

MY PERSONAL SAFETY WORKBOOK





MY PERSONAL SAFETY WORKBOOK

arpan
Towards Freedom from
Child Sexual Abuse



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DEAR PARENTS AND TEACHERS,

Child Sexual Abuse is an issue that is difficult to talk about and often difficult even to acknowledge. This sort of abuse is a violation of the child's body and the trust that is implicit in a caregiving relationship. Arpan is an award-winning organization working to address the issue of Child Sexual Abuse in India. Based in Mumbai, Arpan is the largest NGO in India, with over 140 professionals who provide prevention and intervention services to children and adults. Till March 2024, through all its programmes, Arpan has reached out to over 18.3 million children and adults.

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

- Caregivers are uncomfortable talking about personal safety with children. Thus, children are left without any vocabulary to talk about unsafe experiences.
- Children are taught to obey their parents and respect all adults unconditionally. Thus they are unable to build any skills in assertiveness or decision making and even communicate their discomfort.
- Children are not allowed to express their feelings. Instead, adults teach children 'not to cry', 'not to be afraid', 'not to be angry', thus preventing them from expressing themselves.
- The concern with preserving family sanctity and family honour becomes pivotal, leading to silencing incidents of Child Sexual Abuse and providing little or no support to the child.

This is a book for parents, teachers and children to learn about how special children are and how children can keep themselves safe. It will guide us to learn what it means to be the 'boss of our body' and provide information and skills to build self-esteem and restore confidence. Though the workbook is not explicitly designed to address children with special needs or differently abled children, you, as a parent or caregiver, can use this resource to communicate it with children with special needs. In that

case, the activities used in the book can be modified as per the child's specific needs.

The workbook aims to:

- Develop in children positive attitudes towards themselves and their bodies by making children understand that they are special.
- Review existing general safety rules or 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.

To achieve the above-stated goals, children need to be armed with certain information and skills to keep them safe from sexual abuse. Therefore, through this workbook:

The information children will learn are:

- Safety rules
- Vocabulary for Private Parts
- Support systems

The skills they will learn are:

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

The attitude they will build are:

- Self-worth and Self-esteem
- Building or teaching empathy

We know it can be hard for parents and caretakers to talk to children about Child Sexual Abuse. Every caregiver worries about their children's safety, but there is also



apprehension that talking to children about Personal Safety will make them anxious and frightened.

We agree that fear is not an effective teaching tool, but confidence is. Like you, we also want children to grow up with the belief that most adults are safe. We also believe teaching children about Personal Safety from a young age provides them with knowledge and skills to prevent Child Sexual Abuse and seek support in case of any violation.

Parents and teachers can play a critical role by making children aware of Personal Safety by making it a part of their family or school safety rules. Just like you teach your children safety rules about crossing the road, you can also teach them about safe and unsafe touches. By initiating conversation on Personal Safety, you also let children know that you are always available for them to reach out to.

This workbook is meant to help you to talk with your child in a non-threatening and child-friendly manner. We believe this book could help open up communication between you, the parent or teacher, and the children and equip them with much more than just Personal Safety skills. It will help the child to be assertive in situations that make them feel unsafe. Along with us, we know you, too, want children to feel safe!

Sincerely,
The Arpan Team

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

MY PERSONAL INFORMATION

Name: _____

Home address and phone number: _____

School address and phone number: _____

Parents' name and phone number: _____

Elder (if any) sibling's name and phone number: _____

In case of emergency, I can dial (List down the name and numbers): _____

THIS IS ME!

