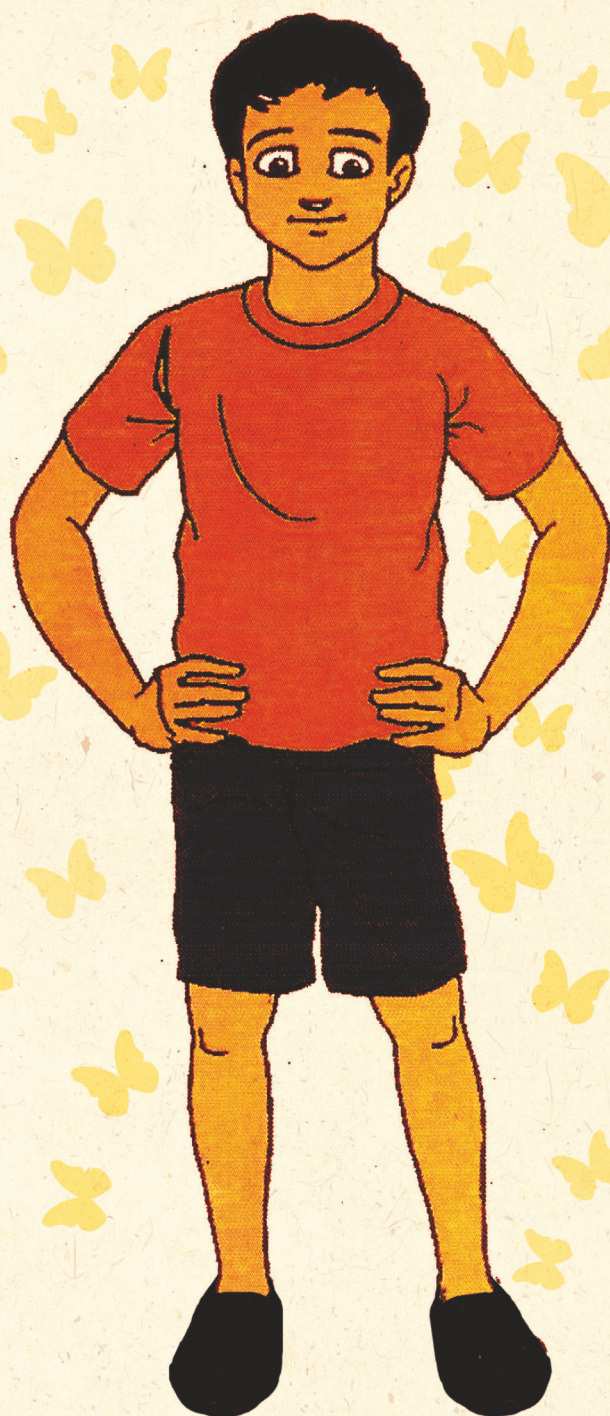


My Personal Safety Workbook

arpan
Towards Freedom from
Child Sexual Abuse



First Published - March, 2014

This material is copyrighted by Arpan. While this can be used for personal and public consumption, in any form, whatsoever, the same must be accredited to Arpan by expressly including the following line along with the contents used:

"This material is originally created and copyrighted by Arpan, a Public Charitable Trust based in Mumbai registered under the Maharashtra Trust Act, 1950, having registration no. E24873"

Illustrations:

Ms. Vrushali Thale and Mr. Anand Vengurlekar

Cover Design:

UMS Design Studio

Layout:

Ms. Monica Rebello

Developed & Published by Arpan



Address: Arpan House, Delta Chemicals PVT Ltd., J-1, Cama Industrial Estate,
Off. Val Bhatt Road, Goregaon (E), Mumbai – 400 063.

Tel: 022 26862444 / 022 26868444

Mobile: +91 98190 51444

Counselling Support: +91 98190 86444

Email: info@arpan.org.in

Website: www.arpan.org.in

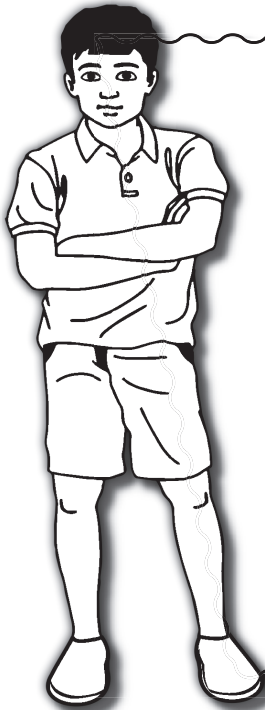
Online Courses: www.arpanelearn.com

My Personal Safety Workbook

To teach Personal Safety
to children between ages 8-10 years

Based on the original version of
My Personal Safety Workbook by CPTCSA,
Philippines.

CONTENTS



Letter to Parents and Teachers	1
---------------------------------------	----------

I Love My Special Self	4-7
-------------------------------	------------

My Personal Information

This is ME!

I am the Boss of My Body

General Safety Rules/Guidelines

My Wonderful Feelings	8-15
------------------------------	-------------

My Body, My Rules	16-22
--------------------------	--------------

Knowing My Body

Personal Safety Rules/Guidelines

Stories for Me	23-40
-----------------------	--------------

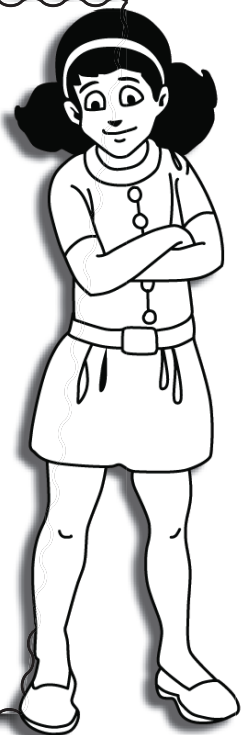
Charmi's story

Gattu's story

Vimmi's story

Dabbu's story

Guide for Parents and Teachers	41-48
---------------------------------------	--------------



Dear Parents and Teachers,

Child Sexual Abuse is an issue that is difficult to talk about, and often, difficult to even acknowledge. This sort of an abuse is not only a violation of the child's body, but of the trust that is implicit in a care giving relationship. Arpan is a registered organization based in Mumbai with an aim to prevent the occurrence of Child Sexual Abuse and heal those who have been affected by it.

This workbook is based on Arpan's experience of working with children. It is our understanding that communicating age appropriate information, attitude and skills to children plays an instrumental role in empowering them to protect themselves from Sexual abuse. This is critical as often:

- Caregivers are uncomfortable to talk about sex and sexuality with their children and, thus, children are without any vocabulary to talk about unsafe touches or experiences.
- Children are taught to obey parents and respect all adults unconditionally. Thus they are unable to build any skills in assertiveness or decision making.
- Children are not allowed to express their own feelings. Instead, adults train children 'not to cry', 'not be afraid', 'not be angry', etc. thus, preventing them from understanding and relating to their feelings. This can be dangerous since feelings help one to understand and assess whether a particular situation is safe or unsafe.
- The concern with preserving family sanctity and family honour becomes pivotal which leads to silencing of incidents of Child Sexual Abuse and providing no support to the child.

This is a book to learn together (parents ,teachers ,children) about how **special** our bodies are and how to keep our bodies **safe**. It will guide us to learn what it means to be the '**boss of our body**' and provide information and skills to build on self-esteem and restore confidence. Though the workbook is not specifically designed with a focus to address children with special needs, you, as a parent/caregiver can use this resource to communicate it with children with special needs too. The workbook aims to:

- Develop in children positive attitudes towards their bodies and themselves by making children understand that they are special.
- Help them understand how feelings help to identify safe and unsafe situations.

- Review existing general safety rules/guidelines, and build specific rules related to personal safety.
- Help children to develop assertive skills to deal with an unsafe situation.
- Help children to understand and identify a support system and how to get help.
- Enhance parent-child communication.

In order to achieve the above stated goals, we need to arm our children with certain kinds of **information and skills** to keep them safe from sexual abuse.

Some information needed by children (depending on age):

- Touching rules (boundaries)
- Body parts vocabulary
- Support systems

Some skills needed:

- Assertiveness
- Reporting (using support systems)
- Decision making / anger management / impulse control

Building self-esteem in order to practice skills based on information needed:

- Understanding feelings/emotions
- Affirmation of worth and rights
- Building / Teaching empathy

Talking with your child about Sexual Abuse is one step towards helping them to participate in their own protection and safety process. It is no doubt challenging. But, the alternatives are even more frightening because not to equip children with personal safety skills could increase children's risk of being abused. This is not to say that teaching children personal safety will ensure their safety at all times. However, as we cannot protect children from all kinds of danger and we cannot watch over them all the time, it is critical, as the primary care-takers of our children, that we teach children to enhance their own safety.

