

Session 6

Personal safety in public places. Safety and electronic gadgets and the internet / role of the bystander

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

- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session 6 worksheets/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 help me differentiate safe touch from unsafe touch and safe behaviour from unsafe behaviour

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: I am the boss of my body

Core Message 6: I respect my body. I respect personal boundaries.

Core Message 7: 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 8: I can be aware of my surroundings for my safety

Core Message 9: Learning to be safe when using the Internet and electronic gadgets:

Core Message 10: I can ask for help when in trouble.

Core Message 11: We can help each other be safe (Role of bystander).

Core Message 1: Rules are for safety and efficiency.

Methodology: Why do we need rules? Where do you find rules?
Ask and list down the answers.

Discussion: Traffic, school, home, hospital, temple, games, etc.
will be the responses.

Discuss why these rules are there. :

1. to make the system work / achieve the objective,
2. to keep us safe.

Discuss their responses.

Rules are not designed to restrict a child's freedom, they are designed to protect the child from harm because every child is special.

Refer to Annexure 6:1 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 6:1 for additional or alternate activities for this section.
- Children at this age tend to think that rules are created to restrict their freedom and they in turn do not follow them as a mark of protest. Discussing the reasons for following the guidelines along with the repercussions of not following them give children a better understanding

Core Message 2: Body Rules help me differentiate safe touch from unsafe touch and safe behaviour from unsafe behavior

Do we also have body rules? About touching or clothing that we follow in public or when we another person?

List answers.

Draw a stick figure on the board and circle mouth, chest and groin area. Reiterate that the rules are for safety, and not because there is any shame in any part of our body.

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 private parts) 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.

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 should not display any signs of awkwardness or nervousness while displaying the diagram of the private body parts as well as while naming the private body parts.

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.
- **Refer to charts of body parts for talking about Safety Rules provided in the Annexure 6:2**

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.

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.

Activity option 1: Facilitator asks 4 volunteers to come to the front and make two pairs. Both pairs stand about 10-15 feet away from each other. They are then asked to walk towards each other, without breaking eye contact and not stop until they are asked to. This activity allows the teens to become aware of the physical boundaries they have unconsciously set for themselves and how uncomfortable one feels when these are broken.

Activity option 2: Role play: Facilitator going closer and closer to a student but not touching him. Places her hand in front of the students' face, without touching him.

Methodology: Ask the student if he is feeling comfortable. Why not?

Discussion: There is a space around our body which is our personal space. We feel uncomfortable when others enter our personal space.

Do we only feel uncomfortable when people touch us?

Can people touch us by their words or looks?

Along with 'touch' even looking or talking in certain ways can make us uncomfortable or uneasy. It is inappropriate / not alright.

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 Trainers

- If children are not being able to understand personal. Give some examples of things in institution that are personal to them? (children's eraser, pencil, bag)
- Please discuss as everybody is special and unique all of us have different understanding of personal space.
- Discuss Contact and Non-Contact Behaviors of Sexual Abuse and Tricks abusers may use.
- Give example from real life situations:
 - People staring in a certain manner
 - People using certain language
 - Showing us some pictures
 - Undressing/changing in front of others

Core Message 5: I am the boss of my body

Methodology: Who is the boss of your body?

A boss is in-charge, takes care and makes important decisions. 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 house?

Who is the boss of your body?

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

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.

Core Message 6: I respect my body. I respect personal boundaries.

Methodology: Is there shame in any part of our body? Do we call people whom we respect by slang words?

Discussion: Our body is given to us. God/nature has put no shame in any part of the body. .All parts of our body are important and are there for a particular function. Respect every part of our body.

Behaviour maybe shameful but there is no shame in any part of our body. There are parts of the body which we consider private.

Methodology: What do boundaries have to do with showing respect and acting responsibly?

Discussion: [Each person decides what is acceptable for him or her to do and what is acceptable for others to do? These decisions are based on what you have been taught is right and wrong. Knowing your limits or boundaries and not choosing behaviors which are out of bounds shows self-respect and responsibility. Not crossing the boundaries others have set for themselves shows respect for them and is one way to demonstrate responsibility.]

Methodology: What do boundaries have to do with staying safe?

Discussion: Our personal boundaries help us choose behaviors that are healthy and safe. They help us make and keep positive friends. Respecting the boundaries of others avoids conflicts.

