize or make sense of sexual abuse experiences are more complex. For instance, where methods of threat and intimidation are used by the perpetrator, children of this age may develop enormous fear and anxiety which in the context of abuse become uncontrollable, in turn promoting feelings of powerlessness and helplessness. Over time, as children are unable to control or regulate such feelings, they then get generalized and spill over into various (non-abuse related) life situations; and the resulting patterns of (dys)functioning place this middle childhood group at risk of long term mental health and psychosocial issues.

It is in the background of these needs and concerns that this activity book has been developed—to enable caregivers and professionals to teach children personal safety concepts by engaging children in activity-based learning.

Our Approach and Objectives

The objectives of this activity book are:

- To help children to understand and apply personal safety concepts in their day-to day lives.
- To enable children to recognize sexual abuse if and when it takes place and report the same.
- In case of sexually abused children, to enable children to detail out or provide a narrative on sexual abuse experience, in a gentle non-threatening manner; and then to provide them with personal safety education that will empower them to keep safe in the future.

Many agencies now run child sexual abuse prevention and safety education programs for children in schools and other spaces and the crux of some of these programs appears to be helping children distinguish between ‘good touch and bad touch’ as part of safety and abuse awareness. We do not advocate the use of ‘good touch and bad touch’ or ‘safe and unsafe touch’ approaches to sexual abuse prevention because the so-called ‘bad touch’ can feel good and right to children (and adolescents) and so the onus of deciding whether a touch is good or bad cannot be on the child (especially not on a child with developmental disabilities); in certain situations, especially where abuse entails lure and manipulation or complex grooming processes, children and adolescents can find it exceedingly difficult to distinguish between ‘good and bad touch’; promoting sexual touch as ‘bad touch’ negatively impacts the development of affirmative sexuality i.e. children and adolescents should not associate sexuality as being a ‘bad or negative’ as this will have other harmful consequences on their relationships, health and happiness in the future.

If we want to talk about sexual abuse, one cannot go directly into this topic, especially to young or developmentally disabled children who have no understanding of sexuality-related issues.

Thus, to teach children, what may be, complex concepts of personal safety and abuse, we use what we call a ‘window approach’—this is an approach that does not speak directly about abuse prevention (which may be the final objective and therefore the last discussion in the activity book) but ‘opening each window’, one by one, to introduce different but related concepts of personal safety and abuse: starting with understanding the body and its functions, it moves to the importance of preserving body safety, through understanding health and disease concepts; next, general safety concepts are introduced, followed by an issues of privacy and boundaries; then there are discussions on people safety, which finally lead up to recognizing and responding sexual abuse.

Components of this Activity Book: How it is Organized for Use

The activity book has 5 themes, each of which comprise of four to five activities. Thus, a single theme may have many aspects to its learning and understanding—as outlined in its **Objectives**. Each activity first describes the **Methods** and **Materials** it will use; and then lays out the **Process** or the steps to be followed on how to implement the activity, including discussions to be had with the children to process the activity and summarize thoughts and learning derived from the activity. The themes and corresponding activities are organized in sequence and need to be implemented following the same. This is because acquisition of concept and skills from a given activity is dependent on the ‘successful’ completion and understanding of the previous activity i.e. the understanding of an activity is predicated on that of the previous one. This activity book is accompanied by a set of materials, which are organized into folders (in soft copy) labelled with the activity name/number that they correspond to.

The first theme is ‘Body Games’ wherein the activities focus on getting children to be comfortable with and appreciate their bodies because of all the fun and interesting things they can do with their bodies.

This is followed by the theme on ‘Body Parts and Functions’ wherein there are a series of activities that give children a language to be able to name body parts, especially private parts (which children often have no names for), and to be comfortable with naming body parts, including private parts. This section is particularly important as children are often unable to report abuse experiences because they have inadequate vocabulary on body parts. Activities on the functions of various body parts further help them to perceive the importance of keeping the body safe. Building on this basic understanding of the body, the third theme focuses on ‘Physical Safety’ or things we do to keep the body safe and protected.

The next theme is ‘Privacy and Boundaries’ wherein activities help children understand concepts of privacy, and which actions we perform in privacy and why; further, the concept of personal boundaries (an issue related to privacy) is also introduced.

The fifth theme is a more complex one, for it moves on to people safety. Through story-telling activities, children will be able to obtain an understanding of stranger safety and safety from known people; the latter is particularly important as most child sexual abuse occurs within homes and families and/or by known people—thereby creating the need for children to understand and maintain privacy and boundary rules even with people they know. This theme also touches on the issue of disclosure through discussions on secrets, for children are often lured or threatened into secrecy, by abusers.

The sixth theme is 'What if it still Happens... Knowing what to do' in which there are discussions on what children can do in case abuse still occur, despite their best efforts to keep safe; it helps children prepare and identify who they would trust and report to in case someone hurts them.

The activities use a range of innovative and creative methods that allow for children & adolescents to understand and reflect on situations and experiences (vs mere information and instruction giving), and derive their conceptual understanding on personal safety from daily life situations. Thus, the activities use methods such as movement games, body mapping, Art, board games, adaptation of common children's group games (hopscotch), story-telling and narratives, and film clips to make learning a participatory and entertaining experience for children.

**Note: It is recommended that this activity book be used in conjunction with other existing materials on child sexual abuse treatment, such as 'Activity Book for Treatment Strategies for Abused Children, From Victim to Survivor' by Cheryl L. Karp & Traci L. Butler. While the Karp and Butler book is an exceedingly useful one for child sexual abuse work, it is in work book form, largely using art-based methods; it is also dependent on literacy and the ability and willingness of a child to write sentences/ narratives. Consequently, this book, developed in a western context, also does not cater to pre-schoolers or children with developmental disability. Our activity book sought to overcome some of the limitations of the Karp and Butler workbook by using multiple methods and also contextualizing stories and situations to the Indian context.*

For Whom

It is recommended that this activity book be used with children between ages 7 and 12 years of age, for creation of awareness on personal safety and sexual abuse. These activities are for use not only for preventive and promotive purposes but also as part of treatment processes for children who have been sexually abused i.e. as part of safety education to keep themselves safe in the future. While all children, irrespective of socio-economic strata, are vulnerable to sexual abuse, certain children, such children in care and protection institutions and/or those from dysfunctional or difficult family circumstances are likely to be more vulnerable to abuse, both within and outside the home and family context. Thus, it is critical to recognize the additional vulnerabilities that certain children may have and implement these abuse prevention and safety education activities for them.

Additionally, it is important to work with parents, teachers and other caregivers to provide adequate vigilance and supervision to children, in recognition of their vulnerability to abuse. Caregivers also need to be alert to any emotional and behaviour changes and/or marks and injuries they see on children's bodies and enquire or report such issues to the concerned authorities (such as special educators and other child mental health professionals). Above all, parents and caregivers need to be educated on the importance of believing a children if and when they report abuse experiences, particularly as children have no motive in 'making up stories' about sexual engagements and abuse—issues that are way out of their developmental level of thinking and functioning.

By Whom

This activity book is for use by all persons who work with children, including teachers, counsellors, child protection staff, special educators i.e. persons working with children in education, health and welfare agencies. Such professionals may also involve and guide parents in the use of these activities, so that concepts and skills can be re-iterated at home.

While the activity book lays out methods for child sexual abuse prevention and personal safety work, ultimately, how the activities are used are at the facilitator's discretion—they should be based on children's contexts, needs and abilities. In other words, although this activity book has been developed for 7 to 12 year olds, we recognize and acknowledge that this is a wide range i.e. the developmental skills and abilities of a 7 year old are not equal to those of a 11 or 12 year old's. Then again, a given 8 year old may have highly developed cognitive abilities and be nearly at par with a 10 or 11 year old. Facilitators are therefore encouraged to use their discretion and select methods that they knew would be developmentally appropriate for a given child or group of children and to modify methods and techniques to suit their locomotor and cognitive abilities. For 7 to 8 years olds who, for various reasons, find it difficult to participate in and understand activities in this book, the other child sexual abuse and personal safety book we have developed for pre-schoolers and children with developmental disabilities, may be used—the themes are the same but the activities and methods are pitched at a simpler level.

Ultimately, the idea is for facilitators to be as creative as possible...the methods in this book are not finite as they are not exhaustive; they are not intended to limit facilitators, but rather to stimulate them to be exploratory and experiment with various alternative methodologies, based on their knowledge and understanding of the children they work with.

We wish you every joy and satisfaction of working with pre-schoolers and children with disability...more power to you as you journey along this interesting and challenging area of child care work!

1. Body Games

Objectives:

- Establishing rapport with children.
- Getting them to be comfortable with their own body and around each other.
- Exploring fun ways for children to play, explore and learn about the body and its range of movement, encouraging body control, co-ordination and balance.

Activity 1.1. Free Movement

Method: Movement games

Materials: Music (recorded music of any type, preferably music that is familiar to the children/ in a language they understand)

Process:

- **Introducing the Module to the Children:** *“Over the next few days, during the time we spend together, we are going to learn some things about our bodies and how to take care of ourselves. We use our bodies to do many things on a daily basis such as [ask children to name some daily activities] running, eating, playing...we also do some fun things with our bodies such as [ask children to name some activities they enjoy and find pleasurable] dancing, playing games, singing, drawing. So, as we can see, our bodies help us perform so many different tasks and activities...which is why they are really important to us. And this is also why we need to learn to look after our bodies, keep them safe from getting hurt and coming to harm.*
- **Introduction to Session:** *“Let us start with the fun stuff we do with our bodies...we are now going to play body games so we can just loosen up, have some fun and become more aware of what our bodies can do”.*
- Play the music and ask the children to dance/ move freely.

Activity 1.2. Individual Body Shapes

Method: Imitation and movement

Materials: Cards of different body postures; or facilitator can demonstrate body shapes and postures for the children to imitate; or objects in the room with distinct shapes can be pointed to (**Note:** The more complex body shapes/ cards may be used for the two older age groups only).

Process:

- Tell the children: “We have done all sorts of movements and actions using our bodies...was it fun? Now let us have some more fun... our second body game is to make different kind of shapes with our bodies.”
- Ask the children to stand in a circle around you.

- Show the children each of the body posture cards one at a time; or demonstrate the posture each time, asking children to observe the shape/ posture. (Or point to different objects in the room asking children to name the shape).
- Ask children to use their bodies (individually) to make the shape or imitate the posture.
- After the first few examples, you can ask children to make their own body shapes and name them if possible.
- Next, ask each child to take turns to create their own special/ unique body shape—and ask the others to imitate these shapes.

Activity 1.3. Collective Body Shapes

Method: Movement and body games

Materials: Flash Cards of different shapes such as circle, square, triangle, rectangle, diamond; Cards of different body postures (used in previous activity).

Process:

- Tell the children “So far we have been doing body shapes alone or individually. Now let us try and form different shapes together/ collectively by holding each other’s hand or standing in certain ways to make a shape”
- Ask the children to sit in a group.
- Then display the card to the children, and then invite them to use their bodies to make the different shapes indicated by the cards.
- Begin by demonstrating yourself by holding hands with children to form a shape.

Discussion & Summary:

Ask the children which body game(s) they enjoyed most and how they felt after the games.

Tell the children: *“So we learnt today that we can use our bodies to do a lot of fun things with our bodies...such as...? [Allow the children to enumerate]. Yes, we can move in different ways, make sounds and faces, create different shapes, alone and together, dance...so our bodies are very important to us because they help us do all sorts of fun things”.*

2. Body Parts and Functions

Objective:

- To name different body parts.
- To learn how different body parts are used.
- To become comfortable with naming and talking about private parts.
- To understand how and why we should protect our body parts.

Activity 2.1. Body Maps

Methods: Body mapping

Materials: Large sheets of paper taped together to create a single surface (large enough to fit a child's body on it); crayons/colour pens

Process:

- Introduction to Session: "Last time, we did fun shapes and actions with our bodies. Now, we will talk a little more about our bodies. We will learn different parts, what we do with them and how to protect them".
- Introduce the idea of maps and outlines to children—telling them what they are. Tell them that we are now going to do an outline of our body.
- Ask a child volunteer to lie down on the large piece of paper on the floor: another outlines the shape of the body.
- Name/label all the visible body parts—as many as the children can name (according to age).
- When they are done, ask the children to look
- Make sure to name the private parts—whatever name the children give them.

Note: Do NOT use technical terms for private parts—use the term(s) that children use. They need to be comfortable with the term and understand what is being referred to. Allow for some giggling/ laughter as children name their private parts and acknowledge that people find it funny or embarrassing to mention these parts.

Activity 2.2. Speed Name Game

Method: Naming and pointing game

Material: None

- Tell the children: "Now that we have identified all our visible body parts and know their names, we are going to do a quick revision of the same by playing a speed name game. I will point to a body part and you have to name it...really quickly."
- Stand where all group members can see you clearly.

- Point to various body parts, one at a time, allowing them to name each part.
- Frequently point to private parts such as vagina/penis/breast/buttocks so that the names of these parts are clear and children know them. (But ensure that you do not point to them continuously i.e. the naming/pointing of these parts must be interspersed with other body parts).

Note: The frequent repeating of the names of private parts helps children discard their inhibitions and discomfort related to these parts and gradually become more confident about viewing them with the same objectivity and comfort as other body parts. To be able to name private parts comfortably is critical in child sexual abuse reporting—children are often unable to report sexual abuse because they either do not have the words for private parts or because they do not have the comfort to name these parts.

Activity 2.3. Uses of Body Parts

Method: Discussion

Materials: Body map (already drawn by children)

- Explain to the children “Now we know different parts of our body let’s learn how we use each of our body part.
- Point to each body part on the body map and ask them what we do with this part or why we need it. Allow the children sufficient time to respond. Then discuss the different uses of each parts of the body (See box)
- Discuss with children the following question:
 - Are all our body parts useful?
 - Are there any parts that have no use?
 - Some people consider our private parts (vagina/penis) as being ‘bad’. What do you think?

How we Use Different Body Parts

- We use our **Hands/Fingers** to eat, write, colour, play etc.
- We use our **Mouth, Lips, Tongue** to talk, eat, sing, blow balloons/ bubbles etc.
- We use our **Nose** to breath, smell different things.
- We use our **Ears** to hear, wear earrings.
- We use our **Eyes** to see.
- We use our **Thighs/ Knees/Legs/ Toes** to walk, run, and climb up and down, dance and play.
- Food we eat Goes into our **stomach/Belly**
- We use our **penis/Vagina** to pee.
- We use our **bottom/buttocks** to sit.

Activity 2.4. Protecting and Caring for Our Bodies

Method: Show and tell with picture cards

Materials: Picture cards on how we take care of our bodies

Process:

- Introduce the session “Now that we know how useful and important each of our body parts is, we must look after and protect them. So, we will now talk about how to look after and protect our bodies.”
- Show the children each picture card, one by one, and ask:

- What do you see in this picture? (Or what is this child doing here?)
- Why the child (in the picture) is performing that action?
- As children attribute reasons for the actions in the pictures, you add to their response. (See Box).
- Summarize what we have learnt about looking after our bodies and why we need to protect our bodies/ body parts, including what will happen if we do not—how we will get sick and how, when this happens, we will not be able to use our body parts as we would like to, do the things we want to or need to do.

How we Care for and Protect Our Bodies

- Eating nutritious food
- Taking medicines when we are sick
- Holding an umbrella in the rain
- Wearing warm clothes in winter
- Having a bath
- Washing hands before eating
- Brushing teeth
- Combing hair

Reasons to Care for and Protect Our Bodies

- We eat nutritious food so that our bodies grow (taller and bigger) and to keep our bodies strong, so we can run and play well.
- We take medicines when we are sick so that our bodies can get well quickly and we can run and play and go to school again.
- We use an umbrella in the rain so that our bodies do not get wet and cold, so that we don't fall sick.
- We wear warm clothes in winter to keep our bodies warm.
- We have a bath everyday so that we keep our bodies clean—if bodies are dirty, we would fall sick.
- We brush our teeth to keep are teeth strong and away from cavities
- We comb our hair so that our hair is healthy and clean

3. General Safety

Objectives:

- To understand the concept of basic safety.
- To learn about general safety rules we follow at home and outside.

Activity 3.1. Learning about General Safety

Methods: Board game

Materials: Board game, dice, pawns (as many pawns as children or teams in case of many children)

Process:

- Tell the children: “We have been talking about how to protect our bodies in certain ways, such as personal hygiene and eating nutritious food. By doing these things, we protect our bodies from dirt and diseases. In addition to this, there are other ways in which we protect our bodies—some basic safety rules we follow. Let us play a game to know more about general safety rules.”
- Place board game on the floor/ table and have the children sit around it. (If there are many children, they could be divided into teams of 3 to 4 per team).
- Ask each child/ team to select a pawn.
- Ask each child/ team to take turns to throw the dice and move along the boxes.
- When a box with a safety message/ instruction is reached, discuss the safety rule with the children, asking them what they think about it/ why the rule is important/ what will happen if they do not follow that rule.

Activity 3.2. Knowledge of General Safety

Method: Quiz game

Materials: Quiz questions; bag of sweets

Process:

- Divide children into 2 to 3 small groups, each representing a (quiz) team.
- Tell the children: “In the previous game we played, we talked about various safety rules we follow to make sure we do not get hurt. We are now going to play a quiz game to see how much you have learnt about safety rules at home, outside, on the street etc.”
- Check if they are familiar with the concept of quiz games—or explain the game by telling them that each team will be asked a question; if they answer it correctly, they will get 10 points. If they are unable to answer the question, it will pass on to the next team...and so on.
- Ask each question (listed in the box) and feel free to add any others that you feel would be relevant to the children’s lives and context.

- Keep scores of the points scored by each team; distribute sweets to all the children/ teams at the end of the quiz, telling them how well they have done.

Quiz Questions on General Safety Rules

1. What are 3 substances on which we can slip and fall? (Banana peel, water, slush)
2. What are some traffic rules that people in vehicles need to follow?
3. What are some road safety rules that people who are walking should follow?
4. What all can happen when we break traffic/ road safety rules?
5. What is the new helmet rule all about?
6. What are some of the kitchen safety rules to follow?
7. How should you lift a hot vessel from the stove?
8. Which fabric should we NOT wear when cooking/ working near the fire?
9. When there is too much smoke from a fire (and you can't breathe), how do you protect yourself?
10. How do you put out a fire?
11. If you have a small child at home, what precautions should we take for the child not to get hurt?
12. Why should we wear rubber slippers when working with electrical equipment?
13. What are some safety rules to do with plugs, wires and electrical works?
14. Why is it necessary to wash fruits and vegetables before eating?
15. What can we do to keep our belongings safe from robbers?
16. What should we do first when someone rings the doorbell?
17. What should we always do before leaving home (in terms of safety)?
18. Your parents/ caregivers are not at home. Someone rings the doorbell. What will you do?
19. If someone we do not know offers us sweets or says they will give us a ride, should we accept? Why not?
20. Are all people well-known to us (such as family/ friends) 'safe people'?

4. People Safety

Objectives:

- To learn about safety issues pertaining to strangers.
- To understand that how and why known people can also be a threat to our safety.
- To ensure safety from harm that can come to us from known and unknown persons.
- To learn about safe and unsafe secrets (and how we should not keep unsafe secrets).

Activity 4.1. Protecting Ourselves from Strangers

Method: Story-telling

Materials: Story about stranger safety (See box)

Process:

- Tell the children: *"We have talked about general safety and the rules we need to follow at home and outside (about traffic rules, fire safety, electricity etc). Now let us talk about safety in relation to people. There are many good people in this world. But is everyone good? Can we trust everyone? [children likely to say 'no'] So, there are some people who may not be good or trustworthy. Today, we will talk about how we can keep ourselves safe from bad and untrustworthy people."*
- Tell the story about Chintu and Pinky.
- Discuss the following questions:
 - What were the names of the children/ rabbits?
 - What was the relationship between them?
 - They played together and had many similar interests. But what was one difference between them?
 - What did Chintu tell Pinky about her talking to strangers?
 - What did their father show Pinky and tell her?
 - After what her father told her, how did Pinky feel at night? Why?
 - What was her response to Chintu's invitation the following morning, to play in the park?
 - How did Pinky finally decide to go to play in the park?
 - Chintu and Pinky did something very important before going to the park. What was that?
 - When they came home that afternoon, Pinky was helping her mother make some apple juice. As they cut the apples, what did Pinky say about some of the apples?
 - What was her mother's response to this?
 - So people are also like apples...some may look not-so-nice from the outside but on the inside, they may be.....? Some may look very nice on the outside but inside, they may be.....?
 - So, based on this, what can we learn about judging people? (Can we know whether people are good/ we can trust them just by looking at them/ from their appearance?)
 - Later that afternoon, when Pinky and Chintu went to the park, who did they see? And what did Chintu do?

- What did Pinky tell Chintu at the time?
- What people safety rules had Pinky learnt?
- Summarize what we have learnt from the story:
 - We must not talk to strangers or accept sweets/ toys from them—no matter how attractive the sweets/ toys may be because we do not know them—so we do not know whether they are good or not, whether we can trust them or not.
 - Similarly, accepting rides from strangers is also dangerous—since we do not know them, we are not sure where they will take us.
 - Telling someone at home where we are going and with whom, before we go out somewhere, is very important—because in case something happens to us, they will know where to try to find us.
 - Judging whether a person is good or bad from his/her appearance may be problematic—because good people sometimes may not be beautiful and bad people may be beautiful. So knowing a person means spending time with them, watching and understanding how they behave, ensuring that they are known to our parents/ caregivers...before we start playing with them or trusting them.

Pinky and Chintu Learn to Keep Safe from Strangers

Pinky and Chintu were brother and sister. They lived with their mother and father in a nice house which was near an apple orchard. Except for the fact that Pinky was a girl and Chintu was a boy, and that each had hobbies of their own (Chintu loved to build and fly model airplanes and Pinky liked to play with dolls), they enjoyed many of the same things too – bike riding, football, hide and seek and just going to the park. There was one other important difference between them:

Chintu was cautious and careful and a little weary of strangers. Pinky, on the other hand, wasn't the least bit weary. She was friendly to a fault. Just about everybody that came her way got a big "Hello!"

"Hello Butterfly!"

"Hello Frog!"

"Hello Mr. Truck driver!"

"Hello Mr. Postman!"

Chintu worried about Pinky's free and easy way with strangers. Strangers weren't the problem for him. Not talking to strangers suited cautious and careful Chintu just fine. But friendly-to-a-fault Pinky was different. She talked to everybody.

"Pinky" said Chintu. "You're going to have to stop that!!"

"Stop what?" she asked.

"Talking to strangers. It's just not a good idea!"

"Why?" She wanted to know. "Why shouldn't I talk to strangers? What harm is there in it? Is there something wrong with strangers?"

"Hmm" said Chintu thinking about it for a moment. "Those aren't questions for me. Those are for Mama and Papa..."

"Pinky, I'm glad you asked these questions" said Papa in his deepest and most serious voice. "The reason you should never talk to a stranger and never ever take presents or sweets from a stranger and Never Ever go anywhere with a stranger is that it's dangerous ! "

"What's dangerous about it?" she asked wide-eyed. "What can happen?"

"All sorts of things!" Papa said. "Here! Look at the newspaper."

As she looked at it her eyes grew wider and wider. This is what she saw:

**STRANGERS TROUBLES CHILD
MISSING CHILD FOUND
POLICE QUESTIONS STRANGER
CHILD SAFETY MEETING**

"I hope you're paying attention to all this" called Papa to Chintu and Pinky.

Pinky had a hard time falling asleep that night. Her mind was filled with those headlines. The next day dawned bright and friendly to everybody but Pinky. She had spent a restless night and when she looked out the window everything seemed a little scary. The trees seemed bigger and like their branches were going to reach out to catch her; the owls and crows seemed to look at her in a frightening way.

"Let's go out and ride our bikes" said Chintu after breakfast. But Pinky didn't want to. Chintu was puzzled. Their neighborhood was a busy and friendly place where she loved to play.

"Well, how about some football?" But she didn't want to do that either. It wasn't until he suggested hide and seek, her favorite game that she agreed to go along.

Before they left, they told Mama where they would be – It was a family rule that they never went anywhere without telling Mama or Papa.

"That's fine" said Mama. "I'm on my way to pick some apples at the orchard. I'll stop by for you on the way home."

Everything continued to look a little scary to Pinky...the neighbors, other people, the dogs, even the frogs.

Later, when one someone tapped her on the shoulder, she jumped a mile - even though it was just Mama.

"How was the morning?" asked Mama on the way home in the car.

"It was ok", said Pinky "But there were so many strangers!"

Later at home when Mama and Pinky were getting ready to make apple juice, Mama said "You know what Papa told you were quite right. It's not a good idea to talk to strangers, accept presents or rides from them."

"But" she continued. "That doesn't mean that all strangers are bad. Let me explain... it's like this barrel of apples. There is an old saying that goes there'll always be a bad apple in every barrel. That's the way it is with strangers. Children have to be careful because of the few bad apples."

"Look!" said Pinky. "I found one! It's all bumpy and has a funny shape!"

"Well, it's certainly strange looking, but that doesn't necessarily mean it's bad. You can't always tell from the outside which are the bad apples."

She cut it in half. "See." She said. "It's fine inside."

"Now, here's one that looks fine on the outside..."

"... but inside it's all wormy."

"Ugh!" said Pinky.

"What's up?" asked Chintu.

"A bad apple!" said Pinky.

"See, that's what I mean," said Mama. "It looked good from the outside but was bad on the inside. People are also like that sometimes...some don't look very nice on the outside but may actually be good on the inside, so they are good people. Some look beautiful outside but may not be very nice on the inside—that is, they are not to be trusted. Just like apples, it is hard to tell what people are like on the inside by just looking at their outsides. And that's why we cannot tell with strangers—we don't know who they are or what they are like inside."

"Hey, I'm going to the field outside to fly my new airplane. Want to come?" asked Chintu.

"Sure" said Pinky. She felt much better now... more like her old friendly self.

The airplane was a great success and the children were about to head home when someone came to the field with a big beautiful orange and green model airplane.

"Wait!" said Chintu. "I want to watch! It's an automatic remote control plane!"

Chintu ran up to the stranger and started talking to him! For that's what he was-- a stranger -- no matter how big and beautiful his airplane was!

"I'm going to send it up and follow in the car," the stranger was saying. "Want to come along?"

"Wow!" said Chintu. And he would have – if Pinky hadn't grabbed his arm and said "Don't you dare!"

The stranger drove off following his airplane.

And Pinky ran home shouting, "Chintu talked to a Stranger! Chintu talked to a stranger!"

"But it was a big orange and green radio-controlled airplane!" said Chintu.

"That doesn't matter", said Papa. "We have rules about strangers – and they're important!"

"We have rules about tattletales too" said Chintu, glaring at Pinky.

"Pinky wasn't tattling. Tattling is telling just to be mean' explained Mama. "And Pinky was telling because she loves you and she was worried."

“Do you think that fellow was like a bad apple?” asked Chintu.

“Probably not” said Mama.

“That’s right” said Pinky, “Most folks are friendly and nice and wouldn’t hurt a fly. But you have to be careful, just in case.”

“Speaking of apples,” said Mama. “How about some of this apple juice I just made?”

As they drank Mama’s delicious apple sauce, Chintu and Pinky thought about what they had learned that day. There was quite a lot to think about.

Activity 4.2. How Known People Can Hurt Us

Method: Story-telling

Materials: Story about how known people can hurt us (See box)

Process:

- Tell the children: “We have talked about how to keep ourselves safe from unknown people or strangers. But sometimes, as we said before, even known people (not all, but some) can make us feel unsafe or hurt us. Let us first see how...”
- Tell the children the story.
- Discuss the following questions:
 - Who was Pinky’s special friend?
 - What happened one day when they were both in the play ground?
 - Did Pinky want to keep the pencil box? Why not?
 - But why did she finally agree to keep it?
 - What happened in class that afternoon?
 - When Pinky tried to explain to teacher as to how she had the pencil box, what did Meena say?
 - What can we learn from this story about known people and safety?
 - In case you have the kind of experience Pinky did, who would you trust and go to for help?
- Summarize the following:
- All known people are not bad—we do have family members and friends who are good and trustworthy. However, some of them may not be.
- One way to identify whether they are good/ trustworthy is by judging what they tell us to do—is what they are telling us to do good/ comfortable or not? i.e. will it be harmful to us or others? If it is harmful or hurtful to us or others, what they are telling us to do is not good—and so we know that they are not good people either. (Recall what Meena told Pinky to do—to take someone else’s pencil box without their permission/ without them knowing it).
- The second way to identify whether they are good/ trustworthy is by understanding HOW they tell us to do certain things—are they forcing us to do it? Are they threatening to hurt us/ not love us/ not be our friend? Anyone who forces or threatens us cannot be telling us to do something good—and so they are not likely to be good or trustworthy people. (Recall Meena’s threat to Pinky if she did not keep the pencil box).

- The third way to identify whether they are good/trustworthy is by listening to see whether they make us promises to give us something nice or something we like in return for doing as they ask i.e. 'if you do what I say, I will give you/buy you..' which also means that 'if you don't do as I say I will not give you/buy you..' If people are good and trustworthy, they would give us or buy us something nice because they love us-not because we do as they say.

Pinky Learns that Sometimes Even Known People Can hurt Us

Pinky had a special friend in school. She was called Meena. They were very good friends and sat next to each other in class, did homework together and played all their favourite games together—like hide and seek and hopscotch. One day, while they were in the school playground, they found a shiny red pencil box on the bench.

"I wonder whose pencil box it is...someone has forgotten it and left it here," said Pinky.

"If it has been left here, it belongs to us now...we can take it," said Meena.

Pinky was worried. "I don't think so...it does not belong to us...we can't just take what belongs to someone else...and they will be sad without it, no?" she said.

"Don't be silly," said Meena. "You worry too much about everything. Just take the box and put it into your bag...and we will see what we can do with it later. If you don't take it, I will not be your friend anymore...if you do what I say, you can ride my new bicycle." And so, although Pinky did not want to keep the pencil box, she was forced to do so by Meena. Pinky was scared that if she did not obey Meena, then Meena would not be friends with her—and Pinky really wanted Meena to like her and be friends with her.

That afternoon, when they went back to class, Tinku was sitting at his desk and crying. When the teacher asked why, he said that he had lost his new red pencil box—the one that his uncle just gifted him on his birthday—and his mother was going to be very annoyed with his carelessness too.

"Don't cry", said teacher. "Let us look for it—we are sure to find it." The teacher got everyone to search their desks and the classroom. Pinky, who by then was very scared, took the pencil box out of her bag and handed it to teacher.

When teacher asked Pinky why she had taken Tinku's box, Pinky tried to explain that she had not wanted to, that Meena had forced her to...but when teacher asked Meena, she said "I don't know anything about the pencil box—I have never even seen it before. Pinky is lying."

Pinky was very sad when she went home that day. "I can't believe that Meena got me into trouble," she cried to her mother. "Meena is supposed to be my friend. Doesn't she care about me? Why did she make me do bad things and tell lies?"

"Most people whom we know, especially those who are our friends are good and trustworthy people. But sometimes even people we have known for a long time, and think are our friends may not be good or trustworthy—just like Meena turned out to be," said her mother.

"But how do we know when not to trust someone?" asked Pinky.

"Anyone who tells you to steal something or do anything that will hurt either you or someone else could not possibly be telling you something good...and so you know that person is not good and trustworthy," answered her mother.

"And if someone tells me to do bad things, like Meena did, what should I do?" asked Pinky.

"You can just come and tell me or Appa first...or your teacher or some grown-up you can really trust. And we will help you to deal with the bad person. Now, don't cry any more...I am sure you have other friends to play with whom you can trust—remember not all our friends are bad and untrustworthy. I will talk to your teacher tomorrow to explain what happened with Meena, I am sure she will understand."

"Ok Amma, I am glad you are there to help me," said Pinky wiping her eyes.

"Of course I am...and I always will be," said her mother.

Activity 4.3. Good and Bad Secrets

Method: Story-telling

Materials: Story on 'To Tell or Not to Tell?'

- Tell children: “There are some people we meet everyday—people who look after us, play with us and we know very well. Like who all...? Now we are going to learn some more about being safe from people we know...we are going to talk about what to do when people tell us secrets.
- Tell the story 'To Tell or Not to Tell—showing the children pictures as you narrate.
- Discuss the following questions:
 - Why did Pinky and Chintu’s parents have to go away?
 - Who came to look after them in their parents’ absence?
 - Did they like Vanitha aunty at first? Why?
 - When they came home from school one day, what did they find Vanitha aunty wearing? And what did she say about it?
 - How did Vanitha aunty convince Pinky and Chintu to keep the pink sari a secret?
 - What did Vanitha aunty do when Pinky and Chintu asked to help with washing up later?
 - How did Pinky and Chintu feel that night?
 - What all did Vanitha aunty want Pinky and Chintu to keep secret from their parents? Why?
 - What were all the ways she used to make them keep it a secret?
 - Why did Pinky and Chintu hesitate to tell their parents all about Vanitha aunty’s visit?
 - What was Amma’s response to their fears about telling Vanitha aunty’s secrets?
 - What did Appa say about secrets?
 - Vanitha aunty had tried to keep various things a secret like her wearing Pinky’s mother’s sari/ her not feeding the children/ her making them wash clothes/ her ruining the furniture. In the end, Pinky and Chintu’s parents had also kept their beach plans a secret. What was the difference between Vanitha aunty’s secret and Pinky/Chintu’s parents’ secret? Which one was a good secret and which one was not?
 - What have we learnt about good and bad secrets?
- Summarize:
 - Secrets can be good and fun (like the beach plan Pinky and Chintu’s parents had).
 - Secrets can also be bad and unsafe (like Vanitha aunty’s secrets about the saree, or hurting Pinky and Chintu).
 - When people want us to be part of good secrets, there is no problem—because we know that at the end, we as well as others will be happy and no one will get hurt.
 - When people want us to be part of bad secrets, there is a problem—because we know that at the end, we as well as others might get hurt and be unhappy.
 - When people threaten to hurt us if we refuse to keep the secret, we know surely that they are bad people and we should not trust them (just like the thieves said they would hit Tommy with a stick if he told their secret plans).

- When people say they will give us something nice, something we like, like sweets or toys to keep 'bad' secrets, we know then also that they are bad people (just like Vanitha aunty gave Pinky and Chintu chocolate ice-cream to keep her 'bad' secret).
- So, if someone tells us a 'bad' secret, it is important to tell someone we trust (just like Pinky and Chintu told their parents). If we do not tell 'bad' secrets, then we ourselves or others may get hurt or not be safe (as happened to Pinky and Chintu when they did not tell Vanitha aunty's secrets to their parents sooner/ on the phone).

To Tell or Not to Tell?

Pinky and Chintu were playing in the garden when their mother called them to say that she had just had some bad news. Their ajji, who lived in the next town, was very ill and so she and their father had to go away for a few days to take care of her. "But don't worry, you will not be alone at home—I have made arrangements for Vanitha aunty to stay with you and take care of you while I am gone."

Vanitha aunty was an old family friend of their mother's and the children had met her only once—so they did not know her too well although their parents had been friends with her for a long time. She arrived the day before Pinky and Chintu's parents left town so that she could get settled in and learn how everything in the house worked. She was a tall lady and Pinky was a little afraid of her tall bun and thick black glasses. But she greeted the children warmly: "So, no problem with your parents being away...I am here and we are going to have a whole of fun together," she said. Pinky and Chintu certainly hoped so.

At first, Vanitha aunty seemed nice. She made the children their favourite foods for dinner and played board games with them when they got home from school. But slowly, the children did not feel so sure about her. They returned from school one day to find her wearing their mother's saree. "Oh Amma's favourite pink saree," said Pinky, very surprised. "She usually does not let anyone touch it as she doesn't want it spoiled...how come she let you wear it?"

"O she need not know I wore it," said Vanitha aunty, laughing, and wiping off some sambhar that had dripped onto the delicate sari. "What she does not know, will not hurt her." Pinky and Chintu were puzzled—borrow Amma's favourite sari? Drop food on it and ruin it? Not tell Amma about it?

"And just so you keep our little secret, I have bought you some chocolate ice-cream...which your mother said not to give you in cold weather because you might get a sore throat...but it's ok yaar...you eat some ice-cream and I won't tell Amma that you ate it...just lijke you won't tell her that I wore her pink saree," said Vanitha aunty, winking.

After eating their ice-cream, the children wanted to go outside to play. "No, no, I want you to wash up everything in the kitchen, not go out and play now," said Vanitha aunty. "After all, I have worked hard to make you dinner."

When Pinky and Chintu pleaded to help with washing up later in the evening, after play time, she got angry and slapped them hard. "Bad children," she said, "you need to learn to obey your elders properly—and just so you remember to do so next time, you are not getting any dinner tonight," she shouted. "And don't you dare tell your parents about any of this—if you do, I will tell them about the ice-cream and they will know how disobedient you have been."

Pinky and Chintu were too afraid to argue. So, they silently washed up in the kitchen and went to bed without any dinner.

"I am hungry," said Pinky.

"Me too," said Chintu. "Amma has been angry with us sometimes but she has never denied us our food. I am going to tell her what Vanitha aunty did."

"But Vanitha aunty is a really good friend of Amma's—they have known each other for so long...do you think Amma will believe us? And what about us eating the chocolate ice-cream? Won't Amma get angry if she knows that we ate some in this weather?"

"Perhaps...I don't know," said Chintu. Sad and confused, they fell asleep.

And so, the week went by, with Vanitha aunty often getting angry and making Pinky and Chintu do things that were difficult and unnecessary—like forcing them to wash her clothes, refusing to feed them if they did not clean up the kitchen, stay home with her instead of playing outside. Sometimes she was angry and threatening and other times she was sugar-sweet and promised to buy them treats (like clothes and toys) if they obeyed her. The latter, they noticed, was mostly when she had ruined Appa's furniture or stained Amma's new carpet-- and she told them to keep these things secret from their parents.

Pinky and Chintu were delighted when finally their parents came home and Vanitha aunty left.

"So, I hear that you were very good children," said their father.

"Yes, Vanitha aunty said she loved being with you...so much so that in case Ajji falls ill again, she said she would be happy to come back and look after you," said Amma.

Pinky and Chintu were silent, unsure of whether to tell Amma and Appa about Vanitha aunty and her secrets. But when they said nothing, and Amma and Appa noticed that they looked afraid, and Amma said, "Is there something you want to tell me? Why do you look so scared?"

And then, Pinky and Chintu could not keep the secrets any more—they told their parents everything...about Amma's pink saree and the chocolate ice-cream, Vanitha aunty's slapping them and not giving them dinner, her spoiling the furniture and her threats...her promises to buy them treats for keeping her secrets. Amma and Appa listened in amazement.

"Why did you not tell us all this when we called everyday to check how you were doing?" asked Appa.

"Because we were scared you would be angry about us eating the chocolate ice-cream...and we were scared Vanitha aunty would be angry if we told you," said Pinky.

"And we thought you might not believe us since Amma and Vanitha aunty are such good friends," said Chintu.

"We would always believe you, no matter what, so you can tell us anything you like—especially if someone hurts you or does cruel things," said Amma. "We are so glad you told us now...I will deal with Vanitha aunty."

"We thought that Vanitha aunty was a good person, especially since we have known her so long...but we were wrong...we did not know," said Appa. "Anyone who tells you to do bad, dishonest things like Vanitha aunty did is a bad person...only a bad person would ask you to keep secrets about bad things done...and either threaten you if you don't keep the secret or bribe you with sweets and toys."

Chintu and Pinky, who had always thought that secrets were good and fun things now understood that bad and untrustworthy people can sometimes make you keep secrets that are bad—because they are hurtful to us or to others.

The next day, Amma said: "Hey Chintu and Pinky...Appa and I have a surprise for you...pack your bags, we are going to the beach for the week end!"

Pinky and Chintu shouted with joy...they loved the beach! "Wow, how come you didn't tell us that before?" asked Pinky, her eyes shining with excitement.

"Because it was a secret...Appa and I wanted to surprise you and reward you for being so good while we were away to take care of Ajji," said Amma smiling.

"A secret-surprise," sang Chintu running to pack his swimsuit.

"A good secret," Appa reminded them, "because no one was angry, no one shouted and threatened or told others to do bad or hurtful things...a happy secret and surprise."

5. Privacy and Boundaries

Objectives:

- To understand the concept of privacy in relation to the activities that are appropriate for children to do with various people known to them.
- To learn about personal boundaries in relation to safety.

Activity 5.1. The Concept of Privacy

Method: Pictures and narrative

Materials: 2 sets of picture cards: i) Picture cards detailing daily activities that children usually engage in: eating, sleeping, brushing teeth, bathing, combing hair, dressing, undressing, going to toilet, singing, dancing, studying, playing;

ii) Picture cards showing people children know and encounter in their daily lives, namely mother/ father/ aunt/ uncle/ sister/ brother/ teacher/school cleaner/doctor/ male & female caretakers in an institution...

Process:

- Explain to children: *“We do several activities everyday such as eating, sleeping, bathing, playing etc. Some of these activities are done along with others or in front of others...for example? [children may suggest playing/ studying] Some activities are done either alone or with particular people but not everyone. We are now going to look at various activities and understand whether it is appropriate to do them with everyone or it is appropriate only to do them with particular people. Knowing what to do and how to be with whom is another way of keeping ourselves safe.”*
- Lay out the people cards in such a way that children can clearly see them.
- Ask children to identify each person (i.e. in terms of their family/ social relationship) on the card; if anyone is missing you may ask the children to draw in and add a card.
- Present the daily activities cards one by one, and discuss the following questions:
 - What do you see here? (What action is being performed?)
 - With which people or in front of whom (indicating the people cards) can we do this action? i.e. with everyone or particular people?
 - Why is it appropriate (or inappropriate) as the case may be? (For example, if children say they cannot bathe in front of their uncle...why would it be inappropriate to do so?)
- Summarize the discussion thus:
 - There are some daily activities like brushing your teeth which one may not feel entirely comfortable carrying out in the presence of a stranger. On the other hand, you may know some people very well, very closely but there are some daily activities such as bathing/ undressing that you may not do in their presence.
 - This is because of issues like privacy and boundaries (boundaries are like the lines and borders that you follow when you play hopscotch...just like in the game, you cannot step outside these lines and boundaries, when we do certain personal activities, we stay within certain boundaries—which means that you may not allow everyone to be part of the activity.

- Understanding what is appropriate for (certain) known persons to do with you is important because if they do something different or inappropriate then you can tell immediately that you are not safe...and that this person is not to be trusted.
- Understanding relationships and privacy also helps us not only to be comfortable but also to be safe. This is because whether it is with a known person or unknown person, not guarding one's privacy results in us being uncomfortable and unsafe.

Activity 5.2. Introducing the Triangle

Method: Game

Materials: Floor space, chalk, a small flat stone or coin

Process:

- Draw the grid (as shown)—the difference between the usual grid and this one is that the one children normally use has square shaped boxes whereas this one has triangle-shaped boxes.
- Explain to children: “You might have played this game before but today we are going to play it with a slight difference...the boxes will be triangle-shaped instead of square-shaped. After we do a few more activities, you will learn why we are using triangles instead of squares...it’s a surprise for later!”
- Most children know how to play hopscotch but here are the instructions (just in case!):
 - Stand outside of the grid, near triangle 1.
 - Throw the stone in triangle 1.
 - Starting from triangle 1 hop over the stone on your way to ‘Home’ (square 9) and turn back and hop back to triangle 2 bend and pick the stone in triangle 1.
 - Throw the stone in triangle 2.
 - Starting from square 1 hop over the stone on your way to ‘Home’ (triangle 9) and turn back and hop back to triangle 3 bend and pick the stone in triangle 2.
 - Repeat the above process by throwing the stone in 3, 4, 5, 6, 7 and 8.

Activity 5.3. Our Safety Triangle

Method: Art/paper-pencil tasks

Materials: A copy of the 2 pictures (below)—for every child.

Process:

- Explain to the child the following:
 - When you were born, like everyone else, you had a special need to be protected and kept safe. People have their own personal space around their bodies to make them feel safe. This is called a boundary. A boundary means: like when you colour a picture, you stay within the lines...this is called a boundary. Or when you play hopscotch and have to stay within the lines drawn—the lines are your boundaries.

- If someone hits you or touches you in ways that make you uncomfortable, they have violated your boundaries.
- Sometimes, when our boundaries get broken, we feel confused about whether it is ok or not ok for someone to have done this.
- So now we are going to learn more about personal space boundaries, so that you can protect yourself and know when your boundaries are broken.
- Ask children to look at picture 1 and tell you what they see in it—point to the 3 corners of the triangle and ask which parts of the body are located at these 3 corners. [breasts/ nipples and vagina/penis].
- Ask children to join the dots in picture 1, telling them that the area within the triangle form the personal boundaries of these children (one of which is them).
- Ask children to look at picture 2 and colour in the personal triangle/ space of children.
- Ask them to cut it out and stick it on the children shown in picture 2—to show where their personal triangles/ spaces are.
- Discuss the following:
 - What does this safety triangle mean?
 - Who can touch you in those parts and when?
 - Who cannot touch those parts?
- Summarize the following:
 - That no one can touch their private parts/ personal space and make them feel hurt or uncomfortable.
 - Only their mothers/ grandmothers/ caretakers can touch those areas if they need help with bathing or dressing—even so, never in a manner that causes them any physical pain or discomfort.
 - If a doctor (whether male or female) needs to examine children/ see and touch their personal triangle areas when they are sick, the doctor can do so only in the presence of parents/ care-givers.

Activity 5.4. Learning Boundaries

Method: Game

Material: Chalk, list of safe/ unsafe situation statements (see box below)

- **Tell the children:** “Just like hopscotch, this is another game about following boundary lines. This game is a little more complex than hopscotch because it involves decisions around safety boundaries”.
- Ask each child to draw a triangle (about the size of a hopscotch box) and stand inside the triangle.
- Explain to children how the game is played:
 - “This is your individual/ personal safety triangle.”

- "I will read out a bunch of statements, one by one—each statement will give you a scenario.
- "You have to listen carefully to each statement and decide whether the statement describes a situation that is safe or unsafe for you".
- If you decide you are safe i.e. that the person concerned is not crossing your boundaries and making you feel unsafe, then you remain within your personal safety triangle.
- If you decide you are unsafe i.e. that the person concerned is crossing your boundaries and making you feel unsafe, then you step outside your personal safety triangle.
- Proceed to read the statements one by one—for each decision that the children make about being safe/ unsafe, ask them why it is so.

Statements for Safety Boundaries: In or Out of the Safety Triangle

- Your grandfather pats you on the back when you do well in school.
- Your uncle asks you to sit on his lap.
- Your cousin brother takes his trousers off in front of you.
- Your brother takes you out shopping to buy you clothes for your birthday.
- The doctor puts ointment on your thigh when you get hurt.
- Your father sleeps next to you and touches your body all over, saying that he loves you/ that you are his special child.
- The PT master picks you up and carries you to the sick room when you hurt yourself during games.
- The next door aunty asks you to touch various body parts of her and says she will give you a chocolate for doing so.
- The priest (in temple/ church/ mosque) puts his hand on your head to give you his blessings.
- Your father's friend touches you in your private parts and tells you that if you tell anyone, he will hurt or kill your family.
- Your father's friend touches you in your private parts and tells you that no one is more special than you/ that he loves you.
- An unknown man flicks the insect off your bag while you are riding the bus.
- Your elder brother says he likes to watch you having a bath.

6. What if it Still Happens...Knowing What to Do

Objectives:

- To enable children to understand how child sexual abuse can occur.
- To equip children with knowledge on what to do in case they experience sexual abuse, including why and who to tell.
- To ensure that children understand the importance of reporting abuse experiences.

Methods: Film viewing; art

Activity 6.1. If Someone Hurts Us...

Material: Short film (10 minutes) on child sexual abuse by ChildLine India Foundation:

<https://www.youtube.com/watch?v=VkY0xqtW6W8> (English)

<https://www.youtube.com/watch?v=HaUlpGsrVcU> (Kannada)

<https://www.youtube.com/watch?v=CwzoUnj0Cxc> (Hindi)

(Downloadable from Youtube)

Process:

- Play the ChildLine video. (It is recommended to play it twice—once for the primary experience and the second time for deeper comprehension and processing).
- Discuss emerging issues using the following questions:
 - What is the girl's name?
 - What does she like doing?
 - Who moved in next door? What is his name?
 - Did she know him?
 - When did she start trusting him...and how?
 - What happened next?
 - What did Bakshi Uncle do to her?
 - How did Komal feel?
 - Was she afraid? Why?
 - If both aunty and Bakshi uncle were at home, and she knew what uncle was doing but kept quiet, would you trust her?
 - Why was she afraid to tell her mother?
 - What was the question Komal had about what Bakshi Uncle did to her? What would you answer to her question?
 - Why did Bakshi uncle do this to her?
 - What was her parents' reaction when she told them?
 - Was it Komal's fault?
 - We talked about good and bad secrets earlier—in the story about Pinky and Chintu/Vanitha aunty's visit. Can you remember which type of secrets are good and which ones are bad? Why?
 - Bakshi uncle's telling Komal that they will play a 'secret' game—was this a good or bad secret (this game)? Why?

- Let me give you some examples of secrets...tell me if they are 'safe/ good secrets' or 'unsafe/ bad' secrets:
 - o Your father is planning a surprise birthday present for your mother and tells you that it is a secret and not to tell her.
 - o Uncle removes his shirt and tells you it is your secret—not to tell anyone.
 - o Your brother is planning a surprise picnic for the family and tells you not to tell the others.
 - o Your older brother removes pants and shows you something...and says it is a secret.
 - o Your uncle touches your thighs—and says I will kill you/ your parents if you tell anyone.
- If Komal had not told her secret, what would have happened?
- Who is Childline? Do you know about them?
- What did Childline say?
- When to call Childline? In case something happens and you call them, what do you need to tell them?
- What safety rules did you learn?
- What rules would you tell Komal about?
- What happened to Komal, the unsafe situation she found herself in--does this happen to boys and girls? Or only to girls?
- Summarize the following:
 - What happened to Komal could have happened to any child, boy or girl.
 - When something like this happens, it is never children's fault. It is the fault of the person who did something hurtful or dirty to children. So that means that like Komal, children are not bad; the person doing these things to children are bad and they need to be punished.
 - People like Bakshi uncle touch children in ways that are hurtful or feel dirty, like in their personal triangle/ spaces because they (people like uncle Bakshi) are evil and uncaring people...they do not bother about or care about how others feel (how children may feel), that they may feel hurt or upset. So, they just do whatever they feel like with no thought of others' feelings. What are such people called? [Cruel or bad people—who are not to be trusted]
 - What is really important if someone hurts us and makes us feel dirty or unsafe is for us to tell someone...some adult whom we trust. If we do not tell, then the bad people will continue to harm us...why will they continue to do so? [Because they know we are scared and will not tell anyone...so they feel stronger and that they can continue to do whatever they like].

Activity 6.2. Whom to Tell

Materials: Paper, colouring materials (crayons or pencils)

Process:

- Tell the children: “We have seen the video about Komal and saw how despite our best efforts, sometimes we may still be in unsafe situations. You also saw how when Komal felt uncomfortable and unsafe, she told her mother...so we learnt that we need to tell someone. Why is it important to tell someone? [Re-cap how if we do not tell, the difficulties and hurt will continue, and will not stop]. I hope that something like what happened to Komal will not happen to you—and especially as now you have learnt to keep yourselves safe, I believe you will be. But in the event something like that does happen to you, it would be good to be prepared and just plan who you would tell. So let us plan who each of you would tell...and understand why you are selecting this person.”
- Ask the children to close their eyes and think of one person they would go to and tell about difficulties, if a situation of hurt and lack of safety were to occur.
- When they have thought and are ready, ask each child to quickly name the person they would approach (example mother, sister, father, teacher...)
- Ask them to now draw a picture of a person they thought of.
- Discuss the following questions:
 - Why would you tell this person?
 - What special powers or qualities does this person have to help you?
- Summarize:
 - It is good to have thought of someone just in case something happens—you will easily be able to tell your troubles to this person and so you can get help more quickly than you would otherwise if you were not sure who to tell.
 - People we tell are usually people we trust very much—we trust them to listen to us, to believe us and then to do something about it (whether to get help from others or from the police).

7. Wrap-Up and Re-Cap

Get the children to sit in a circle.

Tell them that we have come to the end of our personal safety activities and we will do a quick re-cap to see how much we remember.

Round 1: Ask the children, one by one (in order), to list each of the activities we did—‘What did we do first? Then what did we do? What activity did we do next?’

Round 2: Ask the children, one by one, to share one thing they learnt—it might be a concept, or an actual safety rule.

Round 3: Ask the children to share which activity or game they had enjoyed most and why...what was the learning from it? And why would they remember it?

Finally, thank the children for their time, participation and enthusiasm and tell them that you have just one last thing to convey:

“As we said, when we were talking about Komal’s story, hurt and harm could happen to anyone and it isn’t that person’s fault if it happens. We have spent a lot of time talking about how to keep safe, how to prevent hurt and harm from happening to us. But in spite of our efforts, it may even have happened to some of us. If something has happened to any of you here, whether some days or weeks ago or even some months or years ago, you can still come and talk about it—I am available to listen and help—and I certainly will not tell anyone about what you have shared unless I have your permission to do so...or if you prefer, you can talk to the person you trust and thought about telling things to. Sometimes, when such hurt and harm happens to people, they continue to feel sad and afraid—so if you share it, there are things we can do even now to help you feel better.”

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