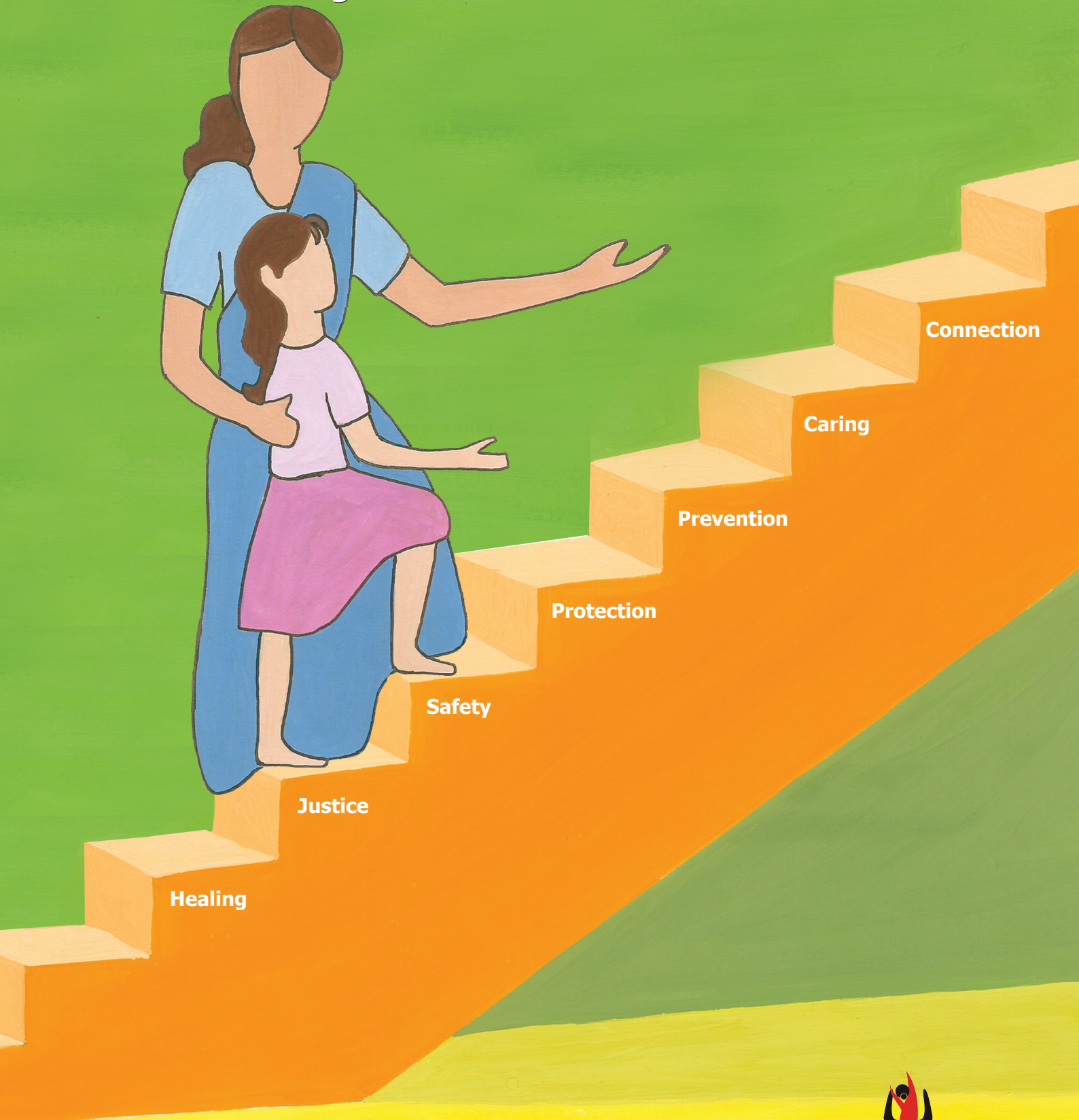


# REDUCING HARM

A training manual for building skills in service providers working with child victims of sexual abuse



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A training manual for building skills in service providers  
working with child victims of sexual abuse

Published by

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## Child Sexual Abuse - A Handbook for Care Givers

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**MESSAGE**

Terre des Hommes Netherlands is a development organisation dedicated to children; it is named after a book by the famous French writer and World War II pilot Antoine de Saint Exupéry – author of ‘The Little Prince’. Even before this book was published, he wrote Terre des Hommes (Earth of Mankind) in which he called upon ‘the people of the earth’ to take their responsibilities seriously and to show solidarity. He said: “There is no third world. There is one world for which we’re all responsible.”

The United Nations’ Convention on the Rights of the Child (CRC) is the cornerstone of all our programmes. This Convention represents the recognition by the international community that not only do children deserve to be protected, but that they have a right to be so. These rights have been enshrined in this almost universally accepted treaty and have subsequently been incorporated in national legislation in an overwhelming majority of the world’s nations. Terre des Hommes – Netherlands (TdH–NL) has prioritized prevention of child abuse in all its operating countries, including India.

Terre des Hommes – Netherlands has been involved in working with children in India for more than two decades through its NGO partners. Our partners have been working closely with government departments and institutions for quality service delivery. Our preferred partner has been the NGO Arz, which is involved in combating commercial sexual exploitation of children and women in Goa.

Terre des Hommes Netherlands is happy to know that a manual titled Reducing Harm (A training manual for building skills in service providers working with child victims of sexual abuse) is being prepared by Arz with the support of Terre des Hommes. The care-givers are important agencies and they play a crucial role in prevention of child sexual abuse and in protection and rehabilitation of child victims of sexual abuse.

To address the problem of child sexual abuse, it is of the utmost importance that the care-givers have the required information and skills to be able to provide services to the victims of child sexual abuse. Terre des Hommes Netherlands is happy to be associated in this noble initiative of Arz in preparing the training manual, for training of care-givers in India.

I congratulate Arz for this initiative and am sure that the manual will be of immense help in training the care-givers working on the issue of child sexual abuse in India.

**P. Thangam**

Country Manager (Consultant)

01/09/2015 Terre des Hommes Netherlands

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# Acknowledgements

The increasing number of cases of child sexual abuse (CSA) in India is a reminder that legislation by itself is not enough; additionally, the law enforcement agencies and care-givers require information and skills to prevent CSA and handle cases of child sexual abuse.

This training manual, titled Reducing Harm, will help in providing information and skills to the service providers working with victims of child sexual abuse. The information and skills will enable the service providers to help the victim and his/her family in addressing trauma, providing care and protection, and reducing harm.

In our effort to conceptualize and design the manual and develop the content, we are indebted to many individuals and organizations. We would like to especially thank:

**Victims of child sexual abuse and their family members:** The training manual would not have been possible without the experience gained by Arz about child sexual abuse. This has been possible due to the sharing done with Arz by the children who have been victims of sexual abuse and by their family members. We are grateful to all of them that they trusted Arz. The experience of working with the victims of child sexual abuse helped Arz in getting an understanding of the situation of victims and their family members. The experience also helped us realize for the need of skilled persons to provide services to the victims of child sexual abuse and their families.

**Service providers:** Arz is grateful to the teachers, police, prosecutors, and staff of government and non-government shelter homes for involving Arz to assist in dealing with cases of child sexual abuse. Working with these important service providers helped Arz immensely in understanding the challenges faced by the different service providers, and also gave an exposure to the level of their knowledge and skills. The experience helped in developing the content for the manual.

**Organizations:** We are grateful to the schools in Mormugao Taluka, and the Office of Child Development Programme Officer, Mormugao, for allowing Arz to conduct sessions with adolescent children and their parents in their school and in balwadis. The experience of conducting workshops/training programmes/sessions with adolescent children and parents helped immensely in designing the manual.

We are thankful to the Goa Police Department and the Department of Women and Child Development, Goa, for allowing us permission to conduct training programmes with their personnel. The training programmes provided us valuable information about their knowledge, skills and needs, which helped in designing the sessions and developing the content for the manual.

**Authors:** The manual would not have been possible without the hard work put in by Mr. Clifford DeSilva, Ms. Juliana Lohar and Ms. Vijayashree Irraker, who jointly authored the manual. Mr. Clifford DeSilva, who is a psychotherapist and trainer, brought his years of experiences in counselling and training counselors to the table. Ms. Juliana Lohar, Coordinator, Arz, has done her Masters in Social Work, and has extensive experience of working with victims of sexual abuse and with different service providers including members of the criminal justice system. Ms. Vijayashree Irraker, Sr. Programme Manager, Arz, has done her Masters degree in Law, and has experience of working on the issue of sexual violence along with the criminal justice system. Arz is grateful to all the three authors for using their training, knowledge and experiences in preparing the training manual.

*The training manual would not have been possible without the financial support received from Terre des Hommes Netherlands. We are grateful to them for the support.*

**Arunendra Kumar Pandey,**  
**Director, Arz**

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# Foreword

I have been informed that a manual is being prepared by Arz, for training police, NGO, and shelter-home personnel, and I have been requested to say something about the need for such a training manual. I feel that the best way to highlight the need for such an initiative is to share my personal experience.

I am the mother of a child victim of sexual violence who decided to fight for justice. It all started in 2014. At that time I was staying in a rented house. The son of the owner of the house, who lived next door, started making advances towards my minor daughter, who was then only 17 years old. He would peep at her when she was bathing. He would touch her. When my daughter objected, he threatened her, saying he would harm himself if she does not love him. I would be out during the day, working in people's homes as a domestic worker, and my daughter was left alone in the house. My house owner's son took advantage of this, and forcibly started having sexual relations with my daughter. After a few weeks my daughter informed me that she was pregnant.

I was very angry, but also scared. When I confronted him, he told me that he would marry her. I did not approach anyone, not even the police. I feared that he would harm me and my children, as I am not from Goa, and the abuser was a local and influential. I did try to shift out of his house, but he did not allow me and my daughter to shift. He continued to sexually abuse my daughter. When she opposed him, he would threaten to harm himself. We were forced to stay in his house and when I begged for mercy, he assured me that he will get married to my daughter.

I could not remain at home to guard my daughter, as I have to go to work to earn my living. I decided to shift my home and finally found a place nearby. I moved when the rapist was not around. I knew the owner of my new house. I informed him about the abuse and he assured me that he would help me and not allow the abuser to come to his house.

The rapist did not appear serious about getting married to my daughter. Meanwhile my daughter was 5 months pregnant and her pregnancy started showing. The neighbours started asking about the father. When my daughter told them who was responsible for her pregnancy, the rapist was infuriated. He started pressurizing us to return to our native place, Kolkatta. I did not leave, because I could not. I came to Goa 20 years ago. All my children were born in Goa. I do not have any relatives in West Bengal.


One day the rapist came and threatened that if I did not leave Goa, he would kill my daughter. I was frightened, and that night I went to the police station with my daughter and made a complaint. The police inspector called a social worker from a NGO, who helped me lodge the complaint and record the statement of my daughter. The social worker told me her name and said I could call her Didi. My daughter and I narrated the whole ordeal to Didi and the police. The FIR was registered. The rapist was immediately arrested and brought to the police station. The police inspector and Didi told me not to be scared and to contact them in case anyone threatened us or if we required any help. That night we were dropped home in a police vehicle. After the rapist's arrest, I felt assured about the safety of my family.

Next day another lady claiming to be a social worker from another NGO visited me along with the relatives of the rapist. This social worker enquired why I had gone to the police. She said that I should have approached her, and she would have helped in the marriage. I informed her that I had waited enough and now did not wish to get my daughter married to him. She told me to think about the child, who is going to be without a father. She said that the rapist is very influential and nothing will happen to him. She suggested that I should agree to get my daughter married to him.

Though I was not comfortable with this, since it was a suggestion coming from somebody claiming to be a social worker from an NGO, I agreed. We were immediately taken to the office of the NGO for signing the marriage certificate. This new 'social worker' typed something on stamp paper and asked my daughter

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to sign. When I enquired about the content of the document, I was told that it was an affidavit required for marriage. She then took me and my daughter to a notary. There again I and my daughter were made to sign a document, which was then notarized. I demanded a copy of the document, which the 'social worker' gave me very reluctantly.

I took the document to show the Didi whom I had met earlier at the police station. She was shocked after reading the document, as was I when the content was read out to me. She informed me that the document states that my daughter is a major, and that I had filed a bogus complaint. The document further said that my daughter is in love with the accused and they are already married, and that we wish to withdraw the complaint.

Didi also informed me that the so-called social worker from the NGO who had prepared the document is actually a Child Welfare Committee (CWC) member. And she further informed me that the person who had notarised the document was the Chairperson of the State Commission for Women. Didi told me that, in fact, it is the duty of these officials to protect the rights of the victim of sexual violence!

I was very angry and told Didi that I want to go and confront the CWC member. She suggested that it would be better to inform the police. She called the Police Inspector (PI) of the police station where I had lodged the original complaint. He told us that we should go to the police station where the office of the CWC member's NGO is located, as it does not come in his jurisdiction. I and the Didi went there around 6 pm. We told the duty officer that we wanted to meet the station in-charge. The duty officer asked us to wait. We waited for nearly four hours, and we were then asked to meet a Sub-Inspector (PSI). We were asked to narrate the incident in the presence of other people present at the police station. He checked the document and asked us to return the next day, as the Police Inspector was not on duty. No FIR was registered, but we submitted a written complaint. We finished at 10 pm. No arrangement was made by the police to drop us home. Didi had to drop me home in the night.

The next day the relatives of the accused came to my house and threatened me. They threatened my daughter and my landlord. My landlord advised them not to harass us. He suggested I contact the Didi who helped me at the police station. I went with him and met Didi again. She said that she has contacted the PI, and he has advised us to come in the evening. I was concerned about the safety of my daughter, so she arranged for shelter in a home for unwed mothers. She arranged for a vehicle and took me and my daughter to the shelter home where my daughter was admitted.


The next day I was called to the police station to record my statement. The PSI was angry and rude. He would rudely ask a question, and even before I could answer he would cut me off. He had also summoned my landlord to the police station. He asked him about the incident when we were taken by the CWC member and relatives of the accused to sign the affidavit. He confirmed this. The PSI asked my landlord if he had done the tenant verification. My landlord said he had. The PSI then enquired whether he was filing his income tax returns regularly and issuing a receipt to the tenant. My landlord replied that he was a fisherman. His income is not taxable. The PSI was angry and told him that he should be careful and not get involved in such cases or he would get into trouble.

He then asked me to bring my daughter to the police station. I informed him that my daughter cannot come as she has been moved to a shelter home. He asked for the address. I told him to check with the Didi. He called her and she told him to visit the shelter home to record my daughter's statement and not to call her to the police station. Along with Didi he went to the shelter home to record the statement of my daughter.

The mother of the accused lived abroad. After hearing about his arrest, she returned and along with her

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relatives started threatening and abusing me and my landlord. We approached the police but did not get any support from them.

I found that the police were increasingly getting very aggressive against me and my landlord. I was very scared as I had small children. Even my landlord was frightened, since the family of the accused was very influential. The NGO which was supporting us told us not to worry and continued to help us in approaching senior policemen and the court regarding the threats. We asked for action against the relatives of the accused and the CWC member person who got the document signed by fraud.

Meanwhile, I was getting regular calls from my daughter informing me that the shelter home is asking her to leave, as she is not willing to give up her child after delivery for adoption. I met the staff of the shelter home with Didi. They did not say anything about the adoption, but they were not keen to keep my daughter. Didi explained to them her concerns about the girl's safety. She also counselled my daughter. The shelter home staff claimed that my daughter was not following the rules of the home. They also said that she was not eating and not interacting with the inmates or the staff of the institution, and they were finding it difficult to manage her.

After a few days, I was forced to bring my daughter home because the shelter home refused to keep her there. We were staying very close to the house of the accused. I was unable to move elsewhere, as I have stayed in the same town for over 20 years. My workplace and my children's school were conveniently placed. Most important, the rent was low.

But now my daughter was back in the same situation. She kept herself locked inside the house. She complained that people were saying that it is not the rapist's child. She was neither eating properly nor sleeping. She was always very anxious. She kept getting into fights with her younger siblings. She would quarrel with me, saying that I was not taking care of her properly.

I was finding it very difficult to cope. I had stopped working for the last 3 months. I faced a financial crisis. Besides, I was angry that my daughter was accusing me of not doing enough. I was feeling unable to handle her demands and take care of my children. Then there was the fear of being harmed by the rapist, and anger at every new rumour being spread maligning my daughter's character.

Finally, my daughter delivered a baby boy. The rapist had still not got bail, and his family was very angry and spreading rumours that it was not his child and that my daughter was of loose character. This would further agitate my daughter. She had stopped eating, and would sit by herself and cry all the time. All this was affecting her and the child's health.

We continue to receive threats. We stopped going to the police as we knew it was of no use, and that finally even the police would only threaten us.

Didi suggested that I admit my daughter in another shelter home so that she will be away from the tension. She helped me find a shelter home, and my daughter was admitted there. After a few days the staff of the shelter home started complaining about her behaviour, similar to the complaints of the first shelter home. With the help of Didi I tried to explain to my daughter about the need to adjust, but she felt that she was not at fault. She claimed that the shelter home staff were telling her that it was difficult for her to take care of her child, and that she should give her child in adoption to another couple. When Didi checked with the shelter home, they denied making any such demand. Finally, one day the shelter home called Didi, asking her to take my daughter out of the shelter home as they are unable to manage her. My daughter was brought back after staying in this shelter home for six months.

She is back home, with me. The accused is out on bail. I have shifted from the area. The trial has started.

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The accused has been making efforts to contact my daughter to make her turn hostile in court. The lawyer of the accused has proposed in the court that the accused is willing to get married to my daughter.

It has been around 15 months since I lodged the complaint to get justice for my daughter. During my struggle for justice I met a range of people and authorities who are tasked with dealing with cases like mine.

The experiences have not been very encouraging. The ordeal appears unending. Sometimes I wonder why I got into this and pushed my daughter into this suffering. The whole family has suffered due to the sexual abuse of my daughter, and thereafter due to the complaint made by me.

I was told that there is a new act which protects children from sexual abuse. The act is progressive and provides for friendly treatment to the complainant and the victim. But alas, I did not experience this.

Everyday I cry when I see the state of my daughter, who is in deep depression. The health of the baby is also not good.

Yet I do feel satisfied that I did fight against the injustice committed against my daughter. My one regret is that I should have sought help as soon as I came to know that my daughter was being abused. My daughter should have also informed me the first time she was sexually assaulted. Then maybe things would have been different.

Would I advise others in a similar situation to complain? YES! Everyone needs to fight to get justice for the abuse inflicted on his/her child.

I believe that it would be a great help if the service providers are 'nice'. That is only possible if they are informed, sensitive, and unbiased.

I hope that this manual, which is being prepared with the objective of training the service providers, will be helpful in training service providers to ensure that no victim and her family member/s suffers as we have suffered in our fight for justice.

***((Mother of a child victim of sexual abuse))***

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# Introduction

In our struggle against human trafficking, one fact has stood out over the years: the correlation between victims of Child Sexual Abuse (CSA) and victims of human trafficking. For some reason, victims of CSA often get re-victimised by human trafficking.

Research shows that one of the reasons for this phenomenon – similar to what happens in the Stockholm Syndrome – is that the victim feels not only violated but worthless. Victims begin to think that no one will love them or care for them, and the only option for them is to descend into the same hell-hole from which they had emerged. Accordingly, side-by-side with our efforts against human trafficking, we decided that we needed to address the problem of CSA.

Sex is a taboo topic throughout the world; in India even more so. The incidence of Child Sexual Abuse is – like rape – much, much higher than is reported. The sexual abuser thrives on this silence. This silence is his or her greatest boon and best ally.

We need to break the silence and speak out. We need to shine a powerful light into the murky darkness of the world of sexual crime, especially sexual crime against children.

This training manual “Reducing Harm” is one small attempt to shine a light in the darkness.

The purpose of the manual is to train trainers who will, in turn, educate five groups of people about various aspects of CSA. The five groups are Adolescents, Parents of Adolescents, Teachers, Shelter Home Staff, and the Police. The aspects of CSA that we cover are: how to recognise it, how to help the victim and victim’s family, what legal recourse exists, and related topics.

An attempt has been made to keep the manual as simple as possible, while at the same time covering as broad a range of issues as feasible.

## **How to use the training manual, Reducing Harm**


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This manual can be used by anybody who has some experience as a trainer. The extra bit you need is a compassionate concern for children – their innocence, their love for life and their sense of wonder. This is something to cherish, and must never be allowed to die.

Painstaking care has been taken to keep this manual extremely simple. We have borne in mind that many trainers would have to translate much of it into the local language – that too on the fly.

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For this reason it is best that trainers read this manual several times and are prepared before they go out to instruct. If necessary, trainers can make notes in the local language and rehearse what they are going to say, in order to get across various concepts satisfactorily. This is not an easy task for the uninspired and unmotivated.

It is presumed that that the trainer will be a highly motivated person, driven by the desire to right a wrong and prevent a future wrong from happening.

## **Governing Principles**

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- The Trainer is one who has a deep respect for people as persons. In fact this is the attitude that the Trainer will be teaching, so it is incumbent on the Trainer to develop the attitude of respecting every person as a person – regardless of age, gender and social station – a way of life.
- The Trainer is one who does not think they know everything and that they are here to train ‘the locals’. The Trainer is someone who believes they can learn from the ones they are educating just as much as they can teach.
- This is what makes the Trainer encourage every participant to answer questions, participate in discussions, come out with ideas and suggestions, and grow as a person.
- The Trainer is a person of influence and s/he will influence by her/his example, encouraging the participants to come out of their shells, tapping into their vast potential and building their confidence to the point where they will become contributing members of their communities.

## **Methodology**

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As far as possible we have avoided the lecture format. Bearing in mind that our trainers may be penetrating into remote areas where there may not be sophisticated equipment, we have designed the manual in a way that the training can be conducted without LCD projectors and the like.

All sessions are designed to be interactive with maximum participation from the participants. We have used Role Play, Skit Enactments, Case Analysis, Games, Group Work, Chart-making, Energisers, Chalk & Talk and other methods, all designed to keep the sessions interesting and participative. They are easy to learn and easy to implement.

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## Note to the Trainer

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- i.** If the text in the manual is in italics, it means that the Trainer is supposed to read it out loud to the participants. The text in regular script comprises instructions for the Trainer to carry out.
- ii.** There are always things that cannot be covered in the instructions for the Trainer or as matter to be read out. Trainers must be able to think on their feet and use their initiative. For example, when asking questions the Trainer has to be able to draw people out, encourage them to answer, watch for those who are too shy to participate actively, and encourage them to speak up.
- iii.** A good strategy is to ask questions which are easy to answer. When the Trainer asks for the name of the highest waterfall in the world, there would be only a few hands raised. But if the Trainer asks what the group liked about a certain activity there will be more hands raised.
- iv.** Further, when a question is wrongly answered, never tell the person who answered that it is the wrong answer. Just accept it and ask for more answers. This encourages more people to answer and gives them the confidence to answer in future.
- v.** The Trainer must make it a point to get feedback from the participants – either orally or in writing. If somebody tells you they liked your session, make sure you ask them which part or activity they particularly liked. Do the same if people say they did not like a session. Get details. There is no reason to be disheartened if your session was not liked. Treat feedback as a learning opportunity. No one is perfect, so there is always something one can learn.

*Best of luck on your journey as a Trainer! It may be an uphill climb but the reward of reaching the top will have made it well worth all the effort.*

Clifford DeSilva

Ms Juliana Lohar

Ms Vijayshree Irraker

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## Adolescents

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3.	Handling Emotional Changes (Attraction/Love)	70 minutes	13
4.	Gender vs. Sex	60 minutes	20
5.	Sexuality	40 minutes	26
6.	Breaking Myths	45 minutes	29
7.	What is Child Sexual Abuse?	120 minutes with 10 minutes break in between	36
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9.	Safety measures to prevent CSA	65 minutes	52
10.	Assertive Communication: “How to say No”	110 minutes with 10 minutes break in between	59
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# Shelter Home Staff

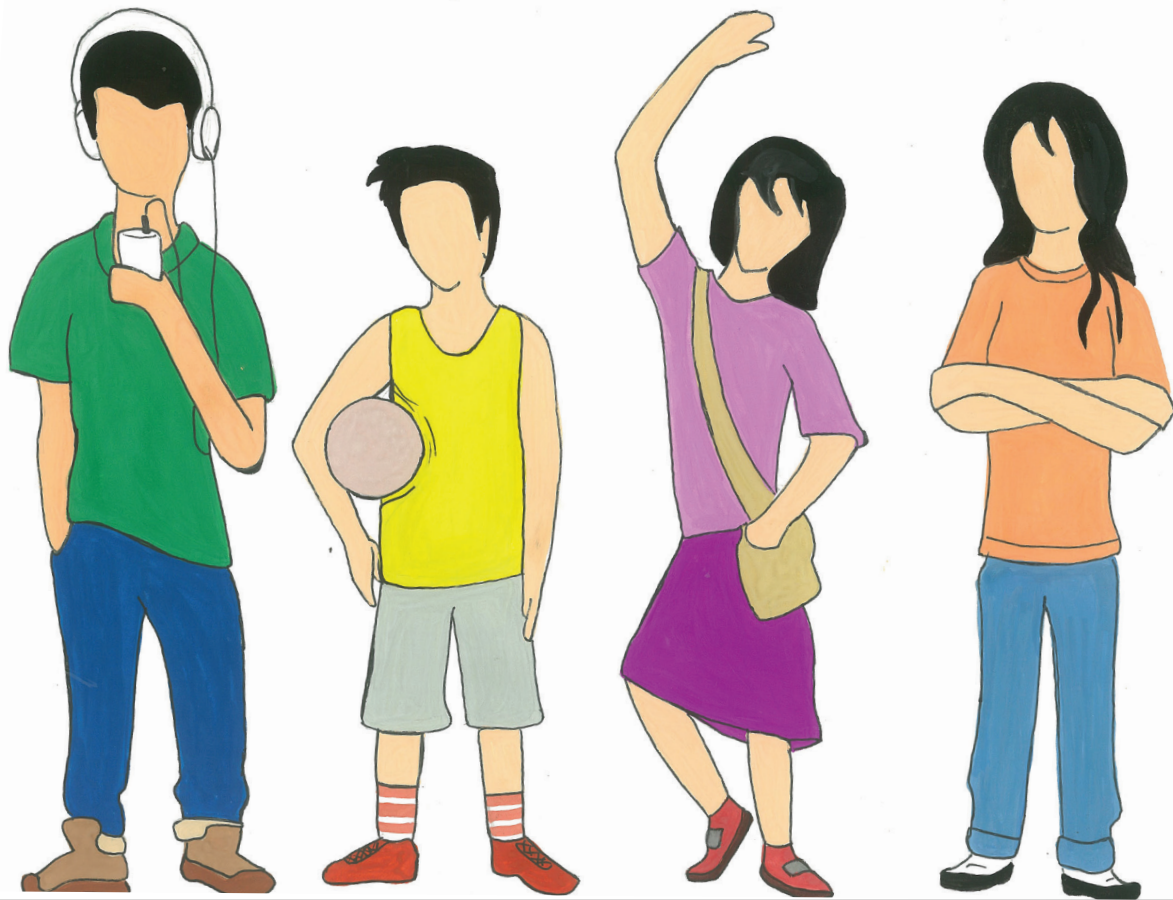
	Topic	Duration	Page
1	Institutionalization of Children	120 minutes, with 1 break of 10 minutes in between	195
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6	What is Child Sexual Abuse?	120 minutes, with 1 break of 10 minutes in between	230
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1	What is Child Sexual Abuse?	110 minutes, with 1 break of 10 minutes in between	262
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3	Skills in handling cases of CSA.	75 minutes, with 1 break of 10 minutes in between	279
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# Adolescents

(Some sessions to be held separately for boys and girls as specified)



	Topic	Duration	Page
1.	Changes in Myself (Behavioural, Emotional, Physical)	60 minutes	2
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# Session 1

## Changes in myself

(Behavioural, Emotional, Physical)

Duration	Objectives	Methodology	Material Required
60 minutes	<ul style="list-style-type: none"> <li>To enable participants to know of changes that they are going through and accept changes as a normal process that is a part of growth</li> <li>To provide awareness on the changes adolescents go through</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity</li> <li>Picture study</li> </ul>	1 small square of blank paper 5" x 5" per participant to write personal info  1 large picture per group of boys' changes and 1 large picture of girls' changes  Question Box

Minimum group size 15, ideal group size 30, maximum group size 50

Participants age: 12-17 yrs

*(This session has to be conducted separately with boys and separately with girls, as they will not be comfortable sharing about this topic in a mixed group.)*

### Notes for the trainer:

- Challenges:
  - Timings: managing timing may be a problem if the number is large
  - Distraction, if the number of students are more
  - Children may feel shy to share of changes

### Design

1. Introduction – 10 minutes
2. Group Formation – 10 minutes
3. Group Activity – Changes in myself – 20 minutes
4. Slide Presentation – Bodily changes – 10 minutes
5. Evaluation & Conclusion – 10 minutes



## 1. Introduction - 10 minutes

**Say:** *Welcome to this programme on Child Sexual Abuse. The fact that you are present here today shows that you have concern and care for yourselves.*

*You will all be curious to know what exactly we will be doing in this programme. I will tell you by and by. But first let us get to know each other by having an activity.*

Make everybody stand in a vacant area of the hall. If the chairs are laid out in a circle they can stand in the centre of the room.

Distribute small squares of blank paper, making sure every participant has one.

**Say:** *On the paper given to you, in the **centre** write **your name**.*

*In the **top left corner** write down **your favourite subject**.*

*In the **top right corner** write down **your ambition**.*

*In the **bottom left corner** write down **your most hated subject** in school.*

*In the **bottom right corner** write down the name of your best friend.*

*Once you have done that, go around the room and talk to at least five new people, whom you do not know so well.*

*Ask the other persons for the information on their slips and show them the information from your slip.*

*I will give you some time for this activity.*

Let the participants go around meeting the others and speaking to them

## 2. Group Formation - 10 minutes

**Say:**

*When I call out STOP, please stop and form groups of five choosing the people nearest to you.*

*Sit down with your group. Make sure you know all the five items about your group members.*

Once everyone is seated, point to any one person and ask them to tell the name and ambition and favourite subject (or name and best friend's name or any other item) of at least two persons in their group.

(As soon as you do this the others will all start trying to learn the information about the others in their respective groups.)

Ask another person . If someone can answer correctly, give them enough sweets for their whole group.

### 3. Group Activity – Changes in myself – 20 minutes

**Say:** Now I shall tell you the first topic in this programme. It is about **Growing Up**.

And in this session we are going to talk about the **Changes that take place as we move from childhood into adolescence**.

*This is not a topic that one needs to be ashamed about. These changes that take place in us are normal and natural, and also desirable for a young boy or girl to become a man or a woman.*

(Remember, this session would have either Only Boys or Only Girls).

#### For Boys

Count how many groups of five have been formed. There are three tasks. So if there are six groups, assign Task 1 to the first two groups, Task 2 to the next two groups, etc.

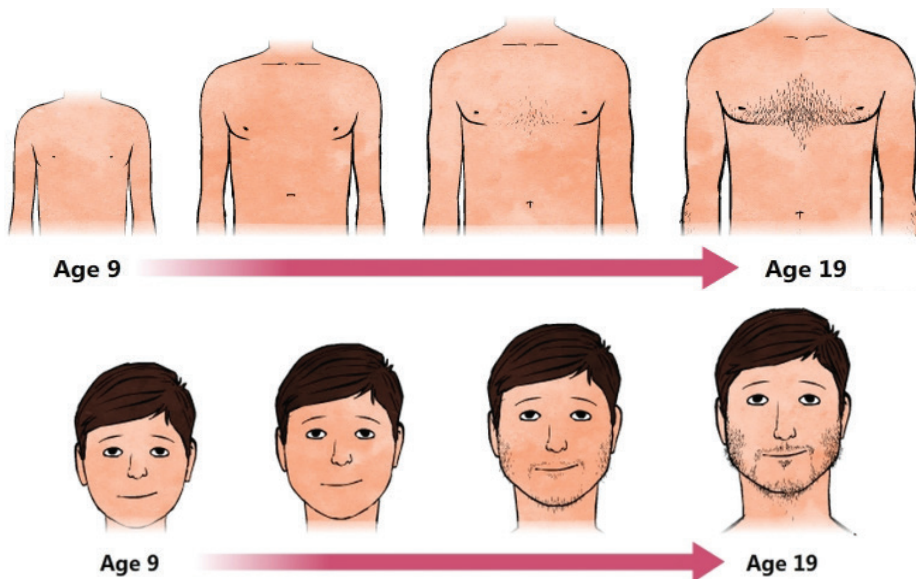
Each group is to be given a slip with their task written on it.

(If there are more groups, divide the tasks accordingly)

**Say:** I am going to distribute some pictures to each group here. Every member should take a good look at the picture and discuss the questions which I ask you.

I will give each group a separate task based on the same picture.

*The first question is: What changes do you see between the time you were 7 or 8 years old and today?*



**Please answer according to the task that has been given to you.**

**Task 1** is to identify the **physical** changes in the pictures (e.g., muscle tone, hair, etc)

**Task 2** is to list the difference in **behaviour** in the pictures (e.g., playing games when small, interest in girls when older)

**Task 3** is to list the difference in the way they **feel** at different ages ( e.g., crying easily when young; showing manly behaviour when older, etc.)

Allow ten minutes for this exercise

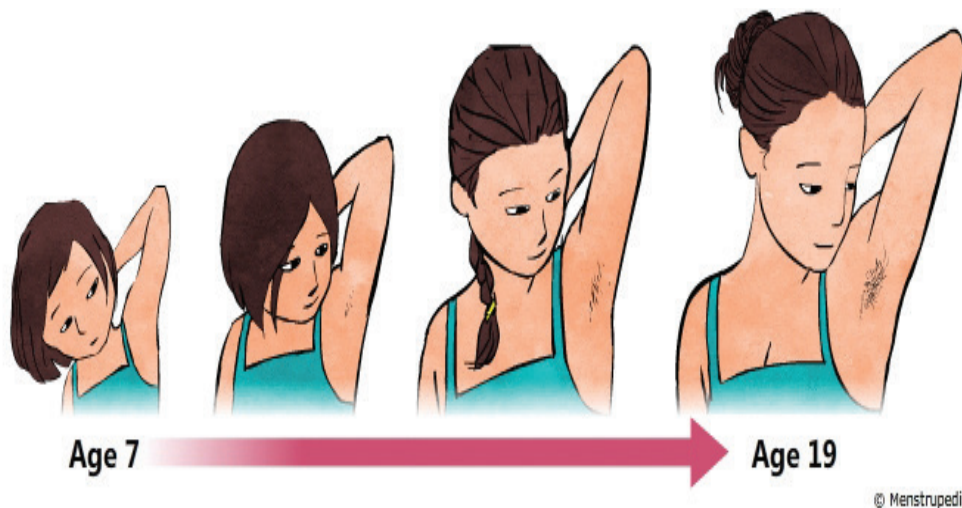
## For Girls

When working with the girls give them Picture 2 and distribute the three tasks among the groups.

**Say:** *I am going to distribute some pictures to each group here. Every member should take a good look at the picture and discuss the questions which I ask you.*

*I will give each group a separate task based on the same picture.*

*The question is: What changes do you see between the time you were 7 or 8 years old and today?*



**Task 1:** is to identify the **physical** changes in the pictures (e.g. hair growth, growth of breast etc)

**Task 2:** is to list the difference in **behaviour** in the pictures (e.g. playing games when small, wanting to go out with friends, etc)

**Task 3:** is to list the difference in the way they **feel** at different ages ( e.g. crying easily when young; feeling hurt when friends tell their secrets to others, etc.)

**Allow ten minutes for this exercise.**

After the group work is done, ask each group to read their findings.

Note a few points on the board.

**Try and bring out more answers from the groups by asking leading questions in each category, such as:**

- *How strong were you when you were young compared to now?*
- *How did you behave with your parents when they told you to do something and how do you behave today?*
- *What were your feelings towards your parents when you were young and what kind of feelings do you have now?*

**Think up more questions and write them down before the session so that you are prepared.**

## 4. Slide Presentation (see the CD – PPT on Bodily Changes) -10 minutes

Summarise the entire session by asking the following questions.

**Say:**

*Every adolescent goes through changes. Can you tell me the three different kinds of changes that take place?*

Wait for answers, then **Say:**

*That's right. Physical, Emotional and Behavioural Changes.*

*Can you tell me why these changes take place? ...*

*That's right: because of physical maturation, brain development and changes in hormones.*

*Not all teenagers/children enter and exit adolescence at the same time. Why is this so?*

*That's right, because every child has her or his own unique time-table of growth.*

*Does anyone have any questions or doubts? ...*

If there are questions, answer them. Also remind the participants that they can always put some questions anonymously in the **Question Box**. In every subsequent session, if there is time you can remove a couple of questions from the question box and answer them.

## 5. Evaluation & Conclusion – 10 minutes

Give each participant a half sheet of paper and ask them to write their name and the answers to the following questions:

- » *Did you find the session useful? In brief, please say why or why not.*
- » *Is there anything else you would particularly want us to cover? Please say what.*
- » *What is it that troubles you most as a teenager?*

### Conclusion

**Say:** *Thank you for being such a co-operative group of people. I look forward to our next session together.*

Make sure you let them know the date and time of the next session.

**BREAK – 10 minutes**

# Session 2

## Information on Physical & Behavioural Changes

Duration	Objectives	Methodology	Material Required
50 minutes	<ul style="list-style-type: none"><li>Clearing doubts on growth and changes in the body</li></ul>	<ul style="list-style-type: none"><li>Quiz</li></ul>	Quiz Questions Chart Paper Marker Printout of Jumbled Words Gifts for winner of Quiz

*(This session has to be conducted separately with boys and separately with girls, as they will not be comfortable sharing about this topic in a mixed group.)*

### Notes for the trainer:

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- Challenges:
  - Timing: Group is large more time may be required
  - Lack of participation by all if some of them have not attended the previous session
  - Maintaining discipline as there will be a lot of discussion and noise

### Design

---

- Review of previous session – 5 minutes
- Group Formation – 10 minutes
- Quiz – 30 minutes
- Summing up and Evaluation – 5 minutes

## 1. Review of previous session – 5 minutes

Welcome everyone back.

Encourage a lot of persons in the group to share any one of the following:

- i. *What did you like best in the previous session?*
- ii. *Anything that you learned from the previous session?*
- iii. *Anything that you observed in yourself since the previous session*

## 2. Group Formation: - 10 minutes

**Say:**

*In our last session we learned about the physical behavioural and emotional changes that take place in us during adolescence.*

*Today's session is a continuation of the last session. In this session we are going to get **more information on these physical and behavioural changes.***

*Let us start by dividing ourselves into groups of **five or seven.***

You should ask them to form five or six equal groups. After they form their groups, rearrange the groups, taking a few from one and adding to another until all groups have 5-7 people in them, not more.

## 3. Quiz -- 30 minutes

**Say:** *We are now going to have a Quiz.*

Draw a table on the board as follows:

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Q. 1						
Q. 2						
Q. 3						
Etc						

» *Each correct answer will get 1 point. I shall start by laying down the rules. Very simple rules:*

» *I shall ask the first question and you can discuss within your group. The captain of each team will*

then give the answer to the question. Please note that **only the team captain** will give the answer. Answers by any other person in that group, whether right or wrong will not count and will be given a zero.

- » After all the teams have answered, I will tell you the correct answer and score you.
- » You will get only a few seconds to give your answer.

## The Quiz

(The correct answers are highlighted. The questions can be written on chart paper and displayed or read out to the group. If using LCD projector please ensure you do not show the highlighted answers to the group.)

Read the questions out to the participants.

### PHYSICAL CHANGES FOR GIRLS

---

i. Which of the following is a physical change of girls during puberty?

- A. Voice becomes deeper
- B. Grow a moustache
- C. **Begin menstruation**
- D. Thinking

ii. Why do you get pimples during puberty?

- A. **Hormonal changes**
- B. Illness
- C. Friends
- D. Genetic

iii. During Periods/Menstrual Cycle one should:

- A. Not play
- B. Not go out of the house
- C. Not talk to boys
- D. Not touch food
- E. Not bathe bath
- F. Not visit religious place
- G. All of the above
- H. **None of the above**

## PHYSICAL CHANGES FOR BOYS

---

i. During adolescence choose the correct answer where there is a growth of hair on your body?

- A. Head
- B. *Underarm*
- C. *Upper lip*
- D. *Chest*
- E. *Private parts*

ii. Does puberty start at the same age for every boy ?

- A. Yes
- B. *No*

iii. What is the correct way to handle bad body odour

- A. Use deodorant
- B. *Have a bath daily*
- C. *Change clothes regularly*

## EMOTIONAL/ INTELLECTUAL CHANGES- Boys and Girls

---

iv. Unscramble words

(Each group should be given a copy of this. They should write down the answers and hand over to the trainer.)

ypahp	happy
rtuh	hurt
ogod	good
dsa	sad
grnya	angry
eraf	fear
velo	love
eref	free
nkid	kind
ptues	upset

v. I am ...

- A. Like my friend



- B. Like all other children in my school
- C. *A Unique person*
- D. Like other adolescents

vi. Falling in love during adolescence....

- A. is a crime
- B. *Is natural*
- C. Is not OK at this age
- D. Is dangerous

vii. Getting attracted to boys/girls is normal during adolescence. True or False?

- A. *True*
- B. False

## BEHAVIOURAL CHANGES

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viii. If a friend in school makes you do or tells you to do things related to sex that make you uncomfortable

- A. *You should report it to the headmistress/teacher and tell your parents*
- B. Don't tell anyone in school but only tell your parents
- C. Spread rumours about the friend
- D. Tell someone in school but do not tell your parents
- E. Beat the person/fight with the person

ix. When you are teased or made fun of ...

- A. You should cry and keep quiet
- B. Fight back
- C. Share with the counsellor
- D. *Tell the person that you don't like to be teased*

x. When upset with teacher an 8<sup>th</sup> class child should ...

- A. *Speak to the teacher of what you are upset about.*
- B. Keep silent when angry with the teacher
- C. Abuse the teacher
- D. Talk behind the teacher's back

xi. When parents don't seem to understand you, you should.....

- A. Back-answer them
- B. Blackmail them
- C. Keep quiet
- D. *Share your feelings with your parents*
- E. Complain about them to your friends

xii. Adolescents are usually in a constant state of rebellion with their parents. True or False?

- A. *True*
- B. *False*

Give a small packet of sweets to the group that got the highest score overall.

## 4. Summing up and Evaluation – 5 minutes

### **Say:**

*We have now come to the end of the quiz and also the end of this session. Before we stop, it would be nice to see what we have learned today.*

### *Let me summarise:*

*Today we learned about the physical changes and how we need to behave so as to handle the behavioural changes that take place during adolescence.. No doubt adolescence is a period of stress and strain but we all have to go through it and we will all turn out fine.*

**BREAK – 10 minutes**

# Session 3

## Information on Emotional Changes

Duration	Objectives	Methodology	Material Required
70 minutes	<ul style="list-style-type: none"><li>To enable adolescent to know of the various emotional changes they go through</li><li>To enable adolescents to handle themselves at the time of emotional changes</li></ul>	<ul style="list-style-type: none"><li>Input with examples</li><li>Picture &amp; Situation analysis</li></ul>	Chart Paper Marker Blank Paper Questions of Quiz Gifts for the winning group

*(This session has to be conducted separately with boys and separately with girls, as they will not be comfortable sharing about this topic in a mixed group.)*

### Notes for the trainer:

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#### Challenges

- Timings
- Some of the children may not feel comfortable when spoken to about lust
- Distraction, if the number of students is more.

### Design

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1. Review of previous session – 5 minutes
2. Input – Four Important Words – 15 minutes
3. Group Work – Pictures + Situation Analysis – 30 minutes
4. Summing Up & Evaluation – 15 minutes
5. Conclusion - 5 minutes

## 1. Review of previous session – 5 minutes

### Say:

*Welcome to this session. I hope you liked the previous session and learned a lot from it.*

*It would be nice if you could give us some feedback on the sessions so far. So I am going to ask the usual questions that we ask at the beginning of every session.*

*I request you to please answer freely and openly. The more of you who answer, the better it is for all.*

Encourage a lot of persons in the group to share their thoughts on any one of the following:

- i. *What did you like in the previous session?*
- ii. *Or maybe you did not like it. In that case, why not?*
- iii. *Can you mention one important thing you learned from the previous session*
- iv. *Anything that you practised or observed since the previous session*

### Say:

*In the previous session we dealt with Information on physical and behavioural changes.*

*In this session we are going to give you Information on Emotional Changes.*

## 2. Input – 4 Important Words – 15 minutes

### Say:

*In the context of emotions there are three very important emotional words. We need to understand the full meaning of these important words.*

*The words are: **ATTRACTION, LUST & LOVE***

*Have you heard these words? What do you have to say about them?*

*(Responses can be written on the board or on chart paper)*

*At first glance you may think that these three words mean the same thing. But they do not.*

*Lets see what each of these words actually mean.*

**ATTRACTION:** *In simple terms we can say that attraction is a liking for someone or something.*

*Attraction is not an intense feeling.*

*When one feels an attraction for someone one tends to think of that person often.*

*One would like to get to know that person more.*

*However one tends to be attracted to many persons in this way.*

*Attraction is a little stronger than a general 'liking'.*

For example you meet someone at a function who is good looking and funny. You feel attracted to this person.

**LUST:** *Lust is a strong sexual desire, sexual appetite and sexual passion.*

*In lust there is no love.*

*It is merely a physical desire.*

*Both boys and girls feel lust but it is much more common and frequent in boys.*

*For example you meet someone and all you can think of is having physical intimacy with this person.*

*Usually you do not think of much more than the physical, There is no desire to have a meaningful relationship etc.*

For example you meet someone and all you can think of is having physical intimacy with this person. Usually you do not think of much more than the physical, There is no desire to have a meaningful relationship etc.

**LOVE:** *When we speak of love we come to perhaps, the most complicated emotion in the world.*

*When a person is attracted to another or is infatuated with another, he or she often mistakes this for love.*

*But love is more than mere attraction.*

*Love is an extremely strong feeling.*

*It is an intense and very strong attraction for another.*

*Love is more than just a feeling.*

*Love is a commitment.*

*Love always does what is best for the loved one because love is not selfish.*

*Love accepts the other for what they are.*

For example, you meet someone and as time goes by you feel more and more attracted to them. You want to spend quality and meaningful time with them. You want to be with them for the rest of your life. You truly care for their happiness and do what is best for them.

From these definitions you can see that love is quite different from attraction or lust because love does not die easily..

### 3. Group Work – Pictures + Situations Analysis - 30 minutes

**Say:** *Now we shall have some group work where we will show you some pictures and ask you some questions. Please discuss in your group.*

*You may stay in the same group as the one you were in for the previous session.*

**Give a copy of the pictures to each group.**

**Say:** *Each group has been given pictures with a statement written beneath it.*

*Please pass these pictures around in your group*

After observing each picture carefully discuss and decide whether the picture is one of attraction, lust or love.

You have twenty minutes.

The correct answers are highlighted.



**Picture 1. Alia Bhatt**

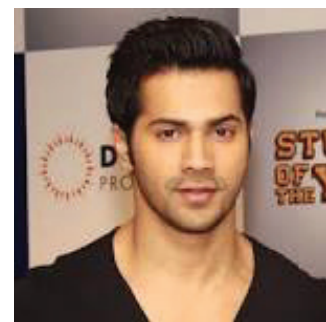
A friend tells you that he likes Alia Bhatt very much. He says he daydreams about her all the time and imagines himself getting physical with her..

Is this attraction, infatuation, **lust** or love?

**Picture 2. Varun Dhawan**

Many boys and girls like Varun Dhawan because he is a great dancer. They go for all his movies to learn some steps from him.

Is this **attraction**, lust or love?



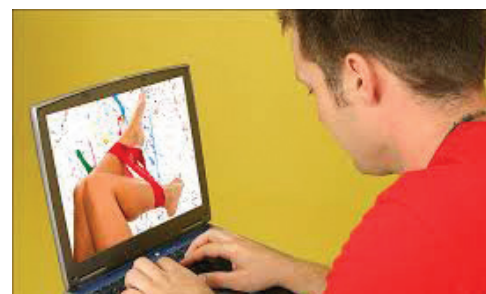
**Picture 3. Mother and child**

This mother is getting her child ready and sending her child to school for education.

Is this attraction, lust or **love**?

**Picture 4. Person watching a pornographic movie**

Is this attraction, **lust** or love?



**Picture 5. A couple holding hands**

This boy and girl were good friends in schools. In college they fell in love and thereafter dated for five years. Now they have decided to commit themselves to each other for the rest of their lives.

Is this attraction, lust or **love**?



Picture 6. Leonardo di Caprio . Name the hero or the movie that made him famous (no points for this answer)

It is generally believed that Leonardo di Caprio is the person with the largest fan following in the world.

