

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/charts/Posters

Note to Trainers

The module **has 8 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.

Session 3 will be conducted separately for boys and girls.

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

Introduce self and the program

Introduce yourself. Talk about where you are from and why you are here (here talk about adults in the Govt and society who want to help children be safe), 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

This is the Personal Safety Education class and I will be helping you learn about what is meant by “personal safety”. But first let us put down some rules that the entire group will agree to follow. WE are all here to learn. These rules will aid us in learning.

- Raise your hand before answering or 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.
- Do not leave the place without permission.
- If any student has anything personal to share, please speak to the trainer individually after the session. During the session let our sharing include general experiences and examples only.
- Do not make fun of anyone when they share their personal thoughts or views, likes and dislikes. Respect each other.
- When any one breaks these rules, the group will decide on an action to stop it.

Tips for Teachers/ Trainers

- It is important to establish ground rules and to repeat them whenever necessary for the smooth functioning of the session.
- 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.

Icebreaker: Standing on Common Ground

Students are asked to stand in a circle and respond to a series of statements by stepping into the circle if it is true for them, or remaining in place if it isn't. After every statement, they are given a moment to look around to see who has the experience or feeling in common with them.

- When I lose my temper, you don't want to be around me
- Occasionally I feel pressured to do things because everybody is doing them
- As I am growing up, I can notice some new changes in my body
- I sometimes feel confused about things and don't know who to talk to
- At times I wish I looked more attractive- thinner, taller or better than now
- I sometimes find it difficult to say 'No' to my friends, even if I don't agree with them
- It feels nice to dress up and be complimented on how I look
- I share more secrets with my friends than with my mother/father/ teacher/ adults who care for me.
- I feel sad and embarrassed when other kids pass comments about me

Tips for Trainers

The activity highlights that they all have a lot in common by way of feelings, habits and experiences

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 first protector of my body

Core Message 3: I can take pride in developing and taking care of my brain and body

Core Message 4: I can help my body be strong and healthy.

Setting the Context: We know our Rights

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.

What are rights?

A right is something that a person “must” be provided with, something essential for his/her Survival, Protection and Development.

Do you think children have any rights? Give time for students to respond.

“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 speak, what 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, 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, writing or in any other way unless it harms or offends other people.

Right to Development: Children have the right to 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

Tips for Trainers

- Make use of gestures and actions while explaining the rights.
- There might be children who share that their rights has been violated.
- Validate their feeling. Explain that it is the responsibility of adults to ensure that children’s rights are protected. Some adults may not do their duty and may actually violate children’s rights. The shortcoming is that of the adult. As a child you can approach other adults and report the violation and get help – that is, until the abuse stops.
- You may also meet the child after the session
- If the matter concerns people you have access to, state that you will address the matter with those people. After the session take appropriate steps and inform the child about the steps you took when you meet next.

Material Required

Marker pen, Blu Tac / Board pins /
Double sided sticking tape / Cello tape

Advance Preparation

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

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

(1) Why do you think I have come here? I have come to take a special class for special, important people. How many of you think that you are special?

(2) Are you important? Note the responses.

Discussion: (1) Because there is no one else in the world exactly like you. Each one of you is unique and special. No one else is exactly like you - not even twins are exactly identical - their fingerprints may be different.

(2) I am important - if you did not reach home/institution from school for some reason, who all would look for you? List on the board – mother/ father/ friends/ extended family/ institutional caretakers/school staff, police... why? Because each one of us matters. **Each one is important.** Each person is a citizen. Each person will contribute to the society.

Activity 1: I am different, special and unique:

I am different, special and unique

Activity: Look at your partner. Identify areas in which you are different from each other. Also identify areas in which you are similar. Let us look beyond the looks and look at what all we are able to do.

What are the other things that are similar and different? (eg: our likes, dislikes, perceptions, temperament, etc)

How does it make you feel?

Do you think you are unique?

Do you think every person in the worlds is unique?

Give time for students to respond.

To find out if each one of us is special let us first find out if we are different from one another.

What are the things that make us different from each other? Give time for students to respond.

Tips for Trainers

- Steer the discussion for ‘differences’ by using the following pointers :
- Likes & Dislikes, Beliefs, Personalities, Qualities, Thought Patterns, Hobbies, etc.
- It is possible that some children will answer that they are not special /important (because they don’t do good in studies etc./no body loves them) 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
- Be in touch with children’s realities. Avoid examples with parents if you working with orphaned children.
- Refer to Annexure for additional or alternate activities.
- It will be beneficial to ask students to repeat the following statement:
I am special and unique
I know that I have rights

Key Message to Communicate

Children need to realize that physical differences alone do not make us special or unique. What makes us truly unique and special are our mental attributes, our personalities and ideas.

