

Session 1

I am Special

Rationale

Self-esteem – an internal feeling of self – worth increases a person’s ability to speak up for her/his rights, safety and dignity. It reduces a child’s vulnerability to different kinds of abuse, including sexual abuse. This lesson plan works to help children develop their self- esteem and cultivate a positive attitudes about themselves and their bodies. Concepts like, “I am special” and “I am unique” based on their abilities and talents are intended to help children feel genuinely good about themselves.

Important information on rights to be shared with students. This knowledge could help strengthen the concept that children are special and that adults are supposed to protect them.

Materials required

- Charts to introduce names of body parts covered with swim suit/undergarment
- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session 1 - Worksheets

Note to Trainers

The module **has 7 sessions. Each session is for 60 - 90 minutes.** It is up to the trainer to further split the sessions as is suitable considering the attention span and specific needs of the children.

Additional activities for some concepts have been provided in the Annexures.

Introduce self and the program

Introduce yourself. Talk about where you are from and why you are here. Talk about adults in the Government and society who want to help children be safe. Let children know how often you will come, for what duration of time, what you will be doing together (learning about ourselves and body safety rules and what to do in unsafe situations)

Set ground rules

- Raise hand before answering or before sharing your thoughts
- Wait for your turn to speak
- Listen carefully when someone speaks.
- Brainstorm other ground rules and write them all on the board

Objective of session 1

To impart and help children internalize the following messages:

Core Message 1: Each one of us is unique and special. There is no one else exactly like me.

Core Message 2: I am the boss of my body.

Core Message 3: I take care of my body. I am the first protector of my body.

Tips for Trainers

- It is important to establish ground rules and to repeat them whenever necessary for the smooth functioning of the session. However one must remember children in the age range – 5 to 8 years are still quite young, the ground rules will have to be reiterated frequently.
- Even if children have not given right answers to the questions asked, you need to take all responses. A nod for answers given by each child can add validity to the contribution of the students.
- When answers are wrong or inappropriate, these should be discussed such that children realize why they are inappropriate. In this way children will not internalize incorrect responses as correct. Be aware of your facial expression and body language especially when incorrect responses are given. Children should not feel intimidated or rejected. This will prevent them from sharing further. Welcome each response.
- Encourage children to speak up and participate by saying "Thank you for bringing that out/ pointing that out. Let us have more response"
- Incorporate a lot of hand gestures and voice modulation to capture the interest of the students.
- It would be advisable to keep your language simple and also to intersperse some words from the local language during your session as it will help students feel comfortable and understand concepts better.

Talk about rights – Setting Context

Concerned adults all over the world and in India want children to be safe, happy and healthy. They have formed rules for child safety and I have come from one such group of concerned adults to talk about child safety and child rights.

“Rights” are things every child should have or be able to do. All children have the same rights. All children have these rights, no matter who they are, where they live, what their parents do, what language they their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. These rights are listed in the **UN Convention on the Rights of the Child**. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important.

There are 4 basic child rights:

Right to Survival: Children have the right to food, clothing, and a safe place to live and to have their basic needs met.

Right to Protection: Children have the right to be protected from being hurt and mistreated, in body or mind and exploited.

Right to Participation: Children have the right to find out things and share what they think with others, by talking, drawing, and writing or in any other way unless it harms or offends other people.

Right to Development: Children have the right to a good quality education as well as rest and play.

In these sessions we will be learning how to keep ourselves and our body safe. The reason why we should learn about keeping safe is because we are very special

To introduce Rights through a story refer to Annexure 1:1

Tips for Trainers

- Make use of gestures and actions while explaining the rights.
- There might be children who can share that their rights has been violated.
- Validate their feeling and encourage them to talk to you after the session.

Material Required

Marker pen, Blu Tac / Board pins / Double sided sticking tape / Cello tape; Chart on rights

Advance Preparation

Write the rights in clear print on a chart to put on a flannel board.

Making Connections

All children are special and they have rights. Keeping children safe is an adult responsibility and it is imperative that we teach children Body Safety Rules and encourage them to resist and report an abuser.

Core Message 1: Each one of us is unique and special. There is no one else exactly like me

I have come to take a special class for special people.

Who do you think they are?

No...it's not me. It is each one of you!

How many of you think that you are special? Note the responses.

Why are you special? Is there anyone else exactly like you?