This workbook is meant to help you to talk with your child in a non-threatening, child-friendly and non-frightening way. We believe this book could help and open up communication between you, as the parent/teachers, and the children and equip them



with much more than just personal safety skills. It will help the child to be assertive in situations which make them feel unsafe. We want all children to feel safe all the time. And we know you want it too!

Sincerely,
The Arpan Team

Note: Please go through the guidelines at the end carefully before you start working on the workbook with your children.

MY PERSONAL INFORMATION

Name: _____

Residential address and phone: _____

School address and phone: _____

Parents' name and phone: _____

Elder (if any) sibling name and phone: _____

In case of emergency you can dial: _____



THIS IS ME!

My Name: _____

I like to be called: _____

My favourite colour: _____

My favourite food: _____

My favourite place: _____

My favourite cartoon: _____

My favourite friend: _____

One thing I like about myself: _____

Here are reasons why I am so special: _____

**I AM THE BOSS OF MY BODY.
MY BODY IS SPECIAL. I AM SPECIAL.**

Here is a picture of me and my wonderful body...

Draw Yourself:



In order to protect me from unsafe situations and to keep me safe, there are some safety rules/guidelines that I have been taught to follow .

Some of the general safety rules/guidelines are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

I ALSO HAVE MANY WONDERFUL FEELINGS...

Things that make me HAPPY:



1. _____
2. _____
3. _____
4. _____

This is how I look or what I do when I'm HAPPY.

1. _____
2. _____
3. _____
4. _____



Do you know someone who makes you HAPPY?

If yes, who?

1. _____
2. _____
3. _____
4. _____



Things that make me SAD:



1. _____
2. _____
3. _____
4. _____

This is how I look or what I do when I'm SAD.

1. _____
2. _____
3. _____
4. _____



Do you know someone who makes you SAD?

If yes, who?

1. _____
2. _____
3. _____
4. _____

Things that make me SCARED:



1. _____

2. _____

3. _____

4. _____

This is how I look or what I do when I'm SCARED.

1. _____

2. _____

3. _____

4. _____



Do you know someone who makes you SCARED?

If yes, who?

1. _____

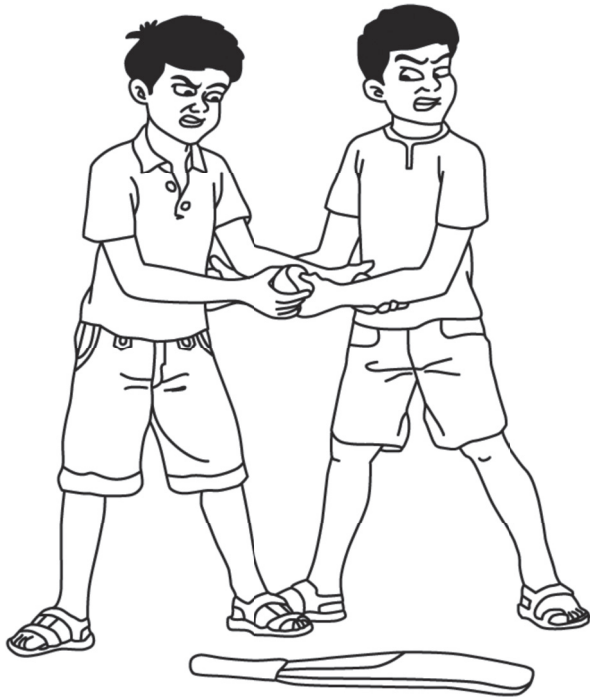
2. _____

3. _____

4. _____



Things that make me ANGRY:



1. _____

2. _____

3. _____

4. _____

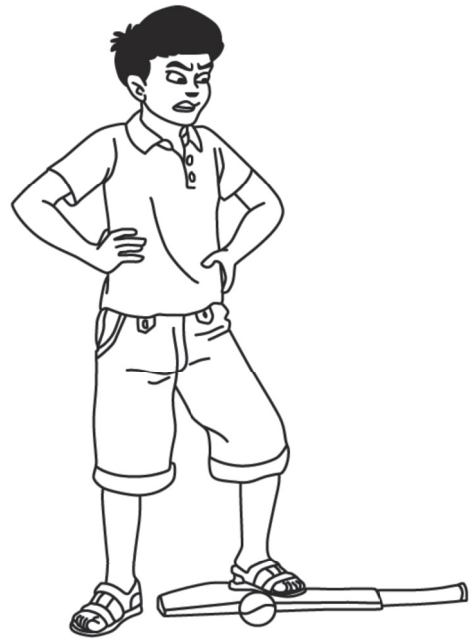
This is how I look or what I do when I'm ANGRY.

1. _____

2. _____

3. _____

4. _____



Do you know someone who makes you ANGRY?

If yes, who?

1. _____

2. _____

3. _____

4. _____



I get confused when I feel more than one feeling at the same time, like when my best friend hurts me.
I'm angry at my friend for hurting me.
I'm sad because friends are not supposed to hurt each other.
But, I still want to be friends.

Here is a story of when I was feeling confused.

Write or draw

I AM THE BOSS OF MY BODY, SO I CAN FEEL... HAPPY, SAD, ANGRY, SCARED OR CONFUSED WHEN SOMEONE TOUCHES ME.

These are some of the touches that make me ANGRY:



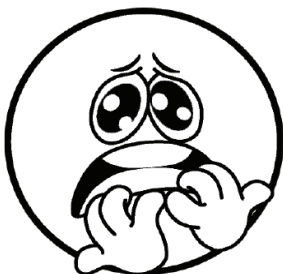
1. _____
2. _____
3. _____

These are some of the touches that make me HAPPY:



1. _____
2. _____
3. _____

These are some of the touches that make me SCARED:



1. _____
2. _____
3. _____

These are some of the touches that make me SAD:



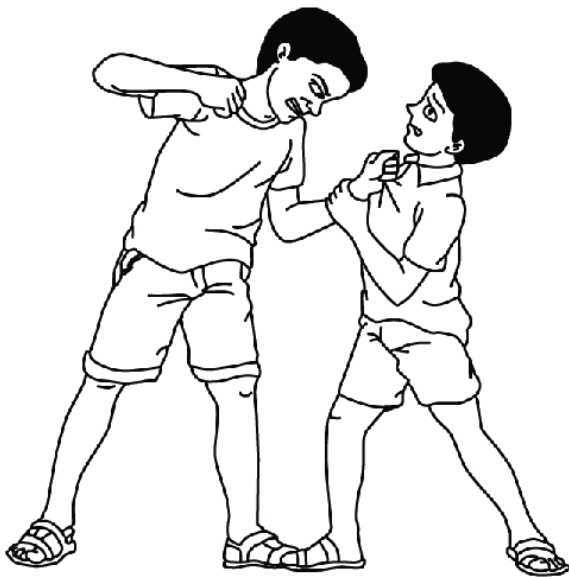
1. _____
2. _____
3. _____

All feelings are appropriate because they are natural! And feelings can help to keep me safe! My feelings help me to understand whether I am safe or unsafe.

When I feel safe, I usually feel happy. Like when my mother hugs me I feel safe and happy.

Here are some of the situations when I feel safe.

1. _____
2. _____
3. _____



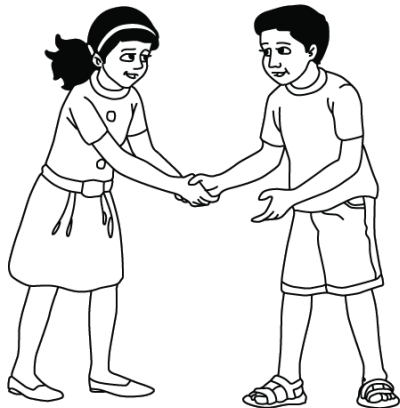
When I feel unsafe, I usually feel scared or sad or angry or confused. Like when an elder boy in school fights with me I feel unsafe and scared.

Here are some of the situations when I feel unsafe.