Is this **attraction**, lust or love?

Get group answers to each picture and note them on the board in table form.

Then give them the correct answers and explain.

If any group has got all the answers right, give them a small packet of sweets that they can share in the group.

### Statement 1

A friend tells you that she likes Emraan Hashmi very much. She says she daydreams about him all the time and imagines herself getting physical with him.

Is this attraction, **lust** or love?

### Statement 2

Choose the correct answer

In Lust:

- A. There is commitment
- B. One thinks of the person but there is no sexual thoughts
- C. **There is a strong sexual desire**

### Statement 3

I think of one of my friends often and also spend a lot of my time with that friend.. However I stopped all communication with my friend as my friend's parents were planning to discontinue my friends education because of me . Is this....

- A. Attraction
- B. Lust
- C. **Love**

### Statement 4

Which of the following feelings is associated with attraction

- A. Jealousy
- B. Appreciation
- C. None of the above

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Picture 1						
Picture 2						
Picture 3						
Statement 1						
Statement 2						
Statement 3						

*Congratulations to each one of you for the effort taken for this Quiz. The prize will be given after I complete sharing a few thoughts*

*Lets look at simple ways on how do to handle ourselves if we go through any of this emotional changes.*

Emotional Words	Do	Don't
ATTRACTION	Share with someone	Keep sharing about it in a way it effects you or the other person Eg if you are attracted to a girl or boy in your class don't keep sharing about it to cause harm
	Talk about what you are going	Talk to unknown person about it
	Use it for your benefit, e.g. if you want to become a dancer learn the steps well	Let it affect you negatively, e.g. avoid getting jealous
LUST	Express your feelings and thoughts to a trusted adult	Keep your thoughts to yourself
	Divert your mind and time; get involved in physical activities, competition	Be confined to a particular place or keep your thoughts confined to only that person
LOVE	Accept the good being done	Take things for granted
	Enjoy positive emotions of love, joy, happiness, acceptances	Keep your feelings to yourself or fail to discuss with a trusted adult



## 4. Summing up & Evaluation – 15 minutes

- Sum up what they have gained from this session.
- Ask what they have gained from the session so far.
- Ask them to suggest ways in which they can in turn create awareness of what they have learned for their colleagues at school.
- Ask them to write down the answers to the following questions and hand in to you:
  - » *If you have to take home just ONE learning from today what would it be?*
  - » *What else did you find valuable today?*
  - » *What will you practise in your daily life?*

## 5. Conclusion – 5 minutes

- Remind them once again of why you are doing this course with them.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

**BREAK – 10 minutes**

# Session 4

## Gender vs Sex

Duration	Objectives	Methodology	Material Required
60 minutes	<ul style="list-style-type: none"><li>To enable the participants to share their stereotypes on male and female activity</li><li>To enable participants to know the difference between gender and sex</li></ul>	Riddle Picture analysis	Sheets of paper for participants Spare pencils for those who do not bring Picture for Group Activity Chart Paper Markers

### Notes for the trainer:

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#### Challenges

- The students may not feel comfortable with the word 'sex'.
- Distraction, if the number of students is more.

### Design

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1. Exercise/energizer – 5 minutes
2. Introduction – 10 minutes
3. Riddle – 5 minutes
4. Group work – Picture and Situation Analysis – 30 minutes
5. Processing & Conclusion – 10 minutes

## 1. Exercise / Energiser - 5 minutes

Show them the Rain Clap.

### Say:

*Let's all do the rain clap. Does anyone know how this is done? Oh, good, some of you know this. (Or, No one knows? Okay I will show you)*

*Everyone keep their left palm open. Now clap on your left palm with only one finger of your right hand. That's right.*

*(After some time) Now use two fingers of your right hand ...*

*Now three fingers of your right hand ...*

*Now four fingers of your right hand ....*

*Now your whole right palm ... (You can go in reverse too – first five fingers then four fingers etc)*

*Can you see why it is called the Rain Clap?*

*That's right. Because it sounds like rain.*

## 2. Introduction – 10 minutes

Welcome the group and tell them that today we would cover a new and interesting topic.

### Say:

*But first let us have a brief review of what has happened so far.*

*Please answer freely and openly. And I wish many of you would answer the following questions:*

- *What I liked best in the previous sessions*
- *Anything that I learned from the previous sessions*
- *Anything that I practised / observed since the previous session*
- *Anything that I discovered in myself or others since the previous session*

*Ok, now let us move on to today's topic, which is **Gender vs Sex***

### 3. Riddle – 5 minutes

**Say:**

*I am going to ask you a riddle. Please think carefully before you give me the answer.*

*If you happen to know the answer because you heard this riddle before, please do not answer immediately. Give the others a chance to answer.*

*A father and son are in a horrible car crash and the father dies on the spot. The son is then rushed to the hospital. The best surgeon in town is called for operation. Just as the boy is about to undergo the operation, the surgeon sees him and gets very upset and says, "I can't operate on this boy. He is my son!"*

How is this possible?

Wait for their answers.

**Then Say:**

*Yes. The correct answer is that the surgeon is the boy's mother.*

*However, why do you think it took so long for you to get the answer?*

*Do you think it was because you don't normally think of a woman being a surgeon?*

*Keep this in mind as we continue this session today.*

### 4. Group Work – Picture & Situation Analysis – 30 minutes

**Say:**

*I'm going to distribute some pictures and situations to each group.*

*Please consider each picture or situation and say whether it 'feels' right or 'feels' wrong to you.*

*You have 15 minutes.*

- **OPTION 1**

- » *In this session we'll play a very simple game:*
- » *I'll show some pictures. I want you all to share your thoughts and feelings, and comment about it.*
- » *No person to repeat the same point as the other person*
- » *Each one to respect the other person's point of view*
- » *It would be nice if we can have only one person speak at a time*
- » *Prizes will be given to a person who has never spoken in the group session before ( other categories can be decided by the resource person)*

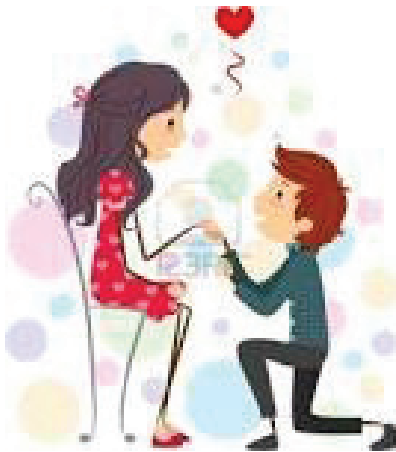
- OPTION 2

- » Each picture to be given to a group along with a chart paper/ paper. Group to work on the picture provided to them.

- » The group with the maximum right answers to be the winner

(Remember to collect the sheets from them to reuse with the next group)

## Pictures and Situation Analysis Sheet



**Picture 1. Proposal**

Which photo is Right? (Probing questions to the group : what will happen to the girls image)

**Picture 2. Girl and boy doing house work. Which photo is Right? (Probing questions to the group : Do men always work in the kitchen, is it a man's job to cook daily)**



**Picture 3.**

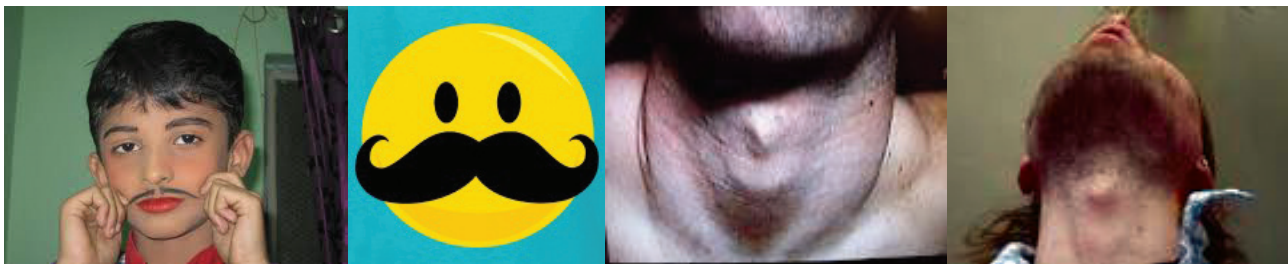
Is there anything wrong in this picture?

Picture 4. Can she be an instructor? Comment looking at both pictures



(Probing questions to the group : How can a women be an instructor in the gym, should a girl not maintain her figure then build muscles)

Picture 5. This is found in.... Men or women or both



Picture 6. Comment on the picture

(Probing questions: Can a woman be a pilot? Can a boy do the job of an airhostess?)

Make a chart on the board as follows:

Write the qualities in the column as being told by the group

Picture	Female		Male
1	Expected response from the participants		Expected response from the participants
2	Not to express love		Is superior, intelligent
3	Cooking		Chef not work in the kitchen
4	Pregnant		To earn money
5	Physical weak Should not have muscles		Cant be pregnant
6	Some girls have hair on upper lips		To make body develop muscle
7	Can be pilots if they are educated Women are caring		Moustache Adams apple Education

**Ask:**

*Let us take qualities from each column and see if it can be exchanged*

Tell the group the qualities that can't be exchanged it will be written in the middle column

The middle column will have words such as pregnancy, moustache, Adam apple, breast, breast feeding

Tell the group since the words can be exchanged you can change the title of the column from female to male

Once the middle column is filled with the words tell them that the column can be termed as sex

**Say:** *SEX is what is in us biologically. Such as pregnancy, breast feeding, breast, MC, moustache, Adam apple*

*GENDER has a social meaning. Gender is a view, statement or expectation that society, our parents or our community has about should be female and male activity and behaviour. For example, people think it is a girl's task to wash dishes but not to be a surgeon. Remember now how puzzled you were by the riddle? It is because most of us did not think the surgeon could be a woman.*

*Many of us tend to have what is called GENDER BIAS, where we believe only males can do certain things and only females can do certain jobs. You will see now that most tasks can and should be done by both males and females. Serving food, for example, need not be only a female task.*

*Whenever we feel that a certain job is to be done only by a male or a female we should consider whether it is created by society or is it there biologically in us.*

## 5. Processing & Conclusion – 10 minutes

**Say:**

*We need to see what we have learned from these activities. I shall ask you some questions. Please answer honestly and promptly.*

*(When anybody gives an answer please say, 'Well done!' or 'Thank you. Anyone else?')*

*Is this 'Gender' or 'Sex'?*

» *Rape takes place because girl wears short and revealing clothes: Gender*

» *There is a change in voice among boys in their adolescents: Sex*

» *It is ok for a husband to beat his wife as they are married: Gender*

*No one has a right to beat any person there should be respect in any relation*

» *During adolescents boys and girls gets pimples due to hormonal changes: Sex*

» *Boy is the head of the family: Gender*

- *What is the most important thing you learned today?*
- *Does anyone have any questions?*

*After getting several answers, conclude by saying:*

*I am sure that today you have learned something different, something that has added to the knowledge that you already have. In our next session we will discuss some details about sexuality.*

**BREAK – 10 minutes**

# Session 5

## Sexuality

Duration	Objectives	Methodology	Material Required
40 Minutes	To remove shyness or embarrassment about the word 'sexuality' and understand it correctly	Chalk and Talk method	Prizes Attendance sheet Pen for each participant Paper for each participant Question box

(This session has to be conducted separately with boys and separately with girls, as they will not be comfortable sharing about this topic in a mixed group.)

### Notes for the trainer:

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#### Challenges

- The students may not feel comfortable with the word “sexuality”
- Distraction, if the number of students are more.

#### Design

---

1. Introduction – 10 minutes
2. Activity – 20 minutes
3. Processing & Conclusion – 10 minutes



## 1. Introduction - 10 minutes

**Say:**

*Welcome. I want to start by asking how you liked our last session. What did you like best about it?*

(Wait for a few answers and then move on.)

**Say:**

*Today's topic too is one you will find interesting because at your age you need to have more knowledge about certain things. Today's topic is **Sexuality**. Be aware of what kind of feelings and thoughts go through you when the word 'Sexuality' is said.*

Distribute pen and paper to the participants in case they do not have it.

## 2. Activity - 20 minutes

**Say:**

*I am going to write a word on the board. As I write each letter, please write the letter on your paper.*

Write the word SEXUALITY on the board. But do this letter by letter. Write letter S on the board and then watch the students as they write it on their papers. Then write E and do the same. After you write each letter make it a point to observe the students. (Variation: If a LCD projector is available have the word SEXUALITY written on a slide and let the word come on the screen one letter at a time.)

Once the entire word "SEXUALITY" has written (or has come on the screen) ask the participants:

*What did you feel when you wrote the word 'sexuality'?*

Encourage the students to say what they feel and give their honest feeling.

**Say:**

*Instead of the word 'Sexuality', is there any other word you would prefer to use? Please write down this word on your papers or books.*

Give them time to think of a word and write it down on the paper. Once everyone has finished, ask them to say their word aloud so that everyone can hear.

**Say:**

*What do you understand by the word 'sexuality'?*

Wait for a few answers.

Then explain to the students the meaning of Sexuality.

**Say:**

*Sexuality refers to sexual attraction to another person, whether of the opposite sex or the same sex. Sexuality is a powerful free inner energy – physical, emotional and intellectual – which relates to our social and physical environment.*

*It is a source of refreshment, pleasure and passion which increases our self-confidence and creativity.*

*Ensure that the students are clear about the concept of Sexuality and that there is no uneasiness in them to talk about it.*

**Ask:**

- » *Is everyone clear about the meaning of sexuality?*
- » *Does anyone have any further questions?*
- » *Discuss with the person nearest to you (buzz session) whether you feel any discomfort or uneasiness when you hear the word 'sexuality'.*

Allow them to talk for a minute or so.

**Say:**

- *Does anyone feel any uneasiness?*
- *If there is any uneasiness still, please feel free to meet me afterwards or contact me.*
- *You can also place a question in the question box.*

### 3. Processing & Conclusion – 10 minutes

**Say:**

*Before we end this session, as usual let us hear what you liked best or what you learned during this session.*

*Does anybody have something to say? Something that you learned? Something you liked? (Ask a few people by name)*

**Then conclude by saying:** *Thank you for being such a nice group. In the next session we shall look at some of the myths that surround gender, sex and sexuality.*

**BREAK – 10 minutes**

# Session 6

## Breaking Myths

Duration	Objective	Methodology	Materials Required
45 minutes	<ul style="list-style-type: none"><li>To explode the myths about sexuality and give them a true understanding of the facts.</li></ul>	<ul style="list-style-type: none"><li>Input &amp; Discussion</li></ul>	<ul style="list-style-type: none"><li>Statement of Myths</li></ul>

*(This session has to be conducted separately with boys and separately with girls, as they will not be comfortable sharing about this topic in a mixed group. Myths for boys will be different from the myths for girls but some questions will be common)*

### Notes for the trainer:

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#### Challenges

- The students may not feel comfortable with the word “sexuality”
- Distraction, if the number of students are more.

#### Design

---

1. Introduction – 10 minutes
2. Myths about sexuality – 25 minutes
3. Processing & Conclusion – 10 minutes

## 1. Introduction - 10 minutes

Start by welcoming the participants all for this session. Ask if they liked the last session. Take a couple of answers from them if they want to answer.

*Then say:*

*Today we are going to talk about certain myths that are related to sexuality. Myths are false stories. There are a lot of false stories surrounding sexuality. This is because sexuality is not a topic we like to talk about openly.*

*If we go to a dark room, it is very frightening for us because our imagination makes us think of all sorts of monsters that may be there in the room. However, if we were to shine a light into the room we will see that there is nothing there but some old clothes and junk.*

*If we talk about sexuality openly, it is like shining a light in a dark room.*

*So today we are going to take some myths about sexuality and we will explode them.*

## 2. Myths about Sexuality – 25 minutes

### For Boys

**Say:**

*Let's start with 'Myths for Boys'*

*(To be done only with the boys.)*

*I shall give just a few examples.*

*(You can add more depending upon the situation in your geographical area)*

**Let's take them one by one:**

**Myth 1: Sex is a bad thing.**

*What do you have to say about this?*

*(Encourage them to answer. If there are no answers coming, make them have a buzz session and then ask the questions again.)*

*Some may agree with the statement and others may disagree.*

**Ask:**

*Why do you agree? Why do you disagree?*

Once they have given some answers, explain to them why this myth is false.

**Say:**

*Sex is not a bad thing. Sex has been given to humans, just as it has been given to all living beings so that there can be reproduction. Society had made a lot of rules surrounding sex. As result of this, sex has become a taboo topic and young people tend to think that anything regarding sex is bad. As per law it is illegal for any person below the age of 18 yrs to be involved in sexual activity.*

---

**Myth 2: It is OK for a boy to have sex but not OK for a girl.**

Follow the same procedure as for the previous question:

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

*Wait for some answers from them. If there are no answers coming let them have a 'buzz session'.*

**E**

**Explain:**

*Again this is a false myth. Society tends to have one set of rules for males and a totally different set of rules for females. Parents will tell their daughters not to have sex because sex can lead to unwanted pregnancy and the burden of looking after a baby before a girl is ready for such a responsibility.*

---

**Myth 3: Love means sex.**

Follow the same procedure as for the previous question.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

**Explain:**

*The word 'love' is used very freely nowadays. It has become a common belief that love and sex are the same thing. Very often young people do not like to use the word 'sex' when speaking. They say 'love' instead of 'sex' and they wrongly tend to think that love and sex are the same thing.*

---

**Myth 4: A 14-year-old girl and a 16-year-old boy know what true love is and can have a meaningful intimate relationship, and can do as they please.**

Follow the same procedure as for the previous question.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

**Explain:**

*There are two aspects to be considered here.*

*First is the legal aspect. Legally a minor is below 18 years and is not considered to have the ability to know what true love is. Legally a minor is not allowed to do as they please in matters of sex and many other matters. These laws exist for the **protection** of minors.*

*In fact if any person who is a major has sex with a minor with or without their consent it is considered to be Child Sexual Abuse.*

*The second aspect here is psychological. Psychologically the 14- or 16-year-old child's mind has not matured sufficiently and is not able to decide what true love is.*

---

**Myth 5: If a girl dresses immodestly she is inviting sex.**

Follow the same procedure as for the previous question.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

**Explain:**

*This myth has been generated by males! A girl has the right to dress as she pleases. For centuries men have used the excuse of a woman's immodest dressing as an excuse to molest or violate women. This is a lame excuse and this myth needs to be exploded as soon as possible.*

---

## For Girls

**Say:**

*Let us talk about Myths for Girls. Here are some:*

**Myth 1: Menstruation is unclean and unhealthy.**

Follow the same procedure as for Myths about Boys.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

**Explain:**

*This is a myth that is common in many parts of the world. The fact is that menstruation is a natural*

*process: as natural and necessary and healthy as drinking water or eating food or urinating.*

*Menstruation is necessary for a woman. If the process of menstruation never begins in a woman it means she will never be able to conceive a child.*

*In many parts of India, women are denied entrance to a religious place or are not allowed to eat with the rest of the family during their period. This is unfair and wrong.*

---

### **Myth 2: Love means sex.**

Follow the same procedure as for the previous question.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

### **Explain:**

*The word 'love' is used very freely nowadays. It has become a common belief that love and sex are the same thing. Very often young people do not like to use the word 'sex' when speaking. They say 'love' instead of 'sex' and they wrongly tend to think that love and sex are the same thing.*

---

### **Myth 3. If a girl dresses immodestly she is inviting sex.**

Follow the same procedure as for the previous question.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

### **Explain:**

*This myth has been generated by males! A girl has the right to dress as she pleases provided she is not breaking any laws of dressing. For centuries men have used the excuse of a woman's immodest dressing as an excuse to molest or violate women. This is a lame excuse and this myth needs to be exploded as soon as possible.*

---

### **Myth 4: A 14-year-old girl and a 16-year-old boy know what true love is and can have a meaningful intimate relationship, and can do as they please.**

Follow the same procedure as for the previous question.

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

**Explain:**

*There are two aspects to be considered here.*

*First is the legal aspect. Legally a minor is not considered to have the ability to know what true love is. Legally a minor is not allowed to do as they please in matters of sex and many other matters. These laws exist for the **protection** of minors.*

*In fact, if any person who is a major has sex with a minor with or without their consent it is considered to be rape and is called statutory rape.*

*The second aspect here is psychological. Psychologically the 14- or 16-year- old child has not matured sufficiently and does not have enough experience to decide what true love is.*

---

**Myth 5: It is OK for a boy to have sex but not OK for a girl.**

Follow the same procedure as for the previous question:

*What do you have to say about this?*

*Why do you agree? Why do you disagree?*

**Explain:**

*Again this is a false myth. Society tends to have one set of rules for males and a totally different set of rules for females. Parents will tell their daughters not to have sex because sex can lead to unwanted pregnancy and the burden of looking after a baby before a girl is quite ready to for such a responsibility.*

---

### 3. Processing and Conclusion – 10 minutes

Ask questions to ensure that the students are clear about the myths and their doubt regarding sexuality have been cleared.

**Say:**

*Would you say this was an informative session?*



*Which was the myth that you were most happy to see exploded? (You will get different answers here. Accept all and thank them after each one.)*

*Can anyone give an example of someone you know who believes in one of these myths?*

(You may get one or two examples. These will serve to show the bad effects of believing in these myths)

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# Session 7

## Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
2 hours + 10-minute break during session	To enable the adolescents to know what is Child Sexual Abuse.  To provide information about Protection of Children from Sexual Offence (POCSO Act)	<ul style="list-style-type: none"> <li>Picture &amp; Case Analysis</li> <li>Input &amp; Discussion with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Picture for group work</li> <li>Case studies for group work</li> <li>Chart Paper</li> <li>Marker</li> <li>Glue</li> <li>Half sheets of blank paper for children to write their evaluations.</li> <li>Question Box</li> </ul>

*(This session has to be conducted separately with boys and separately with girls, as they will not be comfortable sharing about this topic in a mixed group.)*

### Notes for the trainer:

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#### Challenges

- Managing time: The group may want more time for discussion
- Maintaining discipline: Some of the children may want to change groups see what is the picture with other groups. There may be a lot of noise in the room children may be speaking at the same time
- Involvement of all: Dominant children may take over the assignment.

### Design

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1. Introduction – 10 minutes
2. Group division – 10 minutes
3. Group work – Picture & Case Analysis – 40 minutes
4. Explanation of CSA – 20 minutes
5. Relook at the pictures and cases – 20 minutes
6. Summing Up and Evaluation – 15 minutes
7. Conclusion – 5 minutes

## 1. Introduction – 10 minutes

**Say:**

*Welcome back! I hope you had a nice break and are ready for some more interesting information.*

*We come now to the main and most important topic in this programme, namely, Child Sexual Abuse.*

*Before I explain anything, it may be a good idea to find out what your understanding of the topic is.*

*Can you tell me what you understand by the term 'Child Sexual Abuse'?*

(Encourage many participants to answer. Tell them to give the answer in their own words. Thank each one as they answer, but do not say whether their answer is right or wrong.)

**Say:**

*At this point I will not say whether your answers are right or wrong. Let us have an activity first.*

## 2. Group Division – 10 minutes

**Say:**

*Let us play a game called 'Fire on the mountain, run, children, run'.*

*Let's form a circle*

*Once I start to sing 'Fire on the mountain, run, children, run', you'll move clockwise in the circle.*

*When I stop I'll say a number and accordingly you will have to get into groups of that number.*

*Persons not in groups of the number said will be Out.*

*The group has to run according to how fast I sing. If I sing slowly the group will run slowly. The faster I sing the faster will the group run.*

*'Fire on the mountain, run, children, run, Fire on the mountain, run, children, run...*

*FIVE!*

*Those not in groups of five are Out.*

*'Fire on the mountain, run, children, run, Fire on the mountain, run, children, run...*

*ONE!*

*Anyone in a group of more than one is Out.*

*'Fire on the mountain, run, children, run, Fire on the mountain, run, children, run...*

*ZERO!*

See how they depict zero. Children will be very creative. In case they are not you use your own creativity.

### 3. Group Work – Picture & Case Analysis – 45 minutes

Give each group one picture, i.e., Picture 1 to Group 1, Picture 2 to Group 2, etc.

**Say:**

*I am giving each group a picture. Please discuss the question given below the picture.*

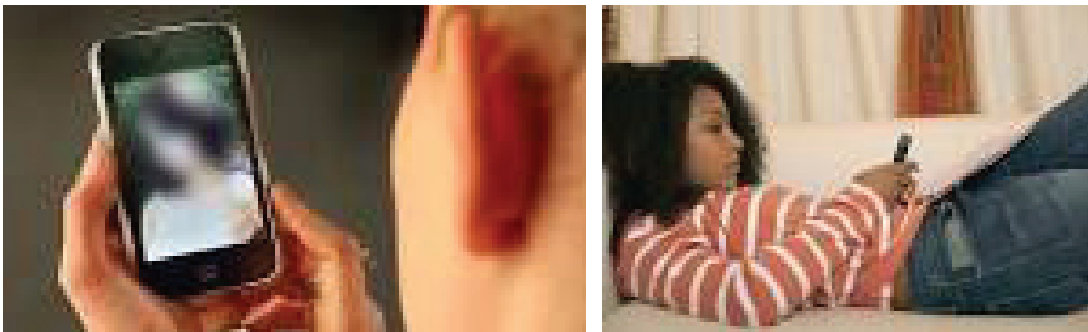
Tell them they have ten minutes to discuss.

After ten minutes ask their answers.

After they have given their answers, note them on the board.

Then give Case 1 to Groups 1 & 2 and Case 2 to Groups 3 & 4.

**Picture 1:** A 14-year-old boy sends pictures to a 12-year-old girl through a person / mail/ Facebook / Whatsapp.



Is this Child Sexual Abuse?



**Picture 2:** A boy of 12 is having a bath and an older male is peeping at him.

Is this Child Sexual Abuse?



Picture 3. A 19-year-old watching pornography alone

Is this Child Sexual Abuse?

Picture 4: A 16-year-old boy and 16-year-old girl are reading a book in a garden.

Is this Child Sexual Abuse?



## Case 1 (for boys)

A boy of the 9th Std, who is 16 years old, has asked some of the boys of the 6th and 7th Std – including YOU – to come to the toilet for the game. In the toilet the older boys show their penises to the younger boys (including you) and make them touch the penis of the older boys.

*Is this child sexual abuse?*

*What should you do?*

## Case 2 (for boys)

Your classmate invites you to his house to see a movie. When you go there you find that his parents are not at home and that he is showing you a pornographic movie on his DVD player.

Is this child sexual abuse?

What should you do?

(For girls, when you do this separately for them.)

## Case 1 (for girls)

You want to learn swimming, so during your summer holidays you join swimming classes. During

the classes your swimming teacher touches your stomach, thighs, bottom and back in a way that makes you feel uncomfortable. But you do not say anything as you feel that it is important for your teacher to touch you to learn swimming. After two days you share it with your friend who also comes for swimming class and she says that the teacher does not touch her body; he only holds her legs when she is not able to kick her legs.

*Is this child sexual abuse?*

*What should you do?*

## Case 2 (for girls)

Whenever you (girl) go to the garden in the evening you see a man who is always alone and walking around. One day when you go to the garden you see him with his pants zip open and exhibiting his private part. When he sees that you noticed him he starts touching his private part again and again.

*Is this child sexual abuse?*

*What should you do?*

**Note the answers given by the groups for the cases. (Write only the main point.)**

After the groups have answered, thank them for being so interactive. Make it a point to mention that some got their answers right, and praise them in general.

### Say:

*I am not giving you the correct answers yet.*

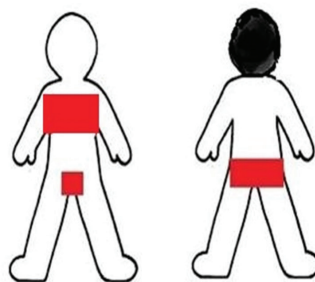
*But I shall show you two diagrams now to explain what is meant by the terms 'private part'.*

*Please note the areas which are in red. These are the private parts for girls and boys respectively.*

*Is this clear to everyone?*

*Now I have some questions for you to consider:*

### Private/ Personal Parts of our body



Parts of our body that belong to us and no one else. No one has a right over it.

## (For boys & girls)

*How would you feel if someone touches/sees your private parts or exposes their private parts to you?*

*Just consider the question. Don't answer it. Just think about it.*

## (For girls only)

*How do you feel if someone calls you 'hot', 'sexy', or 'item'?*

**BREAK – 10 minutes**

## 4. Explanation of Child Sexual Abuse (CSA) – 20 minutes

(Trainer should have thorough knowledge on this subject.)

### Say:

Welcome back from your break. It is important that you be fresh for this part of this session.

In 2012, India came out with a special law to protect children against sexual offences. This is called **Protection of Children from Sexual Offences Act, 2012** or **POCSO**.

I shall explain to you the main points of this Act.

First, this Act clearly explains the three aspects of Child Sexual Abuse, namely **sexual harassment, sexual assault, and penetrative sexual assault of a child**.

Child is defined as any person below the age of 18 years

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Let us consider the term '**Sexual Harassment**'.

Now when I talk about 'you', I am referring to people of your age group or younger – those who come under the definition of CHILD. I am referring to both girls and boys.

Let us suppose you are walking along a road, or you are in a park or even alone at home or in a friend's house and then someone, may be a man or a woman, may be a stranger or someone you know, even someone who is related to you or a close family friend, were to speak to you in a 'wrong' way, e.g., saying something sexual to you, or making sounds or actions that show sexual intention, then you can call this sexual harassment.

This is not all. If this person or more than one person exhibits their private parts or follows you constantly or invites you to expose your body parts in a way that is sexual, this can be called sexual harassment.

Lastly POCSO also covers sexual harassment that may not be obvious, such as watching or recording you through a hidden camera. Sometimes they further try to blackmail you by telling you that they have pictures of you – for example, of you changing your clothes – then this too is called sexual harassment.

Are we clear so far? Are there any questions at this stage? Do not worry if you do not understand something. You can wait till later when I give you all some questions to see if you have understood and then you will be surprised how much you have understood.

---

Now we come to another important term: **Sexual Assault**.

Take the same situations that I mentioned earlier, whether they happen in public or in private, whether there are people around you or not; whether it is by a stranger or known person or relative ... if this person **TOUCHES** you on your private parts – whether it is the penis, or vagina, your bottom or breast – it is called **sexual assault**.

Further if they make **you** – the child – touch **their** private parts such as their vagina, penis, bottom or breast, it is called **sexual assault**.

It is also called sexual assault if they make you touch the private parts of another person other than the offender. For example, they may make you touch your friend in the way I just described.

Remember **sexual assault** involves touching but not penetrating in any form. It only refers to **touching** sexually.

It is important to note this because the next term is a crucial one.

---

I am talking about **Penetrative Sexual Assault**.

In **penetrative sexual assault** you have similar situations to what I mentioned earlier, but here the offender puts something INTO your private parts or forces you to do this to yourself or to someone other than the offender. This includes the vagina or urethra (this is where a girl urinates from), bottom or anus. It does not matter if the object put into the private part is a penis or pencil or stick or any object; it is all called **penetrative sexual assault**.

Now another aspect of penetrative sexual assault is when the offender puts their penis into your private parts or even any other opening in your body – for example, your mouth or nose or even ear! There all sorts of strange people out there.

Further if the offender puts their mouth to the child's private parts – you know what private parts are now – or makes the child do so with the offender or some other person, then too it is called penetrative sexual assault.

Let me add that if the offender makes the child put their finger or hand or toe or even any object into the offender's private part or another person's private part, then too it is called penetrative sexual assault.

I think I have covered almost everything.

If there are still some doubts about CSA then please speak up.

## 5. Relook at the pictures and cases – 20 minutes

### Say:

Now, based on what I have explained to you let us take each of the pictures and cases I had given you earlier, and let us see if you will change some of the answers you had given earlier. Give reasons briefly.

So please take a look at the pictures and cases again.

Give them ten minutes for this.

Ask for answers from each group.

Activity	CSA or No	Reasons
Picture 1		
Picture 2 etc		
Case study 1etc		

Then give them the answers:

*Picture 1: A 14-year-old boy sends pictures to a 12-year-old girl through a person / mail/ Facebook / Whatsapp.*

This is not CSA. Ask the group why not and then explain.

**Reason:** *The picture is not a pornographic picture.*



*Picture 2: A boy of 12 having a shower.*

This is CSA. Ask the group why and then explain.

**Reason:** *The boy having a shower is a minor. The offender is watching a naked boy. Is this sexual harassment, sexual assault or penetrative sexual assault? That's right. It is sexual harassment.*

---

*Picture 3: 19-year-old watching porn.*

Not CSA. Ask the group why not and then explain.

**Reason:** *The person is over the age of 18. And no child is involved here.*

---

*Picture 4: A 16-year-old boy and 16-year-old girl are reading a book in a garden.*

Not CSA. Ask the group why not, and then explain.

**Reason:** *The couple may be minors but they are not doing anything sexual.*

---

## For boys:

**Case 1: 16-year-old boy calls a younger boy to the toilet game.**

This is CSA. Ask the group why – then explain.

**Reason:** *The victims are minors. The victims are made to touch the other person's penis.*

*What kind of CSA is this? That's right. It is sexual assault.*

What should you do? Wait for their answers and then tell them:

*First, tell them you do not want to do this. If they insist just tell them NO! It is best if you share and tell a teacher and your parents or a trusted adult. Even if you are scared, always tell somebody. Never remain silent about it. Speak up. Remember never to keep a secret for longer than a week. If someone tells you to keep a secret that is for life long and for more than a week it's called a 'bad secret'. One should not keep bad secrets, so what do you need to do is speak to and share with a trusted adult. Do not rest till you find someone who will make the offender stop the abuse and you do not have to keep a bad secret.*

---

**Case 2: Your classmate invites you to his house to see a porn movie.**

This is CSA. Ask the group why – then explain.

**Reason:** *You are a minor.*

*What kind of CSA is this? That's right. It's sexual harassment.*

What should you do? Wait for their answers and then tell them:

*First tell your classmate firmly that you are not interested in doing this. Report this to your parents. Tell somebody. Never remain silent.*

*Remember: In all cases of child sexual abuse it is your right to report the matter to the police.*

*The Act called POCSO gives you these rights.*

---

## For Girls:

*Case 1: You go swimming and the instructor touches you.*

This is CSA. Ask them why – then explain.

**Reason:** *You are a minor and the instructor is touching you in private places. What kind of CSA is this? Yes it is Sexual Assault.*

What should you do?

Wait for their answers and then tell them:

*First, tell the instructor that you are not comfortable with the way he or she touches you. It is your right to say this to him or her. It is best to tell a teacher and also tell your parents or a trusted adult. Even if you are scared, always tell somebody. Never remain silent about it. Speak up till it stops.*

---

*Case 2: Whenever you (girl) go to the garden in the evening, you see a man who is always alone and walking around, exposing himself.*

This is CSA.

**Reason:** *The offender is exposing his private parts and handling them in your presence. Is this sexual assault? No. It is sexual harassment because there is no touching involved.*

What should you do? Wait for their answers and then tell them:

*Inform your parents about this immediately. Never remain silent about such events. Share with a trusted adult someone who will provide you with support to ensure that the abuse is not repeated.*

---

## 6. Summing Up & Evaluation – 15 minutes

*Ask the children if they have any doubts/questions and clarify their doubts.*

*Tell them if they are not comfortable asking a question, they can write it and drop it in the box/tray. Some of these questions can be answered in subsequent sessions.*

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### Evaluation

- Sum up what they have gained from this session.
- Ask what they have gained from the course thus far.
- Ask them to suggest ways in which they in turn can create awareness of what they have learned among their friends at school.

## 7. Conclusion – 5 minutes

- Tell them the importance of the talk: How to be safe from Sexual Abuse, How not to keep bad secrets and the definition of a child is anyone between the age of 0-18 years, hence no one can touch their private parts with or without their permission.

**BREAK – 10 minutes**

# Session 8

## Profile of abuser, Process of Abuse and Feelings Associated with Abuse

Duration	Objectives	Methodology	Material Required
65 minutes	<ul style="list-style-type: none"> <li>To provide information on the profile of abuser and process followed for sexually abusing a child.</li> <li>To make the participants aware of the feelings associated with child sexual abuse</li> </ul>	Energiser Statement Analysis Word search	Word search sheet for each person Statements for Group Activity Response to questions of last session

### Notes for the trainer:

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#### Challenges

- Managing time: The group may want more time for the activities.
- Involvement of all: Dominant children may take over the assignment.

### Design

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1. Energiser and Group Formation – 10 minutes
2. Review of previous session – 5 minutes
3. Group work: Statement Analysis – 15 minutes
4. The Process of Child Sexual Abuse – 10 minutes
5. Word search – 15 minutes
6. Question time & Conclusion – 10 minutes

## 1. Energiser & Group formation – 10 minutes

### Say:

*It is nice to see you all back here. Welcome back.*

*Let us begin this session with an energiser – just a short game to make us all feel fresh and have some fun.*

*The game is called 'Simon Says'. Some of you probably know it.*

*It's simple. I will ask you to do different things like, 'Raise your right hand' or 'Tap your left hand on the desk'. You have to do whatever I ask BUT ONLY if I first use the words, 'Simon says.' If anyone does the action when I have NOT said 'Simon says' beforehand, then that person is out. He or she will stand apart from the others.*

*Let's have a trial round.*

*Raise your left hand. There you are! Some of you raised your hand. So you would be out, but this is a trial round. So let us start.*

*Simon says touch your nose with your left thumb.*

*Simon says stop breathing*

*Simon says start breathing.*

*Touch your knee ...*

---

As people get out of the game, let them stand apart and form into groups of five. After a few rounds, tell everyone to form into groups of five. You should get a maximum of five groups. If there are more than five, then divide the extra ones into the existing groups so that there are a total of five groups.

## 2. Review of previous session – 5 minutes

### Say:

*Today's topic is going to be very informative because I am going to tell you about the **process of abuse** – how it takes place, how abusers plan their moves, how they go about their task.*

*Let us start by reviewing some of the things we learned in the last session.*

Encourage a lot of persons in the group to answer the following questions:

- i. What is CSA? **Child Sexual Abuse**
- ii. What are the three aspects of child sexual abuse? **Sexual Harassment, Sexual Assault and Penetrative Sexual Assault**
- iii. What is generally advised if you know of a case of CSA? **That's right. Remember CSA is a crime and we have to report it. So never keep silent about it.**
- iv. Anything from the previous session that made an impact on you?

### 3. Group work – Statement Analysis – 20 minutes

**Say:** *I am giving one statement to each group. Please discuss the statement written on your slip of paper. In each group the group captain will read out the statement and then you will discuss it.*

*You have 10 minutes for discussion.*

(Give each group captain a slip of paper with their statement printed on it.)

**Statement 1:** “Only strangers sexually abuse children” True/**False?** Give reasons.

**Statement 2:** “Is it okay to receive gifts for no reason?” Yes/**No?** Give reasons.

**Statement 3:** “Teachers do not sexually abuse their students.” True/**False?** Give reasons.

**Statement 4:** “Only men can sexually abuse children.” True/**False?** Give reasons.

After 10 minutes ask each group to give their answers and note them on the board, making a chart as shown below. After each group gives its answer, ask the other groups if they agree and why or why not.

Then give the correct answer and reason.

	Response	Reason
Statement 1	False	Adults who abuse children first identifies a child then the person befriends the child by giving sweets, gifts. The abuser builds a relationship with the child.  Hence, abusers are not strangers they are known to the child. They can be family members too.
Statement 2	No	It is not okay to receive gifts for no reason. The person who usually gives gifts for no reason is following a process to sexually abuse a child  Child abuser uses this strategy to befriend a child
Statement 3	False	Teachers too can sexually abuse a child. In fact research has shown that child abusers like being in places frequented by children and at times take up jobs where they have access to children.  A teacher who sexually abuses a child misuses the power and authority entrusted to them.
Statement 4	False	There is no theory, which claims that only males sexually abuse children.  A child abuser can be a male or female.

**Say:**

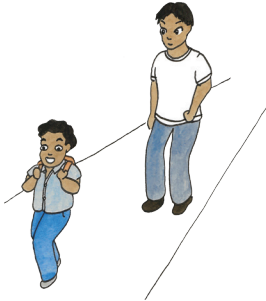
*So do we say that all adults sexually abuse children OR some adults sexually abuse children?*

*We will look at how an adult actually sexually abuses a child*

*After that, we will look into what are the feelings children go through if there is sexual abuse.*

## 4. The Process of Child Sexual Abuse – 10 minutes

Let us look at the pictures below. Tell me what do you think is happening. Let the children give as many responses.



Picture 1



Picture 2



Picture 3



Picture 4

### Say:

*Good responses. What we have seen is how an adult sexually abuses a child. We can call it as a process. Let's look at what it means.*

- » *Picture 1: Identifies a child*
- » *Picture 2: Befriends the child*
- » *Picture 3: Frightens and threatens the child*
- » *Picture 4: Tests abuse for the first time; then repeatedly abuses*

The pictures can be explained in the following manner.

*I will now tell you how child sexual abusers operate; how they think, and what methods and tactics they use. Would you not like to know more about this?*

*It is extremely important for you to know this, so that you can be prepared and can help many young people like yourselves to avoid a lot of pain and trauma.*

*There is no particular way by which one can tell just by looking at a person's face that he or she is a child sexual abuser.*

*But if we are alert to the way they behave with us and other children we will be able to spot them.*

*For the sake of this explanation, I will talk sometimes as if the abuser is a man and sometimes I will refer to the abuser as 'she'. This is only for convenience and to avoid saying 'he or she' all the time,*

*Remember, the abuser could be a man or a woman.*

*The first thing the abuser does is identify a child. He generally looks out for a child who is usually alone, not mixing with others, or one who is ignored by classmates. Mostly she looks for a child with whom she can be alone easily. Some children are unafraid and bold and go off by themselves, even though they have been warned to be careful.*

*Many parents tell their children not to take sweets or chocolates from strangers. What many parents do not realise is that the child offender might not be a stranger but a friend of the family or a relative.*

*The abuser is generally very charming and has the ability to win the child over with his winning ways. She knows exactly what to say to a child that will attract the child to her.*

*The main tactic with many abusers is to befriend the child. It is a patience game. They do not do anything at first. Just play with the child. The tactic they use is to tell the child something and say it is a secret.*

*One particular child abuser in USA did this and said that he would always use the secret as a test. If the child kept his secret, he would go further with the child, knowing that the child would not tell people what he was doing to him or her.*

*The abuser will play with the child and the child will really have a lot of fun with her in the beginning. Gradually the game turns into a sexual game involving simple touching by accident, then inviting the child to touch or be touched and so on.*

*After the abuser has done something with the child – it could be sexual harassment, sexual assault or penetrative sexual assault – she will tell the child not to tell anyone. But to make sure the child will keep quiet about it, he will frighten and threaten the child. He will threaten to kill the child. In one true case, the abuser was the girl's own first cousin. He told her that if she told anyone he would kill her father. In order to protect her father, this little girl, who was only 9 years old, let her abuser do whatever he wanted with her.*

*Alternately the abuser will also be very kind and gentle with the child. This confuses the child, who does not know if the abuser is a good person or not.*

*The abuser tests abuse for the first time and if successful, will repeat the abuse. The abuser succeeds because one way or the other the child remains silent. He or she bullies the child because the child is easy to bully. The child is weak. The child generally thinks it is wrong anyway, because parents always blame the child. All of this suits the abuser who is very intelligent and a keen observer of human behaviour.*

**OK. What are your reactions to this information? What are you thinking or feeling after hearing this?**

Get some responses. Let the participants speak. After each participant responds, summarise what they have said and thank them.

**Tell them:**

*The best way of protecting yourself from an abuser is to be confident and assertive. In later sessions I will be showing you how to be assertive and how to conduct yourself in such a way that a child abuser would realise that you are not an easy victim.*

## 5. Word Search – 15 minutes.

**Say:**

*To end this session we shall do an activity which will be fun.*

*The sheet has certain key words that relate to CSA*

*Remain in your groups and I will pass a sheet around with some letters on it.*

*In the sheet look at the words at the end of the sheet and look for it in the grid. The words may be read upwards, downwards, backwards or forwards horizontally or vertically but not diagonally.*

**Hand out the Word Search sheet to the participants.**

*You may work alone or with others in your group. Whoever gets all the words first, his or her group will be declared the winner. You have 10 minutes for this activity.*



After ten minutes, ask all groups to stop working and find out how many words were found by each group. They have to mark the words. You can give sweets to the group that has the highest number of words correct.

### Word Search

S	T	N	E	L	I	S	C	B	C	I
A	F	H	G	F	E	U	D	A	O	R
N	R	I	K	W	E	I	R	D	N	R
O	U	Y	J	T	T	C	A	I	F	I
I	S	T	D	E	A	I	E	P	U	T
S	T	E	I	M	H	D	F	F	S	A
S	R	I	A	P	N	A	J	O	E	B
E	A	X	R	E	R	L	S	O	D	I
R	T	N	F	R	T	U	H	L	K	L
G	I	A	A	N	G	R	Y	A	Z	I
G	O	A	P	Y	S	A	E	N	U	T
A	N	S	A	S	H	A	M	E	D	Y

Find the following words in this grid above. The words may be read from top to down, down to up, right to left, left to right but not diagonally up to down or down to up:

- |                 |                    |                   |
|-----------------|--------------------|-------------------|
| <i>Weird</i>    | <i>Frustration</i> | <i>Temper</i>     |
| <i>Confused</i> | <i>Shy</i>         | <i>Aggression</i> |
| <i>Afraid</i>   | <i>Ashamed</i>     | <i>Suicidal</i>   |
| <i>Angry</i>    | <i>Fear</i>        | <i>Uneasy</i>     |
| <i>Hate</i>     | <i>Aloof</i>       |                   |

## 6. Question Time and Conclusion – 10 minutes

### Say:

*Please keep this sheet with you. If you have not got all the words you can work on it at some other time.*

*The important thing about this sheet is the words are all related to feelings associated with CSA*

*If at any time you find yourself experiencing any of the feelings mentioned on this sheet, it is a good idea to share this with a trusted adult, a parent, teacher. This is especially important if you should ever feel these feelings in connection with CSA.*

*I appeal to you. If ever there is the smallest incident of CSA either in your life or in the life of someone you know, please make it a point to mention it to a trusted older person.*

*The greatest friend of the child sexual abuser is SILENCE. The way to break the chains tied by the abuser is to SPEAK OUT!*

- Ask the children if they have any doubts/questions and clarify their doubts.
- Answer some of the questions from the Question Box.
- End by thanking them for being a good group to work with and tell them you are looking forward to the next session with them.

**BREAK – 10 minutes**

# Session 9

## Handling Child Sexual Abuse and Safety measures to prevent CSA

Duration	Objectives	Methodology	Material Required
65 minutes	<ul style="list-style-type: none"> <li>To enable participants to know that abuse is not the fault of the child</li> <li>To let them know about preventive and safety measures in the context of CSA</li> <li>To provide information what to do in case of CSA</li> </ul>	Energiser Questions & Discussion Input & Information	<ul style="list-style-type: none"> <li>Squares Puzzle on a chart</li> <li>Printed statements to give each group</li> <li>Handouts with 'Points to remember about CSA' for every participant</li> </ul>

### Notes for the trainer:

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#### Challenges

- Distraction if the number of students are more.

#### Design

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1. Welcome and energizer – 15 minutes
2. Group work: Important questions about CSA – 30 minutes
3. Important points to remember with regard to CSA – 10 minutes
4. Conclusion – 5 minutes
5. Appendix

## 1. Welcome and Energiser – 15 minutes

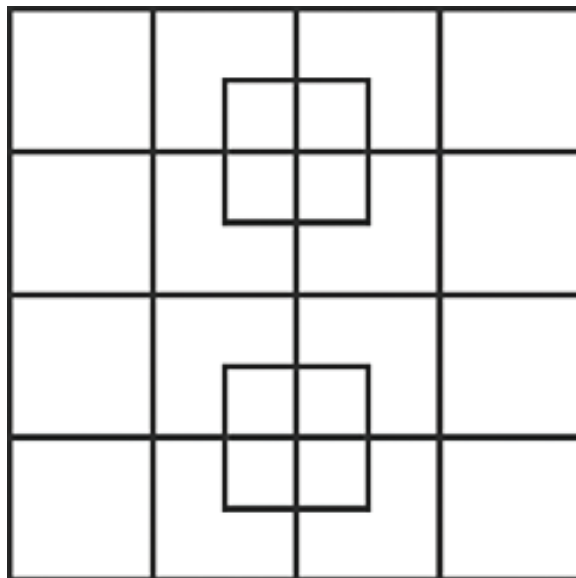
### Say:

*Welcome back for the session! Let us start with a fun activity.*

*It is a very simple activity but we can learn a lot from it in reference to today's topic, which is **Safety Measures to Prevent CSA** and how to read the signs that are available to us.*

*But first, are there any questions from the last two sessions? Anything not clear? Anything that you want to know? (If there are questions, take one or two and answer them).*

If there is a LCD projector show them the diagram below. Otherwise show it to them on a chart.