No one else is exactly like you - not even twins are exactly identical. Their fingerprints are different. Every child have a unique mixture of qualities, intelligences and talents and skills. That is what makes you unique and special in this world. **There is no one else exactly like you not only to look at but also in your abilities.**

Activity 1: Alphabet Game

Ask students whose names start with a particular letter in the alphabet that is called out. For e.g., all those whose names start with S will share with us what they love to do e.g. dancing / singing / drawing/ playing.

Activity 2: I am Different, Special and Unique

Do you think you are like your friend / partner? What makes you different from each other? Let us look beyond appearance and focus at what all we are able to do. What are some of the things that you can do that makes you unique and special? Give time so that children can think.

Though we all are similar to each other we are also different and unique from one another. These similarities and differences all make each and everyone special. Some of you are good in drawing; some are very good at sports, some children may be good singers others dance well. So every child has different qualities and every child is very special. There is no one else in the whole world who is exactly like you.

Children need to see the similarities and differences in one another so that they feel special.

Refer to Annexure 1:2 for additional/alternate activities

Tips for Trainers

- It is possible that some students will answer that they are not special (because they don't do good in studies etc. or that their parents/relatives do not consider them special). In such a scenario it would be advisable to ask them the reason for thinking like that and then rationalizing with them and bringing out their positive traits. This should be tackled in the session itself as there may be other children who feel the same but have not vocalized their feelings. You may say "If someone is not able to see the red colour of a rose it does not take away the redness from the rose. Similarly if someone is not able to see your qualities, it does not reduce your worthiness."
- You may also meet the child after the session
- Refer to Annexure for additional or alternate activities.
- It will be beneficial to ask students to repeat the following statements:
 - I am special and unique
 - There is no one like me.
 - I now know that I have rights.
- **Refer to Annexure 1:2 for additional/alternate activities**

Key Message to Communicate

Each one of us is special and unique.

Making Connections

Children need to be made aware of their similarities and differences as well as their unique mixture of qualities and abilities so that they feel special.

Core Message 2: I am the boss of my body and I Respect every part of the body as each part is there for a function.

Question: Who is in charge of the institution/School/class?

Answer (by children): Superintendent/Principal/Teacher

So they are the Boss. A boss is someone whose permission we have to take before doing something.

Who is the boss of this classroom? (Teacher, such as giving permission to go to the toilet or being quiet when teacher speaks)

Who is the boss of the kitchen in your institution?
(Superintendent/head Caretaker)

Who is the boss of your homework? (Me, I complete it and I take care to bring it to school)

Who is the boss of your body?

Touch your nose. To whom does that nose belong? That nose belongs only to you.

Continue to help students understand that all the other parts of their body belong only to them.

This means that you **are the boss or leader of your body.**

You and only you. Not your teacher/superintendent/parents/guardians/caretakers.

Write "I am the Boss of my Body" on the board.

Make the students repeat after you: **I am the boss of my body**

Material Required

Your bag, purse or any other object that can be easily identified as belonging to you which can be used to demonstrate that you are the boss of it.

Tips for Trainers

- Refer to Annexure for additional or alternate activities for this section.
- Some Children especially younger ones might say that their parents/guardian/caregiver are the boss of their body. Rationalize with them as to who feels hurt when he/she falls down or who feels good after having water/food when thirsty/hungry? It's them and not their caregivers.

Key Messages to Communicate

We are the boss of our body.

Making Connections

If students are able to identify that their body belongs only to them, they will be able to confidently decide on who should be allowed to touch them and in which situation.

Knowing Your Body

Do you know your body? Do you know the parts of the body and what we call them?

Name all the body parts

Just as we have names for our different body parts e.g. hands, legs, eyes, nose, toes, knees, elbows, we also have names for parts covered with Swimsuit/underwear.

Display the chart of a boy and girl in a swimming suit/undergarment and then label them;

Boys – penis, testicles, hips, buttocks and anus.

Girls – chest / breasts, vagina, hips, buttocks and anus.

There may be discomfort or laughter about these body parts. Affirm this discomfort, it is common I, too, get embarrassed talking about these. We must learn about them because people who hurt/touch our private body parts do it because they know we are shy. They know if they hurt/touch body parts that are covered we will be too shy to tell anybody.