One of the important characteristics of a safe relationship is to understand one's own personal boundaries and to respect other's personal boundaries. Today we will learn more about showing respect and acting responsibly in our relationships with a focus on Personal Boundaries.

Discuss the importance of establishing and maintaining personal boundaries and begin to identify personal boundaries.

Lead the following discussion with the students:

Who can tell me the name of the lines that go around the edges of the football field? [Boundary lines]

What happens when the ball goes outside of the boundary lines?

[The opposing team gets the ball or a point. The players or officials call "out of bounds."]

In most situations, the team that touched the ball last before it goes outside the boundary lines has made a mistake and will suffer some consequence.

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.

Refer to Annexure 6: 3 for Worksheet on Personal Boundaries

Core Message 6: I respect my body. I respect personal boundaries continued...

Did you know you have “personal boundary lines?” Your personal boundary lines determine what you will and won’t do. If behavior is “in bounds,” it is behavior that you are safe with and it does not disturb others safety. If the behavior is “out of bounds,” it is behavior that is unacceptable because it is unsafe for you and others.

You identified some of your “personal boundary lines” when you listed the characteristics you look for in a positive friend. For example, one of our characteristics of positive friends is that they don’t talk behind our backs. If I just met someone I thought could be a good friend, and then, discovered he or she talked behind my back, I would need to talk to him or her to try to resolve the problem, or I could decide the friendship would probably not be a positive one and stop spending time with him or her. His or her behavior was “out of bounds.”

Ask the students to give you examples of behaviors that are “in bounds.” They can refer to their list of characteristics of positive friends if they wish. Some examples are:

- Being honest.
- Listening to others.
- Staying away from drugs.
- Staying away from peers who think violence is cool.
- Spending time with friends.
- Touching others only with their permission and with care.

Ask the students to give you examples of behaviors that are “out of bounds.”

Write the examples on the transparency outside the rectangle. Some examples are:

- Pressuring someone to do something they don’t want to do.
- Making someone uncomfortable by standing or sitting too close or touching them in an irritating or annoying way. Getting in someone’s face.
- Intentionally hurting someone’s feelings. For example, calling someone names, humiliating a person, or making fun of someone.
- Carrying a weapon.
- Hitting another person.
- Spreading rumors.
- Violating someone’s personal body space by grabbing, or threatening to grab him or her, or crowding him or her.

As we all know that we are unique and have different likes/dislikes; in the same manner what constitutes our personal boundary also differs. Our feelings tell us whether we are safe/ unsafe.

Refer to Annexure 6: 3 for Worksheet on Personal Boundaries

Core Message 7: 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.

Methodology:

Safe behavior is when people follow each other's body safety rules, respect each other's boundaries and keep each other safe. Unsafe behaviour is when someone deliberately breaks body safety rules, and boundaries and 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.

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 13 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 14 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?

Material Required

Charts from the previous sessions

Blu Tac / Board pins / Double sided sticking tape

Worksheet on safe and unsafe

Tips for Trainers

- Trainers need to communicate 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.
- Use examples from children's daily lives
- Children might get anxious if they have accidentally broken another person's body safety rules. Tell children, since we did not plan and do it purposely, we can look/ move away and say 'sorry/ excuse me.

Core message 8: 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

Refer to Annexure 6:4 for explaining the concept of privacy and sharing information

Tips for Trainers

- If children in the institution are not allowed to go out then adapt the examples accordingly.
- **Refer to Annexure 6:4 for explaining the concept of privacy and sharing information with strangers**

Core Message 9: I can learn to be safe when using the Internet and electronic gadgets:

Methodology: Do we all use the internet? Are we aware how to be safe when using the internet? Ask for responses.

Discussion: 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 on mobile/smart phones can remain in circulation for ever! 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.

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.

Make sure you set your privacy settings correctly even if you know it is not completely foolproof. Also remember that you can lose track of time when you are online which could interfere with your studies or other activities. Find a way to set yourself a time for this. Ask for help from elders to remind you or tell you if you are exceeding your time limit.

Core Message 10: I can ask for help when in trouble.

Methodology: You meet / pass by so many people when coming to school/on the way/ in the market etc. Most people we know/ pass by are safe. Many people would help if you asked them for help. Beware of people who break safety rules.