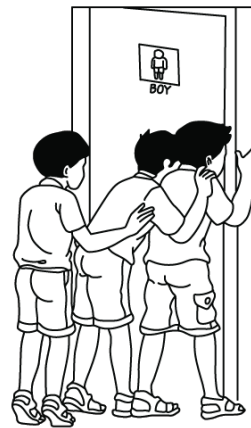
1. _____
2. _____
3. _____

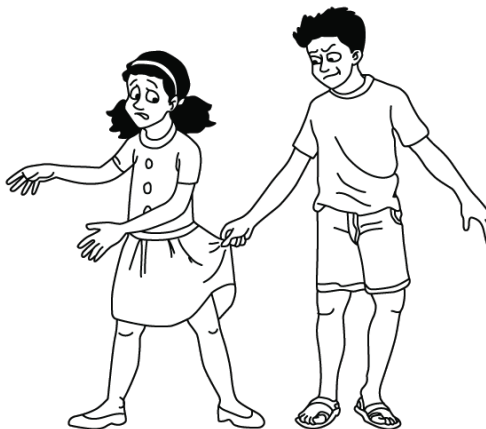


On this page, there are some examples of safe & unsafe situations/touches. Look at the pictures and put a (✓) if the situation/touch is safe and put a (✗) if the situation/touch is unsafe.


☐

☐

☐

☐

☐

☐

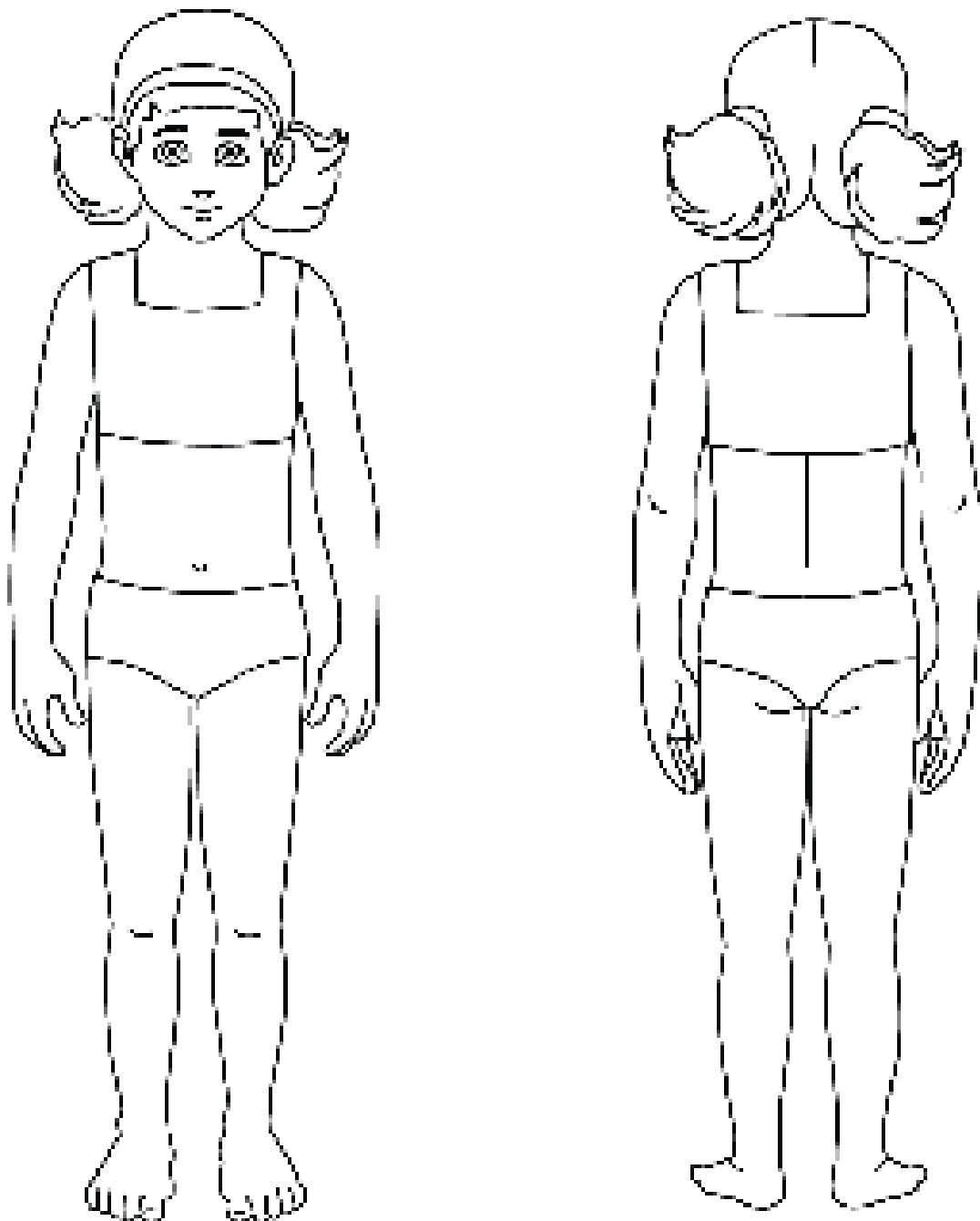
☐

☐

There are special parts of our bodies that we call **Private Body Parts**. In order to keep them safe, some specific **Personal Safety Rules/Guidelines** have been made. We will learn about these rules. But first, let us understand what is meant by Private Body Parts. Private Body Parts are those parts of our bodies that are covered by a swimming suit/undergarments/bathing suit.

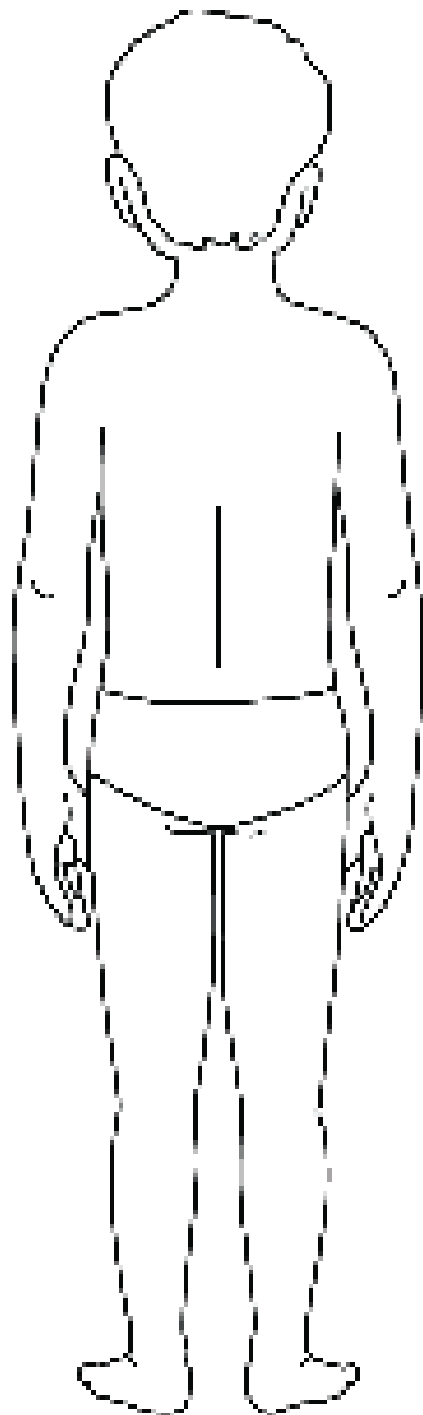
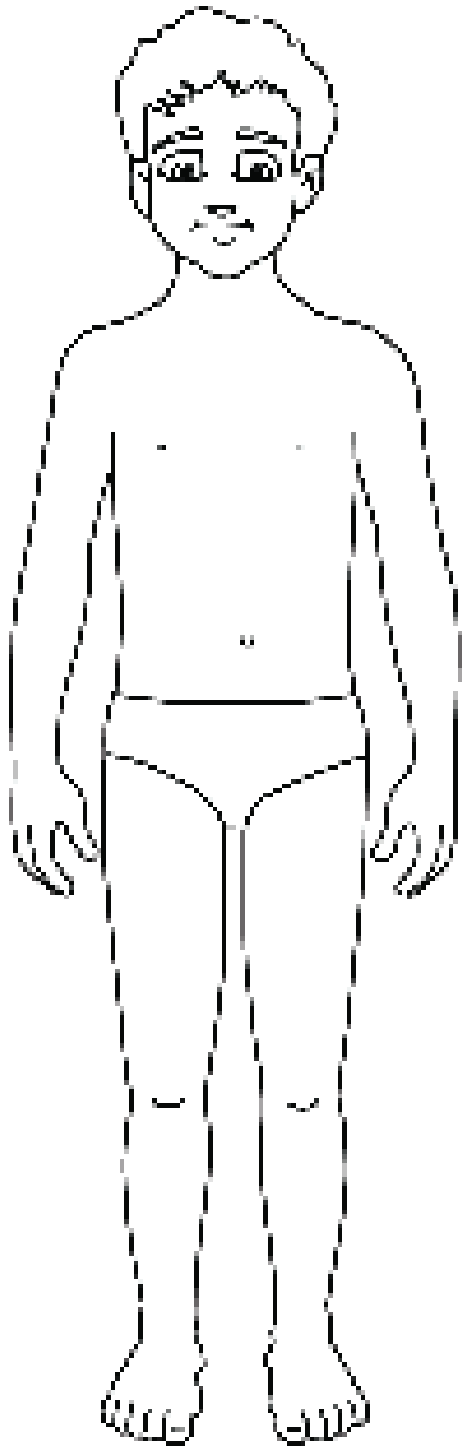
Knowing My Body

I like my private body parts and I need to keep them safe too. Parts covered with a swimming suit or under-garments are my private body parts.