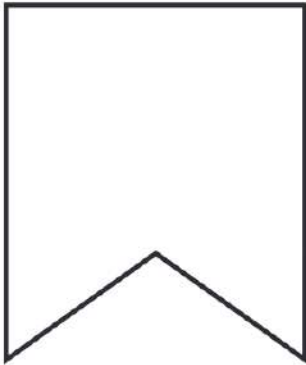
My Name



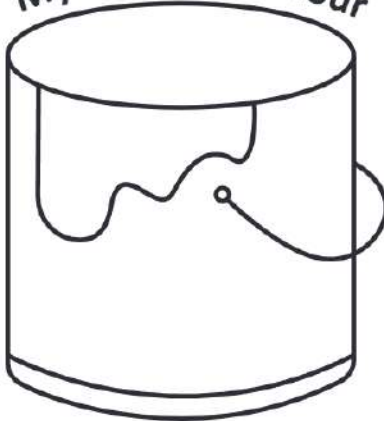
I like to be called



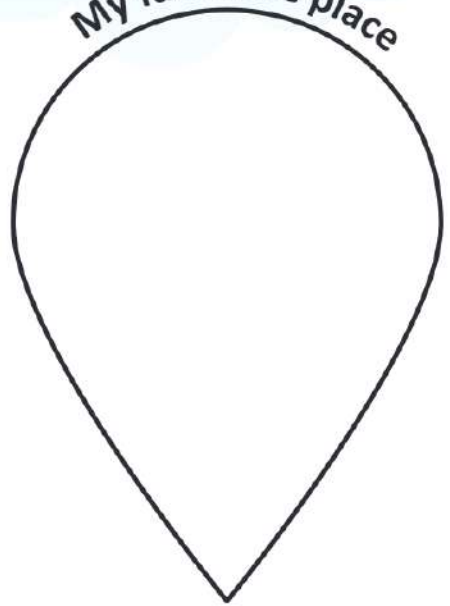
My favourite friend



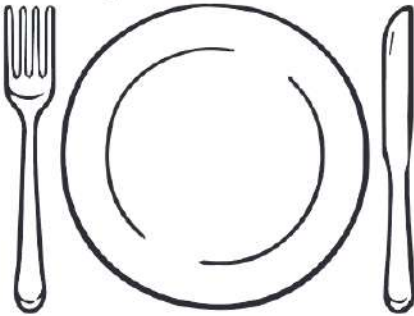
My favourite colour



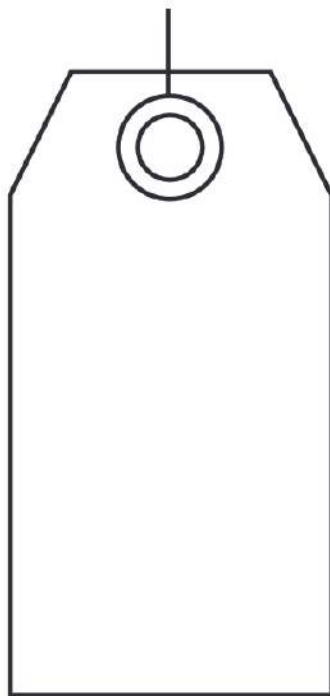
My favourite place



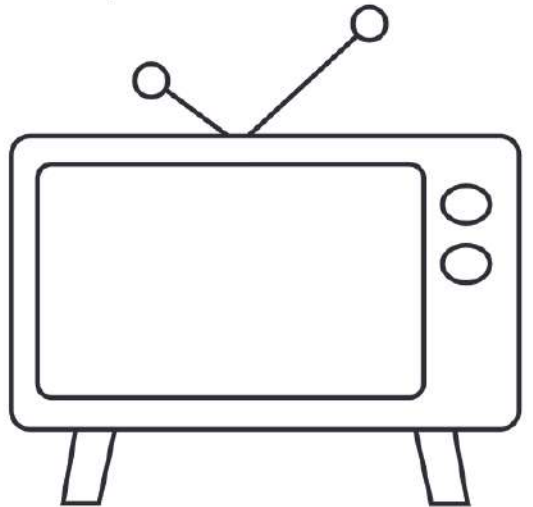
My favourite food



Here are reasons why I am so special



My favourite cartoon



One thing I like about myself





MY WONDERFUL BODY

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

Draw Yourself:



MY PERSONAL SAFETY RULES

Make a list of the safety rules you have learnt.

These are the safety rules I have learnt till now:

1. I should not play with fire
2. I should look on both sides while crossing the road
3. I should not play with sharp objects

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

All these rules help me stay safe.

Q. What does safe mean?

Safe is when there is no danger around me or when no one is going to harm or hurt me.

Make a list of situations where you feel safe.

I feel safe when:



1. I play with my friends.

2. I spend time with my parents.

3. I watch TV at home.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Q. What does unsafe mean?
Unsafe is when there may be some danger or someone might be trying to harm or hurt me.

Make a list of situations where you feel unsafe.

I feel unsafe when:

1. Someone hits me.
2. I play with sharp objects.
3. A robber/thief enters my house.



4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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



KNOWING MY BODY

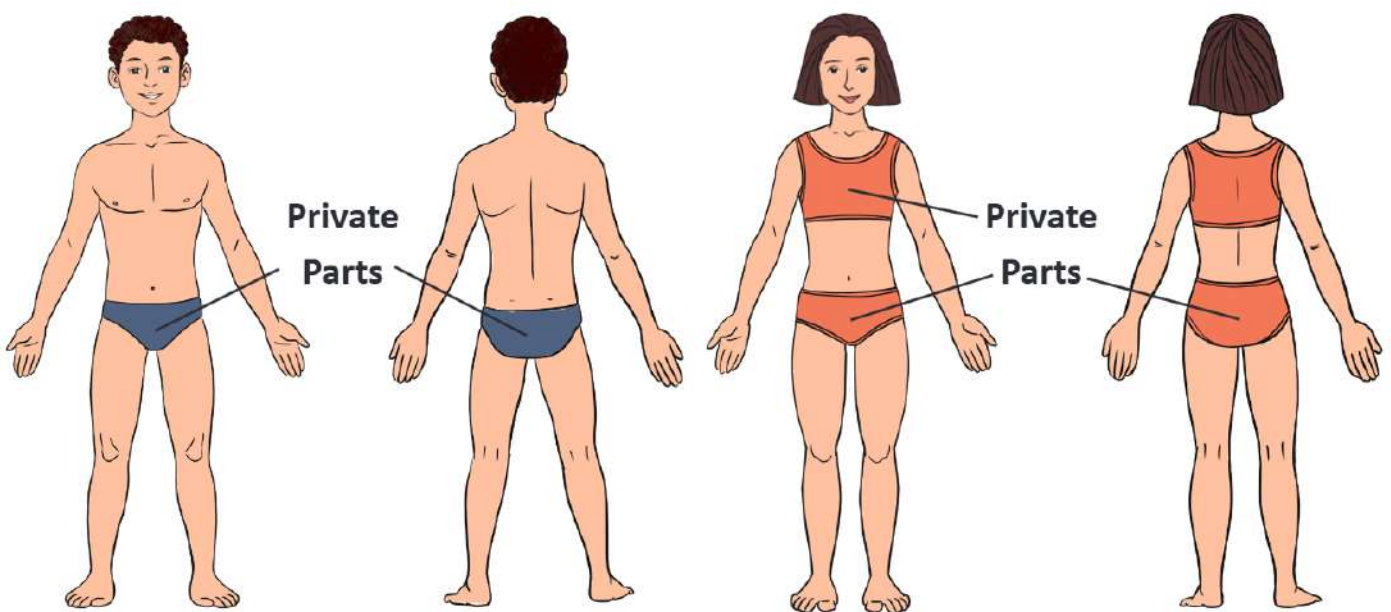
My body is wonderful. It is different from everyone else, and it has many different parts. I can do many different things with my wonderful body. My body belongs only to me. I am the boss of my body. I know it is important to know about my body to keep me safe.

Some parts of our body are called **Private Parts**. In order to keep them safe, some specific **Personal Safety Rules** have been made. We will learn about these rules. But first, let us understand the meaning of Private Parts.

