

Session 8

Telling and getting help

Rationale

In most cases of abuse, the victim never reveals 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 adequate 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 thus becomes a crucial part in stopping the abuse completely.

Materials required

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

Objective

At the end of the session 8 the children will internalize:

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. I can keep telling until I get 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.

Most people we know/ pass by are safe.

Only a few people may harm or trouble children.

Beware of people who break safety rules.

Governments and adults all over the world have made rules and set up systems that help keep children safe.

We discussed about rights on the first day, rights are also being formed by adults as children are special and it is adults' responsibility to keep children safe.

Tips for Trainers

Provide children with examples of safe situations/individuals along with unsafe situations and persons as the idea is not to make children scared but empower them with skills.

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

You can get help by telling your safe adults. Go on telling until the trouble maker is stopped and you are safe.

Role plays: A child trying to tell a trusted adult but he/she is too busy / did not pay attention properly.

Teach how to get the adult's attention or tell another trusted adult till someone listens and takes care of the child's safety.

Identifying Trusted Adults

What do you understand by 'Safe/Trusted adults'? Safe adults follow personal safety rules and care for children's safety and wellbeing. (Give time for students to respond)

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

Why do you trust them? What do you want your trusted adult to be like or do? (Take me seriously, listen to help, not get angry at me, not tell everyone else)

Identifying Trusted Adults Based On Proximity

We must keep in mind to check if the trusted adult lives somewhere close to us. Can you guess why? (Give time for students to respond.)

If a trusted adult stays somewhere close to us, he/she will be able to help us easily and quickly. If the trusted adult is in some place far away from us they may not be in a position to help us at that 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 someone who is away at home.

Techniques of Telling a Trusted Adult

It is important to report incidents of unsafe behavior 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.

It is perfectly okay and important for you to interrupt the trusted adults when reporting about abuse, no matter how busy the adult appears to be. 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.

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 only if they are within our vicinity, e.g. school, home.

Core Message 2: I know people I can go to for help. I can tell until I get help continued...

When someone breaks Personal Safety Rules we should not wait for our trusted adult to become free from their work, instead we can get their attention from the work they are doing so that they listen to us.

Sometimes a trusted adult may not know the correct way of helping you and thus may not help you. But that should not stop you from asking some other trusted adult to help you.

If you do NOT hear words of help from your trusted adult, then you should tell someone else.

How we say things is also very important so along with using attention grabbing words we can also say it confidently and assertively.

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. You may feel shy to tell them or you may be scared that they may get angry with you for going out with that friend, or going out without telling them or even letting that person too close to you.

How then do you think you can tell a trusted adult about your touching problem? Give time for responses.

You can write a note to them. But remember to write your name on the note so that the trusted adult knows who has written the note.

However, it is always better to build up your confidence and approach the trusted adult directly.

There could be times when a person breaking Personal Safety Rules may make you believe that they meant no harm to you and that it was only for fun. Sometimes they may tell you that it is a special secret. Sometimes they may also warn you from telling anyone else and may even threaten you. Sometimes they may blame you for making them break personal safety guideline.

Due to all these reasons you may not have been able to say 'No' to that person and you may also have not informed any trusted adult about it immediately.

Tips for Trainers

- Children may also state that the policeman, watchman, etc. can be trusted adults. Accept these responses after giving situational examples.
- Children might emphasize they don't need adults to help them; they can handle it on their own. Rationalize with them that they can take certain action but an adult will be in a better position to help.
- 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 only 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.

Core Message 3: I know people I can go to for help.

Identify trusted adults in your life

Methodology: Ask them to think of five older people who they can trust / whom they can talk to when they need help. Ask them to draw their hand and write the names of these 5 people in the hand. Ask children to mention some names of persons. These 5 people you wrote about are your SAFE adults and you can talk to them whenever you feel someone has broken a body safety rule.

Mention that many responsible adults have made rules for children so that they can be safe. Mention about the POCSO Act. Also the leaders and people in power believe that children are very special and therefore all the countries in the world got together and made a law called United Nations Convention on Rights of the child (UNCRC). Explain about the child helpline and write 1098 childline helpline number on the board.

Describe the different individuals and organizations that can help.

- **Adult Friends:** Adults who care about youth will help find needed resources or help a person think about the problem so that he or she has more ways to solve the problem.
- **Peers:** Friends of the same age can often listen and offer suggestions. They may be willing to go with the person, as support, to get help.
- **Personnel in institutions:** could be accessible and willing to provide the support and guidance needed.
- **Physicians/ Nurses:** Doctors and nurses know community resources and can see that you know where to go for help. They should also be contacted to treat injuries if necessary.
- **Helplines:** Hotlines are just a phone call away. The people who answer the phone are trained to help others sort out problems and get help.

Key statements/ messages on CSA for the children :-

- You don't have to do anything you are uncomfortable with only because others are doing it.
- You can like someone, and still not like what they do.
- Sexual bullying is not "just some fun", its sexual abuse.
- In fact, any sexual act imposed on a child or young person by someone older or more powerful is called child sexual abuse.
- You have a right to speak up against it!
- Sexual abuse does not have to be only rape.
- It can be any touch or non-touch behaviour that you are uncomfortable with.
- Abusers can be people you love and trust.
- More often than not, they are people known to the child.