Discussion: Only a few people harass others. Most people want to help us.

Most people want us to be safe. It is ok to ask for help when in trouble.

Core Message 11: We can help each other be safe (Role of bystander).

Methodology: Can we talk to our friends when we see that they are not taking care of their safety?

Do we have friends and other people sometimes telling us how to be safe?

Sometimes have we come across people coming to protect us?

Discussion: We can help each other be safe.

Children can support other children when they are teased. However, they need to understand the difference between supporting/helping and confronting the person teasing/taunting. Trainers need to rationalize with children that even if they feel retaliation (“getting back at the person”) is justified they should not respond violently or use abusive language. If we respond to violence with violence, it just continues a vicious cycle of negative behavior. Second, sometimes aggressively confronting a child/adult who is bullying can be embarrassing for the person being mistreated, and it may even make things worse for that person in the long run. Thirdly it might mean that the safety of the child who is confronting is at stake; which is not advisable.

Concluding the session:

Game: 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.

Summarize and review the key messages:

Ask children to share what they learnt today in the session

Reiterate:

Core Message 1: Rules are for safety and efficiency.

Core Message 2: Body Rules help me differentiate safe touch from unsafe touch and safe behaviour from unsafe behaviour

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: I am the boss of my body

Core Message 6: I respect my body. I respect personal boundaries.

Core Message 7: 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 8: I can be aware of my surroundings for my safety

Core Message 9: Learning to be safe when using the Internet and electronic gadgets:

Core Message 10: I can ask for help when in trouble.

Core Message 11: We can help each other be safe (Role of bystander).

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.

I can here to help you learn more about yourself, how you interact with others and how to be safe. I will come again and we will learn some more things.

Annexure 6:1 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

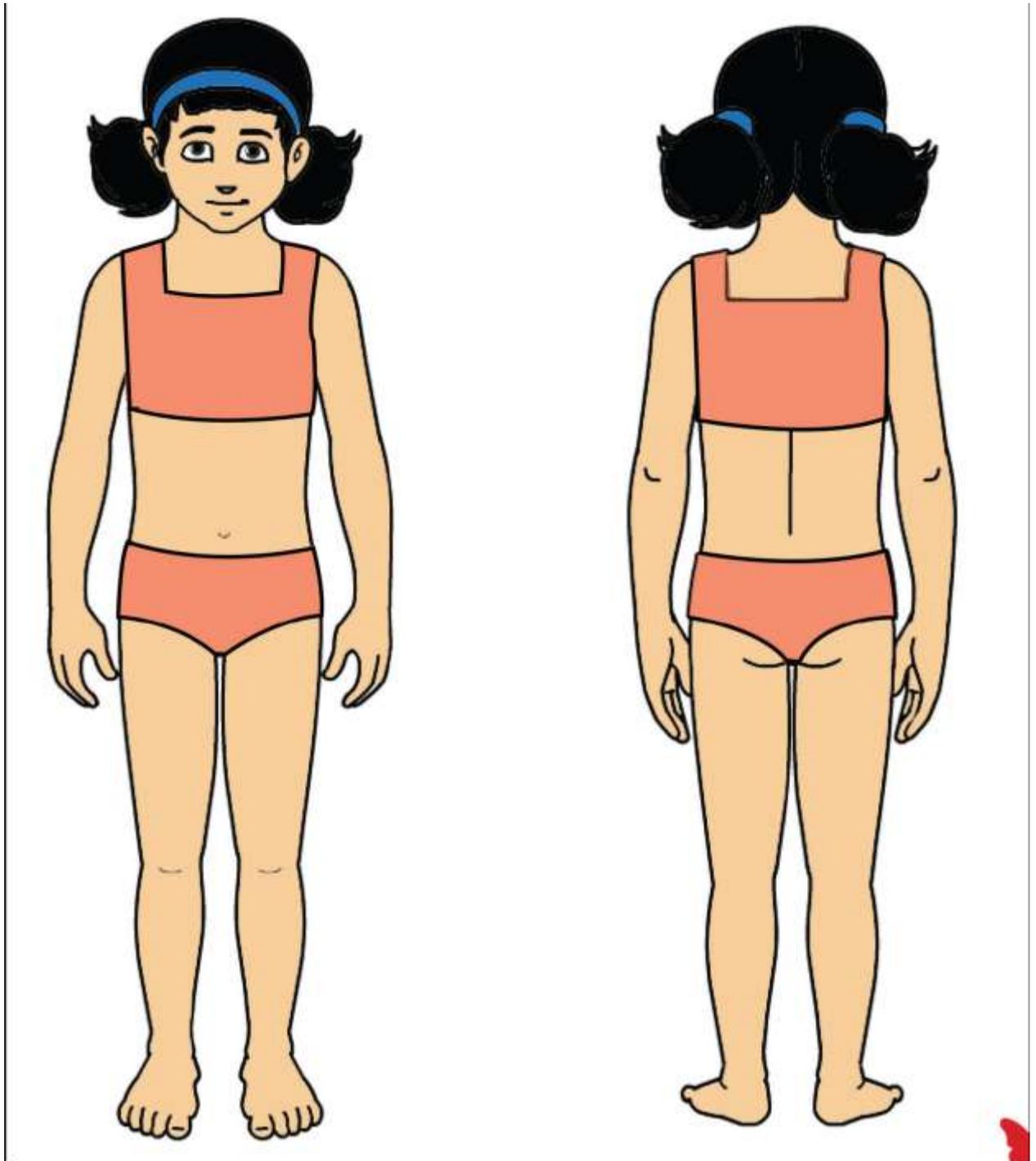
a pencil in your ear.