Methodology: What are the activities you do with your body? List their responses.

Discussion: Our body can do so many activities; running, singing, reading, dancing, etc. My body is an amazing machine!

Irrespective of how our body is, it is wonderful in its own way as it does all the amazing functions that keeps us healthy and alive.

We also have different likes and dislikes; some of us may like music, others like dancing or drawing, acting or sports. Even in music or dance there is so much of variety. Some children may enjoy Indian while others may be fond of western or fusion.

Everyone has different beliefs, different personalities, choices, qualities, thoughts and different people handle situations differently.

No two individuals are exactly the same. And so, there is no one who is exactly like us. **Each one of us is different in a wonderful way and so is unique and special.**

Refer to Annexure 1:1 for Additional/Alternate activities for 'I am special'

Making Connections

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

Core Message 2: I am the first 'care taker' / protector of my body

Methodology: Who takes care of your body? Who is the first protector of your body?

Suppose you are walking home from school or playing outside and you fall and get hurt? Who will take care of your body? Who is the boss of your body?

Discussion: Ask for responses and discuss. Yes, parents/guardians/caregivers, doctors or teachers will take care of us when we are hurt, but how will they know that you are hurt?

Who will know first that you got hurt? Because parents, teachers/ doctors are not there with us all the time. Who is with us all the time? Who will come to know that you are hungry, happy or hurt first? Yes! its YOU.

You will come to know first because 'My Body is telling me that it is hurt and that I need help'. So You take care of your body and so can we say that 'We are the BOSS of Our Body'.

We all have a body and it is our body. If anybody or anything hurts us, we can feel the pain but others cannot understand that. So it is our body and we are the boss of our body. Can I tell your hand to write for me or play for me? If I feel tired can I tell your body to rest for me? No. So can we say that we are the boss of our body. Also our body helps us to do so many things like to play, to eat, to do other things of our daily work. So can we tell that we all are the boss of our own body? Do you think your special and unique body belongs only to you? Give time for students to respond.

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 ones might say that their parents/guardian/caregiver are the boss of their body. Rationalize with them as to who feel hurt when he/she falls down or who feels good after having water/food when thirsty/hungry? It's only you and not your caregivers.
- If any child says that they do not feel their body is personal to them, trainer can ask why do they have a bath, wear clothes suitable to the climate, have medicines when they are sick? They do so because their body belongs to them and they need to take care of it in order to be healthy.

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.

Core Message 3: I can take pride in developing and taking care of my brain and body

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 provided in the Annexure for body parts

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

Tell children to think of some machines they see every day, for e.g., car, bus, etc.

What jobs does it do? How does it work? What does it need to work? If you do not put fuel in the machine, will it work? What new features can you add to a cycle? List their responses.

Discussion: Now that we know all the parts of the Body and that you are the Boss, let's see how does our Body work / function. Like a machine needs fuel to run, it needs to be taken care of. We can add new features to a cycle like special lights, carrier on top to hold extra luggage or a cycle, etc. similarly our body too needs to be taken care of.

How can we take care of our body?

Eat good and healthy food, sleep well, exercise well, keep ourselves safe.

Brain is in charge of the body. I can help the brain develop become sharper. What else do we need to do to keep our brain active and healthy?

Methodology: You may have seen a cricket match. In a cricket team, who instructs the players where to take their positions and what they need to do? Just like we are the boss of our body, which part of the body is the boss of other parts?

How can we keep our brain healthy and active? Let us see what activities we do everyday and see what activities help our brain?

Discussion: We keep our brain healthy and active by exercising it with different activities. List out activities as the children mention them like for e.g. playing, doing homework, watching TV, computer games, indoor games, etc. Next to each activity write what the brain is learning: **TV:** input from eyes and ears. Brain is learning what is being shown in the program and advertisements (how to dress, what to eat, how to behave). **Play out door games:** input from eyes, ears, nose, skin, joints. Thinking about what to do. Learning to play in a team, follow rules, make friends, care for each other, concentrate, how to win or lose. Whole body is exercised, organs, concentration, discipline, responsibility, how to help people. **Computer games:** input from eyes, ears. Thinking about what to do, concentrate, learn from the game –if it is violent, you learn to be violent. **Indoor games:** input from eyes, ears, nose, skin, joints. Thinking about what to do. Learning to play in a team, follow rules, make friends, care for each other, concentrate, how to win or lose. **Hobbies:** Learn about the hobby, input from different organs, discipline, hard work, concentration. **Studies:** learn about the subject studied, input from eyes, ears, Concentration, discipline, responsibility. **Helping in the house:** Learn about the work, input from different senses & parts of the body.