Refer to charts in the Annexure 1:3

Tips for Trainers

- Diagram of the girl and boy with the swimming costume should be of children and not adults.
- In most cases, while discussing the names of the genitals children will feel shy, awkward and embarrassed. This will in most cases result in giggling or covering their eyes, etc. At such a time please realize that it is a natural way for the students to react in this manner. It would be advisable to let the students vent out their initial reaction before moving on to say that all the parts of our body are natural and normal and important to all human beings. Just as we do not laugh when we talk about the eyes, ears or fingers, in the same manner there is no need to laugh about these parts.
- Children can sense non-verbal cues very well and hence you should not display any signs of awkwardness or nervousness while naming the genitals. It would be good if you practice saying the names of the different private body parts for a few days before the session so as to develop confidence and break any mental block that you may be having.
- Refer to charts in the Annexure

Respect your Body

All the different parts of our body help us to do many things e.g. our ears help us to hear, fingers help us to touch, legs help us to walk etc. They are all very important parts of our body. In the same manner parts of body which are covered with underwear are also very important to us and are also a part of our body.

What would happen if some parts of our body were missing? If a child was born without say a anus?

Each part is there for a function. **We respect every part of our body.**

Do you like a particular toy?

Do you hug it?

Do you hug people whom you love and like a lot?

Do you all like yourself and your body?

So, would you like to hug yourself? Give time for responses after every question.

Now everyone give yourself a nice hug and loudly say “I like Myself”.

Core Message 3: I take care of my body. I am the first protector of my body

If you are the Boss of your body, what can you do for your body? How can you take care of your body?

It is ‘Our body’, we also need to take care of our body and protect it.

What are the different ways in which we take care of our body and protect it?

Give time for responses. (Brushing our teeth, having a bath, eating food, wearing neat and clean clothes and exercising)

Story of a child: There was a child named Chi Chi who did not go to sleep early, so got up late and had no time to eat breakfast. He went to school but could not his/her keep eyes open, could not concentrate on studies and was feeling hungry. Is this child taking good care of the body?

Refer to Annexure 1:4 for further examples

We can eat good and healthy food / play to get exercise / sleep well to keep ourselves safe.

Additional exercises are given in the Annexure 1:5 and 1:6

Concluding the session:

Activity 1: Jelly Game: Stand up, imagine that your body had no bones at all, that your body was like rubber and jelly. Shake your body and act it out.

Activity 2: *The Special Song: Sing this song to the tune of "I Hear Thunder"

**I am special, I am special
So are you, so are you
He is very special, she is very special
I'm special too, I'm special too**

Activity 3: Distribute Worksheet 'I am Special' for Children to complete either as part of the session or as homework (**Worksheet provided in Annexure 1:7**)

Summarize and review the key messages:

What did you learn today? Ask students to share.

Reiterate:

Core Message 1: Each one of us is unique and special. There is no one else exactly like me.

Core Message 2: I am the boss of my body.

Core Message 3: I take care of my body. I am the first protector of my body.

Remember that all of you are very special. And because you are special all the leaders of the world have made special rules to keep you safe. All of you are very different and unique but you also have some similarities. Like all of you are the boss of your own body and can keep yourself safe. I have come here to help you learn about yourself, your body and safety. I will come again and we will learn some more but for now just remember that you are special and no one is allowed to hurt you and there are some special ways to keep yourself safe.

Annexure 1:1

Story of Rupunzel for Introducing Rights

There once lived a king and a queen who had a beautiful daughter named Rapunzel. Rupunzel had a beautiful golden hair. She was as beautiful as all of you are. One day when Rupunzel was playing in the garden an old lady almost of our grand ma's age came and gave Rupunzel a delicious chocolate. Rupunzel like all of us loved those chocolates. She took one and then another and then another one. Rupunzel did not realize that the old lady wanted to take her away from her parents. She at once grabbed Rupunzel and took her to her home. She made her stay all alone in the dark, did not give her good food to eat and kept her threatened all the time.

The king (Rupunzel's father) was searching her all the places but could not find her. He sent all his army men but could not find her. One day, a man came crying to the king. The king wondered what happened. The man said that his son was missing. The same day another woman came. She too said the same thing. These incidents caught the king's attention. The king felt that there is something wrong. He wondered whether all the missing cases were linked with each other. The king sent his most skilled and powerful army men in search of all children and their kidnappers. Finally the army men succeeded in tracing the old lady and all the children. To the luck of the children all the children were safe. Rupunzel came back to her family and so did all the other children.

The king realized that all the children are innocent and are special and need to be protected. He therefore, made a rule that all the children need to be protected. The older people who cause harm to the children will be punished. The king spread the news to the kings of the other countries too. So now all the nations are working towards protecting the children.