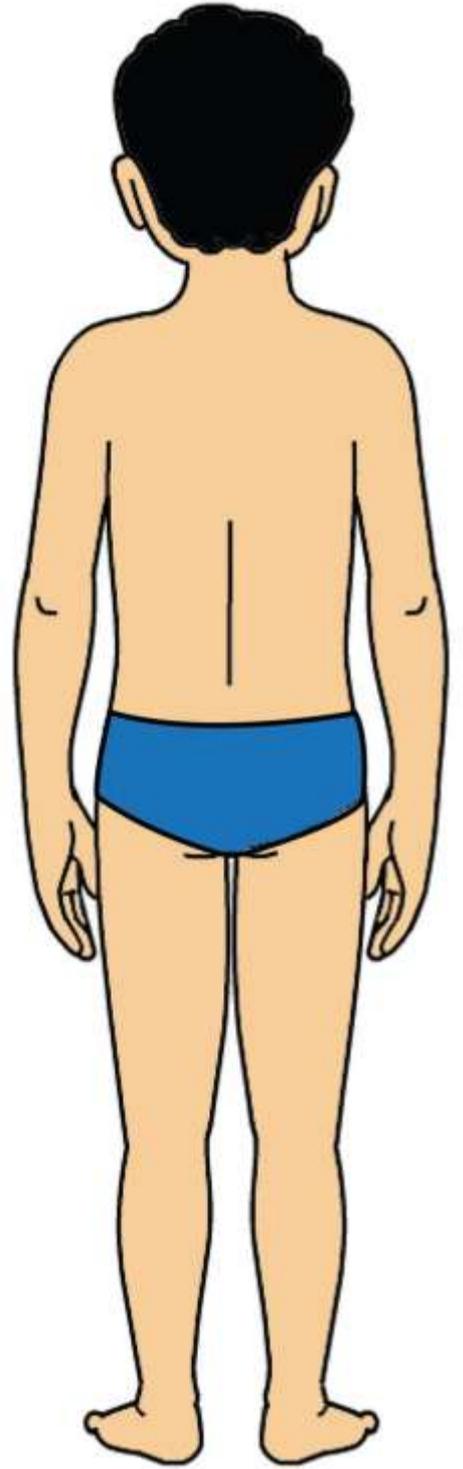
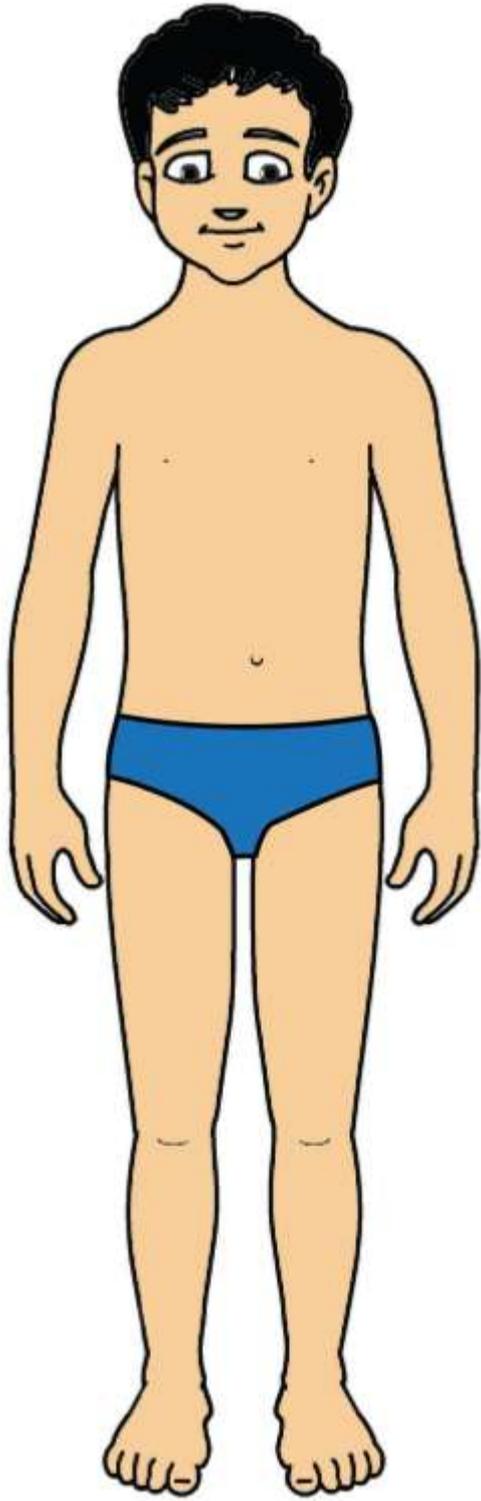
You can also ask students to give their reasons for not following the rule. iles.