### Say:

*Please count the number of squares in this diagram and raise your hand when you want to answer. I will give everyone a chance.*

Do not say right or wrong when they answer. Just give enough people a chance to answer. After five minutes or so, when many have tried tell them:

*The correct answer is 40.*

*How many got that right?*

*It does not matter if you got this right. This is only a puzzle.*

*But don't we get real-life puzzles too?*

*What did you notice in this game? Did you not notice that after you counted the squares once you discovered more?*

*So let me ask you some questions about it.*

*Why did different people have different answers? (Accept any answer you get and thank them for it.)*

*What does this game teach you about how we read people?*

---

### **Accept their answers, then Say:**

*The main thing about this diagram is that things are not always what they seem.*

*To apply this to CSA it teaches that we have to be always alert. Someone who may be a friend may misguide or cheat us. I do not mean we should distrust everyone. What I mean is that we should look at people and then take another look at them.*

---

## **2. Group work: Important Questions about CSA – 30 minutes**

### **Say:**

*This will become clearer as I get into today's topic, which is **Safety Measures to Prevent CSA**.*

*Do you remember the process followed by the abuser that I mentioned in the last session? The abuser is tricky and clever. He or she will try and make you feel it is your fault, that you are to blame.*

*So I am going to ask you to discuss some important questions in your groups now. Please stay in the same groups as you had in the last session.*

---

Distribute the list of **Statements** to the various groups – one per group.

*You have the statements list in each group. The group captain can be changed now. The new group captain should read each statement and then you should please discuss the question after each statement and give your reasons. Each group should agree on one answer and the reason for it.*

*You have **20 minutes** for this activity.*

**Statement 1:** The child is to be blamed for CSA as he/she took gifts/favours from the abuser. Give your comments

**Statement 2:** You should not tell anyone about the abuse as it will spoil your name and your family's name. Give your comments/ opinion

**Statement 3:** Abusers are very friendly with children. So we should carefully watch anyone who is very friendly with children. Is this true? Give reasons

**Statement 4:** Abusers spend most of their time with children or places where there are children (playgrounds, children's parks, outside schools). Is this true? Give your reason

**Statement 5:** Abusers give extra attention to a particular child by treating them differently and giving

gifts without reasons. Is this true? Give your reasons

**Statement 6:** We should be suspicious of anyone who is unduly protective of a child and likes to spend time alone with him or her. Is this true? Give your reasons.

**Statement 7:** The abuser severely limits the child's contact with other children. Is this true? Give your reasons for agreeing or disagreeing.

**Statement 8:** A common trick of abusers is to ask a child to keep secrets. Is this true? Give your reason for agreeing or disagreeing.

After 15 minutes, note the group answers and prepare a chart as shown below:

	Response	Reason
Statement 1		
Statement 2		
Statement 3		
Statement 4 etc.		

As you get the answers, explain the reason why the statement is true or false.

Use the following **explanations**:

**Statement 1:** *The child is to be blamed for CSA as he/she took gifts/favours from the abuser. This is not true.*

*Remember the child is never to be blamed. It is never the child's fault. It is always the abuser's fault.*

.....

**Statement 2:** *You should not tell anyone about the abuse as it will spoil your name and your family's name.*

*This is not true.*

*This is exactly what the abuser is hoping for. The abuser succeeds because he or she knows you will not want to get your name spoiled. In fact this is what they will tell you when they warn you to keep quiet about the abuse.*

.....

**Statement 3:** *Abusers are very friendly with children. So we should carefully watch anyone who is very friendly with children.*

*This is true.*

*It does not mean we should distrust such a person, only that we have a certain amount of healthy suspicion. He or she must be watched carefully just to be on the safe side. One should not relax.*

.....

**Statement 4:** *Abusers spend most of their time with children or places where there are children (play ground, children's park, outside schools).*

*This is true.*

*Abuse is constantly on the mind of the abuser. So which are the best places to find a lot of children? Of course, schools, parks and playgrounds. The abuser often comes here to find a likely victim.*

---

**Statement 5:** *Abusers give extra attention to certain children by treating them differently and giving gifts without reasons.*

*This is true.*

*This is the trick used by the abuser to get the child to like him or her. It is the most common tactic used by the abuser.*

---

**Statement 6:** *We should be suspicious of anyone who is unduly protective of the child and likes to spend time alone with him or her.*

*This is true.*

*This is another of the methods used by the abuser. He or she makes time alone with the child very interesting by playing games and giving the child toys. And then he tells the child that this would be their special secret.*

---

**Statement 7:** *The abuser severely limits the child's contact with other children.*

*This is true.*

*The abuser tells the child that if she plays with other children then the abuser will not give her toys or the abuser will not be the child's friend and so on. The child may be genuinely liking the abuser by this time, or is terribly afraid of her or him. So the child does what the abuser says.*

---

**Statement 8:** *A common trick of the abuser is to tell the child secrets and see if the child keeps these secrets.*

*This is true.*

*The abuser always seeks to have a special relationship with the child. Children love secrets. And they feel very special if somebody trusts them to keep a secret. It makes them feel good. The abuser is looking to see if the child will keep the secret. If the child keeps the secret it is likely the child will also keep the abuse secret.*

---

**|** *OK. I have covered the main safety measures. Can anyone think of something more?*

Accept any suggestions that come in and thank the participants. Do keep in mind that if suggestions do come in, the person giving them may have had some connection with CSA. Either they or their friend has had some such experience. So respect any suggestions that come in.

---

### 3. Important points to remember with regard to CSA– 10 minutes

EXPLAIN WITH PPT (It would be a good idea to give a print out of these points to every participant.)

#### A. If someone abuses you or tries to sexually abuse you:

- *Scream*
- *Move out /run*
- *Say “No”. Say it again and again.*
- *Share with a parent or at least a trusted adult*
- *Otherwise share with a friend.*
- *NEVER kept it a secret. Tell a friend at least. Tell many friends. Tell your headmaster.*
- *You should tell the police. But if this is frightening for you, go to any NGO that supports children – for example, CHILDLINE. To get Childline just ring the number 1098, anywhere in India.*

#### B. If someone abuses you or tries to sexually abuse you:

- *It is not your fault*
- ***It is never your fault if you are sexually abused***
- *The **abuser** has done something wrong, so he/she should be punished, not you.*
- *Do not feel sorry for the abuser, whatever sorry tale he may tell you. For example, he may say, “I was abused as a child.” Or, “My father used to tie me to a tree and beat me – that is why I am like this today,” etc.*
- *Sometimes the abuser may ask your forgiveness but remember the **abuser will do this to someone else!***
- ***So silence is never an answer!***
- *Speak till you are heard and helped*
- *Get help from an older person*

#### C. General Reminders

- *A child is anyone from the age of 0 to any age below 18 years old,*
- *A girl and boy are both children if they are 0 to any age below 18 years old.*
- *Child sexual abuse means anyone seeing, touching, or making you touch private parts; anyone showing you any photo, video on mobile, computer etc of private parts or acts related to private part; anyone saying anything which has sexual meaning to it.*
- *Abusers follow a step-by-step process*
- *There are good secrets and bad secrets. The abuser’s secrets may seem good but they are bad secrets. Bad secrets are acts or behaviour that the abuser will tell you not to ever disclose to anyone ever in your life.*

## 4. Conclusion – 5 minutes

### Say:

*We come now to the end of this topic and next time we shall start a new topic, namely Life Skills. I hope you are looking forward to our next session. Till then goodbye.*

- Make sure you fix the time and date for the next session.

## 5. Appendix

### CSA

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A child is anybody who is 0-18 years of age

The consent of a child is immaterial as per law. So even if a child consents for any act of CSA, the abuser is held responsible and is liable for legal action.

As per the recent law POCSO, there are three types of child sexual abuse: Sexual harassment, Sexual assault and Penetrative sexual assault.

In sexual harassment there is no physical contact between the child and the abuser.

In sexual assault there is physical contact between the abuser and child.

In penetrative sexual assault there is penetration in/of private parts.

**Sexual Harassment:** A person with sexual intent uttering words, making sounds, making gestures, exhibiting body parts, showing pornographic material, getting a child to exhibit his body; one who follows or watches a child constantly, either directly or through electrical, digital or any other means; one who entices a child for pornographic purposes or gives gratification, threatens to use any form of media (real or fabricated) in any mode of any part of the child or of the involvement of child in a sexual act.

**Sexual Assault:** Touching vagina, penis, anus or breast of the child, or making the child touch vagina, penis, anus or breast of another person or doing any other act with sexual intent involving physical contact without penetration.

**Penetrative Sexual Assault:** Penetrating penis, any object, or any part of the body to any extent into the vagina, mouth, urethra or anus of a child or making the child do so with him or any other person; applying mouth to the penis, vagina, anus urethra of the child or making the child do so to such person or any other person; manipulating any part of the child's body to cause penetration or making the child do so with him or any other person.



# Session 10

## Assertive Communication: “How to say No”

Duration	Objectives	Methodology	Material Required
110 minutes with a break of 10 minutes in between	<p>To teach them how to say “No” to abuse and communicate feelings of discomfort</p> <p>To give them assertiveness training and knowledge of their rights.</p>	<p>Demonstration</p> <p>Role play</p> <p>Comprehension Test</p>	<p>Either have an LCD projector with laptop OR prepare a few posters on chart paper with big lettering showing the various RIGHTS, three words: AGGRESSIVE, PASSIVE and ASSERTIVE and the strategies of assertiveness</p> <p>Printout of role plays for each participant (to be collected after the exercise to keep for the next group)</p> <p>Handouts on assertiveness for participants</p> <p>Half-sheets of paper for each participant to write their evaluation</p>

### Notes for the trainer:

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#### Challenges

- Timings: Maintaining timing
- Distraction, if the number of students are more.

#### Design

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1. Review of previous sessions – 10 minutes
2. Input on Assertiveness ( Handout or PPT) – 20 minutes
3. Demonstration – How to be assertive – 20 minutes  
**BREAK – 10 minutes**
4. Assertiveness Comprehension Test – 20 minutes
5. Exercise: Practise Assertiveness – 20 minutes
6. Summary & Evaluation – 9 minutes
7. Conclusion – 1 minute

## 1. Review of previous sessions – 10 minutes

### Say:

*Welcome, everybody! We are going to start a new topic today, namely, **Life Skills**.*

*We will be doing a lot of interesting stuff that will also be fun.*

*The idea is that you develop some skills that will help you in life in general and also help protect yourselves from abuse.*

*To start with, let us review what we have done so far.*

*I encourage you all to answer and share on the following questions. By now you all know how the first part of every session works. We always review the previous sessions, in order that previous information gets properly cemented in our minds.*

*Also remember that whenever you speak, even if it may sound very ordinary to you it would probably be helping someone a great deal. So please do not hesitate to share and help yourself and everyone here, including myself.*

*Before we start, I have a small request to make: Please sit according to your groups from the last session.*

.....

After they have settled down, continue.

*Please share with all of us on any of the following topics or questions. I want at least two persons from each group to answer. You can answer on any one of the four topics:*

- What I liked best in the previous session
- Anything that I learned from the previous session
- Anything that I practised / observed since the previous session
- Anything that I discovered in myself or others since the previous session

## 2. Input on Assertiveness (Handout or PPT) - 20 minutes

*(If no LCD projector is available, then show them charts & give them the handout on assertiveness.*

**If there is no LCD projector, read out the following:**

### Assertiveness

---

*Assertiveness basically means the ability to express your thoughts and feelings in a way that clearly states your needs and keeps the lines of communication open with the other.*

*Most people don't express what upsets them because they are afraid of displeasing others and not being liked. However, you could also spoil the relationship in the long run if you feel that others are taking advantage of you over and over again.*

*Before you can become assertive and comfortably express your needs, you must believe you have a legitimate right to have those needs.*

Keep in mind that you have the following rights:

- *You have the right to decide how to lead your life.* This includes pursuing your own goals and dreams and establishing your own priorities.
- *You have the right to your own values, beliefs, opinions, and emotions – and the right to respect yourself for them, no matter the opinion of others.*
- *You have the right to tell others how you wish to be treated.*
- *You have the right to express yourself and to say "No", "I don't know", "I don't understand", etc.*
- *You have the right to take the time you need to formulate your ideas before expressing them.*
- *You have the right to change your mind and to make mistakes with full understanding and acceptance of the consequences.*
- *You have the right to like yourself even though you're not perfect, and to sometimes do less than you are capable of doing.*
- *You have the right to have positive, satisfying relationships and the right to change or end relationships if they don't meet your needs.*

*You should know that you have these rights – else, you may react very passively to circumstances and events in your life.*

*To assert your rights is not being selfish. Because when you assert your rights you are not demanding anything. You are only letting the other know what you are feeling.*

*That is why you may not always get what you want when you are assertive. But the other person can never say that you did not tell them. You can always say that you had informed them!*

*Assertiveness is not the same as Aggressiveness.*

*Aggressive behaviour is speaking loudly, shaking fingers or fists in the other's face, sometimes using bad language and making threats and sometimes even using violence.*

*Passive behaviour on the other hand is the opposite of aggressiveness.*

*Passive behaviour means being afraid to speak up, holding back and not expressing feelings or opinions*

*Assertive Behaviour makes good eye contact, sticks to the point and speaks in a firm manner without being rude.*

---

### 3. Demonstration: How to be Assertive – 20 minutes

**Say:**

*Now I am going to show you 3 simple rules to follow in order to be assertive.*

*The first thing is to learn to say no.*

## A. Saying No.

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- First of all, Listen! Don't respond immediately.
- Work out whether the other person's request is reasonable or unreasonable. So paraphrase their request: "Hmm, let me see if I understand you correctly, you're saying that ..."
- Ask for information, clarification or time.
- Give a simple 'no' followed by one of the following:
  - I would prefer not to ...
  - I don't want to ...

Let us try something:

*Think of how you can say No if someone is sexually harassing you. What would you do?*

Wait for some answers. Then add:

*Always make it a point to say, 'I don't want this'. And push them away.*

*This is very important because later you are always asked, 'What did you say? What did you do?'*

*Another important strategy is to express your feelings.*

---

## B. Expressing your feelings

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*Express what you are feeling and continue doing so.*

*For example: A person is smoking at the next table in a restaurant. Don't say to them: "Please smoke somewhere else." If you say this it is quite possible that they will say, "Then go sit somewhere else."*

*It is better to say: "Excuse me, my family and I are getting disturbed by the smoke."*

*It is now up to the other person to act.*

*If you tell them what to do they will deliberately resist you.*

*If they do not stop smoking you can approach the manager, but do not speak further to the person.*

*Question: How can you apply this strategy if someone is sexually harassing you? Any answers?*

Wait for some answers.

**Then say:**

*When someone is harassing you, this is one time when you can – and should - tell them what to do. That's right. Say, "Stop" and "No". Say this several times as you push them off.*

*Scream for help.*

*Sometimes you are aware that they are going to start something. Before they can start anything, **express your feelings**. Tell them, "You are making me very uncomfortable." "I am upset by the way you are behaving." "I do not like the way you are behaving."*

*A third strategy is to use the **Broken Record Method**.*

*Broken record is a strategy by which you say the same thing again and again, either in the same words or in slightly different words.*

*Broken record strategy makes sure that your message gets through to the other person without any offence.*

*When you say the same thing over and over again, it is helpful in expressing your feelings.*

**Example:** *Your roommate keeps using your cosmetics etc. and never even informs you when they are over.*

*The wrong way to tackle this is as follows:*

*You: "You have been using my cosmetics and so on without telling me and not even informing me when they are over."*

*Roommate: "What yaar. We are friends, nah?"*

*You: "Hanh, hanh. lekin this has to stop, yaar."*

*Roommate: Arrey? What are friends for? Just a little powder (or shaving cream) ... kya yaar.*

*You: (silent!)*

*The mistake made here is that you did not express your feelings and you did not use broken record.*

*Here is the right way to tackle this situation:*

*You: "You have been using my cosmetics and so on without telling me and not even informing me when they are over. I feel upset about this."*

*Roommate: "What yaar. We are friends, nah?"*

*You: "Yes, we are friends and I feel bad that you are doing this."*

*Roommate: "Arrey kya yaar. Just a little powder (or shaving cream) ... I forgot to buy and so I used yours."*

*You: "Okay. You needed to use my things in an emergency. I understand that. But now I feel very bad that you are still using my things."*

*Roommate: "Okay yaar. I won't use in future."*

**Question:** *How can you use this strategy if someone is sexually harassing you?*

Wait for answers. Encourage them to answer.

**Then say:**

*If someone is sexually harassing you, it can be very frightening and you might freeze up.*

*But if you are prepared for such a thing and plan how to behave it will be very easy for you.*

*By now you know how to read the signs of an abuser. So you will already be careful.*

*If someone tries to harass you, you can shout No and push them away and express your feelings. You can say this over and over again. Also screaming or shouting for help is effective.*

*To summarise, the three strategies of being assertive are:*

**Saying No, Expressing your feelings & Broken Record.**

*You can use these strategies in any order. These strategies can be used in any situation where you want to be assertive and especially when you are being sexually harassed.*

**BREAK – 10 MINUTES**

## 4. Assertiveness Comprehension Quiz – 20 minutes

**Say:**

*I am going to ask you some questions to see if you have understood. This will be in quiz form.*

*I will ask Group 1 the first question. You get 5 points if you get it right. If you get it wrong, the question passes to the next group. They get 2 points if they get it right. If they get it wrong the question does not pass further. Then I will give the answer and we move on to Group 2 and the next question.*

*Every group will get the first chance to answer a total of two questions since there are ten questions.*

*If there is any dispute my decision is final.*

*If you ask me to repeat the question I will repeat only ONCE.*

*The group that gets a new question first gets ten seconds to answer it.*

*If the question passes, the next group has to answer **immediately**.*

*Please note: When you are asked for the best answer it should be the best answer based on what has been discussed in the programme so far.*

**Mark the scores on the board for each group as follows**

Group	Group 1	Group 2	Group 3	Group 4	Group 5
Q. 1					
Q. 2					
Q. 3					
Q. 4					
etc					

Give q. 1 to first group and so on.

(Note: Correct answers are highlighted. If displaying on the LCD projector do not show the highlighted version by mistake!)

i. When your friend takes your book without permission, the BEST thing to do is

- a. *Let the friend know you did not like this*
- b. *Let it pass*
- c. *Scream and rant and shout at the friend*
- d. *Warn your friend never to do that again*

ii. To be assertive means

- a. *To demand things and bully others.*
- b. *To make good eye contact and speak firmly but not rudely*
- c. *To say nothing and let things pass*
- d. *None of the above*

iii. Which of the following indicates that you are assertive?

- a. *How attractive you are*
- b. *How much money you have*
- c. *Your good communication skills*
- d. *How many people are on your side.*

iv. Which of the following is an example of assertive behaviour?

- a. *Being loud and controlling the conversation*
- b. *Agreeing with everything or being afraid to speak*
- c. *Judging others and refusing to speak*
- d. *Speaking openly and valuing both your and others' opinions.*

v. Which of the following physical behaviours would indicate to others that you are assertive?

- a. *Slamming doors and making a lot of noise*
- b. *Standing in a corner and avoiding people*
- c. *Making eye contact with others and looking relaxed and open*
- d. *Crossing your arms and glaring at others*

vi. When you see someone being sexually harassed the best thing to do FIRST is

- a. *Scream*
- b. *Look the other way and move on*
- c. *Start praying*
- d. *Scream and shout for help*

vii. If someone is sexually harassing you in a crowded bus the BEST thing to do is

- a. *Keep silent about it*
- b. *Ask them to stop*
- c. *Tell them in a loud voice that you are uncomfortable with the way they are behaving*
- d. *Keep silent and change your place or move away from there.*

viii. If you notice a person who comes alone to a children's park very often and to the area where they play, and sometimes tries to talk to them, the BEST thing to do is

- a. *Tell your parents*
- b. *Confront the person*
- c. *Tell the police*
- d. *Tell your parents and also tell the parents of some of the children playing there*

ix. A friend of yours whom you have known for 3-4 years suddenly touches you on your private part when you are alone together, one day. You ignore it because you think it is by accident. But then you find this happening more and more over the days.

The BEST thing to do is

- a. *Firmly tell your friend that you are uncomfortable with this behaviour*
- b. *Repeatedly say that you are upset with this behaviour and push them away firmly*
- c. *Feel sorry for your friend and ask why this kind of behaviour is coming suddenly.*
- d. *Tell the friend that this will remain a secret provided it does not happen again*

x. A man comes to pick up his daughter from your school everyday but you notice that he spends a lot of time with his daughter's cousin, placing his hand on the girl's shoulder and stroking her cheek. You notice the girl is uncomfortable with this attention. The BEST thing for you to do is

- a. *to go and meet the girl next day and ask her if she is uncomfortable with her uncle's behaviour and then tell the girl's parents.*
- b. *tell the girl's mother when she comes to pick her up about the uncle*
- c. *make a phone call to the police about this*
- d. *go and warn the uncle to leave that girl alone*

Give out the scores and declare the group that is the winner. If possible give the winning group a few sweets.



## 5. Exercise: Practise Assertiveness – 20 minutes

(To be displayed on LCD or on a chart. Or print these out, and then cut out the cases and distribute one case to each group.)

### Say:

*Now it is time for you to demonstrate how much you have learned about assertiveness. Each group has been given a situation. Choose any two persons from your group to role play the situation. The idea is for you to enact how to be assertive.*

*Before you start, I will demonstrate the first case.*

Invite a volunteer to come forward.

*Here is the case: Your friends are pressurising you to come on a picnic but you know your parents would not give you permission. Your friends tell you that you could just say you are going to your friend's house. You do not want to deceive your parents. How do you tackle this situation? What do you say?*

Tell the volunteer to be the friend who is forcing you to come to the picnic. Let the volunteer say things like, "Come nah, to the picnic. We will miss you. Just tell your parents you are going to my house for the day."

You can reply with: "I do not feel good about deceiving my parents. I am sorry. I think I will be unable to come with you."

*After that, regardless of what the volunteer says you just reply with, "I am so sorry. I feel bad to deceive my parents. I would love to come with you but I cannot."*

*Remember the three important strategies of assertiveness:*

*Listen and say no firmly*

*Broken record*

*Express your feelings*

You have five minutes to prepare and two minutes to act out each role play.

- i. An older relative comes to visit your family quite often. Every time he comes over he hugs you in a way that makes you uncomfortable. **How do you tackle this situation? What do you say?**
- ii. You are walking home with a friend and realize it is getting late. A car pulls up and asks if you want a ride. Your friend is tired and wants to take the ride but you think it's too risky. **How do you tackle this situation? What do you say?**
- iii. You are a girl of 16. You have a boy friend who is older than you. You two spend some time alone and sometimes you hold hands. But lately your friend has been pressurising you to go further. **You are not ready for this. How do you tackle this situation? What do you say?**

- iv. You see an advertisement in the papers about great job opportunities available in Goa, Delhi, Bangalore, Chennai, Kolkata and other big cities. The ad says, “No educational qualifications required; only working knowledge of English or Hindi. No previous experience required. Pretty candidates preferred. Free training will be provided for suitable candidates. Generous salaries. Apply to Box 678 ...” Many of your friends are applying. They are forcing you to apply as well but you are suspicious of such grand offers. Your friends will not take NO for an answer. **How do you tackle this situation? What do you say?**
- v. You have a friend of the opposite sex. Whenever you are alone with him/her you find them trying to get physical with you. You are uncomfortable about this. **How do you tackle this situation? What do you say?**

After each enactment ask the whole group what the person did right or wrong. Then show them some suggestions to tackle the situation. For example, show them how to express their feelings, how to say the same thing again and again etc.

If they have done it right, praise them and encourage the others to follow this strategy.

**Ask for oral answers from the whole group to the following questions:**

- i. *What are the 3 important strategies of assertiveness?*
- ii. *According to you, which strategy is the most effective? (There will be different answers here. Accept all and tell them that everybody is different from the other so there will be different preferences.)*
- iii. *Mention one (or two) examples in your life where you may need to use assertiveness strategies.*
- iv. *Mention one (or two) examples in your life where you may need to say NO.*
- v. *Is there anything else you need to know about assertiveness?*

## 6. Summary & Evaluation – 10 minutes

### **Say:**

*I trust you all learned a lot from today’s session. Assertiveness is very important and it can help you in all sorts of situations, not only CSA situations. I guess you have understood this.*

*I am passing some sheets of paper around. Please write down the answers to the following and hand in to me with your name and phone number or address:*

- i. *If you have to take home just ONE learning from today what would it be?*
- ii. *What else did you find valuable today?*
- iii. *What will you practise in your daily life?*

## 7. Conclusion – 1 minute

### Say:

*Our next session is going to be about how to resolve conflicts. We all have disagreements with our friends and others. I will show you how to deal with disagreements.*

*We will be having some thought-provoking and exciting activities.*

*You are an exceptional group of young people since you are showing true concern by coming to these workshops.*

*Thank you for attending and for your concern.*

- 
- Do not forget to collect the evaluation papers.
  - Fix the date and time of the next session.

## APPENDIX

### 1. PowerPoint on Assertiveness (attached)

### 2. Tips for Behaving Less Aggressively

- » *Give others a chance to speak.*
- » *Respect others' opinions.*
- » *Be diplomatic.*
- » *Choose assertive (not aggressive) language.*
- » *Avoid bullying and demanding behaviour.*
- » *Avoid physically aggressive behaviour.*

### 3. Tips for Behaving More Assertively

- » *Speak up when you have an idea or opinion.*
- » *Stand up for your opinions and stick to them.*
- » *Make requests.*
- » *Refuse requests if they are unreasonable.*
- » *Accept both compliments and feedback.*
- » *Question rules or traditions that don't make sense or don't seem fair.*
- » *Insist that your rights be respected.*

# Session 11

## Conflict Resolution

Duration	Objectives	Methodology	Material Required
55 minutes	<ul style="list-style-type: none"><li>To build skills to handle conflict with parents, peers, relatives</li></ul>	Role play	<ul style="list-style-type: none"><li>Half-sheets of blank paper for the participants to write their evaluation</li><li>Role play situation for each group</li></ul>

### Notes for the trainer:

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#### Challenges

- Distraction at the time of the role play.

#### Design

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1. Review of previous session – 5 minutes
2. Conflict Role Play – Switch – 30 minutes
3. Processing – 8 minutes
4. Summary & Evaluation – 10 minutes
5. Conclusion – 2 minutes

## 1. Review of previous session – 5 minutes

Welcome the group back.

Encourage a lot of persons in the group to share on any one of the following topics:

- i. *What did you like best in the previous session?*
- ii. *The most important thing that you learned from the previous session*
- iii. *Anything that you practised / observed since the previous session*
- iv. *Anything that you discovered in yourself or others since the previous session in the course of this programme.*

## 2. Conflict Role Play – 30 minutes

### Say:

*Please remain in the same groups as before.*

*In each group of five take the names A, B, C, D & E. Regardless of age or gender, A will be a male parent, B will be a female parent, C will be a male adolescent, D will be a female adolescent and E will be the Observer. (If there is no fifth person in the group then leave out the observer role.)*

*Let each group role play any situation that arises. I will demonstrate first. In each group you must stick to your given role, and the discussion or conversation is to proceed accordingly.*

*Before you start, I will DEMONSTRATE what you have to do with one sample group.*

*(Choose the group closest to you). Let us suppose Ms. D is not allowed by her parents to wear skirts or Western clothes. Mr. A, what would you say to Ms. D? (Let Mr. A say something to her). Ms. D, how do you respond to that? ... Mr. C, what have you to say to that? Ms. B, what do you have to say? .... Please carry on the discussion in this way. Please note, the Observer only observes.*

Give out these topics to the groups.

.....

### Say:

*The situations in each group are conflict situations. The parents and children should argue it out.*

**Group 1:** *Mr. C's parents do not allow him to go out to play cricket on a Sunday.*

**Group 2:** *Ms. D's parents do not allow her to go for a movie with her friends.*

**Group 3:** *Ms. C is on her smartphone all the time according to her parents.*

**Group 4:** *Mr. D's parents think he spends too much time online and does not do enough studying.*

**Group 5:** *Mr. C & Ms. D are both not studying enough in school. They are very playful and their parents are desperate about the situation.*

Let them start their discussion. After about five minutes or less, tell them to SWITCH!

**Say:**

*Now A will take the role of a female parent, B becomes a male adolescent, C becomes a female adolescent, D becomes the Observer and E becomes the male parent.*

Let them start the discussion again!

After five minutes SWITCH again.

After five minutes SWITCH again.

After five minutes SWITCH for the last time.

**Remind them that everyone must have a chance to take each of the five roles.**

---

### 3. Processing – 8 minutes

Ask the whole group the following questions, and get one person from each group give an answer. Rotate the person who answers from each group so that everyone gets a chance to answer.

- i. *What was the experience like when you found you were in a role that was not your everyday role?*
  - ii. *What was the experience like if you found your new role was one of the opposite gender?*
  - iii. *What did you learn from this game?*
  - iv. *What can you apply from this game in your everyday life and how can you apply it?*
- 

### 4. Summing Up and Evaluation – 10 minutes

**Ask:**

- i. *What have you gained from the course so far?*
- ii. *Suggest ways in which you in turn can create awareness of what you have learned for your colleagues at school.*
- iii. *Write down the answers to the following and hand in to me with your name and phone number or address:*
- iv. *If you have to take home just ONE learning from today, what would it be?*
- v. *What else did you find valuable today?*
- vi. *What will you practise in your daily life?*

## 5. Conclusion – 2 minutes

- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 12

## Interpersonal Relations

Duration	Objectives	Methodology	Material Required
90 minutes with 10 minutes break in between	To build skills to build positive relationships	Sharing Role play Activities Visualisation	Photocopies of the Cases for Discussion – one per participant (to be collected by trainer after use.)  Half-sheets of blank paper for the participants to write their evaluation

### Notes for the trainer:

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#### Challenges

- Distraction: During the fantasy sharing activity children who are disturbed and hyperactive may disturb other children.

### Design

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1. Review of previous sessions – 8 minutes
2. Icebreaker & Input: 4 basic skills – 12 minutes
3. Exercise 1: Fantasy, Sharing and Processing – 15 minutes
4. Exercise 2: Communication – 15 minutes  
**BREAK – 10 Minutes**
5. Processing of Communication – 5 minutes
6. Exercise 3: Three simple exercises to improve any relationship – 15 minutes
7. Summing Up & Evaluation – 10 minutes
8. Conclusion – 3 minutes



## 1. Review of previous sessions – 8 minutes

Encourage many persons in the group to share any one of the following:

- i. What did you like best in the previous sessions?
- ii. The most important thing that you learned from the previous sessions
- iii. Anything that you practiced / observed since the previous session
- iv. Anything that you discovered in yourself or others since the previous session in the course of this programme.

## 2. Icebreaker and Input: 4 basic skills for good relationships – 12 minutes

**Icebreaker:** Ask each person to name something in this world which represents them and why.

**Say:**

*For example: My name is Arjun and I am like a bird. Because I like to fly high in the air.*

*My name is Aruna and I am like fire. Because I give heat to cook, warmth for those who are cold and I can destroy everything that comes in my way.*

**Say:**

*Today's topic is Interpersonal Relationships.*

*In this life we are rarely happy if we are alone all the time. We like to have friends. We need our parents and family. So we have different kinds of relationships. The most important relationships are family relationships, relationships with friends, business relationships and romantic relationships.*

*Certain basic skills are required to initiate and develop and maintain any kind of relationship with others and interact effectively with them. These fall into four areas:*

- i. *Knowing and trusting yourself and others: involves self-awareness, self-acceptance, self-disclosure and trust.*
- ii. *Communicating with and understanding others accurately: involves not only communicating ideas but also warmth, likes/dislikes and feelings.*
- iii. *Influencing and helping others: involves supporting, communicating support to and influencing others.*
- iv. *Resolving conflicts and problems in a constructive way: in fact, even making negative situations work in your favour!*

*Today we hope to do some exercises and activities in some of these basic areas.*

*Just think of the way you introduced yourselves today.*

*How did you feel as you heard others speak? Did you not begin to understand them in a new way? Did your heart not feel lighter as you spoke about yourself?*

*These kinds of exercises all contribute towards our having good relationships.*

### 3. Exercise 1: Fantasy, Sharing and Processing – 15 minutes

Ask them to form groups of four with the people sitting closest to them.

*Ask them to relax and give them the following instructions. Read slowly and clearly and pause when there are three full stops ...*

*Close your eyes and be aware of your breathing ... Be aware of the breath going over your upper lip into your nostrils ... into your lungs ... Do this for some time ... Now I want to take you into a world of fantasy ... Just imagine that you are the stump of a tree ... you were a tree but then you were cut down and all that remains is the stump. What kind of stump are you? ... How big or small? ... Are there people around you? What do they say about you? ... How do you feel as a tree stump ?*

*Near the tree stump is a hut. Now imagine that you are this hut ... What kind of hut are you? ... How big are you? ... What colour? ... Does anyone live in you? ... Who? ... How do you feel as a hut?*

*Now imagine you are a stream of flowing water. ... Are you deep or shallow? ... Is there life in you? ... What kind? ... Fishes? Frogs? Are there people around you? ... Do they treat you well or badly? ... Do you care? ... How do you feel as a stream?*

*Now open your eyes and return to this room.*

*Next say:*

*I would like you to RELIVE your fantasy in the first person and present tense.*

**Example:** *I am a mango tree stump. I was about twenty years old when some people cut me down to make furniture. I am now about one foot above the ground. People don't even notice me. At most they say, "There used to be such a lovely tree here here." Now I feel sad because no one cares for me.*

*I am a small hut with two rooms. There is a family living in me. I feel good because the family is cosy in me. They look after me well and thank God every night because I provide a roof over their heads.*

*I am a stream flowing happily from the mountains to the sea. I have life in me: fishes, frogs. Children love me. People feel happy when they see me. Some people misuse me but I do not care. I flow on. I am happy as a stream.*

**Then say:**

*Please relive your fantasy in your group of four. Insist on first person and present tense.*

### Processing:

After all groups have finished, ask them the following questions. Ask different people to share. Encourage as many as possible to share on every question.

- i. *What did you like about this activity and why?*
- ii. *What kind of feelings were running through you as you relived your fantasy?*
- iii. *Which did you like to be best: stump, hut or stream? Why?*

- iv. *Do you think your fantasy was related to your life and your life aspirations?*
- v. *Did this fantasy help you discover something new about yourself?*

## 4. Exercise 2 – Communication – 15 minutes

### **Say to the group:**

*Good communication is said to have taken place when the receiver understands the intention of the sender.*

*When someone talks to us we usually do not listen with full attention. Instead we can't wait for the other to finish and often interrupt them. Let me demonstrate this to you.*

*Can two people come forward please? Okay ... (Get their names). Now I want you (e.g., Deepak) to tell us about your favourite movie. While he does this I want you (e.g., Gracy) to interrupt him and start talking about your favourite movie.*

### **Let them do this and then ask the group:**

*How do you think Deepak felt when Gracy interrupted him? What was the right thing for Gracy to do?*

### **Make them form into pairs. Say:**

*I would like one person in the pair to talk about something.*

*The other person is to listen with full attention without interrupting.*

*When the first person has finished, then the other person should respond on the same topic.*

*You can ask questions for clarification.*

*Nod your head from time to time or say, 'Yes', 'OK', 'I see' etc.*

*Or you can remark how the other person is feeling. For example, if he or she says she was watching a live match on TV the previous night where India won, then you can say, "You must have felt very thrilled when India won."*

*In the same way, after you have finished speaking, the first person must respond to you.*

.....

Give them 2 minutes each. After about 5 minutes stop the exercise and give them a break.

**BREAK – 10 minutes**

### **When they return, say:**

*Now that you are all settled down into your groups let us process the last activity.*

.....

## 5. Processing – 5 minutes

Ask the following questions and encourage many to respond. By now you should know their names and should specifically ask certain persons to respond.

- i. *What was the experience like when you found your partner listening to you with full attention?*
- ii. *Did it make a difference when somebody nodded their head while you were speaking? Why?*
- iii. *Did it make a difference when they said 'OK', or 'Yes', or 'I see'?*
- iv. *When they asked questions, did you feel they were really trying to understand you?*
- v. *Did it make a big difference when somebody reflected your feelings to you?*
- vi. *When did you feel the other person understood you most: when they nodded their head, or said OK, or repeated what you were saying in their own words?*

## 6. Exercise 5: Three simple exercises to improve any relationship + Processing – 15 minutes

### **Say:**

*Now I am going to ask you to imagine yourselves doing three different things, one at a time. These are 3 simple exercises that will help you in any relationship – whether with your parents, your friends or even people you do not like.*

*You already know the benefits of listening.*

*But we will run through it briefly.*

*So sit back and imagine the first thing I say.*

---

### *Imagine that you*

- ***Commit to LISTENING – For One Full Day***

*Imagine that as you are talking to someone, you simply look them in the eye, breathe, and refrain from giving your typical opinion (or feeling the usual frustration).*

*Imagine you are just listening and trying to understand what they mean.*

*Imagine you are nodding your head and occasionally you are reflecting their thoughts and feelings.*

*Notice how you feel.*

*Notice how nice the other person feels when you listen without interrupting.*

*If you continue doing this with people, what do you think would happen?*

*We come now to the second item.*

*Imagine that you are*

- ***Giving Up Being 'Right' Even When You KNOW You Are Right – For One Full Day***

*You are giving up the attitude that you are right even when you are certain you are right! What would*

*happen if you did this? Imagine how you would be if you did this. Imagine how others would behave with you if you did this. Is it very bad? (Pause)*

*I come now to the third thing:*

*Imagine*

- ***Praising People – For One Full Day***

*Think of your parents, your brothers and sisters, your friends.*

*You probably have something negative to say about each one.*

*It is natural. Everyone makes mistakes.*

*Suppose, JUST FOR ONE DAY, you decided to sing the praises of your parents, or friends, or even someone you do not like.*

*You can find something you dislike in your best friend. By the same token you will find something you like in your worst enemy. When you do, TELL others about it. Spread encouraging news and positive information about someone you typically do not vibe with. They will love hearing good news going around about them, and will look at you differently.*

## 7. Summing Up and Evaluation - 10 minutes

Ask what they have learned from this session.

Ask them to write down the answers to the following questions and hand in to you with their names:

- Today we had two fantasies. Which one did you like more? Why?*
- Do you think you can actually practise the second fantasy – the 3 simple exercises to improve relationships?*

## 8. Conclusion – 3 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 13

## Coping with stress

Duration	Objectives	Methodology	Material Required
55 minutes	To show them one way to handle stress	Meditation	Printouts of the Evaluation questions - one for each participant - for the participants to write their evaluation of the whole programme

### Notes for the trainer:

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#### Challenges

- Getting children to meditate especially if it is a large number of children.

#### Design

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1. Icebreaker: Game – Fruit Salad – 10 minutes
2. One way to deal with stress: Relaxation Exercise + Processing – 20 minutes
3. Summary & Evaluation of the whole programme. – 20 minutes
4. Conclusion – 5 minutes
5. Appendix

## 1. Icebreaker

Participants have the tendency to sit next people with whom they have become comfortable. Playing the game 'Fruit Salad' will mix them up. After the game, ask them to remain seated in their new places and let them get to know their new neighbours.

**How the game is played:**

- Seat everyone in a circle.
- Remove your own chair from the circle and stand in the centre of the circle. Now there is one chair less than the number of people in the circle.
- You go around and assign the name of a fruit to a person in the order in which they are seated. So you name the first person **Mango**, second person **Banana**, third one **Apple**, fourth one **Pineapple** and fifth one **Cherry**. The sixth would be **Mango** again and so on.
- Go around the circle till each one has the name of one of the five fruits.
- Instruct them: "*When I call out the name of a fruit, e.g., Banana, everyone who was assigned the fruit Banana will get up and exchange places with one another.*"
- Have a trial round. Call out any fruit.
- While everyone is scrambling to get a new place, you too get a chair.
- This will leave one person without a chair.
- This person will have to stand in the centre and call out the name of any fruit.
- To add to the fun announce to the group: "*If you like, when you are in the centre you can call out 'Fruit Salad'. If you do this, everyone has to exchange chairs.*"

*Let the game continue for four or five rounds till the seating of the group is thoroughly mixed up.*

## 2. One way to relieve stress: Relaxation Exercise – 20 minutes

**Say:**

*Everyone gets stress in their lives.*

*Stress is when we get tension from various things that trouble us or prevent us from reaching our goals.*

*Different people react differently to stress.*

*I am going to show you a very simple and effective way to relieve stress*

**Give the group the following instructions:** (*three dots (...) means that you should pause for about five seconds*):

*Close your eyes and become aware of your breathing ... Your normal everyday breathing ... There is no need to take a deep breath or anything ... And if you do, it does not matter ... Just be aware that you have taken a deep breath ... Be aware of the air going over your upper lip ... into your nostrils, into your lungs*

... Be aware of from where in your lungs you take your breath ... Some people take their breath right to the bottom of their lungs, some take it midway and some breathe very shallowly ... Whatever be your style do not try to change anything ... it is your way ... just be aware ...

Now become aware of sounds you hear around you ... At first you will be aware of the obvious or loud sounds ... After some time you will become aware of soft, faraway sounds that you were not aware of earlier ... And after some time sounds which you normally consider harsh or raucous do not seem to disturb you ... And you may even experience a sense of calm ...

If, by any chance, you have wandered away from awareness of your breath or sounds, do not pull yourself back harshly to awareness of sounds or breath ... Just be aware that you have wandered ... Be aware of where you have wandered ... Are you thinking of something? Be aware that you are now thinking ... You will gradually come back to awareness of breath or sounds ...

Be aware now of the sensation in your body where it touches the chair ... Be aware of where your hands are resting on the handles of the chair or be aware of the position of your hands ... Be aware of the sensation in your feet where they are resting on the ground ... Be aware of any tension anywhere in your body ... merely be aware ... do not try to lessen it or increase it ... observe it ...

Be aware of any pleasant or positive sensation anywhere in your body ... merely observe and be aware ...

(After a longish pause)

Now again be aware of your breathing ...

Now count slowly backwards from 5 to 1 and then you may open your eyes and return to this room.

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## Processing:

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Ask the group the following questions:

- i. What was your experience during this activity?
- ii. Did anyone find that their pain or tension increased?
- iii. Did anyone find that their pain or tension decreased?
- iv. According to you why did so many people felt relaxed? The answer is that during this exercise we were all living in the present moment. Living in the present moment keeps us stress-free.



### 3. Summing Up and Evaluation of the entire programme – 15 minutes

**Say:**

*We now come to the end of this programme.*

*In this programme we started with the topic: 'Growing up and the physical, behavioural and emotional changes that take place during the growing process from childhood to adulthood.'*

*From those sessions you must have come to understand yourself and others of your age a little better.*

*Then we discussed about Child Sexual Abuse – what it is, how it takes place and what we can do about it.*

*Do remember that as you grow you have a duty to protect not only yourself but also others, especially those who are younger than yourselves.*

*Lastly, we spent some time discussing and developing life skills.*

*I hope you have found this programme useful.*

*Let me find out by asking you to please write down the answers to the following questions on the full sheet of paper I have given to each of you. Do not forget to write the date, your school's name and also your telephone number or address.*

**Here are the questions:**

- i.** *Did you find this programme useful? In what way has this programme helped you?*
- ii.** *The four topics we covered were 'Growing Up', 'Changes during Adolescence', 'Child Sexual Abuse' and 'Life Skills'. Of these four, is there any topic on which you would want more information?*
- iii.** *We used different methodologies during this programme such as Fantasy, Role Play, Quiz show, analysis of questions and statements in groups, games and so on. Which methodologies did you like best? Is there any particular exercise or activity that you particularly liked?*
- iv.** *If you were to give marks to this programme, how many marks out of 10 would you give it in terms of how much it has helped you or changed you or increased your confidence?*
- v.** *Do write how you can teach what you learned to others who did not have the opportunity to attend this programme.*
- vi.** *Do you have anything to say about this programme in general and the way it was conducted?*

### 4. Conclusion

**Say:**

*It was a great privilege for me to do this programme with you.*

*You are all young people with your whole life ahead of you.*

*I sincerely hope that you will make the best use of the life and various talents that have been given to you.*

*May you always protect yourselves and also protect those weaker than you.*

*May you walk with the wind in your back so that the journey is never tiring.*

*May you walk always in sunshine with occasional rain which will refresh you and the earth.*

*May you always be happy and safe from all harm.*

*Good bye and thank you for the honour of working with you!*

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## Appendix

### Causes of Stress

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- i. **Change:** From the time we are born, there are changes taking place in our lives. These changes may be minor or major. Depending on our nature and past experiences we may fail to deal with even minor life events or cope efficiently with major life events. Changes could be planned (changing one's job) or unexpected (house catches fire). If many changes take place in a short period of time, we find it difficult and become stress-prone.
- ii. **Secondly, we all face personal stresses or hassles daily such as commuting, quarrelsome neighbours, water shortage and so on.** In some jobs the daily hassles are more. If a person has to cope with hassles alone the consequences could be overpowering. The more stress people report as a result of daily hassles, the poorer is their psychological well-being.
- iii. **Traumatic events like train accidents, murder of a loved one, child sexual abuse** and so on can be major causes of stress. The victim may sometimes be in a state of shock and feel nothing. Sometimes the effects may occur after some time and persist over years. Symptoms such as anxiety, flashbacks, dreams and repetitive thoughts are typical. Severe trauma can strain relationships. Professional help is needed to cope with them.

# Parents of Adolescents



	Topic	Duration	Page
1.	Attitude towards adolescent developments and sexual development in adolescents	3 hours 15 mins	86
2.	Accepted and non-accepted behaviour in adolescents and Methods of handling non-acceptable behaviour	1 hour 35 mins	96
3.	What are the various types of abuse?	1 hour 35 mins	100
4.	What is Child Sexual Abuse?	1 hour 30 mins	106
5.	Effects of Child Sexual Abuse on children	1 hour 45 mins	112
6.	Handling victims of CSA	3 hours 20 mins	121
7.	Effects of Child Sexual Abuse on parents	1 hour 10 mins	132
8.	Safety Mechanism for prevention of CSA	1 hour 50 mins	137

## Objectives:

1. To provide awareness of the problems of adolescence
2. To build skills in parents to develop an understanding approach towards adolescents
3. To provide awareness of Child Sexual Abuse.
4. To enable parents to identify signs of Child Sexual Abuse in children
5. To provide skills in handling victims of Child Sexual Abuse
6. To provide inputs on ways to prevent Child Sexual Abuse

## GENERAL NOTE TO THE TRAINER:

### Caution:

- The trainer is not a know-it-all or expert.
- The trainer is a channel
- The trainer should be open to learning from the group.
- Make it a point to read the material given or suggested in the **Appendix**.

# Session 1

## Attitude towards adolescent development and Sexual Development in adolescents

Duration	Objectives	Methodology	Material Required
195 minutes, with two breaks of 10 minutes each during the session.	<ul style="list-style-type: none"> <li>To develop in parents an attitude of understanding;</li> <li>To show parents how to give children a sense of worth.</li> </ul>	Practice: Understanding response	<p>Small notebook and pencil/pen for participants.</p> <p>Copies of each case to be distributed to group.</p> <p>LCD projector with laptop, OR prepare a few posters on chart paper with big lettering showing 1) the cases, 2) the Processing Questions, 3) List of Questions adults can ask themselves when dealing with adolescents, 4) Step 1 &amp; Step 2 for Responding, 5) the Rules for Responding, 6) List of processing questions (see below)</p>

### Notes for the trainer:

- **Difficulty rating:** High
- **Challenges:**
  - Time management would be a challenge, as participants may want to talk and share for long hours, given that this may be the first time that they are sharing and expressing themselves.
  - Participants who are vocal may not allow the other participants to share/ speak.
  - Participants may be of differing levels of education/literacy, so language must be kept simple and understandable. Local language must be used often to explain things to participants.