Final message to the children: So children just like it was said in the story, in reality too, the leaders of our country and the countries of the world have made rules to protect the children from all the dangers.

Annexure 1:2

Additional/Alternate Activities for 'I am Special'

Paper game (Younger children) - Distribute a sheet of paper to each child and asks them to do whatever they feel like with it. They are allowed to draw on it, colour it, make an article, fold it, and tear it....whatever they choose to. The only rule they must follow is that they cannot copy what the others around them are doing. Ask everyone to display what they have done with the paper. Point out that everyone has done something different from one another based on what they thought. Every child's paper is now different, unique and special just like them. (Trainer should note that a student may not have done anything with their paper. She can use that too as a point stating that, that student preferred to leave the paper as it was. That too is different, special and unique)

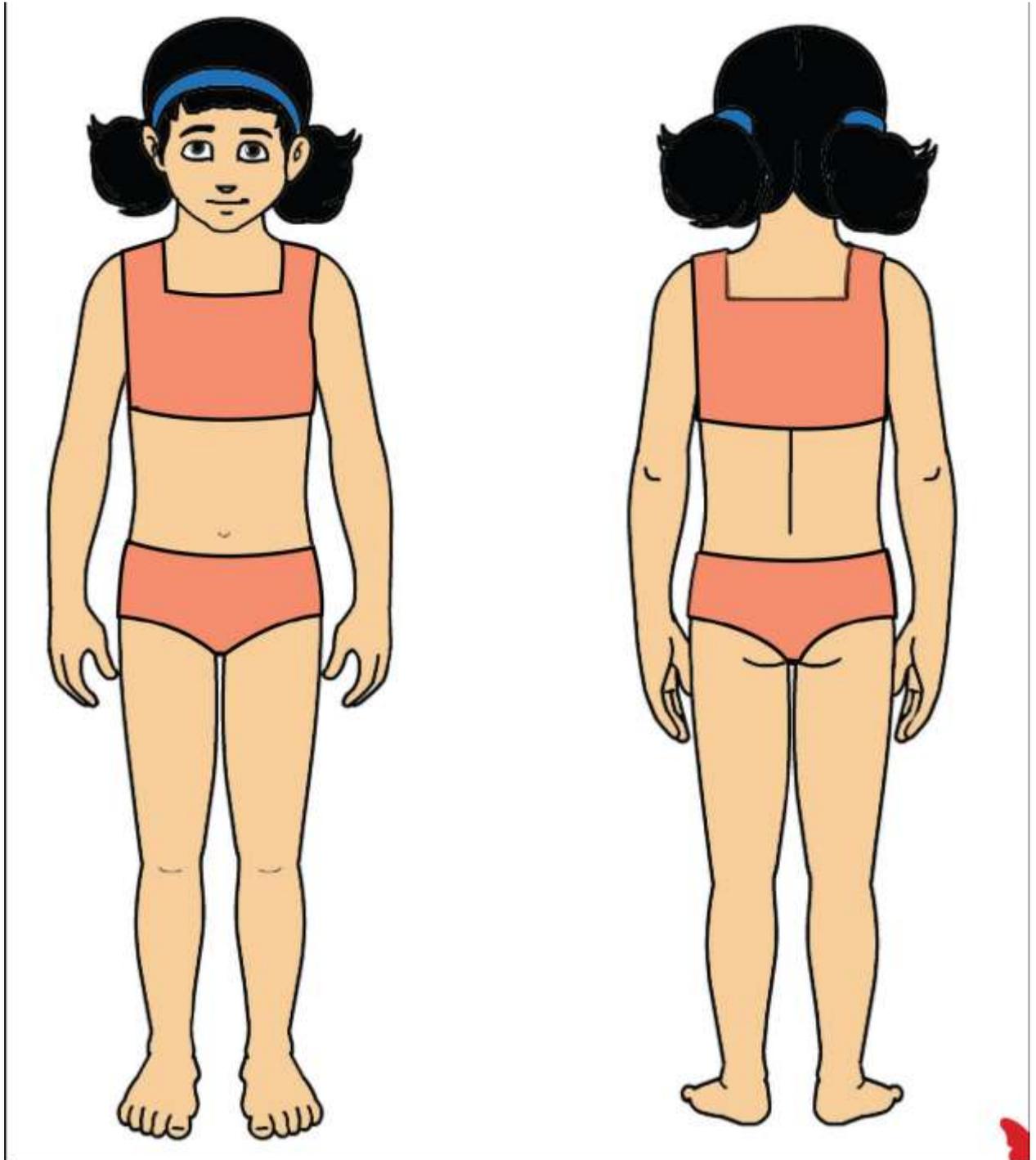
Passing the parcel - Ask students to pass a ball around while music plays in the background. When the music stops, the person with the ball should speak about 2 good qualities s/he has noticed in his/her partner.