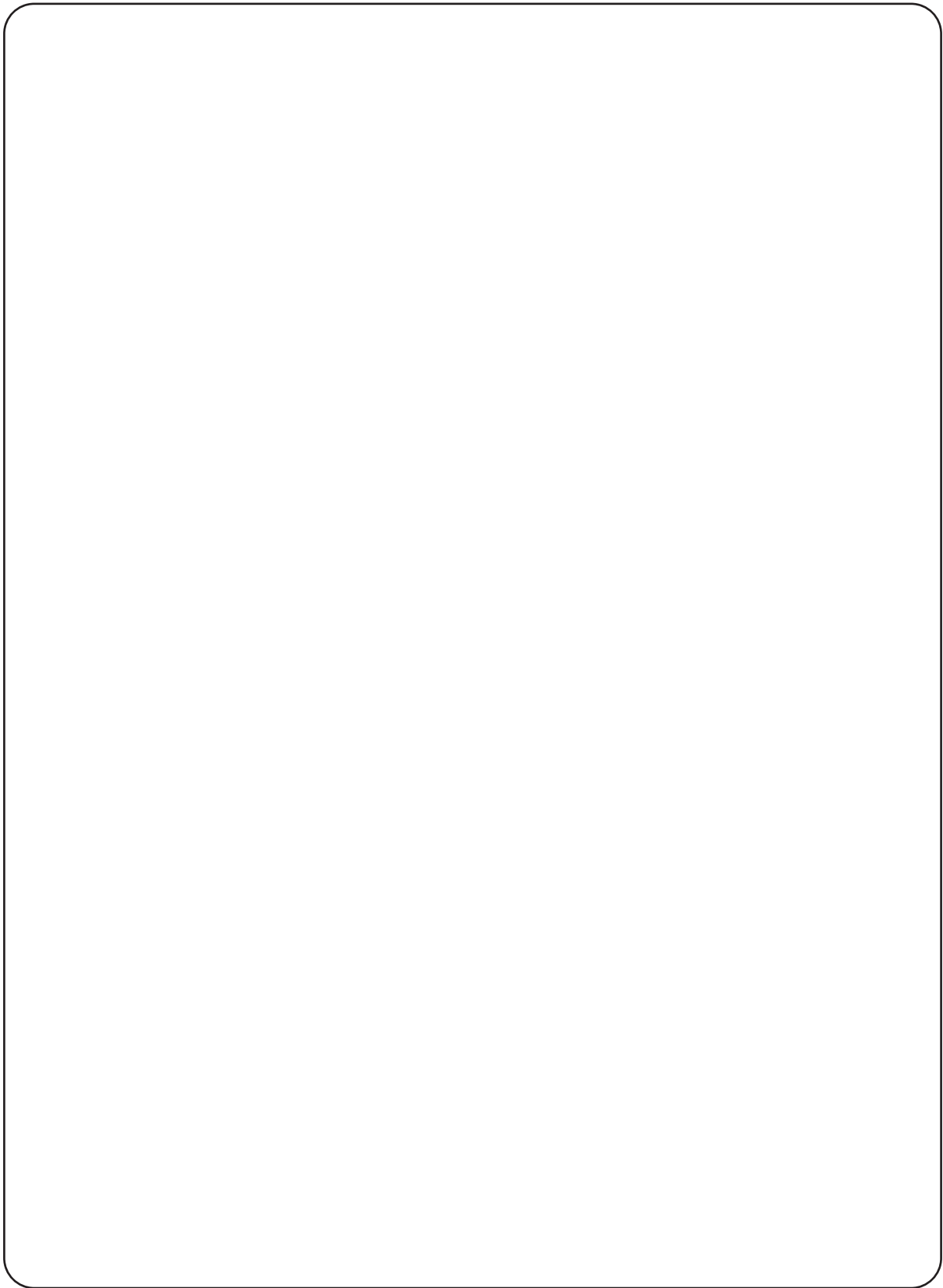


Knowing My Body

I like my private body parts and I need to keep them safe too. Parts covered with a swimming suit or under-garments are my private body parts.



Draw yourself wearing swimming suit/undergarments/bathing suit and use a crayon to colour them.



Note to parents: Please give your children the scientific names for the Private Body Parts. Refer to the parents' guide at the end of the workbook.

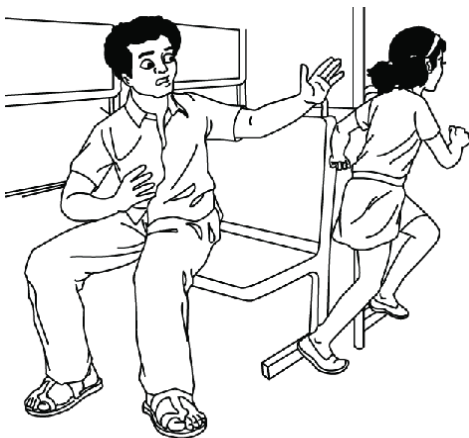
Just as you have safety rules/guidelines to keep your body safe, here are the guidelines/rules to keep your private body parts safe.



It is never alright for someone to touch, to look at, or to talk about our Private Body Parts ,except to keep us clean and healthy.

It is never alright for someone to ask us to touch, look at or talk about their private body parts.

If this happens, or, if I feel confused or uncomfortable about any touch/look/talk, I can say **“No”** and **“Run”**.



I can tell a Trusted Adult and keep telling until I get the help I need.



It would be alright for someone to touch my private body parts to keep me clean.

E.g.: My mother touching my private body parts to clean while giving me bath.

It would be alright for some one to touch my private body parts to keep me healthy.

E.g: When Doctor gives me injection on my buttocks when I am ill.

Which of these are breaking the Personal Safety Rule which you just learnt? Put a tick mark (✓) in the appropriate box.

What if:

1. An older boy pulls down your pants and pinches your private body parts. ☐
2. An older cousin wants to show you a magazine with pictures of people without clothes. ☐
3. Your science teacher teaches a lesson about the human body with a chart that also shows the private body parts. ☐
4. An auto rickshaw or school bus driver gives you a chocolate and asks you to show your private body parts to him. ☐
5. A tuition teacher touches your private parts while teaching you. ☐
6. An uncle brings you some new clothes and asks you to change in front of him. ☐
7. Your parents pat your back and hug you tightly when you get good marks in school. ☐

Sometimes a touch can be very confusing and we don't know if it is safe or unsafe. Remember the page where you drew about confusing feelings? Sometimes, a touch is safe but we don't want it and, at other times, even it is unsafe touch we might like it. For e.g., a doctor gives you an injection in your private body parts. It is a safe touch, but you certainly don't want it because it pains. However, when an uncle kisses you, you like it as it makes you feel important but you also feel uncomfortable as it is embarrassing. This touch which leaves you confused can be both safe and unsafe.

When someone breaks the Personal Safety Rule/Guideline and touches me in a way that I don't like or that makes me confused, I can say "NO", "STOP" or "DON'T TOUCH ME" because I AM THE BOSS OF MY BODY.

Assertiveness means that I protect myself without hurting others. When I feel unsafe, assertiveness means that I can act with confidence to tell the person how I feel. There are many ways to tell the person that I don't like what he or she is doing.

Here is a picture of how I will act and the words I will use. After you draw the picture, practice being assertive by standing up tall, look at your trusted adult in the eye, using the words.

Draw Your Assertive Self

If you don't have the words to say, or the person doesn't stop the behavior, it is more important that you get away from that person.

Note to parent: Reward the child for showing you how they will be assertive when confronted with an unsafe touch.

The most important rule about safety is to tell a Trusted Adult that you have a touching problem. A Trusted Adult is someone who lives near you, will listen to and believe you, and can help you.

I am special and deserve to feel safe all the time. Here are people and their names whom I can tell and who will help me when I say, *"I have a touching problem"*. I will know that they believe me and will help me when I hear them say, *"I'm glad you told me, I will help you now, let me see what I can do to help"*, *"mein aapki madat karoonga/karoongi"* and other similar phases.

I am special and deserve to feel safe all the time.