### Design

1. Self-Introduction – 15 minutes
2. Forming groups – 10 minutes
3. Presentation of Cases – 30 minutes  
**BREAK – 10 minutes**
4. Demonstrate the Understanding Response – 25 minutes
5. Exercise: Practising the Understanding Response – 45 minutes  
**BREAK – 10 minutes**
6. Processing the learning's – 20 minutes
7. Summing Up – 15 minutes
8. Conclusion – 5 minutes

## 1. Self-Introduction – 15 minutes

Say the following to the participants (you can adapt these words to your own style and language):

- *Good day, everybody. It is my privilege to ask you to introduce yourselves. We shall do this in a slightly different way.*
- *Each one of you will stand up and mention your first name and then mention anything that represents you. It can be anything from nature, like water or a flower or a bird. And then tell us WHY.*
- *For example a person may say, “Hi. My name is Sangeeta. And I choose a tiger to represent me. Because a tiger is very attractive and strong and all the animals respect it.”*
- *It does not matter if two people choose the same thing. The reason could be different.*
- *Please be aware of what you are thinking and feeling while the introductions are going on.*
- *After every five persons have spoken, we shall clap for them.*
- *Once a person has spoken, the person on their right will continue till all have introduced themselves.*

### Processing Questions

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Ask them the following questions and encourage different people to answer so that there is maximum participation:

- *What did you like about this way of introducing yourselves?*
- *What were you feeling during this introduction? A feeling is an emotion. For example were you feeling bored, happy, excited, sad, jealous? All these are feelings.*
- *What were you thinking during this exercise?*
- *Did you learn anything about yourself or others from this exercise?*
- *What, do you think, was the purpose of this exercise?*

### Ground rules for all sessions

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*With respect, I suggest certain ground rules which we will maintain in all sessions:*

- *Mobile to be kept silent.*
- *Receive emergency calls without disturbing others.*
- *Express and share honestly.*
- *Respect the viewpoints of others.*
- *In general it would be nice if we maintain the confidentiality of this room. This will enable us to share more freely and without fear.*

## 2. Forming groups – 10 minutes

Assuming that there are 25 participants, divide them into five groups of five each. If there are less than 25, you might have to make four groups and put one or two extra participants in each group. Generally try and keep the groups to not more than 7 members. For example, if there are 24 people then have the fifth group with only 4 members.

**Say the following to the participants:**

*Now we shall divide you into five groups as follows:*

- *All those whose birthdays fall between January and March, please assemble on my left.*
- *All those whose birthdays fall between April and June, please assemble on my right.*
- *All those whose birthdays fall between July and September, please assemble in the left corner in front of me*
- *All those whose birthdays fall between October and December, please assemble in the right corner in front of me.*

At this stage you may find that there more than five in each group. Take out the extra ones and put them into a special group which will be the fifth group. If you like you can ask each group to select a group name.

## 3. Presentation of Cases – 30 minutes

You will have to distribute the cases to each group. Give five copies of Case 1 to Group 1, 5 copies of Case 2 to Group 2, etc.

**Then say the following:**

*If you were the parent of the child in the case given to you, how would you respond to or deal with them? First think about your answer individually. Then discuss it in your group.*

.....

### Case 1

Your daughter's best friend, 14-year-old Rani comes to you with a difficulty. She lives with her mother. Her father is dead. Her mother has a friend, Arjun, who is a professional photographer. When her mother is not around Arjun is pressurising Rani to pose nude for photographs and is also willing to pay her well for her photographs. Rani is severely tempted / excited because of the chance to have more good things in life with the extra money.

*How would you respond to the child? What will you say?*

.....

## Case 2

---

Your son Mohan is a serious and studious boy of 15. Lately you have noticed that he does not spend much time with his books. He spends much time in front of the mirror, combing and re-combing his hair, using different kinds of oils and gels for his hair. He makes it a point to be correctly dressed at all times. His teachers and you are upset because his grades have gone down quite a bit.

*How would you respond to the child? What will you say?*

.....

## Case 3

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Your daughter Radha had a secret boyfriend! You did not know about this but, unfortunately for her and fortunately for you, Radha had a fight with Anisha, her best friend. Anisha was angry with Radha and came and told you about Radha's secret boyfriend!

*How would you respond to the child? What will you say?*

.....

## Case 4

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You are concerned about your son, Sunil. He is 18 years old and goes to college. He usually comes home late and offers no explanation. He goes to his room and puts his mobile for charging, and then spends his time at the computer on chat or Facebook. He is very silent and does not like to speak to anyone. When you ask him anything, he just answers 'yes' or 'no' or mumbles or keeps silent.

*How would you respond to the child? What will you say?*

.....

## Case 5

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You are concerned about your 16-year-old son Aren. He does not devote any time to his books. He wants to be out of the house all day with his friends. He comes home only to eat and sleep. You are beginning to feel as if your home is now a hotel for Aren. Whenever he is at home he is on his mobile or on the internet. When he talks on the phone, you overhear him mainly talking about girls.

*How would you respond to the child? What will you say?*

.....

## Case 6 (to be displayed on chart paper or on LCD screen)

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Your daughter Kamala is a worry for you. Though she is 13 years old she is still behaving like a child. She does not behave like a grown-up girl when she is with boys. You are worried because physically she looks quite grown up and you are afraid boys or men might take advantage of her if she is not careful.

*How would you respond to the child? What will you say?*

.....

### **Tell the group:**

*Now we shall leave these cases aside and come back to them later.*

*Meanwhile I have a list of questions which you can ask yourself before we move to the next point.*

### **Show the list of questions to the participants.**

List of Questions adults can ask themselves when dealing with adolescents

(to be displayed on chart paper or on LCD screen)

1. What is the worst thing I ever did as a teenager?
2. Did I ever lie to or deceive my parents?
3. Did I dress the same way as my parents? And if I did, was it because I chose to or because my parents would not allow me to dress differently?
4. What did I often argue about with my parents?
5. Did I choose a hairstyle different from my parents?
6. Did I ever have disagreements about the state of my room?
7. Was I ever told I spend too much time with my friends and too little time at home – that I treated my home as a hotel?
8. Did I have difficulty getting up in the morning?
9. How old was I when I first tried alcohol?
10. Did my parents ever lecture me on school performance?

## **Questions to ask the group**

---

### **Say to the group:**

*Now to come back to the earlier cases. You have thought about these cases and discussed the case assigned to your group; now please consider the following points:*

- *After reading one or more of these cases, many of you must have been taken back to your adolescent days.*
- *Think of how you felt in difficult times*
- *What you would have wanted most from adults*
- *Today we are the adults who can reach out to these teenagers*



## 5. Demonstrate the Understanding Response.

### Say to the participants:

*All of us were adolescents once.*

*How do we deal with adolescents? Adolescents are coping with many different new things taking place in their lives. Puberty is not an easy thing to deal with – physiological changes, psychological changes, emotional changes, all happening within the short span of 3-4 years.*

*What adolescents need is UNDERSTANDING and VALIDATION OF WHAT THEY ARE EXPERIENCING. This is simple but not necessarily easy.*

*The cases we saw above can serve for us to practise the UNDERSTANDING RESPONSE.*

*There are two steps: (to be displayed on chart paper or on LCD screen)*

*Step 1: We need to ask ourselves how we would think, feel and act if we were the person in the case – with their gender, their life experiences and their circumstances.*

*Step 2: We reflect this back to the adolescent.*

*Let's start with Case 1: 14 year old Rani.*

**(Ask the participants):**

- *What would YOU be thinking and feeling if you were Rani? (Get various answers from the participants.)*
- *Reflect this back to Rani. Examples:*

*“Rani, you must be feeling so torn between accepting the money and doing something bad.”*

*“Rani, it must be very difficult for you to resist Arjun's offer because you want so many nice things in life which you cannot get at present.”*

*These kinds of responses show that we are not judging Rani. We do not give her any advice or ask probing questions. All we do is show that we understand how difficult it must be for Rani.*

*When we show Rani that we understand where she is coming from, it is a very healing experience for her. She feels the she and her experiences are validated. Showing Rani that we understand her does not mean that we approve of her. What it means is that we look at her with positive regard. This means we accept her*

*as she is; she does not have to change in order for her to be acceptable to us. This is a very moving experience for Rani, and she will want to change all on her own.*

*Now let us consider a few of the remaining cases one by one.*

(Get responses from the participants as you did for Case 1. Take at least one more case for demonstration.)

**Next, ask them the following questions:**

1. *What are you picking up so far?*
2. *What are you thinking about this method?*
3. *What are you feeling right now?*
4. *Are you beginning to see the value of the Understanding Response?*

*Now let us try this method in a live exercise.*

---

## **5. Exercise: Practising the Understanding Response – 45 minutes**

**Say this to the participants:**

- *Break up into threes: take the names X, Y & Z. Then, X shares a small personal problem s/he is facing. Y responds. Z observes. Please do not choose a serious personal problem. Take a small personal problem like a student not paying attention in class or your child not obeying you or a colleague you do not like, etc.*
- *Here are some rules you can keep in mind when you respond: (to be displayed on chart paper or on LCD screen)*
  - No criticising
  - No asking questions
  - No giving advice
  - No consoling or encouraging
  - No giving your own experiences
  - You can only REFLECT what the other person is thinking and feeling

Allow five minutes for this.

Once this is done ask X for her/his experience.

**Tell them:**

*In each group of three, let the Observer, Z, ask the person who raised the problem what their experience was: how they felt during the time, how they feel about the problem now, etc.*

**Say:**

*Now please switch roles. Y shares a problem and Z responds while X observes. When you have finished, share as you did earlier when X was sharing.*

*Switch roles a third time: Z shares a problem, X responds, Y observes. Again share as done the previous two times.*

## 6. Processing the Learning's – 20 minutes

The processing is a very important part of this exercise. Make sure they first discuss these questions in the smaller groups.

**Say:**

*Now we come to a very important part of this exercise. Please discuss the following questions in your group:*

*But first let me show you what we are going to do.*

*Let us first take the first question. Can anyone answer this? (Get two or three people to answer the first question from the list below.)*

*Have all understood what has to be done? Please discuss these questions in your group.*

(List of processing questions to be displayed on chart paper or on LCD screen)

1. What was your experience when you were sharing a problem?
2. What was your experience when you were responding?
3. What was your experience when you were observing?
4. Did anyone learn something new, or get a new understanding? Please share.
5. According to you, why does the Understanding Response help?
6. What did you feel? Did you feel understood?
7. Did you feel you were being judged?
8. Were you judging the other person?
9. Did you put yourself in the other person's place?

Now ask the same questions in the whole group. They can share more or less what was discussed in their group. You can ask one person from each group to answer Question 1. Then go on to Q. 2 with a different person from each group to answer. Then go to Q. 3 and so on. In this way you will get almost everyone to participate. Remember – as they participate, their own self-confidence goes up and they become more willing to cooperate with you and your project.

## 7. Summing up and Evaluate – 15 minutes

Ask them the following questions. Encourage many people to answer. Make sure at least one person from each group answers. On the next question, encourage others from each group to answer.

1. *Which part of this session did you like best and why?*
2. *What did you learn from the part you liked best?*
3. *What did you learn overall today?*
4. *Did you discover anything new?*
5. *Has your understanding of adolescents and how to deal with them increased?*
6. *What can you practise from what you have learnt today? Where can you apply this? Share with examples.*

Hand over a half-sheet of paper to each participant and ask them to write their names and telephone numbers and/or email addresses. Then they are to write down what they liked best about the session and why. It is always good to get written responses which you can read in the bus on the way home!

## 8. Conclusion – 5 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

## Appendix

### 1. Feeling words

Very often one does not get a word that expresses a feeling, and we tend to use the same words again and again, such as 'upset', 'angry', etc. Given below are alternative words for certain keywords. The challenge for the trainer is to find feeling words in the local language.

- **Keyword: DESPERATE**

frustrated, dead end, trapped, trapped in a cage, suffocated, caged, sinking, earthshaking, without hope, engulfed, overwhelmed, helplessness, world has come to an end, frantic, anxious, worried, distressed, distracted, fraught hopeless, forlorn, despairing, despondent, inconsolable, wretched, frenzied, frenetic, hysterical, mad, chaotic, wild, uncontrolled, furious, intense upset, distraught, troubled, concerned, bothered. anxious, nerve racking, nail-biting, stressed, edgy, irritable, prickly, moody, on edge, grouchy

- **Keyword: HURT**

pain, dejected, world came crashing down, betrayed, let down, cheated, heartbroken, shattered, devastated, thrown off balance, displeased, disturbed, insulted, hit by a stone, distressed, agony, injured, felt sore, inconsolable, down in the mouth, harm, upset, ache, offend, pain, distress, damage, peeved, displeased, chagrined, bothered, irked, disturbed, perturbed, disconcerted, nervous, agitated, unsettled, thrown off balance, confused, flustered, taken aback.

- **Keyword: JOY**

elated, happy, delighted, over whelmed, excited, at ease, peaceful, wow!, merry, cloud nine, dancing with joy, in seventh heaven, cheery, cheerful, blissful, bliss, festive, jolly, heavenly, delightful, idyllic, pleasurable, heartening, ecstasy, elation, rapture, harmony, contentment, satisfaction, gratification, fulfilment.

- **Keyword: ANGRY**

fuming, blowing head, out of control, blood is boiling, irritated, loosing temper, crushing, killing, smashing, trampling, stamping on, bashing, slapping, blanked out with rage, annoyed, frustrated, maddened, saw red, blood boiling, irritated, fuming, livid, irate, heated, gnashing once teeth, cross, furious, incensed, enraged, outraged, infuriated, very angry, hopping mad, up in arms, besides yourself, riled, exasperated, apoplectic, spitting mad, seething, teed off, ticked off, piqued, aggravated, goaded, provoked, cheesed off, put out, bothered, hot and bothered, up tight, tensed up.

- **Keyword: RELIEVED**

comfortable, chilled out, sense of calm, feel fresh, at ease, feel free, feel relaxed, feel satisfied, feeling settled, feeling nice, feeling good, feel happy, balanced out, sense of worth, tension free, peace of mind, feeling cool, feel peaceful, released, feeling light, feel smooth, feel even, feel steady, feel regular, feeling unburdened, respite, reprieved, feel liberated, feel unleashed, feel right, feel fulfilled, feel accomplished, feel emancipated, feel deliverance, feel expulsed all bad from mind, feel as you got a breather, feel that you got a breathing space, feel unrestrained

- 
2. Do further reading on 'Changes in adolescents' & 'Difficulties of adolescents'. Do a search for these terms on Google.

# Session 2

## Accepted and non-accepted behaviour in adolescents & Methods of handling non-acceptable behaviour

Duration	Objectives	Methodology	Material Required
95 minutes, with one break of 10 minutes in between	<ul style="list-style-type: none"> <li>To give parents a chance to vent; and share their experiences;</li> <li>To show them how to handle unacceptable behaviour;</li> <li>To provide skills in handling adolescents in a child-friendly manner</li> </ul>	Role Play	Printout of 'Questions for sharing'  Print out of cases for role play

### Notes for the trainer:

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- **Difficulty rating:** High
- **Challenges:**
  - Participants who are vocal may not allow the other participants to share/speak
  - Lack of willingness in some participants to accept the methodology being used
  - Some participants may not be too comfortable with the role play

### Design

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1. Review of previous session – 10 minutes
2. Form Groups – Questions for sharing – 30 minutes  
**BREAK – 10 minutes**
3. Role play – 30 minutes
4. Summing Up & Evaluation – 10 minutes
5. Conclusion – 5 minutes

## 1. Review of previous session – 10 minutes

Encourage many persons in the group to share any one of the following:

- i. *What I liked best in the previous session*
- ii. *Anything that I learned from the previous session*
- iii. *Anything that I practised / observed since the previous session*
- iv. *Anything that I discovered in myself or others since the previous session*

## 2. Form groups – 30 minutes

Divide them into groups of four. If there are a few left over, add one to some groups, which will then have five members.

### Questions for sharing

- Before the start of the workshop have one copy for each participant of the ‘Questions for Sharing’.
- Share about the activity – questions to be provided. All to share their opinion without hesitation.
- Provide a sheet of the Questions for Sharing to each participant and inform them to first consider the questions by themselves, and then discuss the questions in their group.
  - » *What is the worst difficulty you face with adolescent (age 14 – 18) boys?*
  - » *What is the worst difficulty you face with adolescent (age 12 – 18) girls?*
  - » *What do you dislike most about adolescent (age 14 – 18) boys?*
  - » *What do you dislike most about adolescent (age 12 – 18) girls?*
  - » *What disturbs you most about the behaviour of today’s adolescents as compared to your days?*
- After 20 minutes for discussion in the smaller groups, take each question one by one and ask each group to give a summary of their discussion on that question.

## Processing:

### Ask the following questions:

- *Which was the most common dislike among you?*
- *How many of you think that today’s teenagers are worse than the teenagers of your time?*
- *How many think that today’s teenagers are no worse than teenagers in your time?*
- *How many feel that today’s teenagers are good at heart but are very confused because of many modern appliances which were not there in your time, such as internet and cell phones?*
- *According to you, what do today’s teenagers need most?*

### 3. Role Play – 30 minutes

Tell the group that there will now be some role plays. Let them stay in the same groups.

- In each group of four, let them be A, B, C & D. Regardless of actual age or gender, A will act the role of a father, B will be a mother, C will be an adolescent boy and D will be an adolescent girl.
- Let each group role play any situation that arises or the group can use one of the cases given below:
  - » *An adolescent boy is constantly engaged with his mobile texting , internet, etc*
  - » *An adolescent girl is constantly engaged in painting her long nails, using lipstick and make-up*
- In each group, the members must stick to their given role and the discussion or conversation is to proceed accordingly.
- Before they start, DEMONSTRATE what they have to do with one sample group. (Say to the group): *Let us suppose Ms. D has come to school in a very short skirt. Mr. A, what would you say to Ms. D? (Let Mr. A say something to her). Ms. D, how do you respond to that? Mr. C, What have you to say to that? Ms. B, what have you to say...*
- *Please carry on the discussion in this way.*
- Ask the groups to start their discussions. After about five minutes tell them to SWITCH! Now A will take the role of a female teacher, B becomes a male adolescent, C becomes a female adolescent, D become a male teacher.
- Let them start the discussion again!
- After five minutes SWITCH again.
- After five minutes SWITCH for the last time

### Processing

Ask the whole group the following questions and make one person from each group give an answer. Rotate the person who answers from each group so that everyone gets a chance to answer.

1. *What was the experience like when you found you were in a role that was not your everyday role?*
2. *What was the experience like if you found your new role was one of the opposite gender?*
3. *What did you learn from this game?*
4. *What can you apply from this game in your everyday work life and how can you apply it?*

### 4. Summing Up and Evaluation – 10 minutes

- Sum up what they have gained from this session.
- Elicit what they have gained from the course thus far.
- Ask them whether this is practical enough for them.
- Ask them to suggest ways in which they in turn can create awareness of what they have learned for their colleagues at work



## 5. Conclusion - 5 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 3

## Child Sexual Abuse

### (What is Child Abuse? / Types of Abuse)

Duration	Objectives	Methodology	Material Required
95 minutes, with one break of 10 minutes in between	<ul style="list-style-type: none"><li>To provide awareness of different types of child abuse.</li><li>To provide awareness on the effects of child abuse.</li></ul>	Case study Inputs	Printouts of the case studies for each group

### Notes for the trainer:

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- **Difficulty rating:** High
- **Challenges:**
  - Some participants may not be open to the definition of Child Abuse
  - Time management may be a problem if some participants start discussing and sharing about their upbringing where physical abuse was an accepted norm of upbringing.

### Design

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1. Introduction – 5 minutes
  2. Activity/case study – 20 minutes
  3. Conclusion of activity – 10 minutes
- BREAK – 10 minutes**
4. Input: What is abuse? – 20 minutes
  5. Effects of physical and emotional abuse – 10 minutes
  6. Summing up and evaluation – 8 minutes
  7. Conclusion – 2 minutes

## 1. Introduction – 5 minutes

Welcome the participants and tell them the topic, and then ask them to briefly state their expectations from the sessions.

Share with them the objectives of the session and areas to be covered.

*Ask them if they would like to make any comments about the course so far – what they liked or what they would want more of, or by what they were impressed.*

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## 2. Activity – 20 minutes

Divide them into three groups and provide each group with one case study of physical emotional and sexual abuse, from among the case studies provided below.

■ *Ask them to study the case, answer the questions given below the case and then discuss them in their group.*

---

### Case Study 1

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There is a child 'S' in your neighbourhood who has a burn mark on the hand. On asking how this happened, the child does not respond. One talkative child tells you that S has been burnt by the grandmother as S was caught stealing.

- » *Is the child suffering any abuse?*
- » *Why do you feel the child was quiet and not responding to you?*

### Case Study 2

---

A 13-year-old child 'M', who is your son's friend, shares with you that she thinks she is not the real child of her parents as she is not good in studies like her brother and sister. Her parents and other members of the family have been telling 'M' that she is stupid, has no brains, is good for nothing and that she is nowhere compared to her brother

- » *Is the child suffering any abuse?*
- » *Is the child making up stories?*

### Case Study 3

---

Amita, a 11-year-old child who is your daughter's friend, shares with you that she does not like the way she is being touched on her private parts by her uncle. Her uncle is very strict. Amita is angry with her uncle and feels uncomfortable with him.

- » *Is the child suffering any abuse?*
- » *Is the child making up stories?*

### 3. Conclusion of activity – 10 minutes

- Once the activity is completed, each group will present to the larger group.
- Groups to ask questions to each other ONLY to clarify their doubts and not to share their own opinions or challenge the other's opinions.
- Resource person to ask group for clarification, to get them to share their thoughts.
- Appreciate them for the group work.
- Let the participants know that there would be clarification on the topic later on.

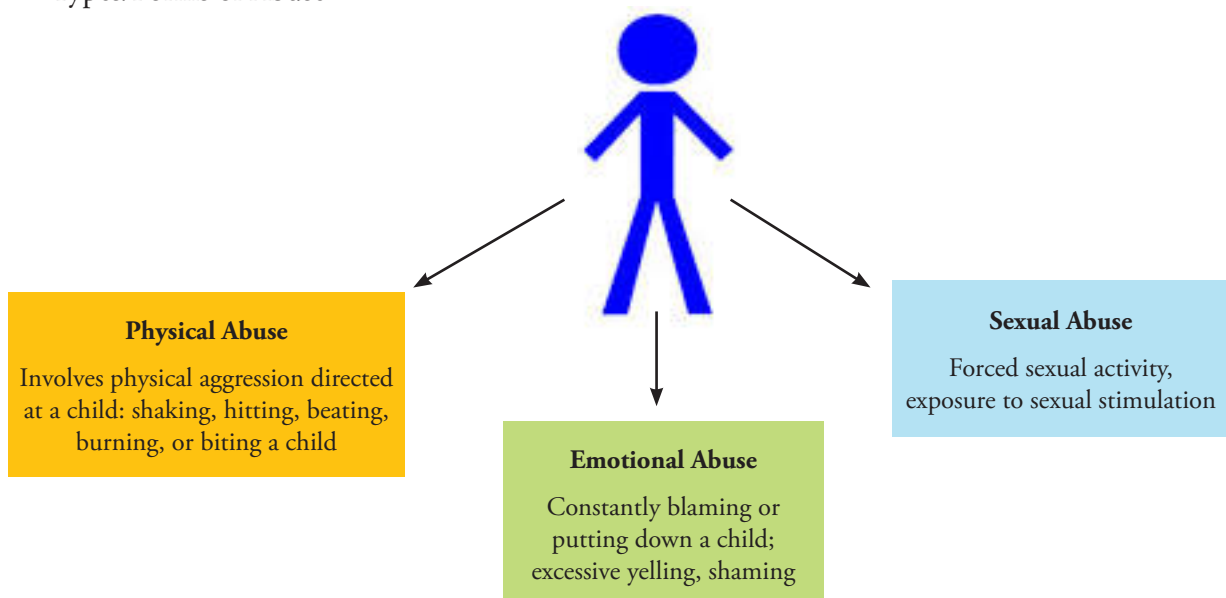
### 4. Inputs – What is abuse? – 20 minutes

Resource person to share the following with the participants :

i. *What is Abuse?*

- » *When we talk about abuse we are talking about persons in power/authority who is misusing their power and position.*
- » *Abuse can be inflicted on the child through actions and/or words.*

ii. Types/Forms of Abuse



- » *Physical abuse: Defined as non-accidental trauma or physical injury caused by punching, beating, kicking, biting, burning or otherwise harming a child.*
- Physical abuse is the most visible form of child maltreatment.*

- » *Emotional abuse: Defined as behaviours, speech, and actions by an adult that have a negative mental impact on children; e.g., insulting, humiliating, comparing ignoring, rejecting, isolating, terrorizing, etc .*
- » *Child sexual abuse (CSA): Defined as a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation.*

## Answers to questions

1	There is a child “S” in your class	Physical abuse	Burning the body
2	A 13 year child “M”	Emotional abuse	Use of offensive words; comparing to others
3	Amita 11 year child	Child Sexual abuse	Touching private part

## 5. Effect of Physical and Emotional Abuse – 10 minutes

### Sharing

- At least one person in each group has to share regarding any case that they know, of either physical or emotional abuse. Also share what was the effect on the child and even later when the child grew up.
- After all groups have finished, one case from each could be shared with the big group.

#### Tell the group the following:

##### *Initial Effects of physical abuse*

- *Immediate pain, suffering, bruises, broken bones, burns, etc.*
- *In extreme cases – death!*
- *Emotional problems such as anger, hostility, fear, anxiety, humiliation, lowered self-esteem and inability to express feelings.*
- *Behavioural problems such as aggression by the child towards others or self-destructive behaviour, hyperactivity, truancy, inability to form friendships with peers, and poor social and language skills.*

##### *Long-Term Consequences of Child Physical Abuse*

- *Long-term physical disabilities, for example, brain damage or eye damage*
- *Difficulty in trusting others*
- *Violent relationships*
- *Emotional disturbance*

- *Feelings of low self-esteem*
- *Depression*
- *An increased potential for child abuse as a parent*
- *Drug or alcohol abuse*

### *Effects of Emotional Abuse*

*Emotional abuse is not only non-physical cruelty to the child but also neglect of the child or emotional deprivation.*

- *Risk-taking behaviours such as stealing, bullying and running away*
- *Do not feel the full range of emotions and are often described as 'cold'*
- *Low self-esteem and self-confidence*
- *Tendency towards depression*
- *Get angry easily*
- *Negative impulse behaviour where they do not seem to care what happens to them: do things to make people dislike them, or remain alone and avoid others*

## **6. Summing up and evaluation – 8 minutes**

Ask the participants the following questions.

Encourage many people to answer.

Make sure at least one person from each group answers.

On the next question encourage others from each group to answer.

1. Which part of this session did you like best and why?
2. What did you learn from the part you liked best?
3. What did you learn overall today?
4. Did you learn anything new?
5. Has your understanding of child abuse become clear?
6. What can you practise from what you have learnt today?
7. Where can you apply this? Share with examples.

*Hand over a half-sheet of paper to each participant and ask them to write their name and telephone number and/or email address. Then they are to write down what they liked best about the session and why.*

.....

## 7. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 4

## Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
90 minutes	<ul style="list-style-type: none"><li>To clarify concepts on Child Sexual Abuse</li></ul>	Group Work Case Study	1. Printouts of case studies 2. Half-sheet of paper for each participant for feedback

### Notes for the trainer:

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- **Difficulty rating:** Low
- **Challenges:**
  - Illiterate participant may not be able to read the case studies – but appropriate pictures will suffice.
  - Vocal members may dominate the group.
  - Quieter members may not get a chance to express their views.

### Design

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1. Introduction – 10 minutes
2. Activity – case study – 25 minutes
3. Input – Protection of Children from Sexual Offences Act (POCSO) – 25 minutes
4. Answer to case study – 10 minutes
5. Summing up and evaluation – 10 minutes
6. Conclusion – 10 minutes



## 1. Introduction – 10 minutes

- Encourage a lot of persons in the group to share on any one of the following topics:
  - What I liked best in the previous session.*
  - Anything that I learned from the previous session*
  - Anything that I observed since the previous session*
  - Anything that I discovered in myself or others since the previous session*
- Divide the participants into 6 groups.
- Share about the activity – case study to be provided. “All to share their opinion without hesitation.”
- After 10 minutes of discussion in the smaller groups, each group to present their case which will be discussed.

## 2. Activity – Case Study – 25 minutes

*Discuss the following cases in the smaller groups:*

### Case Study 1

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You enter your son's room and find him and his two friends engrossed with a mobile. On going closer you notice that the children are watching a blue film. The children immediately ask to be forgiven and tell you that a senior of theirs (above 18 years) had given them the mobile to watch the film, and they have to return the mobile soon.

**Is this Child Sexual Abuse?**

### Case Study 2

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One day you and your family go out for lunch to a hotel which has a restaurant. While you are waiting for your food to arrive, you notice a girl (above 18 years) come with a boy in the car. They both sit in the lobby. After some time a man comes, talks to the boy and hands him an envelope. The boy leaves after counting the money from the envelope and says he will be back after an hour. The man goes with the girl into the hotel ...

**Is this Child Sexual Abuse?**

### Case Study 3

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You notice that a 17-year-old girl, your neighbour's daughter, has bruises on her face and hands. On talking to her alone, she tells you that she was beaten by her uncle. She tells you that her mother's brother takes care of her as she has no parents. She shared that she had bunked classes and for the first

time had gone on a romantic date with her boyfriend. Her uncle beat her as she and her boyfriend were found talking on a bench in a garden.

**Is this Child Sexual Abuse?**

## Case Study 4

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Your nephew comes and tells you that your 11-year-old son had told him something. Apparently, the previous day a 9th Std boy who is 16 years old had asked some of the boys of the 6th and 7th Std to come to the toilet for a game. The older boys thereafter opened their pants and the boys from the 6th and 7th Std – including your son – were made to touch the penis of the older boys. Your son was scared to tell you so he told his cousin.

**Is this Child Sexual Abuse?**

## Case Study 5

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Your daughter's close friend comes and tells you about your 16-year-old daughter. She says that she is worried about your daughter and so she has come to you. It appears that your daughter is in love with a 19-year-old boy. She loves this boy a lot and he too loves her and has given her a lot of gifts. But your daughter has told her friend that lately her boyfriend has started to touch her breasts and kiss her on her lips. Since she insists on remaining a virgin, he has made her perform oral sex on him. He has told her that if she discloses this to anyone, he will stop loving her and tell everyone about the gifts she has taken from him.

**Is this Child Sexual Abuse?**

## Case Study 6

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A 14-year-old girl who often comes to your house to play with your daughter tells you one day that she wants to talk to you in private. She shares that she is upset and disturbed by what happened during the holidays. She tells you that she had visited her aunt's house. All the cousins were sleeping in one room with the boys and girls in separate areas. While she was asleep she felt someone take off her cover and start to touch her legs. She remembers hitting the hand and pushing it away and the person went away. The next night she was alert and she saw her cousin brother, who is a year older than her, come and touch her breast. She was shocked and pushed his hand away. She shared that the next morning she spoke to him when he was alone and he denied doing such things.

**Is this Child Sexual Abuse?**

## Case Study 7

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Your 14-year-old niece shares with you that during her holiday one of her uncles had come to visit them. One evening he asked her to 'dress up' and told her to accompany him. He took her for dinner in a taxi to an isolated restaurant. At the restaurant his group of friends was waiting for him. They all drank, smoked and had food.

**Is this Child Sexual Abuse?**

### 3. Input – Protection of Children from Sexual Offences Act (POCSO) – 25 minutes

#### Explain to the trainees:

*Protection of Children from Sexual Offences Act, 2012 (POCSO) says that:*

- *Child Sexual abuse means Sexual harassment, sexual assault, and penetrative sexual assault of a child.*
- *Child is defined as below 18 years.*

- » *Sexual Harassment – a person with sexual intent uttering words, making sounds, making gestures, exhibiting body part, showing pornographic material, making a child to exhibit his/her body, follows or watches a child constantly directly or through electrical, digital or any other means, entices a child for pornographic purposes or receives or gives gratification, threatens to use any form of media (real or fabricated) in any mode of any part of the child or involvement of child in a sexual act.*
- » *Sexual Assault – touching vagina, penis, anus or breast of the child, or making the child touch vagina, penis, anus or breast of another person or doing any other act with sexual intent involving physical contact without penetration.*
- » *Penetrative Sexual Assault – penetrating penis, any object, or any part of the body to any extent into the vagina, mouth, urethra or anus of a child or makes the child to do so with him or any other person, applies mouth to the penis, vagina, anus or urethra of the child or makes the child to do so to such person or any other person, manipulating any part of the child's body to cause penetration or making the child to do so with him or any other person.*

### 4. Answers to case study – 10 minutes

No.	Case	CSA or NOT	POCSOA	Reason
1	You enter your son's room and find him and his two friends engrossed with a mobile.	YES	Sexual Harassment	Showing pornographic material
2	One day you and your family go out for lunch to a hotel which has a restaurant.	NOT CSA (but Commercial Sexual Exploitation)	No child	Exchange of money

No.	Case	CSA or NOT	POCSOA	Reason
3	You notice a 17-year-old girl who is your neighbour's daughter has bruises on her face and hands.	NOT CSA (but physical abuse of child)	Only physical abuse. POCSOA not applicable.	Only physical abuse
4	Your nephew comes and tells you that your 11-year-old son had told him something.	YES	Sexual assault	Touching penis
5	Your daughter's close friend comes and tells you about your 16-year-old daughter.	YES	Penetrative Sexual assault	Oral sex
6	A 14-year-old girl who comes to your house often to play with your daughter tells you one day that she wants to talk to you in private	YES	Sexual assault	Touching private parts
7	Your 14-year old niece shares with you that during her holiday one of her uncles had come to visit them.	NOT CSA	Not CSA	No sexual exposure or touching. But it is a case to be alert.

## 5. Summing up and evaluation – 10 minutes

Ask them the following questions.

Encourage many people to answer

Make sure at least one person from each group answers.

On the next question encourage others from each group to answer.

1. *Which part of this session did you like best and why?*
2. *What did you learn from the part you liked best?*
3. *What did you learn overall today?*
4. *Did you learn anything new?*
5. *Has your understanding of child sexual abuse become clear?*

Hand over a half-sheet of paper to each participant and ask them to write their names and telephone numbers and/or email addresses. Then they are to write down what they liked best about the session and why.

## 6. Conclusion – 10 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 5

## Effects of Child Sexual Abuse on children

Duration	Objectives	Methodology	Material Required
105 minutes, with 1 break of 10 minutes in between	<ul style="list-style-type: none"> <li>To enable the participants to be alert on signs of Child Sexual Abuse.</li> <li>To provide awareness on the effect of Child Sexual Abuse</li> </ul>	Word search Movie screening	<ol style="list-style-type: none"> <li>Print out of Word Search;</li> <li>Movie CD;</li> <li>CD player/Laptop;</li> <li>LCD Projector</li> </ol>

### Notes for the trainer:

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- Difficulty rating: Medium
- Challenges:
  - Feeling of discomfort in some participants

### Design

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1. Review of previous session – 10 minutes
2. Input – Signs of CSA – 20 minutes
3. Word Search – 15 minutes  
 BREAK - 10 minutes
4. Input – Effects of CSA – 15 minutes
5. Movie on Effects and Processing – 15 minutes
6. Summing Up and Evaluation – 8 minutes
7. Conclusion – 2 minutes

## 1. Review of previous session

### Say to the group:

*In the previous sessions we have spoken of child abuse, and then about child sexual abuse. Let us briefly review what was done in our previous session.*

*The POCSO law is quite detailed and specific.*

---

Encourage a lot of persons in the group to share any one of the following:

- i. Can anyone tell us the difference between emotional abuse and physical abuse?*
- ii. What is the difference between sexual harassment and sexual assault.*
- iii. Is it penetrative sexual assault if a finger or object is inserted into the private part of a girl?*
- iv. Has anyone become more alert to possibilities of Child Sexual Abuse as a result of the last two sessions?*

## 2. Input – Signs of CSA – 20 minutes

### Say to the group:

*When children are sexually abused, the main problem is that they do not easily tell anyone about it. Children are generally blamed for anything that goes wrong in their life so they tend to think they will be blamed if they tell anyone about the abuse.*

*It is left to others (parents, elders, teachers) to watch out for certain social, physical, behavioural and emotional indicators of sexual abuse. The indicators should not be considered in isolation, but attempts should be made to look for a pattern. Look to see if there are several indicators – not just one or two isolated ones.*

*Let us start with:*

#### *Social Indicators of Child Sexual Abuse*

*Significant others in the child's life such as parents and teachers should become suspicious if they find any adult in the child's life who:*

- Is secretive or isolated*
- Is unduly protective of the child*
- Severely limits the child's contact with other children (especially of the opposite sex)*
- Describes marital difficulties involving family power struggles or sexual relations*

Next let us look at the Physical Indicators of Child Sexual Abuse. As will be obvious from the points given below, not all physical indicators can be noticed by others. In younger children parents and sometimes teachers help them to dress up and so they might be able to notice certain physical indicators.

*Some physical indicators are given below:*

- Bloodstained and/or torn underwear
- Sexual knowledge or behaviour inappropriate for the child's age
- Difficulty in walking, sitting or sitting still
- Nightmares
- Trauma to breasts, buttocks, lower abdomen or thighs

**Ask the group for other physical indicators and if the group cannot suggest any, tell them a few from the list below:**

- Child or young person or their friend telling you about it, directly or indirectly
- Describing sexual acts
- Going to bed fully clothed
- Sexually transmitted diseases
- Presence of semen
- Unusual odours from the vaginal area
- Psychosomatic illness like backaches, headaches, stomach pains, stammering, etc
- Abdominal pain
- Genital or rectal pain, itching, swelling, redness, infection or discharge
- Pain or problems with urination/defecation

*I have not mentioned all the indicators. But it is important to be on the look out for these signs.*

*Next we can look at the Behavioural and Emotional Indicators. Behavioural or Emotional indicators are the most noticeable. A parent, teacher or social worker or significant grown-up in the child's life would be able to notice these if they keep a lookout for them. **Some of these indicators are:***

- Fear of going home or to a relative's place (a very important clue)
- Excessive crying or sadness
- Withdrawal into fantasy worlds
- Sudden change in behaviour (e.g., quiet child becomes aggressive; usually jovial and noisy child becomes quiet and withdrawn)
- Sexual themes in the child's artwork, stories, or play
- Unwillingness to participate in physical/recreational activities, especially if there is physical discomfort



Ask the group for other physical indicators and if the group gives very few answers, then tell them a few (or more) from below:

- *Persistent and inappropriate sexual play with peers, toys, drawings, animals, or themselves*
- *Displaying sexually aggressive behaviour toward others*
- *Detailed and overly sophisticated understanding of sexual behaviour (especially by young children who otherwise may not know about such details)*
- *Sudden onset of soiling clothes or bed-wetting*
- *Acting like a much younger child – regressive behaviours*
- *Pseudo-mature behaviours (acting like a parent or spouse)*
- *Overly compliant behaviour*
- *Delinquent or aggressive behaviour*
- *Difficulty eating or sleeping*
- *Unexplained accumulation of money or gifts*
- *Trying to run away from home*
- *Seductive behaviour and/or sexual activity (This is an effect of the sexual abuse, not a cause.)*
- *Drug/alcohol abuse*
- *Prostitution (There is a strong correlation between child sexual abuse and late teen prostitution.)*
- *Self-mutilation, cutting of hand/thigh in areas which are not visible is a very common indicator of sexual abuse*
- *Suicidal feelings and suicide attempts*
- *Constant anxiety, depression, phobias, or obsessions*
- *Fear of adults of the same sex as the abuser*
- *Fear of going to the toilet, bathroom or bedroom*
- *Poor or deteriorating relationships with peers*
- *Inability to concentrate in school and/or sudden deterioration in school performance*
- *Non-participation in school activities and/or sports when previously involved*

### 3. Word Search – 15 minutes

Hand out the Word Search sheets to all the participants.

- Explain to them that they have to look for the words given below the grid.
- The words may be read upwards, downwards, backwards, forwards or diagonally upward or downward. Demonstrate with any one word.
- If possible, offer a simple gift such as a pen to the first two who find all the words.

H	U	M	F	S	A	F	E	T	U	T
N	O	I	S	S	E	R	P	E	D	B
A	L	O	O	F	A	k	I	W	E	I
N	A	Q	H	A	D	I	O	A	F	K
X	A	G	G	R	E	S	S	I	O	N
I	G	J	D	H	H	E	K	F	V	L
O	R	R	T	U	K	I	E	Y	C	O
U	W	A	R	H	C	H	H	I	D	U
S	Y	E	T	M	O	B	T	K	A	Y
Q	R	F	G	K	H	A	A	K	J	T
W	G	E	E	O	S	N	R	L	J	E
E	N	T	M	D	N	T	A	Y	T	W
Y	A	H	A	E	A	I	H	T	G	Q
U		N	H	I	W	K	E	E	D	D
E	N	M	S	I	L	E	N	T	Y	G
S	L	E	E	P	L	E	S	S	H	H

- Anxious
- Shame
- Angry
- Shock
- Fear
- Aloof
- Silent
- Aggression
- Sleepless
- Depression

## 4. Input – Effects of CSA on the child

### Say to the group:

*It is difficult to fully express the short- and long-term effects of sexual abuse on a child. Of course, some children might be less affected while others more. But research has shown that the symptoms often persist throughout the lives of most.*

*The effects are sometimes physical but more often psychological and emotional. These effects are more serious and lasting in the long run. While about 40% of victims may not see serious long-term effects, the others are not so lucky. From the list below it will be seen that almost anything that can go wrong seems to happen to victims of CSA. This is why it is so important to prevent CSA.*

Mention the following:

### *Physical Effects*

- *Sexually transmitted diseases*
- *Infection*
- *Bruising/tearing*
- *Pregnancy*

### *Emotional & Psychological Effects*

- *Depression*
- *Eating disorders*
- *Inability to trust others*
- *Feel they are abnormal or deviant or it's all their fault*
- *Personality disorders*

**Ask the group for more physical effects and then tell them a few from the list below:**

- *Post-Traumatic Stress Disorder*
- *Inability to cope with stress and emotions*
- *Brain damage leading to memory impairment and inability to mix with others*
- *Tendency to blame oneself*
- *Suspicious of others*
- *Constant feelings of shame and low self-esteem*

**Similarly mention only the ones given below. Say:**

*Let us come now to some of the Behavioural Effects of CSA:*

- *Tendency to cut or harm oneself*
- *More likely to commit suicide*
- *Aggressive behaviour*
- *Performance problems at school*
- *Bed-wetting*
- *Tendency to become victims again*

*Ask the group for other behavioural indicators and then tell them a few from the list below:*

- *Sleep disturbances*
- *Eating problems*
- *Thumb-sucking*

- *Unwillingness to participate in school or social activities*
- *Stockholm Syndrome (see Appendix)*

*Lastly, let us see some of the long-term effects of CSA:*

- *Self-destructive behaviours such as alcoholism or drug abuse*
- *Depression*
- *Anxiety and/or panic attacks*
- *Insomnia*
- *Sexual problems as adults*
- *Constant failures (financial, relationships, at jobs)*

*Many of these things together make up the effect of CSA. For example, personality disorder by itself is not a sign or effect of CSA.*

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## 5. Movie on effects of CSA – 15 minutes

Please find the movie in the CD attached to this Manual.

### Processing

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After the movie has been screened, ask the group for their reactions to it. You may ask them the following questions. Try to get participation from the quieter ones as well.

- *What were you feeling as the film progressed?*
  - *What impact has this film had on the way you will fight against CSA?*
  - *What can we all do to prevent CSA and help victims of CSA?*
- Make sure you take down all the points.
  - If there is a blackboard or whiteboard, write the points on the board.
  - If people have cell phones, let them take pictures of the board for future reference.
  - Make sure you yourself take a picture of the board.

## 6. Summing up and Evaluation – 8 minutes

Summing up and evaluation is done at the end of every session. The purpose is to give the group a chance to review what happened in the session. It gives the group an opportunity to revise, ask questions, share their experiences and express themselves.

**Ask the group the following questions:**

- i. *According to you, what was the most important point discussed today?*
- ii. *Can you share some of your feelings as the session progressed?*
- iii. *Is there anything you did not like about this session?*
- iv. *Do you think the most important aspects of our topic were covered?*
- v. *Is there any aspect that you would have liked us to cover? (Trainer please note that if the group gives some important point that has been left out, please write and inform the ARZ team)*
- vi. *Can you mention just one thing that you will be able to practice?*

Ask them to write down the answer to any one of the questions given above. Written evaluation is always important.

## 7. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

## Appendix

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### 1. Stockholm Syndrome

*Some years ago, I was giving a Counselling Course in Mumbai and one of the participants was a nun who was working with rescued Commercial Sex Workers. She told me that one problem she had was that many*

*of these girls were kidnapped (or sold by their parents) and they were then beaten and forced into the flesh trade. 'Yet,' said the Sister, 'these girls would not testify against their captors or kidnappers. In fact they would defend these men and speak in their favour. This was not out of fear of them. They genuinely seemed to like these men and said that at least they gave them a livelihood!'*

*I explained to the nun that these girls suffered from what is known as the Stockholm Syndrome. This kind of defence of one's captor was common even in ancient times, but the name comes from a 1973 bank robbery in Stockholm where four hostages were held for five days. These hostages later spoke in favour of their captors and did not want to be rescued.*

*The most famous case of Stockholm Syndrome was that of Patty Hearst who was an American heiress who was kidnapped. Later she joined her captors and was seen robbing a bank along with them!*

*Sociologists have found that this kind of behaviour is seen not only in kidnap cases but in any case where there are "strong emotional ties that develop between two persons where one person intermittently harasses, beats, threatens, abuses, or intimidates the other." This is also the case with victims of sexual abuse.*

*Stockholm syndrome is a survival instinct. The victims feel they will not survive unless they please their tormentor. They believe their captor can and will kill them, or that they are only with their tormentor and have no other company; or they believe they cannot escape from their situation, and in such circumstances they see their tormentor's small act of kindness as genuine care for them.*

*This is why you may find that the child is not ready to leave the situation where the abuse takes place. It is the Stockholm Syndrome at work.*

– Clifford DeSilva

## 2. Do a Google search for 'Post Traumatic Stress Disorder'

# Session 6

## Handling victims of CSA

Duration	Objectives	Methodology	Material Required
200 minutes, with 2 breaks of 10 minutes in between	<ul style="list-style-type: none"><li>To provide skills to participants to handle victims of CSA</li></ul>	Practical handling; Role Play; Input	<ol style="list-style-type: none"><li>Printout of cases for skit/role play;</li><li>Participants to carry pen and notepad</li></ol>

### Notes for the trainer:

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- Difficulty rating: Medium to High
- Challenges:
  - Time Management, as participants would want extra time for preparation
  - Silent and non-vocal participants may not want to participate actively

### Design

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1. Introduction – 10 minutes
2. Input- General Principles – 15 minutes
3. Summing up the General Principles – 5 minutes
4. Practical Handling: Way1 – Exercise – 75 minutes (*with break of 10 minutes in between as indicated*)
5. Practical Handling: Way 2 – Exercise – 60 minutes (*with break of 10 minutes in between as indicated*)
6. Taking Action: Legal duty – 15 minutes
7. Input – Difficulties – 10 minutes
8. Summing up and Evaluation – 8 minutes
9. Conclusion – 2 minutes

## 1. Introduction – 10 minutes

### **Tell the group:**

*Welcome to this important session. Let me start by thanking you all for coming here today and for the great concern you are showing for the children of our state.*

*Today's session is an important one as we are going to discuss how to handle victims of abuse.*

*Before we go to today's topic, is there anything that you would like to say or ask? (Give them some time to think.)*

*Also, can I please get some responses to our previous session on Effects of Child Sexual Abuse? Does anyone have any experience to share with us in this regard? Maybe some incident you observed that strengthened the ideas of what we have been discussing here?*

## 2. Input – General Principles – 15 minutes

### **Say:**

*In this section we will be discussing some general principles to keep in mind with regard to victims of CSA.*

#### ***First of all: Be Sensitive***

*Child sexual abuse is something that is 'hidden'. It is something that the child feels extremely ashamed of, and the chances are the child will not easily admit it or reveal it. Be aware that the three most common feelings associated with child sexual abuse are FEAR, SHAME and GUILT. So be gentle with the child and assure them that you believe them.*

#### ***Avoid direct questions***

*Do not 'interrogate' her/him. Even your tone of voice is important. Some people can ask questions in such a way that they make the other person feel they had done something wrong. Stay calm. Find out as much as you can and then take action. (What action to take will be explained further on.)*

#### ***Use indirect methods to find out***

*You have already been made familiar with how to identify victims of child sexual abuse. Victims are not going to reveal their abuse or abuser easily. So you can use indirect methods of finding out if they are victims. (See Practical Way – 1 below.)*

#### ***Believe the child if s/he tells you s/he is being molested***

*In most cases children will not easily reveal they are being molested. So if they do reveal it, believe them. There may be one in 1000 cases where the child is malicious and telling lies about being molested. These are exceptions. By and large, one should believe the child and investigate the case. Find out more. Do not dismiss it as the child's imagination at work. Believing is the first step to helping the child heal.*



*Tell the child that the abuse is not her/his fault.*

*It is important to reassure the child that it was not her/his fault. They could have been forced or tricked, or pushed or tempted. Show them that they were tricked or lured. Usually the abuser has made them feel that they participated willingly, that the child is equally responsible. The child has to be assured that s/he was not responsible.*

*Some of the things one can say to the child are:*

*“I am glad you told me, thank you.”*

*“You are very brave and did the right thing.”*

*“It wasn’t your fault.”*

*“I am proud of you for telling me.”*

*Do not make a promise that you cannot keep*

*When we hear of child molestation we may get angry and so concerned for the child that we may say something like this: “Don’t worry. This will never happen to you again.” Or, “You will never see your abuser again.” First, you cannot guarantee the child that it will not happen again. Second, the child may have mixed feelings towards the abuser. The abuser may be the father – someone on whom the child is dependent. There is also something called the Stockholm Syndrome. (See the inset entitled ‘Stockholm Syndrome’).*

### 3. Summing up the General Principles – 5 minutes

#### **Ask the group:**

*Who can remember the first of the General Principles:*

*If no one can answer, give them the first principle from the list below. Do the same for the remaining principles.*

*Then when all are read go through all of them again for the group.*

- *Be Sensitive*
- *Avoid direct questions*
- *Use indirect methods to find out*
- *Believe the child if s/he tells you s/he is being molested*
- *Tell the child that the abuse is not her/his fault.*
- *Do not make a promise that you cannot keep*

*Let us come now to some practical methods of handling victims of CSA.*

## 4. Practical Handling: Way – 1: Indirect Methods of Questioning – 75 minutes (with 10 minute break as indicated)

### Say:

*For various reasons as we have seen above a child is generally reluctant to reveal that s/he is facing sexual abuse. Given the guidelines you have seen in earlier talks you are now in a position to suspect that a certain child is facing abuse. In such cases direct questioning is not advised.*

*Remember that the child may want to talk about it but is afraid to bring up the topic. Often the child will talk about a lot of other matters. It may even seem that she or she is unnecessarily talking and wasting your time. It is important to go along with the child in this.*

- *The first step here is to **establish rapport**. This means that you make the child feel at ease with you so that eventually you gain her/his trust. You can do this by speaking in a friendly manner. Talk about neutral or happy things like what is their favourite game or toy etc.*
- ***Avoid any direct question about molestation.** Even after you have established rapport, avoid direct questions about molestation. Instead you can ask **indirect questions** such as: What are the kinds of things you do at home for fun? Whom do you like at home? Who are your friends? Where do you play after school? ... The answers to such questions can give you clues: the problem may be at home involving a family member or it can be a friend at school or in the neighbourhood. Just let the child talk. Some children just do not talk much. They give one word answers or say very little. That is OK. Remember that every child is different.*
- ***Colouring:** If the child does not like to talk or does not want to talk, you can give a blank sheet of paper and some colouring pencils to the child and tell her or him to draw something – it could be a boat or a house or a man or his/her family. After they have drawn or even while they are drawing you can ask them some casual questions like: Which is your favourite colour? Which colours do you not like and which colours are nice? Why do you like so-and-so colour? Who is that in your drawing? Which one is your mother, and which one is your father, your brother... and who is this one? etc. You can learn a lot from the answers. The child may draw her/his family but not the father. You can ask if they would like to draw their father. If they say no you have another clue. They may colour some member of the family (or their friend) with a colour which they have told you they do not like. This again can be a clue. You can ask questions about this as well.*
- ***Tell a story.** Even when adults come to a counsellor or doctor they do not come out with the real problem if it is an embarrassing one. More so a child who is a victim of abuse. S/he will not mention it right away. They may come to it very indirectly. Sometimes it helps to tell the child a story. Any story will do. It could be a story from the Jataka Tales or Panchatantra or a folk tale. Do NOT tell the child an abuse story or a frightening story. By telling a story you connect with the child and gain their trust and confidence.*
- ***Use a prop.** Have things like toy soldiers or dolls and cars and so on with you when you meet the child. Then you can use dolls and figures to talk indirectly about the child's situation.*
- ***Example:** Look at this soldier. He is a good soldier fighting for his country. But this soldier (showing another one) is not such a good man. He goes to people's houses and frightens them. Which soldier do you like more?*

*Children get caught up in the story and before you know it they start talking about the soldier and what he did etc. indirectly telling their own story.*

## Exercise

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Tell the group to break up into groups of 4, choosing the persons sitting nearest to them. After groups have been formed,

### Say:

*Suppose a child of 12 is brought to you as a victim of CSA (perhaps an unknown man came to the toilet area and tried to sexually manhandle him/her). She/he is too shocked to speak or tell you anything. She/he is in a state of confusion.*

- » *Group 1, please discuss how you would use **Indirect Questioning**, presuming the child is a girl.*
- » *Groups 2, please discuss how you would use **Colouring method**, presuming the child is a girl.*
- » *Groups 3, please discuss how you would use **Colouring method**, presuming the child is a boy.*
- » *Groups 4, please discuss how you would use **Story Telling**, presuming the child is a girl.*
- » *Groups 5, please discuss how you would use **Story Telling**, presuming the child is a boy.*
- » *Group 6, please discuss how you would use **Props**, presuming the child is a boy (or girl).*

*Please note: You will have to demonstrate this to the group afterwards. You could prepare a little skit to enact this. The skit has to be **FIVE MINUTES OR LESS**.*

- Allow ten minutes for preparation. Then make the groups enact their skit in 5 minutes or less. Total time, 40 minutes.
- After each enactment, ask the groups what was done well.
- Praise the small group for what they have done well.
- Next, ask the main group for any improvements.
- Consider them, correct the suggestions and give a round of applause to the group that has performed.

