



Keeping safe from abuse

Facilitator toolkit for educating children and young people

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Project Childhood is an Australian Government initiative to protect children from sexual abuse in tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014).



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Foreword



Tourism in South East Asia and the Greater Mekong Sub-Region (GMS) continues to grow rapidly. International visitor arrivals grow steadily year on year. In fact, the United Nations World Tourism Organisation forecasts that South East Asia will be one of the most visited regions – with 187 million tourists tipped for 2030.

At the same time, we sadly continue to see links between tourism and child exploitation. The rapidly growing tourism industry, combined with increasing mobility within the Association of South East Asian Nations (ASEAN) and the GMS, are attracting vulnerable children and their families to tourism destinations to earn an income. Girls and boys can be found working in and around the tourism industry, often in unsafe conditions. While their skills and talents are often inspiring, it is not hard to recognize that their situation is risky. Not only are children who earn money from tourists by selling souvenirs or shining shoes less likely to go to school; but also they face heightened vulnerability to physical, emotional and sexual abuse. Having lived and worked on child protection risks in Cambodia for eight years myself, I have seen the heartbreaking and infuriating ways that this situation wreaks havoc on the lives of children.

We know that both girls and boys are victims of sexual abuse and exploitation, including in travel and tourism. We also know that travelling child sex abusers target children who work on the streets or in the informal sector. Abusers also often approach vulnerable children by working in schools or residential care facilities for children. Children should never be left to fend for themselves in the face of these threats. We are obligated to strengthen the protective mechanisms around children.

Through Project Childhood, the Australian Government has made a significant investment to combat this particular form of exploitation in the GMS. Project Childhood is an Australian Government initiative to combat the sexual exploitation of children in travel and tourism (2011-2014). Project Childhood builds on Australia's long-term support for programs that better protect children and prevent their abuse.

I am excited about Project Childhood, which has brought together World Vision and the United Nations Office on Drugs and Crime to address the serious issue of sexual exploitation of children in tourism. The project works in Cambodia, Lao PDR, Thailand and Vietnam, taking a dual prevention and protection approach.

In implementing Project Childhood Prevention Pillar, World Vision is working with communities and the Governments of Cambodia, Lao PDR, Thailand and Vietnam to prevent both girls and boys from becoming victims of sexual exploitation in travel and tourism.

World Vision's research shows that there are major gaps in knowledge and understanding at the community level about what child sexual abuse is, and how it can happen. International experience shows us that this type of age and stage appropriate education and information on how to keep safe not only equips children to identify unsafe situations and prevent abuse, as well as how to seek help in risky situations, but it also empowers children to report ongoing abuse. A further important outcome has been the way in which such education has assisted children who have been victims of abuse to better understand that they should not feel guilty or at fault. The responsibility to protect children must be placed primarily on adults. Children are never to blame for their abuse.

This is why the *Keeping safe from abuse: Facilitator toolkit for educating children and young people* is such a valuable publication. It provides session plans and tools that facilitators can use to equip children and young people with developmentally appropriate knowledge and skills to identify, prevent and stop sexual abuse. It enables a facilitator to conduct interactive sessions with children and young people, in both formal and informal settings, with minimal equipment or technology. The materials in the toolkit have already been used in the GMS by local government authorities and community-based organisations. It is my hope that with this formal publication, this information will reach more and more girls and boys throughout the GMS and contribute to protecting children from this awful abuse.

I encourage the wide use of this publication and thank the Australian Government for their investment.

A handwritten signature in black ink that reads "Bill Frisby". The signature is written in a cursive, slightly slanted style.

Director
Child Protection, Child Development and Rights Team
World Vision International

Background

Project Childhood is an Australian Government initiative to protect children from sexual abuse in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014.) Project Childhood brings together World Vision and the United Nations Office on Drugs and Crime. The program takes a dual prevention and protection approach.

World Vision partners with governments and communities to prevent children from becoming victims of sexual abuse in travel and tourism. Through information, education and communication, World Vision aims to equip community members, businesses and government officials with the knowledge and skills to make the tourism environment safer for children.

Drawing on research findings about community understandings of child sexual abuse, Project Childhood Prevention Pillar's education and communications provide culturally appropriate and up-to-date information to fill knowledge gaps and debunk myths and misconceptions about child sexual abuse that may leave children vulnerable to abuse. Even young children can be taught ways to protect themselves from sexual abuse. It is vital they have access to correct, developmentally appropriate information on child sexual abuse.

Purpose of the Toolkit

The *Keeping safe from abuse: Facilitator toolkit for educating children and young people* contains materials to equip children and young people under 18 years of age with developmentally appropriate knowledge and skills to identify, prevent and stop sexual abuse.¹ The Toolkit provides facilitators with easy-to-follow guidelines for conducting a succinct **one-hour session** with children and young people, as well as more in-depth plans divided into key topics for conducting a **half-day activity**. The materials can be used to facilitate an integrated half-day event or used in a segmented manner (i.e. section wise) for shorter sessions over a number of days or weeks. Additional optional activities are included if more time is available. Ideally, this session will be incorporated within a broader program focused on empowering children and young people and preparing them for everyday life. While there is scope for adding suitable audio-visual teaching aids, the Toolkit is designed to be self-sufficient and to enable delivery of education in both formal and informal settings with minimal equipment or technology. The facilitator should read the Toolkit well before the session and use it to help prepare. Adaptations and additions can then be made to tailor the materials to each audience. An electronic copy of the Toolkit can be downloaded from: <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism>.

¹ Protecting children from abuse is wholly the responsibility of adults. The ability and capacity of a child to identify, prevent and stop abuse cannot be compared to that of an adult. Therefore, the inherent limitations in a child's ability must be considered. Educating children about risks and protective behaviours is part of the responsibility of adults in protecting children from abuse.

How to use the Toolkit

The Toolkit has three sections:

Section 1: Getting started

This section provides facilitators everything they need to know and prepare before conducting the session. It provides useful advice on who can facilitate the session, who should be invited to participate, the role of parents and carers, obtaining parental consent, venue and equipment arrangements, monitoring and evaluating the session, and special guidance to work with children and to address the sensitive topic of child sexual abuse.

Section 2: Session plans

This section provides step-by-step instructions to deliver all aspects of the education, including introductions, explanations, group discussions, and activities, as well as providing guidance for monitoring and evaluation. The session plans are divided into three age groups: 5-7 years old, 8-10 years old, and 11-17 years old. For the older age group, children should be further divided during delivery of the training (although the same content can be used). Groups should generally be subdivided into ages 11-13 years and 14-17 years old. A 'Quick session plan' for a one-hour activity is included for each age group, as well as more in-depth plans divided into key topics for conducting a half-day or longer activity.

Section 3: Appendices

The appendices contain further resources for conducting the session, including takeaway cards, handouts, templates and evaluation forms. While these resources are in written form, they can also be communicated verbally or otherwise to ensure they are accessible to all children and young people.

Section 1

Getting started



Getting started

Who can facilitate this session?

The *Keeping safe from abuse* materials address the sensitive issue of child sexual abuse in a way that is suitable for children and young people. It is important to carefully select facilitators who are equipped with suitable capacity and expertise to deliver this material. Delivery of these education sessions by a facilitator who is unskilled or who, for example, holds discriminatory views can increase risks and consequences of abuse to children. Furthermore, given the sensitive nature of the topic and the need to monitor and ensure children's welfare while simultaneously facilitating discussion, this session should be facilitated by at least **two people** working together. It is also recommended that facilitators are the same sex as participants, particularly when participants are separated into gender groups (i.e. female facilitators with girls, and male facilitators with boys).

It is expected that facilitators who deliver this education possess:

- Specialist knowledge about child protection, particularly sexual abuse. Ideally, facilitators should have expertise in the psychosocial development of children.
- Significant experience in teaching and working with children and young people, including particularly marginalised or vulnerable children.
- A comprehensive understanding of the procedure to follow in the event of suspicions of child sexual abuse or a child making a disclosure of sexual abuse.
- An understanding of how to help children grow and develop with knowledge and skills to avoid sexual abuse when possible.

Facilitators must also have satisfied criminal records and/or other requisite checks to ensure they are suitable for working with children and young people.

Given that the subject matter of this education is related directly to the issue of sexual abuse, it necessarily relates to sexual relations between people, consensual or non-consensual. The utmost care and vigilance is required to ensure that facilitators do not directly or indirectly perpetuate any discriminatory attitudes or views, including in relation to sexual orientation and gender identity. The perpetuation of discriminatory views based on gender, sexual orientation, race, etc. would not be in accordance with the international rights of children and would also contribute to the vulnerabilities that put children at risk of abuse. Special guidelines about conducting child protection training are included in this Toolkit.



Who should join the session?

The *Keeping safe from abuse* materials are designed for both girls and boys in the following age groups: 5-7 years old, 8-10 years old, and 11-17 years old. Participants should be divided into these age groups in the delivery of the session. For the older age group, children should be further subdivided during delivery of the session (although the same content can be used). Groups should generally be subdivided into ages 11-13 years and 14-17 years old. In some instances, it may be appropriate to use activities from a younger age group for an older group where concepts have not been taught at an earlier stage.

If working with children with learning disabilities or developmental delays, it is the stage of development that will need to be taken into account rather than their chronological age. Children and young people should also be divided into gender groups where possible.² Particular adaptations may be required for children with disabilities and particularly marginalised or vulnerable children, or

In some instances, it may be appropriate to use activities from a younger age group for an older group where concepts have not been taught at an earlier stage.

If working with children with learning disabilities or developmental delays, it is the stage of development that will need to be taken into account rather than their chronological age.

² Research shows that peer groups are generally gender segregated from around the ages 6-12; boys tend to play with boys and girls play with girls. This applies cross culturally around the world: Harkness and Super (1985) *The Cultural Context of Gender Segregation in Children's Peer Groups*.

children who have already been exposed to varying forms of abuse. It is essential that facilitators carefully consider the needs and backgrounds of each group and prepare content and activities accordingly well in advance of the delivery of the session.



Ho Chi Minh, Vietnam

What are the expected learning outcomes?

By the end of the session, children and young people should learn, appropriate to their age and stage:

- about feeling safe and their right to be safe,
- to recognise appropriate and inappropriate touching,
- that they have a right to say NO to a person who touches them inappropriately or threatens their safety,
- that it is important to tell safe adults about such situations,
- that they may have to keep on telling safe adults around about their situation until they are believed, and
- that help is available to them within their communities.³

³ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.

How to obtain consent for children and young people's participation? ⁴

All participation in the session should be voluntary. Voluntary participation means that every participant must give "informed consent" for attending the session. As the participants are under 18 and given their varying cognitive and communication abilities, it is necessary to get both the parent or carer's⁵ and the child's consent for the child to participate. Gaining consent from parents/carers can be complex, as they may have concerns about the age of the child and how much or little they believe that their child should or needs to know about sexual abuse. **Appendix 1** contains a *Sample letter* for parents/carers that can be used to sensitively share information about the purpose of this education and obtain informed consent.

"Informed consent" means that children have explicitly agreed to participate in an activity after being informed *in ways that they can understand*, about each of the following:

- the purpose and expected benefits or outcomes of the child participation activity,
- the potential risks and consequences of being involved,
- the time commitment and other expectations of participants, and
- the possibility of refusing to participate or to withdraw from the activity at any time.

What is the role of the parents, families and the community?

Research shows that even young children can be taught ways to protect themselves from sexual abuse. However, this does not detract from the primary responsibility of adults to protect and care for children. Children are reliant on responsible adults to intervene and assist them. For this reason and where possible, parents, carers and community representatives should be invited to participate in child sexual abuse prevention education initiatives.⁶ This way, responsible adults around the children can respond appropriately to children's comments and questions, reinforce the concepts and skills introduced, and take appropriate action to stop sexual abuse and support victims if abuse is discovered or suspected.

⁴ Adapted from World Vision's *Guide for Preventing and Responding to Distress in all Child Participation Activities* (2012).

⁵ If a parent/carer is not contactable (for example, in the case of children living on the streets), agreement from other adults who are responsible for the care of the child, such as a teacher or social worker, can sometimes be used. The facilitator should be familiar with and follow national laws and requirements.

⁶ The *Keeping our children safe from sexual abuse: Facilitator toolkit for discussion forums with parents and carers* and the *Keeping our children safe from sexual abuse: Facilitator toolkit for discussion forums with community representatives* are available for download from <http://www.childsafetourism.org> or <http://wvi.org/asiapacific/childsafetourism>.

Tips for working with children and young people

When working with children and young people, facilitators should be honest and clear and never make promises they cannot keep. Great facilitators are patient and creative. Some practical guidelines for engaging with children include:⁷

DO:	DO NOT:
• introduce yourself • use simple language • be patient • make sure you have adequate privacy around your personal life • be sensitive to a child's emotions • ask the child for permission • keep children and young people's views and answers confidential • be flexible and creative, make it fun and interesting for children and young people • listen to and respect children and young people's views • treat children and young people as equal partners • speak at the level of children and young people • be self-critical, reflect on your behaviour towards children and young people • show interest and respect for children and young people's opinions, knowledge and skills • let them do things for themselves, in their own way • recognise the different needs of girls, boys, children with disabilities or children of different ethnicities, with equal and fair treatment to all • use methods that allow children and young people to express their views knowledge and skills • create an environment where children and young people are challenged intellectually in a constructive and sensitive way.	• lecture • rush • criticise or make negative comments • interrupt • dominate • overwhelm a child or a young person with several adult facilitators • embarrass children or young people, or laugh at them • reinterpret what children or young people say • talk down to children • stand or sit higher while children or young people stand or sit lower • doubt their input or make them feel like they are judged • compare some children or young people unfavourably with others • treat boys or girls, children with more schooling, children with disabilities or children from different ethnic groups unequally • use traditional school setting and techniques • hold sessions that are too long where children and young people become tired and uninterested.

⁷ Adapted from World Vision's *Guide for Preventing and Responding to Distress in all Child Participation Activities* (2012).

Important considerations for child protection training

Given the sensitive nature of the subject, facilitators need to ensure that children and young people who participate in the session feel safe and supported. Facilitators must be sensitive to participants' reactions and carefully monitor how the activities affect each and every participant. **Before conducting any session**, the facilitators **must** ensure appropriate services are in place to respond in case a child or a young person becomes distressed or discloses abuse. The following specific strategies are recommended:⁸

Come prepared with contact details for referral services in case a child becomes distressed or discloses experiences of abuse

Before proceeding with the session, facilitators must be aware of support services to respond in case a child becomes distressed or discloses experiences of abuse. Any such disclosures must be referred to appropriate local child protection referral mechanisms and/or agencies (including NGOs and local authorities). **All disclosures must be reported immediately.**

Responding to a disclosure of abuse by a child

It is possible that a child or young person may disclose, or start to disclose, experiences of abuse in the presence of other participants. If this happens, it is important to protect the child's privacy. One strategy to use is that of "positive interrupting". You can do this by:

- acknowledging that you have heard the child and stopping him or her from disclosing any further,
- being supportive and gently indicating that he or she may want to tell you about it at a later time before they leave, and
- quietly arranging to see the child or young person as soon as possible.

If a child starts to disclose to you in private:

- Listen attentively to the child and treat him or her seriously.
- Reassure the child that it is good that they are sharing and that they should in no way take any responsibility or blame for the situation.
- Explain that you will need to share the information with relevant people to keep the child safe (do not promise to keep the information secret).
- Do not become the investigator – unless you are a social worker or police officer, you have no investigative role.

⁸ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education* and World Vision's *Guide for Preventing and Responding to Distress in all Child Participation Activities* (2012).

- It is okay to ask questions – but it is not okay to ask leading questions (i.e. a question that prompts or encourages a particular answer).
- Make a written report of what you heard as soon as possible after the conversation. It is important not to do this in front of the child. To avoid any confusion, anxiety or guilt, children should not overhear conversations about their disclosure.
- Treat the disclosure seriously, with confidentiality, and in a timely manner given a child is at risk. Share the information **only** with appropriate professionals.
- Do not underestimate how important you are – but also avoid taking singular responsibility for addressing the situation.
- Take note of any information of any immediate risks to the child i.e. in the home or close proximity of a potential abuser.
- Consider if other children may also be at risk from the information shared.
- It is imperative that you pass the information to professionals who can assist with the situation. It is possible that other agencies (including health, police, housing, charities and social services) may have already obtained information about the safety of this child. Taken together with a child's disclosure, this information may highlight critical concerns for a child's safety. If information is not shared amongst the relevant professionals, a child may be left in an unsafe environment with potentially catastrophic consequences.
- A child, or his or her family should never be blamed or stigmatised for sexual abuse. All measures should be taken to maintain respect and care for the child.
- **Remember the safety of the child is of utmost concern.**



Phnom Penh, Cambodia

Each case should be dealt carefully on its own merits, taking the whole context into consideration and with expert legal advice and social support. If you suspect a child is being abused, the child's safety is the priority, and you must be careful not to put the child at further risk of harm.⁹

Create a safe learning environment so children feel supported and respected

The content of the Toolkit is carefully designed so as not to raise anxiety or fear. Instead, children and young people should feel informed and empowered through their participation. Facilitators have an important role to create a safe and trusting learning environment. Facilitators are encouraged to set some ground rules with the group in age and stage appropriate language at the start of each session so that they feel safe talking. For example:

- respect for each other,
- allowing others to talk without interruption or ridicule,
- timeframes for the session or group discussion ,
- that this is not the place for personal disclosure, and
- that they can talk to one of the facilitators separately if something that is said worries or upsets them and they do not want or feel able to speak out in the group setting.

In groups where the children do not already know each other, *"ice-breakers" and trust building games* can be used (refer to **Appendix 3**) to foster this safe environment. Children and young people should each feel supported and respected within the group and positive about themselves and the activities taking place.

Facilitate learning activities that deal with abuse with sensitivity

Facilitators should not raise anxiety or reinforce unnecessary fears. The activities and guidance in this Toolkit are designed carefully so as not to do this. Facilitators should be familiar with the content in each session plan and carefully elicit children's participation while allowing them to withhold information if they prefer. Some ways to do this include:

- Using fictitious examples such as *"What if...?"*
- Posing situations such as *"Suppose this happened..."*
- Using conditional language when participants explore consequences of actions such as *"...might happen" or "...could happen"*.

Facilitators should use the activities in the Toolkit as they accurately reflect relevant characteristics and dynamics of child abuse.¹⁰ During activities, facilitators should

⁹ A case may involve more than one child.

¹⁰ Facilitators are encouraged to share feedback about use of the Toolkit with World Vision so content can be reviewed accordingly to include new or alternative tools.

always highlight the appropriate response to situations and acknowledge the difficulty in carrying out some of these actions, particularly if the children or young people do not indicate the responsible actions during the discussion.

Carefully observe children and provide the chance to “debrief” if required

Facilitators should carefully observe the participants during the session. The use of a second facilitator/co-facilitator (or “spotter”) should be used to identify any emerging issues. The activities in the Toolkit are designed to raise awareness and educate in a safe and gentle environment and should be tailored to the specific age group so that the participants are not left in a low mood or distressed. If however, activities evoke strong emotions, facilitators should provide an opportunity for children and young people to “debrief”. The aim of debriefing is to ease the strong feelings a participant may experience while discussing with another person, or remembering and relating a past event, and return the child to his or her own identity or present situation. One way to do this with older children, for example, is to ask: “How do you feel after that activity/ discussion? Is there anything else that you want to say?”

On occasions, facilitators will encounter a child exhibiting difficult behaviours (argumentative, constantly talking, negative attitude, or disruptive). Keep in mind that the child may be “acting up” to communicate a need. Try not to overreact to the behaviour and try to determine the trigger and function of the behaviour. While it is important that the other participants are not neglected because of the behaviour of one child, it may be a signal that the child’s situation needs further attention, or even specialised attention. Seek the assistance of the second facilitator/co-facilitator to minimise impact on the whole group. It is also possible that the difficult behaviour of one child, or a group of children, may be signalling a general sense of anxiety. In such situations it may again be necessary to regain some composure in the group, try to understand the group and allay any fears or concerns that may be arising.

What if children want to talk about sensitive topics like sexual orientation or gender identity or their own personal issues?

Questions may arise about sexual orientation and gender identity. Facilitators should be prepared to respond to such discussions in a clear, open and direct manner. Facilitators should emphasise that all children have a right to protection, regardless of their sexual orientation and/or gender identity, and that stigma, discrimination or silence on issues of sexual orientation and gender identity may push some children into vulnerable situations if they are not supported within the community.

Facilitators should ensure that any statements made by children and young people that perpetuate myths or are not conducive are sensitively addressed and not ignored. For example, comments about girls’ clothing are not relevant to discussions and can perpetuate gender-biased attitudes that “blame the victim”. Facilitators should not

encourage these sorts of discussions and should instead focus on the key messages emphasised throughout the materials.

At all times, it is essential to remind participants that it is never a child's fault if she or he experiences abuse and that she or he should never be blamed for being the victim of sexual abuse.

