

Session 6

Personal safety in public places. Safety with electronic gadgets and the internet

Rationale

Children are often not taught personal safety rules clearly and are somehow expected to derive them from what people around them say and do. Adults may have attached shame to certain parts of the body in their attempt to teach children social etiquettes about clothing and touching. Children may have been told that they 'should not allow anyone to touch them in certain parts of the body'. This is difficult to do. We cannot prevent people from touching us –we have no control over their actions. We have control over what we do. We can follow rules and respect ourselves and others. We can resist and report when someone breaks personal safety rules.

Materials required

- Cuts of different feelings
- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session worksheets/Charts/Posters

Objective of session 6

To impart and help children internalize the following messages:

Core Message 1: Rules are for safety and efficiency

Core Message 2: Body Rules are for our safety

Core message 3: If people enter my personal space without permission, I can tell them not to do so and move away.

Core Message 4: We often touch each other while talking/ playing. If I feel uncomfortable with the way a person is touching me, I can tell him/her to stop.

Core Message 5: People's behavior (including how they touch me) may be safe, unsafe or confusing. I can report unsafe and confusing behaviour to a safe adult who cares for me.

Core message 6: I can be aware of my surroundings for my safety

Core Message 7: I can tell uncomfortable or unsafe 'secrets' to a safe adult who cares for me

Core Message 8: I can ask for help when in trouble.

Core Message 1: Rules are made for safety

Ask Children: Where do we find rules? Ask and list down the answers.

Discussion: At institutions, at school, at home, traffic rules, games, etc.

Take some examples of sports / games.

Ask them to list two rules of any sport.

Why do we need to have rules? List their answers.

Summarize: there are two broad reasons why rules need to be there: one is to make the system work / achieve the objective for which the game is made, the other is to keep us safe.

Discuss their responses.

We have rules so that we can be safe. Our mind and memory help us remember safety rules. It also helps us understand why we should do some things and not do some other things, why some things are safe for us and why some things are unsafe for us.

Refer to Annexure 5:1 more examples.

Material Required

Marker pen, Blu Tac / Board pins /
Double sided sticking tape / Cello tape
Marker pen, Chalk, Duster,
Blackboard, Charts/flash cards for
safety Rules

Tips for Trainers

- Elicit different commonly known safety rules that children are taught to follow. Include important rules that may not have been stated by the students. Remind them that when people break safety rules, they may cause harm to themselves and others.
- Refer to Annexure 5:1 and 5:2 for additional or alternate activities for this section.
- Have the students repeat the rules as many times as possible and with actions so that it gets well embedded in their minds.

Core Message 2: We follow Body Safety Rules

Do we also have body safety rules?

About touching or clothing that we follow in public or when we are with another person?

List answers.

There are also some body rules we follow when we are with others. Reiterate that the rules are for safety, and not because there is any shame in any part of our body.

Use the charts provided which show a boy and girl in swimwear/undergarments. Draw a stick figure on the board and circle the genitals and buttocks.

Explain that the anatomical names for these parts are penis and scrotum in boys, vulva in girls. Label the anus.

The rules are:

1. We keep certain parts covered with clothes in front of others - chest, buttocks, urethra and reproductive area
2. We do not touch these parts in front of others
3. We talk about these parts only with our safe adults - **people** we trust and who care for us - like parents, doctor. We can ask them questions about these parts and tell them about anything that is troubling us. The doctor may have to examine our body (in the presence of a safe adult) to help us and take care of us. That is okay. We may casually tell people about a headache or backache but not about the color of our potty or urine!
4. We follow these rules for each other. That is, we do not touch others in these areas (mouth, chest, buttocks and susu/ potty area) or uncover them or deliberately try to look at these parts or talk about these parts casually.
5. Mouth, though not kept covered, is considered private. We do not touch other people on their mouth.

Ask children if there are any other parts of the body where they do not feel comfortable being touched.

Refer to chart for Body parts covered with swim suit/underwear

Advance Preparation

Prepare a chart displaying a boy and girl in swimwear/undergarments. The picture of the girl should ideally be in a two-piece swimsuit, so as to avoid students from getting confused.

