

**Dear parents / teachers,**

Child Sexual Abuse is difficult to talk about, or even accept that it happens. Studies across the world have shown that 1 out of every 5 children (both girls and boys) experience sexual abuse. Most of the time the abuser is a person known to the child. So sexual abuse is not just a violation of the child's body, it is also an abuse of trust and power. Children find it difficult to tell an adult about the abuse, mainly because of fear, shame and guilt and also because they do not have the vocabulary to express what has happened to them.

Dil Se is a registered NGO based in Kochi, Kerala, that works towards the prevention and healing of Child Sexual Abuse. "My Safety and Me" has been brought out by Dil Se to empower young children to protect themselves against Child Sexual Abuse. While the activities will be done by the children, it is the adults (teachers and parents) who will provide the guidance and teaching.

"My Safety and Me" teaches both the children and the adults in their lives about the importance of recognizing and accepting feelings, how our bodies are special, and how to keep our bodies safe. The lessons are taught in a fun manner and in a way that all the children in a class will participate. Talking with children about Child Sexual Abuse opens the channels of communication between adults and children on a subject that is considered taboo. It also helps children to learn how to keep themselves safe.

Please go through the guidelines at the end of the workbook before you start working with the children. It is important that you – the teacher or parent – fully understand necessary information, so that you can effectively communicate the same. It is also important that you learn to be relaxed while communicating this information. Only then will children feel comfortable talking about their bodies and their feelings. They will feel reassured when they know that the adult they are talking to will listen and take steps to keep them safe.

Janaki Sankaran  
Therapist, Dil Se

Name .....

Class .....



# WHO AM I ?

My name is .....

I am ..... years old.

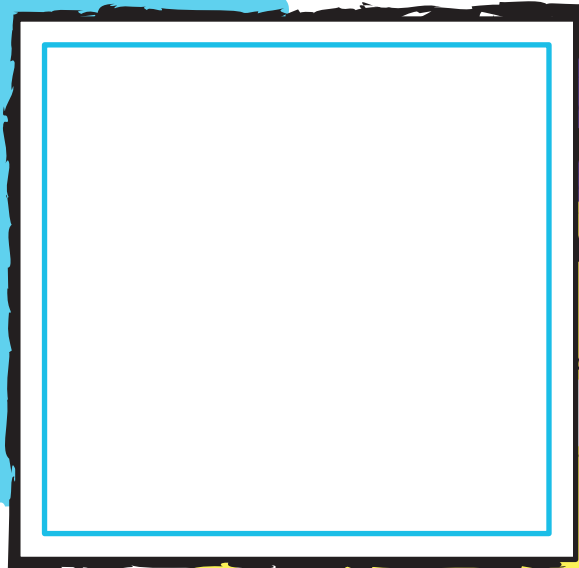
I live at ..... (address).

My mother's phone number is .....

My father's phone number is .....

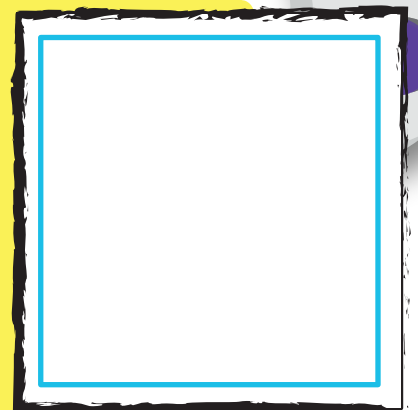
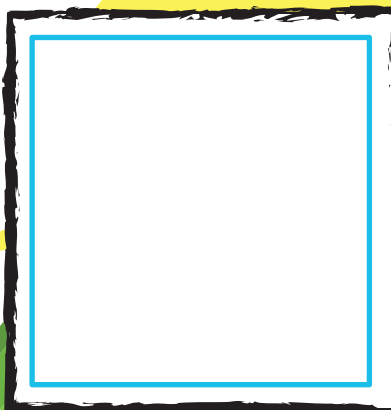
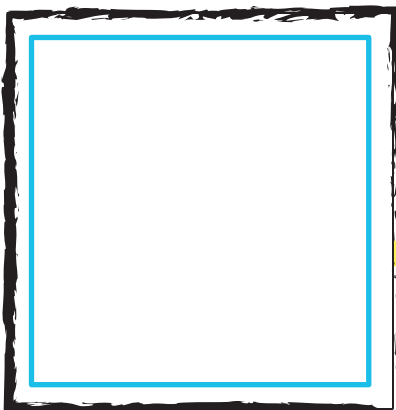
Another important phone number is my ..... (aunt's, grand-mother's, etc). It is .....

This is me



**DRAW  
YOURSELF**

And these are my trusted adults...



# EMOTIONS AND FEELINGS

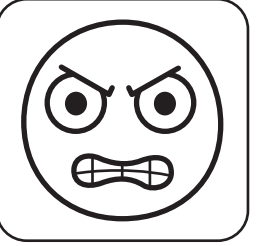
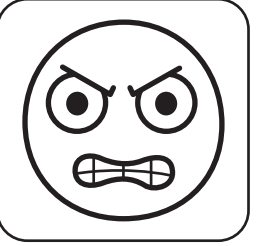
## What are emotions?

Emotions are something that all human beings have. They give us information about what we're feeling and help us know how to react.

Colour the pairs and cut out the squares to play the memory game.