Ask students: Which list is the longest? (out door games is generally the longest list) Which list is the shortest? (usually TV / computer games). We can do the activities which give exercise and helps to develop both sides of the brain like reading books, doing puzzles, singing, painting, learning to play an instrument, etc. We also need to give the brain enough rest. So we need to sleep well.

Core Message 4: I can help my body be strong and healthy

Ask children: How do we need to eat in order to take care of ourselves? What kinds of foods are good for the body and the brain? Do you play outdoor games? Sleep well?

Discussion: Breakfast is the most important meal of the day. We need to eat a good and nutritious breakfast. It is like filling up fuel for our body and brain for the day. Fruits, vegetables, eggs, meat, dals, cereals, millets, groundnuts, milk products etc. keep us healthy and strong and develop our muscles and bones.

Foods like chips, colas, etc. do not help the bones and muscles to become strong. We can replace these with healthy fun foods like bhel, nuts, chikki, etc.

Active outdoor games help our body be strong and flexible.

Sleep helps the brain and body relax and refresh itself.

Concluding the session:

Fun Activity / Game: 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.

Sugarcane – Imagine your body is stiff like a sugarcane but bushy on top – how will you depict this?

Ask students to call out names of plants, vegetables and trees and mime them.

Activity: Ask Children to complete the **worksheet ‘I am special’ and Worksheet “My rights and Responsibilities’** provided in the **Annexure 1:2 and 1:3 respectively** either as Homework or within session

Summarize and review 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 first protector of my body

Core Message 3: I can take pride in developing and taking care of my brain and body.

Core Message 4: I can help my body be strong and healthy.

I came here to help you learn about yourself, your body and safety. I will come again and we will learn some more things.

Annexure 1:1 Additional / Alternate Activities

I Am Special:

Paper game – Distribute a sheet of paper to each child and ask 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 do not 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)

Alphabet Game - Ask students whose names start with a particular letter in the alphabet that is called out to state two good qualities about themselves. E.g.: All those whose names start with S.

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 two good qualities s/he has noticed in his/her partner.

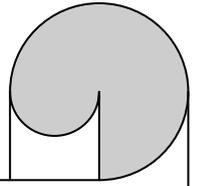
Special Badge –Distribute a paper badge to each student and ask them to write 'I Am Special' on it and also decorate the badge. Provide safety pins to each child and ask them to pin the badge on their school uniform / clothes.

Wrist Band – Ask students to prepare a wrist band and write down one special quality about their partner on the band and then gift it to the partner.

Fingerprint Painting – Ask students to use their painted fingerprints to make designs on paper which can be transferred to make greeting cards or other decorative articles.

Annexure 1:2

Worksheet 'I am Special'



Worksheet 'I am Special'

Name: _____

Special Me

My Favorite Color: _____

My Favorite Game: _____

My Favorite Food: _____

I am Good at: _____

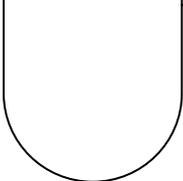
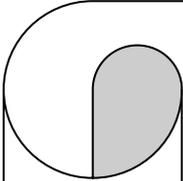
Things that I enjoy doing: _____

The time when I felt good about myself: _____

The time when I felt bad: _____

When I grow up I want to become: _____

I am Special because: _____



Annexure 1:3

Worksheet 'My Rights and My Responsibilities'

Worksheet 'My Rights and My Responsibilities'

Make a list of your Rights as a child:

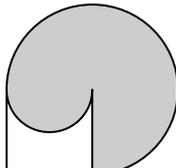
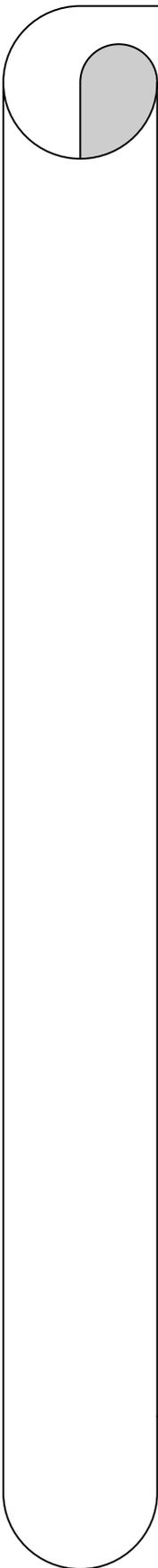
1. I have the right to _____

2. I have the right to _____

3. I have the right to _____

4. I have the right to _____

5. I have the right to _____



Make a list of your Responsibilities as a child:

1. It is my responsibility to _____

2. It is my responsibility to _____

3. It is my responsibility to _____

4. It is my responsibility to _____

5. It is my responsibility to _____