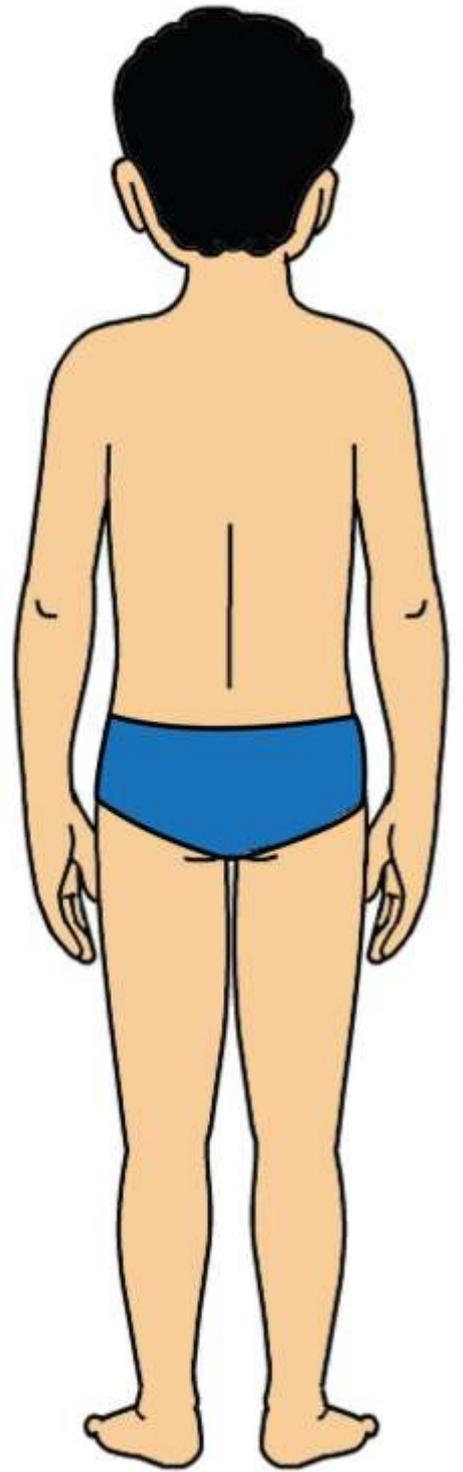
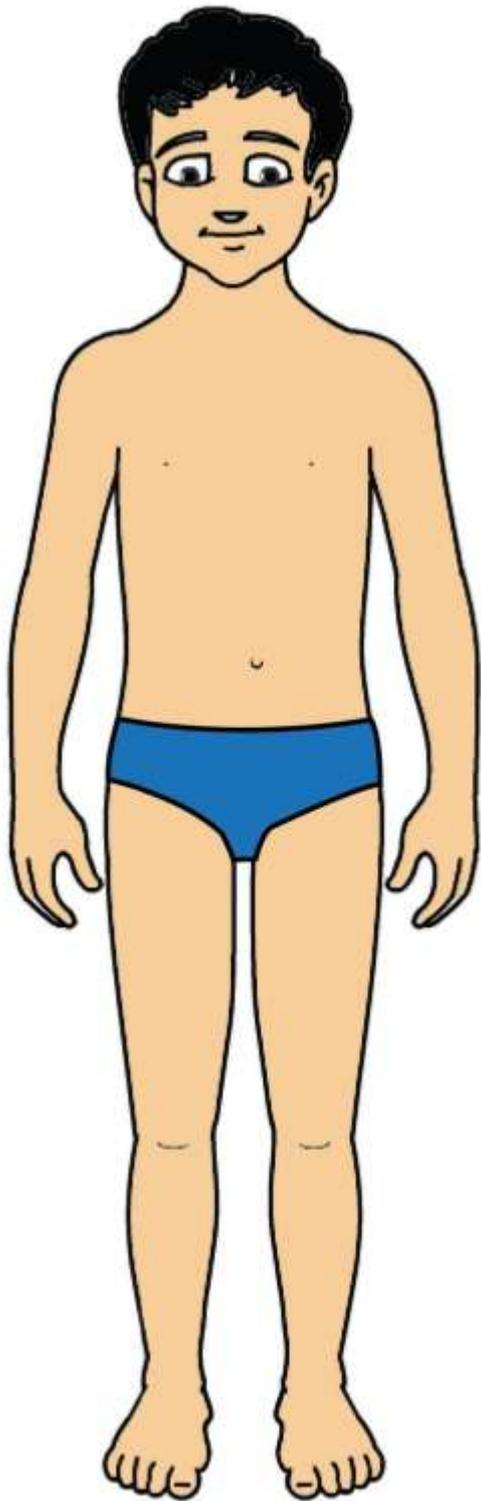
I am Special badge: Distribute a paper badge to each student and ask them to write 'I Am Special' on it and also decorate the badge. Provide safety pins to each child and ask them to pin the badge clothes. [Ensure safety while doing this activity]