## Processing

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Ask only one question to be discussed in the small group. **Allow five minutes only.**

- » *What is the thing that struck you most after seeing these six skits?*

After discussing in the small group, one person from each group is to tell the whole group. **ONLY ONE** response is to be accepted from each group. So each group should choose the one that struck them most.

## 5. Practical Handling: Way 2 – The Understanding Response – 60 minutes

### Tell the group:

*The Understanding Response is a method developed by Carl Rogers. The Understanding Response was taught to you in the very first session. We shall now apply this method to victims of CSA.*

*Just to revise, the following responses are to be avoided:*

- a. Questions:** *When did this start? What happens if...? How would you feel if...? Did you try...? etc*
- b. Advice:** *You should ... Next time try to ... Put your foot down ... Stay calm ...*
- c. Analysis:** *You are feeling this way because ... Your thinking is wrong .....*
- d. Support:** *Don't worry, it will pass ... I had a similar problem and it passed ... Mein hoon na? Don't worry ...*
- e. Explanation:** *You are behaving like this because ... You are having this problem because ...*

### Example:

*Imagine that a student has revealed to you that she is being molested or abused ...*

*Think of what you will say to her.*

*Instead of asking her questions and details and so on (all this can be done later on), the first thing you can do is imagine what she is going through and reflect it back to her. Tell her what she is probably feeling and thinking; how scared she must be feeling; how much courage it must have required for her to tell you all this, etc.*

*Can I have some responses now? What is this girl feeling and thinking?*

Get a few responses from the group. After you have three or four responses, ask the next question.

*How will you say this to her? (Show them how to respond.)*

*You will find that you do not have to ask her many questions. She will begin to speak to you on her own and tell you a lot. This is because she feels you understand; you are not judging her or looking down on her in any way; you are not blaming her or scolding her for putting herself in harm's way; you are not calling her stupid or silly and so on.*

*When the student sees this kind and understanding response from you, she feels greatly heartened and strangely uplifted. She begins to feel stronger and she feels better about herself. Since you have not judged her or put her down or advised her to do anything, she does not judge herself or put herself down. She slowly begins to feel more equal to her situation.*

*This does not mean she finds a magical solution to her problem but it does mean she begins to feel better about herself and feels stronger for the next part, which is the difficult part: the part where you begin to take action.*

## Exercise

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### Give one case of victim of CSA to each small group

Maintain the same groups of 4. Tell them they have ten minutes to discuss the questions given at the end of their case. Tell them they will have to enact their case afterwards in a skit of five minutes or less.

**Case 1:** Your 7-year-old daughter, who is otherwise quite cheerful and talkative, suddenly seems to be quiet. She is irritable and does not like it when her friends try to get her to play with them.

**What do you do? How do you deal with her?**

**Case 2:** A 12-year-old girl who is your family friend confides in you that when she is sleeping at night, her cousin brother tries to touch her and put his hand under her dress.

**What do you do? How do you deal with her?**

**Case 3:** Your 16-year-old daughter comes to you one day and tells you that her uncle comes to see her during the vacation when she does not have school and you are at work, and she is alone at home. Her uncle has a bag full of 'dirty' books which he leaves open in the sitting room and he also encourages your daughter to read them or see the pictures in it. He tells her that it is good to fulfil her curiosity by seeing these pictures; and it is better to do so under supervision of an elder.

**What do you do? How do you deal with her?**

**Case 4:** Your 15-year-old son tells you that he had gone cycling with his best friend. They were sitting by a lake and this boy suggested they remove all their clothes and go for a swim. Your son did this innocently, but when they were in the water his friend began to touch him in a way that made him uncomfortable.

**What do you do? How do you deal with your son?**

**Case 5:** A 17-year-old girl from your neighbourhood gets raped on her way back home late one evening, when returning from coaching classes. The boy who did this is arrested and the case is tried and the boy goes to jail. But the girl is totally upset by the incident. Her personality changes and she becomes very withdrawn. She remains depressed and drops out of school. Her parents approach you for help.

**What do you do? How do you deal with her?**

**Case 6:** Your nephew comes and tells you that your 11-year-old son has told him something. Apparently, the previous day a 9th Std boy who is 16 years old had asked some of the boys of the 6th and 7th Std to come to the toilet for a game. The older boys thereafter opened their pants and the boys from the 6th and 7th Std – including your son – were made to touch the penis of the older boys. Your son was scared to tell you so he told his cousin.

**What do you do? How do you deal with your son?**

After ten minutes begin the enactment of the skits (total time 40 mins).

After each enactment ask the groups for what was done well.

Praise each small group for what they have done well.

Next, ask the main group for any improvements. Consider the suggestions, correct them and give a round of applause to the group that has performed.

## Processing

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*Ask only one question to be discussed in the small group. Allow five minutes only.*

» *What is the thing that struck you most after seeing these six skits?*

After discussing in the small group, one person from each group is to tell the whole group. ONLY ONE response is to be accepted from each group. So each group should choose the one that struck them most.

## 6. Taking Action – Legal duty – 15 minutes

### Say:

*When it comes to taking action, we have to keep in mind that there are two aspects. One is the human reaction to a trauma and the second is our legal duty.*

*Earlier we have considered indirect and direct practical ways of handling victims of CSA.*

*Now we have to learn what our legal duty is with regard to CSA.*

### Legal duty

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*Again, this is a very delicate issue. In India there is much shame associated with such matters. The parents will react strongly to any publicity. In many cases the parents are in denial and do not want to do anything about the matter.*

*In one true case, a boy was living in a joint family and the abuser was his grandfather. The boy told his mother about the abuse but she was helpless to do anything about it. She did not have the courage to tell her husband what his father was doing. In another case a girl was being molested by her brother. When she told her parents they refused to believe her and punished her for making up lies about her brother.*

*In such cases it can be confusing as to what action to take.*

*With the coming of POCSO, it is now very clear. All cases of CSA have to be compulsorily reported to the police. Remember that child molestation is a crime, and it is therefore our legal duty to report it.*

*Besides what is mentioned in the Indian Penal Code, POCSO 2012 states:*

- *CSA is a heinous crime and need to be effectively addressed.*
- *The case has to be reported to the police, then registered, and provision made for medical examination, rehabilitation and court proceedings*
- *The person in charge of a company or institution who fails to report CSA may be fined or imprisoned for up to one year!*
- *Complaint can be filed at any police station and then the FIR can be transferred to the appropriate police station.*
- *It's not up to the police to decide whether or not to accept the case. The complainant has the right to lodge a complaint.*
- *If the police fails to record any information as per sec 154 of CrPC they shall be punished with rigorous imprisonment for a term which may extend to 2 years and shall also be liable to fine {Criminal Law (amend) Act, 2013 - to sec 166 of IPC}.*
- *The police are required to make provision for placing the victim in a shelter home and also report the matter to the CWC and other relevant authorities.*
- *The child's statement is to be recorded only when the child is ready.*
- *It should be done at home by a PSI or higher rank.*
- *The policeman must not be in uniform at the time.*

*(There are a lot more details in this regard which can be got form the handbook given to you).*

## 7. Input – Difficulties – 10 minutes

**Tell the group:**

*It is your legal duty to report a case of Child Sexual Abuse and stop the ongoing crime.*

*When it is your own child who is the victim: When the child confides in you about CSA, it must have taken tremendous courage to come forward. She or he would be feeling ashamed, embarrassed and fearful. You need to get their co-operation and gain their trust in you. So a certain procedure could be followed:*

- Firstly, believe your child. This can be difficult if the abuser or molester is your own brother or nephew or even your other child or your own spouse!*
- Assure the child that you will protect her/him in the situation. Work with urgency here.*
- Seek help and advice – There are NGOs dedicated to children's welfare: e.g., Childline (just call 1098). They will help you to keep the child safe and away from the molester.*
- Never agree to any cover-up. Sometimes, when the molester is a close relative or a person of importance (politician, religious authority, etc), you may be advised to keep things secret. Do not agree to such suggestions. Seek help from NGOs and the police.*

*When it is somebody else's child and you come to know of it: When the child confides in you about CSA, it must have taken tremendous courage to come forward. She or he would be feeling ashamed, embarrassed and fearful. You need to get their co-operation and gain their trust in you. So a certain procedure could be followed*

- i. Firstly, believe the child. This can be difficult if the abuser or molester is related to the child or a close friend of yours.*
- ii. Assure the child that you will protect her/him in the situation. Work with urgency here.*
- iii. Seek help and advice – There are NGOs dedicated to children's welfare: e.g., Childline (just call 1098). They will help you to keep the child safe and away from the molester.*
- iv. Never agree to any cover-up. Sometimes, when the molester is a close relative or a person of importance (politician, religious authority, etc) you may be advised to keep things secret. Do not agree to such suggestions. Seek help from NGOs and the police.*
- v. However, do maintain confidentiality about the victim.*
- vi. Inform the concerned parent(s) and find out as much as is possible about the situation. In many cases the parents were not aware, and they take immediate steps to rectify the situation.*
- vii. Assure the parents of confidentiality and get their co-operation.*
- viii. The matter is not closed here. The child will be suffering the after-effects of abuse. Find out how you can get professional counselling for the child.*
- ix. You can continue to meet the child and be a support for her/him.*

*Remember, the effects of CSA on a child and its family are long lasting. If nothing is done to help the child, the effects can last a lifetime and the child will be broken for life.*

***Uncooperative or helpless parent:** In cases where a parent is the abuser, it becomes difficult to stop the abuse since the parent has a lot of power. At such times it has to be made clear that this is a legal matter and that the police will have to be brought in on the matter. The same is the case if the abuser is an uncle or other family member who cannot be controlled. The matter will have to go to the police.*

*Prior to bringing in the police on this matter – which can be very traumatic for the child who has always been frightened by the word 'police' – you may inform an NGO like Childline (Phone number 1098) or other such organisation. Such NGOs work in co-ordination with the police so that the police will be informed indirectly anyway. The NGOs are equipped to handle such cases.*

*All this is on the level of social action. You will have to continue to be in touch with the child to see to her emotional and psychological welfare.*

## **8. Summing up and Evaluation – 8 minutes**

*Ask them to discuss the following question in their groups. After five minutes, each group to give a brief answer to each question for the whole group.*



*Do you think you will be able to practise these methods with a child? What is your confidence level on a scale of 1 to 10. Work out the average confidence level of your group.*

*What difficulties do you foresee in practising the suggestions made here? (Let each group mention only one difficulty and their solution, not more)*

## 9. Conclusion – 2 minutes

### **Say:**

*The victim is probably going to feel that you are the very first person in their life who truly understands her or him. Child victims of sexual abuse have a long road to travel before they are fully healed. You may not be able to be with them on this whole journey. Eventually some may find their way and some of them may not. But you can be the person who can start them on the right road. They will probably need professional psychotherapists and years of therapy. But you, by your sheer love and care for them, can work miracles in their lives because there is nothing more healing than love.*

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**Remember to fix the date and time of your next session**

# Session 7

## Effects of CSA on parents of the victim

Duration	Objectives	Methodology	Material Required
50 minutes	<ul style="list-style-type: none"><li>To inform them of the effects of CSA on parents</li><li>To show them what coping mechanisms can be used by parents</li></ul>	Inputs & Discussion Comprehension test	1. Questions of Comprehension Test

### Notes for the trainer:

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- Difficulty rating: High
- Challenges:
  - Some participants may not be willing to accept the effects of CSA

### Design

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1. Review of previous session – 5 minutes
2. Input – Effect of CSA on victim's parents – 10 minutes
3. Coping mechanisms – 15 minutes
4. How parents can be helped – 5 minutes
5. Comprehension Test – 15 minutes
6. Summing up & Conclusion – 5 minutes

## 1. Review of the previous session – 5 minutes

Take 5 minutes to review the previous session with the participants.

## 2. Input – Effects of CSA on victim's parents – 10 minutes

### Say:

*In the last session we discussed some of the effects of CSA on the child. We have seen that the long-term effects on the child cannot even be known for certain.*

*Child Sexual Abuse affects not only the child but also the parents of the child. So, now, let us look at the effects of Child Sexual Abuse on the parents of the child victim.*

*The most common reaction of parents when they hear that their child is the victim of sexual abuse is either disbelief or shock.*

*The disbelief is shown when the child tells them she or he has been molested.*

*The shock is when the abuse is reported to them by police or other authorities.*

*The parents of course go through much pain.*

*They cannot believe that this happened to their child.*

*As is the habit with parents, they have the tendency to **blame the child**. They tend to say things like, "Why did you go there? I told you a hundred times never to go there." And they tend to say such things even if they had never ever told their child not to go to that place!*

*Sometimes, the parents get **angry** – angry with the child and angry with the abuser. The abuser could be one of the parents themselves. Otherwise it could be the brother or sister of one of the parents. It could be the grandparent of the victim. This is very **confusing** for the parent. They get totally mixed up. All the feelings seem to be there: **anger, helplessness, resentment, desperation, guilt and grief**.*

*Very often the parents do not know what to do.*

*To make matters worse they are often advised to keep things quiet, so as to protect the good name of their daughter or son. The parents believe that if people come to know of the abuse, then their child may never get a good husband or wife later on.*

*They are told to remain silent, especially when the abuser is a relative.*

*In cases where the parents are poor or marginalised, their situation is even worse as they have no help.*

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### 3. Coping Mechanisms – 15 minutes

#### **Say:**

*It is a very difficult situation when parents come face to face with the fact that their child has been sexually abused.*

*Parents have a fourfold task:*

*First, every parent should be alert to prevent child sexual abuse.*

*Second, parents have to control their own emotions or keep their emotions aside because they have to think of their child. This is not easy.*

*Third, parents have to attend to their child. More on this will be discussed in the next session. In this session I wish to give information on what the parents can do for their child in addition to what is suggested in the next session.*

*Fourth, parents can take the help of the law and NGOs.*

*Let me give details on each of these points:*

***Prevention:** Prevention is better than cure. That is why this programme is being offered to you. This programme seeks to inform you on the various ways your child could be at risk. It is hoped that all parents will be alert and on the lookout for signs of child sexual abuse. It is **every parent's concern**. Anybody's child could become the victim of an abuser. So every parent should be alert and help others to prevent this crime.*

*Second, parents have to control their own emotions or keep their emotions aside. This seems almost a cruel thing to suggest, since the parents would be in such a terrible state of shock, grief, anger, helplessness and other emotions. However the CHILD is the main priority here.*

*A simple and effective way to do this is for the parents to **concentrate on their child**. If they do this, they will automatically think less of themselves and it will be easier for them to forget their own emotions and attend to the child.*

*Another method is for the parents to promise themselves that they will grieve and feel helpless and angry etc. **at a later date**. They tell themselves that for the present they need to think of their child.*

*Third, parents have to attend to their child. In addition to what is mentioned in the next session here are some things that parents can attend to their child who is a victim of sexual abuse:*

- *Tell the child and **repeatedly assure them that it is not her or his fault**. These are the best words that the child can hear in this situation. The child generally thinks it will be blamed for the abuse. So **repeatedly hearing the parents supporting her or him** is very heartening for the child*
- ***Repeatedly assure the child that they will protect her or him**, whatever may happen. The child often does not tell about the abuse because the abuser has threatened to harm the child or his/her parents. So the child needs to hear the parents promising to protect her or him again and again .*

*Fourth, parents can take the help of the law and NGOs. The coming of POCSO has brought new hope to those fighting against child sexual abuse. POCSO has recognised child sexual abuse as an extremely serious and terrible crime. For this reason the parents need to go to the police for help.*

*It is true that in some places there is fear of the police and in others the police is not very co-operative. This is very unfortunate. Still we have to do the best we can within our means. Parents need to **take the attitude of never giving up.***

*In all states there are Non-Governmental Organisations committed to the welfare of children. Also in all states there is CHILDLINE. Dial 1098 to to contact them. Childline will help you by taking the child into their care, reporting to the police and so on.*

*In the Foreword of this training manual provided to us by ARZ, which is an NGO in Goa, we have the true-life story of a woman who has struggled for justice for her daughter who was molested, repeatedly raped and made pregnant by the landlord of the room in which they were living. The police did not help. The CWC or Children's Welfare Committee representative worked **against** her instead of helping her, and tried to hush up the case by getting the victim to sign documents that would have favoured the abuser! Fortunately the mother found an NGO that turned out to be her saviour; it supported her in her struggle which is still going on for more than a year now. **She is determined to get justice and just will not give up.***

*Such a story is an inspiration for all parents whose children are victims of child sexual abuse.*

## 4. How you can help – 5 minutes

### **Say:**

*This information and this programme is being offered to you so that you can become alert as well as knowledgeable citizens.*

*By attending this programme you have become part of a very small group of people who are truly concerned about this problem.*

*It is hoped that you will in turn be able to help other parents who have not had the benefit of this programme.*

*And it is hoped you will be able to help your children and the children of others prevent sexual abuse and remain safe.*

## 5. Comprehension test – 15 minutes

### **Say:**

*Let me ask you a few questions which will enable us to review what was done in this session.*

*Every group will get a chance to answer each question.*

*You can discuss the question in your group but only the group captain may answer the question. And only the group captain's answer will be accepted by me.*

*Every correct answer will get points as specified by me before the question.*

*After every group has given their answer to a particular question I will tell the right answer and assign the points.*

- 1. What are the two most common reactions of parents when they come to know their child is a victim of sexual abuse? (Answer: **Disbelief and shock**)*
- 2. What are the two things that parents can repeatedly tell their child (Answer: **Either tell the child it is not her or his fault OR promise to protect the child.**)*
- 3. What is an important attitude that parents need to have when neither police nor anyone seems to be helping them? (Answer: **An attitude of never giving up**)*
- 4. What can the parents do if the police are not co-operating? (Answer: **Report to senior officer or Take the help of NGOs working on human rights or children issues.**)*
- 5. Why must parents set aside their own feelings when their child becomes a victim? (Answer: **because they have to attend to their child.**)*
- 6. Name one way in which parents can set their emotions aside. (Answer: **Concentrate on what their child is feeling OR promise themselves that they will deal with their own feelings at a later date.**)*

## **6. Summing Up & Conclusion – 5 minutes**

Get answers to the following two questions:

*If you have to take home just ONE learning from today, what would it be?*

*What else did you find valuable today?*

Try and get at least two answers from each group for each question.

### **Say:**

*You have done much today to increase your knowledge and determination.*

*I can see that you have understood this session well and are determined to put many things into practice.*

*Thank you for being such a good and co-operative group.*

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# Session 8

## Safety & Protection of Children against Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
110 minutes, with a break of 10 minutes in between	<ul style="list-style-type: none"> <li>To enable participants to discuss about safety mechanisms for children against Child Sexual Abuse</li> <li>To create a system by which parents can protect their children from Child Sexual Abuse</li> </ul>	Video screening Group activity	<ol style="list-style-type: none"> <li>1. CD player</li> <li>2. Laptop</li> <li>3. LCD Projector</li> <li>4. White/Black board or Chart paper with adhesive tape</li> <li>5. Pens/chalk for writing on board</li> <li>6. Chart Paper</li> <li>7. Green and Red colour sketch pens</li> </ol>

### Notes for the trainer:

- **Difficulty rating:** Medium
- **Challenges:**
  - Participants might be afraid or reluctant to share.
  - Difference in education and other levels among group members

### Design

1. Review of previous session – 5 minutes
2. Introduction - Definition of Safety– 10 minutes
3. Activity – Safety – 30 minutes
4. Ways to protect children from CSA – 20 minutes
5. Break – 10 minutes
6. Practice talking to children – 20 minutes
7. Points to remember – 10 minutes
8. Evaluation of whole programme & Conclusion – 15 minutes

## 1. Review of previous session – 5 minutes

- Encourage lot of persons in the group to share any one of the following:
  - What I liked best in the previous session.*
  - Anything that I learned from the previous session*
  - Anything that I practised / observed since the previous session*
  - Anything that I discovered in myself or others since the previous session*

## 2. Introduction – Definition of Safety – 10 minutes

### **Say:**

*Today we are going to talk about safety.*

*I would like you all to say the first word that comes to your mind when I say the word, “Safety”.*

### **Responses to be noted on the board.**

If any of the words given below do not come from the group, please add them on the board: Danger ... Children ... Fear ... Protection ... Police ... Family ... Self Defence ... Shelter ... Home ... Parents

### **Next, ask the following question:**

*How do you define Safety OR what do you understand by Safety?*

### **Responses to be noted on the board.**

If any of the phrases given below do not come from the group, please add them on the board:  
*Protecting children from harm and danger , Providing care and protection to children*

### **Say:**

*Safety can be defined as:*

*A state of being ‘safe’ , the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.*

*Safety means:*

*Freedom from danger, risk, or threat of harm, injury, or loss to personnel and/or property, whether caused deliberately or by accident; Protection from any form of harm abuse and exploitation*

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### 3. Activity on Safety – 30 minutes

Divide the group into six small groups.

Give handouts of the two tasks. Give paper and green and red felt pens to the groups assigned Task 1.

Assign Task 1 to Groups 1, 2, & 3.

Assign Task 2 to Groups 4, 5, & 6.

- *Task 1 – Draw a map of your neighbourhood. Colour the safe areas green and unsafe areas in red. Explain why.*
  - *Task 2 – From the list of behaviours characteristic of persons given below, select those which would be dangerous for children from the point of view of CSA – and why.*
    - i. *A mother giving her child a treat at a fair.*
    - ii. *A stranger offering a child candy floss (buddhi ke baal) at a fair.*
    - iii. *An adult stranger buying sweets for a children's park.*
    - iv. *An adult watching children play in a children's park daily.*
    - v. *The parent of one child paying a lot of attention to and holding the hand of his friend's child.*
    - vi. *A teacher giving extra attention to one child.*
    - vii. *A teacher giving extra attention to a few children of both sexes.*
    - viii. *A talented child's education being sponsored by a rich person.*
    - ix. *A man often visiting his sister's children when his sister and her husband are out of the house.*
    - x. *A female teacher anonymously sponsoring an orphan child.*
- » Allow ten minutes for this activity.
  - » Ask the first three groups to present their findings for Task 1. Questions can be asked by the others as to why a particular place is unsafe.
  - » Ask them which the most common unsafe places are.
  
  - » Ask the next three groups to present their findings for Task 2.
  - » Ask their reasons. Discuss for five minutes.
  - » Summarise the findings.

## Processing

### Say to the group:

*We shall consider the answer to only one question:*

» *What is the MAIN finding I will carry from this activity?*

Get answers from five to six people or as many as want to answer.

## 4. Ways to protect children from CSA – 20 minutes

### Say:

***Communicating with children about CSA is very important.***

*When it comes to protecting children, you as parents will be ready to do anything. However, many parents have said they do not know how to tell their children about CSA because their children are small and do not know about sex and so on.*

*Children can be told about CSA indirectly.*

(If possible, show the documentary video clip of a man explaining about safety to children. If not possible to show video clip, the video can be transcribed.)

OR

### Say:

*For many of us it can be awkward to speak to our children about sex and sexual abuse.*

*However, it does not have to be awkward.*

*Talking to our children is easy. Especially if we talk to them about these things at a very early age like four or five years of age.*

*It is very simple. Here are some things we can say to them:*

## For very young children – age 4-10 years

*Children, there are some things I need to tell you about your body. You know that your body is yours. And there are some parts of your body which are very private. These parts must always remain private. So if anybody touches you in a way that makes you feel uncomfortable or shy or awkward you must always tell us, your parents.*

*The chances are that when we say this to our children they are sure to ask us what we mean by uncomfortable or awkward. At that time we must tell them: “Would you find it comfortable if somebody tried to touch you on your bottom or your private part?” They will say no, of course.*

*Also when you talk to children about private parts they may laugh. This is because they feel afraid as it is not a subject that is normally spoken about.*

*You can draw simple stick pictures and mark an X over the areas which are really private.*

(Trainer can draw some basic stick drawings on the board to demonstrate how parents can teach their children OR refer to the adolescent section on Child Sexual Abuse)

## **For older children – age 11 upwards**

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*Children, there are some things I have to mention to you about your body.*

*Always remember that your body is **yours**. No one has the right to touch your body without your permission. And they have even less right to touch your private parts.*

*Remember two things:*

- » *Say “NO” loudly.*
- » *Say “NO” many times so that the other person is never left in doubt.*
- » *Push them or their hands away and say “NO”.*

*Whoever the person may be, PLEASE TELL US, YOUR PARENTS, if anyone is touching you in any way that makes you uncomfortable. Sometimes when a close relative or friend greets us they hug us. This is okay. But if they hug you in a way that makes you feel uncomfortable or awkward, please make sure you inform us.*

*We will always believe you and respect your feelings. And we will do something about it.*

*Remember another thing. As long as you are below the age of 18 you are considered a minor. So if anyone touches you in a bad way it comes under the name of Child Sexual Abuse. This is a crime under the law and it should be reported.*

Ask them if they think they can talk like this to their children.

**BREAK – 10 minutes**

## **5. Practising talking to their children in groups – 20 minutes**

Make them stay in the same groups as in the previous session. In each group each person must talk to the others as if they are their children and talk to them about CSA.

### **Say:**

*You are all in groups of four. Two persons in the group should practise talking to the others as if they are very young children.*

*The other two in the group should talk as if they are talking to older children.*

## Processing

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Ask them to respond to the following questions. Try and get at least one answer from each group:

- i. *What was your experience during this activity?*
- ii. *Was it more difficult than you thought it would be?*
- iii. *What did you learn from this session?*
- iv. *Do you feel confident of being able to talk to your children in this way?*

## 6. Points to remember – 10 minutes (handouts of this to be given to participants)

### Say:

Let me give you some **Important Points** to keep in mind

By now you have learned the Understanding Response.

As you practise this with your children and they find that you are not judging them, they will begin to have a **positive relation** with you where they feel comfortable to **share** with you

Always encourage your child to share.

Make your child feel **loved**.

Be **aware** of what your child is doing.

Ensure your child is **safe**.

Know your child's **friends**.

Be alert to **drastic changes** in a child's behaviour.

**Act** quickly if child shares about any abuse.

- **Safe Environment at home**
  - » *Computer /Laptop to be in public place*
  - » *Working parents – create a system for child security*
  - » *During visits by guest parents to make sleeping arrangements in a manner that the child is safe from any form of sexual abuse.*
  - » *Interaction of visitors with the child to be in public space.*
  - » *Avoid leaving child alone with any visitor*

## 7. Evaluation and Conclusion – 15 minutes

### **Say:**

*We come now to the end of this programme.*

### **Tell the group:**

*There must be so much of new information you may have picked up and you have contributed and added to the knowledge of each other as well as my knowledge.*

*It would be a great help to us if you could give us your feedback on this programme, so that we can improve ourselves for the next time.*

*Let me find out by asking you to please write down the answers to the following questions on the full sheet of paper I have given to each of you.*

*Do not forget to write the date, your name and also your telephone number or address.*

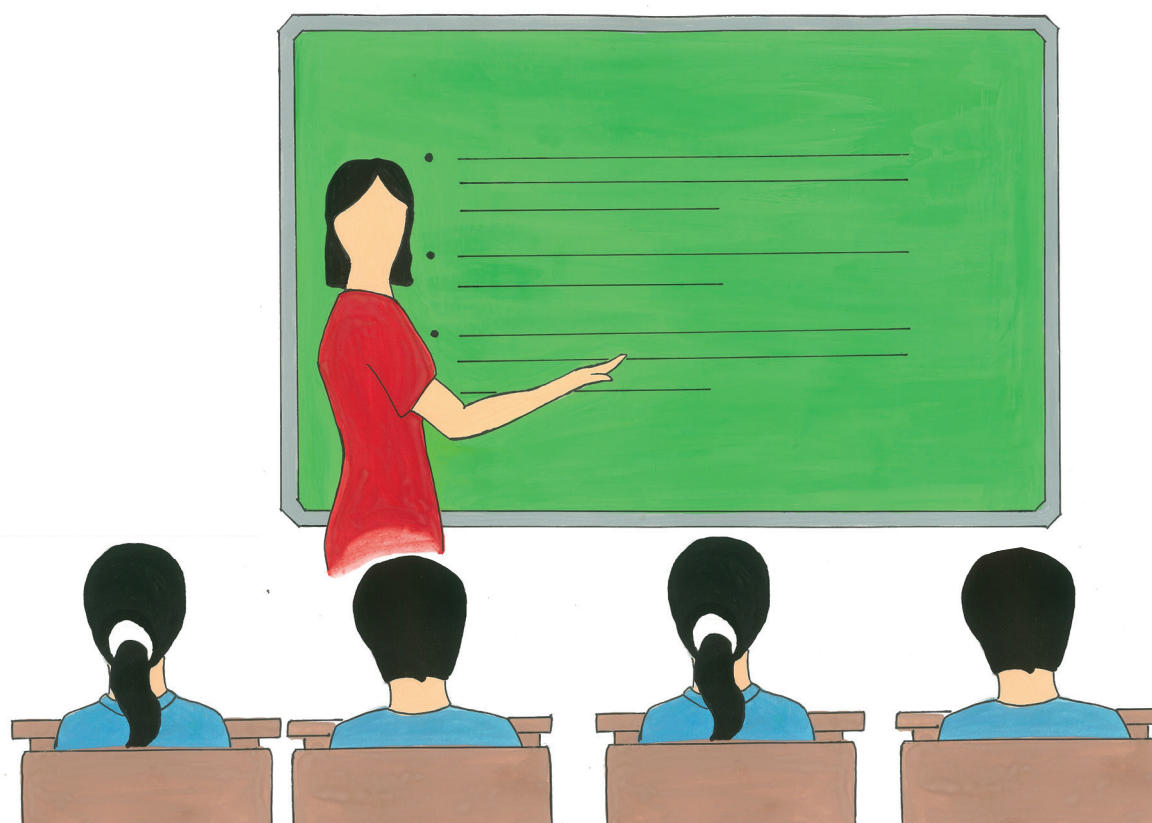
*Here are the questions:*

- i.** *Did you find this programme useful? In what way has this programme helped you?*
- ii.** *Is there any topic on which you would have wanted more information?*
- iii.** *We used different methodologies during this programme such as Role play, Analysis of questions and statements in groups, games and so on. Which methodologies did you like best? Is there any particular exercise or activity that you particularly liked?*
- iv.** *If you were to give marks to this programme, how many marks out of 10 would you give it in terms of how much it has helped you or changed you or increased your confidence?*
- v.** *Do write how you can teach what you learned to others who did not have the opportunity to attend this programme.*
- vi.** *Do you have anything to say about this programme in general and the way it was conducted?*

*Thank you very much for being such a great group of people. Thank you for your concern for children. Let us hope that together we can reduce harm and make our world a better place.*

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# Teachers



	Topic	Duration	Page
1.	Attitude towards adolescent development and sexual development in adolescents	195 minutes, with 2 breaks of 10 minutes each in between	145
2.	Acceptable and unacceptable behaviour / Methods in handling non-acceptable behaviour in adolescents	95 minutes, with 1 break of 10 minutes in between	155
3.	What is Child Abuse?	95 minutes, with one break of 10 minutes in between	159
4.	What is Child Sexual Abuse (CSA)?	60 minutes	164
5.	Signs and Effects of CSA	105 minutes, with 1 break of 10 minutes in between	169
6.	Handling victims of CSA	200 minutes, with 2 breaks of 10 minutes each in between	178
7.	Safety & Protection of Children against CSA	70 minutes	189

## GENERAL NOTE TO THE TRAINER:

### Caution:

- The trainer is not a know-it-all or expert.
- The trainer is a channel
- The trainer should be open to learning from the group.
- If anything is written in *italics*, it means you are supposed to read it out loud to the group.
- Make it a point to read the material given or suggested in the *Appendix*

# Session 1

## Attitude towards adolescent development and Sexual Development in adolescents

Duration	Objectives	Methodology	Material Required
195 minutes, with two breaks of 10 minutes each during the session	<ul style="list-style-type: none"> <li>To develop in teachers an attitude of understanding</li> <li>To show teachers how to give children a sense of worth.</li> </ul>	<ul style="list-style-type: none"> <li>Questions for Discussion</li> <li>Case Analysis</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>5 copies of each case to be distributed to each of 5 groups. (To be collected after the session for re-use.)</li> <li>Handouts showing Cases, Processing Questions, List of Questions, Step 1 &amp; Step 2 for Responding, Rules for Responding, List of Processing Questions</li> </ul>

### Notes for the trainer:

- **Difficulty rating:** High
- **Challenges:**
  - Time management would be a challenge, as participants may want to talk and share for long hours, given that this may be the first time that they are sharing and expressing themselves.
  - Participants who are vocal may not allow the other participants to share/speak.
  - Participants may be of differing levels of education/literacy, so language must be kept simple and understandable. Local language must be used often to explain things to participants.

### Design

1. Self-Introduction – 15 minutes
2. Forming groups – 10 minutes
3. Presentation of Cases – 30 minutes  
**BREAK – 10 minutes**
4. Demonstrate the Understanding Response – 25 minutes
5. Exercise: Practising the Understanding Response – 45 minutes  
**BREAK – 10 minutes**
6. Processing the learning's – 20 minutes
7. Summing Up – 15 minutes
8. Conclusion – 5 minutes

## 1. Self-Introduction – 15 minutes

Say the following to the participants (you can adapt these words to your own style and language):

- *Good day, everybody. It is my privilege to ask you to introduce yourselves. We shall do this in a slightly different way.*
- *Each one of you will stand up and mention your first name and then mention anything that represents you. It can be anything from nature, like water or a flower or a bird. And then tell us WHY.*
- *For example a person may say, “Hi. My name is Sangeeta. And I choose a tiger to represent me. Because a tiger is very attractive and strong and all the animals respect it.”*
- *It does not matter if two people choose the same thing. The reason could be different.*
- *Please be aware of what you are thinking and **feeling** while the introductions are going on.*
- *After every five persons have spoken, we shall clap for them.*
- *Once a person has spoken, the person on their right will continue till all have introduced themselves.*

## Processing Questions

Ask them the following questions and encourage different people to answer so that there is maximum participation:

- *What did you like about this way of introducing yourselves?*
- *What were you **feeling** during this introduction? A feeling is an emotion. For example were you feeling bored, happy, excited, sad, jealous? All these are feelings.*
- *What were you **thinking** during this exercise?*
- *Did you learn anything about yourself or others from this exercise?*
- *What, do you think, was the purpose of this exercise?*

## 2. Forming groups – 10 minutes

Assuming that there are 25 participants, divide them into five groups of five each. If there are less than 25, you might have to make four groups and put one or two extra participants in each group. Generally try and keep the groups to not more than 7 members. For example, if there are 24 people then have the fifth group with only 4 members.

Say the following to the participants:

- *Now we shall divide you into five groups as follows:*
- *All those whose birthdays fall between January and March, please assemble on my left.*
- *All those whose birthdays fall between April and June, please assemble on my right.*



- *All those whose birthdays fall between July and September, please assemble in the left corner in front of me*
- *All those whose birthdays fall between October and December, please assemble in the right corner in front of me.*

At this stage you may find that there more than five in each group. Take out the extra ones and put them into a special group which will be the fifth group. If you like you can ask each group to select a group name.

### 3. Presentation of Cases

You will have to distribute the cases to each group. Give five copies of Case 1 to Group 1, five copies of Case 2 to Group 2, etc.

**Then say the following:**

*If you were the teacher of the child in the case given to you, how would you **respond or deal with them?** First think about your answer individually. Then discuss it in your group.*

#### Case 1

14-year-old Rani comes to you with a difficulty. She lives with her mother. Her father is dead. Her mother has a friend, Arjun, who is a professional photographer. When her mother is not around Arjun is pressurising Rani to pose nude for photographs and is also willing to pay her well for her photographs. Rani is severely tempted / excited because of the chance to have more good things in life with the extra money.

#### Case 2

Teachers have complained to you about Mohan. He is a serious and studious boy of 15. Lately you have noticed that he does not spend much time with his books. He spends much time in front of the mirror, combing and re-combing his hair, using different kinds of oils and gels for his hair. He makes it a point to be correctly dressed at all times. His teachers and you are upset because his grades have gone down quite a bit.

#### Case 3

Radha has come to you with a problem. She has a secret boyfriend! No one knows about this except her best friend, Anisha. But Anisha is jealous of Radha, and so one day after the quarrel Anisha phones Radha's parents and tells them that Radha has a secret boyfriend. Radha's parents are very upset. Radha does not know what to do.

## Case 4

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You are concerned about your son, Sunil. He is 18 years old and goes to college. Mostly he comes home late and offers no explanation. He goes to his room and puts his mobile for charging and then spends his time at the computer on chat or facebook. He is very silent and does not like to speak to any one.

## Case 5

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Aren, 16, tells you he has a problem with girls. He falls in love with a different girl every week but no girl seems to respond to his love. He is angry with his parents for not helping him to look attractive. He feels rejected by everyone. So he is constantly depressed.

## Case 6 (Case 6 to be displayed on chart paper or on LCD screen)

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You have a boy in your class, Anthony, 14 years old. He is a mischievous boy and has no interest in studies. But lately he has become worse. He interferes with others, throws paper arrows at the girls when the teacher is not looking, does not do any homework, is unable to answer any questions in class. He prefers to be some kind of clever guy who gives funny answers when the teacher asks questions.

### **Tell the group:**

*Now we shall leave these cases aside and come back to them later.*

*Meanwhile I have a list of questions which you can ask yourself before we move to the next point.*

### **Show the list of questions to the participants.**

#### **List of Questions adults can ask themselves when dealing with adolescents**

(to be displayed on chart paper or on LCD screen)

1. *What is the worst thing I ever did as a teenager?*
2. *Did I ever lie to or deceive my parents?*
3. *Did I dress the same way as my parents? And if I did, was it because I chose to or because my parents would not allow me to dress differently?*
4. *What did I often argue about with my parents?*
5. *Did I choose a hairstyle different from my parents?*
6. *Did I ever have disagreements about the state of my room?*
7. *Was I ever told I spend too much time with my friends and too little time at home – that I treated my home as a hotel?*
8. *Did I have difficulty getting up in the morning?*
9. *How old was I when I first tried alcohol?*
10. *Did my parents ever lecture me on school performance?*

## Questions to ask the group

### Say to the group:

*Now to come back to the earlier cases. You have thought about these cases and discussed the case assigned to your group; now please consider the following points:*

*After reading one or more of these cases, many of you must have been taken back to your adolescent days.*

*Think of how you felt in difficult times.*

*What you would have wanted most from adults at that time?*

*Today we are the adults who can reach out to these teenagers.*

### BREAK – 10 minutes

## 4. Demonstrate the Understanding Response – 25 Minutes

### Say to the participants:

*All of us were adolescents once.*

*How do we deal with adolescents? Adolescents are coping with many different new things taking place in their lives. Puberty is not an easy thing to deal with – physiological changes, psychological changes, emotional changes, all happening within the short span of 3-4 years.*

*What adolescents need is UNDERSTANDING and VALIDATION OF WHAT THEY ARE EXPERIENCING. This is simple but not necessarily easy.*

*The cases we saw above can serve for us to practise the UNDERSTANDING RESPONSE.*

*There are two steps: (to be displayed on chart paper or on LCD screen)*

**Step 1:** *We need to ask ourselves how we would think, feel and act if we were the person in the case – with their gender, their life experiences and their circumstances.*

**Step 2:** *We reflect this back to the adolescent.*

**Let's start with Case 1: 14-year-old Rani.**

(Ask the participants):

What would YOU be thinking and feeling if you were Rani? (Get various answers from the participants.)

Reflect this back to Rani. Examples:

*“Rani, you must be feeling so torn between accepting the money and doing something frightening.”*

*“Rani, it must be very difficult for you to resist Arjun’s offer because you want so many nice things in life which you cannot get at present.”*

*These kinds of responses show that we are not judging Rani. We do not give her any advice or ask probing questions. All we do is show that we understand how difficult it must be for Rani.*

*When we show Rani that we understand where she is coming from, it is a very healing experience for her. She feels the she and her experiences are **validated**. Showing Rani that we understand her does not mean that we approve of her. What it means is that we look at her with unconditional positive regard. This means we accept her as she is; she does not have to change in order for her to be acceptable to us. This is a very moving experience for Rani, and she will want to change all on her own.*

*Now let us consider a few of the remaining cases one by one.*

(Get responses from the participants as you did for Case 1. Take at least one more case for demonstration.)

Next, ask them the following questions:

1. *What are you picking up so far?*
2. *What are you thinking about this method?*
3. *What are you feeling right now?*
4. *Are you beginning to see the value of the Understanding Response?*

*Now let us try this method in a live exercise.*

## 5. Exercise: Practising the Understanding Response – 45 minutes

Say this to the participants:

- » *Break up into threes: take the names X, Y & Z. Then, X shares a small personal problem s/he is facing. Y responds. Z observes. Please do not choose a serious personal problem. Take a small personal problem like a student not paying attention in class or your child not obeying you or a colleague you do not like, etc.*

» *Here are some rules you can keep in mind when you respond: (to be displayed on chart paper or on LCD screen)*

*No criticising*

*No asking questions*

*No giving advice*

*No consoling or encouraging*

*No giving your own experiences*

*You can only REFLECT what the other person is thinking and feeling*

Allow five minutes for this.

Once this is done, ask X for her/his experience.

### **Tell them:**

*In each group of three, let the Observer, Z, ask the person who raised the problem what their experience was: how they felt during the time, how they feel about the problem now, etc.*

### **Say:**

*Now please switch roles. Y shares a problem and Z responds while X observes. When you have finished, share as you did earlier when X was sharing.*

*Switch roles a third time: Z shares a problem, X responds, Y observes. Again share as done the previous two times.*

**BREAK – 10 minutes**

## **6. Processing the Learning – 20 minutes**

The processing is a very important part of this exercise. Make sure they first discuss these questions in the smaller groups.

### **Say:**

*Now we come to a very important part of this exercise. Please discuss the following questions in your group: But first let me show you what we are going to do.*

*Let us first take the first question. Can anyone answer this? (Get two or three people to answer the first question from the list below.)*

*Have all understood what has to be done? Please discuss these questions in your group.*

**(List of processing questions to be displayed on chart paper or on LCD screen)**

- *What was your experience when you were sharing a problem?*
- *What was your experience when you were responding?*
- *What was your experience when you were observing?*
- *Did anyone learn something new, or get a new understanding? Please share.*
- *According to you, why does the Understanding Response help?*
- *What did you feel? Did you feel understood?*
- *Did you feel you were being judged?*
- *Were you judging the other person?*
- *Did you put yourself in the other person's place?*

Now ask the same questions in the whole group. They can share more or less what was discussed in their group. You can ask one person from each group to answer Question 1. Then go on to Q. 2 with a different person from each group to answer. Then go to Q. 3 and so on. In this way you will get almost everyone to participate. Remember – as they participate, their own self-confidence goes up and they become more willing to cooperate with you and your project.

## 7. Summing up and Evaluation – 15 minutes

Ask them the following questions. Encourage many people to answer. Make sure at least one person from each group answers. On the next question, encourage others from each group to answer.

- *Which part of this session did you like best and why?*
- *What did you learn from the part you liked best?*
- *What did you learn overall today?*
- *Did you discover anything new?*
- *Has your understanding of adolescents and how to deal with them increased?*
- *What can you practise from what you have learnt today? Where can you apply this? Share with examples.*

Hand over a half-sheet of paper to each participant and ask them to write their names and telephone numbers and/or email addresses. Then they are to write down what they liked best about the session and why. It is always good to get written responses which you can read in the bus on the way home!

## 8. Conclusion – 5 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.

- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

## APPENDIX

### 1. Feeling words

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Very often one does not get a word that expresses a feeling, and we tend to use the same words again and again, such as 'upset', 'angry', etc. Given below are alternative words for certain keywords. The challenge for the trainer is to find feeling words in the local language.