Remember that this topic may be a particularly difficult for children or youth who are experiencing problems. Facilitators should sensitively discourage disclosure of any sensitive personal information that participants may later regret. This can be done by the strategy of "positive interrupting" explained above.

If a child or young person discloses sensitive information, ensure this is treated respectfully. If you feel the child or young person needs help, you can privately suggest that you would be happy to talk with him or her about the particular situation after the session. A referral to a counsellor¹¹ or other support person may also be appropriate. Remember that if sensitive information is disclosed, it may also impact other members of the group. Support for other children or young people may also be required.

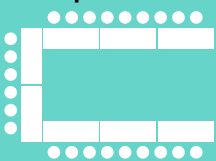
Always close the session positively

Facilitators should conclude each session in a positive way. Sensitive discussion should be completed before the end of each session. Refocussing or relaxation exercises can help release any tensions that may result from discussing sensitive issues. Similarly, an active game can help release energy, dispel feelings of discomfort and reinforce positive relationships within the class. This Toolkit includes a number of active games or *Energisers* (**Appendix 4**) and ideas for closing the session.



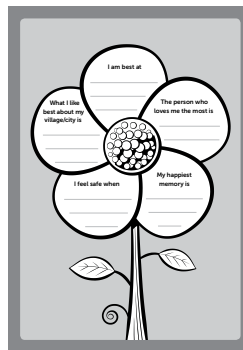
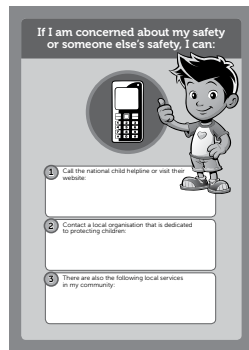
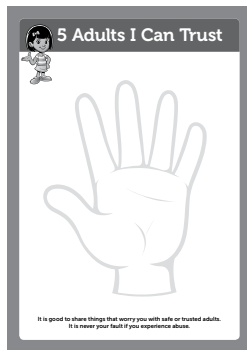
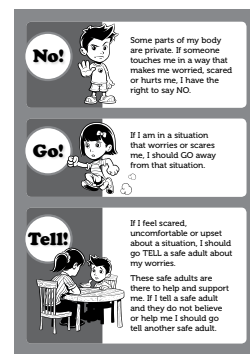
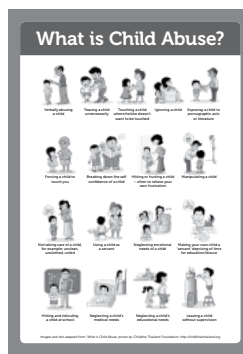
¹¹ Depending on the context, counsellors and other services may be accessible through a national child helpline, local authorities or community-based organisations.

What do I need to conduct the session?

Participants	• The materials presented in this Toolkit are ideally suited for groups of 10-15 children or young people. • A manageable group size is essential given the sensitive nature of the topic and the need to monitor and ensure children's welfare and at the same time facilitate discussion. If the group is too large it will be difficult to carefully observe all children and there is a risk that some children could become marginalised or distressed and not seen. For this reason, if it is necessary to have a larger group, it is essential to have more adults present. As a general rule, for every 15 children or young people, there should be at least two facilitators. • Separate sessions for girls and boys are also recommended. Ideally, facilitators should be the same gender as participants (i.e. female facilitators for girls and male facilitators for boys).
Venue	• If possible, the seating arrangement at the venue should be done in a comfortable "circle" or "U" shaped setting. This arrangement is more conducive to facilitate active discussion. Desks/tables are not essential. In some cases, children may prefer to sit on the floor or ground. This may also enable sessions in village settings.  Group Circle Suitable for informal training (no table)  U - Shape Often used for direct training from a facilitator • Although in some settings it may be necessary to conduct the session outdoors, it would be best for the session to be conducted within a private space. • Facilitators should take care to accommodate any special requirements for participants with disabilities. This includes all types of disabilities, such as physical disabilities, sensory disabilities (i.e. hearing or sight impairments), intellectual disabilities and psychiatric disabilities.
Time	• The key messages can be delivered in a one-hour session (see <i>Quick session plan</i>) or more detailed session plans divided by topics can be used to facilitate an integrated half-day event or be delivered in a segmented manner (i.e. by topic) for shorter sessions. • If more time is available, a number of additional, optional activities are included. These are marked clearly throughout the session guides.

Materials

- Each session plan clearly sets out what materials are required.
- The emphasis in the Toolkit is on verbal delivery of training to make it accessible for children and young people from varying backgrounds with varying abilities and for informal and formal education settings.
- While the materials in the Toolkit are low-tech, additional appropriate visual aids or learning tools can be incorporated by the facilitator, where such resources and/or technology exists. **It is vital that any other resources used are age-appropriate and do not raise anxiety or reinforce unnecessary fear.**
- *Takeaway cards* have been included at **Appendix 2** that can be copied and prepared for each participant. These cards have been carefully designed and illustrated to include key messages that can be shared with all genders and age groups. The *Takeaway cards* could also be printed on a flipchart or card to be used by facilitators as a learning aid.



How to evaluate the session?

Evaluation is a critical component in determining whether the learning objectives have been accomplished. Given that this is a Toolkit designed to help to protect children from sexual abuse, the real outcomes will become apparent in longitudinal studies. Nonetheless, simple, child-centred tools are available to measure children and young people's reactions, learning and behaviour change.¹² First, each session plan includes an "Observation" section that the facilitators should use to test the learning outcomes in the form of a recap. Second, **Appendix 10** contains a simple *Evaluation Form* that can be used to gather feedback and intended behaviour change from children and young people either in a written or verbal form. Finally, facilitators should observe how the children and young people respond to questions, how they engage in group activities, whether they appear interested, and whether they ask thought-provoking questions etc. and adjust their facilitation style accordingly during the session.

The facilitator is responsible for collecting and documenting information about the children's reactions, learning and behaviour change and sharing this information with relevant stakeholders (including World Vision) to support the continuous improvement of child sexual abuse prevention education in the Mekong Sub-Region. A template *Facilitator Report* is included at **Appendix 14**.



12 As described in: Kirkpatrick, D. & Kirkpatrick, J. (2006), *Evaluating Training Programs – Third Edition*, Berrett-Koehler Publishers, United States.

Notes

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Section 2

Session plans



Session plans

Half-day session outlines

For a half-day or longer session, the following topics are included. Please refer to the “Quick session plans” for each age group for an outline of what to present where limited time (one hour) is available.

	5-7 years old	8-10 years old	11-17 years old ¹³
Intro	Welcome Introductions What are we talking about today? What is child protection, child abuse and child rights?	Welcome Introductions What are we talking about today? What is child protection, child abuse and child rights?	Welcome Introductions What are we talking about today? What is child protection, child abuse and child rights?
Recognising abuse	My body Kinds of touch	My body Feelings and warning signals What is sexual abuse? Bribes and threats	The facts on child abuse Identifying and avoiding unsafe situations
Protective strategies	No, go, tell Safe adults that can help me Happy and unhappy secrets	No, go, tell Safe adults that can help me No, go – other strategies (optional) Secrets	Avoiding unsafe situations in digital spaces and communications Avoiding and reducing risk (optional) My support network Community support
Closing	What are my plans? Evaluation Closing activity	What are my plans? Evaluation Closing activity	What are my plans? Evaluation Closing activity

¹³ Groups should be subdivided into ages 11-13 years and 14-17 years old for the delivery of the education, but the same material can be used.

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5-7 year olds

Quick session plan

5-7 year olds

Time: One hour

Overview

This quick session plan outlines key messages for a one hour session in situations where this is the only time available. The session plan outlines key messages and reinforcing activities that should be prioritised by the facilitator.

Key messages

- It is my body.
- If someone touches me in a way that makes me worried or scared or hurts me, I have the right to say NO, to GO, and to TELL a safe adult.
- I can go to safe adults I trust to talk about my worries.

Materials

- **Appendix 2–Takeaway cards** (these can be printed for each participant or printed by the facilitator on flipchart paper or card to be used as a visual aid).
- **Appendix 5–Girl and boy body outlines** (this can be projected on a slide or copied on large paper).
- 1x A4 paper for each child.
- Coloured pens, pencils or crayons.

Directions



Facilitator notes (5 minutes)

Welcome everyone to the session. Introduce yourself and ground rules so that everyone feels safe talking. For example: respect for each other, allow others to talk without interruption or ridicule, how long the session will be, that you can talk to one of the facilitators separately if something worries or upsets you (including about anything that is said in the session). Explain: *Today we will practice some ways to keep ourselves safe. Before we begin, let us get to know each other.*



Activity (10 minutes)

Select one or more of the icebreakers from **Appendix 3–Icebreakers and trust games**.



Facilitator notes (5 minutes)

Introduce the concept of abuse. Explain: *Sometimes children can be hurt or put in danger. If someone is hurt or put in danger and it is not accidental, we call it abuse.* Explain that the opposite of abuse is *caring or protecting*.



Group discussion (10 minutes)

Referring to the girl and boy body outlines (**Appendix 5**), point to a part of the body and ask for the name of the part. As children respond, label the appropriate parts of the body. The precise anatomical terms for the genital areas should be stated by the facilitator and labelled.

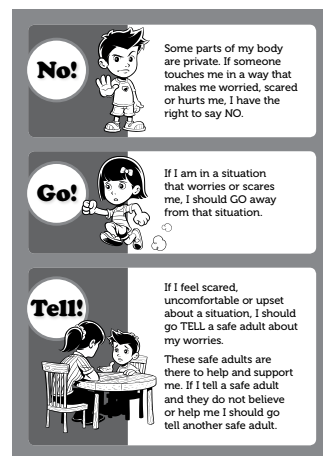
The facilitator should explain that those parts of people's bodies are "private" ("*private*" means "for me"). As children grow older, it is not OK for others to see or touch private parts of their bodies unless they are ill, injured or need help to look after themselves.



Facilitator notes (10 minutes)

Explain that if anyone touches our body or makes us feel worried or scared or hurt, we can take action. Introduce the **NO, GO, TELL** concept. Explain that in some situations where we feel worried or scared, we need to say NO. We might need to GO away from the situation. And if we are confused or worried about the situation, we should TELL a safe adult. Sometimes it can be very hard to say NO and to GO away from a difficult situation, but we should always try to TELL someone about the situation.

(Refer to **NO, GO, TELL** illustration on Takeaway cards, **Appendix 2**).

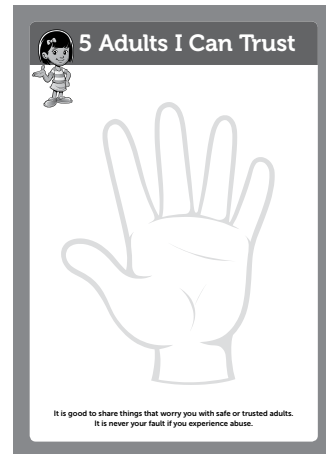


Activity (15 minutes)

1. Ask the children who they would get to help them if they were lost, scared, or worried. Depending on the children's context, ask who they would ask i) in school, ii) outside home/family, ii) in the street/village?

2. Ask the children to choose five safe adults and create a visual representation, e.g.

- Draw five balloons. In each balloon, write the name of an adult you could tell about a problem.
- Cut out a paper flower stem. Cut out a centre for the flower and write your name. Cut five petals for the flower and on each put the name of an adult you could tell about a problem.
- Trace around your hand. On the fingers and thumb, write the name of five adults you could tell about a problem. (If **Appendix 2– Takeaway cards** has been printed for each participant, the children can write on the “5 adults I can trust” page.)



3. Ask the children to put as many details as they know about each adult, e.g. their name, relationship (e.g. my friend and neighbour), address and phone number.



Facilitator notes (5 minutes)

Thank children for their participation and let them know local community contacts and any national services (such as a Child Helpline) if they have any questions or worries.

Introduction

5-7 year olds

Minimum time: 20 minutes

Overview

The introduction should create an atmosphere of trust where children feel comfortable and positive about themselves and the activities. Ground rules should be established so children feel safe to talk. Children should also be introduced to the concepts of child protection, child abuse and child rights. This knowledge is fundamental to children being able to speak out when they feel threatened or unsafe.

Key messages

- I can be hurt. When hurt is not accidental, it is called abuse.
- Protection is being safe from harm or danger.
- I have the right to be cared for and to be safe. I can show care to others.

Materials

- **Appendix 2–Takeaway cards** (these can be printed for each participant or printed by the facilitator on flipchart paper or card to be used as a visual aid).
- Colouring pens or pencils (*optional*).

Directions



Facilitator notes

Welcome everyone to the session. Introduce yourself and ground rules so that children feel safe talking. For example: respect for each other, allowing others to talk without interruption or ridicule, how long the session will take, that children can talk to one of the facilitators separately if they are worried or upset about something (including about anything that is said in the session). Explain: *Today we will practice some ways to keep ourselves safe. Before we begin, let us get to know each other.*



Activity

Select one or more of the icebreakers from **Appendix 3–Icebreakers and trust games**.



Facilitator notes

Introduce the concept of abuse. Explain: *Sometimes children can be hurt or put in danger. If someone is hurt or put in danger and it is not accidental, we call it abuse.* Explain that the opposite of abuse is *caring or protecting*.

Explain: Love, care, food, medicine, education, play and safety are things that all children should have. They are called rights. A right means there is no “question” or “maybe” about it – children should have these things.



Activity (optional)

Work through a child-friendly version of the *UN Convention on the Rights of the Child* together.¹⁴



Facilitator notes

Reiterate key messages. Explain that knowing accurate information can help protect us. This is linked to knowing about “private parts” and OK and not OK touch. This is what we will talk about today.



Observation

Can children recognise that they need to be kept safe? ☒

¹⁴ A child-friendly Convention on the Rights of the Child is included in the Takeaway cards (Appendix 2), or “Color it Rights: A Child’s Introduction to the UN Convention on the Rights of the Child” is also recommended (see: http://teachunicef.org/sites/default/files/sites/default/files/documents/color_it_rights_coloring_book.pdf).

Topic 1 – My body

5-7 year olds

Minimum time: 20 minutes

Overview

This topic teaches about body parts, including the genitals. This helps children become aware of the entire body and gives them adequate vocabulary for describing potentially abusive situations.

Due to the sensitive nature of the topic, girls and boys should work in separate groups and the facilitator should be the same gender.

Key messages

- Some parts of my body are private.
- As I grow older, it is not OK for others to see or touch the private parts of my body unless I am ill, injured or need help to look after myself.

Materials

- Chalk or markers and flipchart paper or chalkboard.
- **Appendix 5–Girl and boy body outlines** (this can be projected on a slide or copied on large paper).

Directions



Facilitator notes

Introduce the words “*private*” and “*public*”. Explain that private means “*for me*” and public means “*for everyone*”. Discuss examples of private things (e.g. *your favourite toy, your diary, your dress etc.*) and public things (e.g. *a bus, playgrounds, public libraries, newspapers, etc.*)



Activity

Divide children in pairs and ask them to trace their bodies with chalk on the ground/board or using markers on flipchart paper. (If it is a large group, you may wish to have children work in groups of four or six and only trace one member of the group. Groups should be gender-specific – i.e. girls with girls and boys with boys.)



Group discussion

Referring to **Appendix 5–Girl and boy body outlines**, the facilitator should point to a part of the body and ask for the name of the part. As children respond, label the appropriate parts of the body. The precise anatomical terms for the genital areas – penis, vagina and anus – should be stated by the facilitator and labelled accordingly, if necessary.

Point to the genitals, chest and bottom and ask:

- Why do you think these are called the private parts of the body? *(They are personal and covered by clothing when we are with other people.)*
- When do we not need to cover the private parts of our body? *(When we are alone and when we are bathing or washing or getting dressed.)*
- Who can touch the private parts of our body? *(We can touch our own private parts in private. Parents and carers need to touch the private parts of babies and small children when they care for them. As we get older we can look after our bodies ourselves. If we are ill or injured or have a disability, a carer or doctor or nurse may need to touch the private parts of our bodies.)*



Facilitator notes

Recap key messages.



Activity

Select one of the energisers from **Appendix 4–Energisers** to dispel any tension.

Observation

Can children identify some body parts that are private? ☒

Topic 2 – Kinds of touch

5-7 year olds

Minimum time: 20 minutes

Overview

This topic introduces different kinds of touch and the way touch can make us feel. It also introduces the concept of permission. This can help children understand when they need protection.

Key messages

- It is my body. Others need permission to touch me.
- If touching makes me worried or scared or hurts me, I have the right to say NO, to GO, and to TELL a safe adult.

Materials

- Pillow or soft toy (*optional*).

Directions



Facilitator notes

Explain that we can usually tell if touches are OK or not OK by the signals our body gives us when we are touched. We can also tell if a touch is OK or not OK by seeing how the touch is made. Discuss HOW people can touch, e.g. gently, roughly.



Activity (*optional*)

Nominate children one at a time to demonstrate ways people touch each other using a pillow or toy. Ask the participants whether they would classify the touch as OK or not OK. Why?



Facilitator notes

Explain to participants that OK and not OK touch depends on things like:

- WHO is touching you? (e.g. *uncle, aunt, brother, sister, friend, doctor, neighbour, stranger*)
- WHAT body part they are touching? (e.g. *hand, arm, face, legs, genitals*)
- WHEN they are touching you? (e.g. *during health check-up*)
- WHERE you are when they touch you? (e.g. *at a party, in front of your friends/family, alone*)
- HOW they touch you? (e.g. *roughly, gently*)

Introduce the concept of “*permission*”. Explain that sometimes people do not ask for permission before they do something, even though they should.



Group discussion

Discuss the following questions:

- Why is it important to ask for permission? (*So you do not hurt someone’s thoughts and feelings and so that you do not do something that could be unsafe*)
- Who can give permission to you to use your friend’s toy? (*Your friend*)
- Who can give permission to you to use a school ball? (*Your teacher or principal*)
- Who can give permission to you and your family to use the community playground? (*The community leader*)
- Who can give permission for someone to touch or look at the private parts of your body? (*You*)
- Who might you give permission to touch you? (*Doctor, nurse, parents, carer*)
- For what reasons you might give permission to look at or touch your private parts? (*If you are sick, hurt or need help to look after yourself*)
- What if someone does not ask for permission? (*Use the NO, GO, TELL strategy*)



Facilitator notes

Recap key messages before continuing to the next topic.

Observation

- Can children describe different ways that people touch each other? ☒
 - Can children express who touches them and when? ☒
-

Topic 3 – No, go, tell

5-7 year olds

Minimum time: 15 minutes

Overview

This topic provides children an opportunity to practice the NO, GO and TELL strategy. Using body language and saying NO in a strong way can be a difficult skill for children at this stage. It is important that they have frequent opportunities to rehearse the skills so they can use them in an unsafe or potentially abusive situation.

Key messages

- If I am in a situation that worries or scares me, I need to say NO and GO if I can and to TELL someone about it.

Materials

- Hand puppets/soft toys to demonstrate NO, GO and TELL (*optional*).

Directions



Facilitator notes

Introduce the NO, GO, TELL concept. Explain that in some situations where we feel worried or scared, we need to say NO. We might need to GO away from the situation. And if we are confused or worried about the situation, we should TELL a safe adult. Sometimes it can be very hard to say NO and to GO away from a difficult situation but we should always try to TELL someone about the situation.



Activity

Explain that to say NO in a strong, clear way, we need to use body language to say NO clearly. As a group, practice saying YES or NO to the following "What if" situations. Ask participants to respond as clearly and strongly as they can.

- *What if a big kid said, "Give me your money?"*
- *What if your friends were saying, "Come on! Jump off the top of the bridge!"*
- *What if your mother asked you, "Do you want to go to the movie tomorrow?"*
- *What if your cousin told you to go and pat a big growling dog?*
- *What if I offered you some fruit to eat?*



Activity (optional)

Explain there are many ways of saying NO. Make a game where participants have to invent different ways of saying NO, e.g. in a soft voice, in a squeaky voice, with a laugh, NO NO NO, no while nodding or rolling eyes, etc.



Activity (optional)

Discuss and practice saying NO in pairs with the following situations. Acknowledge that sometimes it is hard to say NO to others.

- Some friends want you to go to their house to play. Your parents told you to come straight home after school.
- Your brother wants you to bike ride in the school grounds on the weekend but the principal has told you that do not have permission.
- Your uncle wants you to sit on his lap and cuddle him. You do not like his rough beard.
- Your older sister wants to you watch a scary movie. You do not want to.



Facilitator notes

Recap key messages before continuing to the next topic.

Observation

Can children describe actions (NO, GO, TELL) that they can take if they feel worried or scared about a situation? ☒

Topic 4 – Safe adults that can help me

5-7 year olds

Minimum time: 25 minutes

Overview

This topic introduces children to the concept of safe adults that children can speak to when they need help or feel worried or scared.

Key messages

- I can go to safe adults I trust to talk about my worries.
- These safe adults are there to help and support me.

Materials

- 1x A4 paper for each child.
- Coloured pens, pencils or crayons.
- Batch of coloured paper.
- Scissors for children to share.
- Tape or glue for children to share.