Fingerprint Painting - Ask students to paint finger and take finger prints on paper and to make designs. This can be transferred to make greeting cards or other decorative articles. All our fingerprints are different showcasing we are special and unique

Annexure 1:3

Charts to be used for introducing names of genitals/Body parts





Annexure 1:4

You can develop stories based on these statements!

Safety Rules:

- Stay away from fire.
- Do not put your hands out of a moving vehicle.
- Do not eat anything given by a stranger.
- Do not touch electric socket with wet hands.
- Do not use electrical objects when your adults are not around.
- Do not go out alone.
- Do not put sharp objects in your ear.
- Do not play on the road (as you may get hit by a vehicle).
- When going up the stairs you must go slowly and should not push others to walk fast.
- If you do not know how to swim you should not go into the water and also should have an adult with you.
- When someone is on the swing do not stand in front or back as the swing will hit you.
- Do not tease or disturb a street dog or hit it with stones as he may bite you.
- Do not go to isolated places like, building staircase, etc. alone.
- Always keep the telephone numbers of your trusted adults like caretakers/superintendent/social workers with you in your bag/pocket/calendar.

Annexure 1:5

Additional / Alternate Activities

Keeping Myself Safe

Core Message: I can help my brain develop

Methodology: Just like you are the boss of your body, which part of the body is the boss of the other parts? Which instructs the other parts to do their work?

Discussions: The boss of the other parts of the body is the brain. The brain is in the head and it helps you think, walk, talk, read, write, play and just about anything else!

Does watching TV give exercise to the brain?

Discussions: TV puts one side of brain to sleep. Continuous TV viewing makes the brain lazy and inactive which does not give the brain enough exercise. Just like muscles need exercise to become active and healthy, so does the brain also need the proper exercise to be alert and active.

Painting, reading are better than watching TV. We can keep the brain active and healthy by eating well, sleeping properly, exercising and playing, doing maths, puzzles, playing an instrument, etc.do?

Annexure 1:6

Additional / Alternate Activities

Keeping Myself Safe

Core Message: I can help my bones and muscles develop

Methodology: Do you know a part inside our body which is strong and hard? What is that part called? What does it do?

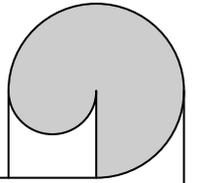
Discussions: The hard parts are the bones. The bones help the body to be stiff and strong. If we did not have bones, we would be like jelly. Bones make us sit, stand, walk, etc.

Flex your arms and point at your biceps. Ask them what this part is called. What does this part do?

Discussions: These are muscles. Muscles give us the strength to do work, run, bat hard, kick the ball far. When we exercise and play more, we develop our muscles. If we simply sit in one place, our muscles do not develop.

What type of foods make us healthy and strong? What type of foods do not help us to keep healthy and strong?

Discussions: Fruits, vegetables, eggs, meat, dals, dried fruits, milk products etc. keep us healthy and strong. Foods like chips, colas, coffee, tea etc. do not help the bones and muscles to become strong.



Worksheet on 'I am Special':

I am special. Some of the things that make me special are:

My name: _____

The fun things I like to do most: _____

My favourite color:

My favourite food:

I am good at:

I like doing:

Please Draw a Picture of your special self

I am special and I have a right to be safe.
This is a picture of my special self:

