

Session 7

Telling and getting help

Rationale

In most cases of abuse, the target of abuse does not report the abuse due to fear or general confusion as to who could be trusted with the information. Along with this, a vast majority of children do not possess the vocabulary to speak about the abuse they may have gone through or are going through. The adult abuser takes advantage of the child's innocence, trust or affection and even ignorance. In many cases, the abuser threatens or bribes the child to keep silent. Because of the threats, fear and embarrassment, most children do not tell anyone about the abuse. Teaching children to identify their trusted adults who can be relied upon for believing them, helping them and stopping the abuse is therefore crucial.

Materials required

- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session Worksheets
- Certificates

Objective of session 7

To impart and help children internalize the following messages:

Core Message 1: Most adults care for children and want to keep them safe.

Core Message 2: I know people I can go to for help.

Core message 3: I can tell until I get help. It is never too late to tell

Core Message 1: Most adults care for children and want to keep them safe

Beware of people who break body safety rules

Methodology: You know so many people. You meet / pass by so many people when coming to school/ on the way/ in the market etc.

Most people would help if you asked them for help.

Beware of people who break safety rules.

Most people we know/ pass by are safe.

Only a few people may harm or trouble children.

You can get help by telling your safe adults.

Go on telling until the trouble maker is stopped and you are safe.

Material Required

Marker pen, Blu Tac / Board pins /
Double sided sticking tape / Cello tape
Marker pen, Chalk, Duster,
Blackboard, Charts

Tips for Trainers

- Provide examples of safe touches and safe situations along with unsafe touches/situations. The idea is not to scare children or make them anxious of people; it is to give them skills to articulate assertively and seek help.

Core Message 2: I know people I can go to for help

Methodology: Think of five older people who you can trust / whom you can talk to when you need help.

These are people who will listen to you and try to help you.

Call out the names of people you can go for help.

Write the child helpline number 1098 and talk about it.

Discuss:

One day Raju was colouring a picture. Suddenly a boy came and took away his crayon without asking Raju. What do you think Raju must have felt at that time? Sad, angry, upset, unhappy....

What would you do if someone tried to take your crayon without your permission? Discuss the responses given by them and the logical sequence of response, noting especially if any student says they will tell someone for help.

In almost all cases, younger children will usually say that they will report the matter to either their caregivers or teacher. Appreciate their response.

Sometimes we need elders to help us when we cannot help ourselves. When someone older than us troubles us and we try to hit them or push them, there may be a big chance that they too will try to hit us or push us. So, at such times it is important to tell someone who is elder to us or an adult about it as they can stop the person from troubling us again and again.

In the same manner people who touch children's private body parts and make them feel unsafe can be stopped by older people. So it is important to tell an adult about your problem.

Identifying Trusted Adults

Trusted adults are those older people whom we can trust because they help us feel safe. They will always try to help us whenever we feel unsafe.

Who are the trusted adults whom you can ask for help? (

Caretakers/gaurdians, Teachers, etc.)

Advance Preparation

Note the definition of personal and personal space in a clear print on a chart to put on a flannel board.

Tips for Trainers

Emphasize the fact that trusted adults are those big people whom we know, those whom we can easily approach and also those who will help us. They will be able to help us effectively if they are within our vicinity, e.g. school, home.

Identifying Trusted/safe/helping Adults Based on Proximity to the Child

We must keep in mind to check if the trusted adult lives somewhere close to us. This is because they will be able to help us easily and quickly if they are near us. If the trusted adult is some place far away from us they may not be in a good position to help us at the right time. If a child in school is troubling you, even when you ask him/her to stop, it will be better to ask a teacher to help at that moment instead of asking your caretaker who is away at the institution.

The teacher will be able to stop the child from troubling you immediately, whereas it will not be possible for your caretaker to help you at that time.

It is important to report incidents of violation of Personal Safety Rules to a trusted adult instead of a child of one's own age. The adult will be in a better position to help. However it is important to check if the adult you are seeking help from is physically near you, as chances of receiving prompt help can be higher.

Sometimes the adults you approach are busy and don't listen to you properly or asks you to speak to them later or simply nod their head. Does this happen to you? Give time for responses.

When adults don't listen to you, is it your fault? (No)

Does that mean they don't love you or don't care for you? (No, they love you and care for you but because they are busy they sometimes are not able to listen to you immediately.)

Tips for Trainers

- Children may state that the policeman, watchman can be trusted adults. Accept these responses after giving situational examples.
- Some children might even talk about serial characters/movie characters as trusted adults. Rationalize with them and ask them, "do they think these characters will come to their rescue". Most children intuitively know they are fictitious make them articulate it.
- Stress the fact that trusted adults are those big people whom we know, those whom we can easily approach and also those who will help us. They will be able to help us effectively if they are within our vicinity, e.g. school, home.
- Children who decide to tell a trusted adult usually look out for the right time to tell them about the abuse they have experienced. This stems from the fact that we train children not to interrupt adults. However, children must be told that it is perfectly okay and important for them to interrupt their trusted adults when reporting about abuse, no matter how busy the adult appears to be.

Identifying Trusted/safe/helping Adults Based On Proximity to the Child continued....

Students may have a few mixed responses. In order to elicit the required response, ask the next question.

In case your brother falls down and hurts his hand badly, won't you call your mother even if she is talking to someone over the phone?

What if your friend falls down and hurts his head; won't you immediately call your teacher even if she is teaching an important lesson in class?

Emphasize that at such times of emergencies we cannot wait for the right time to tell about the problem

So sometimes you have to help them by using attention grabbing words and clear loud voice to get their attention. It is important to get their attention from the work they are doing so that they listen to us.

Keep telling about it until you get help and till the adult tells that they will help you. If you feel that the adult you have spoken to has not helped you or could not help you, then you should tell someone else.

Core message 3: I can tell until I get help. It is never too late to tell

A child telling a trusted adult about a relative who hugged her too tight and she / he did not like it

A child trying to tell an adult but they are too busy / did not pay attention. How to repeat and keep telling/ telling another trusted adult till someone listens and takes care of the child's safety.

Sometimes a trusted adult may not know the correct way of helping you and thus may not help you. Then, go on and ask some other trusted adult to help you.

Not Being Able to Tell a Trusted Adult

Sometimes we may not be able to tell a trusted adult that a person broke the personal safety rule. We may feel shy to tell them, or we may feel scared that they may get angry at us or that they may not believe us. So even if you are not able to say, 'no' or tell a trusted adult it is still never your fault, just tell someone as soon as can. It is never too late to tell.

For example if we lose our book in the school or our toy breaks we get scared and don't tell our parent immediately. After sometime when we feel comfortable then we go and tell them.

So even if you could not tell them about your touching problem immediately after someone touched you, you can always tell them after some time when you feel comfortable. Remember **it is never too late to talk** about a touching problem. You must tell someone about it whenever you can.

Tips for Trainers

You can end the session with a puppet show/or a film taking into account all key messages. One script is provided in Annexure. You can make your own script based on the sessions.

Links of films are provided in the Annexure.

Concluding the session

Activity: Drawing: Ask them to draw their hand and write the names of 5 people/ safe adults.

Activity: Worksheet on 'Trusted Adult' is provided in the Annexure. This can be done in the session or given as homework.

Activity: Song: Keep On Telling

Something has happened that's bothering you,
And you are not sure just what to do.
If you think someone is trying to trick you,
Here is something that you should do.
Tell your mom (Didi) tell your dad (Bhaiya),
If you are scared, or if you're sad.
Keep on telling till someone tells you,
I will help you
I will surely help you.
Tell a teacher tell a friend,
Someone to help you make this end.
Keep on telling till someone tells you,
I will help you
I will surely help you.
Just remember a simple rule
At home, at the park or even at the school,
Don't keep secrets
Don't keep it inside
You have nothing, just nothing to hide

(Lyrics of a similar song in Hindi is given In Annexure)

Summarize and review the key messages:

Core Message 1: Most adults care for children and want to keep them safe.

Core Message 2: I know people I can go to for help.

Core message 3: I can tell until I get help. It is never too late to tell

I told you that no one should talk about private body parts casually, but I am talking to you about private body parts. Is it alright? According to Personal Safety Rules no one should touch, look at or talk about your private body parts except to keep you clean and healthy. I am talking about it for your good health and to keep you safe. I also ask you to tell your trusted adult about what I teach you in the class and not to keep it a secret. So even if someone talks to you about private body parts to keep you clean and healthy you must follow Personal Safety Rules and tell your caretakers/guardian - a trusted adult about it.

Distribute Certificate for successful completion of the sessions (Template is provided in Annexure)

Take care!

Annexure 7:1

Brief script for Puppet show:

The story of strong Raju is based on the topic of trusted adult from the PSE module. Raju is a 8 year old boy a student of grade 3. Raju meets a stranger on the way while returning back from school. The stranger shows Raju pictures of people without clothes. Raju did not like it and shared it with his classmate. His classmate made fun of her. Raju felt bad. He did not want to share it with anyone. But Raju's house-mother promised him that she would not make fun of him if he shared with her. She would rather help him.

The story is divided into 5 scenes

Dialogues: Scene 1:

Narrator: Growling.....

[In a very thin voice]

Hi Baccho! Kaise ho? Sorry meri awaz chali gayi. Wo kya hai na logoon ne ped kaat diya hai. Mera ghar to chala gaya aur awaz bhi chali gayi.

Ab jangalmein koi janwar nahi bach gaye to mein ab baccho to kahaniyaan sunata hoon. Kya aap sab ko kahaaniyan pasand hai?

To suno strong Raju ki kahani

Scene 2:

[Raju and Uncle]

Raju: [Sitting alone on the street while returning back from school]

Uncle: Raju...Raju...Raju...

Raju: A.... a.... Kaun hai...

Uncle: Arre Raju mein hoon. Tum ne wo photo dekha jo maine tumhe diya tha?

Raju: Kaunsa photo?

Uncle: Arre wo wala jismelagoon ne kapde nahi pehne hai.

Raju: Sheee... wo wali? Mujhe nahi dekhni hai... Wo gande hai...

Uncle: Arre Raju so gande nahi hai. Tum to bade ho gaye ho na to tum dekh sakte ho.

Raju: Nahi mujhe nahi dekhna hai. Mein mummy ko bolunga. Aap gande ho.

Uncle: Arre.. Arre... Raju suno to... suno to...

Scene 3

[Raju and Chinki]

Raju: [Raju sitting alone with a sad mood]

Chinki: Hi Raju

Raju: Hi... [In a sad tone]

Chinki: What happened? why are you looking so sad?

Raju: Nothing! you go!. I dont want to talk to any one

Chinki: Arre Raju tell me I wont tell it to anyone.

Raju: No!

Chinki: Say Na (In a very insisting manner)

Raju: O...k... But promise you wont tell it to anyone.

Chinki: I Promise

Raju: I met one uncle on the street and he showed me pictures of people who were naked.

Chinki: [Making fun of Raju] Ha... Ha... Ha... You saw the pictures of people without clothes. Ha...Ha...Ha...

Shame...Shame...Raju...Shame...Shame....

Raju: [In an angry tone] Go I don't want to talk to you any more. You are not my friend. [Crying...]

Scene 4

[Raju and House-mother]

Raju: Hu...Hu....Hu...

House Mother: Raju kya hua?

Raju: Hu... Hu... Hu...

House Mother: Raju... Beta ... kya hua? mujhe nahi bologe?

Raju: Mujhe nahi batana. Aap bhi mera majak udaoge.

House Mother: Mein mazak nahi udaonge. Raju: Hu... hu... hu...

House Mother: Raju idhar aao. Ab batao kya hua beta. kyun ro rahe ho?

Raju: Chinki ne mera mazak udaya

Mother: ohhhh beta agar aap muze nahi bataoge to muze pata chalega. please batao.

Raju : me aaj subah jab school ja raha tha na to na ek uncle ne muze bulaya aur usne muze gandhi gandhi photos dikhaye. aur mene wo dekhe. muze ab bahot sad feel ho raha hai ke mene kyu dekha? me kyu gaya vaha pe. mummy isme mera fault hai.