Directions



Facilitator notes

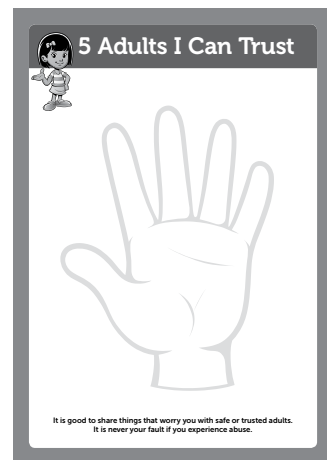
Explain: *We need to know exactly who we can trust so that if we feel worried or scared, or something or someone is hurting us, we have a group of safe people we trust we can choose to talk to.* The facilitator should not suggest adults to the children. Instead, the children should be given the opportunity to think about who they would feel comfortable to go to if they were feeling worried or scared.



Activity

1. Ask the children who they would get to help them if they were lost, scared, or worried. Depending on the children's context, ask who they would ask i) in school, ii) outside home/family, iii) in the street/village?
2. Ask the children to choose five safe adults and create a visual representation, e.g.
 - Draw five balloons. In each balloon, write the name of an adult you could tell about a problem.
 - Cut out a paper flower stem. Cut out a centre for the flower and write your name. Cut five petals for the flower and on each put the name of an adult you could tell about a problem.

- Trace around your hand. On the fingers and thumb, write the name of five adults you could tell about a problem. (If **Appendix 2–Takeaway cards** has been printed for each participant, the children can write on the “5 adults I can trust” page.)
3. Ask the children to put as many details as they know about each adult, e.g. their name, relationship (e.g. my friend and neighbour), address and phone number.



Activity (optional)

Ask children to introduce their safe adults to the group (either in small groups or a large group.) Encourage children to provide a formal introduction, e.g. “*This is May. She is my neighbour. She lives next door to me. I chose her because she is kind and listens to me.*”



Facilitator notes

Recap key messages before continuing to the next topic.

Observation

Can children identify five safe adults from whom they could seek support? ☒

Topic 5 – Happy and unhappy secrets

5-7 year olds

Minimum time: 20 minutes

Overview

Sexual abuse of children is rarely a “one-off”. Abusers rely on ongoing secrecy for abuse to continue. It is important to teach children to discriminate between “happy” and “unhappy” secrets and always to TELL about “unhappy” secrets.

Key messages

- Some secrets bother me or are a burden to keep.
- A secret is still a secret if I share it with a safe adult.
- There are many people I can tell if I have an unhappy secret. Someone will help me.

Materials

- 1x A4 paper (*coloured optional*) for each child.
- Coloured pens, pencils or crayons.

Directions



Group discussion

There are some secrets that are not safe for children. Discuss the three kinds of secrets that are not safe, i) secrets that relate to touching that makes you worried or scared, ii) secrets that relate to games that might break your safety rules or might hurt someone, iii) secrets that relate to gifts that other people give you or favours that they might do for you.

Read some of the suggested secrets below and ask the following questions after each secret.

- Is this:
 - A happy secret? (feels good to keep.) Ask children to smile and put finger on their lips, or
 - An unhappy secret? (bothers you and you should tell someone.) Ask children to wave hands in the air.
- *Does it feel good to keep this secret?* The facilitator should clearly explain that children should tell a safe adult about any secret that bothers them, becomes a burden or does not feel good to keep.

Suggested secrets:

- Dad's present is a nice, new shirt. Do not tell him.
- Someone has pulled the pipe off the toilet and it is flooding. Do not tell.
- I put dirt in a little boy's lunch this morning. Do not tell.
- My sister is dressing up as a clown for the party. Do not tell anyone.
- You are going to get beaten up after school. Do not tell anyone.



Facilitator notes

Recap key messages.

Observation

- Can children identify secrets that they should tell someone about? Do they feel comfortable about telling secrets to a safe adult? ☒
-

Conclusion

5-7 year olds

Minimum time: 30 minutes

Overview

The conclusion is an opportunity to revisit key messages, answer any questions children may have, and ask children for feedback. It is important to end the session positively.

Key messages

- There are things I can do to help me when I feel scared or worried.

Materials

- Participants artwork and materials.
- **Appendix 2 – Takeaway cards** (Flower illustration).

Directions



Facilitator notes

Look at the materials the children have created and recap the key messages from each topic:

- I need to know that some parts of my body are private. As I grow older, it is not OK for others to touch the private parts of my body unless I am ill, injured or need help to look after myself.
- It is my body. Others need permission to touch me. If touching makes me scared or hurts me, I have the right to say NO, to GO, and to TELL a safe adult about it.
- If I am in a situation that worries or scares me, I need to say NO and GO if I can and to TELL a safe adult about it.
- Having safe adults I can trust is very important. I can go to my safe adults to talk about my uncomfortable feelings or unhappy secrets. My safe adults are there to help and support me.
- Some secrets bother me or are a burden to keep. There are many people I can tell if I have an unhappy secret or if a secret bothers me or becomes a burden to keep. Someone will help me.
- In any case, a secret is still a secret if I share it with a safe adult.
- There are things I can use to help me when I feel worried or scared, such as telling a safe adult.



Group discussion

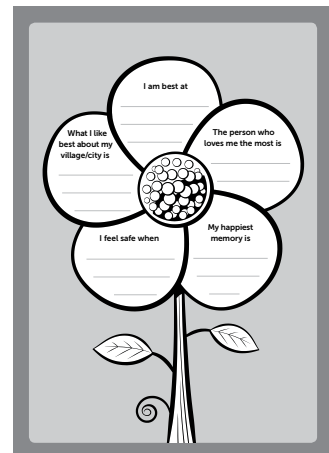
To evaluate the session, ask the children the following questions and make a note of their responses:

- Did you learn ways to help keep yourself safe? (Ask the children to raise their hands if they did.)
- What was the most important thing you learned to keep yourself safe?
- What more would you like to learn about how to keep yourself safe?
- What will you do if you feel worried or scared?



Activity

Using the flower template on the *Takeaway cards (Appendix 2)*, ask the children to colour or decorate and complete the sentences that indicate positive aspects of their lives such as *I am best at....; The person who loves me the most is....; I feel safe when....; My happiest memory is....; What I like best about my village/city is....*. Alternatively, the children can draw a picture of something else with positive cultural associations (such as an umbrella or hand).



Facilitator notes

Thank children for their participation and let them know local community contacts and any national services (such as a Child Helpline) if they have any questions or worries. End the session by inviting all children and co-facilitator to give a big applause.



8-10 year olds

Quick session plan

8-10 year olds

Time: One hour

Overview

This quick session plan outlines key messages for a one hour session in situations where this is the only time available. The session plan outlines key messages and reinforcing activities that should be prioritised by the facilitator.

Key messages

- My body, my emotions and my thoughts can be harmed. Adults are responsible for protecting children from harm. As I grow older, I can also help protect myself.
- It is not OK for another person to see or touch the private parts of my body unless I am injured or I need help to clean them.
- If I feel threatened or unsafe, I should say NO if I can, GO if I can and TELL a safe adult about my feelings and the situation.
- I can go to safe adults for help and support. They can help to protect me from harm or abuse.

Materials

- **Appendix 2–Takeaway cards** (these can be printed for each participant or printed by the facilitator on flipchart paper or card to be used as a visual aid).
- **Appendix 5–Girl and boy body outlines** (this can be projected on a slide or copied on large paper).
- 1x A4 paper for each child.
- Coloured pens, pencils or crayons.

Directions



Facilitator notes (5 minutes)

Welcome everyone to the session. Introduce yourself and ground rules so that everyone feels safe talking. For example: respect for each other, allow others to talk without interruption or ridicule, how long the session will be, that you can talk to one of the facilitators separately if something worries or upsets you (including about anything that is said in the session). Explain: *Today we will practice some ways to keep ourselves safe. Before we begin, let us get to know each other.*



Activity (5 minutes)

Select one or more of the icebreakers from **Appendix 3–Icebreakers and trust games**.

**Facilitator notes (5 minutes)**

Introduce the concept of “children’s rights”. (*Rights are things all children should have. There is no “question” or “maybe” about it – children should have these things*). Explain that all children have the right to be safe, to have their body, thoughts and feelings respected and to be treated fairly.

Introduce the concept of “protection”. Explain: *protection is being kept as safe as possible from harm or danger*. Explain that when children are harmed or injured – physically, emotionally or mentally – and it is **not** accidental, this is called abuse. Discuss the definition of abuse: *Actions that cause harm or injury which are not accidental are called abuse*. Explain that the opposite of abuse is *caring or protecting*.

**Activity (10 minutes)**

Referring to **Appendix 5–Girl and boy body outlines**, explain to children that some parts of the body are commonly accepted by all people to be “private”. These are the “sexual” parts of the body. Sexual body parts are different for males and females.

Using the body outlines, the facilitator should ask participants to identify and name the sexual parts of the body by pointing to them and giving their correct anatomical names. Label these parts using a coloured marker. Label other parts of the body which children also consider to be private (e.g. hair, arms, legs) with a different coloured marker.

**Group discussion (10 minutes)**

Discuss WHO can touch the sexual body parts of our body? WHEN? (*We can touch our own sexual parts in private. A doctor or nurse or parent or carer may need to touch the sexual parts of our bodies if we have a rash or are sore or are injured, or need help to look after ourselves.*)

Explain that sexual abuse includes:

- If a person touches my sexual body parts in a way that is not OK or asks me to touch their sexual parts.
- If a person shows me pictures or videos of sexual body parts or talks about a sexual body part in a way that is not OK.
- If a person makes me touch my own sexual body part or another person’s sexual body part.

Emphasise that sexual abuse is wrong. It is never a child's fault if he or she is sexually abused. A child should never be blamed.



Facilitator notes (5 minutes)

Introduce the strategy of **NO, GO, TELL**

- **NO:** If someone acts in a way that does not respect your right to be safe and have your body respected you can say "NO." "Stop that." "You should not do that." "I do not want you to do that."
- **GO:** If you can, you should GO from the situation or plan how you can GO. You should go to a place or to people where you feel safe.
- **TELL:** If you have been harmed or still feel unsafe you should always TELL a safe adult about the situation. Telling as soon as possible can make telling easier and reduce your risk of being unsafe.

Explain that sometimes we may get a "feeling" that something is not safe. (*Feelings are reactions within our bodies to people, places, experiences or things.*) Our bodies may also send us a "signal" if something is not OK. (*Signal means something that gives us a message.*) For example, when you feel hot, how does your body react? (*I see sweat on my skin.*) When you feel cold, what does your body do? (*I see goose bumps on my skin and the hairs on my body stick up.*) When you run fast, how does your body react? (*My heart beats very fast. I breathe quickly.*) We need to understand and act on these messages, especially when they make us feel uncomfortable or are confusing. We should TELL a safe adult/friend about it.



Facilitator notes (5 minutes)

Discuss the concept of *safe adults*. (*Safe adults are adults we see or talk to regularly, we trust and who listen to us because they care about us. They should also be in a position where they will be able to help us and keep us safe from any harm or abuse.*) Because adults have more power than children, it is important to identify safe adults, as opposed to safe children. We do not want to put other children in unsafe positions. For example, adults are bigger and stronger and can help in some situations that other children cannot.



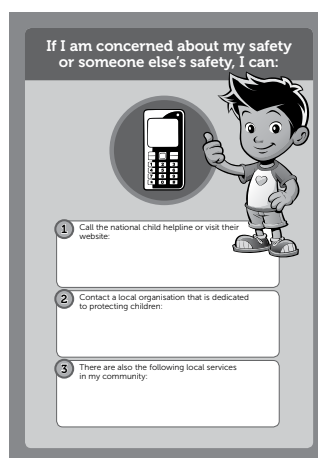
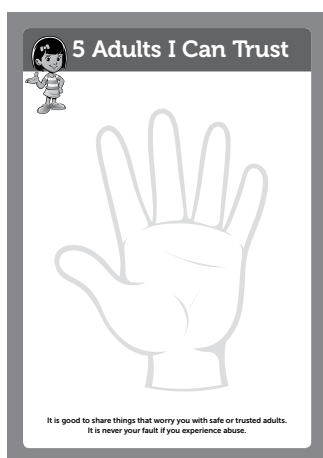
Activity (10 minutes)

1. Ask each child to make a list of all the adults they could tell if they were worried about something.
2. Ask the children to choose five safe adults from their list and create a visual representation, e.g.
 - Draw five balloons. In each balloon, write the name of an adult you could tell about a problem.
 - Cut out a paper flower stem. Cut out a centre for the flower and write your name. Cut five petals for the flower and on each put the name of an adult you could tell about a problem.
 - Trace around your hand. On the fingers and thumb, write the name of five adults you could tell about a problem. *(If **Appendix 2–Takeaway cards** has been printed for each participant, the children can write on the “5 adults I can trust” page.)*
3. Ask the children to put as many details as they know about each adult, e.g. their name, relationship (e.g. my friend and neighbour), address and phone number.



Facilitator notes (5 minutes)

Thank children for their participation and let them know local community contacts and any national services (such as a Child Helpline) if they have any questions or worries. *(The children can write these on the Takeaway Cards, **Appendix 2.**)*



Introduction

8-10 year olds

Minimum time: 20 minutes

Overview

The introduction should create an atmosphere of trust where children feel comfortable and positive about themselves and the activities. Ground rules should be established so children feel safe to speak. Children should also be introduced to the concepts of child protection, child abuse and child rights. This knowledge is fundamental to children being able to speak out when they feel threatened or unsafe.

Key messages

- My body, my emotions and my thoughts can be harmed. Adults are responsible for protecting children from harm. As I grow older, I can also help protect myself.

Materials

- **Appendix 2–Takeaway cards** (these can be printed for each participant or printed by the facilitator on flipchart paper or card to be used as a visual aid).

Directions



Facilitator notes

Welcome everyone to the session. Introduce yourself and ground rules so that everyone feels safe talking. For example: respect for each other, allow others to talk without interruption or ridicule, how long the session will be, that you can talk to one of the facilitators separately if something worries or upsets you (including about anything that is said in the session). Explain: *Today we will practice some ways to keep ourselves safe. Before we begin, let us get to know each other.*



Activity

Select one or more of the icebreakers from **Appendix 3–Icebreakers and trust games**.



Facilitator notes

Ask whether children know the definition of “*children’s rights*”. (*Rights are things all children should have. There is no “question” or “maybe” about it – children should have these things.*) Explain that all children have the right to be safe, to have their body, thoughts and feelings respected and to be treated fairly.



Activity (optional)

Work through a child-friendly version of the *United Nations Convention on the Rights of the Child* together.¹⁵



Facilitator notes

Introduce the concept of “*protection*”. Explain: *protection is being kept as safe as possible from harm or danger*. Explain the different ways children can be hurt:

- Physically – their bodies may be hurt
- Emotionally – their feelings may be hurt
- Mentally – their thinking/thoughts may be hurt (the facilitator can provide examples of mental harm such as not being able to sleep, having nightmares or headaches, not being able to stop the same thoughts from going over and over in your mind, believing bad things about yourself, etc.)

Explain that when children are harmed or injured – physically, emotionally or mentally – and it is **not** accidental, this is called abuse. Discuss the definition of abuse: *Actions that cause harm or injury which are not accidental are called abuse*. Explain that the opposite of abuse is *caring or protecting*.



Group discussion

Discuss the following questions:

- Who is responsible for protecting children? (e.g. *parents, foster parents, grandparents, relatives, teachers, principals, babysitters, police, etc.*)
- Are these adults *always* around to protect you? (yes/no)
- What can you do to be safe when they are not around? (Use *information and safety plans* to help keep safe. Ask for help from *safe adults* if you feel unsafe.)



¹⁵ A child-friendly Convention on the Rights of the Child is included in the Takeaway cards, Appendix 2, or “Color it Rights: A Child’s Introduction to the UN Convention on the Rights of the Child” is also recommended (see: http://teachunicef.org/sites/default/files/sites/default/files/documents/color_it_rights_coloring_book.pdf).



Facilitator notes

Recap key messages. Explain that knowing appropriate information and safety plans can help protect us. This is what we will learn more about today.

Observation

- Can children recognise that adults have a responsibility to protect children from harm? ☒
 - Can children identify potential forms of harm that children might experience? ☒
-

Topic 1 – My body

8-10 year olds

Minimum time: 20 minutes

Overview

This topic teaches children about body parts, including the genitals. This helps children become aware of the entire body and gives them adequate vocabulary for describing potentially abusive situations. **Girls and boys should work in separate groups.**

Key messages

- I know the correct names for the private parts of my body.
- It is not OK for another person to see or touch the private parts of my body unless I am injured or I need help to clean them.

Materials

- Chalk or markers and flip chart paper/chalkboard.
- **Appendix 5–Girl and boy body outlines** (this can be projected on a slide or copied on large paper).

Directions



Activity

Ask children to work in gender-specific pairs and trace their bodies with chalk on the ground/board or using markers on flipchart paper. (If it is a large group, you may wish to have children work in groups of four or six and only trace one member of the group. Groups should be gender specific – i.e. girls with girls and boys with boys.)

Ask children to identify “*private*” parts of the body by putting a circle or box around the parts of the body. Remind children that private means “*for me*” and public means “*for everyone*”. Discuss it as a group.



Facilitator notes

Explain to children that some parts of the body are commonly accepted by all people to be private. These are the *sexual* parts of the body. Sexual body parts are different for males and females.



Activity

Referring to **Appendix 5–Girl and boy body outlines**, the facilitator should ask participants to identify and name the sexual parts of the body by pointing to them and giving their correct anatomical names – penis, vagina and anus. Label these parts using a coloured

marker. Label other parts of the body which children also consider to be private (e.g. hair, arms, legs) with a different coloured marker.¹⁶



Group discussion

Discuss the following questions:

- Why is it important to know and use the correct names for the private parts of the body? *(People can understand exactly what we mean and these are their correct names.)*
- When is it OK to talk about or name private body parts? *(It is always OK to use the correct names. Some people may feel a little embarrassed when they hear these words. The embarrassment is not because of the words we have used – these words are OK.)*
- Why are the private parts of our bodies *private*? *(They are special parts that belong to us. It is important to keep these parts safe and private until we grow up and we find a special person to share these parts with. We do not need to share the private parts of our bodies until this time.)*



Facilitator notes

Recap the key messages.



Activity

Select one of the energisers from **Appendix 3–Energisers** to make the session fun and dispel any tension.

Observation

- Can children name the male and female genitalia? ✓
 - Can children identify private and sexual parts of the body? ✓
 - Can children explain some situations when it might be *necessary* for others to look at or touch the private parts of their bodies? ✓
-

¹⁶ Refer to *Section 1: Getting Started* for tips on dealing with difficult behaviours in case children start using inappropriate words etc.

Topic 2 – Feelings and warning signals

8-10 year olds

Minimum time: 20 minutes

Overview

This topic helps children become more aware of feelings and their body warning signals (including changing and mixed feelings). Recognising and responding to feelings and body warning signals can help children understand when they are unsafe and need protection.

Key messages

- Feelings and warning signals give me messages about being safe/unsafe.
- I need to understand and act on these messages, especially when they make me feel uncomfortable or are confusing and talk to a safe adult/friend about it.

Materials

- Marker pens and flip chart paper.
- Copy of **Appendix 6–Feelings can change – scenarios** for each small group.

Directions



Facilitator notes

Explain that signal means *something that gives us a message*.
Explain that our bodies have signals that give us special messages.



Group discussion

Using flipchart paper, ask the children to list some signals the body might receive. For example, when you feel hot, how does your body react? (*I see sweat on my skin.*) When you feel cold, what does your body do? (*I see goose bumps on my skin and the hairs on my body stick up.*) When you run fast, how does your body react? (*My heart beats very fast. I breathe quickly.*)

Discuss some of the possible messages being sent by some of these signals, e.g. sweaty hands—possibly nervous or scared. Identify some signals that could be classified as “warning signals”. (*A warning signal is a signal that goes with a feeling that I do not like.*)



Facilitator notes

Acknowledge that body signals do not always mean the same thing, i.e. the same body signal can have different meanings in different contexts.



Group discussion

Discuss the following questions:

- What are feelings? (*Feelings are reactions within our bodies to people, places, experiences or things.*)
- What do we call our body reactions to feelings? (*Body signals.*)
- What do our body signals tell us? (*They tell us that our feelings are important and we need to think about what they mean.*)
- Can we see feelings? (*No, we cannot see feelings as they are internal but sometimes we can see our external body reactions to feelings, e.g. goose bumps or a red face.*)
- What is meant by *internal* and *external*? (*Internal refers to something on the inside of our body which is not seen or is invisible. External refers to something on the outside of our body which we are able to see or is visible.*)



Facilitator notes

Explain that sometimes feelings and body signals change. Sometimes this change can happen quickly. It is important to take note of changing feelings.