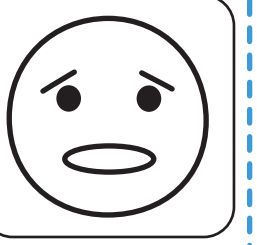
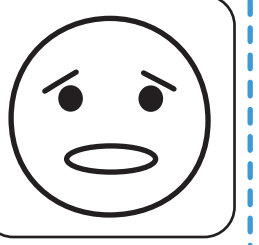
HAPPY



ANGRY



SAD



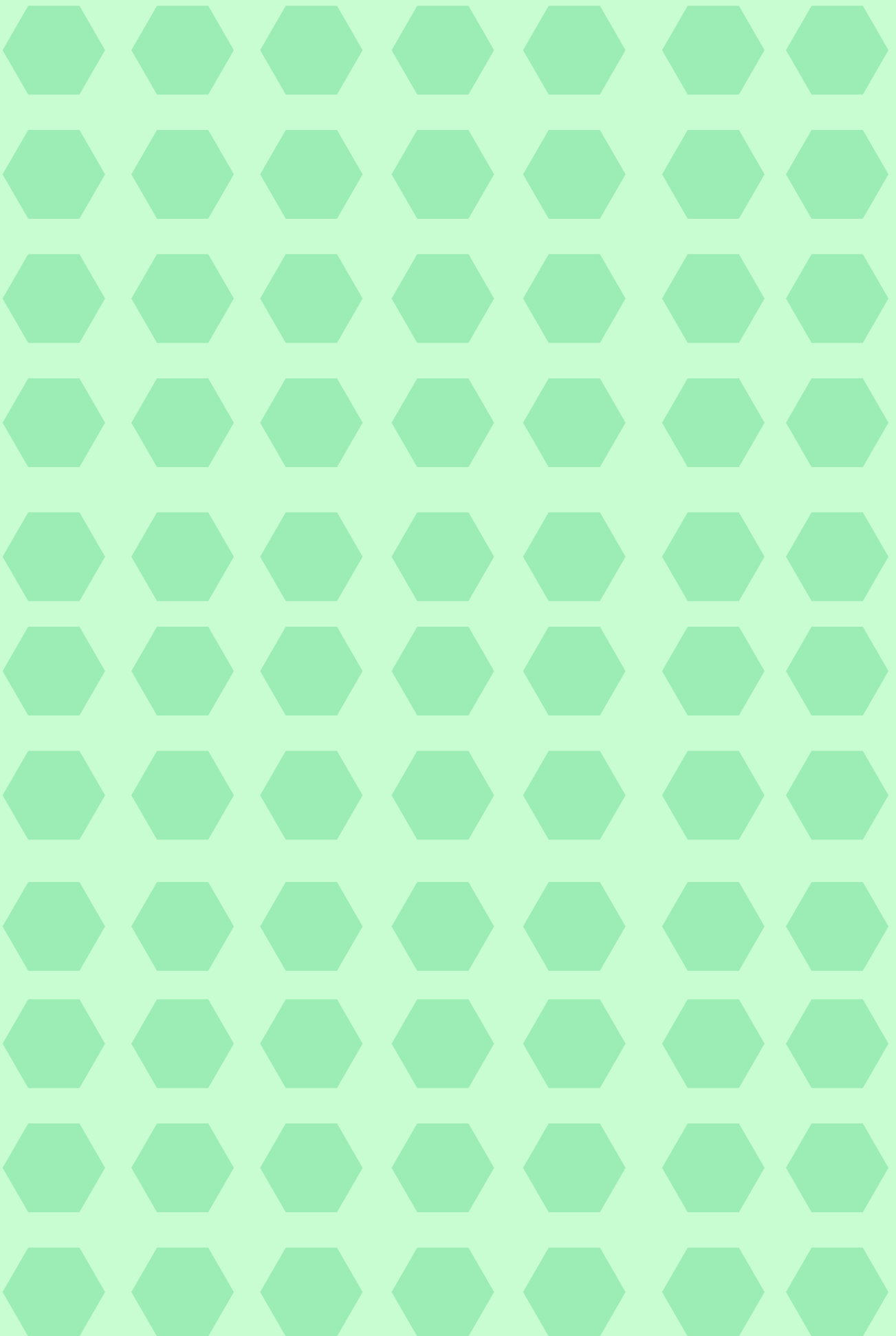
CONFUSED



SCARED

MEMORY GAME





# EMOTIONS AND FEELINGS

Boys and girls have the right to express their feelings and emotions.

Colour these pictures with your favourite colours.