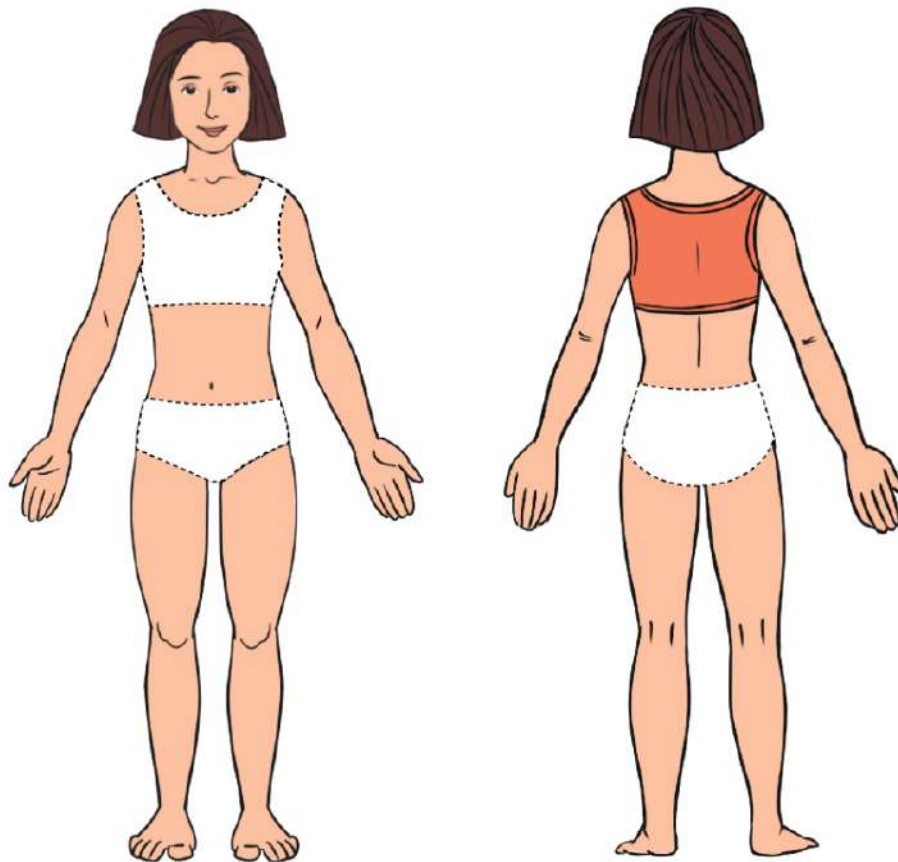
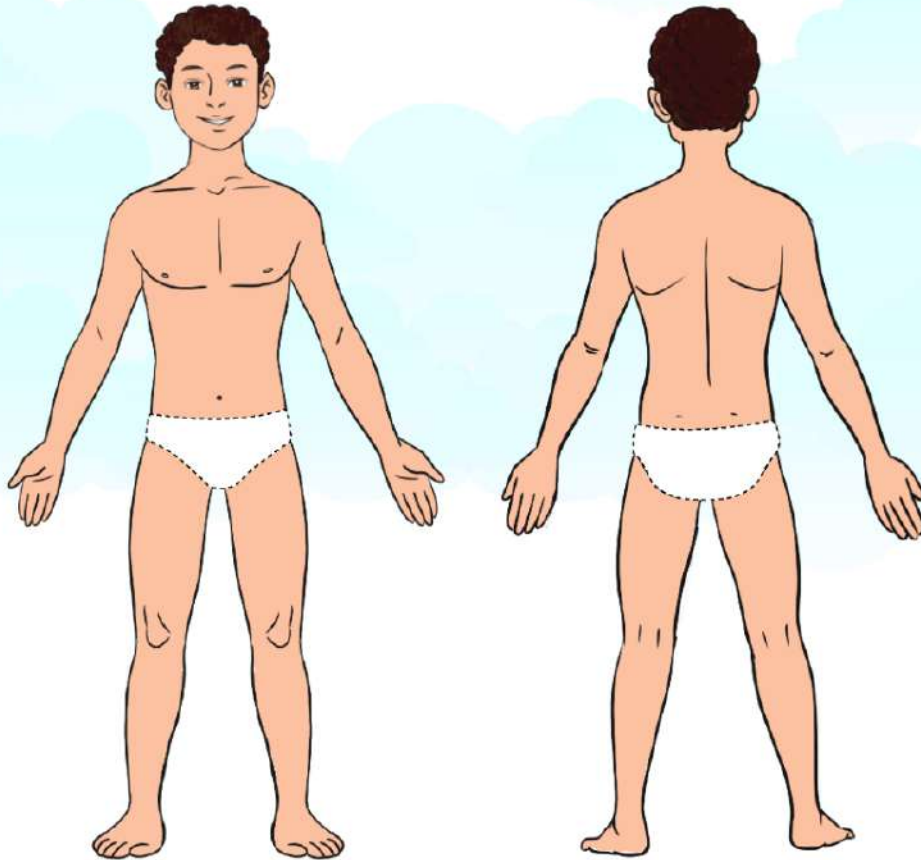
Q. What are Private Parts?

Private Parts are parts of my body. **Private Parts** are those parts of the body that are usually covered with undergarments or swimming suits. My Private Parts are usually covered because they are sensitive and can get hurt easily.

These are my Private Parts, and I need to keep them safe.



Colour the parts covered with swimming suits or undergarments.



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

LEARNING ABOUT MY SAFETY

Just as I have safety rules to keep my body safe, here are the rules to keep my Private Parts safe.



1 It is unsafe to **TOUCH, LOOK AT OR TALK** about Private Parts. It is unsafe to touch, look at or talk about my Private Parts except to keep my Private Parts clean and healthy.



2 Say "**NO**" and **GET AWAY**. If anyone makes me unsafe I will say "No" and get away to a safe place.



3 Tell a **HELPFUL ADULT**. I will tell my helpful adult, "I am unsafe".



4 **KEEP TELLING** till you get help. I will ask for help till the unsafe touch, look or talk stops.