Activity

Put children in small groups to discuss the scenarios in **Appendix 6**. Ask children to decide what the character is feeling first and how this changes. Record the feelings and accompanying body signals which may also change. Discuss as a larger group.



Facilitator notes

Recap key messages before continuing to next topic.

Observation

- Can children recognise how their bodies react and how they might feel in safe and unsafe situations? ✓
 - Can children recognise that feelings may change or be mixed when in safe and unsafe situations? ✓
-

Topic 3 – What is sexual abuse?

8-10 year olds

Minimum time: 20 minutes

Overview

This topic provides information about sexual abuse and provides an opportunity for children to learn to differentiate between OK touch and sexual abuse.

Key messages

- Sexual abuse is wrong.
- It is never a child's fault if he or she is sexually abused. A child should never be blamed.
- Sexual abuse includes:
 - If a person touches my sexual body parts in a way that is not OK or asks me to touch their sexual parts.
 - If a person shows me pictures or videos of sexual body parts or talks about a sexual body part in a way that is not OK.
 - If a person makes me touch my own sexual body part or another person's sexual body part.

Materials

- Copy of **Appendix 7–OK touch or sexual abuse – scenario cards** for each small group.

Directions



Facilitator notes

Explain the meaning of sexual body parts. (*Private body parts which are different for males and females and identify their gender or sex.*)

Discuss WHO can touch the sexual body parts of our body? WHEN? (*We can touch our own sexual parts in private. A doctor or nurse or parent or carer may need to touch the sexual parts of our bodies if we have a rash or are sore or are injured, or need help to look after ourselves.*)



Activity

Divide children into small groups to discuss the situations in **Appendix 7–OK touch or sexual abuse – scenario cards**. Ask children to decide whether the situation is *OK touch* or *sexual abuse*.



Group discussion

Discuss the following questions:

- What helped you decide whether these situations were *OK touch* or *sexual abuse*?
- Were you unsure of some situations? Why?
- If the children in these situations are unsure about the situation, what could they do? (*Introduce the concept of NO, GO, TELL – say NO (if they can), GO (if they can) and always TELL a safe adult about a confusing or not OK situation. Emphasise that the children in these situations are not to blame. It is not their fault.*)

The facilitator should write the NO, GO, TELL strategy on the wall or flipchart paper for emphasis. The facilitator can also refer to the *Takeaway cards* (**Appendix 2**).



Activity

Recap key messages and do a game from **Appendix 4–Energisers** to make the session fun for children and dispel any tension.

Observation

- Can children recognise situations where touching of body parts is OK and when it is not OK? ☒
 - Can children identify some behaviours that are sexual abuse? ☒
-

Topic 4 – Bribes and threats

8-10 year olds

Minimum time: 20 minutes

Overview

Sexual abuse of children is rarely a "one-off" occurrence but is likely to continue over months and often years. Abusers of children frequently rely on bribes and threats to gain access to children and to allow abuse to continue. Teaching children to distinguish between real gifts and bribes can help children understand when they need protection and to seek help.

Key messages

- I know when I receive a real gift.
- I need to understand when a gift is used as a bribe. A person might use bribes or threats and expect me to do things that are not OK.
- I should always TELL a safe adult if I am bribed or threatened.

Materials

- Marker pens and flipchart paper.

Directions



Facilitator notes

- Explain the word "threat". (*Threats are words or actions which are meant to force another person to do, or not do, something. Threats often suggest that something harmful may happen if the person does not obey.*)
- Explain the word "bribe". (*A bribe is a thing, such as money or a gift, which is given to someone to put pressure on them/ persuade them to do a particular action.*)
- Explain the distinction between a bribe and a reward. A bribe is given to try to *make you do* something. A reward is given when you *have done* something that deserves praise or recognition.
- You should tell a safe adult if you are being offered or given gifts or money for doing things you know are not OK.



Group discussion

Discuss the following questions with the group:

- What is a gift? (*Toys, favours, special food items, a utility item, privileges, special outings.*)
- Why are gifts given? (*It is a special occasion such as a birthday, to say thank you, to say good-bye, to say welcome, if someone is sick.*)

- Do others expect you to do something for them when they give you a gift? If so, what? (*Others may expect a polite, positive response.*) The facilitator can explain that often it is polite to show your thanks when you receive a gift.
- Sometimes children are expected to say thank you in a way in which they feel uncomfortable. What are some ways that might be uncomfortable? (*A kiss on the mouth or a close hug.*)
- What should you do if this is expected but you feel uncomfortable or unsafe? (*Say NO, GO and TELL a safe adult about it. You have a right to be safe and have your body and feelings respected.*)
- Is it OK or fair that when you receive a gift that you are expected to give a gift or favour in return? (*Real gifts are given freely with no conditions or expectations. It is not OK or fair if someone requires a child to give another gift or a favour in return. It is not OK or fair if you are being asked to do something that you know is "not OK".*) If relevant, the facilitator may want to discuss and acknowledge any tradition for reciprocating gifts, but make it clear that there are circumstances when it would not be acceptable to give/receive a gift.
- If someone *promises* that they will give you a gift, but only if you will do something for them in return, is this really a gift? (*No. It is not a gift because gifts are given freely. There should be no conditions or expectations before you can receive a gift.*)



Group discussion

Discuss the following "what if" situations:

- What if someone gave you a gift and expected you to be his or her friend if you took the gift? Would that be fair?
- What if someone who had given you a gift asked you to do something that was not OK or unsafe? Should you have to do what was asked?
- What if someone gave you a gift and asked you to go for an outing with him or her in return? Would you accept the gift and go with the person?
- Can you say NO? (*Yes. It is OK to say NO. When you receive a gift you are only expected to do what your parents have taught you, such as say thank you or look pleased. If you are expected to do more, that gift might be called a bribe. It is OK to say NO to accepting such a gift.*)

**Facilitator notes**

Recap key messages before continuing to next topic.

Observation

- Are children aware that there are differences between gifts and bribes? ☒
-

Topic 5 – No, go, tell

8-10 year olds

Minimum time: 20 minutes

Overview

This topic gives children an opportunity to practice the NO, GO and TELL strategy. The strategies of NO, GO, TELL are often not easy to carry out, particularly when a child is in a situation of potential abuse or actual abuse. It is important to give children opportunities to practice these responses so they can become “automatic” responses in stressful or unsafe situations.

Key messages

- If I feel threatened or unsafe, I should say NO if I can, GO if I can and TELL a safe adult about my feelings and the situation.

Materials

- Marker pens and flip chart paper.
- Materials for poster-making, i.e. card, paint (*optional*).
- **Appendix 2–Takeaway cards.**

Directions

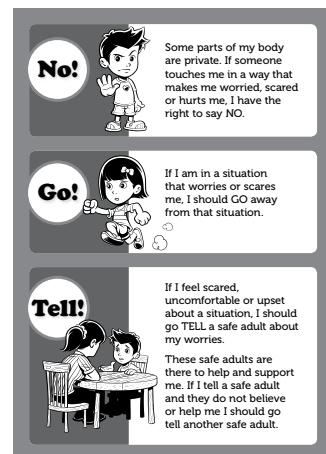


Facilitator notes

Discuss the strategy of NO, GO, TELL. (*Refer to NO, GO, TELL illustration on Appendix 2–Takeaway cards.*)

- NO: If someone acts in a way that does not respect your right to be safe and have your body respected you can say “NO.” “Stop that.” “You should not do that.” “I do not want you to do that.”
- GO: If you can, you should GO from the situation or plan how you can GO. You should go to a place or to people where you feel safe.
- TELL: If you have been harmed or still feel unsafe you should always TELL a safe adult about the situation.

Telling as soon as possible can make telling easier and reduce your risk of being unsafe.



Activity

As a group, rehearse or chant the strategies repetitively to memorise them. Children could use their thumbs, index and middle fingers as a trigger for each word.

**Activity**

Ask the children to work in pairs and take turns to role-play confidently and clearly saying NO and giving GO responses to situations read by the facilitator. Ask each child to reply, then "GO" from their partners in a strong and confident way. After one child has role played a response, the others give feedback about how they "looked" and "sounded" and which gestures and words worked well. Feedback should be specific, e.g. *"You stood up straight and looked really strong"*, *"You spoke slowly and confidently. It made your voice sound very firm"*, etc, rather than *"Good!"* or *"Well done"*.

Suggested situations:

- Your baby sitter/carers wants you to come with her and play in the park. It is getting dark and you feel unsafe about going to the park.
- Someone wants you to keep a secret that you feel uncomfortable about.
- A friend is pressuring you to steal a game from a video shop.
- Your best friend wants to copy your homework and you think this is unfair.
- Your uncle is insisting that you go outside and play with your cousin. Your cousin always teases you and plays roughly with you when you are alone.
- Your neighbour wants to take you for a ride on his motorbike. He always drives very fast and you are scared he might have an accident.

**Activity (optional)**

Children create a poster for each strategy (NO, GO and TELL.)

**Facilitator notes**

Recap key messages before continuing to the next topic.

Observation

- Can children recognise behaviours and situations that may be threatening for them? ☒
- Can children identify safety strategies (NO, GO, TELL) that they can adopt to stay safe? ☒

Topic 6 – Safe adults that can help me

8-10 year olds

Minimum time: 20 minutes

Overview

This topic introduces the concept of safe adults that children can speak to when they need assistance or feel unsafe.

Key messages

- I have a group of safe adults that I know, see regularly, and trust.
- I can go to these people for help and support. They can help to protect me from harm or abuse.
- These adults may change over time.

Materials

- **Appendix 2–Takeaway cards**
- 1x A4 paper for each child.
- Coloured pens or pencils or crayons.
- Packet of coloured paper.
- Scissors for children to share.
- Tape or glue for children to share.

Directions



Facilitator notes

Discuss the concept of *safe adults*. (*Safe adults are adults we see or talk to regularly, we trust and who listen to us because they care about us. They should also be in a position where they will be able to help us and keep us safe from any harm or abuse.*)

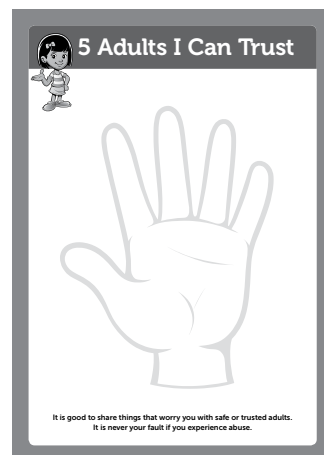
Because adults have more power than children, it is important to identify safe adults, as opposed to safe children. We do not want to put other children in unsafe positions. For example, adults are bigger and stronger and can help in some situations that other children cannot.



Activity

1. Ask each child to make a list of all the adults they could tell if they were worried about something.
2. Ask the children to put a tick next to the adults who meet the following criteria:
 - Which adults on the list are good listeners? (Tick)
 - If you told the adults on the list about a problem, do you think they would believe you? (Another tick)

- Do you feel they would help you if you needed? (Another tick)
 - Are they easy to contact? (Another tick)
3. Ask the children to select five adults with most ticks and create a visual representation, e.g.
- Draw five balloons. In each balloon, write the name of an adult you could tell about a problem.
 - Cut out a paper flower stem. Cut out a centre for the flower and write your name. Cut five petals for the flower and on each petal put the name of an adult you could tell about a problem.
 - Trace around your hand. On the fingers and thumb, write the name of five adults you could tell about a problem. *(If **Appendix 2–Takeaway cards** has been printed for each participant, the children can write on the “5 adults I can trust” page.)*
4. Ask children to put details about each safe adult, e.g. their name, relationship (e.g. my friend and neighbour), address and phone number.



Facilitator notes

Remind children that because relationships change, our safe adults will sometimes change. Sometimes it might be important to take a person off your list and add a new one instead (e.g. people might move, they might not have listened to you – or did not believe you when you tried to tell them something, or have let you down in some way. People might be too busy. If a person on your list acts towards you in a way that is not OK or does not respect your rights, then having that person on your list does not keep you safe).



Activity (optional)

Inform children that sometimes it can be difficult to approach an adult (even if he or she is on your list) about a problem or an experience that was unsafe or not OK. In small groups, ask children to practice possible ways to approach an adult about a problem. Children could say e.g. "Uncle, can I ask you something?", "Mum, I think I have a problem...", "Aunty, can you help me?, I am confused about...".



Facilitator notes

Recap key messages before continuing to next topic.

Observation

- Can children identify five safe adults from whom they can seek advice and support? ☒
-

Topic 7 – No, go – other strategies (optional)

8-10 year olds

Minimum time: 20 minutes

Overview

This is an optional topic if time is available (for example, if sessions are being delivered over a number of days and weeks.) It extends on the previous topics and provides other strategies for children to keep safe.

Key messages

- It can be difficult to say NO. There are other things I can do to help me be safe.

Materials

- Copy of **Appendix 8–Self-evaluation sheet** for each child.

Directions



Facilitator notes

Explain: *Sometimes a person might act in a way that does not respect the rights of children. This is not OK. It is OK for children to be confident and to say NO or GO from a situation where their rights are not being respected. However, sometimes it can be difficult to say NO and GO away.*



Activity

Give each child a copy of the self-evaluation sheet (**Appendix 8**). The facilitator should read out each question and ask children to respond by colouring the option that best describes how they feel about saying NO confidently and to GO away from an unsafe situation. Ask children to record some things that might make it difficult for them to say NO confidently (e.g. *making the other person angry with you, seeming to be impolite or disrespectful, getting into trouble from your parents for behaving in this way*).



Facilitator notes

Acknowledge that it can be very difficult to say NO, especially if the other person is an adult with whom you or your family has a close relationship.

Sometimes, in a situation where you are unsafe and feeling nervous, you might not be able to say NO confidently. You have to use your own judgement on what would be the best action for you to take. For example:

If you cannot say NO confidently, another good strategy is to make an excuse and to keep on saying it, like a broken recording, to give you an excuse to GO (e.g. *"I have to go home now"*). It is important to act confidently even if you feel nervous or scared. Never blame yourself for the situation. You are never responsible for the way another person hurts you or makes you feel unsafe.

Observation

- Can children recognise situations where saying NO may not be a possible action for keeping safe? ☒
 - Can participants identify ways in which they can protect themselves from harm? ☒
-

Topic 8 – Secrets

8-10 year olds

Minimum time: 20 minutes

Overview

Sexual abuse of children is rarely a “one-off” occurrence but is likely to continue over months and often years. Abusers rely on ongoing secrecy for abuse to continue. This topic teaches children to distinguish between “happy” and “unhappy” secrets and always to TELL about “unhappy” secrets.

Key messages

- If I have a secret that causes me to feel unhappy or unsafe, I should tell a safe adult.
- A secret is still a secret if I tell a safe adult.

Materials

- Marker pens/ chalk and flip chart paper or chalkboard.
- Copy of **Appendix 9–Secrets cards** for each small group.

Directions



Facilitator notes

Ask children to explain what a *happy secret* is. Brainstorm a list of happy secrets (e.g. a surprise party or a gift, special news, a surprise visitor, an unexpected cake or bunch of flowers)

Explain that sometimes keeping secrets can cause unhappy or unsafe feelings. There are some secrets that are not safe for children. Discuss the three kinds of secrets that are not safe, i) secrets that relate to touching that makes you worried or scared, ii) secrets that relate to games that might break your safety rules or might hurt someone, iii) secrets that relate to gifts that other people give you or favours that they might do for you. A child needs to tell a safe adult about these secrets.

Explain that feelings, body warning signals and external warning signs can help you recognise a secret that should/should not be kept.



Activity

Ask participants to think of signs that might help them recognise a secret that they should tell someone about. Compile these in a group list, e.g.

You can recognise a secret which should not be kept if:

- You have mixed feelings or changing feelings about it.

- You feel unhappy, worried, guilty, scared or unsafe thinking about it.
- You have to keep the secret forever.
- Your body gives you warning signals like feeling sick or nauseating, shaking, racing heart, lumpy stomach etc.
- You are the only one who knows about the secret.
- The secret hurts your thinking and goes over and over in your head.
- You really want to tell a safe adult about it but it seems too hard.
- Someone bribes or threatens you to keep it.
- You have to tell lies to keep it.
- It is about something unsafe.
- It is about something not OK.
- It is about abuse.



Activity (optional)

Divide children into groups of four. Each group receives a set of *Secrets cards* (**Appendix 9**). Children take turns to read a card and sort it into either a “*feels good to keep*” or “*feels like a burden to keep*” pile. The facilitator should write up the correct responses on a chalkboard or flip chart paper for groups to check their decisions. (*feels good to keep*–1, 2, 4, 5, 6; *bothers me or feels like a burden to keep*–3, 7, 8). Small groups should discuss how each secret makes them feel and if they need to tell a safe adult about the secret. The groups can then report back to the whole group for discussion.

The facilitator should highlight the following points during the discussion:

- Card 1: Everyone will find out about the baby *soon*. They will probably be happy and surprised when they know.
- Card 2: *A lot of people* know about the party. The teacher will probably be surprised and happy when he finds out.
- Card 3: This scenario is sexual abuse. You have been told *never to tell anyone*. This secret would bother you or feel like a burden to keep and you should TELL a safe adult about it. It is still a secret if you tell a safe adult.

- Card 4: The lady next door is not making anyone unhappy or hurting anyone by talking to the tree. Your *whole family* knows about it. Your friends might think it was a bit unusual but they would not be upset if they came to know about her talking to a tree habit.
- Card 5: Your sick friend will receive the card soon and will be surprised and happy.
- Card 6: Your Grandad's favourite drink is not hurting anyone or making anyone unhappy. Your *whole family* knows about it. Other people might think it was funny, but they would not be angry or upset if they knew this.
- Card 7: This scenario is physical abuse. You have been *threatened not to tell*. This secret would bother you or feel like a burden to keep. You should TELL a safe adult about it so that the abuse can stop.
- Card 8: This scenario is sexual abuse. You and your friends have been *threatened not to tell about your sport's teacher/coach to anyone*. Even though a number of children are involved in this secret it is still not OK. It is a burden to keep. Someone should TELL a safe adult about it.



Facilitator notes

Recap key messages before continuing to the next topic.

Observation

- Can children recognise secrets that they should tell a safe adult about? ☒

Conclusion

8-10 year olds

Minimum time: 20 minutes

Overview

The conclusion is an opportunity to revisit key messages, answer any questions children may have, and ask children for feedback. It is important to end the session cheerfully and positively.

Key messages

- I can use a range of strategies to help protect myself if I feel unsafe or have been harmed or abused.

Materials

- Copy of **Appendix 10–Evaluation form** for each child.

Directions



Facilitator notes

Look at the materials the children have created. Discuss some favourite or memorable activities. Encourage children to share the learnings they value or remember the most from the session.

Revise the NO, GO, TELL safety strategy and relate to other strategies such as:

- Knowing the correct names of different body parts including the genitals.
- Recognising and responding to internal feelings and warning signals.
- Recognising and responding to external warning signs.
- Being confident (or acting confidently) in unsafe situations.
- Making a list of at least 5 safe adults I can go to if I need help and/or feel unsafe.



Activity

Ask children to complete an *Evaluation form* (**Appendix 10**). If time is short or it is more suitable for the group, the facilitator could have a group discussion on the questions and make a note of their responses.



Activity

Using the flower template on the *Takeaway cards* (**Appendix 2**), ask the children to colour or decorate and complete the sentences that indicate positive aspects of their lives such as *I am best at....*;

The person who loves me the most is....; I feel safe when....; My happiest memory is....; What I like best about my village is....

Alternatively, the children can draw a picture of something else with positive cultural associations (such as an umbrella or hand).



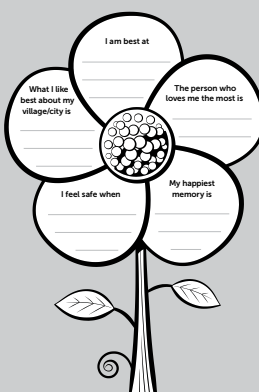
Facilitator notes

Thank children for their participation and let them know local community contacts and any national services (such as a Child Helpline) if they have any questions or worries. The children can write these on the *Takeaway cards* (**Appendix 2**).

If I am concerned about my safety or someone else's safety, I can:



- 1 Call the national child helpline or visit their website:
- 2 Contact a local organisation that is dedicated to protecting children:
- 3 There are also the following local services in my community:



I am best at

The person who loves me the most is

My happiest memory is

I feel safe when

What I like best about my village/city is

Notes

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11-17 year olds

Quick session plan

11-17 year olds*

Time: One hour

Overview

This quick session plan outlines key messages for a one hour session in situations where this is the only time available. The session plan outlines key messages and reinforcing activities that should be prioritised by the facilitator.

Key messages

- Children and young people need to be protected from abuse and have a right to be safe.
- Child sexual abuse is never OK. It is never a child's (or young person's) fault if he or she is sexually abused. A child/young person should never be blamed.
- Child sexual abuse can involve touching or no contact at all. Both girls and boys can be targetted by child sex abusers. There is no stereotypical "abuser". An abuser could be anyone.
- I am aware of my feelings, thoughts, body reactions and external warning signals to assess whether a situation is safe or unsafe for me.
- My support network is a group of adults that I know, see regularly and trust. I can go to these people for help and support. They can help to protect me from harm or abuse.
- Help is available for me in my community for keeping me safe from any form of abuse.