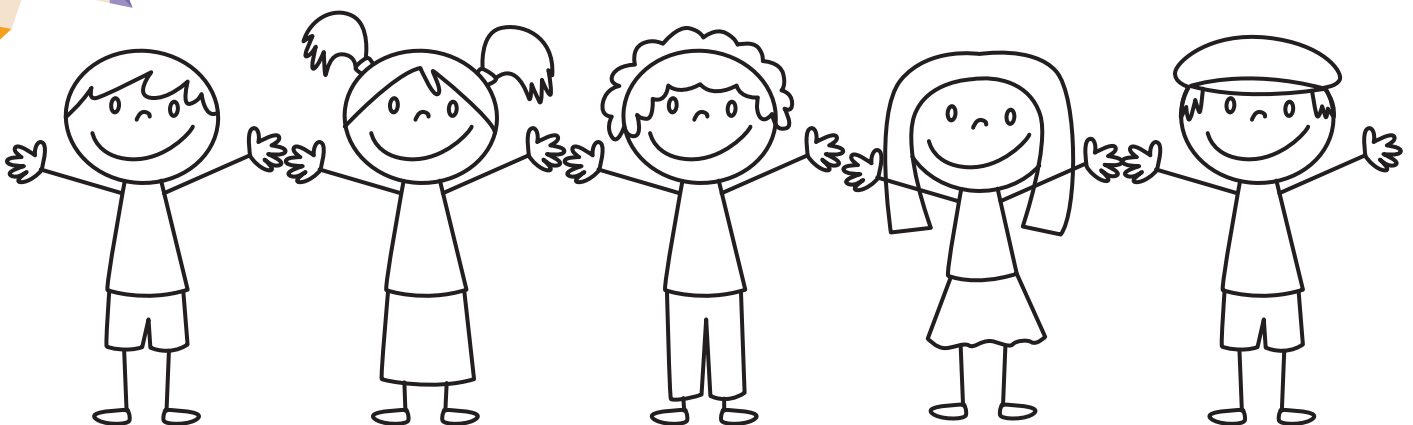
## FUN WITH COLOURS



SAD



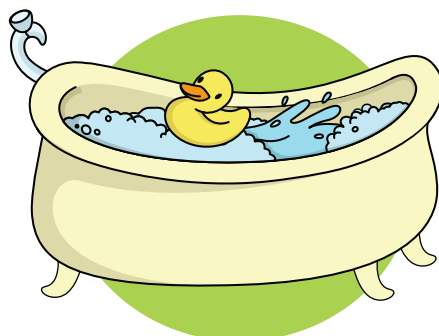
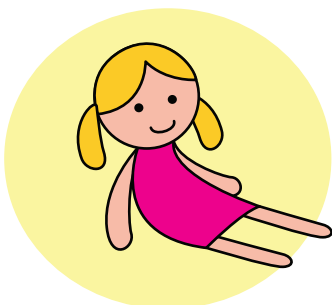
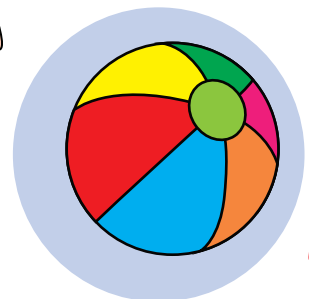
HAPPY



# BOYS & GIRLS - GIRLS & BOYS

Come on boys & girls, give us a clue.  
Tell us what you like to do!  
Draw lines, from the boy or girl, to the pictures  
of what YOU like.

## THINGS I LIKE





LET'S  
SING

We play with dolls,  
We hang from trees,  
We run in parks,  
We scrape our knees.

We do what we love,  
What gives us joy,  
It doesn't matter  
If we are a girl or a boy.

We jump. We cry.  
We give everything a try.  
We could be doctors or nurses  
Carry backpacks or purses.

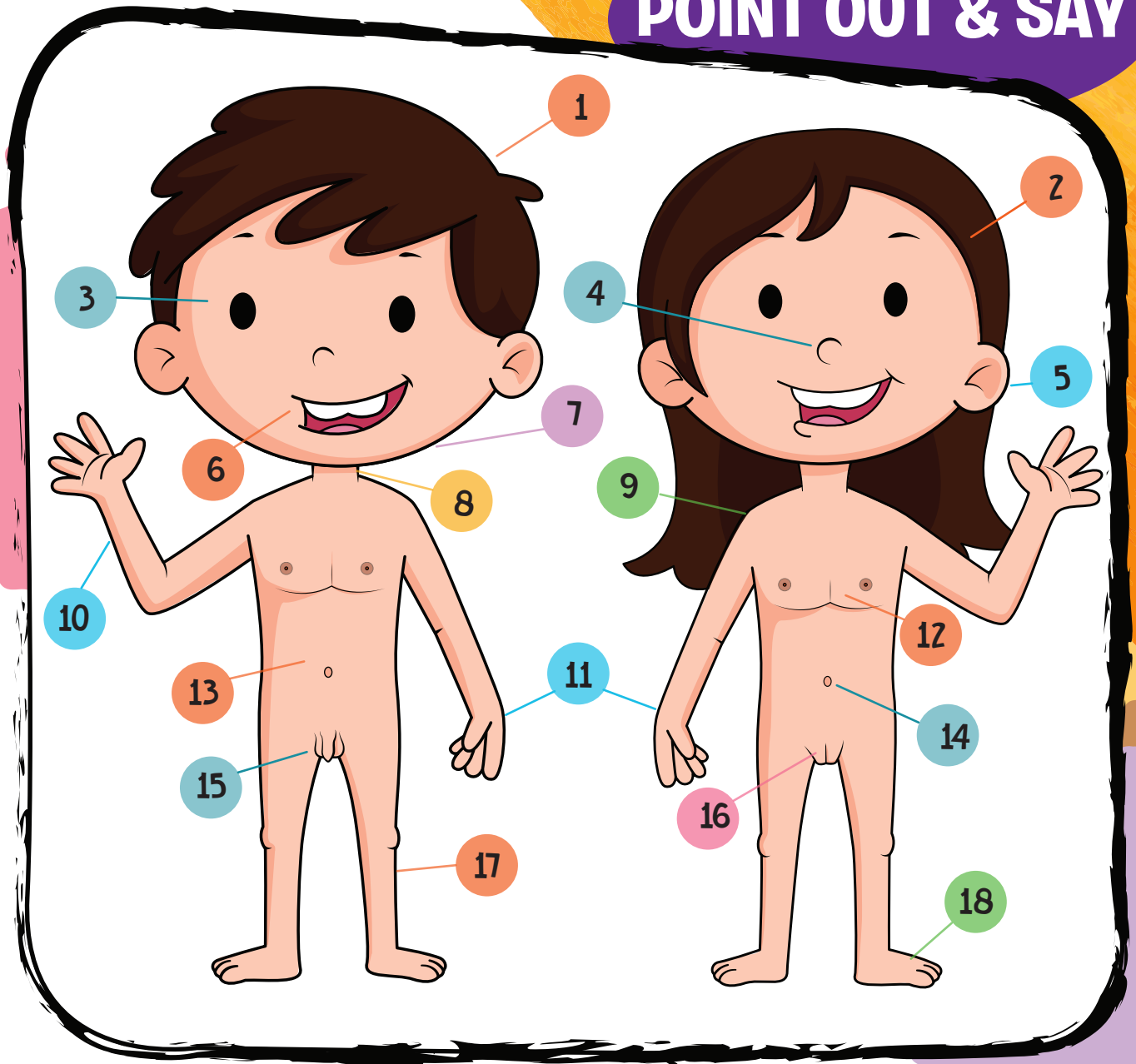
We cut our hair short  
Or grow it long.  
Girl or boy,  
There is no wrong.