Tips for Trainers

- It is important for care takers and adults to become comfortable with words like genitals and anus. They may sound alien at first, but it is useful to normalize the nomenclature.
- In most cases, while discussing the names of certain body parts and while showing them the diagrams, students 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 talk about private body parts.
- Students can sense non-verbal cues very well and hence you need to be comfortable and confident when doing this session. Prior practice/ mock session would help.
- The concept is not that we can prevent people from touching you but we don't touch others in unsafe or hurtful ways. Children should also know that nobody should touch another person in unsafe/hurtful ways.
- **If a child asks 'why' we keep these parts covered or how they are different from the other parts, explain that we wear clothes and these are the rules for wearing clothes. Rules are for our safety.**

Core Message 3: If people enter my personal space without permission, I can tell them not to do so and move away.

Methodology:

Personal is something that belongs to you. It is only yours.

Give some examples of things in institution that are personal to you? (children's eraser, pencil, bag)

In the same manner, Personal Space is the space around us that we consider our own. We feel uncomfortable when others enter our personal space without our permission.

Role play: Facilitator goes closer and closer to a student but does not touch the student. Places her hand in front of the student's face, without touching him. Ask the student if he is feeling comfortable. Why not?

What do you do when your friend/ classmate pulls your hair/ pushes you/pinches you/ pokes you with a pencil/ sits very close to you or 'comes into your part of the desk'?

Discussion: The responses may be - I push them away/ I complain to the teacher / I tell the person to move away / stop doing that/ I do to them what they were doing to me/ I don't do anything/ they stop by themselves etc.

Discuss what they can do which will be safe for them at that time and in the future.

We can tell them to move back. We can say "I am feeling uncomfortable." And move away.

Advance Preparation

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

Material Required

Your bag, purse or any other object that can be easily identified as belonging to you; charts, glue/cellotape

Tips for Teachers/ Trainers

- If children are not being able to understand personal. Give some examples of things in institution that are personal to you? (children's eraser, pencil, bag)
- Please discuss as everybody is special and unique all of us have different understanding of personal space. However, there are specific rules about certain areas and parts of our bodies.

Core Message 4: We often touch each other while talking/ playing. If I feel uncomfortable with the way a person is touching me, I can tell him/her to stop.

Discussion: There are many times when we give permission or take permission to enter people's personal space/ touch them.

Ask children which kind of touch they feel is OK and don't mind.

Discussion: Some of us like to hug our mother, hold our friend's hand, sit in our father's lap, hug our friend, sleep with our grandmother etc. However, some children like being hugged. Some don't. Both are ok.

Show your handbag or something else that is obviously yours and ask students to state to whom it belongs. Are you allowed to touch this? If you need to touch this, you have to take permission from me because it belongs only to me. Touch your nose. To whom does that nose belong? That nose belongs only to you and so no one should touch it or do anything to it without your permission. If someone takes it, or open it you can say "Stop! Don't do that! Its mine."

Emphasize that their body belongs only to them. They are the boss or leader of their body.

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 house? Whoever does the cooking.

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

Have the students repeat after you: I am the boss of my body. I can say "No!" if I don't like how a person touches me.

Activity: Use pictures depicting safe and unsafe touches that you have cut from magazines or drawn. Ask the students what the person in the picture may be feeling while receiving the touch. Ask whether that touch then could be a safe (thumbs up) or unsafe touch (thumbs down).

Use the Worksheet 1: Identify safe and unsafe touch

Touches are very important and most touches are safe. But when we feel a touch is unsafe or confusing, we must tell a trusted adult like tell our parents, teacher, older brother or sister, or any person who cares for us. We can always inform our trusted adults if we do not like certain touches.

Remind the students that they are very special and are the boss of their body. Also remind them that they have every right to keep their body safe.

Tips for Trainers

- Use the 'thumbs up' and the 'thumbs down' sign while talking about safe and unsafe touches as it gives a memorable visual response to the concept of safe being all ok and unsafe being not ok.
- If any child gives a different answer from the expected response, do not correct the child; rather ask the child to state the reason and use such incidents as points for discussion during the class. Another option is to simply affirm that for one student it is safe but for another is unsafe. Don't coax a child to say that the example given is a safe touch as it may vary with children's experience.