Materials

- **Appendix 2–Takeaway cards** (these can be printed for each participant or printed by the facilitator on flipchart paper or card to be used as a visual aid).
- Flipchart paper and markers.
- Copy of **Appendix 12–Warning signals worksheet** for each participant.

Directions



Facilitator notes (5 minutes)

Welcome everyone to the session. Introduce yourself and ground rules so that everyone feels safe talking. For example: respect for each other, allowing others to talk without interruption or ridicule, how long the session will take, that they can talk to one of the

* Groups should be subdivided into ages 11-13 years and 14-17 years old for the delivery of the training, but the same material can be used.

facilitators separately if something worries or upsets them (including about anything that is said in the session.) Explain: *Today we are going to discuss practical ways we can keep ourselves and our friends safe. Before we begin, let us get to know each other.*



Activity (5 minutes)

Select one or more of the icebreakers from **Appendix 3–Icebreakers and trust games**.



Facilitator notes (15 minutes)

Ask whether participants know the definition of a *right*. (*Rights are things all children should have. There is no “question” or “maybe” about it – children should have these things.*)

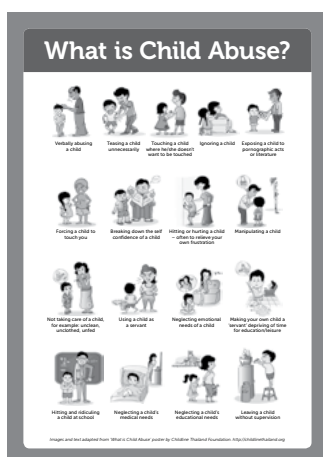
Explain that all children have the right to be safe, to have their body, thoughts and feelings respected and to be treated fairly. Ask the group if they can name the international document containing the guidelines relating to children’s rights (the *United Nations Convention on the*

Rights of the Child). Refer to the child friendly version of the *UN Convention on the Rights of the Child* in **Appendix 2–Takeaway cards**.

Explain that today we will focus on the protection of children and young people from abuse. Ask participants to define abuse. (*Actions that cause harm or injury which are not accidental are called abuse.*) Ask participants why abuse is unacceptable. (*It hurts people. It does not respect the other person’s rights to safety and respect. It is unfair. It undermines a safe community because people feel threatened.*)



Share a definition of the various forms of abuse on flip chart paper or a slide. The facilitator can also refer to the “What is child abuse?” illustration in **Appendix 2–Takeaway cards**.



Physical Abuse

Physical abuse is when a person injures or threatens to injure a child on purpose. Some examples are: hitting, punching, shaking, kicking, burning, shoving, suffocating, holding/tying down, poisoning or restricting a child's movement.

Emotional Abuse

Emotional abuse is persistent and severe emotional mistreatment. It attacks a child's self-esteem. Some examples include: calling a child derogatory or hurtful names, threatening, ridiculing, intimidating or isolating a child. All forms of child abuse have an emotional impact.

Sexual Abuse

Sexual abuse is when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust. Child sexual abuse includes all forms of unwanted sexual behaviour. This can involve touching or no contact at all. Some examples include: touching, making abusive images/photographs/videos of children, forcing children to watch or take part in sexual acts, or forcing/coercing children to have sex or engage in sexual acts with other children or adults. Often sexual abuse can start with smaller acts such as inappropriate sexual conversation and progress over time to contact abuse.

Neglect

Neglect is the extreme failure to provide a child with important aspects of care. Some examples include: not protecting children from exposure to danger or not providing medical attention, or not giving children the basic things needed for their growth and development such as food, shelter or emotional care.



Group discussion (10 minutes)

Discuss the following questions as a group:

- Who hurts/abuses children and young people? Why?
- What do these people look like? *(The aim of this question is to dismiss any stereotypes young people may have about “abusers” and help the group come to the conclusion that an abuser could be anyone. An abuser could be a neighbour, relative, market trader, teacher, carer, faith-based leader. An abuser could also be a male or a female. If any national statistics or trends exist, it would be helpful to share these so participants understand the national situation.)*
- How old are these people? *(The aim of this question is to follow up on the stereotypes associated with who abusers are. Importantly, it also raises awareness of how other children or young people can also be abusers.)*
- Who needs to be protected from abuse? *(If anyone can be targeted for abuse, everyone needs to be protected.)*
- Who might feel they deserve to be abused? *(Children with disabilities, or girls and boys who are told they are not worthy, or are otherwise emotionally abused or told they are “bad”, or because they may have been abused before.)*
- Who may resist the idea that they may need protection from abuse? *(Boys and men, young people, people in authority, people who have a “tough” image, people who believe they should be able to handle things themselves.)*
- Why might they be resistant? *(Males may feel pressure from their community and society to be “independent”, “tough”, “not to show weakness” and “able to handle anything”. Young people may want to prove “that they can handle anything”. People in authority may feel they should be “in control” of everything and respected by everyone. Anyone who values a “tough”, strong, “nothing can touch me” kind of image will not like to*

acknowledge they might be vulnerable to abuse and may need help. People who do not like to draw attention to themselves or to cause a fuss may put up with abuse or avoid seeking help.)

- What effect could this have? *(These people may be more vulnerable to abuse if they are not alert to it. It may also be difficult for these people to seek help because of pressures or expectations from their community/society. It may also be difficult for these people to deal with abuse because they have not developed ways to talk about it.)*



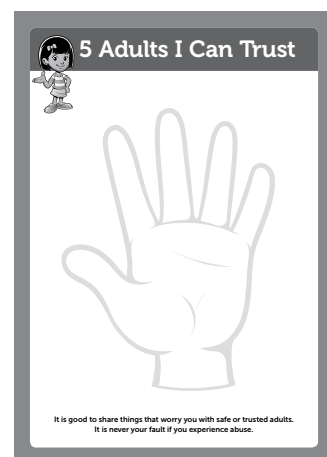
Activity (10 minutes)

Explain that body reactions and feelings are good indicators of unsafe situations. Distribute a copy of the *Warning signals worksheet (Appendix 12)* to each participant and read the situations aloud. Ask participants to identify the feelings each young person is likely to feel in each scenario and make a note of these on their worksheets. Discuss as a group, highlighting the range of different reactions. Emphasise that each participant needs to learn to read from their own reactions and to develop their own strategies for assessing whether they are safe or not.



Facilitator notes (5 minutes)

Explain the concept of a “support network”. A support network is a group of people a young person can go to for support. Often young people depend a lot on their peer group for friendship and support. Although a peer group is also an important support network, it is also good to strengthen this with some safe *adults* that you trust. It is important that you establish a network of safe adults with whom you can talk, be believed by and who would help you if you felt unsafe. Ask the participants to think about and write down five people who could be their support people. *(If Appendix 2–Takeaway cards has been printed for each participant, the children can write on the “5 adults I can trust” page.)*





Facilitator notes (5 minutes)

If time allows, invite participants to contribute to a group diagram or mind-map of the kinds of support services available within the community for people who have concerns about, or have experienced abuse of some kind. Otherwise, let them know local community contacts and any national services (such as a Child Helpline) if they have any questions or worries. *(If **Appendix 2– Takeaway cards** has been printed for each participant, the children can write the details on the relevant card.)* Thank children for their participation.

If I am concerned about my safety or someone else's safety, I can:



- 1 Call the national child helpline or visit their website:
- 2 Contact a local organisation that is dedicated to protecting children:
- 3 There are also the following local services in my community:

Introduction

11-17 year olds*

Minimum time: 15 minutes

Overview

The introduction should create an atmosphere of trust where young people feel comfortable and positive about themselves and the activities. Ground rules should be set out so young people feel safe to speak freely. Young people should also be introduced to the concepts of child protection, child abuse and child rights.

Key messages

- Sexual, physical and emotional abuse and neglect can damage the growth and development of children and young people and can negatively impact their future lives.
- Children and young people need to be protected from abuse and have a right to be safe.

Materials

- **Appendix 2–Takeaway cards** (these can be printed for each participant or printed by the facilitator on flipchart paper or card to be used as a visual aid).

Directions



Facilitator notes

Welcome everyone to the session. Introduce yourself and ground rules so that everyone feels safe talking. For example: respect for each other, allowing others to talk without interruption or ridicule, how long the session will take, that they can talk to one of the facilitators separately if something worries or upsets them (including about anything that is said in the session). Explain: *Today we are going to discuss practical ways we can keep ourselves and our friends safe. Before we begin, let us get to know each other.*



Activity

Select one or more of the icebreakers from **Appendix 3–Icebreakers and trust games**.



Facilitator notes

Ask whether participants know the definition of a *right*. (*Rights are things all children should have. There is no “question” or “maybe” about it – children should have these things.*) Explain that all children have the right to be safe, to have their body, thoughts and

* Groups should be subdivided into ages 11-13 years and 14-17 years old for the delivery of the training, but the same material can be used.

feelings respected and to be treated fairly. Ask the group if they can name the international document containing the guidelines relating to children's rights (the *United Nations Convention on the Rights of the Child*). If there are older children in the group, the facilitator may wish to mention that although they might not identify themselves as "children", they are recognised as persons in transition growing from childhood into adults. This is why the terminology in the laws still talks of "children" even though the reality is they do not suddenly just become "adults" from a biological or emotional perspective.



Activity (optional)

Work through the child friendly version of the *UN Convention on the Rights of the Child* in **Appendix 2–Takeaway cards**.



Group discussion

Explain that today we will focus on the protection of children and young people from abuse. Ask participants to define abuse. (*Actions that cause harm or injury which are not accidental are called abuse.*) Ask participants why abuse is unacceptable. (*It hurts people. It does not respect the other person's rights to safety and respect. It is unfair. It undermines a safe community because people feel threatened.*)



Facilitator notes

Recap the key messages and explain that today we will discuss some protective strategies that young people can adopt to keep safe from abuse.



Observation

Can participants describe the concept of abuse? ☒

Topic 1: The facts on child abuse 11-17 year olds*

Minimum time: 30 minutes

Overview

This topic provides clear information for young people on child abuse and child sexual abuse in particular. It helps young people understand that there is no stereotypical “abuser”. This topic requires careful preparation and sensitivity around impact.

Facilitators must be aware that this type of exercise may impact upon children who have already been exposed to or are victims of abuse. They may have never previously told anyone and may become distressed or experience flashbacks. This is why it is important to have support systems in place for affected children. As set out in *Section 1: Getting Started*, facilitators need to be prepared and know how to respond to disclosures – for example what to do if a child discloses that they are presently being harmed and how to ensure the child’s ongoing safety.

Key messages

- Child sexual abuse is never OK.
- It is never a child’s (or young person’s) fault if he or she is sexually abused. A child/young person should never be blamed.
- Child sexual abuse includes both touching and non-contact abuse.
- Both girls and boys can be targeted by child sex abusers.
- There is no stereotypical “abuser”. An abuser could be anyone.

Materials

- **Appendix 2–Takeaway cards**
- Flipchart paper and markers.
- National statistics or trends on child sexual abuse (if available).

Directions



Facilitator notes

Ask the group how do people hurt children/young people?
(Responses will probably start with physical and verbal examples of being called names or beaten/hit and possibly being not cared for or made to do tasks. The facilitator will need to keep going with a questioning approach to develop the discussion to get to the point of someone mentioning sexual abuse.)

* Groups should be subdivided into ages 11-13 years and 14-17 years old for the delivery of the training, but the same material can be used.

Share a definition of the various forms of abuse on flip chart paper or a slide. The facilitator can also refer to the “What is child abuse?” illustration in **Appendix 2–Takeaway cards**.

Physical Abuse

Physical abuse is when a person injures or threatens to injure a child on purpose. Some examples are: hitting, punching, shaking, kicking, burning, shoving, suffocating, holding/tying down, poisoning or restricting a child’s movement.

Emotional Abuse

Emotional abuse is persistent and severe emotional mistreatment. It attacks a child’s self-esteem. Some examples include: calling a child hurtful or derogatory names, threatening, ridiculing, intimidating or isolating a child. All forms of child abuse have an emotional impact.

Sexual Abuse

Sexual abuse is when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust. Child sexual abuse includes all forms of unwanted sexual behaviour. This can involve touching or no contact at all. Some examples include: touching, making abusive images/photographs/videos of children, forcing children to watch or take part in sexual acts, or forcing/coercing children to have sex or engage in sexual acts with other children or adults. Often sexual abuse can start with smaller acts such as inappropriate sexual conversation and progress over time to contact abuse.

Neglect

Neglect is the extreme failure to provide a child with important aspects of care. Some examples include: not protecting children from exposure to danger or not providing medical attention, or not giving children the basic things needed for their growth and development, such as food, shelter or emotional care.



Group discussion

Discuss the following questions as a group:

- Who hurts/abuses children and young people? Why?
- What do these people look like? *(The aim of this question is to dismiss any stereotypes young people may have about “abusers” and help the group come to the conclusion that an abuser could be anyone. An abuser could be a neighbour, relative market trader, teacher, carer, faith-based leader. An abuser could also be a male or a female. If any national statistics or trends are available, share these so participants understand the national situation. It would also be helpful to explain that sometimes abusers do not operate alone. They might use a friend or agent to make contact with a child or young person.)*
- How old are these people? *(The aim of this question is to follow up on the stereotypes associated with who abusers are. Importantly, it also raises awareness of how other children or young people can also be abusers.)*
- Who needs to be protected from abuse? *(If anyone can be targeted for abuse, everyone needs to be protected.)*
- Who might feel they deserve to be abused? *(Children with disabilities, or girls and boys who are told they are not worthy or are otherwise emotionally abused, or told they are “bad”, or because they may have been abused before.)*
- Who may resist the idea that they may need protection from abuse? *(Boys and men, young people, people in authority, people who have a “tough” image, people who believe they should be able to handle things themselves.)*
- Why might they be resistant? *(Males may feel pressure from their community and society to be “independent”, “tough”, “not to show weakness” and “able to handle anything”. Young people may want to prove “that they can handle anything”. People in authority may feel they should be “in control” of everything and respected by everyone. Anyone who values a “tough”, strong, “nothing can touch me” kind of image will not like to acknowledge they might be vulnerable to abuse and may need help. People who do not like to draw attention to themselves or to cause a fuss may put up with abuse or avoid seeking help.)*

- What effect could this have? *(These people may be more vulnerable to abuse if they are not alert to it. It may also be difficult for these people to seek help because of pressures or expectations from their community/society. It may also be difficult for these people to deal with abuse because they have not developed ways to talk about it.)*



Facilitator notes

Recap key messages before continuing to next topic.

Observation

- Can participants understand that anyone can commit child sexual abuse (there is no stereotypical “abuser”)? ✓
 - Can participants understand that both girls and boys are vulnerable to sexual abuse? ✓
-

Topic 2: Identifying and avoiding unsafe situations

11-17 year olds*

Minimum time: 60 minutes

Overview

This topic encourages young people to trust their judgement and use their inner strength to build strong protective strategies for present and future use.

Key messages

- I am aware of my feelings, thoughts, body reactions and external warning signals to assess whether a situation is safe or unsafe for me.

Materials

- Copy of **Appendix 11–Identifying inappropriate behaviour worksheet** for each participant.
- Copy of **Appendix 12–Warning signals for children worksheet** for each participant.
- Marker pens and flip chart paper (*optional*).
- Video camera (*optional*).
- Tape recorder (*optional*).
- Copy of **Appendix 13–Assessing situations cards** (*optional*) for each small group.

Directions



Activity

Distribute a copy of *Identifying inappropriate behaviour worksheet* (**Appendix 11**) to each participant and read the situations aloud.

Ask participants to discuss the questions in pairs and then report back to the group. The facilitator should highlight:

- Children and young people have the right to be safe
- Children and young people should trust their feelings and what they know about appropriate and inappropriate behaviours to decide whether a situation is potentially threatening to their safety.

* Groups should be subdivided into ages 11-13 years and 14-18 years old for the delivery of the training, but the same material can be used.



Group discussion

Explain that body reactions and feelings are good indicators of unsafe situations. Ask participants:

- How does your body react when you are in an obviously unsafe situation (e.g. when you trip near the edge of a cliff, walking alone in an isolated area, etc.)? (*Thumping heart, sweaty palms, butterflies in your stomach, feeling as if you cannot move, loss of control of bodily functions, etc.*)
- What uncomfortable feelings are associated with being in an obviously unsafe situation? (*Panic, frightened, terrified, angry, vulnerable, scared.*)
- When can listening to your feelings be particularly helpful? (*e.g. when you sense that a situation that was comfortable has become uncomfortable; when you have a strong "gut" reaction against what someone else is suggesting you do.*)
- Do you think all people have feelings that warn them when they might be unsafe? (*Some people may not be able to identify the feelings they are experiencing or they may not be able to recognise their feelings as warning signals of an unsafe situation.*)
- If a person does not have uncomfortable feelings, how else can they tell if they are unsafe? (*They can determine if the behaviour of the other person is appropriate or inappropriate. Is it unsafe? Is it illegal? Are someone's rights not being respected? Are you on your own? Could you get help if you needed it?*)

Note: In this discussion and following activity, the facilitator should ensure different responses are accepted and participants' different feelings and thoughts are validated.



Activity

Distribute a copy of the *Warning signals for children worksheet (Appendix 12)* to each participant and read the situations aloud. Ask participants to identify the feelings each young person is likely to feel in each scenario and make a note of these on their worksheets. Discuss as a group, highlighting the range of different reactions. Emphasise that each participant needs to learn to read from their own reactions and to develop their own strategies for assessing whether they are safe or not.

**Activity (optional)**

In pairs or groups, ask participants to develop a media campaign helping other children and young people to recognise unsafe situations. Initially, the participants will need to decide:

- The medium they will use to communicate, e.g. TV, radio, newspaper article, poster, video, etc.
- The messages they will convey.
- The equipment they will need, e.g. a video camera, a camera, actors, computer, paint, etc.
- An action plan for the production of their campaign.

This activity could take several sessions, depending on the choice of the medium. When the groups have completed, they can present their campaign to the whole group.

**Activity (optional)**

Divide the participants into small groups. Distribute a set of the *Assessing situations cards* (**Appendix 13**) to each group. Ask them to discuss each situation and identify what other information they would need to determine if it was high risk or low risk. Ask each group to select one card and report back to the whole group.

Discuss the following questions as a group:

- What factors allow people to recognise a situation as high or low risk? (*External factors such as: Are you alone? Is help available? Can you distance yourself easily? Are there aspects of the situation that could change quickly, e.g. the presence of alcohol, drugs, weapons, mental instability?*)
- Why are feelings, body reactions, warning signals and thoughts important when assessing a situation as high or low risk? (*All of these are sources of internal or external information about a situation.*)
- Why does each person need to develop their own strategy for assessing risk? (*In most cases the tough decisions about discomfort or safety will need to be made individually. We all need to take responsibility for our own safety. We can learn from past decisions. Unsafe situations are often complicated and may not have simple solutions.*)

Observation

- Can participants recognise the usefulness of feelings to identify unsafe or threatening situations? ☒

Topic 3: Avoiding unsafe situations in digital spaces and communications

11-17 year olds*

Minimum time: 20 minutes

Overview

This topic briefly introduces safety issues related to digital technology and introduces protective strategies to avoid risk in digital spaces and communications.

Key messages

- I am aware of risks through all my digital communications and can protect myself taking simple strategies.

Materials

- Flipchart paper and markers.

Directions



Group discussion

Discuss the following questions as a group:

- Who has a mobile telephone?
- Who uses it to make calls?
- Who uses it to send text messages?
- Who uses it to send photos and videos?
- Who has used other applications on their phone? Which ones?
- Who uses the internet?
- How do you access it? (*Through your mobile phone, family computer, own computer, iPad, school computer, internet café, library computers, etc.*)
- What do you do online? (*Chat with friends, school work, emails, entertainment, blogging, discussion forums, gaming, social media like Facebook etc, buy/sell things, get directions, etc.*)
- What are the good things about digital technology (i.e. mobile phone technology, internet, etc)? (*Can access information fast, meet new people from all over the world, have fun, learn new things, low or no cost, etc.*)

* Groups should be subdivided into ages 11-13 years and 14-18 years old for the delivery of the training, but the same material can be used.

- What are the not so good things about digital technology? Can it be dangerous? How? (*your private information and photos etc may be shared with people you do not want to share them with; people may deceive you e.g. by pretending to be someone they are not; people may target you online and send hurtful, threatening, abusive messages; you may see or read things that makes you feel uncomfortable; people might ask you to do things you do not like, etc*)
- What should you know and do to keep safe when using digital technology? *The facilitator should emphasise that children should have control of their own information and give clear tips on safe use of digital technology. The facilitator can explain there are some things we should NEVER do when using digital technology and some things we should ALWAYS do, including:*

NEVER	ALWAYS
• Have publicly accessible information. • Give out personal information (age, phone number, ID details, etc) and locations (home address, school, etc.) • Respond to any messages that are hurtful or make you feel uncomfortable or unsafe. • Meet people you meet online alone or without adults for safety. • Share photos or videos of yourself that you do not want public.	• Have high "privacy" settings on social media and mobile phone applications. • Tell a safe adult if you feel uncomfortable through digital technology. • Block people you do not want to speak to through digital technology. • Keep any hurtful messages as records of evidence that a safe adult can use to share with authorities (if required.)