We are all different in many ways  
and that's perfectly fine.  
We are all special in our own way,  
that's what makes us shine.

# MY WONDERFUL BODY

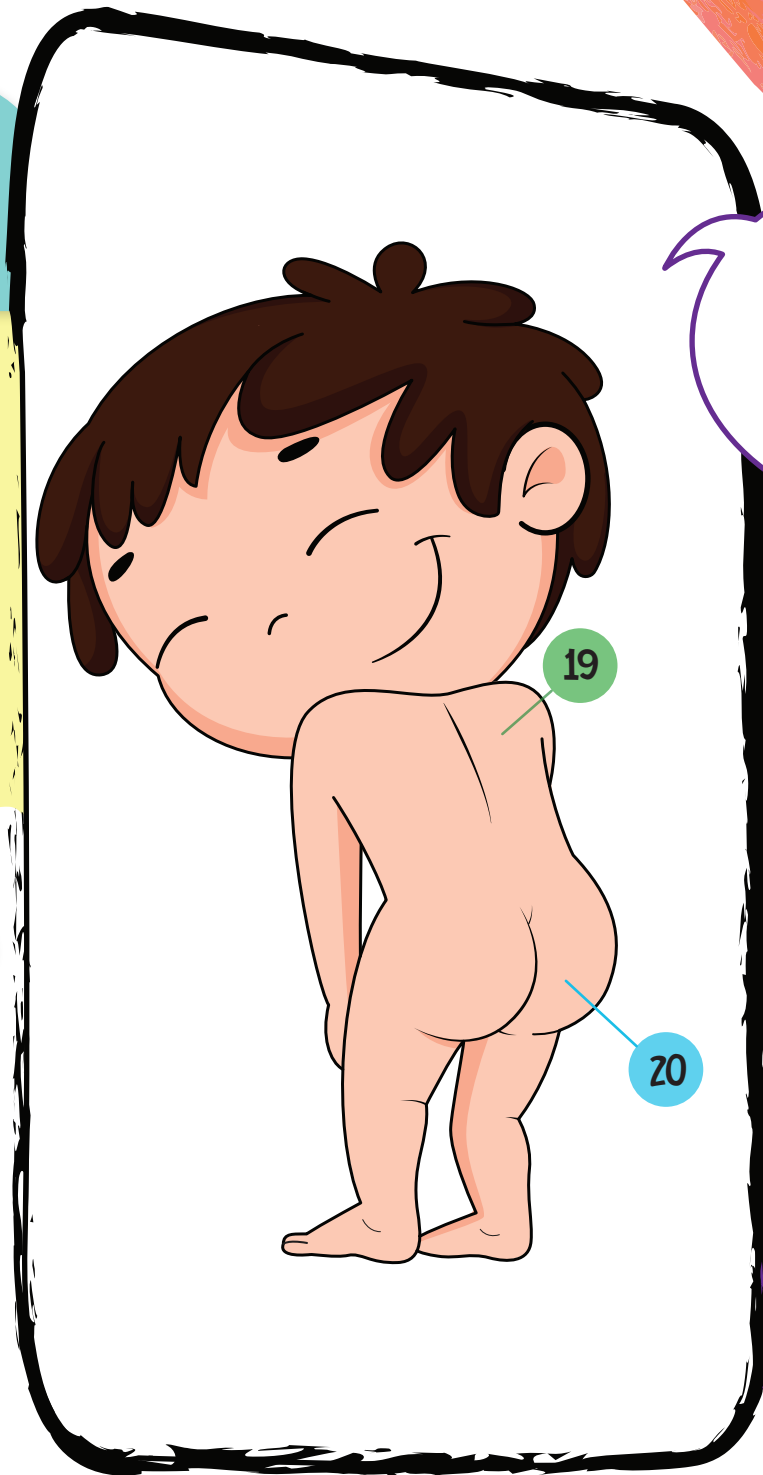
Know your body parts

POINT OUT & SAY



I am the BOSS of my body.  
I feel no Shame, Puppy Shame!

1. Head 2. Hair 3. Eyes 4. Nose 5. Ears 6. Mouth 7. Chin 8. Neck 9. Shoulders  
10. Arms 11. Hands 12. Chest (which for girls will grow into breasts) 13. Tummy  
14. Belly-button 15. Penis and scrotum 16. Vulva 17. Legs 18. Feet 19. Back  
20. Bottom



We look just the same from behind, don't we?!