#### **Keyword: DESPERATE**

frustrated, dead end, trapped, trapped in a cage, suffocated, caged, sinking, earthshaking, without hope, engulfed, overwhelmed, helplessness, world has come to an end, frantic, anxious, worried, distressed, distracted, fraught hopeless, forlorn, despairing, despondent, inconsolable, wretched, frenzied, frenetic, hysterical, mad, chaotic, wild, uncontrolled, furious, intense upset, distraught, troubled, concerned, bothered. anxious, nerve racking, nail-biting, stressed, edgy, irritable, prickly, moody, on edge, grouchy

#### **Keyword: HURT**

pain, dejected, world came crashing down, betrayed, let down, cheated, heartbroken, shattered, devastated, thrown off balance, displeased, disturbed, insulted, hit by a stone, distressed, agony, injured, felt sore, inconsolable, down in the mouth, harm, upset, ache, offend, pain, distress, damage, peeved, displeased, chagrined, bothered, irked, disturbed, perturbed, disconcerted, nervous, agitated, unsettled, thrown off balance, confused, flustered, taken aback.

#### **Keyword: JOY**

elated, happy, delighted, over whelmed, excited, at ease, peaceful, wow!, merry, cloud nine, dancing with joy, in seventh heaven, cheery, cheerful, blissful, bliss, festive, jolly, heavenly, delightful, idyllic, pleasurable, heartening, ecstasy, elation, rapture, harmony, contentment, satisfaction, gratification, fulfilment.

#### **Keyword: ANGRY**

fuming, blowing head, out of control, blood is boiling, irritated, loosing temper, crushing, killing,

smashing, trampling, stamping on, bashing, slapping, blanked out with rage, annoyed, frustrated, maddened, saw red, blood boiling, irritated, fuming, livid, irate, heated, gnashing once teeth, cross, furious, incensed, enraged, outraged, infuriated, very angry, hopping mad, up in arms, besides yourself, riled, exasperated, apoplectic, spitting mad, seething, teed off, ticked off, piqued, aggravated, goaded, provoked, cheesed off, put out, bothered, hot and bothered, up tight, tensed up.

**Key word: RELIEVED**

comfortable, chilled out, sense of calm, feel fresh, at ease, feel free, feel relaxed, feel satisfied, feeling settled, feeling nice, feeling good, feel happy, balanced out, sense of worth, tension free, peace of mind, feeling cool, feel peaceful, released, feeling light, feel smooth, feel even, feel steady, feel regular, feeling unburdened, respite, reprieved, feel liberated, feel unleashed, feel right, feel fulfilled, feel accomplished, feel emancipated, feel deliverance, feel expelled all bad from mind, feel as you got a breather, feel that you got a breathing space, feel unrestrained

**2. Do further reading on ‘Changes in adolescents’ & ‘Difficulties of adolescents’. Do a search for these terms on Google.**



# Session 2

## Accepted and non-accepted behaviour in adolescents & Methods of handling non-acceptable behaviour

Duration	Objectives	Methodology	Material Required
95 minutes, with one break of 10 minutes in between	<ul style="list-style-type: none"> <li>To give teachers a chance to vent and share their experiences;</li> <li>To show them how to handle unacceptable behaviour;</li> <li>To provide skills in handling adolescents in a child-friendly manner.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Hand out 'Questions for discussion' to each participant (To be collected after the session for re-use.</li> </ul>

### Notes for the trainer:

- **Difficulty rating:** High
- **Challenges:**
  - Participants who are vocal may not allow the other participants to share/ speak
  - Lack of willingness in some participants to accept the methodology being used
  - Some participants may not be too comfortable doing the role play

### Design

1. Review of previous session – 10 minutes
2. Form Groups – Questions for sharing – 30 minutes  
**BREAK – 10 minutes**
3. Role play – 30 minutes
4. Summing Up & Evaluation – 10 minutes
5. Conclusion – 5 minutes

## 1. Review of previous session – 10 minutes

Encourage many persons in the group to share any one of the following:

- i. *What I liked best in the previous session*
- ii. *Anything that I learned from the previous session*
- iii. *Anything that I practised / observed since the previous session*
- iv. *Anything that I discovered in myself or others since the previous session*

## 2. Form groups & Questions for sharing – 30 minutes

Divide the participants into groups of five.

### *Questions for sharing*

Before the start of the workshop have one copy for each participant of the 'Questions for Sharing'.

Share about the activity – questions to be provided. *All to share their opinion without hesitation.*

Provide a sheet of the *Questions for Sharing* to each participant and inform them to first consider the questions by themselves, and then discuss the questions in their group.

- » *What is the worst difficulty you face with Std 8 and 9 boys?*
- » *What is the worst difficulty you face with Std 8 and 9 girls?*
- » *What do you dislike most about adolescent Std 8 and 9 boys?*
- » *What you dislike most about adolescent girls?*
- » *What disturbs you most about the behaviour of today's adolescents as compared to your days?*

After 20 minutes for discussion in the smaller groups, take each question one by one and ask each group to give a summary of their discussion on that question.

## Processing

### Ask the following questions:

- » *Which was the most common dislike among you?*
- » *How many of you think that today's teenagers are worse than the teenagers of your time?*
- » *How many think that today's teenagers are no worse than teenagers in your time?*
- » *How many feel that today's teenagers are good at heart but are very confused because of many*

*modern appliances which were not there in your time, such as internet and cell phones?*

» *According to you, what do today's teenagers need most?*

**BREAK – 10 minutes**

### **3. Role Play – 30 minutes**

**Tell the group that there will now be some role plays. Let them stay in the same groups.**

In each group of four, let them be A, B, C & D. Regardless of actual age or gender, A will act the role of a male teacher, B will be a female teacher, C will be an adolescent boy and D will be an adolescent girl.

Let each group role play any situation that arises, or the group can use one of the cases given below:

*An adolescent boy student is constantly engaged with his mobile texting, internet, etc*

*An adolescent girl is constantly engaged in painting her long nails, using lipstick and make-up*

In each group, the members must stick to their given role and the discussion or conversation is to proceed accordingly.

Before they start, DEMONSTRATE what they have to do with one sample group.

**Say to the group:**

*Let us suppose Ms. D has come to school in a very short skirt. Mr. A, what would you say to Ms. D? (Let Mr. A say something to her). Ms. D, how do you respond to that? Mr. C, what have you to say to that? Ms. B, what have you to say...*

*Please carry on the discussion in this way.*

Ask the groups to start their discussions. After about five minutes tell them to SWITCH! Now A will take the role of a female teacher, B becomes a male adolescent, C becomes a female adolescent, D become a male teacher.

Let them start the discussion again!

After five minutes SWITCH again.

After five minutes SWITCH again.

After five minutes SWITCH for the last time

### **Processing**

**Ask the whole group the following questions and make one person from each group give an answer. Rotate the person who answers from each group so that everyone gets a chance to answer.**

- » *What was the experience like when you found you were in a role that was not your everyday role?*
- » *What was the experience like if you found your new role was one of the opposite gender?*
- » *What did you learn from this game?*
- » *What can you apply from this game in your everyday work life and how can you apply it?*

## 4. Summing Up and Evaluation – 10 minutes

- Sum up what they have gained from this session.
- Elicit what they have gained from the course thus far.
- Ask them whether they find this method practical enough for them.
- Ask them to suggest ways in which they in turn can create awareness of what they have learned among their colleagues at work

## 5. Conclusion – 5 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 3

## What is Child Abuse? / Types of Abuse

Duration	Objectives	Methodology	Material Required
95 minutes, with one break of 10 minutes in between	<ul style="list-style-type: none"><li>To create awareness of different types of child abuse;</li><li>To create awareness of the effects of child abuse on the child</li></ul>	<ul style="list-style-type: none"><li>Case Analysis</li><li>Inputs and Discussion</li></ul>	<ul style="list-style-type: none"><li>Chart showing types of abuse</li><li>Copies of cases for each group. (To be collected after session for re-use.)</li></ul>

### Notes for the trainer:

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- **Difficulty rating:** Medium
- **Challenges:**
  - Some participant may not be open to the definition of Child Abuse
  - Some participants may not be willing to accept the negative effect of child abuse – particularly, physical abuse
  - Time management may be a problem if some participants starts discussing and sharing about their upbringing where physical abuse was an accepted norm of upbringing

### Design

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1. Introduction – 5 minutes
2. Activity/case study – 20 minutes
3. Conclusion of activity – 10 minutes  
**BREAK – 10 minutes**
4. Input: What is abuse? – 20 minutes
5. Effects of physical and emotional abuse – 10 minutes
6. Summing up and evaluation – 8 minutes
7. Conclusion – 2 minutes

## 1. Introduction – 5 minutes

- Welcome the participants and tell them the topic, and then ask them to briefly state their expectations from the sessions.
- Share with them the objectives of the session and areas to be covered.

## 2. Activity – 20 minutes

- Divide them into three groups and provide each group with one case study of physical and emotional abuse, from among the case studies provided below.
- Ask them to study the case, answer the questions given below the case and then discuss them in their group.

### Case Study 1

---

There is a child 'S' in your class who has a burn mark on the hand. On asking how this happened, the child does not respond. One talkative child tells you that S has been burnt by grandmother as S was caught stealing.

- » *Is the child suffering any abuse?*
- » *Why do you feel the child was quiet and not responding to you?*

### Case Study 2

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A 13-year-old girl 'M' tells you that she thinks she is not the real child of her parents as she is not good in studies like her his brother and sister. Her His parents and other members of the family have been telling 'M' that she is stupid, has no brains, is good for nothing and that he is nowhere compared to her his brother.

- » *Is the child suffering any abuse?*
- » *Is the child making up stories?*

### Case Study 3

---

Amita, a 11-year-old child, shares with you that she does not like the way she is being touched on her private parts by her uncle. Her uncle is very strict. Amita is angry with her uncle and feels uncomfortable with him.

- » *Is the child suffering any abuse?*
- » *Is the child making up stories?*

### 3. Conclusion of activity – 10 minutes

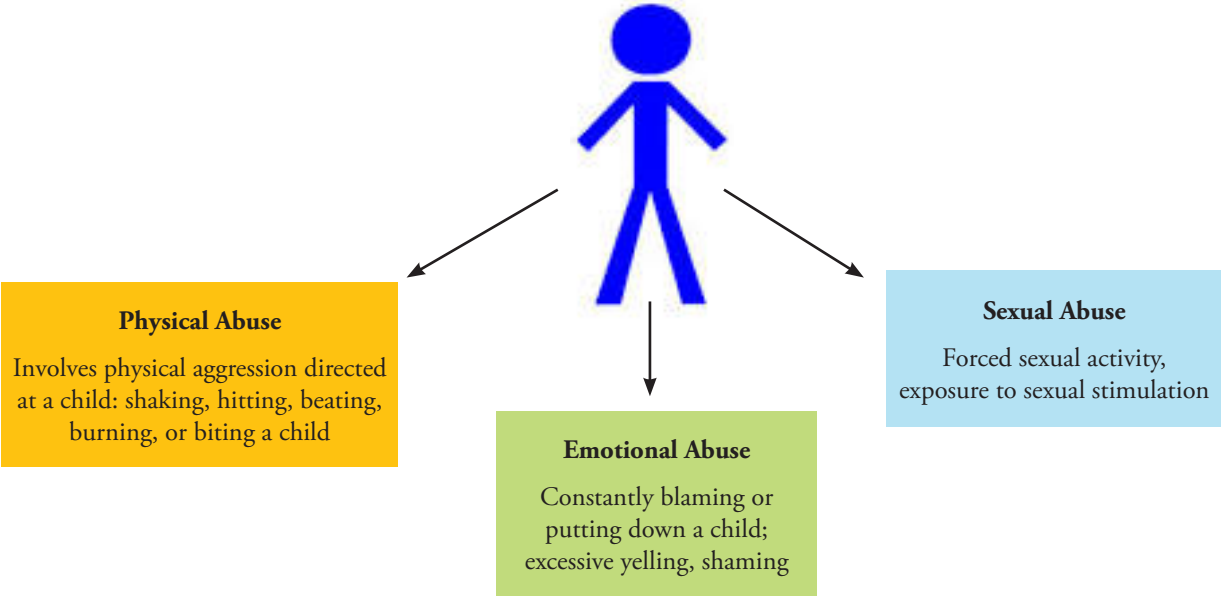
- Once the activity is completed, each group will present to the larger group.
- Groups to ask questions to each other ONLY to clarify their doubts and not to share their own opinions or challenge the other’s opinions.
- Resource person to ask group for clarification, to get them to share their thoughts.
- Appreciate them for the group work.
- Let the participants know that there would be clarification on the topic later on.

BREAK – 10 minutes

### 4. Inputs – What is abuse?

Resource person to share the following with the participants :

- i. *What is Abuse?*
  - » *When we talk about abuse we are talking about persons in power/authority who is misusing their power and position.*
  - » *Abuse can be inflicted on the child through actions and/or words.*



### Answers to questions

No.	CASE	TYPE OF ABUSE	REASON
1	There is a child ‘S’ in your class	Physical abuse	<ul style="list-style-type: none"> <li>• Burning the body</li> <li>• Involves physical aggression directed at a child</li> </ul>

No.	CASE	TYPE OF ABUSE	REASON
2	A 13-year-old boy 'M'	Emotional abuse	<ul style="list-style-type: none"> <li>• Use of offensive words; Comparing to others words are used in such a way as to hurt the child, e.g., insulting, humiliating, comparing words.</li> </ul>
3	Amita, 11-year-old girl	Child Sexual Abuse	<ul style="list-style-type: none"> <li>• Touching private parts for sexual stimulation</li> </ul>

## 5. Effect of Physical and Emotional Abuse – 10 minutes

Tell the group the following:

### *Initial Effects of Physical Abuse*

- Immediate pain, suffering, bruises, broken bones, burns, etc.
- In extreme cases – death!
- Emotional problems such as anger, hostility, fear, anxiety, humiliation, lowered self-esteem and inability to express feelings.
- Behavioural problems such as aggression by the child towards others or self-destructive behaviour, hyperactivity, truancy, inability to form friendships with peers, and poor social and language skills.

### *Long-Term Consequences of Child Physical Abuse*

- Long-term physical disabilities, for example, brain damage or eye damage
- Difficulty in trusting others
- Violent relationships
- Emotional disturbance
- Feelings of low self-esteem
- Depression
- An increased potential for child abuse as a parent
- Drug or alcohol abuse

### *Effects of Emotional Abuse*

- Emotional abuse is not only non-physical cruelty to the child but also neglect of the child or emotional deprivation.
- Risk-taking behaviours such as stealing, bullying and running away
- Do not feel the full range of emotions and are often described as 'cold'
- Low self-esteem and self-confidence
- Tendency towards depression



- *Get angry easily*
- *Negative impulse behaviour where they do not seem to care what happens to them: do things to make people dislike them, or remain alone and avoid others*

## 6. Summing up and evaluation – 8 minutes

**Ask the participants the following questions.**

Encourage many people to answer.

Make sure at least one person from each group answers.

On the next question encourage others from each group to answer.

1. *Which part of this session did you like best and why?*
2. *What did you learn from the part you liked best?*
3. *What did you learn overall today?*
4. *Did you learn anything new?*
5. *Has your understanding of child abuse become clear?*
6. *What can you practise from what you have learnt today?*
7. *Where can you apply this? Share with examples.*

Hand over a half-sheet of paper to each participant and ask them to write their name and telephone number and/or email address. Then they are to write down what they liked best about the session and why.

## 7. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 4

## Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
90 minutes	<ul style="list-style-type: none"><li>To clarify concepts on Child Sexual Abuse</li></ul>	<ul style="list-style-type: none"><li>Group Work</li><li>Case Study</li></ul>	<ul style="list-style-type: none"><li>Printout of case studies</li></ul>

### Notes for the trainer:

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- Difficulty rating: Low
- Challenges:
  - Illiterate participant may not be able to read the case studies – but appropriate pictures will suffice.
  - Vocal members may dominate the group.
  - Quieter members may not get a chance to express their views.

### Design

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1. Introduction – 10 minutes
2. Activity – case study – 25 minutes
3. Input – Protection of Children from Sexual Offences Act (POCSO) – 25 minutes
4. Answer to case study – 10 minutes
5. Summing up and evaluation – 10 minutes
6. Conclusion – 10 minutes

## 1. Introduction – 10 minutes

Encourage a lot of persons in the group to share on any one of the following topics:

- i. *What I liked best in the previous session*
  - ii. *Anything that I learned from the previous session*
  - iii. *Anything that I practised / observed since the previous session*
  - iv. *Anything that I discovered in myself or others since the previous session*
- Divide the participants into 6 groups.
  - Share about the activity – case study to be provided. “*All to share their opinion without hesitation.*”
  - After 10 minutes of discussion in the smaller groups, each group to present their case which will then be discussed.

## 2. Activity – Case Study – 20 minutes

■ *Discuss the following cases in the smaller groups:*

### Case Study 1

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When you are going to the staff room during break, you find two children of the 8th Std aged 12-14 years in the corner, engrossed with a mobile. On going closer you notice that the children are watching a blue film. The children immediately ask to be forgiven and tell you that a senior of theirs (above 18 years) had given them the mobile to watch the film, and they have to return the mobile soon.

*Is this Child Sexual Abuse?*

### Case Study 2

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One day all the staff goes out for lunch to a hotel which has a restaurant. While you are waiting for the rest of the staff to arrive, you notice a girl aged around 19 years come with a boy in the car. They both sit in the lobby. After some time a man comes, talks to the boy and hands him an envelope. The boy leaves after counting the money from the envelope and says he will be back after an hour. The man goes with the girl into the hotel ...

*Is this Child Sexual Abuse?*

### Case Study 3

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A 17-year-old girl comes to school with bruises on her face and hands. On talking to her alone, she tells you that she was beaten by her uncle. She tells you that her mother's brother takes care of her as she has no parents. She shares that she had bunked classes and for the first time had gone on a romantic date with her boyfriend. Her uncle beat her as she and her boyfriend were found talking on a bench in a garden.

*Is this Child Sexual Abuse?*

## Case Study 4

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An 11-year-old boy comes and tells you that there is a game in the boys' toilet. Apparently, the previous day a 9th Std boy who is 16 years old had asked some of the boys of the 6th and 7th Std to come to the toilet for a game. In the toilet the boys of the 6th and 7th Std are asked to take down their pants and show their penises to the older boys. The older boys thereafter opened their pants and the boys from the 6th and 7th Std were made to touch the penis of the older boys. The boy tells you that he is feeling shy to participate in the game.

*Is this Child Sexual Abuse?*

## Case Study 5

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A 16-year-old girl shares with you that she is in love with a 19-year-old boy. She loves this boy a lot and he too loves her and has given her a lot of gifts. Lately her boyfriend has started to touch her breasts and kiss her on her lips. Since she insists on remaining a virgin, he has made her perform oral sex on him. He has told her that if she discloses this to anyone, he will stop loving her and tell everyone about the gifts she has taken from him.

*Is this Child Sexual Abuse?*

## Case Study 6

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A 14-year-old girl tells you one day that she wants to talk to you in private. She shares that she is upset and disturbed by what happened during the holidays. She tells you that she had visited her aunt's house. All the cousins were sleeping in one room with the boys and girls in separate areas. While she was asleep she felt someone take off her cover and start to touch her legs. She remembers hitting the hand and pushing it away and the person went away. The next night she was alert and she saw her cousin brother, who is a year older than her, come and touch her breast. She was shocked and pushed his hand away. She shared that the next morning she spoke to him when he was alone and he denied doing such things.

*Is this Child Sexual Abuse?*

## 3. Input – Protection of Children from Sexual Offences Act (POCSO) – 20 minutes

Explain to the trainees:

( This can be done through the use of PPT attached in the CD)

*Protection of Children from Sexual Offences Act, 2012 (POCSO) says that:*

- *Child Sexual abuse means sexual harassment, sexual assault, and penetrative sexual assault of a child.*
- *Child is defined as any person below the age 18 years.*
- **Sexual Harassment** – a person with **sexual intent uttering words, making sounds, making gestures, exhibiting body part, showing pornographic material, making a child to exhibit his/her body, follows or watches a child** constantly directly or through electrical, digital or any other

means, *entices a child for pornographic purposes* or receives or gives gratification, threatens to use any form of media (real or fabricated) in any mode of any part of the child or involvement of child in a sexual act.

- **Sexual Assault – touching** vagina, penis, anus or breast of the child, or **making the child touch** vagina, penis, anus or breast of another person or doing any other act **with sexual intent** involving **physical contact without penetration**.
- **Penetrative Sexual Assault – penetrating penis, any object, or any part of the body to any extent** into the **vagina, mouth, urethra or anus of a child** or **makes the child to do so with him or any other person**, applies mouth to the penis, vagina, anus or urethra of the child or makes the child to do so to such person or any other person, manipulating any part of the child’s body to cause penetration or making the child to do so with him or any other person.

## 4. Answers to case study

Case	CASE	CSA or NOT	POCSOA	Reason
1	When going to the staff room, you find two children in a corner, engrossed with a mobile.	YES	Sexual Harassment	Showing pornographic material
2	One day the staff go out for lunch to a hotel which has a restaurant.	NOT CSA (but Commercial Sexual Exploitation)	No child	Exchange of money
3	A 17-year-old girl comes to the school with bruises.	NOT CSA (but physical abuse of child)	NO	Only physical abuse
4	An 11-year-old boy tells you that there is a game in the boys’ toilet.	YES	Sexual assault & Sexual Harassment	Touching penis & making the younger boys exhibit their penis
5	A 16-year-old girl tells you she is in love with a 19-year-old boy.	YES	Penetrative Sexual assault	Oral sex
6	A 14-year-old girl tells you one day that she wants to talk to you in private	YES	Sexual assault	Touching private parts

## 5. Summing up and evaluation – 8 minutes

**Ask them the following questions.**

Encourage many people to answer.

Make sure at least one person from each group answers.

On the next question encourage others from each group to answer.

- » *Which part of this session did you like best and why?*
- » *What did you learn from the part you liked best?*
- » *What did you learn overall today?*
- » *Did you learn anything new?*
- » *Has your understanding of child sexual abuse become clear?*

Hand over a half-sheet of paper to each participant and ask them to write their names and telephone numbers and/or email addresses. Then they are to write down what they liked best about the session and why.

## 6. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 5

## Effects of Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
105 minutes, with 1 break of 10 minutes in between	<ul style="list-style-type: none"><li>To enable the participants to be alert to signs of Child Sexual Abuse.</li><li>To provide awareness on the effect of Child Sexual Abuse</li></ul>	<ul style="list-style-type: none"><li>Inputs and discussion;</li><li>Word Search;</li><li>Movie screening</li></ul>	<ul style="list-style-type: none"><li>Print out of Word</li><li>Search;</li><li>Movie CD;</li><li>CD player/Laptop;</li><li>LCD Projector</li></ul>

### Notes for the trainer:

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- Difficulty rating: Medium
- Challenges:
  - Feeling of discomfort in some participants

### Design

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1. Review of previous session – 10 minutes
2. Input – Signs of CSA – 20 minutes
3. Word Search – 15 minutes
4. BREAK - 10 minutes
5. Input – Effects of CSA – 15 minutes
6. Movie on Effects and Processing – 15 minutes
7. Summing Up and Evaluation – 8 minutes
8. Conclusion – 2 minutes

## 1. Review of previous session – 10 minutes

### Say to the group:

*In the previous sessions we have spoken of child abuse, and then about child sexual abuse. Let us briefly review what was done in our previous session.*

*The POCSO law is quite detailed and specific.*

Encourage a lot of persons in the group to share any one of the following:

- i. *Can anyone tell us the difference between emotional abuse and physical abuse?*  
*(Ans. Physical abuse can be seen and is on the external part on the child body. Emotional abuse cannot be seen on the external part of the child's body; it affects the child internally and causes hindrances on the emotional growth and development of the child)*
- ii. *What is the difference between sexual harassment and sexual assault on a child .*  
*( Ans. Sexual harassment is non- touching whereas sexual assault involves making the child touch or touching the child's private parts)*
- iii. *Is it penetrative sexual assault if a finger or object is inserted into the private part of a girl?*  
*( Ans. YES: putting anything in the private part of a child is penetrative sexual assault )*
- iv. *Has anyone become more alert to possibilities of Child Sexual Abuse as a result of the last two sessions?*

Participants to share personal experiences

## 2. Input – Signs of CSA – 20 minutes

### Say to the group:

*When children are sexually abused, the main problem is that they do not easily tell anyone about it. Children are generally blamed for anything that goes wrong in their life so they tend to think they will be blamed if they tell anyone about the abuse.*

*It is left to others (parents, elders, teachers) to watch out for certain social, physical, behavioural and emotional indicators of sexual abuse. The indicators should not be considered in isolation, but attempts should be made to look for a pattern. Look to see if there are several indicators – not just one or two isolated ones.*

*Let us start with:*

### **Social Indicators of Child Sexual Abuse**

*Significant others in the child's life such as parents and teachers should become suspicious if they find any*



adult in the child's life who:

- Is **secretive** or isolated
- Is unduly **protective** of the child
- Severely **limits the child's contact** with other children (especially of the opposite sex)
- **Describes marital difficulties** involving family power struggles or sexual relations

Next let us look at the **Physical Indicators of Child Sexual Abuse**. As will be obvious from the points given below, not all physical indicators can be noticed by others. In younger children parents and sometimes teachers help them to dress up and so they might be able to notice certain physical indicators.

Some physical indicators are given below:

- Bloodstained and/or torn underwear
- Sexual knowledge or behaviour inappropriate for the child's age
- Difficulty in walking, sitting or sitting still
- Nightmares
- Trauma to breasts, buttocks, lower abdomen or thighs

Ask the group for other physical indicators and if the group cannot suggest any, tell them a few from the list below:

- Child or young person or their friend telling you about it, directly or indirectly
- Describing sexual acts
- Going to bed fully clothed
- Sexually transmitted diseases
- Presence of semen
- Unusual odours from the vaginal area
- Psychosomatic illness like backaches, headaches, stomach pains, stammering, etc
- Abdominal pain
- Genital or rectal pain, itching, swelling, redness, infection or discharge
- Pain or problems with urination/defecation

I have not mentioned all the indicators. But it is important to be on the lookout for these signs.

Next we can look at the **Behavioural and Emotional Indicators**. Behavioural or Emotional indicators are the most noticeable. A parent, teacher or social worker or significant grown-up in the child's life would be able to notice these if they keep a lookout for them. Some of these indicators are:

- Fear of going home or to a relative's home (a very important clue)
- Excessive crying or sadness
- Withdrawal into fantasy worlds

- Sudden change in behaviour (e.g., quiet child becomes aggressive; usually jovial and noisy child becomes quiet and withdrawn)
- Sexual themes in the child's artwork, stories, or play
- Unwillingness to participate in physical/recreational activities, especially if there is physical discomfort

Ask the group for other physical indicators and if the group gives very few answers, then tell them a few (or more) from the list below:

- Persistent and inappropriate sexual play with peers, toys, drawings, animals, or themselves
- Displaying sexually aggressive behaviour toward others
- Detailed and overly sophisticated understanding of sexual behaviour (especially by young children who otherwise may not know about such details)
- Sudden onset of soiling clothes or bed-wetting
- Acting like a much younger child – regressive behaviours
- Pseudo-mature behaviours (acting like a parent or spouse)
- Overly compliant behaviour
- Delinquent or aggressive behaviour
- Difficulty eating or sleeping
- Unexplained accumulation of money or gifts
- Trying to run away from home
- Seductive behaviour and/or sexual activity (This is an **effect** of the sexual abuse, not a cause.)
- Drug/alcohol abuse
- Prostitution (There is a strong correlation between child sexual abuse and late teen prostitution.)
- Self-mutilation, cutting of hand/thigh in areas which are not visible is a very common indicator of sexual abuse
- Suicidal feelings and suicide attempts
- Constant anxiety, depression, phobias, or obsessions
- Fear of adults of the same sex as the abuser
- Fear of going to the toilet, bathroom or bedroom
- Poor or deteriorating relationships with peers
- Inability to concentrate in school and/or sudden deterioration in school performance
- Non-participation in school activities and/or sports when previously involved

### 3. Word Search – 15 minutes

**Say:**

We are giving you this handout to you. It contains important words related to Child Sexual Abuse

Explain to them that they have to look for the words given below the grid. *The words may be read*

upwards, downwards, backwards, forwards or diagonally upward or downward. Demonstrate with any one word.

If possible, offer a simple gift such as a pen to the first two who find all the words.

At the end ask them was there any similarity in the words.

The words horizontal are signs & effects of CSA in children and the vertical words are behaviour of adults when there is Child Sexual Abuse

## WORD SEARCH

Words associated with child sexual abuse

H	U	M	F	S	A	F	E	T	U	T
N	O	I	S	S	E	R	P	E	D	B
A	L	O	O	F	A	K	I	W	E	I
N	A	Q	H	A	D	I	O	A	F	K
X	A	G	G	R	E	S	S	I	O	N
I	G	J	D	H	H	E	K	F	V	L
O	R	R	T	U	K	I	E	Y	C	O
U	W	A	R	H	C	H	H	I	D	U
S	Y	E	T	M	O	B	T	K	A	Y
Q	R	F	G	K	H	A	A	K	J	T
W	G	E	E	O	S	N	R	L	J	E
E	N	T	M	D	N	T	A	Y	T	W
Y	A	H	A	E	A	I	H	T	G	Q
U	Y	N	H	I	W	K	E	E	D	D
E	N	M	S	I	L	E	N	T	Y	G
S	L	E	E	P	L	E	S	S	H	H

- Anxious
- Shame
- Angry
- Shock
- Fear
- Aloof
- Silent
- Aggression
- Sleepless
- Depression

## 4. Input – Effects of CSA on the child

### **Say to the group:**

*It is difficult to fully express the short- and long-term effects of sexual abuse on a child. Of course, some children might be less affected while others more. But research has shown that the symptoms often persist throughout the lives of most.*

*The effects are sometimes physical but more often psychological and emotional. These effects are more serious and lasting in the long run. While about 40% of victims may not see serious long-term effects, the others are not so lucky. From the list below it will be seen that almost anything that can go wrong seems to happen to victims of CSA. This is why it is so important to prevent CSA.*

*Mention the following:*

### *Physical Effects*

- *Sexually transmitted diseases*
- *Infection*
- *Bruising/tearing*
- *Pregnancy*

### *Emotional & Psychological Effects*

- *Depression*
- *Eating disorders*
- *Inability to trust others*
- *Feel they are abnormal or deviant or it's all their fault*
- *Personality disorders*

Ask the group for more physical effects and then tell them a few from the list below:

### *Post-Traumatic Stress Disorder*

- *Inability to cope with stress and emotions*
- *Brain damage leading to memory impairment and inability to mix with others*
- *Tendency to blame oneself*
- *Suspicious of others*
- *Constant feelings of shame and low self-esteem*

Similarly mention only the ones given below. **Say:**

Let us come now to some of the Behavioural Effects of CSA:

- *Tendency to cut or harm oneself*
- *More likely to commit suicide*
- *Aggressive behaviour*
- *Performance problems at school*
- *Bed-wetting*
- *Tendency to become victims again*

Ask the group for other behavioural indicators and then tell them a few from the list below:

- *Sleep disturbances*
- *Eating problems*
- *Thumb-sucking*
- *Unwillingness to participate in school or social activities*
- *Stockholm Syndrome (see Appendix)*

Lastly, let us see some of the long-term effects of CSA:

- *Self-destructive behaviours such as alcoholism or drug abuse*
- *Depression*
- *Anxiety and/or panic attacks*
- *Insomnia*
- *Sexual problems as adults*
- *Constant failures (financial, relationships, at jobs)*

*Many of these things together make up the effect of CSA. For example, personality disorder by itself is not a sign or effect of CSA.*

## 5. Movie on effects of CSA – 15 minutes

Please find the movie in the CD attached to this manual.

### Processing

*After the movie has been screened, ask the group for their reactions to it. You may ask them the following questions. Try to get participation from the quieter ones as well.*

- » *What were you feeling as the film progressed?*
- » *What impact has this film had on the way you will fight against CSA?*
- » *What can we all do to prevent CSA and help victims of CSA?*
- Make sure you take down all the points.
- If there is a blackboard or whiteboard, write the points on the board. Or write on chart paper.
- If people have cell phones, let them take pictures of the board for future reference.
- Make sure you yourself take a picture of the board.

## 6. Summing up and Evaluation – 8 minutes

Summing up and evaluation is done at the end of every session. The purpose is to give the group a chance to review what happened in the session. It gives the group an opportunity to revise, ask questions, share their experiences and express themselves.

Ask the group the following questions:

- *According to you, what was the most important point discussed today?*
- *Can you share some of your feelings as the session progressed?*
- *Is there anything you did not like about this session?*
- *Do you think the most important aspects of our topic were covered?*
- *Is there any aspect that you would have liked us to cover? (Trainer please note that if the group gives some important point that has been left out, please write and inform the ARZ team)*
- *Can you mention just one thing that you will be able to practice?*

Ask them to write down the answer to any one of the questions given above. Written evaluation is always important.

## 7. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

- **Stockholm Syndrome**

Some years ago, I was giving a Counselling Course in Mumbai and one of the participants was a nun who was working with rescued Commercial Sex Workers. She told me that one problem she had was that many of these girls were kidnapped (or sold by their parents) and they were then beaten and forced into the flesh trade. 'Yet,' said the Sister, 'these girls would not testify against their captors or kidnappers. In fact they would defend these men and speak in their favour. This was not out of fear of them. They genuinely seemed to like these men and said that at least they gave them a livelihood!'

I explained to the nun that these girls suffered from what is known as the Stockholm Syndrome. This kind of defence of one's captor was common even in ancient times, but the name comes from a 1973 bank robbery in Stockholm where four hostages were held for five days. These hostages later spoke in favour of their captors and did not want to be rescued.

The most famous case of Stockholm Syndrome was that of Patty Hearst who was an American heiress who was kidnapped. Later she joined her captors and was seen robbing a bank along with them!

Sociologists have found that this kind of behaviour is seen not only in kidnap cases but in any case where there are "strong emotional ties that develop between two persons where one person intermittently harasses, beats, threatens, abuses, or intimidates the other." This is also the case with victims of sexual abuse.

Stockholm syndrome is a survival instinct. The victims feel they will not survive unless they please their tormentor. They believe their captor can and will kill them, or that they are only with their tormentor and have no other company; or they believe they cannot escape from their situation, and in such circumstances they see their tormentor's small act of kindness as genuine care for them.

This is why you may find that the child is not ready to leave the situation where the abuse takes place. It is the Stockholm Syndrome at work.

– *Clifford DeSilva*

- **Do a Google search for 'Post Traumatic Stress Disorder'**

# Session 6

## Handling victims of CSA

Duration	Objectives	Methodology	Material Required
200 minutes, with 2 breaks of 10 minutes in between	<ul style="list-style-type: none"> <li>To provide skills to participants to handle victims of CSA</li> </ul>	<ul style="list-style-type: none"> <li>Discussion;</li> <li>Enactment of skits;</li> <li>Practical skills in handling victims of CSA</li> <li>Inputs</li> </ul>	<ul style="list-style-type: none"> <li>Printout of cases for skit/role play for each group;</li> <li>Copies of Enactment;</li> <li>Copies of Indirect Methods for each participant;</li> <li>Chart paper</li> <li>Pens</li> </ul>

### Notes for the trainer:

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- Difficulty rating: Medium to High
- Challenges:
  - Time Management, as participants would want extra time for preparation
  - Silent and non-vocal participants may not want to participate actively

### Design

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1. Introduction – 10 minutes
2. Input – General Principles – 15 minutes
3. Summing up the General Principles – 5 minutes
4. Practical Handling: Way1 – Exercise – 75 minutes (with break of 10 minutes in between as indicated)
5. Practical Handling: Way 2 – Exercise – 60 minutes (with break of 10 minutes in between as indicated)
6. Taking Action: Legal duty – 15 minutes
7. Input – Difficulties – 10 minutes
8. Summing up and Evaluation – 8 minutes
9. Conclusion – 2 minutes



## 1. Introduction – 10 minutes

### **Tell the group:**

*Welcome to this important session. Let me start by thanking you all for coming here today and for the great concern you are showing for the children of our state.*

*Today's session is an important one as we are going to discuss how to handle victims of abuse.*

*Before we go to today's topic, is there anything that you would like to say or ask? (Give them some time to think.)*

*Also, can I please get some responses to our previous session on Effects of Child Sexual Abuse? Does anyone have any experience to share with us in this regard? Maybe some incident you observed that strengthened the ideas of what we have been discussing here?*

## 2. Input – General Principles – 15 minutes

### **Say:**

*In this section we will be discussing some general principles to keep in mind with regard to victims of CSA.*

### **First of all: Be Sensitive**

*Child sexual abuse is something that is 'hidden'. It is something that the child feels extremely ashamed of, and the chances are the child will not easily admit it or reveal it. Be aware that the three most common feelings associated with child sexual abuse are FEAR, SHAME and GUILT. So be gentle with the child and assure them that you believe them.*

### **Avoid direct questions**

*Do not 'interrogate' her/him. Even your tone of voice is important. Some people can ask questions in such a way that they make the other person feel they had done something wrong. Stay calm. Find out as much as you can and then take action. (What action to take will be explained further on.)*

### **Use indirect methods to find out**

*You have already been made familiar with how to identify victims of child sexual abuse. Victims are not going to reveal their abuse or abuser easily. So you can use indirect methods of finding out if they are victims. (See Practical Way – 1 below.)*

### **Believe the child if s/he tells you s/he is being molested**

*In most cases children will not easily reveal they are being molested. So if they do reveal it, believe them. There may be one in 1000 cases where the child is malicious and telling lies about being molested. These are exceptions. By and large, one should believe the child and investigate the case. Find out more. Do not dismiss it as the child's imagination at work. Believing is the first step to helping the child heal.*

***Tell the child that the abuse is not her/his fault.***

*It is important to reassure the child that it was not her/his fault. They could have been forced or tricked, or pushed or tempted. Show them that they were tricked or lured. Usually the abuser has made them feel that they participated willingly, that the child is equally responsible. The child has to be assured that s/he was not responsible.*

*Some of the things one can say to the child are:*

*“I am glad you told me, thank you.”*

*“You are very brave and did the right thing.”*

*“It wasn’t your fault.”*

*“I am proud of you for telling me.”*

***Do not make a promise that you cannot keep***

*When we hear of child molestation we may get angry and so concerned for the child that we may say something like this: “Don’t worry. This will never happen to you again.” Or, “You will never see your abuser again.” First, you cannot guarantee the child that it will not happen again. Second, the child may have mixed feelings towards the abuser. The abuser may be the father – someone on whom the child is dependent. There is also something called the Stockholm Syndrome. (See the inset entitled ‘Stockholm Syndrome’).*

### **3. Summing up the General Principles – 5 minutes**

**Ask the group:**

*Who can remember the first of the General Principles?*

If no one can answer, give them the first principle from the list below. Do the same for the remaining principles.

Then when all are read out, go through all of them again for the group.

*Be sensitive*

*Avoid direct questions*

*Use indirect methods to find out*

*Believe the child if s/he tells you s/he is being molested*

*Tell the child that the abuse is not her/his fault.*

*Do not make a promise that you cannot keep*

*Let us come now to some practical methods of handling victims of CSA.*

## 4. Practical Handling: Way – 1: Indirect Methods of Questioning – 75 minutes (with 10 minute break as indicated)

**Say:** For various reasons as we have seen above a child is generally reluctant to reveal that s/he is facing sexual abuse. Given the guidelines you have seen in earlier talks you are now in a position to suspect that a certain child is facing abuse. In such cases direct questioning is not advised.

Remember that the child may want to talk about it but is afraid to bring up the topic. Often the child will talk about a lot of other matters. It may even seem that she or she is unnecessarily talking and wasting your time. It is important to go along with the child in this.

- The first step here is to **establish rapport**. This means that you make the child feel at ease with you so that eventually you gain her/his trust. You can do this by speaking in a friendly manner. Talk about neutral or happy things like what is their favourite game or toy etc.
- **Avoid any direct question about molestation**. Even after you have established rapport, avoid direct questions about molestation. Instead you can ask indirect questions such as: What are the kinds of things you do at home for fun? Whom do you like at home? Who are your friends? Where do you play after school? ... The answers to such questions can give you clues: the problem may be at home involving a family member or it can be a friend at school or in the neighbourhood. Just let the child talk. Some children just do not talk much. They give one word answers or say very little. That is OK. Remember that every child is different.
- **Colouring:** If the child does not like to talk or does not want to talk, you can give a blank sheet of paper and some colouring pencils to the child and tell her or him to draw something – it could be a boat or a house or a man or his/her family. After they have drawn or even while they are drawing you can ask them some casual questions like: Which is your favourite colour? Which colours do you not like and which colours are nice? Why do you like so-and-so colour? Who is that in your drawing? Which one is your mother, and which one is your father, your brother... and who is this one? etc. You can learn a lot from the answers. The child may draw her/his family but not the father. You can ask if they would like to draw their father. If they say no you have another clue. They may colour some member of the family (or their friend) with a colour which they have told you they do not like. This again can be a clue. You can ask questions about this as well.
- **Tell a story.** Even when adults come to a counsellor or doctor they do not come out with the real problem if it is an embarrassing one. More so a child who is a victim of abuse. S/he will not mention it right away. They may come to it very indirectly. Sometimes it helps to tell the child a story. Any story will do. It could be a story from the Jataka Tales or Panchatantra or a folk tale. Do NOT tell the child an abuse story or a frightening story. By telling a story you connect with the child and gain their trust and confidence.
- **Use a prop.** Have things like toy soldiers or dolls and cars and so on with you when you meet the child. Then you can use dolls and figures to talk indirectly about the child's situation.  
**Example:** Look at this soldier. He is a good soldier fighting for his country. But this soldier (showing another one) is not such a good man. He goes to people's houses and frightens them. Which soldier do you like more?  
Children get caught up in the story and before you know it they start talking about the soldier and what he did etc. indirectly telling their own story.

## Exercise

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Tell the group to break up into groups of 4, choosing the persons sitting nearest to them. After groups have been formed, **Say:**

*Suppose a child of 12 is brought to you as a victim of CSA (perhaps an unknown man came to the toilet area and tried to sexually manhandle him/her). She/he is too shocked to speak or tell you anything. She/ he is in a state of confusion.*

- » *Group 1, please discuss how you would use **Indirect Questioning**, presuming the child is a girl.*
- » *Groups 2, please discuss how you would use **Colouring** method, presuming the child is a girl.*
- » *Groups 3, please discuss how you would use **Colouring** method, presuming the child is a boy.*
- » *Groups 4, please discuss how you would use **Story Telling**, presuming the child is a girl.*
- » *Groups 5, please discuss how you would use **Story Telling**, presuming the child is a boy.*
- » *Group 6, please discuss how you would use **Props**, presuming the child is a boy (or girl).*

*Please note: You will have to demonstrate this to the group afterwards. You could prepare a little skit to enact this. The skit has to be **five minutes or less**.*

Allow ten minutes for preparation.

**BREAK – 10 minutes**

**Enactments – 30 minutes maximum**

**Say:**

*Now we shall proceed to the enactments that you have prepared.*

Make the groups enact their skit in 5 minutes or less. Total time, 30 minutes.

- » After each enactment, ask the groups what was done well.
- » Praise the small group for what they have done well.
- » Next, ask the main group for any improvements.
- » Consider the suggestions, correct them and give a round of applause to the group that has performed.

## Processing (5 minutes)

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Ask only one question to be discussed in the small group. Allow five minutes only.

- » *What is the thing that struck you most after seeing these six skits?*

After discussing in the small group, one person from each group is to tell the whole group. **ONLY ONE** response is to be accepted from each group. So each group should choose the one that struck them most.

## 5. Practical Handling: Way 2 – The Understanding Response – 60 minutes (with a break of 10 minutes as indicated)

### **Tell the group:**

*The Understanding Response is a method developed by Carl Rogers. The Understanding Response was taught to you in the very first session. We shall now apply this method to victims of CSA.*

*Just to revise, the following responses are to be avoided:*

- a. *Questions: When did this start? What happens if...? How would you feel if...? Did you try...? etc*
- b. *Advice: You should ... Next time try to ... Put your foot down ... Stay calm ...*
- c. *Analysis: You are feeling this way because ... Your thinking is wrong .....*
- d. *Support: Don't worry, it will pass ... I had a similar problem and it passed ... Mein hoon na? Don't worry ...*
- e. *Explanation: You are behaving like this because ... You are having this problem because ...*

### **Example:**

*Imagine that a student has revealed to you that she is being molested or abused ...*

*Think of what you will say to her.*

*Instead of asking her questions and details and so on (all this can be done later on), the first thing you can do is imagine what she is going through and reflect it back to her. Tell her what she is probably feeling and thinking; how scared she must be feeling; how much courage it must have required for her to tell you all this, etc.*

*Can I have some responses now? What is this girl feeling and thinking?*

Get a few responses from the group. After you have three or four responses, ask the next question.

*How will you say this to her? (Show them how to respond.)*

*You will find that you do not have to ask her many questions. She will begin to speak to you on her own and tell you a lot. This is because she feels you understand; you are not judging her or looking down on her in any way; you are not blaming her or scolding her for putting herself in harm's way; you are not calling her stupid or silly and so on.*

*When the student sees this kind and understanding response from you, she feels greatly heartened and strangely uplifted. She begins to feel stronger and she feels better about herself. Since you have not judged her or put her down or advised her to do anything, she does not judge herself or put herself down. She slowly begins to feel more equal to her situation.*

*This does not mean she finds a magical solution to her problem but it does mean she begins to feel better about herself and feels stronger for the next part, which is the difficult part: the part where you begin to take action.*

## Exercise

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Give one case of victim of CSA to each small group

Maintain the same groups of 4. Tell them they have ten minutes to discuss the questions given at the end of their case. Tell them they will have to enact their case afterwards in a skit of **five minutes or less**.

### Case 1

A 7-year-old girl in your class, who is otherwise quite cheerful and talkative, suddenly seems to be quiet. She is irritable and does not like it when her friends try to get her to play with them.

*What do you do? How do you deal with her?*

### Case 2

You go to the bathroom one day and notice a group of boys from the 8<sup>th</sup> Std standing in a circle around one boy. When they see you they all run away except for the boy in the centre who is crying. He tells you that one boy had opened his trousers and the other boys were forcing him to touch that boy's penis.

*What do you do? How do you deal with him?*

### Case 3

A 12-year-old girl confides in you that when she is sleeping at night, her cousin brother tries to touch her and put his hand under her dress.

*What do you do? How do you deal with her?*

### Case 4

A 16-year-old girl comes to you one day and tells you that her uncle comes to see her during the vacation when she does not have school and you are at work, and she is alone at home. Her uncle has a bag full of 'dirty' books which he leaves open in the sitting room and he also encourages the girl to read them or see the pictures in it. He tells her that it is good to fulfil her curiosity by seeing these pictures; and it is better to do so under supervision of an elder.

*What do you do? How do you deal with her?*

### Case 5

A 16-year-old boy tells you that he had gone cycling with his best friend. They were sitting by a lake and this boy suggested they remove all their clothes and go for a swim. The boy did this innocently, but when they were in the water his friend began to touch him in a way that made him uncomfortable.

*What do you do? How do you deal with him?*

## Case 6

A 17-year-old girl from your school gets raped on her way back home late one evening, when returning from coaching classes. The boy who did this is arrested and the case is tried and the boy goes to jail. But the girl is totally upset by the incident. Her personality changes and she becomes very withdrawn. She remains depressed and drops out of school. Her parents approach you for help.

*What do you do? How do you deal with her?*

**BREAK – 10 minutes**

**Enactments – 30 minutes**

- » After ten minutes begin the enactment of the skits (total time 30 minutes)
- » After each enactment ask the groups for what was done well.
- » Praise each small group for what they have done well.
- » Next, ask the main group for any improvements. Consider the suggestions, correct them and give a round of applause to the group that has performed.

## Processing – 15 minutes

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Ask only one question to be discussed in the small group. Allow five minutes only.

- » *What is the thing that struck you most after seeing these six skits?*

After discussing in the small group, one person from each group is to tell the whole group. ONLY ONE response is to be accepted from each group. So each group should choose the one that struck them most.