Worksheet 1: Identify safe and unsafe touch

Ask children to complete the worksheet either as part of the session or as homework.

Key Message to Communicate

Understanding and recognizing the difference in safe and unsafe touches goes a long way in empowering students to stop any potential form of abuse.

Reiterating that students are the boss of their own body will develop in them the confidence to talk about if they feel any touch is unsafe/confusing.

Core Message 5: People’s behavior (including how they touch me) may be safe, unsafe or confusing. I can report unsafe and confusing behaviour to a safe adult who cares for me.

Safe behavior is when people follow each other’s body safety rules and keep each other safe. Unsafe behaviour is when someone deliberately breaks body safety rules, hurts or harms another person.

If someone deliberately breaks our safety rules, we feel uncomfortable and unsafe. The person who breaks safety rules deliberately is doing something shameful. His or her behavior is unsafe. We can tell the person to stop and we can report such behavior to our safe adults. Then people can stop the trouble maker from troubling us and other children.

Ask students if these touches are safe and unsafe.

When you mother hugs you gently.

When someone slaps you.

How do you think your cousin would feel if you kiss him on his cheek and he starts crying?

Reiterating that students are the Boss of their own body. They can report if they feel a touch is unsafe or uncomfortable.

Tips for Trainers

- The part “Except to keep them clean and healthy” in Safety Rules may cause some confusion among students. Provide ample examples to help students understand the clause.

For example, doctor giving injection in the buttock or caregiver giving a bath when you are unwell.

Refer to the Annexure 5:3 for worksheet on Safe and Unsafe Touch. The worksheet can either be done in the session or as a homework depending on the time span of the session.

Key messages to communicate

I am the boss of my own body and I have the right to keep it safe.

It is not all right for someone to touch, look at or talk in ways that break body safety rules, except to keep you clean and healthy. **It is never all right for someone to ask you to touch, look at or talk in ways that break their body safety rules; except to keep them healthy.**

Core Message 5: People's behavior (including how they touch me) may be safe, unsafe or confusing. I can report unsafe and confusing behaviour to a safe adult who cares for me continued....

Example: A 25 year old cousin tells the younger cousin that he will teach him about growing up. He shows some porn pictures. The younger cousin tells him that he doesn't like seeing them. The 25 year old cousin insists and teases him to be a sissy. When boy says he will tell his father the cousin says "but your father won't believe you. He trusts me. He is very proud that I am a in a professional job. You don't study well. You have at times lied to him! He won't believe you."

Do you think this is unsafe behavior? What can the younger cousin do in this situation? Discuss.

Example: Rita is a 11 year old girl. She has a neighbor boy who is a good friend. Suddenly she finds that this boy has sending her a lot of jokes which are confusing / seem to have double meaning. She tells him that she does not like these jokes. He says 'What is wrong with these jokes? Tell me what you think is not ok about it?' and twists the meaning into innocent ones. Rita knows that there is something not ok about the jokes he is sending and the way he is sending these jokes. She feels uncomfortable about them.

Do you think this is unsafe behavior? What can one do in this situation?

Example: Rima is a 12 year old girl. There is a boy in the tenth standard line who stands next to her in the morning during the school assembly. Of late she finds that the way he is looking at her makes her feel uncomfortable. Whenever she turns, she finds him looking straight at her and then his gaze is focusing on her chest. She is beginning to feel uncomfortable and yukky about that look.

Do you think this is unsafe behavior? What can one do in this situation?

Emphasize: It is never all right for someone to touch, look at or talk in ways that break body safety rules, except to keep you clean and healthy. It is never all right for someone to ask you to touch, look at or talk in ways that break body safety rules.

Sometimes we may accidentally break another person's body safety rules. Since we did not plan and do it purposely, we can look/ move away and say 'sorry/ excuse me.'

Ask children to complete the worksheet and have a discussion

Core message 6: I can be aware of my surroundings for my safety

When you go out, give information to adults in the house about where and with whom you are going.

Give some personal information about your friends to your caregivers like their name, address, phone numbers, before going out with your friends.

Memorize the telephone numbers of some people you can depend on and call in case of emergency.

Buddy system: whenever you plan to go out with your friends keep a check of your friends. Watch out for each other – for instance, while crossing the road. Be in a group - or at least in pairs (buddy) and not hang out alone in a new place.

Avoid being alone or waiting in a lonely, deserted place. Do not go to isolated places alone. Isolated places are lonely places where nobody is there, e.g. behind the building, parking space of a crowded mall, cinema hall, corners of a garden, building terrace, isolated staircase of buildings, etc. Be aware of your surroundings, people around you. Look at people and watch how they are behaving.

Keep your eye open! Observe your surroundings. Look out of the window if you are travelling in a vehicle and observe where you are going.

Keep your ears open! Remove ear plugs!

Be cautious while talking to a stranger and not give too much of personal information in the initial conversation itself

Using the Internet and electronic gadgets:

Internet and phones have many advantages. We need to learn to use them smartly and be safe. The internet is also a public place of a different kind.

Photographs and text matter sent on the internet or shared with another person can remain in circulation forever! It can be morphed and changed. Sites can be hacked and your photos 'stolen'.

Do not give your personal details like your mobile no, passwords, email id, telephone no, address etc. or photograph to your internet friend/ stranger whom you know only through internet and chatting. Do not let unknown people take your photographs through mobiles or other gadgets.

People can have fake IDs and can pretend to be of your age when in fact they are much older!

Ask students for more guidelines.

Tips for Trainers

If children in the institution are not allowed to go out then adapt the examples accordingly.

Core Message 7: I can tell uncomfortable or unsafe 'secrets' to a safe adult who cares for me

Tell a small story about a happy secret: Last week it was my friend's birthday. All of us at home decided to give him a surprise. So we all arranged a small surprise party where we called all his friends secretly. We also arranged for some sweets and chips. On his birthday in the evening, I told him 'Come lets go for a walk' and when we walked out to the door, all his friends were waiting for him with all the snacks. He was so surprised and so happy! We had kept all this as a secret for one week till his birthday! Do you also sometimes share secrets?

Discussion: Ask the children to share about their happy secrets.

One more story about a child who had just come back from the doctor and was asked not to eat anything oily that day. A friend's cousin came home and gave him chips which he loved eating. When he said 'No, the doctor has told me not to eat oily things today', this person said 'Have just one packet, let this be a secret between you and me, I brought this for you because you are my favourite cousin. I love you very much'. The child felt uncomfortable with this secret.

Discussion: Discuss with them about secrets; there are different types of secrets. Some are happy secrets like the example which was explained earlier. But some other secrets may not be happy / maybe happy but confusing / may not be comfortable. When a secret is not comfortable, it is good to go and tell the secret to a trusted adult. Explain that the secret which makes us feel comfortable and we don't have to keep it a secret for long, is a happy secret. At the end when it stops being a secret, we feel comfortable and happy.

Secrets which make us feel uncomfortable or fearful or sad or upset are not safe for us because these secrets confuse us and we may not be able to decide whether it is a happy secret or not. When we are in this kind of confusion it is always better to take help of an ADULT who will help clear the confusion.

Safe adults are people who follow body safety rules and care for our wellbeing.

Core Message 8: I can ask for help when in trouble.

Ask the children to choose a balloon of a color which matches their mood and share with the group why they chose it.

Everyone inflates their balloon and then throw them up in the air. As a group, they now have to ensure the safety of all balloons- no balloon should fall on the ground.

Questions- What made it possible to keep the balloons safe? What made it difficult to keep the balloon safe- when did the balloon fall? (children helped keep each other's balloons up in the air)

- We need to be alert about what's happening around us, keep our ears and eyes open
- It's ok to ask for help

Concluding the session

Activity: Sharp sense: Everyone keeps absolutely quiet. One by one children call out one sound that they can hear. They need to mention a new sound, and not repeat what someone has said already.