Facilitator notes

Remind participants that they can take simple actions to keep safe in digital spaces and communications. They should always remain in control and should tell a safe adult if they feel threatened or uncomfortable.

Observation

- Can participants identify ways to avoid unsafe situations in digital spaces and communications? ☒

Topic 4: Avoiding and reducing risk (optional)

11-17 year olds*

Minimum time: 40 minutes

Overview

This is an optional topic if time is available (for example, if sessions are being delivered over a number of days and weeks). It provides further opportunity for participants to practice identifying potentially unsafe situations and reducing risk (including through the protective strategies of distancing and confidence).

Key messages

- I trust myself, my feelings, and my judgements.
- I can take control of a situation by distancing myself.
- I can be confident and say what I want, feel and think, while respecting the rights of others.

Materials

- Flipchart paper and marker pens.

Directions



Facilitator notes

Explain: *Communication is very important in developing and maintaining relationships. It is especially important to communicate our thoughts and feelings to help keep us safe. When we are comfortable and feel safe with others, we may have a short distance between ourselves and others. At other times when we may feel uncomfortable, we may create a large distance between ourselves and others. In situations where we feel uncomfortable and unsafe, we often instinctively distance ourselves from the person causing us to feel this way. "Distancing" is a useful personal safety strategy. Sometimes we may need to be very deliberate about distancing ourselves in order to keep ourselves safe.*



Group discussion

Discuss the following questions for each scenario:

- Why does the person feel safe or unsafe?
- What feelings does he or she have?

* Groups should be subdivided into ages 11-13 years and 14-18 years old for the delivery of the training, but the same material can be used.

- What can the person do and say to distance himself or herself? (Distancing in some cases requires the person to leave the unsafe situation but this may not always be possible. If the person cannot leave a situation, then he or she should plan what is supposed to be done when leaving is possible, e.g. plan where to GO and whom to TELL.)

Scenario 1: A young person's best friend brags about sex. The young person feels pressured and uncomfortable.

Scenario 2: A young person notices that his relationship with a favourite adult friend of the family is changing. The adult is asking him to do favours for him like give him massages. The adult friend makes the young person promise not to tell anyone.



Facilitator notes

Explain: As we discussed, it is especially important to communicate our thoughts and feelings to help keep us safe. Children and young people need to be confident in difficult situations.

If relevant, the facilitator should address cultural factors that make it difficult for children and young people to assert their own needs. The facilitator can ask participants what is expected of them in their communities and why. The discussion could then consider times when it is appropriate to be strong and how best to do that.



Group discussion

Ask participants how they can demonstrate confidence. List the answers on flipchart paper. (e.g. *stay calm, say what I want clearly including the word "no", say what I feel and explain why, repeat the message, avoid giving excuses, listen to what others say.*)



Activity

Share the following scenario with the participants and ask what _____ female A could say and do to be confident:

_____ (female A) used to like going to her friend _____ (female B's) house. Lately though, _____ (female B's) father has started making comments about her body and the way she dresses. He also regularly makes jokes with sexual meanings aimed at her.

_____ (female A) has felt unable to say anything to _____ (female B) about her Dad. She just keeps trying to stay away from him but she's now decided that she has had enough.

The facilitator should highlight the following points during the discussion:

- The young person in the story could protect herself by trusting her feelings, thoughts and warning signs; talking it over to herself, a friend, a safe adult; and taking control of her situation by using a protective strategy.
- Sometimes it is very hard to be confident with an older or bigger person. People do have a right to speak up about harassing or abusive behaviours.



Activity

In pairs, ask the participants to practice confident behaviours to address the situation in the following scenarios. One person rehearses the confident behaviours while the other person encourages them;

Scenario 1: _____ (female) goes to the toilet during recess. While she is using the toilet a couple of girls look over the door at her. This has happened on more than one occasion.

Scenario 2: A friend of yours tells you that they met a man in the street who was kind and gave him 10 dollars. The next day the man was there again and started talking to your friend and asked him to go with him. The friend thought the man was going to give him some more money but the man made him have sex and threatened your friend that if he told anyone about what had happened then the man would find him and hurt him more.



Activity (optional)

Choose one of the scenarios above. Explain that you will start the sentence and you would like each participant to add some ideas to finish the sentence.

If I were helping the person in this scenario to be confident, I would encourage them:

- To act by _____
- To tell or talk it over with _____
- To plan for the future by _____

And then I would congratulate her or him for being confident!

Observation

Can participants select and apply strategies to protect themselves in unsafe situations? ☒

Topic 5: My support network

11-17 year olds*

Minimum time: 30 minutes

Overview

This topic introduces the concept of a support network of adults that young people can speak to when they need assistance or feel unsafe.

Key messages

- My network is a group of adults that I know, see regularly and trust.
- I can go to these people for help and support. They can help to protect me from harm or abuse.
- The members of my network may change (over time).

Materials

- **Appendix 2–Takeaway cards**
- Flipchart paper and markers.
- Paper and pens for each participant.
- Materials for poster-making, i.e. card, paint (optional).

Directions



Facilitator notes

Explain the concept of a “support network”. A support network is a group of people a young person can go to for support. Often young people depend a lot on their peer group for friendship and support. Although a peer group is also an important support network, it is also good to strengthen this with some safe adults that you trust. It is important that you establish a network of safe adults with whom you can talk, be believed by and who would help you if you felt unsafe.



Group discussion

Discuss the following questions as a group:

- What qualities might a “good” network support person have or need? (*Easily accessible, trustworthy, good listeners, sensible, and have the time to focus on you as an individual.*)
- Why do we need to identify network support people from different aspects of our lives? (*It will be difficult to talk about some issues with one particular group.*)

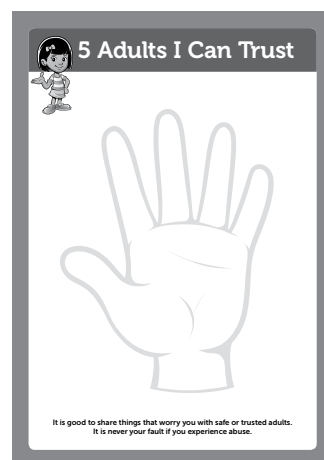
* Groups should be subdivided into ages 11-13 years and 14-18 years old for the delivery of the training, but the same material can be used.

- Why do some adults need to be included? *(There are some situations where adults need to provide support for a situation to change. We do not want to put other young people in unsafe positions. As adults have more power, they can often help in some situations that other children or young people cannot.)*
- What if another young person came to you for advice? *(It may be a good idea to help him or her talk with a safe adult together.)*



Activity

Ask the participants to think about and write down five people who could be their support people. Ask participants to write their name and the reasons for choosing them. *(If **Appendix 2–Takeaway cards** has been printed for each participant, the children can write on the “5 adults I can trust” page.)*



Activity,

Explain that it is important to ask people if they are willing to be part of your support network. As a large group, brainstorm ideas for a letter that could be shared with a support person. For example:

Dear _____

At [school/kid's club], we have been talking about the fact that everyone has the right to feel safe and to be safe.

I am forming a “network support group” of people I can trust and talk to if I am worried about my safety.

Network people are people whom I trust to be good listeners and would provide sensible suggestions.

I would like you to be one of my network support people.

If you are prepared to be on my support network, please let me know and indicate convenient ways for me to contact you.

Thank you very much.

Signed: _____



Group discussion

Discuss the following questions as a group:

- Why is it important to review our networks regularly? (*Because relationships change, as do environments, e.g. where we live, go to school, etc. We also get knowledge from experience about who will act and believe us.*)
- How can your network support people help you? (*Listen, provide help and advice.*)
- What things can you do to keep network contacts? (*Regular communication, sharing of experiences both good and bad, respect for your contact person.*)
- What could you do if your support person does not believe you or does not act? (*Persistence in telling is very important. If you are not believed or not helped, you need to tell another support person in your network until you receive required help.*)
- Why is it important to be persistent in telling people? (*The process of telling empowers people who are targeted for abuse and gives you control over worrying things that are happening around/with them. It is also important to remember that even adults may not understand something straightaway and may need time to understand.*)



Activity (optional)

In small groups, ask participants to develop posters, slogans or campaigns to either:

- Encourage young people to develop good quality networks for themselves; or
- To be good supporters if someone asks you to be on their support network.

Each small group develops their strategy to promote their "cause" to the community and presents to the large group.



Facilitator notes

Emphasise that there are a lot of good reasons for telling someone about abuse:

- To help stop the abuse.
- To reduce the likelihood of other people being targeted for abuse.

- To explore the options or strategies that may be appropriate in this situation.
 - To get the appropriate support to manage the situation.
-

- Observation**
- Can children identify five appropriate adults to whom they can TELL about abuse and from whom they can seek advice and support? ☒
-

Topic 6: Community support

11-17 year olds*

Minimum time: 20 minutes

Overview

This topic provides information for young people on where they can access advice and support in their community on keeping themselves safe from all forms of abuse, including sexual abuse.

Key messages

- Help is available for me in my community for keeping me safe from any form of abuse, especially sexual abuse.

Materials

- Flipchart paper and markers

Directions



Activity

Invite participants to contribute to a group diagram or mind-map* of the kinds of support services available within the community for people who have concerns about, or have experienced abuse of some kind.

*For example:



* Groups should be subdivided into ages 11-13 years and 14-17 years old for the delivery of the training, but the same material can be used.



Group discussion

As a group, discuss the following questions for each support service identified:

- What kinds of support are offered?
- Who can benefit from the support services?
- How do people get access to the support services?
- What can the services offer and what are the limitations of what is offered?



Facilitator notes

Let the participants know local community contacts and any national services (such as a Child Helpline) if they have any questions or worries. *(If **Appendix 2–Takeaway cards** has been printed for each participant, the children can write the details on the cards.)*

If I am concerned about my safety or someone else's safety, I can:



- 1 Call the national child helpline or visit their website:
- 2 Contact a local organisation that is dedicated to protecting children:
- 3 There are also the following local services in my community:

Observation

- Can participants identify appropriate support services in the community?

Conclusion

11-17 year olds*

Minimum time: 20 minutes

Overview

The conclusion is an opportunity to revisit key messages, answer any questions/concerns young people may have, and ask young people for their feedback for the session. It is important to end the session positively and cheerfully.

Key messages

- I can use a range of strategies to help protect myself if I feel unsafe or have been harmed or abused.

Materials

- Copy of **Appendix 10–Evaluation form** for each participant.

Directions



Facilitator notes

Reinforce the following points:

- Those who sexually abuse children/young people are the ones to be held responsible for sexual abuse for the harm they cause. Children and young people are never to blame.
- Early warning signals (such as sweaty hands and an uncomfortable stomach) are our body's alarm signals telling us that we are not feeling safe. They should be trusted.
- An abuser can be anyone. An abuser may be someone you know and trust.
- It is hard to say "no" – but it is never too late to tell.
- Telling is not easy but it is important to talk to someone with whom you feel comfortable.
- Your support network can help you if you are feeling unsafe.
- Take control by developing your own plan of action.



Activity

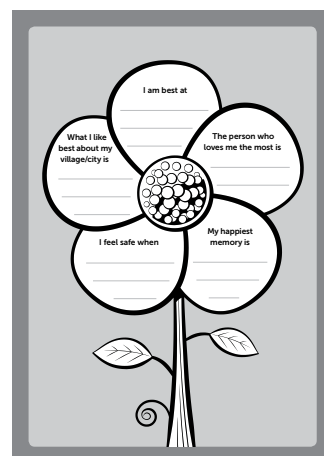
Ask participants to complete an evaluation form (**Appendix 10**). If time is short or it is more suitable for the group, the facilitator could have a group discussion on the questions and make a note of their responses.

* Groups should be subdivided into ages 11-13 years and 14-17 years old for the delivery of the training, but the same material can be used.



Activity

Using the flower template on the *Takeaway cards (Appendix 2)*, ask the children to colour or decorate and complete the sentences that indicate positive aspects of their lives such as *I am best at....; The person who loves me the most is....; I feel safe when....; My happiest memory is....; What I like best about my village/city is....* Alternatively, the children can draw a picture of something else with positive cultural associations (such as an umbrella or hand).



Facilitator notes

Thank children for their participation and remind them of local community contacts and any national services (such as a Child Helpline) if they have any questions or worries.

Notes

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Section 3

Appendices



Appendix 1: Sample letter for voluntary participation

Instructions: For child participants (people under 18 years old), it is necessary to get both the parent/carer's and the child's consent for the child to participate. Informed consent normally includes a signed agreement to participate unless that is culturally inappropriate, not safe or not possible in case of lower literacy levels of the parent/carer.

If it is not possible to obtain a signed consent, a verbal consent is required. In this case, the facilitator or the project coordinator signs this form to verify that they have informed participating children and their parent/carer and that both the children and their parent/carer understand:

- the purpose and expected benefits or outcomes of the child participation in an activity,
- the potential risks and consequences of being involved,
- the time commitment and other expectations of participants, and
- the possibility of refusing to participate or to withdraw from the activity at any time.

The following template letter can be adapted to share with parent/carer in a written or verbal form.

Dear parent/carer,

Your child is invited to participate in a session on “**Keeping safe from abuse**”. The session will take place on [date] at [venue] from [time]. This activity is part of [describe any broader program the training is to be delivered within, e.g. life skills training, kid’s club, children’s day, etc]. In order to help protect both children’s health and dignity, as well as our community, family and cultural values, this activity will help to protect your child from abuse through the sensitive sharing of information about how to keep safe.

What will the session cover?

The session will cover i) how children can recognise unsafe situations, and ii) give children the opportunity to practice strategies they can apply in case they are worried or scared about a situation. The intention of the session is to give children **age and stage appropriate information** in order to empower them and help them develop respect for themselves. The session is **not** about sex education.

Children will learn, appropriate to their age and stage:

- about feeling safe and their right to be safe
- to recognise appropriate touching and inappropriate touching
- that they have a right to say NO to a person who touches them inappropriately or threatens their safety
- that it is important to tell safe adults about such situations
- that they may have to keep on telling safe adults until they are believed, and
- that help is available to them within their communities.

Why is this session relevant? (This section can be optional for teachers/schools to share if needed)

As you may know:

- Abuse may consist of a one-time incident or be ongoing and continue throughout childhood into teen years.
- Most of the high profile cases of child sexual abuse we see on the news or read in newspapers are about strangers who prey on children. However, most child sexual assaults are committed by someone the victim knows. It happens in every socio-economic class, every ethnic community, and among all races.
- In the majority of cases, children never tell anyone what has happened to them. Why? Because they do not feel safe to tell. Talking about sex at all is taboo in many families; if sex is never talked about or if parents have reacted disapprovingly to any mention of sex, then children will be very reluctant to tell if they have been abused. Unfortunately, not disclosing sexual abuse adds to the trauma for the child and has repercussions that may last a lifetime.

- Children need good information about sex, sexual relationships, reproduction and birth control, sexually-transmitted diseases, and sexual abuse. To withhold information about sex and the possibility of sexual abuse puts all children at risk. International research shows that where children are given accurate information about sex-related issues, they are *less likely* to experiment and become sexually active.
- Only by opening up the discussion about sex, and beginning to talk to children at a young age, will we ever be able to protect them from abuse. Ultimately, it will only be when sex and sexual abuse are commonplace topics of conversation that perpetrators of harm to children will be held accountable.²³

As a parent/carer, you are best positioned to educate your child on keeping safe from harm. We welcome your reinforcement of the concepts we will be learning during the session. If you would like further information, please contact *[facilitator/project coordinator's name]*. Please complete the form below to provide your consent for your child's participation.

Yours sincerely,

I give permission for my child to participate in a session that will cover i) how children can recognise unsafe situations, and ii) give children the opportunity to practice strategies they can apply in case they are worried or scared about a situation.

Parent/carer's signature: _____ Date: _____

Print name: _____

Child's signature if possible: _____ Date: _____

Print name: _____

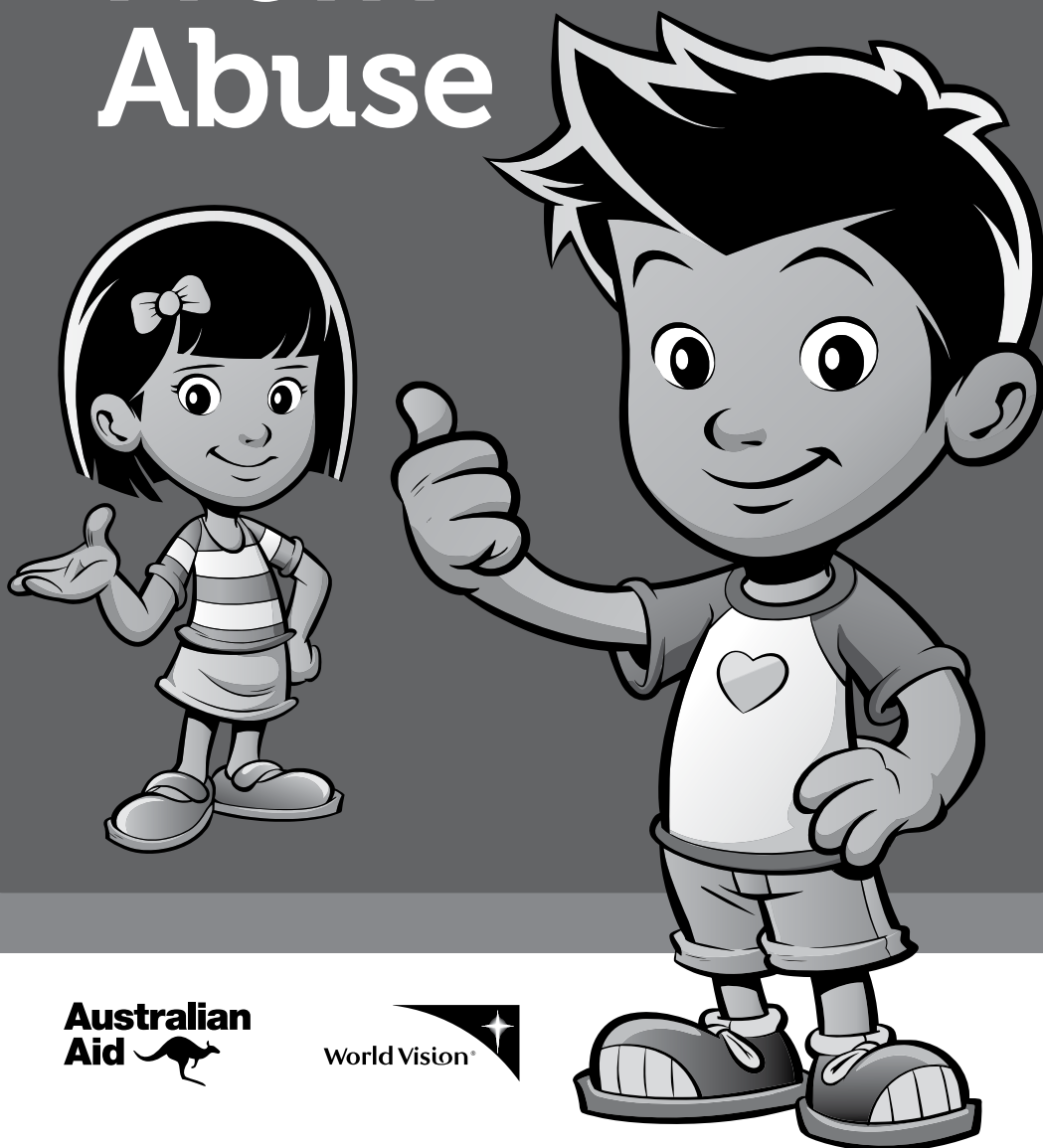
Home address and phone number (if applicable):

²³ Adapted from Wass, P, 'Sex Education Helps Keep Children Safe from Abuse. A guide for parents to teach their children personal safety rules to reduce the risk of sexual abuse', http://www.smith-lawfirm.com/sex_ed.html

Appendix 2: Takeaway cards

Instructions: Copies of these cards can be made for each participant. Children and young people can use these during the session and take them away to remind them of the key items they have learned. There are various creative ways to produce the cards. They can be copied onto double-sided card in A5 or A6 format and joined together with a key ring. Or, two cards can be printed side-by-side on A4 paper and then glued together to make a mobile or freestanding display. It is also possible for facilitators to print these cards on flipchart paper or another durable portable form to use as a visual aid. This could be particularly useful when conducting sessions in informal settings.

Keeping Safe From Abuse



**Australian
Aid** 

 World Vision®



UN Convention on the Rights of the Child

"Rights" are things every child should have or be able to do. All children have the same rights.