POINT OUT & SAY



# PRIVATE PARTS

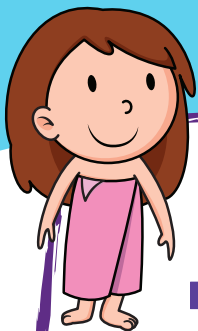
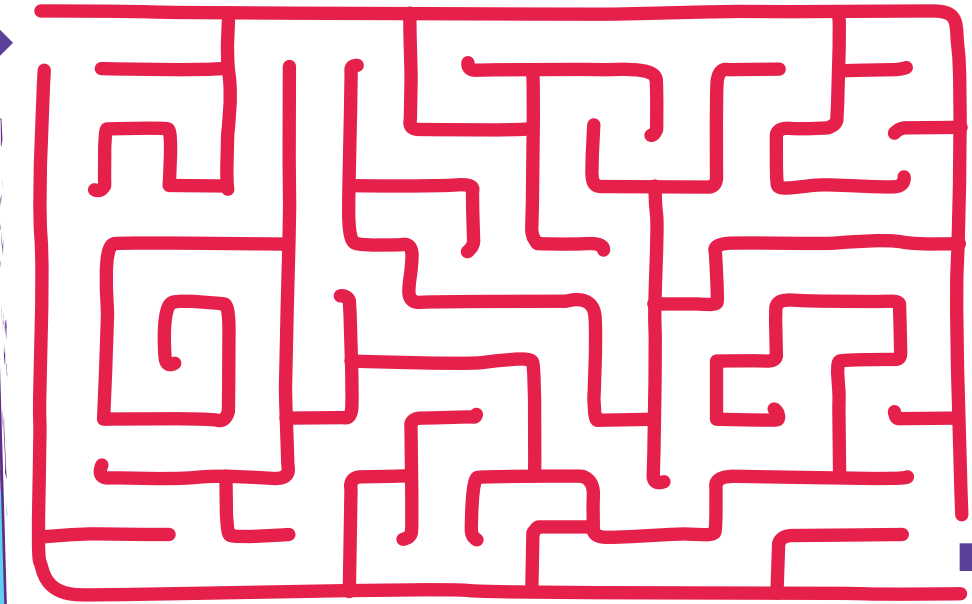
Private is a word that means something belongs just to you.

It is never ok for someone to touch, talk about or look at your private body parts except for them to keep you clean and healthy.

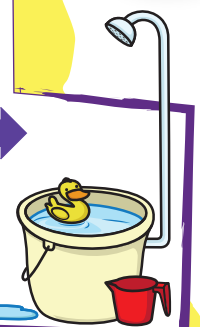
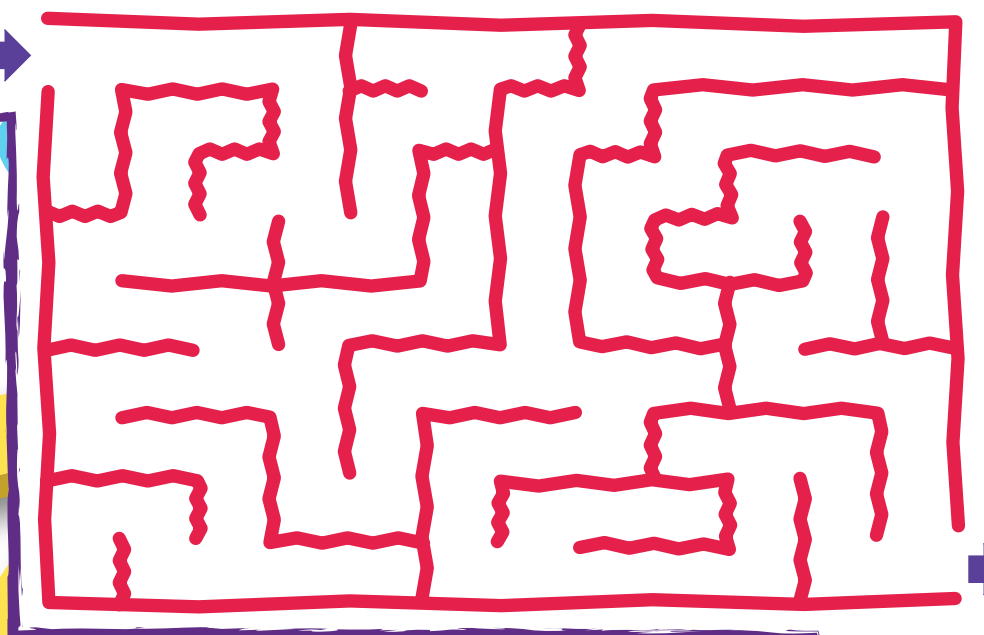
## WALK THE MAZE



Help this boy find his way to the toilet.



This girl wants to go to the bathroom. Help her to find the way.



# SAFE AND UNSAFE TOUCH

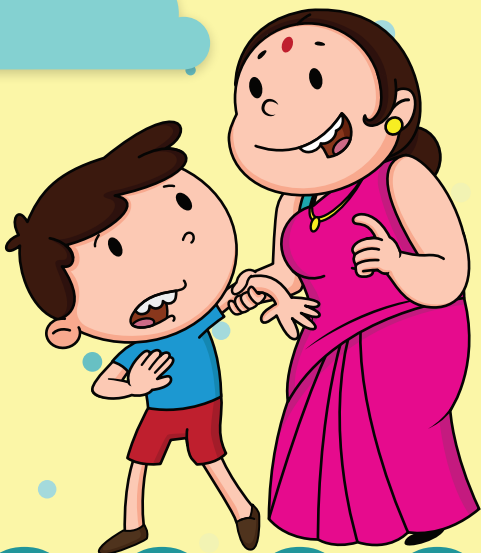
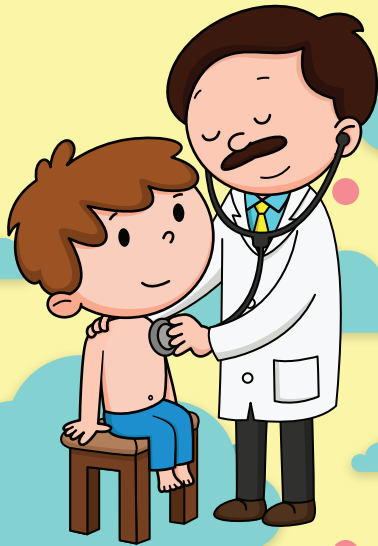
I AM THE BOSS OF MY BODY!