AND.....

If you have faced child sexual abuse or anything that made you uncomfortable, find a safe person to tell!

Concluding the session:

Game: Image theatre – one person starts off the image by coming up to the front and striking a pose – any pose. Others look at that pose and then a second person joins the first one, making a pose that is in some way related with the first person's pose. In this manner a 3rd, 4th person joins until a tableau of about 10 people is made. In this manner ensure that all the participants have joined a tableau. You may have to make more than one tableau depending on the number of participants. Clap and disperse the tableaux.

Activity: Activities provided in the Annexure**Distribute Certificate****Summarize and review the key messages:**

Ask children to share what they learnt today in the session

Reiterate:

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

Beware of people who break body safety rules.

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

Core Message 3: I know people I can go to for help.

I can here to help you learn more about yourself, how you interact with others and how to be safe. I enjoyed working and learning with you.

You may contact me by..... (share contact information if you are comfortable with the idea.) or give contact no. for other resources.

Take care!

Annexure 8:1

Case studies/role plays/group discussion

- To provide an opportunity for participants to think and discuss on issues related to CSA

Activity:

- Divide students into 4 groups and give each group a case study (5 minutes)
- Give each group a case study and ask them to discuss the case amongst themselves
- Ask them to prepare a roleplay based on the Q given (depicting a healthy response)(25 minutes)
- Each group presents

Process in large group after each skit:

- Did you agree with their solution?
- Was it realistic? What difficulty could you have in doing this?
- Facilitator adds by providing own solutions
- Group Presentations + Facilitator's input (10 minutes per group - 40 minutes)

Case Study 1

Chirag is a quiet boy of 14 and does not speak up much. He didn't have many friends. Recently, a group of his classmates have accepted him into their friend's circle. Chirag really loves it and is so happy to finally have such close friends. One day, a boy from the group suggests that they all watch porn from the internet. Everyone else agrees but Chirag is not comfortable doing it and is worried. He does not want to watch porn, yet he does not want to lose his friends. Chirag is confused.

Q. What do you think Chirag could do to resolve the situation?

- Discuss the question in your group.
- Think of the best solution.
- Prepare a 2 – 3 minute roleplay to act out the solution.
- Present

Case Study 2

Pooja is 15. Her neighbour, Raj, is 21 years old and a very chilled out, good looking guy. All of Pooja's girlfriends have a crush on him. Raj asks Pooja out and she is thrilled. he takes her to a small, cosy restaurant. Raj plays with her hair and they hold hands. Pooja likes this very much. However, he begins telling her how much he loves her and how he wants to kiss her. Pooja is anxious. She doesn't want to get physical with Raj yet feels pressured into kissing him as he keeps insisting.

Q. What do you think Pooja could do to resolve the situation?

- Discuss the question in your group.
- Think of the best solution.
- Prepare a 2 – 3 minute role play to act out the solution.
- Present

Annexure 8:1

A. Case studies/role plays/group discussion continued...

Case Study 3

Shekhar is a 14 year old boy. Once during the recess, when Shekhar is using the washroom, the three older boys barge in. The boys make vulgar comments about Shekhar and laugh amongst themselves looking at him. Shekhar becomes very uncomfortable and is scared of the boys. Gradually this turns into a frequent event. The boys begin to keep a look out for Shekhar and follow him into the washroom. Every time he protests, they make fun of him for being scared and ask him to be a sport.

Q. What do you think Shekhar could do to resolve the situation?

- Discuss the question in your group.
- Think of the best solution.
- Prepare a 2 – 3 minute roleplay to act out the solution.
- Present

Case Study 4

Priya is 15. She is very fond of her uncle, her chacha. He's her favourite uncle and fun to be with. He also helps her out with her studies. They study in her room. These days while teaching her he sits very close to her. He occasionally rubs her back and kisses her on the cheek when she gets an answer right. Lately he has started touching her more and more. Priya hates it when he does these things but is not sure that he means her harm because she likes him a lot. She doesn't know if she should tell anyone. What if it is nothing, her uncle will get so angry and so will her parents.

Q. How do you think Priya could resolve this situation?

- Discuss the question in your group.
- Think of the best solution.
- Prepare a 2 – 3 minute roleplay to act out the solution.
- Present

B. ATL (Above the line) – BTL (Below the line) for Safe Relationships and what helps in keeping a relationship safe

(5 minutes)

Facilitator sets the context for the activity by saying, 'So if you want to feel good and safe in relationships, what is helpful and not helpful?' One facilitator draws a line on the board and records answers students come up with. Below the line (BTL) – unsafe and above the line (ATL) – safe.

Some responses:

- Ø Respect
- Ø Freedom to disagree
- Ø Everyone should have a say
- Ø Trust each other not to hurt
- Ø You should be allowed to be different
- Ø Others are looking out for you
- Ø Not feeling pushed to do something – have a choice
- Ø Have privacy and space
- Ø Have a voice
- Ø Not to be made fun of etc.