House Mother: dekho beta sabse pahle to tum apne man se ye nikal do ke isme tumari
galti hai , kyunki tumne ye janbuj kar nahi kiya. isme tumari galtai bilkul nahi hai.
aurye tumne bahot acha kiya ki tumne muzse ya baat share ki. me kal hi tumare school
aata hu aur principle se baat karti hu thik hai. tum abhi bilkul bhi sad feel mat karo.
lekin chinki ne tmhe kyu chidhaya?

Raju : actully na mene ye jo uncle wali baat hai na wo chinki ko batai kyunki wo
meri best friend hai na. to wo muze chidhane lagi. me ab school hi nahi jaunga. ab
usne sub ko bata diya to sabhi friends muze hasenge. huu huu huu huu

House Mother: Raju ro mat beta chinki tumari best friend hai ye sach hai magar uho bhi bacge
hai. Aage se sirf itna dhyan yaad rakhana hai ki tumari problem tu usi ko batana jis per
tumhe vishwas ho, jo insaan tumari baat ko achese samaz sake tum pe kabhi bhi majak
na udaye. aur sabse jaruri jo tumari help kare he na.

Raju : ha ab me ase hi karunaga.

House Mother: hmm..... aur tum mere strong bete ho isliye is wajah se school jana nahi
band nahi karna hai. aur me teacher se bhi baat nahi karungi jasase tumhe koi
nahi chidayega thik hai

Raju : ok thank you.

Mother: oh mera beta.

All characters : ho ho ho ho ho
bole to bole to kisko bole bhai.
isko ya usko fir kisko bole bhai.
jo hamari baat sune usko bole bhai.
jo hamari help kare usko bole bhai
hay re hay hay re hay hay re haaaaaaaay
baccha bhai.

Links for short movie/s

Movie Tinku and Tina: Hifazat ki Baat

<https://www.youtube.com/watch?v=cXoXy7d3xF0>

Annexure 7:2

Song in Hindi on seeking help

Ek thi samasya, humain thi pareshaani

Nahi samajh me aa raha ki kaise hai bataani

Jab humein lag raha hai mein unsafe hu

tab mein sochu ki main kya karoo

Batao apni didi ko, batao apne dada ko

chupaana galat rahega, batao apne bado ko

dar lag raha hai batane mein, koi khush ho raha hai humein sataane mein

dukh ho raha hai kaise batau, kya karu kya karu sehte rahu

chod do is vichar ko, na rakho ise secret

yaad rakho ek simple rule: bataate raho, bataate raho

darenge nahi batate rahenge

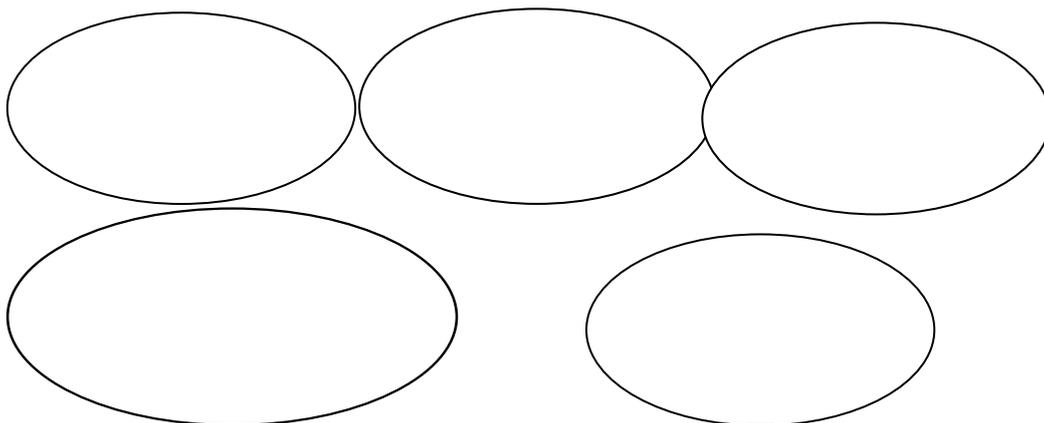
jab tak bade humein madad karenge.

Annexure 7:3

Worksheet on Safe Adult/Trusted Adult

Worksheet on Keep On Telling

I am special and deserve to feel safe all the time. These are people I can approach when I need help.



Five empty ovals arranged in two rows: three in the top row and two in the bottom row, intended for writing the names of trusted adults.