These are people I can approach when I need help to keep my self safe.



If the first person I tell doesn't help me, I will keep on telling until I get the help I need.

Charmi's Story

Charmi would go down to the garden to play
accompanied by Gabru,
a domestic help at Charmi's house.
He would play with Charmi and make her laugh.
But then, Gabru started touching her private body parts.



How do you think Charmi would feel?

Put a tick mark (✓) in the appropriate box.



Angry

☐

Sad

☐

Happy

☐

Confused

☐

Scared

☐

Shy

☐

Gattu's Story

Boys have touching problems too, just like girls!

Gattu's uncle helps Gattu with his homework every day and also gives him sweets and toffees.

One day when nobody is at home, Gattu's uncle, while helping him with his homework tells Gattu, "Today I will teach you about body parts." He tells Gattu about Private Body Parts and touches Gattu's Private Body Parts. He also says that this is a secret between them and that Gattu should not tell anybody about it. If he does, then he will not help Gattu with his homework and he will fail in school.



How do you think Gattu feels?

Put a tick mark (✓) in the appropriate box.



Angry

☐

Sad

☐

Happy

☐

Confused

☐

Scared

☐

Shy

☐

What do you think Gattu should do?

- Keep it a secret
- Allow his uncle to touch his private body parts
- Say 'No', Run and Tell a trusted adult

Gattu tells his grandfather about the uncle touching him. His grandfather angrily says, "You should not make up stories about your uncle. Uncle is only helping you with your homework."

How do you think Gattu feels?

Put a tick mark (✓) in the appropriate box.



Angry

☐

Sad

☐

Happy

☐

Confused

☐

Scared

☐

Shy

☐

What do you think Gattu should do next? Put a tick mark (✓)

a) Allow his uncle to continue touching him

☐

b) Go and tell another trusted adult

☐

Gattu wants to tell his father but is afraid that his father will be angry with him, just like his grandfather. But he goes and tells his father anyway.



Gattu's father says, "I am so glad you told me. You are very brave. It's okay to feel scared or angry or confused. I am not angry with you. I love you and I am going to help you now." Gattu's father speaks to uncle and Gattu's uncle stops touching him and also stops tutoring Gattu.



Do you think what happened to was Gattu's fault?
Put a tick mark (✓) in the appropriate box.

a) Yes ☐

b) No ☐

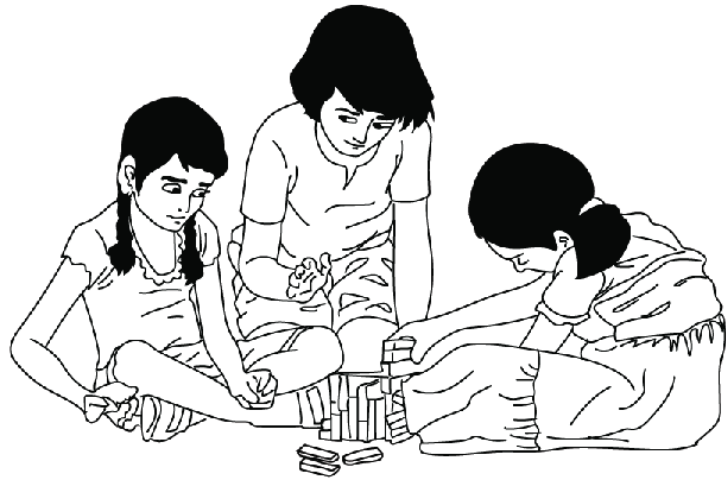
c) I don't know ☐

It is never your fault when someone else touches your private body parts.

Charmi and Gattu now know that they are special, that nobody should touch them in a way they don't like, they have the right to say, "NO", and they have a trusted adult who will help them.

Vimmi's Story

Vimmi very often goes to play with Tikli at her flat in the same building. Tikli has an elder brother, Dukku. Dukku is very friendly and plays with Vimmi and Tikli. One day when Vimmi went to Tikli's house nobody was there except Dukku. He played with Vimmi for a while and then took her to his room.



He showed her magazines of naked people. He told Vimmi, "Let's look at each others' private body parts".

How do you think Vimmi feels?

Put a tick mark (✓) in the appropriate box.



Angry

☐

Sad

☐

Happy

☐

Confused

☐

Scared

☐

Shy

☐

What do you think Vimmi should do? Put a tick mark (✓) in the appropriate box.

a) Keep quiet

☐

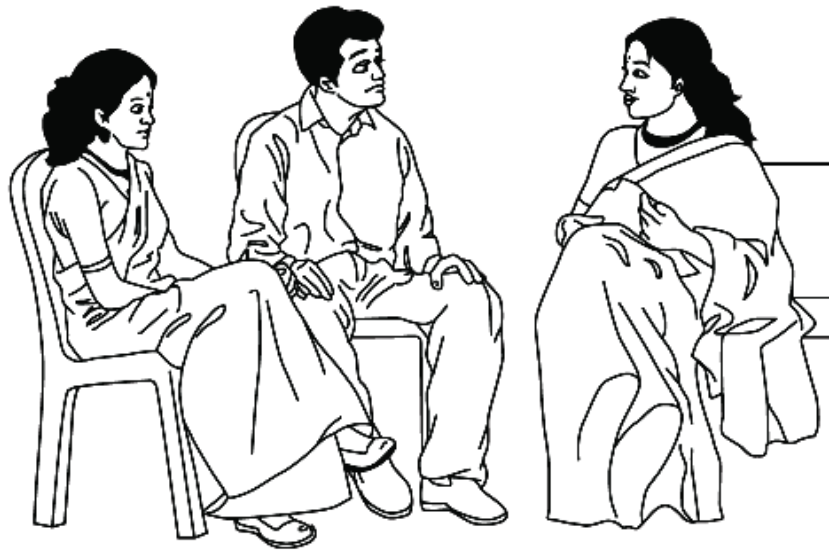
b) Say 'No', Run and Tell a trusted adult

☐

c) Allow him to show her pictures and touch her

☐

Vimmi tells her teacher, who then talks with her parents about it.



Her parents help her. Vimmi stops going to Tikli and Dukku's house, but Tikli still comes to Vimmi's house so they are still friends.



Do you think what happened was Vimmi's fault?

a) Yes ☐

b) No ☐

c) I don't know ☐

Remember it is never your fault when someone else touches your private body parts. But sometimes, saying “NO” is not enough. Here is Dabbu’s Story

Dabbu’s Story

Dabbu likes his elder cousin-brother Fajlu a lot. Fajlu would allow Dabbu to play with his mobile phone, sports equipment etc. Fajlu would sleep in Dabbu’s bed when he was visiting.



How do you think Dabbu feels? Put a tick mark (✓) in the appropriate box.



Angry

☐

Sad

☐

Happy

☐

Confused

☐

Scared

☐

Shy

☐

One night Fajlu touches Dabbu’s Private Body Parts and says it is a secret touching game. How do you think Dabbu feels? Put a tick mark (✓) in the appropriate box.



Angry

☐

Sad

☐

Happy

☐

Confused

☐

Scared

☐

Shy

☐

Dabbu told Fajlu many times that he did not like the touching game. Still Fajlu kept touching Dabbu for many nights. Dabbu did not know what to do. He didn’t tell anybody. Then one day, Dabbu learnt about Personal Safety Rules in school. He learnt that “you are the boss of your own body” and “nobody should touch you in a way that makes you feel unsafe or confused”. Dabbu learnt that if someone touches you in a way that doesn’t feel ok, or safe, say, “NO” whenever possible, but always think “NO” in your head even if you can’t say, “NO” and then tell when you can.



**IT'S NEVER TOO LATE TO TELL,
SO TELL WHEN YOU CAN**


Dabbu thought a long time about what he learned about personal safety. He finally decides that...





Dabbu went and told his mother. His mother said that, "It can't be true." She does not help him.


How do you think Dabbu feels?


Put a tick mark (✓) in the appropriate box.