Article 1

Everyone under 18 has these rights.

Article 2

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.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18

You have the right to be raised by your parent/s if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

What is Child Abuse?



Verbally abusing a child



Teasing a child unnecessarily



Touching a child where he/she doesn't want to be touched



Ignoring a child



Exposing a child to pornographic acts or literature



Forcing a child to touch you



Breaking down the self confidence of a child



Hitting or hurting a child – often to relieve your own frustration



Manipulating a child



Not taking care of a child, for example: unclean, unclothed, unfed



Using a child as a servant



Neglecting emotional needs of a child



Making your own child a 'servant' depriving of time for education/leisure



Hitting and ridiculing a child at school



Neglecting a child's medical needs

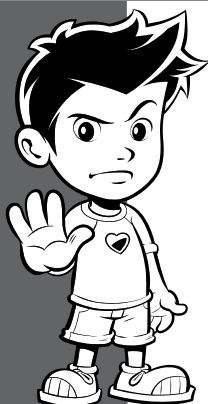


Neglecting a child's educational needs



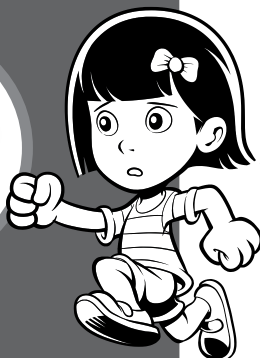
Leaving a child without supervision

No!



Some parts of my body are private. If someone touches me in a way that makes me worried, scared or hurts me, I have the right to say NO.

Go!



If I am in a situation that worries or scares me, I should GO away from that situation.

Tell!

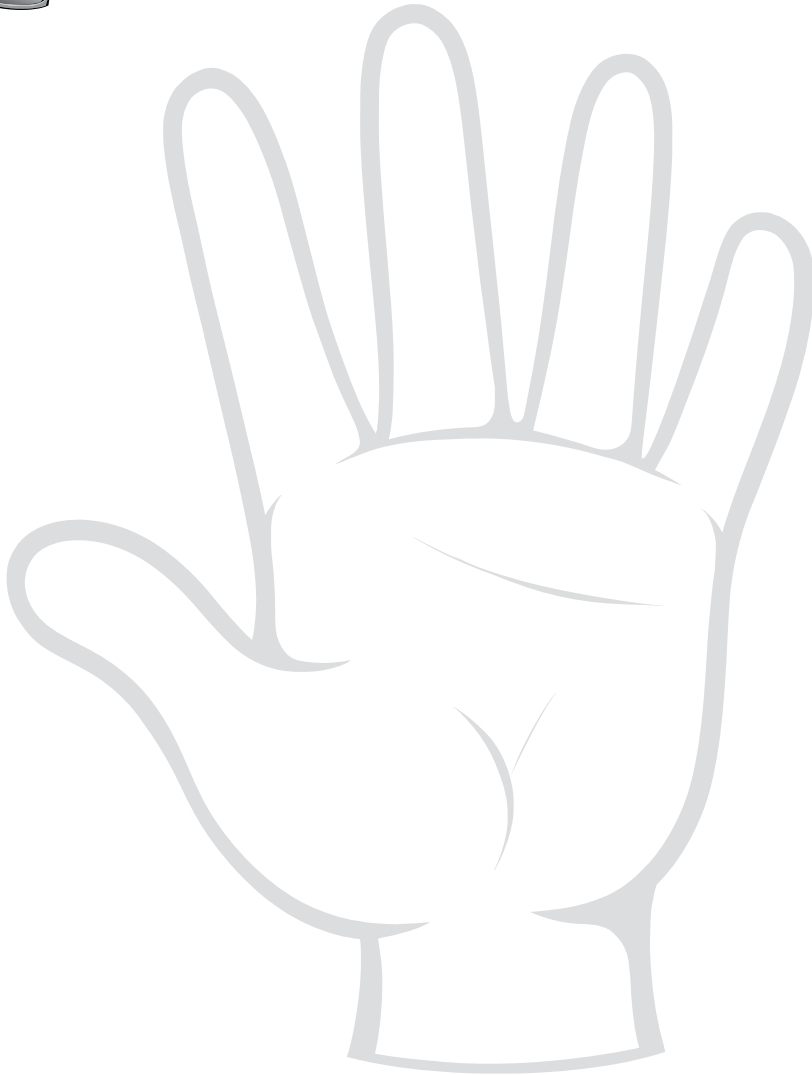


If I feel scared, uncomfortable or upset about a situation, I should go TELL a safe adult about my worries.

These safe adults are there to help and support me. If I tell a safe adult and they do not believe or help me I should go tell another safe adult.



5 Adults I Can Trust



**It is good to share things that worry you with safe or trusted adults.
It is never your fault if you experience abuse.**

If I am concerned about my safety or someone else's safety, I can:



1

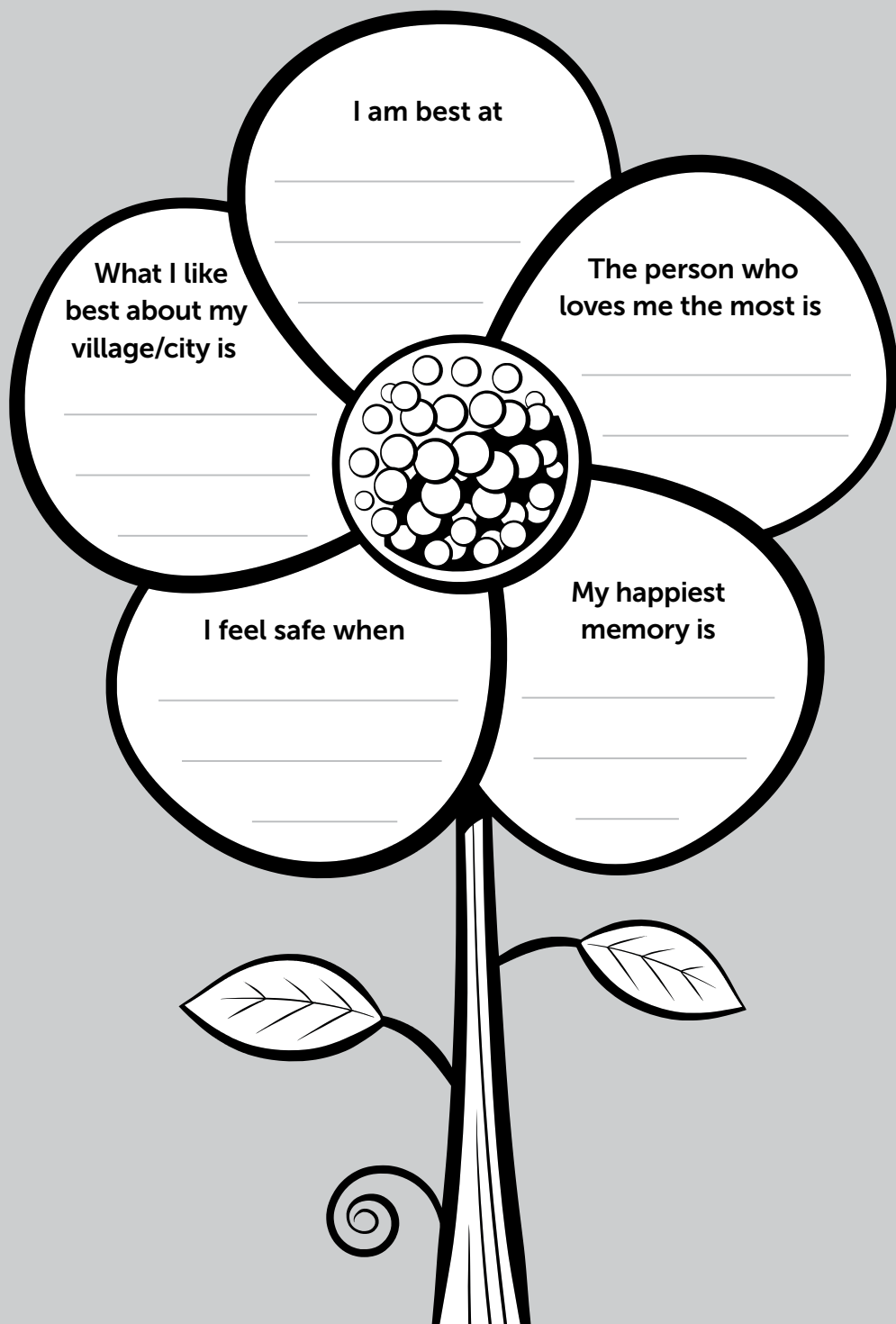
Call the national child helpline or visit their website:

2

Contact a local organisation that is dedicated to protecting children:

3

There are also the following local services in my community:





Appendix 3: Icebreakers and trust games

Instructions: Facilitators can choose suitable games from the selection below and should make necessary adjustments for participants' developmental or physical needs.

For participants above 5 years of age:

Getting to know you

(This game requires a ball)

Children (and adults) stand in a circle. An adult starts off the game by throwing a beanbag or ball at someone in the circle and asking a question at the same time—such as “What is your name?”, “Do you have a brother or sister?”, “What is your favourite colour?” and so on. The person who catches the ball must answer the question and then throw it on and ask their own question. The game works best if you keep it moving quite quickly.

I like to...

Ask the group to sit in a circle (adults and children). Ask everyone to think of something that they like to do. Then pick someone to start by telling the group for example “I like to swim”. The person to their right will then tell the group what the first person liked and adding what they like to do, for example “May likes to swim, I like to walk”. This continues right around the circle until the last person has to say what everyone likes to do. Other members of the group can prompt by miming the activity if anyone falls into difficulty.

Trust walk

Pair two children together. One child will be blindfolded and the second child in the pair will lead her/him on a walk. This walk can be in an open field, around the classroom or on a trail. Depending on the age of the children, this can be done in as little time as 5 minutes or as long one-half hour. After the time is up, the children switch places. This activity helps develop observation skills and trust within the group.

For participants above 8 years of age:

Names and adjectives

Participants sit in a circle. Ask each to think of an adjective to describe how they are feeling or how they are. For instance, “I’m Chan and I’m happy”. Or, “I’m Nok and I’m tired”. As they say this, they can also mime an action that describes the adjective. All others will repeat the child’s name and imitate her action after she introduces himself/

herself. For example, *"He is Chan and he is happy"*. The facilitator may want to start off by first introducing himself/herself this way.

The Sun shines on...

Participants sit in a tight circle with one person in the middle (facilitator may start off). The person in the middle introduces first saying her/his name and one sentence that describes her/him. Then shouts out *"so the sun shines on..."* and names a colour, articles of clothing that some in the group possess, a favourite activity or a talent or skill. For example, *"I am Cai, I love the colour blue and the sun shines on all those wearing a blue shirt"* or *"the sun shines on all those who love to draw"* or *"the sun shines on all those who know how to sing"*. All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out *"the sun shines on..."* and names a different colour or type of clothing, skill or talent.

"Hello" in many languages, in 72 seconds

Participants standing up, spread out around the room. Facilitator teaches *"Hello"* in a few languages. For instance, *"Hello"* (English), *"Jum reap soo a"* (Khmer), *"Sa bai di"* (Lao), *"Sawadee Ka (female)/Krup (male)"* (Thai), *"Chào"* (Vietnamese), *"Konnichi wa"* (Japanese), *"Hola"* (Spanish), *"Assalamou Alykoum"* (Arabian), *"Haai"* (Afrikaan), *"Bonjour"* (French), etc. Participants repeat the words so they get to pronounce and remember them. This may also be written on flipcharts so they can read and memorize. Then at the count of three, the facilitator signals participants to go around the room and meet other participants they do not know and greet them with *"Hello"* in many languages and add their own language/dialect, and ask their names and brief description of who they are in 72 seconds. After 72 seconds, count to three again and ask them to switch and find other people in the room they have not met, greet them with *"Hello"* in many languages and their own, ask their names and brief description of who they are, in 72 seconds. Repeat this round as the time allows.

Appendix 4: Energisers

Instructions: Facilitators can choose suitable games from the selection below and should make necessary adjustments based on participants' developmental or physical needs.

For participants above 5 years of age:

Personal Bubble Movement

Ask children to form a circle and spread out so that when their arms are extended they do not touch another child. Facilitator asks children to stay inside their own "personal bubble" while hopping on two feet: touching their toes; popping up and down like popcorn; bouncing on a pretend bed; floating like a cloud on the sky.

Bend and Freeze

Ask the children to move with the music, having them "freeze in place" when the music stops. To personalize, comment on each child's position (example: "Lan is bending her elbow"; "Du is bending his knee").

Sports Galore

The facilitator calls out the following sports skills for children to mime for at least 10-15 seconds:

- Running
- Batting a baseball
- Serving a tennis ball
- Downhill skiing
- Spiking a volleyball
- Swinging a golf club
- Throwing a football
- Shooting an arrow
- Swimming underwater
- Dunking a basketball

As If

The facilitator reads a sentence to the group and asks children to act out each sentence for 30 seconds:

- Jog in place as if a big scary bear is chasing you.
- Jump in place as if you are a popcorn popping.
- Reach up as if grabbing balloons out of the air.

- March in place and play the drums as if you are in a marching band.
- Paint as if the paint brush is attached to your head.
- Swim as if you are in a giant pool of jelly.
- Move your feet on the floor as if you are ice skating.
- Shake your body as if you are a wet dog.

For participants above 8 years of age:

Fruit Bowl

Children sit with their legs crossed on the floor in a circle. One child, the "caller", stands in the centre of the circle. There is no space for the caller to sit around the circle.

The facilitator designates each participant to be a fruit such as "pineapple", "orange", "watermelon", "banana" or "mango" (in that order.) The caller calls one of the fruit names, e.g. "oranges". All the "oranges" must swap places.

The caller tries to reach an empty place before all the "oranges" have swapped. The person left without a place becomes the next caller and calls another fruit name.

Everybody is It

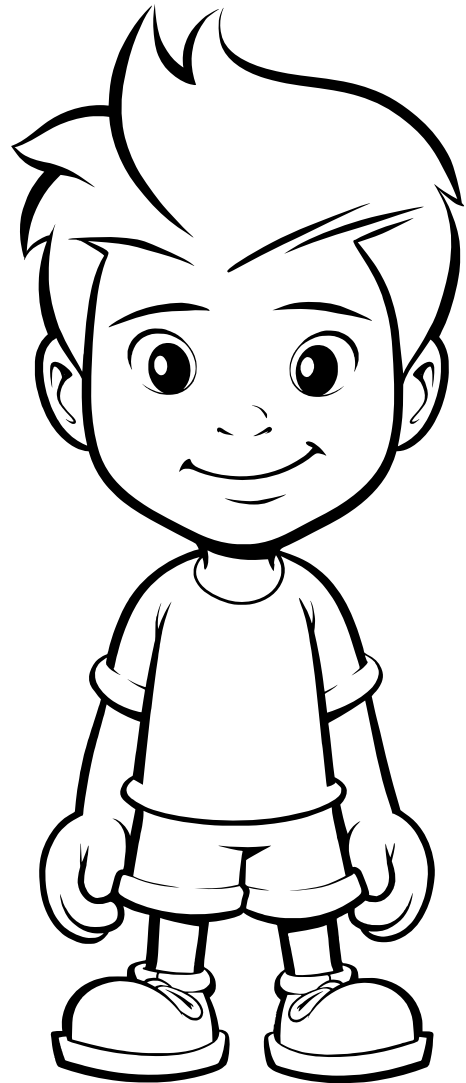
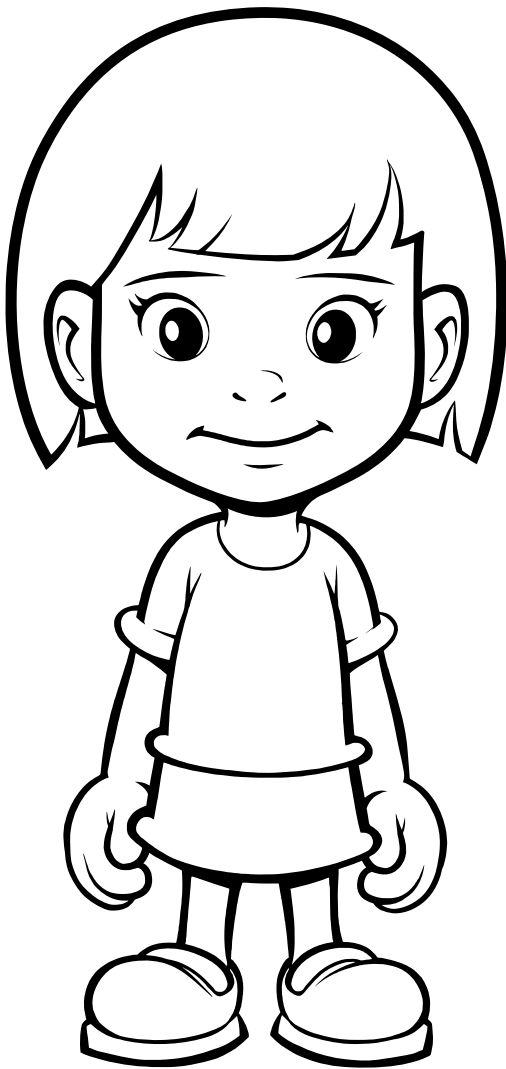
Ask everyone to spread out evenly on the playing area. Once you say "go", everyone tries to tag each other. If one person tags another person, the tagged person must sit down for the rest of the game. However, if two people tag each other at the same time, they both have to sit down. The game continues until all but one person is eliminated. The last person standing wins the game.

Human Web

Separate girls and boys into two groups. Have each group hold each other's hands, forming a circle, and then have them all walk forward until they are close together and the circle is small and tight. Drop hands. Now each person should grab any two different hands except for those of her or his immediate neighbour. This will form a big tangled mess. Next, the participants need to untangle themselves without letting go of any hands. They will have to step over arms, duck under, and work at it; but it is fun and challenging.

Appendix 5: Girl and boy body outlines

For use in Quick session and Topic 1, 5-7 year olds and 8-10 year olds

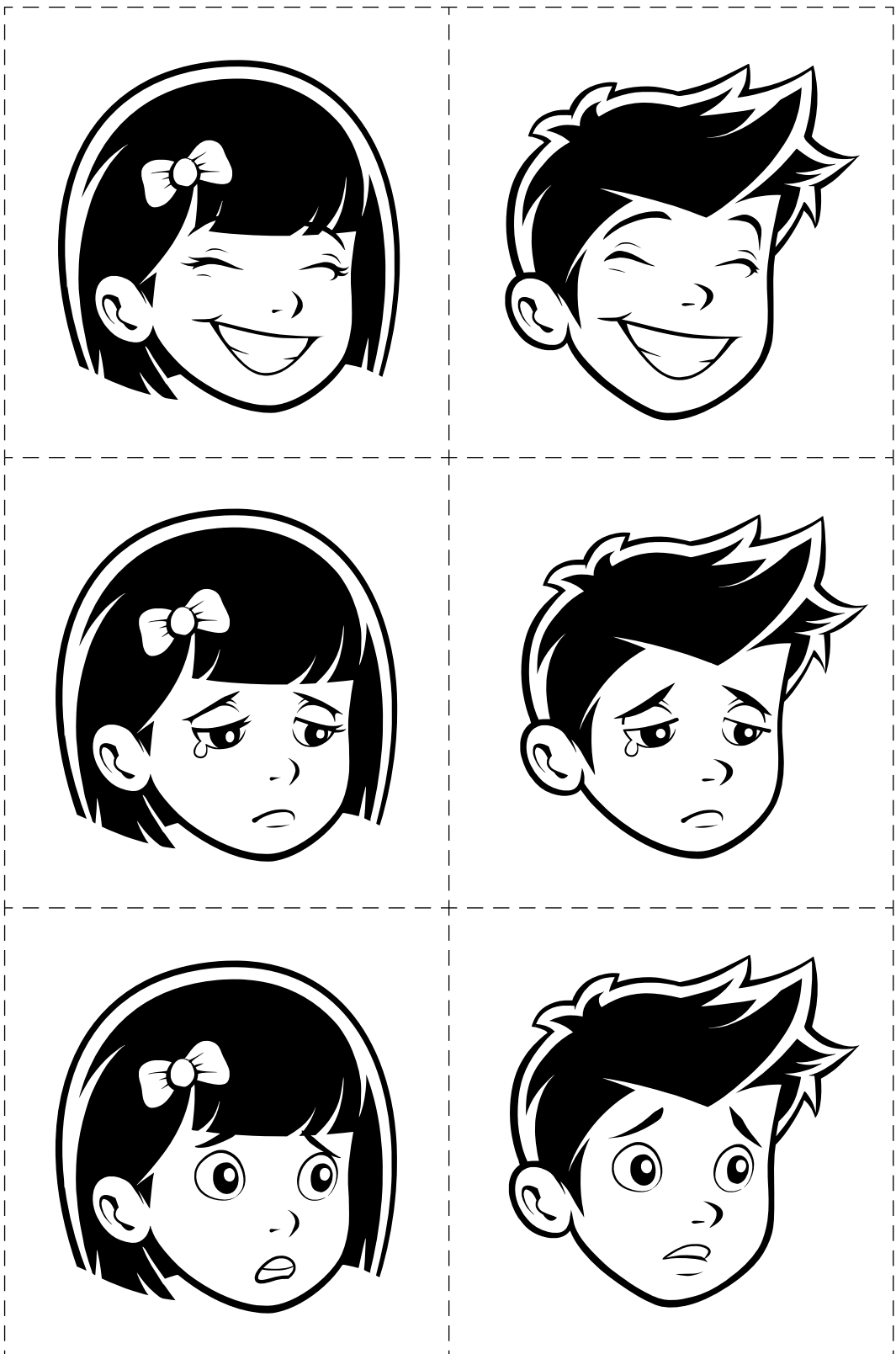


Appendix 6: Feelings can change – scenarios ²⁴

For use in Topic 2, 8-10 year olds

Instructions: The facilitator should review the scenarios and make adaptations as required to correspond with cultural norms for the specific groups of children in particular countries (e.g. orphaned or street children, children from a city and children from a rural village). Prepare one copy of scenarios for each small group. Put children in small groups to discuss the scenarios. Ask children to decide what the character is feeling first and how this changes. Record the feelings and accompanying body signals which may also change. The children can use the illustration cards provided to describe the feelings of the characters. Another interactive way to do this activity is to copy the illustration cards onto flipchart paper and stick them in different parts of the room. Children can then go to the corresponding illustration/feeling (and move to a different feeling if required) as the scenario is read out. Discuss as a larger group.