Personal Safety Rule 1 – It is unsafe to touch, look at or talk about my Private Parts except to keep my Private Parts clean and healthy. It is also unsafe for me to touch, look at or talk about others' Private Parts.



TOUCH



LOOK



TALK

It is safe for my parents, grandparents, or caretakers to touch my Private Parts to keep them clean and healthy. There can be times when I am unwell or injured and unable to take a bath or wear clothes by myself. During these times, I need the help of my parents or elders in the house. Only when I need to be kept clean and healthy, it is safe if someone touches, looks at, or talks about my Private Parts.

It is safe when the doctor gives an injection on my buttocks. When I am unwell or have an infection, the doctors or nurse would need to touch, look at or talk about my Private Parts. When I visit the doctor, I can always ask the adult who has come along with me to accompany me behind the curtain or door where the doctor is checking me.



Keep in mind the Personal Safety Rule 1. Put a (✓) for safe situations and put a (✗) if the situation is unsafe.

What if:

1. An older boy pulls down Chotu's pants and pinches his Private Parts.
2. Anaya's older cousin wants to show her a magazine with pictures of people without clothes.
3. Raja's science teacher teaches a lesson about the human body with a chart showing the Private Parts.
4. An auto-rickshaw or school bus driver gives Ruhi, a chocolate and asks her to show her Private Parts to him.
5. A tuition teacher touches Ibrahim's Private Parts while teaching.
6. An uncle brings Sania some new clothes and asks her to change them in front of him.
7. Nabila's older cousin shows her a video on the phone where people are not wearing any clothes.

KNOWING I CAN SAY 'NO'

Personal Safety Rule 2 – Say 'No' and get away.

When someone touches, looks at or talks about my Private Parts, I can say "No." "Don't." "I don't like that." "Go away." "Stop." "Don't touch me." "I don't want to watch this video." Then I can get away from the unsafe place and go to a safe place.

It can be difficult to say 'No', especially to my adults or older family members. But, I know if what they are saying or doing makes me feel uncomfortable and unsafe, I need to say 'No'. If I do not say 'No' to them, they may continue with the unsafe behaviour.



If I hit the person making me unsafe, then they may hit me in return, which will be unsafe for me.

When someone makes me unsafe by touching, looking at or talking about Private Parts, I can use the Personal Safety Rule 2, say 'No' and get away. I will try my best to tell them 'No'. If I am unable to say 'No' because I am scared, or I don't know what to do, it is still not my fault.

Draw or write or paste a picture to show how you will stop someone when you feel unsafe.

After you finish the activity, practise saying 'No' by standing up tall and looking at your helpful adult in the eye.

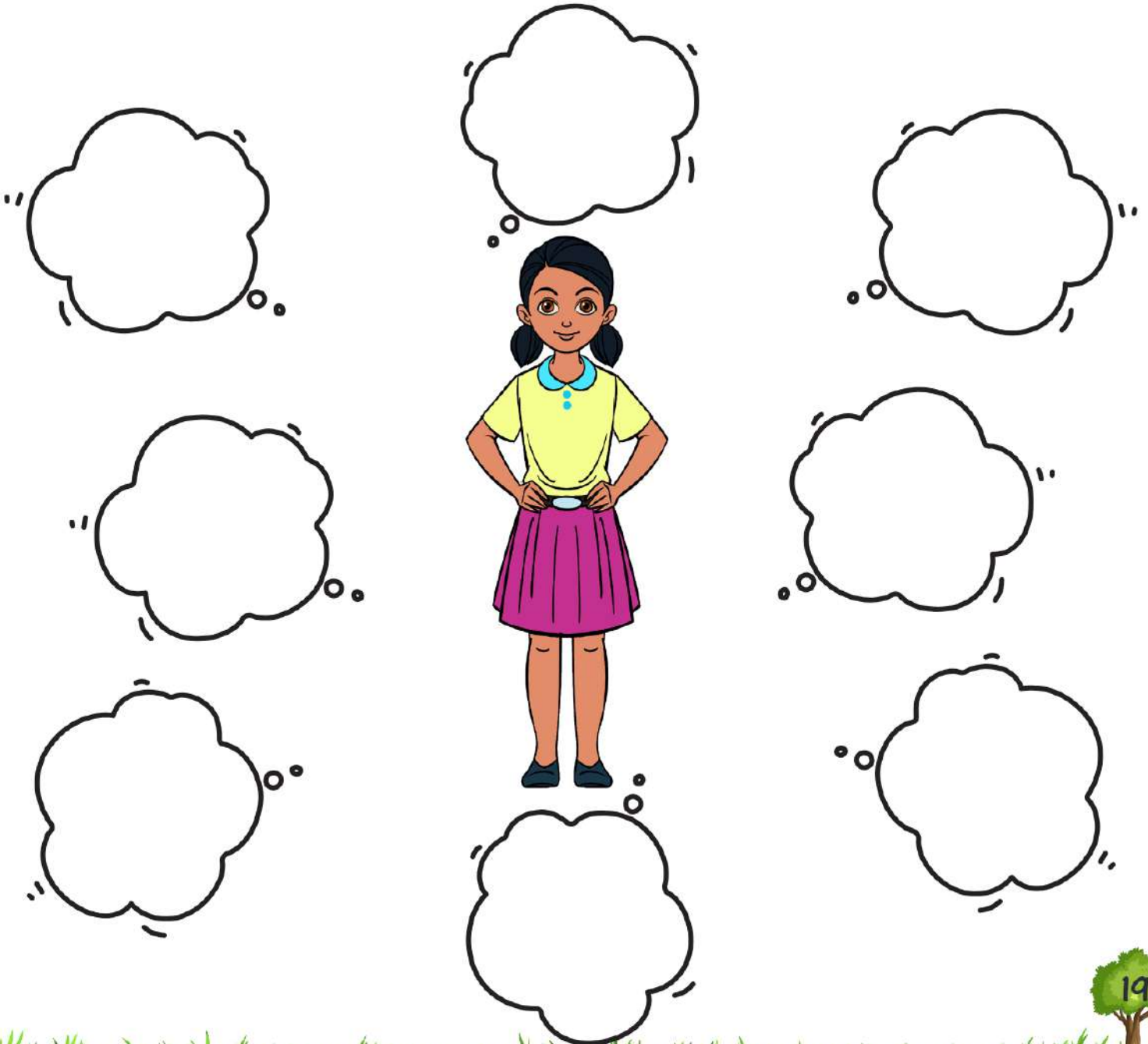
Note to parent or teacher: Reward the child for showing you how they will say 'No' when confronted with an unsafe situation.