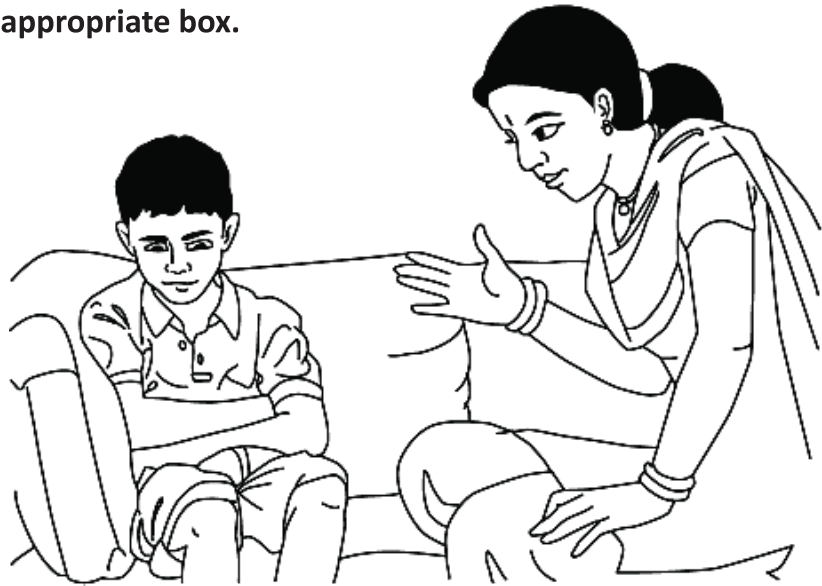
 Angry ☐

 Sad ☐

 Happy ☐

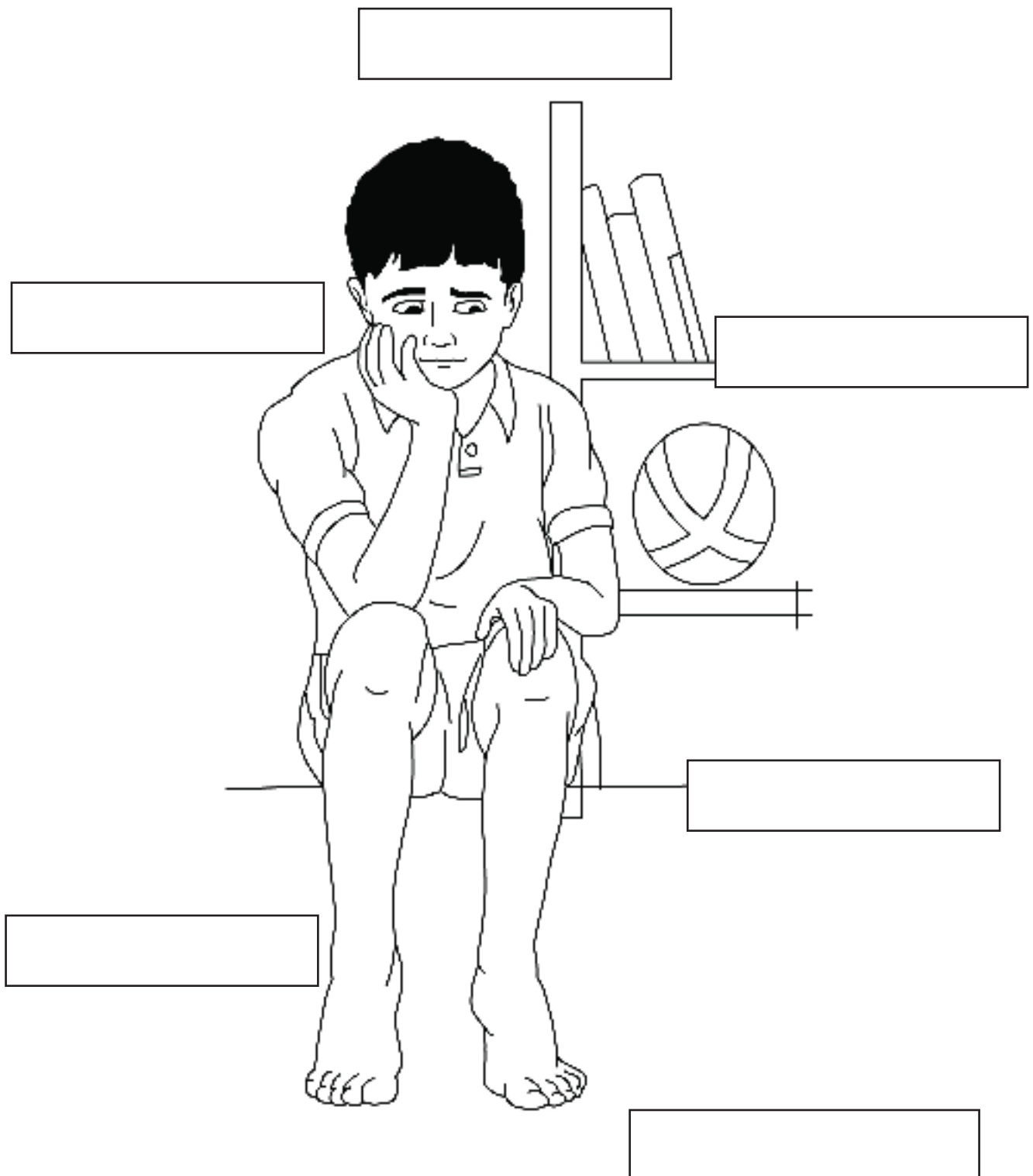
 Confused ☐

 Scared ☐



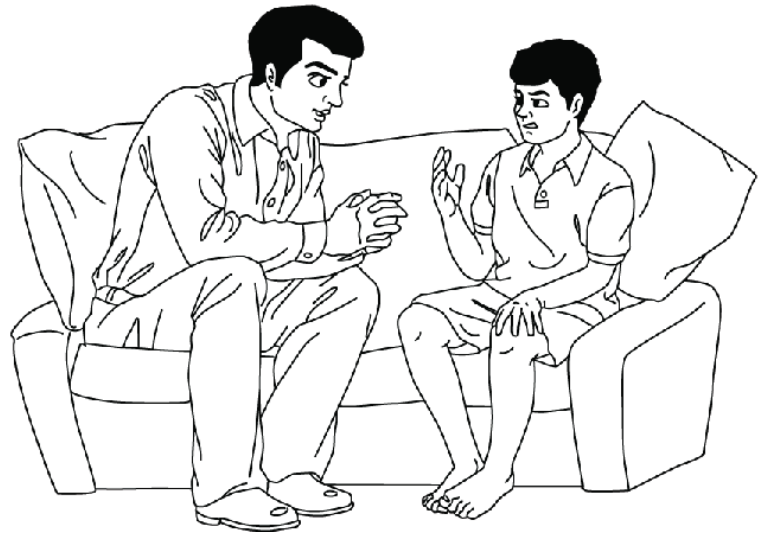
What do you think Dabbu should do?

Who are other people besides his mother who could help Dabbu?



Dabbu wants the touching to stop. He is scared because he will break the promise to Fajlu of keeping the touching game a secret. He tells his uncle about his touching problem. Uncle tells Dabbu, "I'm glad you told me. You are very brave."

"What happened is **not your fault** and I will help you. Fajlu did something wrong and he needs help, so he doesn't hurt you or other children. I will help you now."



Uncle speaks to Dabbu's mother and she then believes what Dabbu told her. Both Dabbu's uncle and mother speak to Fajlu sternly and tell him to stop touching Dabbu immediately because **it is never all right to touch others' private body parts**. Fajlu no longer is allowed to sleep with Dabbu. Dabbu's mother comforts him and reassures him that it's not his fault. She tells him that if something like this happens again, Dabbu should come and tell her about it. She will believe him from now on and help him.




How do you think Dabbu feels now?

Put a tick mark (✓) in the appropriate box.

 Angry ☐

 Sad ☐

 Happy ☐

 Confused ☐

 Scared ☐



Do you think what happened was Dabbu's fault?

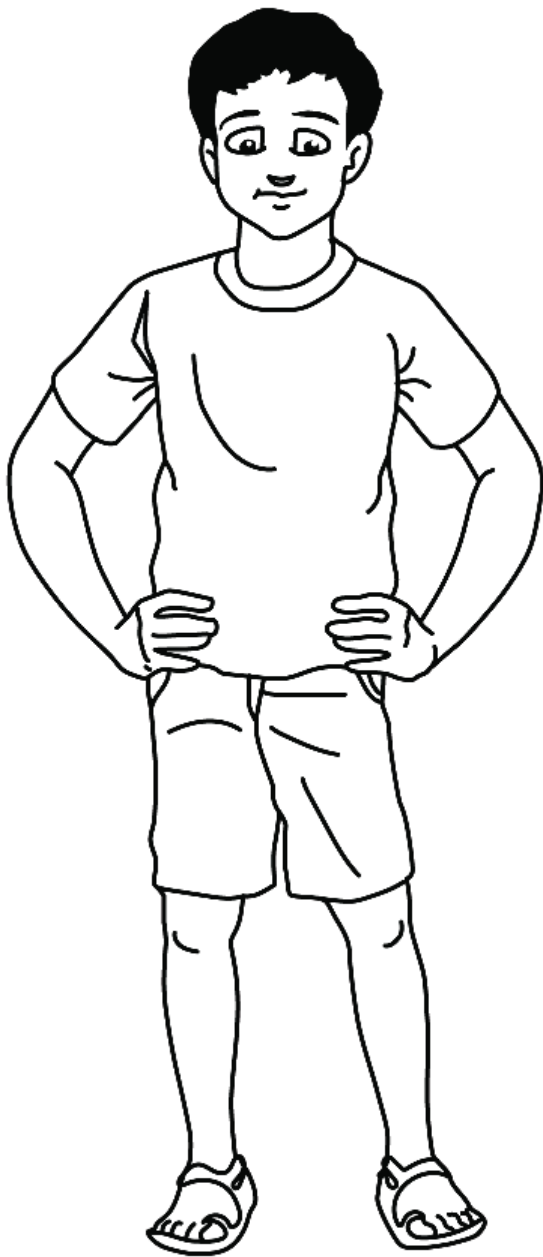
Put a tick mark (✓) in the appropriate box.

a) Yes ☐

b) No ☐

c) I don't know ☐

Now Dabbu and Vimmi know what Gattu and Charmi know...