Safety Rules:

- .
- Do not touch electric socket with wet hands.
- Do not play on the road (as you may get hit by a vehicle).
- If you do not know how to swim you should not go to the water.
- 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 6:2 - Posters to be used for introducing body/personal safety rules





Annexure 6:3 - In bound-Out Bound

Create the following table on the blackboard and note the responses on the children. Use the following exercise to summarize the concept.

Setting My Boundaries	
<u>In Bounds</u> <i>Behaviors I expect of myself & others</i>	<u>Out of Bounds</u> <i>Behaviors those are unacceptable for me and my friends.</i>

Annexure 6:4: Understanding privacy and sharing of information

Activity:

Examine “**privacy.**” It means different things to each of us, and for each of us there are degrees or levels of privacy. Give examples of the kinds of information a person might share at each level of privacy. For example:

Who	What You Might Share
Strangers...	how you feel about the weather, who won last night’s football/cricket game;
Acquaintances...	your name, your favorite film-star, , how you feel about math;
Casual Friends...	your hobbies, , where you live;
Close Friends...	your nickname, how you feel about your friend, how you feel about your English teacher, what really makes you angry or sad;
Best Friends, Family and Trusted Friends- of-The-Family...	what really hurts your feelings, what really scares you; your safe secrets
Yourself only...	Which parent/grandparent you love most, the most embarrassed you have ever been.

Get the class to add examples, **and to recognize that each of us makes different choices about which things we will share on each level.** Share some personal anecdote about your life to model that some sharing is OK ... then points out that your sharing was only from Level 2 or 3. Emphasize that it is not appropriate to share the most personal things in a class.

- How private is your address? Which of the people above could you tell where you live?
- How private is your family’s income? Who could you share that with?
- How private is the color of your kitchen? Who could you share that with?
- How private is your phone number? Who could you share that with?
- How private are your family’s beliefs about God?
- How private is your mother’s age?

There is no right/wrong about what we want to share at what level and with whom. However, what is important to understand that everybody has different level of comfort/feeling safe in sharing. It is important to respect everybody’s boundaries. *As we all know that we are unique and have different likes/dislikes; in the same manner what constitutes our personal boundary also differs.* However, it is important not to share personal information with people at level 1, 2 and even 3.