KNOWING I CAN ASK FOR HELP

Personal Safety Rule 3 – Tell a Helpful Adult.

When I feel unsafe, I can use Personal Safety Rule 3, tell a Helpful Adult. A helpful adult is someone who will listen to me, believe and trust me, more importantly, help me and with whom I feel safe. They are above 18 years of age, in college or as old as my parents or teachers. They need to be around me, somewhere nearby, so that they can help me immediately.

These are my helpful adults whom I can approach when I need help.



To get my helpful adult's attention, I can say, "I am unsafe" or "I need your help to feel safe" or "Someone is making me unsafe", or "I need help" or "I am feeling scared" or "Please help me". After this, I can tell them who is making me unsafe and what they are doing.

Personal Safety Rule 4 – Keep on telling till I get help.

If one helpful adult does not help me, I can go to that person again and again and ask for help. I can also go to other helpful adults and keep asking for help until the unsafe touching, looking or talking about Private Parts stops. I will keep the Personal Safety Rule 4 in mind to keep on telling till I get help.

If I am unable to ask for help, it is not my fault. I will try to tell them when I feel comfortable. It is never too late to tell.



NEHA'S STORY

Neha has many friends, and she also has a dog named Chisa. She loves spending time with her mother and talking to her. When Neha's mother would have to go out for some work, she would ask her neighbour aunty to look after Neha. One day while having lunch, her mother got a call and had to go out for some work. Since the neighbour aunty was busy, Neha's mother asked her brother, Neha's mama(uncle), to look after her. Neha's mama would often bring her gifts when he visited her. This time too, he had a gift for her. He gave it to her only after her mother left. Neha opened the gift and saw that it was a mobile. Her mama said that he would show her how to use it.



While showing her how to use the mobile, he played a video. The video had adults without any clothes on their body that means their Private Parts could be seen. These

are those body parts that are covered with undergarments – underwear, chaddi, sameej, baniyan, slip. Neha did not understand what was happening and felt uncomfortable. However, she continued to watch the video since her mama was showing it.



Q. What could Neha have done in this situation? (You can choose more than one answer)

- Say No
- Shout at mama
- Start crying
- Hit her mama
- Throw the phone
- Go away from mama

When her mother returned home, Neha did not greet her with the same excitement as she usually would. By this time her mama had left. Neha's mother asked her a few times why she was quiet but Neha did not say anything. Her mother then continued with her household chores (work). Neha was unable to answer her even though she wanted to because she had a lot of thoughts and questions in her mind:

“Mummy wants to know what has happened to me, what do I tell her?
I don't want to complain about mama,
he brings me gifts.
I don't know what happened.
I don't even know if it was okay or not.

How will I be able to answer
Mummy's questions?

If I will tell her, Mummy and Mama
will fight amongst themselves.
Will Mummy get upset with me?
Will Mama get upset with me?

I did not like what mama showed me,
what if he shows the same video again? Then what will I do? Can I talk to my friend
Amir about it? He always listens to me. He might help me.”



Meanwhile, Amir, Neha's friend and neighbour, entered her home. He saw that she was lost in thoughts. Amir asked her what had happened. She told him everything. Amir suggested that she talk to her mother as she would be able to help her.

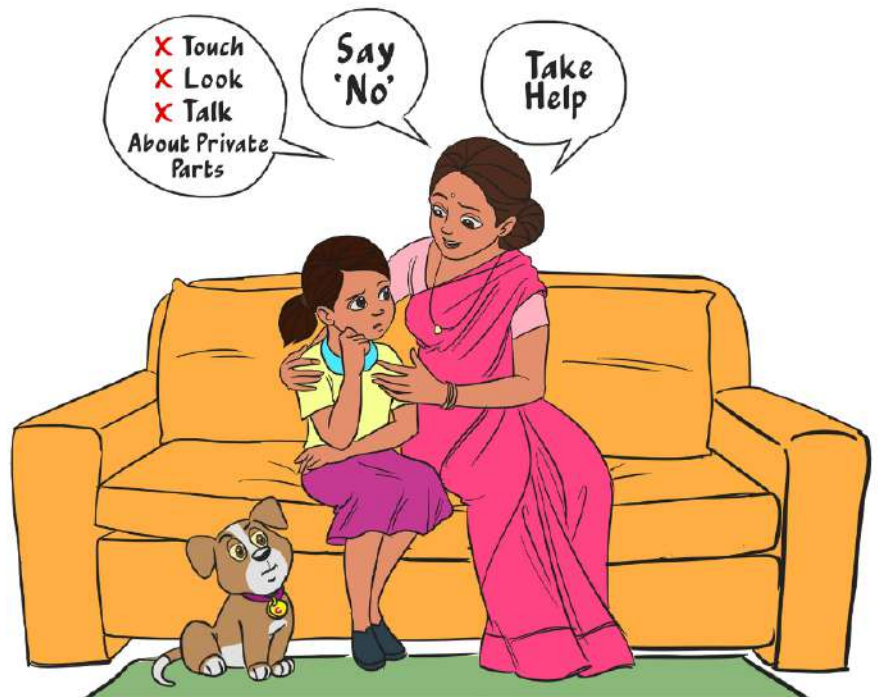
Q. Can Neha tell her mother about the video her mama showed?

Yes

No

After finishing her work, Neha's mother again came to her and asked her why was she so quiet. This time, Neha told her about the gift her mama had given and about the video. Neha's mother praised her for telling and said that what happened was not her fault. She then taught her a few points to keep herself safe. She said,

1. "It is unsafe if someone touches, looks at or talks about Private Parts.
2. If anyone tries to make you unsafe, you can say 'No' and get away.
3. Talk to a helpful adult.
4. Keep telling till you get help."

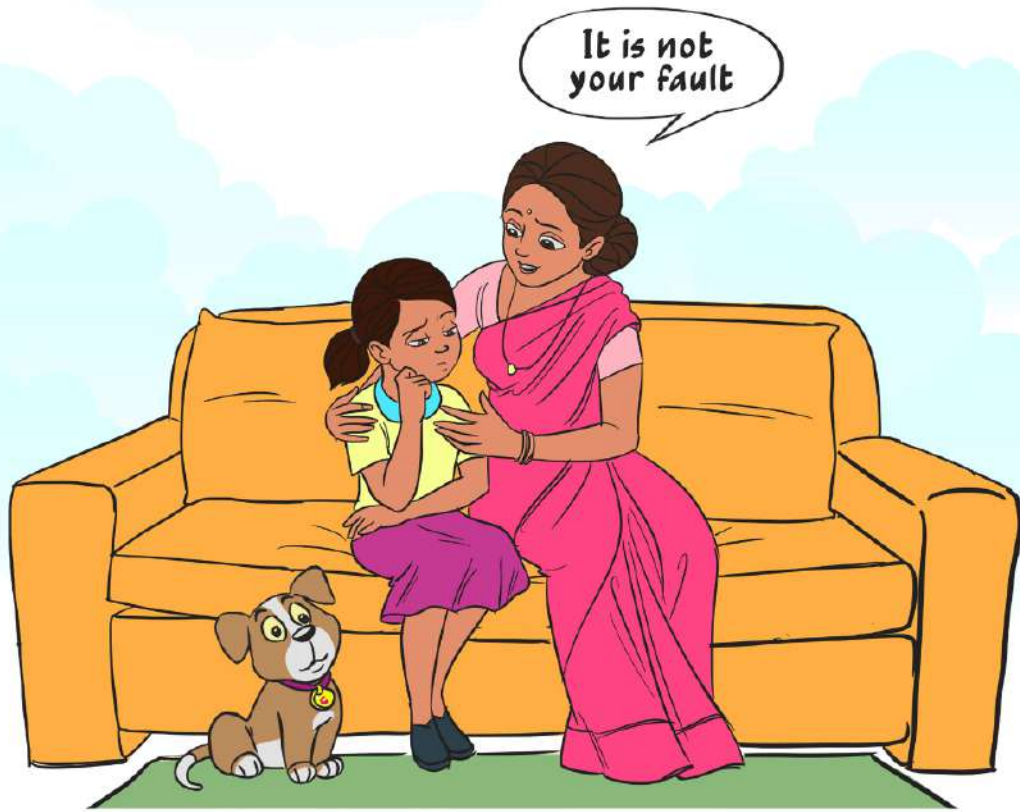


Q. Is it Neha's fault that she did not stop her mama from showing the video?

Yes

No

I don't know



Neha's mother also said to her, "It is not your fault that you did not say 'No' to mama. Sometimes it is difficult to say 'No' when we are in an unsafe situation as we may feel scared and confused. You can try and tell someone as soon as possible so that you can get help." Neha's mother also spoke to her brother, Neha's mama and asked him not to make Neha feel unsafe again in any way. Neha's mother gave the mobile back to him. Neha thanked her mother for teaching her about Personal Safety and assured her that she would remember and follow the safety rules whenever she felt unsafe again.

THE END

SAMIR AND BANTU'S STORY

Samir and Bantu are friends. One day while playing on the playground, a man named Ramu came to them. He asked Samir and Bantu, "Would you like to be my friend?" They both agreed. Then he asked them to go to the corner of the playground to play since it was not sunny there.

When they went to the corner of the playground, Ramu told them about a secret game. In that game, they had to touch each other's Private Parts. He told them not to tell anyone about the game.



Q. Do you think it is safe for Samir and Bantu to play the game?

Yes No

Q. Is keeping the game a secret, safe or unsafe?

Safe Unsafe

Samir told him, "No! I don't want to play this secret game. I don't like it!" He then told Bantu, "Let us go from here." He held Bantu's hand, and they both got away from the park. Samir said, "Let us go to my house."

Q. What could Samir and Bantu do after going home?

- Keep the game a secret Tell a helpful adult about it

Samir did not play the game because his mother had told him never to play unsafe games. After going home, Samir told his mother about the game and what Ramu did. Samir's mother was happy that he came and told her.



She also told them what Ramu did was not their fault. She then went to the playground and told Ramu never to play such unsafe secret games and stay away from the children.



Samir and Bantu still go to the playground and have fun.

FATIMA'S STORY

Fatima loves to draw, colour and study. Her tuition teacher is her favourite. She is the only one who goes to him. He has a lot of colours and colouring pages. He also teaches her to study well and does not punish her at all. She likes going to him every day. He would make her study as well as give her colouring pages with different pictures.

One day during the tuition, the teacher gave her a different picture to colour. In the picture, the people were not wearing any clothes. When Fatima saw the picture, she did not like it.



Q. How would Fatima feel in this situation?

- Safe Unsafe Don't know

Q. What could you do if this happened to you? (You can choose more than one answer)

- Tear the paper
- Get away
- Look away
- Not say anything
- Tell the tuition teacher you don't want to colour the picture

Fatima had already learnt about Personal Safety at home. She knew that if something like this happens, she has to get away from the unsafe place. So, she left the tuition as soon as she could.

Q. What can Fatima do now?

- Go home and tell her helpful adult about it
- Not tell anyone about it

Fatima also learnt that she needs to tell a helpful adult about it when someone makes her unsafe. She needs to keep telling her helpful adults till she gets help and the unsafe touch, look and talk about the Private Parts stops and she feels safe. She also learnt that it is not her fault when someone else makes her unsafe.

So, once Fatima reached home, she told her parents about what had happened in the tuition. They immediately hugged her and told her that they would help her.

They spoke to the tuition teacher and told him not to show such pictures to children. Fatima now goes to another teacher for tuition, who teaches her well and gives her time to draw and colour. Fatima likes her new tuition teacher and feels safe with them.



THE END

ANIL'S STORY

Anil liked his elder cousin-brother, Karan, a lot. Karan would allow Anil to play with his mobile phone and sports equipment. Karan would usually sleep in Anil's bed when he would visit. One night Karan touched Anil's Private Parts. Karan said that it is a secret touching game. Karan made Anil promise that he would not tell anyone about the secret game. Although Anil did not like the game, he kept it a secret because Karan told him to do so.



Q. Is it safe to play a secret game of touching Private Parts?

Yes

No

Q. Is it safe to keep a game of touching Private Parts as a secret?

Yes

No

The next time Karan visited, he tried to play the game again. Anil told him that he did not want to play the game, but Karan reminded him that he gets him gifts. He also said that Anil's parents will not believe him if he tells them because they like Karan.

After this, when Karan tried to touch Anil on his Private Parts, he said nothing. This continued for some nights, and Anil did not tell anyone about it.

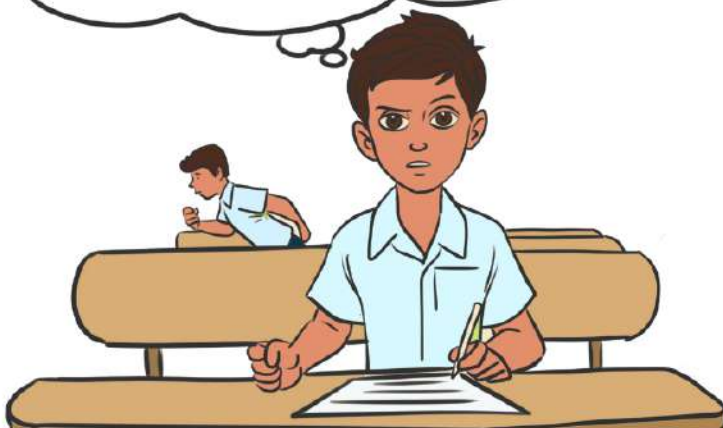
Q. What can Anil do in this situation? (You can choose more than one answer)

- Continue playing the game
- Tell a helpful adult about it
- Keep saying 'No' to Karan
- Shout when Karan tries to play the game
- Hit Karan and fight with him

One day, Anil learnt about how to keep ourselves safe in school. He learnt that "It is unsafe when someone touches, looks at or talks about our Private Parts." Anil learnt that if someone touches you in a way that does not feel safe, you can say, 'No' and get away and ask for help.



No! I don't want to be touched by Karan!



Anil thought about what he had learnt and decided that he did not want the secret game to continue. However, Anil was scared that Karan would get angry if he broke the promise to keep it a secret. He also worried that no one would believe him. He felt it was his fault because he did not say 'No' the first time. Even though Anil was scared of telling someone about it, he wanted to stop Karan from playing the game.

He tried to tell his mother, but she was busy and said, "I am busy right now, don't disturb me."

Q. What do you think Anil can do next?

- Keep quiet and continue to play the game with Karan
- Tell his mother again
- Tell Karan he does not want to play the game
- Go to another helpful adult



Q. Who else can Anil go and ask for help? (Write the names or stick pictures of people Anil can go to and ask for help)

HELPFUL ADULTS

Diagram for writing names or sticking pictures of helpful adults. It features a central text "HELPFUL ADULTS" surrounded by nine empty speech bubble shapes arranged in a 3x3 grid.

Anil then went and spoke to his uncle. His uncle told him he was brave for talking about it and said that he would help. His uncle then spoke to Anil's mother, who also believed Anil.

They then spoke to Karan and told him to stop touching Anil immediately. They also spoke to Karan's parents, and he is no longer allowed to sleep with Anil.



Anil's mother hugged him and told him that whatever happened was not his fault. She told him that if something like this happened again, he can come and tell her about it and she will help him feel safe.



THE END

Here is a summary of everything we have learnt.



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.

Page 6-11: OBJECTIVE - Building information

The workbook builds on the existing safety rule or guidelines that children are already familiar with in the family or school setup. These rules or 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 or 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 Rules.

Page 12-13: OBJECTIVE - Developing Vocabulary

Children will be introduced to the locations of Private Parts. Teaching children the names of Private 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 Parts to children or give pet names to their genitalia, we create secrecy and mystery about their body parts. The abusers use this discomfort around Private Parts 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, children too will have no problem sharing if they have been hurt or inappropriately touched on or around their Private Parts.

Talk with your students or children about why our Private Parts are important. Ideally, teach them the names of the Private Parts: namely penis, testicles for boys, chest, vagina for girls and anus, buttocks for both.

Page 14-16: OBJECTIVE - Introducing Personal Safety Rules and Safe secrets

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

Personal Safety Rule 1 can be explained in the following way:

The first part of the Personal Safety Rule 1 talks about how it is unsafe if anyone touches, looks at or talks about the child's Private Parts.

It is unsafe for someone to:

- touch the child's Private Parts
- look at the child's Private Parts
- talk to the child about Private Parts

It is unsafe:

- if anyone tells the child to touch their or another person's Private Parts
- if anyone shows the child their or another person's Private Parts
- shows the child photos or videos of Private Parts
- takes photos or videos of the child's Private Parts
- talks, comments or cracks jokes about Private Parts with the child

It is also important to mention the exception to the Rule, that is, it is safe for someone to touch, look at or talk about Private Parts only to keep them clean and healthy.

The answers to the 'What if' questions on page no. 16 are as follows:

Statements 1,2,4,5,6,7 violate the Personal Safety Rules 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 or behaviour is a "little secret

game” between the offender and the child. Here, the secret is to protect the offender and not the child.

Examples of safe secrets can be:

- A birthday present
- A surprise party
- The untold ending of a detective story

Any secret about touching, looking at or talking about Private Parts is an unsafe secret.

Emphasize with children that just like it is not alright for someone to make them unsafe, it is not alright for them to make anyone else unsafe. Just as it is unsafe for someone to touch, look at or talk about their Private Parts, it is unsafe for them to touch, look at or talk about another person’s Private Parts.

Page 17-18: OBJECTIVE - Building Assertiveness Skills

It is critical to teach children to express themselves assertively. In order to do so, children need to understand and distinguish between passive, assertive, and aggressive behaviour.

Passive behaviour is when one does not express one’s thoughts or feelings. It usually includes avoiding the situation or the person, ignoring what is happening or going along with it even though one does not want to.

You can share the following example: “Your friend keeps hitting you, and you don’t like it. You don’t say anything because you are afraid they will get upset.”

Aggressive behaviour is when one behaves angrily or violently towards another person either through actions or words. It includes either hurting the other person emotionally or physically.

You can share the following example: “You ask your younger sibling for their set of colours. When they refuse to give it to you, you fight with them.”

Assertive behaviour is when one can confidently express one’s feelings or thoughts respectfully that does not harm the other person. It includes saying what one

wants or needs, standing up for yourself, but in a way that does not physically or emotionally hurt the other person.

You can share the following example: “Your friend keeps teasing you, and you don't like it. So you say to them – I don't like you teasing me. Please stop teasing me.”

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

Empower them to choose which behaviour can help them in a given situation.

Reiterate that being assertive is a safer response. However, they may choose to be passive or aggressive if the situation requires them to be.

Page 19-20: OBJECTIVE - Building the Support Systems

Adults are the primary caretakers of children. It is the responsibility of adults to make sure children are safe and protected. Unfortunately, parents or caregivers often unknowingly create barriers, and children cannot reach out to them when in need. The abusers use this gap in communication to their advantage as they know that in most cases, children will not have the comfort to disclose, nor the parents or caregivers will listen and believe the children in case they share. Therefore, this component of Personal Safety, that is, building support systems, addresses to the caregivers or parents as much as it addresses children. We cannot teach children to connect to their parents or caregivers unless they 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, neighbours, police or teachers. Please remember that all answers are correct. Talk about what makes these people helpful adults, writing the answers on the paper. Some examples could be:

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

These adults are called “Helpful adults.” When children need help in a situation, they can talk to a helpful adult. To distinguish between a helpful adult and others in our children's lives, discuss the differences between a helpful adult, friend, acquaintance, or stranger.



HELPFUL ADULT: Someone who will listen to us calmly, believe us and will try and help us.

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

ACQUAINTANCE: People who we know but don't know much about them, people who might be friends to our friends.

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

It is important to keep telling the helpful adult or adults till you get the help you need.

Pages 21-24: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

The story of Neha introduces the information and skills to be taught to children. Go through the story slowly with your child or student, stop often to process the story with questions on feelings or other issues that you may feel need to be addressed.

Any questions children have at any time need to be taken seriously and responded to with respect. Any feelings the child may exhibit need to 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 any discomfort you may witness in the child.

Pages 25-26: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

The story of Samir and Bantu continues to build on the information and skills and lets 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 Samir and Bantu once again, slowly processing each step. Give children the space to practise saying, 'NO' assertively.

Page 27-28: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

The story of Fatima focusses on reiteration of the information and skills children have learnt through the Personal Safety Workbook. Giving them additional examples helps them understand how they can respond in unsafe situations.

Practise the skills of assertive refusal and seeking help through role-play activities. Go through the story slowly with your child or student.

Pages 29-33: OBJECTIVE - Reinforcing Information, Skills, and Self-esteem

Through the story of Anil, introduce the concept “Think No.” The concept of “Think No” talks about how even in situations where the child is unable to say ‘No’ out loud, they can think ‘No’ in their mind. The reasons for not being able to say ‘No’ will include that they like the offender, are afraid of the offender or are being directly threatened. 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 concept of “Think No” helps a child become assertive in their thought process, which will eventually help them act assertively. It will help children to lessen or remove their guilt even if they have not been able to stop the abuse for any reason.

We hope that the concept of “Think No” will help a child develop their self-esteem and courage to share eventually – IT IS NEVER TOO LATE TO TELL ABOUT AN UNSAFE SITUATION! However, for those who are unable to 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.

FINAL DISCUSSION

Praise the child for completing the workbook and give them rewards such as a certificate, a hug, or a special activity. Reiterate these messages periodically. Let the child know they are special, and you are always available for them to share their experiences, including uncomfortable and unsafe situations.

At the end ask the child if they have experienced any unsafe touch. Affirm the child for the courage they have shown to disclose the abuse. If the child discloses, do not be alarmed. Handle the situation calmly and provide appropriate support and help.



RESOURCES

Arpan has additional resources available for you on www.arpanelearn.com. It is an easy to use free online interface which can be accessed by adults and children around the world.

1. Online Resources for Children

- a. [My Safety Book \(Age 4+\)](#)
- b. [Personal Safety Course \(Age 8 to 10\)](#)

2. Online Resources for Caregivers

- a. [Preventing and Responding to Child Sexual Abuse - A Handbook for Caregivers](#)
- b. [Understanding Child Sexual Abuse: Frequently Asked Questions](#)

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