²⁴ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.





Situation 1

____ (girl's name) was at the park with her friends. They were playing a game of soccer. ____ (girl's name)'s team was behind. In the last minute ____ (girl's name) kicked a goal and her team won. It was time to go home. ____ (girl's name) was feeling proud. She said goodbye to her friends. She walked across the park. A group of three older kids sitting around the swings whistled and made fun of her.

Situation 2

____ (boy's name) was at home by himself. His father would be home soon. ____ (boy's name) let himself into the house and phoned his mother at work to let her know he was home safely. ____ (boy's name)'s mother told him she had a special surprise for him tonight. ____ (boy's name) felt happy and started to do his homework. Someone knocked loudly on the front door. ____ (boy's name) looked outside and saw a neighbour. His parents had told him not to open the door to anyone.

Situation 3

____ (boy's name) went to stay at his friend's house. They were having a great time playing until his friend had a fight with him and started teasing him.

Situation 4

____ (girl's name)'s mother has been in hospital. She has just had a baby. ____ (girl's name) wonders if her mother is OK and if she will like the baby. When ____ (girl's name)'s mother brings the new baby home, ____ (girl's name) has turns holding the baby and the baby seems to smile at her.

Situation 5

____ (boy's name) is laughing loudly. His uncle is tickling him. His uncle keeps tickling him and starts to wrestle him. ____ (boy's name) starts to feel uncomfortable. He wants the tickling and wrestling to stop. He asks his uncle to stop but his uncle ignores him.

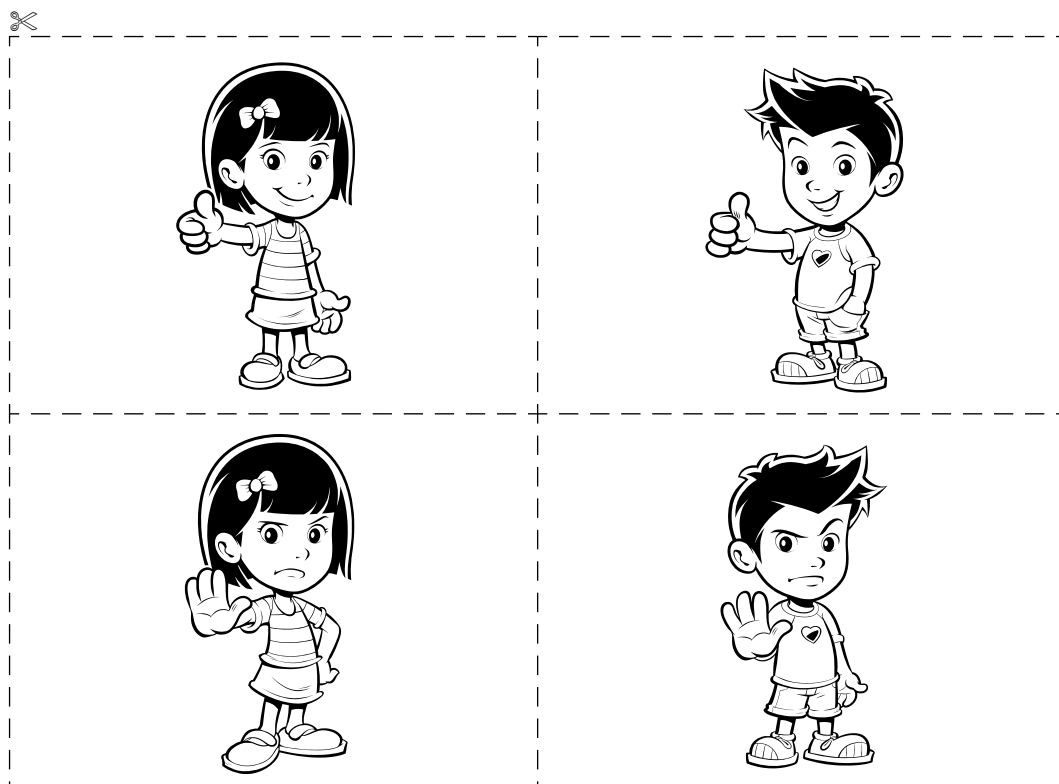
Situation 6

____ (girl's name) is starting a new school. She meets the principal and her new teacher and then she goes to her new class. She sits in her new seat. She sees that she is sitting next to a girl that she has met before. They smile at each other.

Appendix 7: OK touch or sexual abuse – scenario cards ²⁵

For use in Topic 3, 8-10 year olds

Instructions: The facilitator should review the scenarios and make adaptations as required to correspond with cultural norms for the specific groups of children in particular countries (e.g. orphaned or street children, children from a city and children from a rural village). Prepare one copy of scenario cards for each small group. Divide children into small groups to discuss the situations. Ask children to decide whether the situation is OK touch or sexual abuse. Children can use the illustration cards provided to sort the scenarios. Another interactive way to do this activity is to copy the illustration cards onto flipchart paper and stick them in different parts of the room. Children can then go to the corresponding illustration as the scenario is read out.



²⁵ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.



1 An older boy has joined ____ (boy's name)'s group of friends. One day after school he shows ____ (boy's name) and his friends a set of pictures. All the people in the pictures are naked.

2 ____ (girl's name) is ten and is staying with Auntie ____ (woman's name.) ____ (girl's name) is having her bath. Auntie ____ (woman's name) dries her and rubs perfumed oil all over ____ (girl's name)'s body. ____ (girl's name) feels very uncomfortable.

3 ____ (girl's name) is getting dressed. Her uncle comes to her bedroom door. He stops and says that he would like to touch ____ (girl's name) all over her body.

4 Two boys are climbing a tree. One falls down and is hurt. He is crying. The other boy climbs down to his friend. He puts his arm around him and tells him he is all right.

5 The private parts of ____ (boy's name)'s body were kicked in a football game. The doctor is looking at ____ (boy's name) to see if he is OK. The coach is with him.

6 ____ (man's name), a family friend, wants ____ (boy's name) to undress so he can take a photo of him. ____ (boy's name) feels confused. It is cold and he does not know why ____ (man's name) wants him to be naked for a photo.

7 ____ (boy's name) feels sick. He is in bed resting. His father gets him some orange juice and reads him a story. He feels cared for and loved.

8 When ____ (girl's name) sees her mother at the school gate at home-time she runs to kiss her. Her mother hugs her. ____ (girl's name) loves getting a hug from her mother.

9 ____ (girl's name) uses a wheelchair. She needs help to move from her wheelchair onto her school chair. Whenever her teacher helps her, he often pats her bottom.

10 ____ (boy's name) is deaf and hurts his foot while playing football. His teacher touches his foot to check how badly it is injured.

Appendix 8: Self-evaluation sheet ²⁶

For use in Topic 7, 8-10 year olds

Instructions: Prepare one copy for each participant.

If I felt unsafe... (colour the appropriate face)	YES	POSSIBLY	MIGHT BE HARD
I could say NO and GO away from a peer			
I could say NO and GO away from an older and more powerful teenager			
I could say NO and GO away from a stranger			
I could say NO and GO away from an adult I know			

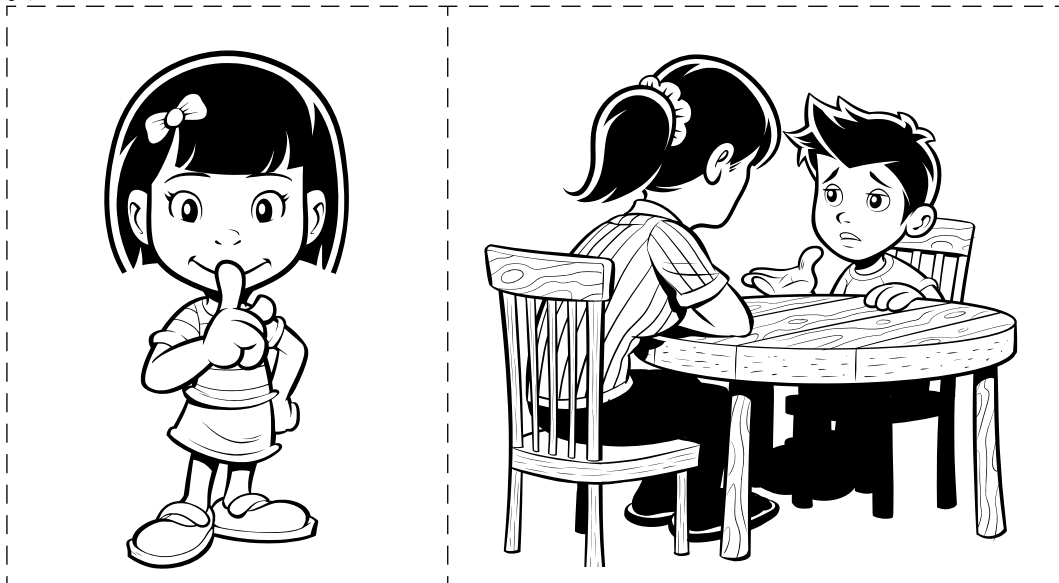
Things that might make it harder for me to say NO and GO away from some people might be.....

²⁶ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.

Appendix 9: Secrets cards ²⁷

For use in Topic 8, 8-10 year olds

Instructions: The facilitator should review the scenarios and make adaptations as required to correspond with cultural norms for the specific groups of children in particular countries (e.g. orphaned or street children, children from a city and children from a rural village). Prepare one copy of *Secrets cards* for each small group. Divide children into groups of four. Each group receives a set of *Secrets cards*. Children take turns to read a card and sort it into either a “feels good to keep” or “feels like a burden keep” pile. Children can use the illustration cards provided to sort the secrets. Another interactive way to do this activity is to copy the illustration cards onto flipchart paper and stick them in different parts of the room. Children can then go to the corresponding illustration as the scenario is read out. The facilitator should write up the correct responses on a board or flipchart paper for groups to check their decisions (feels good to keep – 1, 2, 4, 5, 6; feels like a burden to keep – 3, 7, 8). The facilitator should explain that children should tell a safe adult about any secret that feels like a burden to keep.



²⁷ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.



1 Mum and Dad find out that Mum is going to have a baby. Everyone is very happy. They do not want you to tell anyone yet. They have told you not to tell anyone until just before the baby is born.	2 The music teacher at school is leaving. Everyone will miss him. Your class is planning a farewell party for him. They do not want him to find out yet.
3 You stay at your friend's house. The older brother asks you to take your clothes off and have a bath alone with him. He tells you that you must never tell anyone or you will be in trouble.	4 Everyone in your family likes the lady next door. She is kind and gives your family lemons from her tree. Mum and Dad say that she is a bit strange because she talks to her tree. They have told you not to tell your friends about this.
5 Your friend from children's club is sick. You all make a card and the children's club leader sends it in the mail. If you see your friend before he gets it, you can't tell him about the card.	6 Your Grandad's favourite drink is pink lemonade. Everyone in your family thinks this is funny. Your Grandad laughs about it too. Your family asks you not to talk about it with your class.
7 When your Dad gets angry, he often hits you with a stick. Your nose has been broken twice. Mum and Dad have told you never to tell how your nose gets broken.	8 Your sports teacher/ coach often touches the private parts of your body when you are training. The coach does this to your friends too. The coach has threatened to stop coaching your team if anyone ever tells about this.

Appendix 10: Evaluation form ²⁸

For use in Conclusion, 8-10 year olds and 11-17 year olds

Instructions: Prepare one copy for each participant.

Date: _____ Your age: _____ Male or female: _____

(Colour the appropriate face)

1. I enjoyed today's session

2. I learned useful ways to help keep myself safe

3. The most important thing I learned today was:

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4. I would like to learn more about:

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5. If I am ever worried or scared about something, I can take the following action to seek help:

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6. I will share what I learnt today by:

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²⁸ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.

Appendix 11: Identifying inappropriate behaviour worksheet ²⁹

For use in Topic 2, 11-17 year olds

Instructions: The facilitator should review the scenarios and make adaptations as required to correspond with cultural norms for the specific groups of children in particular countries (e.g. orphaned or street children, children from a city and children from a rural village). Prepare one copy for each participant. Distribute a copy of *Identifying inappropriate behaviour worksheet* to each participant and read the situations aloud. Ask participants to discuss the questions in pairs and then report back to the group.

²⁹ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.

Scenario 1 _____ (female), aged ten, was watching television at home alone after school. Her mum and dad never arrived home before six o'clock. Dad's business partner, _____ (male), arrived before five o'clock to ask whether her father was home yet. _____ (male) sat on the lounge next to _____ (female.) As he spoke to her, he kept moving closer. He then put his hand on her leg. _____ (female) began to feel extremely uneasy.	Scenario 2 _____ (male 1), aged twelve, sometimes hangs out with his older brother's friends. One day he heard them talking about sexual activities and private body parts. _____ (male 1) felt curious but uneasy. A guy called _____ (male 2) noticed _____ (male 1's) reaction and quietly said as they were leaving "You are for it. You are going to give me lots of pleasure. Say anything about it to your brother and you are dead."
Task With a partner, answer the following questions: 1. What is the inappropriate behaviour in each case? Why is this behaviour inappropriate? 2. How might the young people who are being targeted feel in these situations? 3. How are their feelings a sign of a possibly threatening situation? 4. What body reactions or feelings might you have if you felt like this? 5. What could people do to improve their safety in each of these situations: • At the time of the incident? • After the incident? • In the future?	

Appendix 12: Warning signals worksheet ³⁰

For use in Quick session, Topic 2, 11-17 year olds

Instructions: Prepare a copy for each participant. Distribute a copy of the *Warning signals for children worksheet* to each participant and read the situations aloud. Ask participants to identify the feelings each young person is likely to feel in each scenario and make a note of these on their worksheets. The children can use the illustration cards provided to describe the feelings of the characters. Another interactive way to do this activity is to copy the illustration cards onto flipchart paper and stick them in different parts of the room. Children can then go to the corresponding illustration/feeling as the scenario is read out.

³⁰ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.

1. Every morning as _____ (male) goes to the shop to buy bread, Mrs _____, the shopkeeper, stares and winks at him.
2. On her 12th birthday _____ (female) had a party. Her aunts, uncles, cousins and friends attended. Everyone gave her a hug and a kiss.
3. _____ (male) has difficulty seeing things that are far away. As he walks home one day, he thinks someone is following him.
4. _____ (female's) boyfriend comes around to invite her to a party that night. She decides to go. When they arrive, she notices that people are acting very strangely. They are unable to walk steadily and they are very loud and aggressive.
5. _____ (female's) uncle and aunty paid a visit to her on the weekend. Her uncle gave her a kiss and hugged her for a long time.
6. _____ (female) wants to buy a new bike. Her 25-year-old cousin _____ (male) has offered to give her the money if she becomes his special girl.
7. As _____ (male 1) and _____ (male 2) are playing football, _____ (male 2) falls over and hurts his knee. _____ (male 1) puts his arm around him and helps him onto a bench.
8. _____ (male) is showing off on his bike as he goes around the corner. He loses control as a car approaches.
9. _____ (female) is playing around with her friends in the city. A young woman comes and asks her if she would like to earn some money by spending time with her and her male friends who are visiting the city in their hotel room.

Feelings



Appendix 13: Assessing situations cards ³¹

For use in Topic 2, 11-17 year olds

Instructions: Prepare a copy for each participant. Divide the participants into small groups. Distribute a set of the *Assessing situations cards* to each group. Ask them to discuss each situation and identify what other information they would need to determine if it was high risk or low risk. Ask each group to select one card and report back to the whole group.

³¹ Adapted from New South Wales Department of School Education, Student Welfare Directorate (1997) *Child Protection Education: Curriculum Materials to support teaching and learning in Personal Development, Health and Physical Education*.



A new neighbour has come to say hello. You are home alone. You want to be friendly.	On your way home from work you have to walk along a street with no lights.	Your boyfriend puts his arm around you and starts to stroke your breasts.	It is raining and the crutch you use to help you walk keeps slipping in the puddles. Your friend's brother offers you a ride home in his car.
Your friend shows you a new mobile phone that she got from an older male friend. She says you can get one too if you come and spend time with her and her male friend.	Your family friend lives in the capital city. She invites you to come to visit her and earn money over the school holidays.	It is peak tourism season in your city. You decide to earn some money by selling souvenirs to visitors to your village.	Your best friend has been very unhappy and angry lately. You decide to see a movie together and are surprised when he takes a knife with him.
A tourist in your city asks you to show them where the toilets are.	Your boss at your job pats you on your bottom.	You are lost. You know you have to stop someone you do not know to ask for help.	Your friend's father is making suggestive comments about the clothes you are wearing.
You are waiting for a train by yourself at the local station.	An aunty constantly asks you to let her give you a full-body massage.	You offer to show some visitors the sights around your town.	A sports coach puts an arm around a student's shoulder to offer advice and comfort.
A man sitting opposite you on a bus has moved to sit beside you. He keeps leaning on you.	You listen to a joke which is degrading towards women and are shown some pictures of naked women.	You walk into a public toilet to find two adults exchanging a package.	A teacher has asked you to stay back after school for some extra work and help.

Appendix 14: Facilitator report

Instructions: This template should be completed by facilitators and shared with relevant managers/organisations to enable monitoring of learning outcomes and improvement of future activities.

Facilitators' observations are an important part of evaluating and improving activities. Facilitators should observe how the children and young people respond to questions; how they engage in group activities; whether they appear interested; and whether they ask thought-provoking questions. This is one way of measuring participants' reactions, learning and behaviour-change.

1. Please explain your overall impression of the event.

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2. Please explain any issues you encountered.

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3. Were any important child protection issues raised?

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4. Please comment on participants' level of understanding and participation at the start of the session.

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5. Please comment on participants' level of understanding and participation at the close of the session (include i) observations about participants understanding of key messages, ii) a consolidated summary of evaluation responses).

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6. What lessons have you identified for future events?

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7. How could the education and the education materials be improved?

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8. Is further education required? For whom? Why?

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Notes

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Project Childhood is an Australian Government initiative to protect children from sexual abuse in tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011–2014.) World Vision has developed this Toolkit for Project Childhood Prevention Pillar. Other education materials developed by Project Childhood Prevention Pillar include:



*Keeping our children safe from sexual abuse:
Facilitator toolkit for discussion forums with community representatives*



*Keeping our children safe from sexual abuse:
Facilitator toolkit for discussion forums with parents and carers*



*Keeping children safe from abuse in tourism:
Facilitator toolkit for tourism sector training*

Khmer, Lao, Thai and Vietnamese versions of these materials are also available, adapted for national contexts.

Children working and living in tourism environments are especially vulnerable to physical, emotional and sexual abuse. Even young children can be taught ways to protect themselves from sexual abuse. It is vital they have access to correct, developmentally appropriate information on child sexual abuse.

The *Keeping safe from abuse: Facilitator toolkit for educating children and young people* contains session plans and tools that facilitators can use to equip children and young people with developmentally appropriate knowledge and skills to identify, prevent and stop sexual abuse. The toolkit provides everything a facilitator needs to conduct interactive sessions with children and young people, in both formal and informal settings, with minimal equipment or technology.

Khmer, Lao, Thai and Vietnamese versions of these materials are also available, adapted for national contexts.



Child Safe Tourism

Take action against abuse

Project Childhood is an Australian Government initiative to protect children from sexual abuse in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014.) Project Childhood brings together World Vision and the United Nations Office on Drugs and Crime. The program takes a dual prevention and protection approach.