There are many types of touch: holding hands, hugging and patting a knee.

Most touches are safe...

FIND AND COLOUR

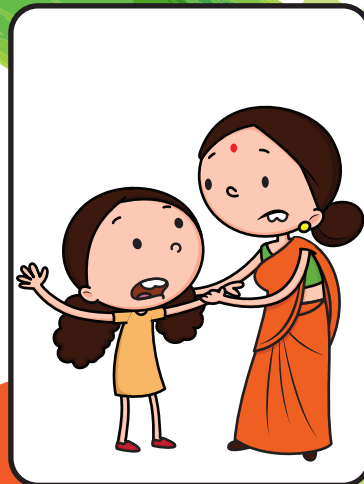
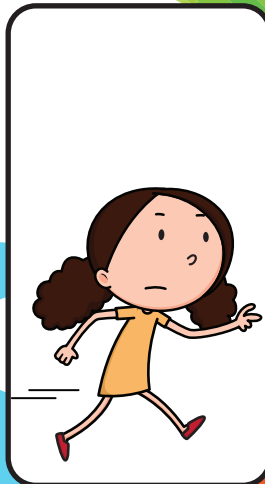
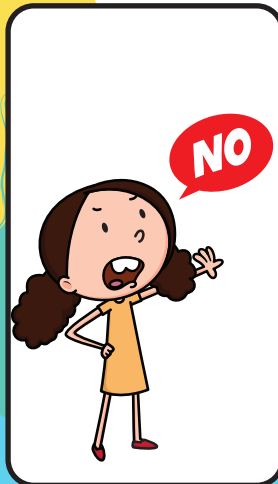
Fill the box with **Green** for safe touch and **Red** for unsafe touch.



# SAFE AND UNSAFE TOUCH

## I AM THE BOSS OF MY BODY!

If a touch feels comfortable then it's usually a safe touch. If a touch ever makes you feel uncomfortable, scared, confused or icky inside, it may be unsafe and you should SHOUT 'NO', GET AWAY and TELL A TRUSTED ADULT.



**SHOUTING  
'NO'**

SHOUT 'NO' as loudly as possible.



**NO**



# SECRETS

Good secrets can be fun and exciting if they make you and someone else happy:

- a surprise party
- a hide-and-seek hiding spot
- a special handshake
- a secret about sleeping with a teddy bear when you're scared.

## FIND & CONNECT

Identify good and bad secrets and join good secrets to the happy face and bad secrets to the sad face.

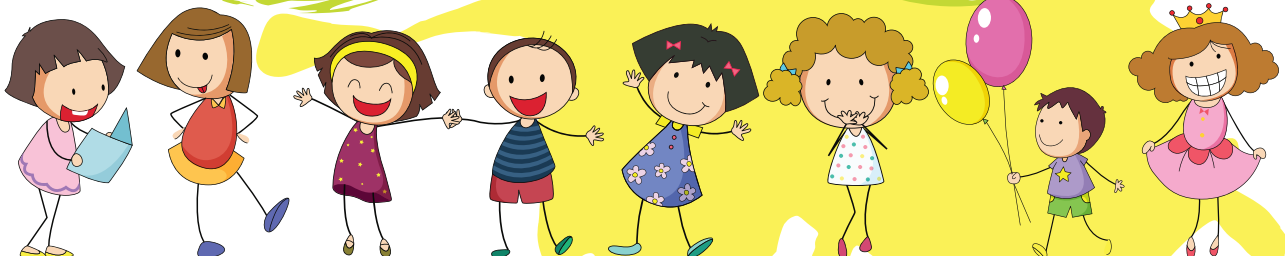
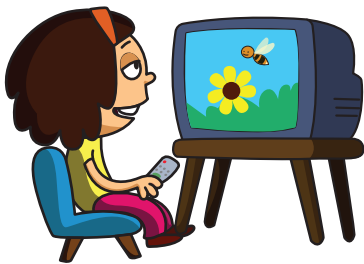


# HEALTHY HABITS

To keep my wonderful body healthy, I need to have healthy habits!

## SPOT Healthy Habits

Circle the healthy habits in **GREEN** and cross out the unhealthy habits in **RED**.



# SAFETY RULES

Here are some safety rules:

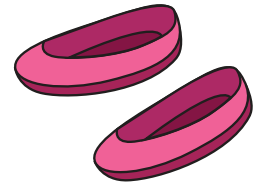
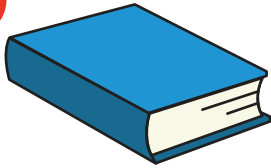
- don't play with fire
- look right, left then right again before crossing the road
- don't run with scissors or sharp knives

Can you think of some more?

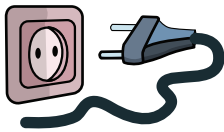
## ODD ONE OUT

Find the odd one out from each group by spotting safe and unsafe things.

1



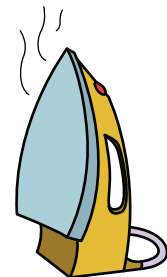
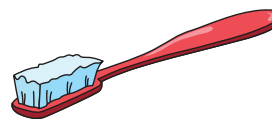
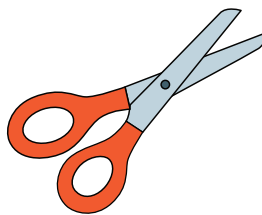
2



3



4



# Parent's / Teacher's Guide

## Page 3 - Emotions and feelings

What are emotions?

Emotions are something that all human beings have. They give us information about what we're feeling and help us know how to react.

Young children deal with many of the same emotions as adults do. Children get angry, sad, frustrated, nervous, happy, or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways. For example, "When Madhu's son was frustrated, he threw the puzzle piece and the puzzle".

Emotions come and go. Emotions can be mild, intense or something in between. Emotions are not good or bad but there are good and bad ways to express them.

On this page, there are pairs of same expressions. Ask the children to say what expression they see. What colour does that expression make them feel? Let them colour the faces in pairs in the colour of their choice. Cut out the pairs of the same colour and expression and play memory (shuffle the cards, turn them upside down and take turns in trying to find the pairs).

## Page 5 - Boys and girls have the right to express their emotions.

In most cultures it is said that boys shouldn't cry as it will make them look weak and they should "be a man"! It is also said that girls shouldn't laugh out loud...good girls only smile, eyes cast down, perhaps with a handkerchief hiding their mouth. Luckily things are changing: it's ok for boys to show their feelings and for girls too.

Teaching Feeling-Words

We often only think of teaching common emotions like happy, sad, angry, etc. But there are many other feeling-words that children should learn to express, such as the following: Brave, Cheerful, Bored, Confused, Surprised, Curious, Proud, Disappointed, Frustrated, Embarrassed, Silly, Excited, Uncomfortable, Fantastic, Worried, Friendly, Stubborn, Generous, Shy, Ignored, Satisfied, Impatient, Safe, Important, Relieved, Interested, Peaceful, Jealous, Overwhelmed, Lonely, Loving, Tense, Angry, Calm.

### Here are some games to play:

- Play an emotion-walking game while outside. Ring a bell and have everyone walk around the playground like they are sad. Ring the bell again and have the children walk like they are angry. Repeat the activity until you have practised several emotions.
- In any storybook you are reading, ask children to identify how the characters are feeling. They don't have to be "emotion books." Even a familiar story like 'Goldilocks and the Three Bears' has lots of opportunities to talk about emotions (disappointed they have to wait for the porridge to cool, curious what the beds feel like, surprised to see Goldilocks, scared to see the bears...)
- Mirror Faces: Let children line up in pairs that face each other. One child pretends he is looking in the mirror and makes an emotion face. The other child acts like the reflection and copies the emotion with his/her own face. Let the child name the emotion.

## Pages 6-7 - Boys and Girls

What does the word gender mean? Gender refers to the behaviours and traits that a society may assign to men and boys or to women and girls.

What does the word stereotype (ster-ee-uh-type) mean? It is an overly simple way of viewing people. For example, it is a stereotype to think all males are good at sports and all females like to wear pink or that all tall people are good at basketball or that thin people do not eat enough.

From a very early age, children believe certain differences between girls and boys, mostly because of how we as adults behave.

As in the previous page, we tell boys that they should not cry...why should boys not cry? They have the right to the same emotions as girls. We tend to dress boys in blue and girls in pink. We buy cars for boys and dolls for girls. If someone says a boy fights 'like a girl', it suggests that girls are weak and bad at sports. When someone says 'boys will be boys' it shows acceptance of boys misbehaving and legitimizes aggression.

To promote equality, tolerance and acceptance we need to show children that it does not have to be this way.

Begin a discussion, telling the children that they should think of as many gender stereotypes as possible. On your blackboard or on chart papers, draw two boxes and name one 'Girl' and the other 'Boy'. Now get the children to address a variety of questions. Ask: "How are girls/boys 'supposed' to behave? What are they supposed to like/dislike or be good at? How are they supposed to look, think, feel?" Write these things down in your boxes.

Then ask the children if they fit all the things inside 'their' box. Do all the girls like dolls or do some prefer cars? Do all the boys like blue or would some like to wear pink? Etc.

Discuss the importance of accepting others who may not fit stereotypes. Ask: “How might a boy feel if he wears a pink shirt to school and people make fun of him? How might a girl feel if she wants to play cricket and boys tell her she can’t?” Finally, ask students to form a circle. Ask each one to share a character trait they have or wish they had from the other gender’s square. Ask them to listen carefully and to respect one another’s ideas and feelings.

### **Page 8-9 - My wonderful body**

On these pages we give children the vocabulary for ALL parts of their body. Parents often do not teach names of private body parts when they teach the other parts of the body, such as the nose or shoulder, and this omission could result in children feeling guilty about these parts of their body.

They should not only learn the names of the visible parts of the body, above their clothing, but also of their private parts, the parts we keep protected. One of the problems faced by children is that they are not equipped to talk about an unsafe touch because they don’t have the words.

### **Page 10 - Private parts**

“Private parts” are the parts of our bodies that are covered by diapers, underwear or swimsuits. YOUR MOUTH IS PRIVATE TOO!

The sooner and more often you talk freely about these parts of the body also, the more practised you will be at erasing the taboo of using the correct terms.

When kids accept their bodies without shame, and have parents that do the same, it opens the channels of communication. Talk with your students/children about why these parts of the body are private: “They are private because they are special and are part of what makes us a boy or a girl. It is never ok for someone to touch, talk about or look at your covered private body parts except for them to keep you clean and healthy.”

We don’t play games with private parts and big people never need someone to look, touch or help them with their privates.

### **Page 11-12 - Safe and unsafe touch**

Promoting bodily autonomy and consent should start from a very early age. Children should not be forced to hug, kiss, sit on someone’s lap or be held by someone if they do not want to – it can send a message to the child that when an elder wants to touch them, they have to submit – especially family.

### **FORCED AFFECTION IS NOT RESPECT!**

Instead, the child can be given other options like shaking hands, waving or giving a ‘high five’. Just like adults, the child is the ‘Boss of his/her body’.

Here are a couple of stories you could use to help the children understand the difference between safe and unsafe touches. Feel free to change the names or certain parts of the stories to adapt them for the children.

-----  
Story 1 Kumar met his papa’s friend Nikhil for the first time. He got an “icky” feeling from the way Nikhil talked to him and how he poked Kumar in the belly. He stayed close to his parents. After Nikhil was gone, Kumar told his parents about the “icky” feeling. A few weeks later, Nikhil offered to take Kumar to the park since he loved to play outside. Kumar didn’t want to go, so his parents told Nikhil that they already had some other plans.

Story 2 Anna always loved playing with her friend Harish. One day Harish’s cousin was visiting and wanted them to play a ‘secret’ game in the bedroom. Anna felt nervous, she knew secrets weren’t allowed and she said she would rather do the craft that Harish’s mum was preparing downstairs. At home, Anna told her mum about the icky feeling that she got about the ‘secret’ game. Her mum was proud of her for being brave and telling her – it was the right thing to do.

-----  
After you have read one or both stories, try to get the children to talk about it. What did they feel? How would they have reacted in a similar situation?

Practice saying and shouting ‘NO’...kids love to shout when they have permission...see how loud they can shout.

### **Page 13 – Secrets**

Often a potential abuser starts by ‘preparing’ the child: offering gifts, performing special favours, desensitizing the child through nonsexual touching, and encouraging harmless secrets so as to lay the foundation for future sexual secrets. This is called ‘grooming’.

Children should be encouraged NOT to keep any secrets, but if they do, they should only be the ones which make the child

and someone else happy in front of other people. Ex: A surprise party or gift (which other people will attend or see), a hide-and-seek hiding spot (which all members of the family know about), a special handshake (which is done in front of others) etc.

Generally children have much better instinct than adults. If they ever feel uncomfortable with a secret, they should tell a trusted adult.

Bad secrets “about being hurt on the outside or feeling sad or scared on the inside” should always be told. Secrets should NEVER be kept about unsafe touches or presents someone gives or games someone asks to play. If they believe that something is dangerous, harmful or really naughty, they should not be afraid to tell a trusted adult.

#### **Page 14 – Healthy Habits**

We all kind of know which habits are good for us and which are not:

Fresh fruits and vegetables versus processed foods; homemade versus restaurant food; water versus sweet fizzy drinks; sitting in front of a television screen versus playing outside in the fresh air. We as adults need to encourage children to see the differences between what is good and what is bad. Here are some things you may not know or have thought about yourself:

How many teaspoons of sugar do you think there are in one can of Coca-Cola?

*Answer:* 9-10

How often should you brush your teeth to keep them healthy?

*Answer:* Twice - once in the morning and once before going to bed at night

How many hours of sleep should a child have to be well rested?

*Answer:* Preschoolers (3-5 years) 11-13 hours

Young children (6-10 years) 10-11 hours

How much screen time should a child have access to?

*Answer:* Preschoolers (3-5 years) 1 hour/day of non-violent TV

Young children (6-10 years) 2 hours/day of non-violent TV

Children below the age of 13 should not use handheld devices.

Discuss with the children what they think are good and healthy habits.

#### **Page 15 – Safety Rules**

There are many rules in life, so teaching children at an early age some of the important ones could help in avoiding accidents and harm. We have already discussed personal safety rules, here are some others:

##### **Road safety:**

Children are vulnerable to road accidents and injuries, especially if there is a lack of adult supervision. Never let the children play near roads unsupervised. You can reduce risk by teaching children to:

- Look right, look left, then look right again before crossing the road. Cross the road holding the hand of an adult or older child.
- Don't run near a road.
- Always face the traffic while walking on roads with no sidewalk (better yet, avoid these roads altogether).
- Know the significance of traffic signs and lights.
- Get out of the car by opening the door on the pavement side only.
- Always wear a helmet when riding a bicycle, scooter or skateboard.

##### **If you get lost, stay where you are:**

Wandering aimlessly or panicking if your child finds himself/herself lost will only create further confusion. Teach your children that if they are in the supermarket and they can't find you, go to the counter and ask for help. Reinforce the rule that they should not leave the shop! You could also teach them to try asking a parent with another child for help.

##### **Respect things that are dangerous**

There are certain things that children should never play with, including matches, knives and any other dangerous weapons. While you can try to keep things out of reach, it's important to teach children to respect that some things are only for adults and that they should leave them alone. Alternatively, you can teach them how to use a knife safely (with adult supervision), how to not run with scissors, how to hand them over to someone else (holding the closed scissor blade and giving the finger part first) etc.

##### **Water safety**

Whether you have a pool at home or not, it's vital you teach your children about water safety. Enrolling your child in swimming lessons is important, but so too is teaching children to stay away from pools, dams, lakes, creeks or water tanks without



**Notes:**

A series of horizontal dotted lines for writing notes.