**I have a
wonderful body.
I am the boss of
my body.
There are Personal
Safety Rules to
keep me safe.**

AND I KNOW THEM!

**I can always THINK “NO!” for a touch
I don’t like, and SAY “NO!”**

What good does “THINKING NO” do if it doesn’t stop the unsafe touch/look/talk?

“THINKING NO” helps us get clear in our own minds that we do NOT deserve to be touched in ways that are not safe for us, and that it is never our fault.

Even if we couldn’t say no,

Even if we couldn’t get away,

Even if we couldn’t tell someone.

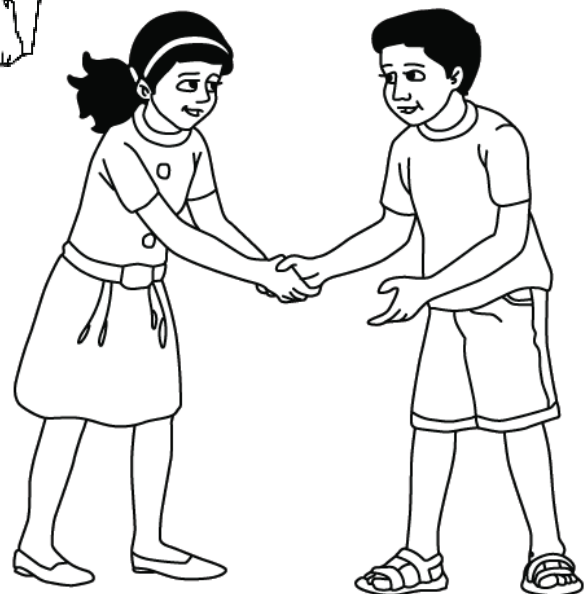
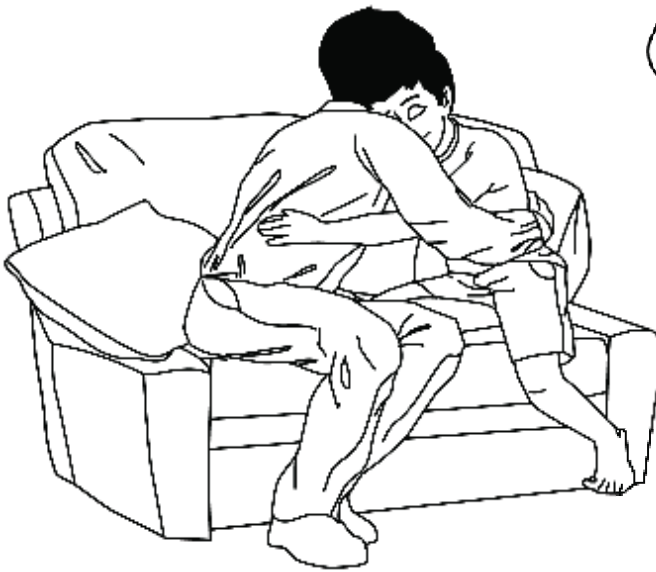


What happened was NOT my fault!

I will NOT blame myself!

IT IS NEVER TOO LATE TO TELL!

Here are some examples of Safe touches



A special touch I like ...

If you ever got a touch you didn't like or made you feel uncomfortable, draw or write it here



The next time this happens, this is what I will say and do



PARENTS'/TEACHERS' GUIDE TO SUPPORT CHILDREN

Cover: OBJECTIVE - Building self-esteem

The Personal Safety workbook operates from the premise that all children are **unique** and **special** and they have a right to be **safe** and **protected**. In order to arrive at this, the workbook initiates in building the self esteem and self confidence in children. Having positive self-esteem is the bedrock on which other life skills, like assertiveness, decision making and critical thinking, can be built on.

Page 4: OBJECTIVE - Building information

The workbook builds on the existing safety rules/guidelines that children are already familiar with in the family/school set up. These rules/guidelines often include:

- Don't play with match sticks.
- Look both ways before crossing the streets.
- Don't play with scissors.

Discuss these Safety Rules/ Guidelines with the children and ask them to write down as many as they can remember. This will set the ground for introducing Personal Safety Rule/Guidelines on page 19.

Pages 8-15: OBJECTIVE - Building Emotional Intelligence for self esteem

Understanding our feelings and how our body reacts to them (emotional intelligence) is an important tool in assessing safe and unsafe situations. However, most often children do not get the adequate space to express their feelings and take decisions accordingly. For instance, parents/caregivers generally do not affirm children's feelings of fear or anger and treat them as something negative which needs to be corrected. Hence, children do not learn to use fear/anger/confusion as important indicators for feeling unsafe and getting away from that situation.

Through the workbook, parents and caregivers can create the space for children to vocalize their feelings and be aware of their emotions. It will also provide opportunity to develop better communication channels with children and to understand their emotions and affirm them. While talking about different emotions, children might also get the comfort to talk about unsafe situations that they have experienced in the past

or are currently facing. Hence, this section might also work as an assessment tool to understand whether children have undergone sexual abuse or inappropriate behaviour.

Take the children through the pages, one by one. All answers children give are correct, do not make value statements or judgmental statements about any response. Give the children time to write, draw and talk.

First brainstorm with the children all the possible responses for ways to respond with “HAPPY”

- Smile
- Laugh
- Hug
- Dance
- Be nice to other

Things that make me happy:

- Ice cream cone
- Visit from my best friend
- Getting a present

People who make me happy

- Parents
- Friends

Go through the same for SAD, ANGRY, SCARED (Please do not react even if children share that a close family members/friend/neighbor is making them sad or scared. Do not contradict the child but affirm his feelings and explore further.)

On page 12, the feeling of “confusion” is introduced. We feel confused when we experience all sorts of feelings at the same time. Try to identify situations in your own life when you felt all of the above feelings for the same event. For example, parents want their children to get good marks in their studies but they don’t want to shout at them all the time and force them to study. At those times, parents might not know how to help children understand what they want and that might lead to confusion.

The feeling of confusion is critical in the spectrum of child sexual abuse. Children often experience confusion because they do not understand the inappropriate behavior that they are being subjected to. Often the abuser is a familiar person hence children cannot relate as to how someone so close can cause any harm. Children are also confused as



to whether they should disclose the abuse and whether family members will believe them. When children are confused their decision-making is affected.

Page 13-15: OBJECTIVE - Understanding the Touch Continuum

Once children develop the ability to recognize all the different feelings they can also identify whether they are in a safe or unsafe situation through their feelings. This will help them to decide on an appropriate course of action.

Introducing children to the 'Touch Continuum' will help them to pinpoint if they experience safe touch/unsafe touch and confusing touch. It will also work as a guide for parents/caregivers to arrive at a possible assessment for abuse.

After each session, collect the workbook/s and look through them for possible signs of abuse. If there is concern, do approach a counselor who can help you or contact Arpan.

The TOUCH CONTINUUM is a tool for children to understand that which touch is safe, unsafe or confusing from their perspective.



Examples of safe touch are listed under the title “things that make me glad” such as holding hands with parents, hug by a loving aunt. Examples of unsafe touch are listed under the title “things that make me angry” such as hitting and biting etc. This will provide children, the space to talk about their understanding and experiences/s of touches which make them glad and touches which make them upset.

SAFE TOUCH / BEHAVIOUR are those which make the receiver/s feel affirmed. These touches and behaviors are experienced by the receiver (child) as warm, caring, nurturing, and supportive. They neither exploit the receiver nor make the receiver feel diminished self worth. Safe touches are healthy and they make children feel comfortable and secure.