Activity: **Worksheet on Safe and Unsafe situation and Feelings and Understanding Touches/situations are given in Annexure. The worksheets can be done in sessions or as Homework.**

Summarize and review the key messages:

What did you learn today?

Reiterate

Core Message 1: Rules are for safety and efficiency

Core Message 2: Body Rules are for our safety

Core message 3: If people enter my personal space without permission, I can tell them not to do so and move away.

Core Message 4: We often touch each other while talking/ playing. If I feel uncomfortable with the way a person is touching me, I can tell him/her to stop.

Core Message 5: People's behavior (including how they touch me) may be safe, unsafe or confusing. I can report unsafe and confusing behaviour to a safe adult who cares for me.

Core message 6: I can be aware of my surroundings for my safety

Core Message 7: I can tell uncomfortable or unsafe 'secrets' to a safe adult who cares for me

Core Message 8: I can ask for help when in trouble.

Just as you have a right to safety and dignity, you also have a responsibility (as you grow older) of taking care of others and not hurting them.

The safety guidelines that we have discussed now and the ones that we will discuss in the next sessions are all such that will not only help you take care of yourself but will also help you to assist your friends whenever necessary.

Annexure 5:1 Additional / Alternate Stories

Safety: State a few situations or show pictures of the same and ask students to clap their hands if the situation follows a rule and bang the desk twice if it does not. ting

You can also ask students to give their reasons for the situation. iles.

Safety Rules:

- Stay away from fire.
- Do not put your hands out of a moving vehicle.
- Never eat anything given by a stranger.
- Do not touch electric socket with wet hands.
- Do not use electrical objects when your adults are not present.
- 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 hold the handrail.
- When children /people are playing cricket do not run.
- If you do not know how to swim you should not go near the water. 1
- When someone is on the swing do not stand in front of it.
- Do not tease or disturb a street dog or hit it with a stick.
- Do not go to isolated places like parking areas in the evening. y
- Always keep the telephone numbers of your trusted persons handy.

Annexure 5:2 Additional / Alternate Activities

Keeping Myself Safe

Guess & Say How – Fill a box / bag with a few articles / pictures. Blindfold one student at a time and ask him or her to pick up any one of the objects and then state the safety rule connected to it.

E.g.: Picture of a scissor – Do not play with scissors

Pencil – Do not put the pencil into your ears / Do not poke others with a pencil.

Picture of a staircase – Walk up / down the staircase. Do not run.

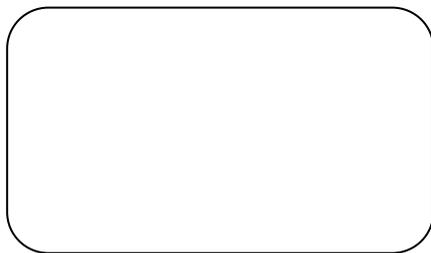
Annexure: 5:3

Worksheet 1: Safe and Unsafe situations

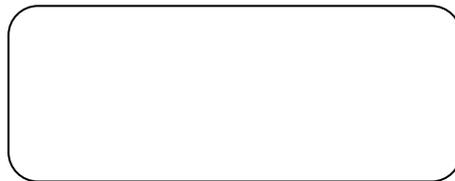
On this page, there are some examples of safe & unsafe situations/touches. Look at the pictures and put a (Tick) if the situation/touch is safe and put a (Cross) if the situation/touch is unsafe.













Annexure 5:4

Worksheet

I AM THE BOSS OF MY BODY, SO I CAN FEEL... HAPPY, SAD, ANGRY, SCARED OR CONFUSED WITH SOME TOUCHES/FEELINGS



These are some of the touches/situations that make me ANGRY:

1. _____
2. _____
3. _____



These are some of the touches/situations that make me HAPPY:

1. _____
2. _____
3. _____



These are some of the touches/situations that make me SCARED:

1. _____
2. _____
3. _____



These are some of the touches/situations that make me SAD:

1. _____
2. _____
3. _____

All feelings are appropriate because they are natural! And feelings can help to keep me safe! If I feel confused /sad/angry/embarrassed I can share.

Annexure 5:5

Posters to be used for talking about Safety Rules