## 6. Taking Action – 15 minutes

**Say:**

*When it comes to taking action, we have to keep in mind that there are two aspects. One is the human reaction to a trauma and the second is our legal duty.*

*Earlier we have considered indirect and direct practical ways of handling victims of CSA.*

*Now we have to learn what our legal duty is with regard to CSA.*

## Legal duty

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*Again, this is a very delicate issue. In India there is much shame associated with such matters. The parents will react strongly to any publicity. In many cases the parents are in denial and do not want to do anything*

*about the matter.*

*In one true case, a boy was living in a joint family and the abuser was his grandfather. The boy told his mother about the abuse but she was helpless to do anything about it. She did not have the courage to tell her husband what his father was doing. In another case a girl was being molested by her brother. When she told her parents they refused to believe her and punished her for making up lies about her brother.*

*In such cases it can be confusing as to what action to take.*

*With the coming of POCSO, it is now very clear. All cases of CSA have to be compulsorily reported to the police. Remember that child molestation is a crime, and it is therefore our legal duty to report it.*

*Besides what is mentioned in the Indian Penal Code, POCSO 2012 states:*

- *CSA is a heinous crime and need to be effectively addressed.*
- *The case has to be reported to the police, then registered, and provision made for medical examination, rehabilitation and court proceedings*
- *The person in charge of a company or institution who fails to report CSA may be fined or imprisoned for up to one year!*
- *Complaint can be filed at any police station and then the FIR can be transferred to the appropriate police station.*
- *It's not up to the police to decide whether or not to accept the case. The complainant has the right to lodge a complaint.*
- *If the police fails to record any information as per sec 154 of CrPC they shall be punished with rigorous imprisonment for a term which may extend to 2 years and shall also be liable to fine {Criminal Law (amend) Act, 2013 - to sec 166 of IPC}.*
- *The police are required to make provision for placing the victim in a shelter home and also report the matter to the CWC and other relevant authorities.*
- *The child's statement is to be recorded only when the child is ready.*
- *It should be done at home by a PSI or higher rank.*
- *The policeman must not be in uniform at the time.*

There are a lot more details in this regard which can be obtained from the handbook given to you.

## 7. Input – Difficulties – 10 minutes

### **Tell the group:**

#### *Convincing the child to agree to reporting*

*When the child confides in you about CSA, it must have taken tremendous courage to come forward. She or he would be feeling ashamed, embarrassed and fearful. You need to get their co-operation and gain their trust in you. So a certain procedure could be followed.*

1. *Firstly ask the child if they would like the abuse to stop or continue. Of course they will say 'Stop'.*
2. *Then convince the child that something has to be done to relieve this situation, and so it is necessary to*



*inform the concerned people about it.*

3. *Assure the child that this is necessary and that you will protect her/him in the situation. **Work with urgency here.***
4. *Inform the headmaster/headmistress who will call the concerned parent(s) and find out as much as is possible about the situation. In many cases the parents were not aware and they take immediate steps to rectify the situation.*
5. *Assure the parents of confidentiality and get their co-operation.*
6. *The matter is not closed here. The child will be suffering the after-effects of abuse. Find out how you can get professional counselling for the child.*
7. *You can continue to meet the child and be a support for her/him.*

#### **Uncooperative or helpless parent**

*In cases where a parent is the abuser it becomes difficult to stop the abuse since the parent has a lot of power. At such times it has to be made clear that this is a legal matter and that the police will have to be brought in on the matter. So also when the abuser is an uncle or other family member who cannot be controlled the matter will have to go to the police.*

*Prior to bringing in the police on this matter – which can be very traumatic for the child who has always been frightened by the word ‘police’ – you may inform an NGO like Childline (Phone number 1098) or other such organisation. Such NGOs work in co-ordination with the police so the police will be informed indirectly anyway. The NGOs are equipped to handle such cases.*

*All this is on the level of social action. You will have to continue to be in touch with the child to see to its emotional and psychological welfare.*

## **8. Summing up and Evaluation – 8 minutes**

Ask them to discuss the following question in their groups. After five minutes, each group to give a brief answer to each question for the whole group.

*Do you think you will be able to practise these methods with a child? What is your confidence level on a scale of 1 to 10. Work out the average confidence level of your group.*

*What difficulties do you foresee in practising the suggestions made here? (Let each group mention only one difficulty and their solution, not more)*

## **9. Conclusion – 2 minutes**

### **Say:**

*The victim is probably going to feel that you are the very first person in their life who truly understands her or him. Child victims of sexual abuse have a long road to travel before they are fully healed. You may not be able to be with them on this whole journey. Eventually they may find their way and some of them may not. But you can be the person who can start them on the right road. They will probably need professional*

*psychotherapists and years of therapy. But you, by your sheer love and care for them, can work miracles in their lives because there is nothing more healing than love.*

- Remember to fix the date and time of your next session.

# Session 7

## Safety & Protection of Children against CSA

Duration	Objectives	Methodology	Material Required
70 minutes	<ul style="list-style-type: none"> <li>To enable participants to discuss about safety mechanism for children against Child Sexual Abuse;</li> <li>To create a system of protection of children from Child Sexual Abuse (Home, School, Shelter Home)</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Map drawing</li> <li>Situation analysis</li> </ul>	<ul style="list-style-type: none"> <li>Copies of the List of Behaviours for half the participants</li> <li>Chart paper and colour pen sets for half the groups</li> <li>Full sheets of paper for the participants to write their evaluation of the whole programme</li> </ul>

### Notes for the trainer:

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- Difficulty rating: Medium
- Challenges:
  - Participants may be afraid to share
  - Difference in education and socio-economic levels of group members

### Design

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1. Introduction – 5 minutes
2. Definition of Safety – 10 minutes
3. Activity – Safety – 30 minutes
4. Ways to protect children from CSA – 10 minutes
5. Evaluation & Conclusion – 15 minutes

## 1. Introduction – 5 minutes

Encourage a lot of persons in the group to share any one of the following:

- *What I liked best in the previous session*
- *Anything that I learned from the previous session*
- *Anything that I practiced / observed since the previous session*
- *Anything that I discovered in myself or others since the previous session*

## 2. Definition of Safety – 10 minutes

### Say:

*Today we are going to talk about safety.*

*I would like you all to say the first word that comes to your mind when I say the word 'Safety'.*

Responses to be noted on the board.

If any of the words given below do not come from the group, please add them on the board:

*Danger ... Children ... Fear ... Protection ... Police ... Family ... Self Defence ... Shelter ... Home ... Parents*

### Next ask the following question:

*How do you define Safety OR what do you understand by Safety?*

Responses to be noted on the board.

If any of the words given below do not come from the group, please add them on the board:

*Protecting children from harm and danger , Providing care and protection to children*

### Say:

*Safety can be defined as:*

*A state of being 'safe', the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.*

*Safety means: Freedom from danger, risk, or threat of harm, injury, or loss to personnel and/or property, whether caused deliberately or by accident; Protection from any form of harm, abuse and exploitation.*

### 3. Activity on Safety – 30 minutes

Divide the group into six small groups.

Give handouts of the two tasks.

Assign Task 1 to Groups 1, 2, & 3. Give these groups coloured sketch pens.

Assign Task 2 to Groups 4, 5, & 6.

- **Task 1** – Draw a map of a school. Colour the safe areas green and unsafe areas in red. Explain why.
- **Task 2** – From the list of behaviours characteristic of persons given below, select those which would be dangerous for children from the point of view of CSA – and why.
  - i. A mother giving her child a treat at a fair.
  - ii. A stranger offering a child candy floss (buddhi ke baal) at a fair.
  - iii. An adult stranger buying sweets for a children's park.
  - iv. An adult watching children play in a children's park daily.
  - v. The parent of one child paying a lot of attention to and holding the hand of his friend's child.
  - vi. A teacher giving extra attention to one child.
  - vii. A teacher giving extra attention to a few children of both sexes.
  - viii. A talented child's education being sponsored by a rich person.
  - ix. A man often visiting his sister's children when his sister and her husband are out of the house.
  - x. A female teacher anonymously sponsoring an orphan child.
- Allow ten minutes for this activity.
  - » Ask the first three groups to present their findings for Task 1. Questions can be asked by the others as to why a particular place is unsafe.
  - » Ask them which the most common unsafe places are.
  - » Ask the next three groups to present their findings for Task 2.
  - » Ask their reasons. Discuss for five minutes.
  - » Summarise the findings.

### Processing

#### Speak to the group:

*We shall consider the answer to only one question:*

- » *What is the MAIN finding I will carry from this activity?*

Get answers from five to six people, or as many as want to answer.

## 4. Ways to protect children from CSA – 10 minutes

### a. Administrative procedures

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- Ask them for suggestions in this regard. Note their answers. Then read this list to them and praise them for suggesting so many from the list (plus any new ones).
  - » *A reliable person to be at the entrance gate.*
  - » *Visitors area to be allocated.*
  - » *If CCTV camera is in placed, it should not be in the toilet.*
  - » *A staff member to be appointed as a safety in-charge.*
  - » *Anti-ragging committee to be formed, and information regarding this should be displayed in public places, with photo and names of persons.*
  - » *Teacher never to be alone with a child.*
  - » *Information on Teaching and Non-Teaching staff to be verified and information about behaviour of the person to be collected from reliable source prior to appointment.*

### b. Safety among peers

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- Tell the participants:
  - » *Share with children about accepted and non-accepted behaviour.*
  - » *Share with and inform children about the staff in-charge of safety, and about anti ragging committee.*
  - » *Teacher of the same sex to be appointed for making rounds in the toilets.*
  - » *Teachers to be appointed to make rounds during breaks to ensure safety of children among peers and outside persons.*

### c. Safety from visitors

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- Inform the group:
  - » *Visitors to be permitted only with appointment.*
  - » *No visitor to be allowed entry in the school premises without permission from head of the institute or member of safety committee.*
  - » *Family members of staff not to be allowed in school premises when children are around.*

### d. Tips for teachers

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- Inform the group:
  - » *Send children in pairs to the toilet.*
  - » *Be alert in changes in a child's behaviour from submissive to aggressive or vice-versa in a short span of time.*

- » *Identify any child who is aggressive or silent, and talk to the child regarding any possible sexual abuse. Refer the child for counselling or extra care and attention.*
- » *Be alert when you notice teachers and visitors who spend time alone with child. Share the information with the head of the institute.*
- » *In case you come to know that one of your colleagues is sexually abusing a child:  
Report the matter immediately to the head of the institute or to the police. If you are afraid, take assistance of NGO's . Please ensure that the child is safe. Do not be quiet about it.*
- *Remember:*
  - » *Teachers are the first contact with the child if the child is being sexually abused at home.*

## 5. Summing Up and Evaluation of the entire programme – 20 minutes

### **Say:**

*We now come to the end of this programme.*

*There must be so much of new information you may have picked up. You have also contributed and added to each other's knowledge as well as my own knowledge.*

*It would be a great help to us if you could give us your feedback on this programme so that we can improve ourselves for the next time.*

*Let me find out by asking you to please write down the answers to the following questions on the full sheet of paper I have given to each of you.*

*Do not forget to write the date, your name and also your telephone number or address.*

*Here are the questions:*

- i. Did you find this programme useful? In what way has this programme helped you?*
- ii. Is there any topic on which you would have wanted more information?*
- iii. We used different methodologies during this programme such as Role play, Analysis of questions and statements in groups, games and so on. Which methodologies did you like best? Is there any particular exercise or activity that you particularly liked?*
- iv. If you were to give marks to this programme, how many marks of 10 would you give it in terms of how much it has helped you or changed you or increased your confidence?*
- v. Do write how you can teach what you learned to others who did not have the opportunity to attend this programme.*
- vi. Do you have anything to say about this programme in general and the way it was conducted?*

*Thank you very much for being such a great group of people. Thank you for your concern for children. Let us hope that together we can reduce harm and make our world a better place!*

# Shelter Home Staff



	Topic	Duration	Page
1	Institutionalization of Children	2 hours	195
2	Role of Caregivers	2 hours	202
3	Attitude towards adolescent developments & Sexual Development in adolescents	3 hours	211
4	Methods of handling non-acceptable behaviour	2 hours	220
5	What is Child Abuse?	1 hour	224
6	What is Child Sexual Abuse?	1 ½ hours	230
7	Signs of abuse & Effects of CSA on children	1 ½ hour	236
8	Handling victims of CSA	3 hours	245
9	Safety Mechanism for prevention of CSA	1 ½ hour	256

## GENERAL NOTE TO THE TRAINER:

### Caution:

- The trainer is not a know-it-all or expert.
- The trainer is a channel
- The trainer should be open to learning from the group



# Session 1

## Institutionalization of Children

Duration	Objectives	Methodology	Material Required
125 minutes, with 1 break of 10 minutes in between	<ul style="list-style-type: none"> <li>To enable the participants to vent about their experience at the institution</li> <li>To enable the participants to rethink the causes of institutionalization</li> <li>To enable the participants to see the difference between needs and wants of children in the institution</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Exercise</li> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Paper for group members to write the points of discussion</li> <li>Chart Papers for group work</li> <li>Printout of activity</li> </ul>

### Notes for the trainer:

- **Difficulty rating: Medium to High**
- **Challenges:**
  - Time management would be a challenge. Participants may want to talk and share for long hours, since it may be the first time that they are sharing and expressing themselves.
  - Participants who are vocal or senior in the hierarchy may not allow the other participants to share / speak.
  - Participants may fear sharing honestly if from the same institution.
  - Dynamics of the institution may affect the flow of the session.

### Design

1. Introduction – 15 minutes
  2. Ground Rules – 5 minutes
  3. Activity – Sharing in pairs – 15 minutes
  4. Activity – Group Discussion – 35 minutes
- BREAK – 10 minutes**
5. Input – Difference between wants and needs – 35 minutes
  6. Conclusion – 10 minutes

## 1. Introduction – 15 minutes

Say the following to the participants (you can adapt these words to your own style and language):

- *Good day, everybody. It is my privilege to ask you to introduce yourselves. We shall do this in a slightly different way.*
- *Each one of you will stand up and mention your first name, the number of years you have worked in Shelter Homes and then mention something from nature that represents you. It could be anything, like water or a flower or a bird. And then tell us WHY.*
- *For example, a person may say, “Hi. My name is Sangeeta. I have been working in Shelter Homes for 3 years. And I choose a tiger to represent me. Because a tiger is very attractive and strong and all the animals respect it.”*
- *It does not matter if two people choose the same thing. The reason could be different.*
- *Please be aware of what you are thinking and feeling while the introductions are going on.*
- *After every five persons have spoken, we shall clap for them.*
- *Once a person has spoken, the person on their right will continue till all have introduced themselves.*

## Processing Questions

Ask them the following questions and encourage different people to answer so that there is maximum participation:

- *What did you like about this way of introducing yourselves?*
- *What were you **feeling** during this introduction? A feeling is an emotion. For example, were you feeling bored, happy, excited, sad, jealous? All these are feelings.*
- *What were you **thinking** during this exercise?*
- *Did you learn anything about yourself or others from this exercise?*
- *What, do you think, was the purpose of this exercise?*

## 2. Setting Ground rules – 5 minutes

Let us set certain ground rules for the session, which we should maintain in all sessions. Each participant can give a suggestion for rules to be followed in the following areas:

1. *Punctuality*
2. *Disturbances*
3. *Respect*
4. *Participation*
5. *Agree to Disagree*
6. *Confidentiality: If any of you are working in the same shelter home please maintain confidentiality and do not discuss at your workplace what was shared by your co-workers here.*

### 3. Activity – Sharing in pairs – 15 minutes

Tell the participants to pair up with any person of their choice.

**Say:**

- *Please form pairs. You may pair up with any person of your choice. It might be a good idea to choose someone whom you do not know well.*
- *Once you have chosen your partner you can go to any corner of this room for the activity.*
- *Here is what you must share with your partner:*
  - » *“Recall your first day at work in your present job and share your experience with your partner.”*
  - » *You have 2 minutes to do this.*

After 2 minutes request them to stop.

**Say to the group:**

*Thank you for sharing with each other. I am sure that it must have been a pleasant exercise for most of you.*

*Now I will ask you some questions but you **do not have to answer them aloud.***

*Only **think** of the answers.*

(Pause after each question to give them the opportunity to think of the answers):

- » *Did you like this activity?*
- » *Why did you like it?*
- » *Did it bring back many memories for you?*
- » *Are those memories pleasant or unpleasant?*
- » *Do you remember your reasons for coming to work in shelter homes?*
- » *Are the reasons the same today?*
- » *If you could change one thing about your first day at work, what would you change?*

*Let us move on now to a Group Activity.*

### 4. Activity – Group Discussion – 35 minutes

**Say:**

*Please stand and form a circle. All to move clockwise. (If possible, put on some music.)*

*As soon as I give instructions, groups are to be formed accordingly:*

- *All with birthdays in the same month to come together.*
- *All with bangles to come together.*

- All with same dark-coloured clothes to be in one group and in light-coloured clothes to be in one group.
- All those who have worked in a shelter home ( not necessarily the same home) for less than one year in one group; for 1-2 years to be in another group, 3-4 years in one group, 5-6 years another group, and 6 years and above in one group.
- All to sit in the groups thus formed. (Try to see that there are not more than 5 members in a group.)

In your group, have a discussion on Sheet 1 for 5 minutes.

One person in the group could write down the answers of the others in the group.

Provide the following sheet to each group

## Sheet 1

	Age of favourite child	Qualities of favourite child	Why, according to you, is the child in the Shelter Home?
Member 1			
Member 2			
Member 3			
Etc.			

After 5 minutes, provide Sheet 2.

## Sheet 2 : Least favourite child or child you find most difficult to work with

	Age of least favourite child or child you find difficult to work with	Qualities of least favourite child or child you find difficult to work with.	Why, according to you, is the child in the Shelter Home?
Member 1			
Member 2			
Member 3			
Etc.			

After the groups have finished, ask each group to mention their findings for each question and write them on the board as follows:

	Age of favourite child	Qualities of favourite child	Why in the Home?	Age of least favourite child	Qualities of least favourite child	Why is the child in the Home?
Group 1						
Group 2						
Group 3						
Group 4						
Group 5						

## 5. Input – Difference between wants and needs – 35 minutes

### Say:

*You must be noticing that the reasons for being in the shelter home are very similar.*

*So many qualities, both positive and negative, are common across the board.*

*From the answers here you will see that you like or dislike a child based on the child's behaviour.*

*This shows that it is **not the child** that is the problem but the **behaviour** of the child.*

*So let us take a look at the causes for the bad behaviour of the child. Can anyone tell us?*

If anyone answers, thank them for their answer. Then summarise as follows:

*There could be many causes for a child's behaviour in an institution. The child may be:*

- *Disturbed*
- *Upset*
- *Angry*
- *Afraid*
- *Lonely*
- *Confused*

*In the next session we will be sharing on how to handle the behaviour of children.*

*From the responses, let us see what are the reasons for children to be placed in shelter homes:*

- *Lack of shelter*
- *Orphans*
- *Parent is a single parent and cannot look after the child*
- *Parents placing girl child in home for safety reasons*
- *Runaway child*
- *Lost child*
- *Naughty child*
- *Delinquency (child was caught stealing or committing some crime)*

*According to you, do these children **like** living away from their parents?*

*Children are in a shelter home **not out of choice but out of circumstances** – death of a parent, abuse at home, ill-treatment and so on.*

*What do children want most from a shelter home; what do they look forward to? Here is a list of some of the things:*

- *Toys*
- *Food*
- *Opportunities to play all day*
- *Materialistic things*
- *To forget their past*

*There is a difference between WANTS and NEEDS. Children may want many things. That does not mean we should give them what they want.*

*NEEDS are those things that are necessary for survival. A child may want many material things but it can still survive without them.*

*Let us see what children need. Children need:*

- *Love*
- *Respect*
- *Care*
- *Acceptance*
- *Safe shelter*
- *Nutritious food*
- *Proper clothing*
- *A certain amount of play*
- *Opportunity for growth and development*

## Processing

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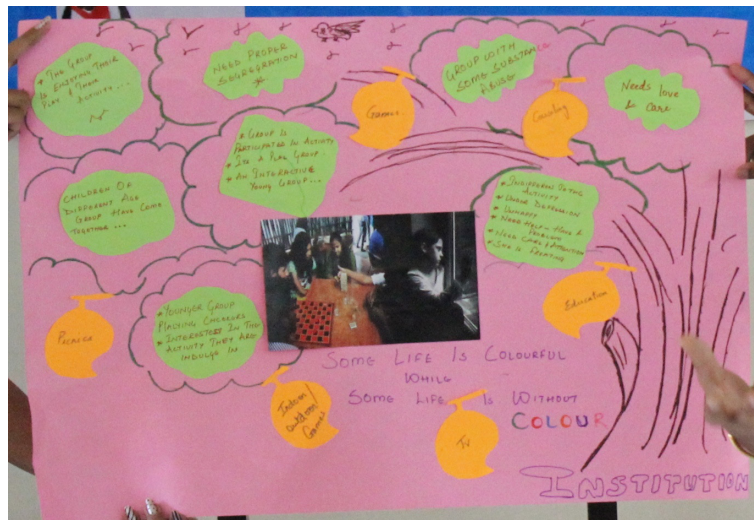
**Ask the participants:**

- *What did you like in the session?*
- *What did you learn in this session?*
- *Now that you know the difference between wants and needs, will it make a difference in the way you work with the children in your care? How?*

## 6. Conclusion – 10 minutes

- *Each one while leaving the room write on a sheet of paper one difference that you will bring in yourself while working with children. No names to be written.*
- *Place the said sheet in the box.*

- The response can be pinned up on a chart.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.



## Appendix

1. Read up on 'Institutionalization of children: Cause, Effect, Behaviour.' (Study this on the internet by doing a Google search.)

# Session 2

## Role of caregivers

Duration	Objectives	Methodology	Material Required
130 minutes, with 1 break of 10 minutes in between	<ul style="list-style-type: none"><li>• To enable caregivers to reflect on their role as caregivers</li><li>• To enable them to understand the behaviour of children</li><li>• To build skills to handle children</li></ul>	<ul style="list-style-type: none"><li>• Real Life Experience</li><li>• Case Study</li><li>• Visualization</li></ul>	<ul style="list-style-type: none"><li>• Printout of group activities</li></ul>

### Notes for the trainer:

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- **Difficulty rating: Medium**
- **Challenges:**
  - Difficulty for participants in expressing themselves.

### Design

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1. Introduction – 10 minutes
  2. Activity – Real Life Experience – 25 minutes
  3. Case Study – 35 minutes
- BREAK – 10 minutes**
4. Two principles for caregivers to live by – 25 minutes
  5. Visualization – 20 minutes
  6. Conclusion – 5 minutes



## 1. Introduction – 10 minutes

### Say:

*Good day to you all.*

*We already know each other from the last session and I am sure we will get to know each other even better as this programme continues.*

*Before we go on to today's topic, it would be nice to know your reactions to our previous session.*

*What did you like best in the previous session? (Encourage three or four people to answer. After each person has answered, thank them and ask for more responses from the others.)*

*Did you learn anything new?*

*Was there anything more you wanted in that session? (Make a note in your notebook if they give some good suggestions let the ARZ team know.)*

*Did you get any new understanding about your job or about your role as caregivers?*

### Say:

*Thank you very much for sharing. Already you have begun to open up and share and it is a very good thing.*

*Today we are going to discuss our role as caregivers.*

*As caregivers for so many years you already know your role. So what we will do in this session is share our experiences with each other. In this way we will all learn from each other and I will learn a lot from all of you.*

*I hope each one of you is fine with being in the same group as in the previous session.*

## 2. Activity – Real Life Experiences – 25 minutes

Distribute the Questions for Sharing. See that each **participant** gets a copy.

### Say:

*By now all of you have a sheet of the Questions. Please discuss these questions one by one in your groups.*

*I suggest that in each group, one person be kept in charge of taking down the responses. Please make sure that all five persons in your group give answers to all the questions. The names of persons giving the response are not to be noted.*

*After you finish, select one answer for each question to give to the entire larger group.*

*Please take 15 minutes for this exercise.*

### Questions for Sharing:

- Why did you decide to work in a shelter home?
- Mention the most satisfying part of your job.
- Mention the worst part of your job – the part you dislike most.
- How do you motivate yourself to continue giving your best to the children in your care?

After the participants have finished, have a general sharing session.

#### **Say:**

*Now we shall take each question and each group will give one answer which they selected from their group. There is no need to say the name of the person.*

*Make sure that a different person from each group answers for different questions. After all the questions have been answered, **Say:***

*After this sharing all of us have learned something. Please be aware of what you liked most from this exercise. We shall discuss this later.*

*Now we shall go to our next activity.*

## 3. Case Study – 35 minutes

#### **Say:**

*Now I shall pass around two cases.*

*Case 1 is to be done by Groups 1, 2 & 3.*

*Case 2 is to be done by Groups 4 & 5.*

*Please do not start sharing immediately.*

*First you should read the case assigned to your group and consider **by yourself** the questions given at the end of the case.*

*After five minutes I will give you a signal to share the answer to each question within your group.*

### Case 1 (to be given to Groups 1, 2 & 3)

A 15-year-old child Reema has been in the shelter home for about 6 months.

When Reema was admitted you were given her history.

Reema comes from a home where her parents are labourers. Her father used to drink every evening. He would not give her mother any money but spend it on alcohol. He would come home every evening and beat his wife, Reema and her two brothers who are younger than her.

Reema stopped going to school after Std. VI. She too was made to work as a labourer. She fell in love with Arjun who lived in the next hut in her slum. Arjun too was 16 years old. He was an expert

pickpocket and Reema learned to pick pockets from him.

One day she ran away from home with the boy. They tried to make a living by picking pockets, But one day, six months later, Reema got caught. When Arjun saw this he ran away and abandoned her. He did not try to help her in any way.

As you can imagine, Reema is a tough child after being on the streets for six months or so. The children in the home are all afraid of her. She bosses over everyone and bullies the younger girls. She forces the younger girls to do her favours, like giving her their share of some snack, etc.

Reema is a very difficult girl to control. She back-answers all the shelter home staff. She uses bad language. She loses her temper very soon, and does not do her duties. Instead she bullies the other girls to do her duties. She tells the staff that they can do what they want but she will not obey them. The staff do not know what to do with her.

*According to you, why does Reema behave in this way?*

*Just imagine that YOU are Reema – with her gender, circumstances and life experiences. What makes you behave as you do?*

## Case 2 (to be given to Groups 3 & 4)

Shashikant is a 12-year-old boy in your Shelter Home. Shashikant comes from an upper-class home. His father is a banker and his mother works in a multi-national company as a manager. Shashikant is an only child. When he came back from school the maid used to give him his lunch. After that he was on his own till his parents returned from office. He had no friends to play with and was very bored. The only friend he had was Rajesh from school. Rajesh was from a lower-middle-class family. He had many friends and he told Shashikant that he and his friends used to go around at night writing on advertising boards and breaking street lamps. Shashikant liked this kind of life and one day he went out of the house to meet Rajesh. Together with Rajesh and his friends, he went around breaking street lamps, denting cars and so on. After this Shashikant used to go out often at night. His parents never suspected anything. One night they got caught. The other boys ran away but Rajesh and Shashikant got caught. Rajesh cried and told the police he was a poor boy and Shashikant taught him to do all these petty crimes. Shashikant was too frightened and shocked to say anything. He was also ashamed, so he did not tell the police his parents' names and address. He said he had come to the town from another town.

Shashikant was placed in your Shelter Home. You find that Shashikant is always by himself. He does not want any friends. If anyone speaks to him, he replies rudely, does not play with the others, and does not co-operate with the staff. He tells them that he cannot sleep on the hard beds. He does not like the food here. He is always complaining and crying.

*According to you, why does Sashikant behave in this way?*

*Just imagine that YOU are Sashikant – with his gender, circumstances and life experiences. What makes you behave as you do?*

- After five minutes ask them to share their answers with the others in the group.
- Allow ten minutes for this.
- Next collect one answer to each question from each of the groups.

## Processing

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### Say to all:

*Please think of the answer to this question:*

» *If you were this child, what would you have wanted most from your caregivers?*

Give them a few minutes to think about the answer.

### Then say:

*Can we have some answers, please?*

- When people answer, summarise or paraphrase their answers.
- Thank them for their answers and encourage others to give their answers.
- Make a note of their answers on the board.
- If the same quality is mentioned by many, write it anyway.
- Encourage as many answers as possible.

Count the qualities that were mentioned by most people and circle them.

For example you will get people saying they want **understanding, kindness, concern, etc.** from their caregivers.

### Say:

*What message are we picking up from the answers?*

Let many answer.

Thank everyone.

**BREAK – 10 minutes**

## 4. Two Principles for the caregiver to live by – 25 minutes

### Say:

*So far in this session all the answers have come from you. All of us have understood certain things from this session so far.*

*I am sure that everything that you said must have benefited someone or other. We have all learned from your experience.*

Now I am going to suggest two principles that are very useful to bear in mind as caregivers. These are old principles that are born of the wisdom of many years.

The first principle is to observe the **Golden Rule of Management**. This rule is now observed all over the world in all institutions, companies and organisations.

The Golden Rule states: **Do to others what you would like others to do to you.**

Many of you have heard this rule before. It is a very simple rule. Can anyone tell me what they understand by this rule? **Do to others what you would like others to do to you.**

Wait for one or two of them to answer.

**Say:**

Can anyone give an example of how this rule can be put into action?

You will get some answers. If you don't get even one answer, you can give the following answer:

For example: *I would not like people to be unkind to me, so I will not be unkind to anyone.*

Can someone else give an example now?

Now you will get one or two answers.

**Say:**

Okay. Let us now come to the second principle.

The second principle can be called the **As If Rule**.

This can be explained like this:

- » All of us want the children in our care to become something good. Let us have some examples.
- » For example, we would like our children to grow into respectable citizens.
- » We would like our children to grow up and have good jobs and have families of their own.
- » Can anyone give some more examples?

Ask them by name what they would like their children to become. You will get answers. When anyone answers, make sure you say 'Good' or 'Well done' and also 'Thank you'. You can also add the example given below:

- » *I would like this child to be obedient.*
- » *I would like this child to be well-mannered.*
- » *I would like this child to be kind-hearted.*

The next question is: ***“Do I believe that my children will really become obedient, or kind-hearted or well-mannered?”***

We can all make out when someone likes us or does not like us. When someone thinks well of us,

they speak to us differently. If they do not like us we can make this out from the way they speak to us.

- » *Children are even more sensitive than adults. They can make out if we believe in them or not. The way we talk to them, act with them or talk about them will tell them whether we believe in them or now.*
- » *So the As If Rule is this: “Treat others AS IF they are ALREADY what you want them to be.”*
- » *If I treat Reema As If she is already a kinder, more obedient child, I will speak to her in a different tone of voice or in a softer way.*
- » *If I treat Shashikant As If he is already a sweet-tempered boy I will behave with in him in a softer way. I will talk to him in a kinder tone.*
- » *If I start treating people in my life As If they are already what I want them to become, my entire manner towards them will change. I will be kinder, more caring and more concerned.*
- » *Just think of that child whom you find difficult. What would you like her or him to become? Think how you would talk to them if you decide to treat them As If they are already what you want them to become.....*

Give them some time to think about this.

## Processing

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### Say:

*We have covered a lot of ground today. Mostly we went back in time and remembered our first day at the job. We got in touch with our reasons for becoming shelter home staff. Now we can share some of our learnings with each other.*

*Please feel free to answer these question:*

- *Which part of today's session did you like the best?*
- *Why?*

After a fair number of responses, say:

*Thank you very much.*

*Before we end this session I would like you all to have a fantasy.*

## 5. Visualization – 20 minutes

*Take a relaxed posture. Become aware of your breathing....*

*In your mind go to a place that you love very much and enjoy that place. See the sights there. Hear the sounds. Feel the nice feelings going through you – happiness, satisfaction, comfort, excitement ... And as*

*you stay there totally relaxed and happy, someone comes up to you – someone nice. It can be anyone you believe in: Krishna, Allah, Bhagwan, Vishnu, Shiva, Jesus, Buddha, Mahavir, your guru ... anyone whom you believe in.*

*Imagine this person speaking to you. He or she tells you:*

*“YOU WILL BE GIVEN A CHILD IN YOUR SHELTER HOME WHO WILL GROW UP TO BECOME SOMEONE GREAT – A GREAT FATHER OR A GREAT MOTHER, MAYBE A GREAT INNOVATOR, OR SOMEONE WHO WILL BRING ABOUT GREAT REFORMS IN THE COUNTRY ... A GREAT PERSON ...*

*“HOW WILL YOU PREPARE THIS CHILD SO THAT SHE OR HE WILL REALIZE HER OR HIS INTELLIGENCE, GROW IN CONFIDENCE, BECOME SENSITIVE TO PEOPLE, OPEN-MINDED, YET STRONG IN CHARACTER?*

*“IN SHORT, WHAT KIND OF CARE AND CONCERN AND KNOWLEDGE WILL YOU PROVIDE THAT SHE OR HE CAN BECOME ONE OF THE WORLD’S TRULY GREAT PERSONS?”*

*Your guru or mentor says this to you and disappears. And he or she leaves you with many different thoughts. Now you know that you will be given this very special child.*

*But WHICH ONE OF YOUR CHILDREN IS THIS CHILD?*

*You do not know that. It could be any one of the children kept in your care. Maybe it is that physically challenged boy or that visually challenged girl. Maybe it is that most mischievous student in the Home. Or that one who is always disobedient and fighting with the others ...*

*Now that you know you will be given a special student this year – someone who will be great and now that you do not know WHO this student is, **how will your caring in the Shelter Home change?***

*How will YOU change as a person and as a caregiver? What will you change in the way you deal with the children or handle indiscipline?*

*How will your vision and goal for the children change?*

*How will you conduct yourself as a caregiver in the Home?*

*Think about these things. As you do this you will find yourself formulating new plans and new visions and new goals.*

*Stay with the excitement this brings you and formulate a rough outline of your new vision and plans, remembering that you are now thinking of that special child who will be given to you, but you do not know who this child is. So you will treat ALL your children as if they are this special child.*

*See, hear and feel the changes in you as you become more understanding of the children in your care, more compassionate, seeing the children not as they are but as they could BECOME. You are now beginning to care for them as if the future of the world depends on your caregiving.*

Shortly, I will ask you to return to this room from that happy place where you were. Continue to keep your eyes closed till then..

*Now I will count backwards from 5 to 1. Please continue to keep your eyes closed and follow my instructions.*

*5 – You are feeling refreshed.*

*4 – You are feeling excited at your new vision and goals.*

*3 – You are looking forward to going back to your Shelter Home where you can meet your children and do your best for them.*

*2 – You will remember this fantasy for the rest of your life. And every time you think of me you will remember this line: NO CHILD IS ORDINARY. EVERY CHILD IS SPECIAL.*

*1 – You may open your eyes.*

## 6. Conclusion – 5 minutes

### **Say:**

*How are you feeling now?*

- Inform the group about the time to meet for the next session



# Session 3

## Attitude towards adolescent development & Sexual Development in adolescents

Duration	Objectives	Methodology	Material Required
180 minutes With 2 breaks of 10 minutes each in between	<ul style="list-style-type: none"> <li>To develop an attitude of understanding among the participants.</li> <li>To show the participants how to give children a sense of worth.</li> <li>To enable participants how to handle unacceptable behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> <li>Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>a notebook and pencil/pen for participants</li> <li>LCD projector with laptop OR prepare a few posters on chart paper with big lettering</li> </ul>

### Notes for the trainer:

- Difficulty rating: Medium
- Challenges:
  - Hesitation to participate.

### Design

1. Review of previous session – 10 minutes
2. Forming groups – 10 minutes
3. Presentation of Cases – 30 minutes
  - Break – 10 minutes
4. Demonstrate the Understanding Response – 25 minutes
5. Exercise: Practising the Understanding Response – 45 minutes
  - Break – 10 minutes
6. Processing the learning's – 20 minutes
7. Summary and Evaluation – 15 minutes
8. Conclusion – 5 minutes

## 1. Review of previous session – 10 minutes

Encourage a lot of persons in the group to share any one of the following:

- » *What I liked best in the previous session.*
- » *Anything that I learned from the previous session.*
- » *Anything that I practised / observed since the previous session.*
- » *Anything that I discovered in myself or others since the previous session.*

### **Say:**

*Thank you very much for sharing. Already you have begun to open up and share, and that is a very good thing.*

*Today we are going to look at sexual development in adolescents and what attitude to have towards this.*

*Let us start by forming groups.*

## 2. Forming groups – 10 minutes

Assuming that there are 25 participants, divide them into five groups of five each. If there are less than 25, you might have to make four groups and put one or two extra participants in each group. Generally try and keep the groups to not more than 7 members. For example, if there are 24 people then have the fifth group with only 4 members.

**Say the following to the participants:**

- » *Now we shall divide you into five groups as follows:*
- » *All those whose birthdays fall between January and March, please assemble on my left.*
- » *All those whose birthdays fall between April and June, please assemble on my right.*
- » *All those whose birthdays fall between July and September, please assemble in the left corner in front of me*
- » *All those whose birthdays fall between October and December, please assemble in the right corner in front of me.*

At this stage you may find that there more than five in each group. Take out the extra ones and put them into a special group which will be the fifth group. If you like you can ask each group to select a group name.

## 3. Presentation of Cases

You will have to distribute the cases to each group. Give five copies of Case 1 to Group 1, 5 copies of Case 2 to Group 2, etc.

**Then say the following:**

*If you were the parent of the child in the case given to you, how would you respond or deal with them? First think about your answer individually. Then discuss it in your group.*

## Case 1

---

Rani, 14, comes to you with a difficulty. She lives with her mother. Her father is dead. Her mother has a friend, Arjun, who is a professional photographer. When Rani's mother is not around, Arjun is pressurising Rani to pose nude for photographs and is also willing to pay her well for them. Rani is severely tempted/ excited because of the chance to have more good things in life with the extra money.

## Case 2

---

Teachers have complained to you about Mohan, who is a serious and studious boy of 15. Of late you have noticed that he does not spend much time with his books. He spends much time in front of the mirror, combing and re-combing his hair, using oil belonging to other children. He makes it a point to be correctly dressed at all times. Everyone is upset because his test performances and his grades have gone down quite a bit.

## Case 3

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Radha has come to you with a problem. She has a secret boyfriend. No one knows except her best friend, Anisha. Unfortunately Anisha is jealous of Radha so one day after they quarrel Anisha phones Radha's parents and tell them that Radha has a secret boyfriend. There are fireworks at Radha's home after this. Radha does not know what to do.

## Case 4

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You are concerned about your son, Sunil. He is 18 years old and goes to college. Mostly he comes home late and offers no explanation. He goes to his room and puts his mobile for charging and then spends his time at the computer on chat or facebook. He is very silent and does not like to speak to any one.

## Case 5

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Aren, 16, tells you he has a problem with girls. He falls in love with a different girl every week but no girl seems to respond to his love. He is angry with his parents for not helping him to look attractive. He feels rejected by everyone. So he is constantly depressed.

(Case 6 to be displayed on chart paper or on LCD screen)

## Case 6

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You have a boy in your class, Anthony, 14 years old. He is a mischievous boy and has no interest in studies. But lately he has become worse. He interferes with others, throws paper arrows at the girls when the teacher is not looking, does not do any homework, is unable to answer any questions in class. He prefers to be some kind of clever guy who gives funny answers when the teacher asks questions.

### **Tell the group:**

*Now we shall leave these cases aside and come back to them later.*

*Meanwhile I have a list of questions which you can ask yourself before we move to the next point.*

Show the list of questions to the participants.

### **List of Questions adults can ask themselves when dealing with adolescents**

(to be displayed on chart paper or on LCD screen)

- » *What is the worst thing I ever did as a teenager?*
- » *Did I ever lie to or deceive my parents?*
- » *Did I dress the same way as my parents? And if I did, was it because I chose to or because my parents would not allow me to dress differently?*
- » *What did I often argue about with my parents?*
- » *Did I choose a hairstyle different from my parents?*
- » *Did I ever have disagreements about the state of my room?*
- » *Was I ever told I spend too much time with my friends and too little time at home – that I treated my home as a hotel?*
- » *Did I have difficulty getting up in the morning?*
- » *How old was I when I first tried alcohol?*
- » *Did my parents ever lecture me on school performance?*

### **Questions to ask the group**

### **Say to the group:**

*Now to come back to the earlier cases. You have thought about these cases and discussed the case assigned to your group; now please consider the following points:*

*After reading one or more of these cases, many of you must have been taken back to your adolescent days.*

*Think of how you felt in difficult times.*

*What you would have wanted most from adults.*

*Today we are the adults who can reach out to these teenagers.*

## 4. Demonstrate the Understanding Response – 25 Minutes

### **Say to the participants:**

*All of us were adolescents once.*

*How do we deal with adolescents? Adolescents are coping with many different new things taking place in their lives. Puberty is not an easy thing to deal with – physiological changes, psychological changes, emotional changes, all happening within the short span of 3-4 years.*

- *What adolescents need is UNDERSTANDING and VALIDATION OF WHAT THEY ARE EXPERIENCING. This is simple but not necessarily easy.*
- *The cases we saw above can serve for us to practise the UNDERSTANDING RESPONSE.*
- *There are two steps: (to be displayed on chart paper or on LCD screen)*

*Step 1: We need to ask ourselves how we would think, feel and act if we were the person in the case – with their gender, their life experiences and their circumstances.*

*Step 2: We reflect this back to the adolescent.*

*Let's start with Case 1: 14-year-old Rani.*

### **Ask the participants:**

*What would YOU be thinking and feeling if you were Rani? (Get various answers from the participants.)*

*Reflect this back to Rani. **Example:***

- » *“Rani, you must be feeling so torn between accepting the money and doing something frightening.”*
- » *“Rani, it must be very difficult for you to resist Arjun's offer because you want so many nice things in life which you cannot get at present.”*

*These kinds of responses show that we are not judging Rani. We do not give her any advice or ask probing questions. All we do is show that we understand how difficult it must be for Rani.*

*When we show Rani that we understand where she is coming from, it is a very healing experience for her. She feels that she and her experiences are **validated**. Showing Rani that we understand her does not mean that we approve of her. What it means is that we look at her with unconditional positive regard. This means we accept her as she is; she does not have to change in order for her to be acceptable to us. This is a*

*very moving experience for Rani, and she will want to change all on her own.*

*Now let us consider a few of the remaining cases one by one.*

(Get responses from the participants as you did for Case 1. Take at least one more case for demonstration.)

**Next, ask them the following questions:**

- » *What are you picking up so far?*
- » *What are you thinking about this method?*
- » *What are you feeling right now?*
- » *Are you beginning to see the value of the Understanding Response?*

*Now let us try this method in a live exercise.*

## 5. Exercise: Practising the Understanding Response – 45 minutes

**Say this to the participants:**

*Break up into threes: take the names X, Y & Z. Then, X shares a small personal problem s/he is facing. Y responds. Z observes. Please do not choose a serious personal problem. Take a small personal problem like a student not paying attention in class or your child not obeying you or a colleague you do not like, etc.*

*Here are some rules you can keep in mind when you respond: (to be displayed on chart paper or on LCD screen)*

- No criticising
- No asking questions
- No giving advice
- No consoling or encouraging
- No giving your own experiences
- You can only REFLECT what the other person is thinking and feeling

Allow five minutes for this.

Once this is done, ask X for her/his experience.

**Tell them:**

*In each group of three, let the Observer, Z, ask the person who raised the problem what their experience*

*was: how they felt during the time, how they feel about the problem now, etc.*

**Say:**

*Now please switch roles. Y shares a problem and Z responds while X observes. When you have finished, share as you did earlier when X was sharing.*

*Switch roles a third time: Z shares a problem, X responds, Y observes. Again share as done the previous two times.*

**BREAK – 10 minutes**

## 6. Processing the Learning – 20 minutes

The processing is a very important part of this exercise. Make sure they first discuss these questions in the smaller groups.

**Say:**

- » *Now we come to a very important part of this exercise. Please discuss the following questions in your group:*
- » *But first let me show you what we are going to do.*
- » *Let us first take the first question. Can anyone answer this? (Get two or three people to answer the first question from the list below.)*
- » *Have all understood what has to be done? Please discuss these questions in your group.*

(List of processing questions to be displayed on chart paper or on LCD screen)

- What was your experience when you were sharing a problem?
- What was your experience when you were responding?
- What was your experience when you were observing?
- Did anyone learn something new, or get a new understanding? Please share.
- According to you, why does the Understanding Response help?
- What did you feel? Did you feel understood?
- Did you feel you were being judged?
- Were you judging the other person?
- Did you put yourself in the other person's place?

Now ask the same questions in the whole group. They can share more or less what was discussed in their group. You can ask one person from each group to answer Question 1. Then go on to Q. 2 with a different person from each group to answer. Then go to Q. 3 and so on. In this way you will get almost everyone to participate. Remember – as they participate, their own self-confidence goes up and they become more willing to cooperate with you and your project.

## 7. Summing up and Evaluation – 15 minutes

Ask them the following questions. Encourage many people to answer. Make sure at least one person from each group answers. On the next question, encourage others from each group to answer.

- *Which part of this session did you like best and why?*
- *What did you learn from the part you liked best?*
- *What did you learn overall today?*
- *Did you discover anything new?*
- *Has your understanding of adolescents and how to deal with them increased?*
- *What can you practise from what you have learnt today? Where can you apply this? Share with examples.*

Hand over a half-sheet of paper to each participant and ask them to write their names and telephone numbers and/or email addresses. Then they are to write down what they liked best about the session and why. It is always good to get written responses which you can read in the bus on the way home!

## 8. Conclusion – 5 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

## APPENDIX

### 1. Feeling words

Very often one does not get a word that expresses a feeling, and we tend to use the same words again and again, such as 'upset', 'angry', etc. Given below are alternative words for certain keywords. The challenge for the trainer is to find feeling words in the local language.



**Keyword: DESPERATE**

frustrated, dead end, trapped, trapped in a cage, suffocated, caged, sinking, earthshaking, without hope, engulfed, overwhelmed, helplessness, world has come to an end, frantic, anxious, worried, distressed, distracted, fraught hopeless, forlorn, despairing, despondent, inconsolable, wretched, frenzied, frenetic, hysterical, mad, chaotic, wild, uncontrolled, furious, intense upset, distraught, troubled, concerned, bothered. anxious, nerve racking, nail-biting, stressed, edgy, irritable, prickly, moody, on edge, grouchy

**Keyword: HURT**

pain, dejected, world came crashing down, betrayed, let down, cheated, heartbroken, shattered, devastated, thrown off balance, displeased, disturbed, insulted, hit by a stone, distressed, agony, injured, felt sore, inconsolable, down in the mouth, harm, upset, ache, offend, pain, distress, damage, peeved, displeased, chagrined, bothered, irked, disturbed, perturbed, disconcerted, nervous, agitated, unsettled, thrown off balance, confused, flustered, taken aback.

**Keyword: JOY**

elated, happy, delighted, over whelmed, excited, at ease, peaceful, wow!, merry, cloud nine, dancing with joy, in seventh heaven, cheery, cheerful, blissful, bliss, festive, jolly, heavenly, delightful, idyllic, pleasurable, heartening, ecstasy, elation, rapture, harmony, contentment, satisfaction, gratification, fulfilment.

**Keyword: ANGRY**

fuming, blowing head, out of control, blood is boiling, irritated, loosing temper, crushing, killing, smashing, trampling, stamping on, bashing, slapping, blanked out with rage, annoyed, frustrated, maddened, saw red, blood boiling, irritated, fuming, livid, irate, heated, gnashing once teeth, cross, furious, incensed, enraged, outraged, infuriated, very angry, hopping mad, up in arms, besides yourself, riled, exasperated, apoplectic, spitting mad, seething, teed off, ticked off, piqued, aggravated, goaded, provoked, cheesed off, put out, bothered, hot and bothered, up tight, tensed up.

**Key word: RELIEVED**

comfortable, chilled out, sense of calm, feel fresh, at ease, feel free, feel relaxed, feel satisfied, feeling settled, feeling nice, feeling good, feel happy, balanced out, sense of worth, tension free, peace of mind, feeling cool, feel peaceful, released, feeling light, feel smooth, feel even, feel steady, feel regular, feeling unburdened, respite, reprieved, feel liberated, feel unleashed, feel right, feel fulfilled, feel accomplished, feel emancipated, feel deliverance, feel expelled all bad from mind, feel as you got a breather, feel that you got a breathing space, feel unrestrained

2. Do further reading on 'Changes in adolescents' & 'Difficulties of adolescents'. Do a search for these terms on Google.

# Session 4

## Methods of handling non-acceptable behaviour

Duration	Objectives	Methodology	Material Required
1 hour 35 mins	<ul style="list-style-type: none"><li>To show them how to handle unacceptable behaviour.</li><li>To provide skills in handling adolescents in a child-friendly manner</li></ul>	<ul style="list-style-type: none"><li>Role Play</li></ul>	<ul style="list-style-type: none"><li>Printout of role play</li></ul>

### Notes for the trainer:

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- Difficulty rating: Medium to Difficult
- Challenges:
  - To get all members to participate.

### Design

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1. Review of previous session – 10 minutes
2. Form Groups – Questions for sharing – 30 minutes  
BREAK – 10 minutes
3. Role play – 30 minutes
4. Summing Up & Evaluation – 10 minutes
5. Conclusion – 5 minutes

## 1. Review of previous session – 10 minutes

Encourage many persons in the group to share any one of the following:

- » *What I liked best in the previous session*
- » *Anything that I learned from the previous session*
- » *Anything that I practised / observed since the previous session*
- » *Anything that I discovered in myself or others since the previous session*

## 2. Form groups & Questions for Sharing – 30 minutes

Divide the participants into groups of five.