UNSAFE TOUCH / BEHAVIOUR are those that hurt the receiver, that make the receiver feel harmed or hurt, that inflict pain or that seem to disregard the receivers (child's) feelings. These kind of touches and behaviours are manipulative, coercive, abusive, and frightening for the children.

CONFUSING TOUCH/BEHAVIOUR is that which makes the receiver/s feel uncomfortable, uneasy, confused, or unsure. The receiver experiences confusion and conflicting feelings

about the touch/behavior and/or about the person. This is because for the children the intent of the abusers may be unclear and the touch or attention may be unfamiliar. There are times when this kind of attention might “feel nice” but is also uncomfortable at the same time. This might range from gestures like receiving compliments and favour from an adult in front of peers (which might be safe) to experiencing touch that is sexually stimulating which is unsafe.

WHAT DETERMINES THE NATURE OF TOUCH/ATTENTION?

Whether the touch or attention is “safe” or “unsafe” or “confusing” is determined only through the receivers’ experiences. It is independent of the intent of the person who is touching or making the children uncomfortable. For example, even when a person touches or exhibits any particular behavior towards child with the intention of conveying support, affection etc. but whether that particular touch/behavior is safe/unsafe depends on how the child, (the receiver of the touch/behavior, perceives it (safe/unsafe/confusing).

Children who are empowered to identify their feelings and assess situations as safe/unsafe or confusing based on their feelings, are in a position to participate in keeping themselves safe.

Page 16-18: OBJECTIVE - Developing Vocabulary

Children will be introduced to naming Private Body Parts. Teaching children the names of Private Body Parts while teaching other body parts makes them feel comfortable about their body and know that their body is special and belongs to them. When we fail to introduce the names of Private Body Parts (namely vagina, penis, testicles, anus, buttocks, breast) to children or give pet names to their genitalia, we create secrecy and mystery about their body parts. This discomfort around Private Body Parts is used by the abusers to their benefit as they know children will feel embarrassed to talk about these incidents with anyone else. If we treat all body parts as normal, then children too will have no problem sharing if they have been hurt or inappropriately touched in their Private Body Parts.

Talk with your students/children about why our private body parts are special. Ideally, teach them the names of the private body parts.

Page 19-20: OBJECTIVE - Introducing Safety Rules/Guidelines and Safe Secrets

Safety rules/guidelines are introduced to children for them to follow and keep themselves safe. For children to internalize these rules/guidelines, repetition is the key. Parents/caregivers can make sure that these rules/guidelines are posted in places where the children have regular access to and reiterated at constant interval.

The answers to the 'What if' questions are as follows:

Statements 1,2,4,5,6 violates the Safety Rules/Guidelines introduced.

Emphasize the difference between "safe secrets" and "unsafe secrets." A common approach used by offenders so that the incident remains undisclosed is to manipulate the child in believing that the inappropriate touch/behavior is "little secret game" between the offender and the child. The secret is to protect the offender and not the child.

Examples of good secrets are:

- What you are giving as a birthday present
- A surprise party
- Untold ending of a story

Page 21: OBJECTIVE - Building Assertiveness Skills

Along with building emotional intelligence in children, it is critical to teach them to express and act on their feelings assertively. In order to do so children need to understand and distinguish between passive, assertive, and aggressive behaviour.

PASSIVE: When you are unable to stand for your rights and others get their needs met by violating your rights.

AGGRESSIVE: When you stand up for your rights but in that process violate the rights of others.

ASSERTIVE: When you stand up for your rights without violating others' rights.

A **passive** person gives more importance to other people's feelings than their own. A passive person would do what they are told to do even if they don't want to do it and they don't let other people know about how they are feeling because they don't want to hurt others. Even if they are angry or upset with someone else's behavior, they don't want to discuss it with them directly. Because they care so much about maintaining the harmony, others feel like they can take advantage of them.

If you are **aggressive**, you tell others how you really think or feel about something, but you make other people angry because of your attitude. You blame and threaten them, point or shake your finger at them, yell insults, and demand what you want NOW. You may even fight to get your own way. Maybe you WILL get what you want, but you will not feel good about it, and neither will others.

If you are an **assertive** person, you express your true thoughts and feelings in ways that do not hurt others. You say what you really want/ need and are willing to stand up for yourself, but you do not hurt others. You think about what other people want/need. You feel relaxed and good about yourself.

Page 22: OBJECTIVE - Building the Support Systems

Adults are the primary care-takers of children. It is the responsibility of the adults to make sure children are safe and protected. Unfortunately, parents/caregivers often unknowingly create barriers and children cannot reach out to them when in need. This gap in communication is used by the abusers to their advantage as they know that in most cases children will not have the comfort to disclose nor the parents/caregivers will listen and believe the children in case they share. This component of personal safety i.e., building support systems, therefore, attends to the caregivers/parents as much as it addresses children. We cannot teach children to connect to the parents/caregivers unless these individuals are ready to develop and hone their skills of listening to the child, believing them and extending their support.

Begin by letting children discuss about their existing support system. It might be family, friends, neighbors, police or teachers. Please remember that all answers are correct. Talk about what makes these people trusted adults, writing the answers on the paper (remember, all answers are correct). Some examples could be:

1. they listen
2. they don't get angry

These adults are called "Trusted Adults." When children need help about an event or feelings, they can talk with a trusted adult. To distinguish between a trusted adult and others in our children's lives, discuss the differences between a trusted adult, friend, acquaintance, or stranger.

TRUSTED ADULT: Someone who will listen to us calmly, believe us and will try and help us. These characters help children to decide whether they would confide in an adult.

FRIEND: Someone we know very well, have shared interests and experiences and are in contact often.

ACQUAINTANCE: People who we know who they are but don't know much about them, people who might be other people's friends.

STRANGER: People we don't know irrespective of the fact if they know us

It is important to keep telling the trusted adult/s till you get the help you need.

Pages 23: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

The story of Charmi is the beginning of using the information and skills taught, as well as developing empathy (a major component of preventing abuse). Go through the stories slowly with your child/student, stopping often to process the story with questions about feelings or other issues that you may feel need to be addressed with a particular child/student population.

Any question/s children have at any time should be taken seriously and responded to with respect. Any feelings the child may exhibit should be accepted and respected. Certain responses from children could indicate a problem, such as a child becoming unusually quiet during the story, unusually disinterested or distracted, or you may witness any discomfort in the child.

Pages 24: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

The story of Gattu continues to build on the information and skills, as well as letting children know that boys are as vulnerable as girls, and they, too, need help. Giving children lots of examples of inappropriate touches and situations of sexual abuse and playing 'what if' games will help children process the information, skills that they have acquired through the Personal Safety Workbook.

Go through the story of Gattu slowly again for processing at each step.

This will also give children the space to practice saying, 'NO' assertively.

Pages 27-37: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

The stories of Vimmi and Dabbu introduce the concept "Think No." It is important to introduce this concept as children even after going through Personal Safety Education

might need time to internalize the skills and implement saying 'No'. The reasons for not being able to say NO will include that they love the offender, they are afraid of the offender or they are being directly threatened.

The concept of "Think No" helps a child to become assertive in their thought process which will eventually help them to act assertively as well. It will help children to lessen or remove their guilt even if they have not been able to stop the abuse for whatsoever reasons.

We hope that the concept of "Think NO" will help a child develop their self esteem and courage to eventually tell – IT IS NEVER TOO LATE TO TELL ABOUT A TOUCHING PROBLEM! However, for those who never tell, at least this will let them put the abuse within a context as they understand that they are not at fault for the sexual abuse to have taken place.

Pages 38-39: OBJECTIVE - Safe Touches

It is important to reiterate that all touches are not unsafe as healthy/safe touches are critical for children's development.

Page 40: OBJECTIVE - Final Assessment

The Final Assessment will help the parents/caregiver understand whether the child had experienced or is experiencing any unsafe touch. If the child discloses do not be alarmed. Affirm the child for the courage she/he has taken to disclose the abuse. Handle the situation calmly and provide appropriate support and help.

Praise the child for completing the workbook and give her/him rewards such as a certificate, a hug, or a special activity. Reiterate these messages periodically. Let the child know that he/she is special and you are always available for them to share their experiences, including uncomfortable and unsafe situation/s.





Address : Arpan House, Delta Chemical Pvt. Ltd., J-1 Cama Industrial Estate,
Off. Val Bhatt Road, Goregaon (East), Mumbai -400 063.

Tel. : 26862444 / 26868444

Mobile : 98190 51444

For Counselling Support : 98190 86444

Email : info@arpan.org.in

Website : www.arpan.org.in

Online Courses: www.arpanelearn.com