### Questions for sharing

- Before the start of the workshop have one copy for each participant of the ‘Questions for Sharing’.
- Share about the activity – questions to be provided. All to share their opinion without hesitation.
- Provide a sheet of the Questions for Sharing to each participant and inform them to first consider the questions by themselves, and then discuss the questions in their group.
  - » *What is the worst difficulty you face with Std 8 and 9 boys?*
  - » *What is the worst difficulty you face with Std 8 and 9 girls?*
  - » *What do you dislike most about adolescent Std 8 and 9 boys?*
  - » *What you dislike most about adolescent girls?*
  - » *What disturbs you most about the behaviour of today’s adolescents as compared to your days?*

After 20 minutes for discussion in the smaller groups, take each question one by one and ask each group to give a summary of their discussion on that question.

## Processing

Ask the following questions:

- » *Which was the most common dislike among you?*
- » *How many of you think that today’s teenagers are worse than the teenagers of your time?*
- » *How many think that today’s teenagers are no worse than teenagers in your time?*
- » *How many feel that today’s teenagers are good at heart but are very confused because of many modern appliances which were not there in your time, such as internet and cell phones?*
- » *According to you, what do today’s teenagers need most?*

BREAK – 10 minutes

### 3. Role Play – 30 minutes

**Tell the group that there will now be some role plays. Let them stay in the same groups.**

In each group of four, let them be A, B, C & D. Regardless of actual age or gender, A will act the role of a male Warden / In-Charge of Home, B will be a female Matron / In-Charge of Home, C will be an adolescent boy and D will be an adolescent girl.

Let each group role play any situation that arises, or the group can use one of the cases given below:

- *An adolescent boy student is constantly engaged with his mobile texting, internet, etc*
- *An adolescent girl is constantly engaged in painting her long nails, using lipstick and make-up*

**In each group, the members must stick to their given role and the discussion or conversation is to proceed accordingly.**

Before they start, DEMONSTRATE what they have to do with one sample group.

**Say to the group:**

*Let us suppose Ms. D has come to school in a very short skirt. Mr. A, what would you say to Ms. D? (Let Mr. A say something to her). Ms. D, how do you respond to that? Mr. C, What have you to say to that? Ms. B, what have you to say...*

Please carry on the discussion in this way.

Ask the groups to start their discussions. After about five minutes tell them to SWITCH!

**Say:**

*Now A will take the role of a female teacher, B becomes a male adolescent, C becomes a female adolescent, D become a male teacher.*

Let them start the discussion again!

After five minutes SWITCH again.

After five minutes SWITCH again.

After five minutes SWITCH for the last time

### Processing

Ask the whole group the following questions and make one person from each group give an answer. Rotate the person who answers from each group so that everyone gets a chance to answer.

- » *What was the experience like when you found you were in a role that was not your everyday role?*
- » *What was the experience like if you found your new role was one of the opposite gender?*
- » *What did you learn from this game?*
- » *What can you apply from this game in your everyday work life and how can you apply it?*

## 4. Summing Up and Evaluation – 10 minutes

- Sum up what they have gained from this session.
- Ask what they have gained from the course thus far.
- Ask them whether they find this method practical enough for them.
- Ask them to suggest ways in which they in turn can create awareness of what they have learned among their colleagues at work.

## 5. Conclusion – 5 minutes

Give each person a sheet of paper and

**Say:**

*Write a word or a sentences or draw any symbol that has left an impact on you today. The same to be pinned on the chart which is displayed at the end of the room.*

# Session 5

## What is Child Abuse? / Types of Abuse

Duration	Objectives	Methodology	Material Required
95 minutes, with one break of 10 minutes in between	<ul style="list-style-type: none"> <li>To create awareness of different types of child abuse;</li> <li>To create awareness on the effects of child abuse on the child</li> </ul>	<ul style="list-style-type: none"> <li>Case Analysis</li> <li>Sharing of Experience</li> </ul>	<ul style="list-style-type: none"> <li>Printout of case studies</li> </ul>

### Notes for the trainer:

- **Difficulty rating: Medium**
- **Challenges:**
  - Some participants may not be open to the definition of Child Abuse
  - Some participants may not be willing to accept the negative effect of child abuse, in particular, physical abuse
  - Time management may be a problem if some participants start discussing and sharing about their upbringing where physical abuse was an accepted norm of upbringing.

### Design

1. Introduction – 5 minutes
  2. Activity/case study – 20 minutes
  3. Conclusion of activity – 10 minutes
- BREAK – 10 minutes
4. Input: What is abuse? – 20 minutes
  5. Effects of physical and emotional abuse – 10 minutes
  6. Summing up and evaluation – 8 minutes
  7. Conclusion – 2 minutes

## 1. Introduction – 5 minutes

- Welcome the participants and tell them the topic, and then ask them to briefly state their expectations from the sessions.
- Share with them the objectives of the session and areas to be covered.
- Ask them if they would like to make any comments about the course so far – what they liked or what they would want more of, or what impressed them.

## 2. Activity – 20 minutes

Divide them into three groups and provide each group with one case study of physical and emotional abuse, from among the case studies provided below.

Ask them to study the case, answer the questions given below the case and then discuss them in their group.

### Case Study 1

---

A child comes to the shelter home from school and is very quite. On asking the child does not respond. One of the talkative child tells you that his/her was beaten by the teacher as he did not complete his work

- » *Is there any abuse on the child?*
- » *Why do you feel the child was quite?*

### Case Study 2

---

A 13 year child shares with you that he/she feels that he/she is not the real child of his/her parents as he/her is not good looking. He has always been told that he was found in the dustbin and that he is stupid, he/she has no brains, he/she is good for nothing and that he/she is not like his siblings.

- » *Is there any abuse on the child?*
- » *What do you feel the child is going through?*

### Case Study 3

---

Amita, a 11-year-old child, shares with you that she does not like the way she is being touched on her back and breast by her teacher. Her teacher is very strict. Amita is angry with the teacher and feels uncomfortable with him.

- » *Is the child suffering any abuse?*
- » *Is the child making up stories?*

### 3. Conclusion of activity – 10 minutes

- Once the activity is completed, each group will present to the larger group.
- Groups to ask questions to each other ONLY to clarify their doubts and not to share their own opinions or challenge the other's opinions.
- Resource person to ask group for clarification, to get them to share their thoughts.
- Appreciate them for the group work.
- Let the participants know that there would be clarification on the topic later on.

BREAK – 10 minutes

### 4. Inputs – What is child abuse? – 20 minutes

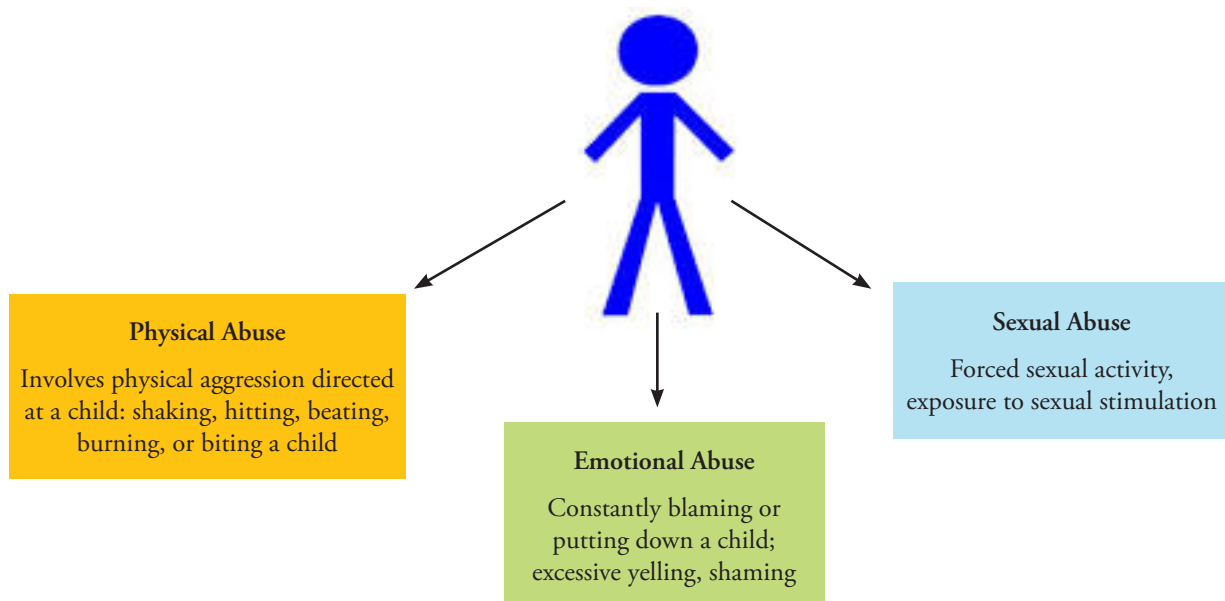
Resource person to share the following with the participants :

#### What is Abuse?

*When we talk about abuse we are talking about persons in power/authority who is misusing their power and position.*

*Abuse can be inflicted on the child through actions and/or words.*

#### Types/Forms of Abuse





No.	CASE	TYPE OF ABUSE	REASON
1	A child comes to the shelter home from school and is very quiet. On asking the child does not respond. One of the talkative child tells you that his/her was beaten by the teacher as he did not complete his work	Physical abuse	<ul style="list-style-type: none"> <li>Burning the body</li> </ul>
2	A 13 year child shares with you that he/she feels that he/she is not the real child of his/her parents as he/her is not good looking. He has always been told that he was found in the dustbin and that he is stupid, he/she has no brains, he/she is good for nothing and that he/she is not like his siblings.	Emotional abuse	<ul style="list-style-type: none"> <li>Use of offensive words; Comparing to others</li> </ul>
3	Amita, a 11-year-old child, shares with you that she does not like the way she is being touched on her back and her breast by her teacher. Her teacher is very strict. Amita is angry with the teacher and feels uncomfortable with him.	Child Sexual Abuse	<ul style="list-style-type: none"> <li>Touching private parts</li> </ul>

## 5. Effect of Physical and Emotional Abuse on a child – 10 minutes

### Sharing

- At least one person in each group has to share regarding any case that they know of, involving either physical or emotional abuse. Also share what was the effect on the child, and even later when the child grew up.
- After all groups have finished, one case from each could be shared with the larger group.

#### Say to the group:

##### *Initial Effects of Physical Abuse*

- Immediate pain, suffering, bruises, broken bones, burns, etc.*
- In extreme cases – death!*
- Emotional problems such as anger, hostility, fear, anxiety, humiliation, lowered self-esteem and inability to express feelings.*
- Behavioural problems such as aggression by the child towards others or self-destructive behaviour, hyperactivity, truancy, inability to form friendships with peers, and poor social and language skills.*

##### *Long-Term Consequences of Child Physical Abuse*

- Long-term physical disabilities, for example, brain damage or eye damage*
- Difficulty in trusting others*
- Violent relationships*

- *Emotional disturbance*
- *Feelings of low self-esteem*
- *Depression*
- *An increased potential for child abuse as a parent*
- *Drug or alcohol abuse*

### *Effects of Emotional Abuse*

- *Emotional abuse is not only non-physical cruelty to the child but also neglect of the child or emotional deprivation.*
- *Risk-taking behaviours such as stealing, bullying and running away*
- *Do not feel the full range of emotions and are often described as 'cold'*
- *Low self-esteem and self-confidence*
- *Tendency towards depression*
- *Get angry easily*
- *Negative impulse behaviour where they do not seem to care what happens to them: do things to make people dislike them, or remain alone and avoid others*

## 6. Summing up and evaluation – 8 minutes

### **Ask the participants the following questions.**

Encourage many people to answer.

Make sure at least one person from each group answers.

On the next question encourage others from each group to answer.

- *Which part of this session did you like best and why?*
- *What did you learn from the part you liked best?*
- *Did you learn anything new?*
- *Has your understanding of child abuse become clear?*
- *Where can you apply this? Share with examples.*

Hand over a half-sheet of paper to each participant and ask them to write their name and telephone number and/or email address. Then they are to write down what they liked best about the session and why.

## 7. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

# Session 6

## Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
60 minutes	<ul style="list-style-type: none"><li>To clarify the concept of child sexual abuse</li><li>To provide information on Protection of Children from Sexual Offence Act, 2012</li></ul>	<ul style="list-style-type: none"><li>Case Studies</li></ul>	<ul style="list-style-type: none"><li>Printout of case studies</li><li>Response sheet for each participant</li></ul>

### Notes for the trainer:

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- Difficulty rating: Low
- Challenges:
  - Illiterates may not be able to read the case studies – but appropriate pictures will suffice
  - Vocal members may dominate the group
  - Submissive members may not be able to express their views
  - Some members may feel shy

### Design

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1. Introduction – 10 minutes
2. Activity – case study – 25 minutes
3. Input – Protection of Children from Sexual Offences Act (POCSO) – 25 minutes
4. Answer to case study – 10 minutes
5. Summing up and evaluation – 10 minutes
6. Conclusion – 10 minutes

## 1. Introduction – 10 minutes

- Encourage a lot of persons in the group to share on any one of the following topics:
  - » *What I liked best in the previous session*
  - » *Anything that I learned from the previous session*
  - » *Anything that I practised / observed since the previous session*
  - » *Anything that I discovered in myself or others since the previous session*
- Divide the participants into 6 groups.
- Share about the activity – case study to be provided. “*All to share their opinion without hesitation.*”
- After 10 minutes of discussion in the smaller groups, each group to present their case which will then be discussed.

## 2. Activity – Case Study – 20 minutes

■ Discuss the following cases in your groups:

### Case Study 1

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When the children return from school you overhear them talking among themselves. One child is saying that they should tell the staff, whereas the others are saying not to tell now but to wait for a few more days. When you approach them, they become silent. One of the children tells you that for the past few days when they are returning to the shelter home, a person stands at the corner. When he sees the children he shows his penis to them. The children shared that at first they laughed at him. But he has continued to come daily, and show his penis. The children say that he is mad.

*Is this Child Sexual Abuse?*

### Case Study 2

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A 17-year-old child shares with you that she likes to be at the shelter home, as there is water and privacy to bathe. She tells you that when she is at home, one of her uncles always comes to the house when she goes for her bath and on a few occasions she has seen him peeping at her while she is in the bath. He has apologised for this.

*Is this Child Sexual Abuse?*

### Case Study 3

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One of your friends who works in another shelter home tells you that in her shelter home there is a regular visitor who spends time with the children and loves all the children. After the visitor leaves, she hears the children talking about the photographs taken by the visitors. One of the children shares

that he was not comfortable, because when he was alone in a room with the visitor he was asked to pose for a photo without any clothes on. The visitor has told him that the photo will not be shared with anyone. The other children says not to worry as the visitor is a nice person and will not do any harm

*Is this Child Sexual Abuse?*

## Case Study 4

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A 13-year-old girl shares with you that during her holidays, one of her uncles had come to visit them. One evening he asks her to 'dress up' and told her to accompany him. He took her for dinner in a taxi to an isolated restaurant. At the restaurant, his group of friends was waiting for him. They all drink, smoke and have food.

*Is this Child Sexual Abuse?*

## Case Study 5

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A 14-year-old girl tells you one day that she wants to talk to you in private. She shares that she is upset and disturbed by what happened during the holidays. She tells you that she had visited her aunt's house. All the cousins were sleeping in one room with the boys and girls in separate areas. While she was asleep she felt someone take off her cover and start to touch her legs. She remembers hitting the hand and pushing it away and the person went away. The next night she was alert and she saw her cousin brother, who is a year older than her, come and touch her breast. She was shocked and pushed his hand away. She shared that the next morning she spoke to him when he was alone and he denied doing such things.

*Is this Child Sexual Abuse?*

## Case Study 6

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An 11-year-old boy comes and tells you that there is a game in the boys' toilet. Apparently, the previous day a 9<sup>th</sup> Std boy who is 16 years old had asked some of the boys of the 6<sup>th</sup> and 7<sup>th</sup> Std to come to the toilet for a game. In the toilet the boys of the 6<sup>th</sup> and 7<sup>th</sup> Std are asked to take down their pants and show their penises to the older boys. The older boys thereafter opened their pants and the boys from the 6<sup>th</sup> and 7<sup>th</sup> Std were made to touch the penis of the older boys. The boy tells you that he is feeling shy to participate in the game.

*Is this Child Sexual Abuse?*

## Case 7 (This case may be as a concluding exercise. Open for anyone to answer. It could be displayed on chart paper of LCD)

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One of your friends conducts tuitions for children in her house. One day she saw that one 9-year-old child was finding it difficult to sit. The tuition teacher spoke alone to the child. The child shared that when he went to the toilet there was blood in his undergarments. He is feeling afraid and that he is having pain behind. The child also shared with the lady that his cousin brother who is a medical student around 20 years of age "had inserted his finger in the place from where he does kaka [anus]), as his cousin brother had to complete an assignment.

*Is this Child Sexual Abuse?*

### 3. Input – Protection of Children from Sexual Offences Act (POCSO) – 20 minutes

**Explain to the trainees:**

Protection of Children from Sexual Offences Act, 2012 (POCSO) says that:

- *Child Sexual abuse means sexual harassment, sexual assault, and penetrative sexual assault of a child.*
- *Child is defined as any person below the age 18 years.*

*Sexual Harassment – a person with sexual intent uttering words, making sounds, making gestures, exhibiting body part, showing pornographic material, making a child to exhibit his/her body, follows or watches a child constantly directly or through electrical, digital or any other means, entices a child for pornographic purposes or receives or gives gratification, threatens to use any form of media (real or fabricated) in any mode of any part of the child or involvement of child in a sexual act..*

*Sexual Assault – touching vagina, penis, anus or breast of the child, or making the child touch vagina, penis, anus or breast of another person or doing any other act with sexual intent involving physical contact without penetration.*

*Penetrative Sexual Assault – penetrating penis, any object, or any part of the body to any extent into the vagina, mouth, urethra or anus of a child or makes the child to do so with him or any other person, applies mouth to the penis, vagina, anus or urethra of the child or makes the child to do so to such person or any other person, manipulating any part of the child’s body to cause penetration or making the child to do so with him or any other person.*

### 4. Answers to case study – 10 minutes

Case no.	CASE	CSA or NO	POCSO	Reason
1	You overhear children talking among themselves. One of the child tells you that for the past few days, when they are returning to the shelter home a person stands at the corner of the road and on seeing the children he shows his penis to them.	Yes, Child Sexual Abuse (CSA)	Sexual Harassment	Exhibiting body part with sexual intent. He shows his penis to them.

Case no.	CASE	CSA or NO	POCSO	Reason
2	A 17-year-old child shares with you that she likes to be at the shelter home, since one of her uncles peeps at her while she is in the bath.	Yes, Child Sexual Abuse	Sexual Harassment	Follows or watches a child with sexual intent Peeping while she is in the bath
3	Your friend's shelter home has a regular visitor who spends time with the children and loves all the children. A child was alone in a room with the visitor when he was asked to pose for a photo without any clothes and his photo was clicked.	Child Sexual Abuse	Sexual Harassment	Making a child exhibit his/her body. Enticing a child for pornographic purposes Clicking photo of the child without any clothes
4	A 13-year girl shares with you that during her holiday one of her uncles had come to visit them	Not CSA		No sharing of sexual act
5	A 14-year-old girl tells you that she wants to talk to you in private. Her cousin brother who is a year older to her came and touched her breast.	Child Sexual Abuse	Sexual Assault	Touching breast of the child her cousin brother who is a year older
6	A 11-year-old boy comes and shares with you that there is a game in the boys' toilet The older boys show their penis and the boys from the 6th and 7thStd have to touch the penis of the older boys.	CSA	Sexual Assault	Making the child touch penis The boys from the 6th and 7thStd have to touch the penis of the older boys
7	Cousin brother who is a medical student around 20 years of age inserted his finger in the anus,	Child Sexual Abuse	Penetrative Sexual Assault	Penetrating penis, any object, or any part of the body to any extent into the vagina, mouth, urethra or anus of a child Inserted his finger in the anus of the child



## 5. Summing up and evaluation – 8 minutes

Ask them the following questions.

- Encourage many people to answer
  - Make sure at least one person from each group answers.
  - On the next question encourage others from each group to answer.
1. *Which part of this session did you like best and why?*
  2. *What did you learn from the part you liked best?*
  3. *What did you learn overall today?*
  4. *Did you learn anything new?*

## 7. Conclusion – 2 minutes

The following questions to be provided to each person at the end of the session.

The response sheet to be collected in the question box

1. Do I feel confused about what is Child Sexual Abuse?
2. Did anything disturb or shock me?
3. Any other queries / Comments

# Session 7

## Effects of Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
105 minutes, with 1 break of 10 minutes in between	<ul style="list-style-type: none"> <li>To enable the participants to be alert to signs of Child Sexual Abuse.</li> <li>To provide awareness on the effect of Child Sexual Abuse</li> </ul>	<ul style="list-style-type: none"> <li>Inputs and discussion;</li> <li>Word Search;</li> <li>Movie screening</li> </ul>	<ul style="list-style-type: none"> <li>Print out of Word Search;</li> <li>Movie CD;</li> <li>CD player/ Laptop;</li> <li>LCD Projector</li> </ul>

### Notes for the trainer:

- Difficulty rating: Medium
- Challenges:
  - Feeling of discomfort in some participants

### Design

1. Review of previous session – 10 minutes
2. Input – Signs of CSA – 20 minutes
3. Word Search – 15 minutes
  - BREAK - 10 minutes**
4. Input – Effects of CSA – 15 minutes
5. Movie on Effects and Processing – 15 minutes
6. Summing Up and Evaluation – 8 minutes
7. Conclusion – 2 minutes

## 1. Review of previous session – 10 minutes

### **Say to the group:**

*In the previous sessions we have spoken of child abuse, and then about child sexual abuse. Let us briefly review what was done in our previous session.*

*The POCSO law is quite detailed and specific.*

Encourage a lot of persons in the group to share any one of the following:

- *Can anyone tell us the difference between emotional abuse and physical abuse?*
- *(Physical abuse can be seen and is on the external part on the child body. Emotional abuse cannot be seen on the external part of the child's body; it affects the child internal and causes a hindrances on the development and emotional growth of the child)*
- *What is the difference between sexual harassment and sexual assault on a child .*
- *( Sexual harassment is non touching whereas sexual assault is making the child touch or touching the child's private parts)*
- *Is it penetrative sexual assault if a finger or object is inserted into the private part of a girl?*
- *( YES: putting anything in the private part of a child is penetrative sexual assault )*
- *Has anyone become more alert to possibilities of Child Sexual Abuse as a result of the last two sessions?*
- *( Participants to share personal experiences)*

## 2. Input – Signs of CSA – 20 minutes

### **Say to the group:**

*When children are sexually abused, the main problem is that they do not easily tell anyone about it. Children are generally blamed for anything that goes wrong in their life so they tend to think they will be blamed if they tell anyone about the abuse.*

*It is left to others (parents, elders, teachers) to watch out for certain social, physical, behavioural and emotional indicators of sexual abuse. The indicators should not be considered in isolation, but attempts should be made to look for a pattern. Look to see if there are several indicators – not just one or two isolated ones.*

*Let us start with:*

### **Social Indicators of Child Sexual Abuse**

*Significant others in the child's life such as parents and teachers should become suspicious if they find any adult in the child's life who:*

*Is secretive or isolated*

*Is unduly protective of the child*

*Severely limits the child's contact with other children (especially of the opposite sex)*

*Describes marital difficulties involving family power struggles or sexual relations*

Next let us look at the **Physical Indicators of Child Sexual Abuse**. As will be obvious from the points given below, not all physical indicators can be noticed by others. In younger children parents and sometimes teachers help them to dress or change their clothes and so they might be able to notice certain physical indicators.

*Some physical indicators are given below:*

- » *Bloodstained and/or torn underwear*
- » *Sexual knowledge or behaviour inappropriate for the child's age*
- » *Difficulty in walking, sitting or sitting still*
- » *Nightmares*
- » *Trauma to breasts, buttocks, lower abdomen or thighs*

Ask the group for other physical indicators and if the group cannot suggest any, tell them a few from the list below:

- » *Child or young person or their friend telling you about it, directly or indirectly*
- » *Describing sexual acts*
- » *Going to bed fully clothed*
- » *Sexually transmitted diseases*
- » *Presence of semen*
- » *Unusual odours from the vaginal area*
- » *Psychosomatic illness like backaches, headaches, stomach pains, stammering, etc*
- » *Abdominal pain*
- » *Genital or rectal pain, itching, swelling, redness, infection or discharge*
- » *Pain or problems with urination/defecation*

*I have not mentioned all the indicators. But it is important to be on the lookout for these signs.*

## **Behavioural and Emotional Indicators**

Next we can look at the **Behavioural and Emotional Indicators**. Behavioural or Emotional indicators are the most noticeable. A parent, teacher or social worker or significant grown-up in the child's life would be able to notice these if they keep a lookout for them.

*Some of these indicators are:*

- » *Fear of going home or to a relative's home (a very important clue)*
- » *Excessive crying or sadness*
- » *Withdrawal into fantasy worlds*

- » *Sudden change in behaviour (e.g., quiet child becomes aggressive; usually jovial and noisy child becomes quiet and withdrawn)*
- » *Sexual themes in the child's artwork, stories, or play*
- » *Unwillingness to participate in physical/recreational activities, especially if there is physical discomfort*

**Ask the group for other physical indicators and if the group gives very few answers, then tell them a few (or more) from the list below:**

- » *Persistent and inappropriate sexual play with peers, toys, drawings, animals, or themselves*
- » *Displaying sexually aggressive behaviour toward others*
- » *Detailed and overly sophisticated understanding of sexual behaviour (especially by young children who otherwise may not know about such details)*
- » *Sudden onset of soiling clothes or bed-wetting*
- » *Acting like a much younger child – regressive behaviours*
- » *Pseudo-mature behaviours (acting like a parent or spouse)*
- » *Overly compliant behaviour*
- » *Delinquent or aggressive behaviour*
- » *Difficulty eating or sleeping*
- » *Unexplained accumulation of money or gifts*
- » *Trying to run away from home*
- » *Seductive behaviour and/or sexual activity (This is an **effect** of the sexual abuse, not a cause.)*
- » *Drug/alcohol abuse*
- » *Prostitution (There is a strong correlation between child sexual abuse and late teen prostitution.)*
- » *Self-mutilation, cutting of hand/thigh in areas which are not visible is a very common indicator of sexual abuse*
- » *Suicidal feelings and suicide attempts*
- » *Constant anxiety, depression, phobias, or obsessions*
- » *Fear of adults of the same sex as the abuser*
- » *Fear of going to the toilet, bathroom or bedroom*
- » *Poor or deteriorating relationships with peers*
- » *Inability to concentrate in school and/or sudden deterioration in school performance*
- » *Non-participation in school activities and/or sports when previously involved*

### 3. Word Search – 15 minutes

**Say:**

*We are giving you this handout. It contains important words related to Child Sexual Abuse*

*Explain to them that they have to look for the words given below the grid. The words may be read upwards, downwards, backwards or forwards but not diagonally upward or downward. Demonstrate with any one word.*

*If possible, offer a simple gift such as a pen to the first two who find all the words.*

*At the end ask them was there any similarity in the words.*

***Encourage them to try. If they cannot tell you, then tell them:***

*The horizontal words are all signs & effects of CSA in children and the vertical words are behaviour of adults when there is Child Sexual Abuse*

H	U	M	F	S	A	F	E	T	U	T
N	O	I	S	S	E	R	P	E	D	B
A	L	O	O	F	A	K	I	W	E	I
N	A	Q	H	A	D	I	O	A	F	K
X	A	G	G	R	E	S	S	I	O	N
I	G	J	D	H	H	E	K	F	V	L
O	R	R	T	U	K	I	E	Y	C	O
U	W	A	R	H	C	H	H	I	D	U
S	Y	E	T	M	O	B	T	K	A	Y
Q	R	F	G	K	H	A	A	K	J	T
W	G	E	E	O	S	N	R	L	J	E
E	N	T	M	D	N	T	A	Y	T	W
Y	A	H	A	E	A	I	H	T	G	Q
U	Y	N	H	I	W	K	E	E	D	D
E	N	M	S	I	L	E	N	T	Y	G
S	L	E	E	P	L	E	S	S	H	H

- Anxious
- Shame
- Angry
- Shock
- Fear
- Aloof
- Silent
- Aggression
- Sleepless
- Depression

## 4. Input – Effects of CSA on the child

### **Say to the group:**

*It is difficult to fully express the short- and long-term effects of sexual abuse on a child. Of course, some children might be less affected while others more. But research has shown that the symptoms often persist throughout the lives of most.*

*The effects are sometimes physical but more often psychological and emotional. These effects are more serious and lasting in the long run. While about 40% of victims may not see serious long-term effects, the others are not so lucky. From the list below it will be seen that almost anything that can go wrong seems to happen to victims of CSA. This is why it is so important to prevent CSA.*

### **Mention the following:**

- *Physical Effects*
  - » *Sexually transmitted diseases*
  - » *Infection*
  - » *Bruising/tearing*
  - » *Pregnancy*
  
- *Emotional & Psychological Effects*
  - » *Depression*
  - » *Eating disorders*
  - » *Inability to trust others*
  - » *Feel they are abnormal or deviant or it's all their fault*
  - » *Personality disorders*

### **Ask the group for more physical effects and then tell them a few from the list below:**

- » *Post-Traumatic Stress Disorder*
- » *Inability to cope with stress and emotions*
- » *Brain damage leading to memory impairment and inability to mix with others*
- » *Tendency to blame oneself*
- » *Suspicious of others*
- » *Constant feelings of shame and low self-esteem*

Similarly mention only the ones given below. **Say:**

- *Let us come now to some of the Behavioural Effects of CSA:*
  - » *Tendency to cut or harm oneself*
  - » *More likely to commit suicide*
  - » *Aggressive behaviour*
  - » *Performance problems at school*
  - » *Bed-wetting*
  - » *Tendency to become victims again*
  
- Ask the group for other behavioural indicators and then tell them a few from the list below:
  - » *Sleep disturbances*
  - » *Eating problems*
  - » *Thumb-sucking*
  - » *Unwillingness to participate in school or social activities*
  - » *Stockholm Syndrome (see Appendix)*
  
- *Lastly, let us see some of the long-term effects of CSA:*
  - » *Self-destructive behaviours such as alcoholism or drug abuse*
  - » *Depression*
  - » *Anxiety and/or panic attacks*
  - » *Insomnia*
  - » *Sexual problems as adults*
  - » *Constant failures (financial, relationships, at jobs)*

*Many of these things together make up the effect of CSA. For example, personality disorder by itself is not a sign or effect of CSA.*

## 5. Movie on effects of CSA – 15 minutes

Please find the movie in the CD attached to this manual.

### Processing

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After the movie has been screened, ask the group for their reactions to it. You may ask them the following questions. Try to get participation from the quieter ones as well.



- » *What were you feeling as the film progressed?*
- » *What impact has this film had on the way you will fight against CSA?*
- » *What can we all do to prevent CSA and help victims of CSA?*

- Make sure you take down all the points.
- If there is a blackboard or whiteboard, write the points on the board.
- If people have cell phones, let them take pictures of the board for future reference.
- Make sure you yourself take a picture of the board.

## 6. Summing up and Evaluation – 8 minutes

Summing up and evaluation is done at the end of every session. The purpose is to give the group a chance to review what happened in the session. It gives the group an opportunity to revise, ask questions, share their experiences and express themselves.

*Ask the group the following questions:*

- » *According to you, what was the most important point discussed today?*
- » *Can you share some of your feelings as the session progressed?*
- » *Is there anything you did not like about this session?*
- » *Do you think the most important aspects of our topic were covered?*
- » *Is there any aspect that you would have liked us to cover? (Trainer please note that if the group gives some important point that has been left out, please write and inform the ARZ team)*
- » *Can you mention just one thing that you will be able to practice?*

Ask them to write down the answer to any one of the questions given above. Written evaluation is always important.

## 7. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.

### 1. Stockholm Syndrome

Some years ago, I was giving a Counselling Course in Mumbai and one of the participants was a nun who was working with rescued Commercial Sex Workers. She told me that one problem she had was that many of these girls were kidnapped (or sold by their parents) and they were then beaten and forced into the flesh trade. 'Yet,' said the Sister, 'these girls would not testify against their captors or kidnappers. In fact they would defend these men and speak in their favour. This was not out of fear of them. They genuinely seemed to like these men and said that at least they gave them a livelihood!'

I explained to the nun that these girls suffered from what is known as the Stockholm Syndrome. This kind of defence of one's captor was common even in ancient times, but the name comes from a 1973 bank robbery in Stockholm where four hostages were held for five days. These hostages later spoke in favour of their captors and did not want to be rescued.

The most famous case of Stockholm Syndrome was that of Patty Hearst who was an American heiress who was kidnapped. Later she joined her captors and was seen robbing a bank along with them!

Sociologists have found that this kind of behaviour is seen not only in kidnap cases but in any case where there are "strong emotional ties that develop between two persons where one person intermittently harasses, beats, threatens, abuses, or intimidates the other." This is also the case with victims of sexual abuse.

Stockholm syndrome is a survival instinct. The victims feel they will not survive unless they please their tormentor. They believe their captor can and will kill them, or that they are only with their tormentor and have no other company; or they believe they cannot escape from their situation, and in such circumstances they see their tormentor's small act of kindness as genuine care for them.

This is why you may find that the child is not ready to leave the situation where the abuse takes place. It is the Stockholm Syndrome at work.

– Clifford DeSilva

### 2. Do a Google search for 'Post Traumatic Stress Disorder'

# Session 8

## Handling Victims of CSA

Duration	Objectives	Methodology	Material Required
200 minutes, with 2 breaks of 10 minutes in between	<ul style="list-style-type: none"> <li>To provide different techniques to work with a child who has been sexually abused</li> <li>To build skills to handle victims of child sexual abuse</li> <li>To provide information on the duties of an adult in case there is a case of Child Sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>Practical exercise</li> </ul>	<ul style="list-style-type: none"> <li>Printout of cases for skit/role play for each group;</li> <li>Copies of Enactment;</li> <li>Copies of Indirect Methods for each participant;</li> <li>Chart paper</li> <li>Pens</li> </ul>

### Notes for the trainer:

- Difficulty rating: Medium to High
- Challenges:
  - Level of discomfort during practice if members from the same organization

### Design

1. Introduction – 10 minutes
2. Input – General Principles – 15 minutes
3. Summing up the General Principles – 5 minutes
4. Practical Handling: Way 1 – Exercise – 75 minutes (with break of 10 minutes in between as indicated)
5. Practical Handling: Way 2 – Exercise – 60 minutes (with break of 10 minutes in between as indicated)
6. Taking Action: Legal duty – 15 minutes
7. Input – Difficulties – 10 minutes
8. Summing up and Evaluation – 8 minutes
9. Conclusion – 2 minutes

## 1. Introduction – 10 minutes

### **Tell the group:**

*Welcome to this important session. Let me start by thanking you all for coming here today and for the great concern you are showing for the children of our state.*

*Today's session is an important one as we are going to discuss how to handle victims of abuse.*

*Before we go to today's topic, is there anything that you would like to say or ask? (Give them some time to think.)*

*Also, can I please get some responses to our previous session on Effects of Child Sexual Abuse? Does anyone have any experience to share with us in this regard? Maybe some incident you observed that strengthened the ideas of what we have been discussing here?*

## 2. Input – General Principles – 15 minutes

### **Say:**

*In this section we will be discussing some general principles to keep in mind with regard to victims of CSA.*

- *First of all: **Be Sensitive***

*Child sexual abuse is something that is 'hidden'. It is something that the child feels extremely ashamed of, and the chances are the child will not easily admit it or reveal it. Be aware that the three most common feelings associated with child sexual abuse are FEAR, SHAME and GUILT. So be gentle with the child and assure them that you believe them.*

- ***Avoid direct questions***

*Do not 'interrogate' her/him. Even your tone of voice is important. Some people can ask questions in such a way that they make the other person feel they had done something wrong. Stay calm. Find out as much as you can and then take action. (What action to take will be explained further on.)*

- ***Use indirect methods to find out***

*You have already been made familiar with how to identify victims of child sexual abuse. Victims are not going to reveal their abuse or abuser easily. So you can use indirect methods of finding out if they are victims. (See Practical Way – 1 below.)*

- ***Believe the child if s/he tells you s/he is being molested***

*In most cases children will not easily reveal they are being molested. So if they do reveal it, believe them. There may be one in 1000 cases where the child is malicious and telling lies about being molested. These are exceptions. By and large, one should believe the child and investigate the case. Find out more. Do not dismiss it as the child's imagination at work. Believing is the first step to helping the child heal.*

- ***Tell the child that the abuse is not her/his fault.***

*It is important to reassure the child that it was not her/his fault. They could have been forced or tricked, or pushed or tempted. Show them that they were tricked or lured. Usually the abuser has made them feel that they participated willingly, that the child is equally responsible. The child has to be assured that s/he was not responsible.*

*Some of the things one can say to the child are:*

- » *“I am glad you told me, thank you.”*
- » *“You are very brave and did the right thing.”*
- » *“It wasn’t your fault.”*
- » *“I am proud of you for telling me.”*

- ***Do not make a promise that you cannot keep***

*When we hear of child molestation we may get angry and so concerned for the child that we may say something like this: “Don’t worry. This will never happen to you again.” Or, “You will never see your abuser again.” First, you cannot guarantee the child that it will not happen again. Second, the child may have mixed feelings towards the abuser. The abuser may be the father – someone on whom the child is dependent. There is also something called the Stockholm Syndrome. (See the inset entitled ‘Stockholm Syndrome’).*

### 3. Summing up the General Principles – 5 minutes

#### **Ask the group:**

*Who can remember the first of the General Principles?*

If no one can answer, give them the first principle from the list below. Do the same for the remaining principles.

Then when all are read out, go through all of them again for the group.

- » *Be sensitive*
- » *Avoid direct questions*
- » *Use indirect methods to find out*
- » *Believe the child if s/he tells you s/he is being molested*
- » *Tell the child that the abuse is not her/his fault.*
- » *Do not make a promise that you cannot keep*

*Let us come now to some practical methods of handling victims of CSA.*

## 5. Practical Handling - 75 minutes (with 10 minute break as indicated)

### Way – 1: Indirect Methods of Questioning

For various reasons as we have seen above a child is generally reluctant to reveal that s/he is facing sexual abuse. Given the guidelines you have seen in earlier talks you are now in a position to suspect that a certain child is facing abuse. In such cases direct questioning is not advised.

Remember that the child may want to talk about it but is afraid to bring up the topic. Often the child will talk about a lot of other matters. It may even seem that she or she is unnecessarily talking and wasting your time. It is important to go along with the child in this.

- The first step here is to **establish rapport**. This means that you make the child feel at ease with you so that eventually you gain her/his trust. You can do this by speaking in a friendly manner. Talk about neutral or happy things like what is their favourite game or toy etc.
- **Avoid any direct question about molestation.**
- Even after you have established rapport, avoid direct questions about molestation. Instead you can **ask indirect questions** such as: What are the kinds of things you do at home for fun? Whom do you like at home? Who are your friends? Where do you play after school? ... The answers to such questions can give you clues: the problem may be at home involving a family member or it can be a friend at school or in the neighbourhood. Just let the child talk. Some children just do not talk much. They give one word answers or say very little. That is OK. Remember that every child is different.
- **Colouring:** If the child does not like to talk or does not want to talk, you can give a blank sheet of paper and some colouring pencils to the child and tell her or him to draw something – it could be a boat or a house or a man or his/her family. After they have drawn or even while they are drawing you can ask them some casual questions like: Which is your favourite colour? Which colours do you not like and which colours are nice? Why do you like so-and-so colour? Who is that in your drawing? Which one is your mother, and which one is your father, your brother... and who is this one? etc. You can learn a lot from the answers. The child may draw her/his family but not the father. You can ask if they would like to draw their father. If they say no you have another clue. They may colour some member of the family (or their friend) with a colour which they have told you they do not like. This again can be a clue. You can ask questions about this as well.
- **Tell a story.** Even when adults come to a counsellor or doctor they do not come out with the real problem if it is an embarrassing one. More so a child who is a victim of abuse. S/he will not mention it right away. They may come to it very indirectly. Sometimes it helps to tell the child a story.
- Any story will do. It could be a story from the Jataka Tales or Panchatantra or a folk tale. Do NOT tell the child an abuse story or a frightening story.
- By telling a story you connect with the child and gain their trust and confidence.
- **Use a prop.** Have things like toy soldiers or dolls and cars and so on with you when you meet the child. Then you can use dolls and figures to talk indirectly about the child's situation.
- **Example:** Look at this soldier. He is a good soldier fighting for his country. But this soldier (showing another one) is not such a good man. He goes to people's houses and frightens them. Which soldier do you like more?
- Children get caught up in the story and before you know it they start talking about the soldier and what he did etc. indirectly telling their own story.

## Exercise

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**Tell the group to break up into groups of 4, choosing the persons sitting nearest to them. After groups have been formed, say:**

*Suppose a child of 12 is brought to you as a victim of CSA (perhaps an unknown man came to the toilet area and tried to sexually manhandle him/her). She/he is too shocked to speak or tell you anything. She/he is in a state of confusion.*

- » *Group 1, please discuss how you would use **Indirect Questioning**, presuming the child is a girl.*
- » *Groups 2, please discuss how you would use **Colouring** method, presuming the child is a girl.*
- » *Groups 3, please discuss how you would use **Colouring** method, presuming the child is a boy.*
- » *Groups 4, please discuss how you would use **Story Telling**, presuming the child is a girl.*
- » *Groups 5, please discuss how you would use **Story Telling**, presuming the child is a boy.*
- » *Group 6, please discuss how you would use **Props**, presuming the child is a boy (or girl).*

*Please note: You will have to demonstrate this to the group afterwards. You could prepare a little skit to enact this. The skit has to be **five minutes or less**.*

Allow ten minutes for preparation.

**BREAK – 10 minutes**

## Enactments – 30 minutes maximum

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**Say:**

*Now we shall proceed to the enactments that you have prepared.*

Make the groups enact their skit in 5 minutes or less. Total time, 30 minutes.

- » *After each enactment, ask the groups what was done well.*
- » *Praise the small group for what they have done well.*
- » *Next, ask the main group for any improvements.*
- » *Consider the suggestions, correct them and give a round of applause to the group that has performed.*

## Processing (5 minutes)

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**Ask only one question to be discussed in the small group. Allow five minutes only.**

- *What is the thing that struck you most after seeing these six skits?*

After discussing in the small group, one person from each group is to tell the whole group. ONLY ONE response is to be accepted from each group. So each group should choose the one that struck them most.

## 5. Practical Handling – 60 minutes (with a break of 10 minutes as indicated)

### Way 2 – The Understanding Response

#### Tell the group:

*The Understanding Response is a method developed by Carl Rogers. The Understanding Response was taught to you in the very first session. We shall now apply this method to victims of CSA.*

*Just to revise, **the following responses are to be avoided:***

- **Questions:** *When did this start? What happens if...? How would you feel if...? Did you try...? etc*
- **Advice:** *You should ... Next time try to ... Put your foot down ... Stay calm ...*
- **Analysis:** *You are feeling this way because ... Your thinking is wrong .....*
- **Support:** *Don't worry, it will pass ... I had a similar problem and it passed ... Mein hoon na? Don't worry ...*
- **Explanation:** *You are behaving like this because ... You are having this problem because ...*

#### Example:

*Imagine that a student has revealed to you that she is being molested or abused ...*

*Think of what you will say to her.*

*Instead of asking her questions and details and so on (all this can be done later on), the first thing you can do is imagine what she is going through and reflect it back to her. Tell her what she is probably feeling and thinking; how scared she must be feeling; how much courage it must have required for her to tell you all this, etc.*

*Can I have some responses now? What is this girl feeling and thinking?*

*Get a few responses from the group. After you have three or four responses, ask the next question.*

*How will you say this to her? (Show them how to respond.)*

*You will find that you do not have to ask her many questions. She will begin to speak to you on her own and tell you a lot. This is because she feels you understand; you are not judging her or looking down on her in any way; you are not blaming her or scolding her for putting herself in harm's way; you are not calling her stupid or silly and so on.*

*When the student sees this kind and understanding response from you, she feels greatly heartened and strangely uplifted. She begins to feel stronger and she feels better about herself. Since you have not judged*



her or put her down or advised her to do anything, she does not judge herself or put herself down. She slowly begins to feel more equal to her situation.

This does not mean she finds a magical solution to her problem but it does mean she begins to feel better about herself and feels stronger for the next part, which is the difficult part: the part where you begin to take action.

## Exercise:

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Give one case of a victim of CSA to each small group.

Maintain the same groups. Tell them they have ten minutes to discuss the questions given at the end of their case. Tell them they will have to enact their case afterwards in a skit of **five minutes or less**.

### Case 1

A 7-year-old girl in your shelter home, who is otherwise quite cheerful and talkative, suddenly seems to be quiet. She is irritable and does not like it when her friends try to get her to play with them.

*What do you do? How do you deal with her?*

### Case 2

You go to the boys' bathroom one day and notice a group of boys from the 8<sup>th</sup> Std standing in a circle around one boy. When they see you they all run away except for the boy in the centre who is crying. He tells you that one boy had opened his trousers and the other boys were forcing him to touch that boy's penis.

*What do you do? How do you deal with him?*

### Case 3

A 12-year-old girl confides in you that when she is sleeping at night, her cousin brother tries to touch her and put his hand under her dress.

*What do you do? How do you deal with her?*

### Case 4

A 16-year-old girl comes to you one day and tells you that her uncle comes to see her during the vacation when she does not have school and you are at work, and she is alone at home. Her uncle has a bag full of 'dirty' books which he leaves open in the sitting room and he also encourages the girl to read them or see the pictures in it. He tells her that it is good to fulfil her curiosity by seeing these pictures; and it is better to do so under supervision of an elder.

*What do you do? How do you deal with her?*

## Case 5

A 16-year-old boy tells you that he had gone cycling with his best friend. They were sitting by a lake and this boy suggested they remove all their clothes and go for a swim. The boy did this innocently, but when they were in the water his friend began to touch him in a way that made him uncomfortable.

*What do you do? How do you deal with him?*

## Case 6

A 17-year-old girl from your school gets raped on her way back home late one evening, when returning from coaching classes. The boy who did this is arrested and the case is tried and the boy goes to jail. But the girl is totally upset by the incident. Her personality changes and she becomes very withdrawn. She remains depressed and drops out of school. Her parents approach you for help.

*What do you do? How do you deal with her?*

Give them 10 minutes for this activity.

**BREAK – 10 minutes**

## Enactments – 30 minutes

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- After ten minutes begin the enactment of the skits (total time 30 minutes)
- After each enactment ask the groups for what was done well.
- Praise each small group for what they have done well.
- Next, ask the main group for any improvements. Consider the suggestions, correct them and give a round of applause to the group that has performed.

## Processing – 15 minutes

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*Ask only one question to be discussed in the small group. Allow five minutes only.*

- What is the thing that struck you most after seeing these six skits?

After discussing in the small group, one person from each group is to tell the whole group. ONLY ONE response is to be accepted from each group. So each group should choose the one that struck them most.

## 6. Taking Action – 15 minutes

### Say:

*When it comes to taking action, we have to keep in mind that there are two aspects. One is the human reaction to a trauma and the second is our legal duty.*

*Earlier we have considered indirect and direct practical ways of handling victims of CSA.*

*Now we have to learn what our legal duty is with regard to CSA.*

### Legal duty

*Again, this is a very delicate issue. In India there is much shame associated with such matters. The parents will react strongly to any publicity. In many cases the parents are in denial and do not want to do anything about the matter.*

*In one true case, a boy was living in a joint family and the abuser was his grandfather. The boy told his mother about the abuse but she was helpless to do anything about it. She did not have the courage to tell her husband what his father was doing. In another case a girl was being molested by her brother. When she told her parents they refused to believe her and punished her for making up lies about her brother.*

*In such cases it can be confusing as to what action to take.*

***With the coming of POCSO, it is now very clear. All cases of CSA have to be compulsorily reported to the police. Remember that child molestation is a crime, and it is therefore our legal duty to report it.***

*Besides what is mentioned in the Indian Penal Code, POCSO 2012 states:*

- ***CSA is a heinous crime and need to be effectively addressed.***
- *The case has to be reported to the police, then registered, and provision made for medical examination, rehabilitation and court proceedings*
- *The person in charge of a company or institution who fails to report CSA may be fined or imprisoned for up to one year!*
- *Complaint can be filed at any police station and then the FIR can be transferred to the appropriate police station.*
- ***It's not up to the police to decide whether or not to accept the case. The complainant has the right to lodge a complaint.***
- *If the police fails to record any information as **per sec 154 of CrPC** they shall be punished with **rigorous imprisonment for a term which may extend to 2 years** and shall also be liable to fine {Criminal Law (amend) Act, 2013 - to sec 166 of IPC}.*
- *The police are required to make provision for placing the victim in a shelter home and also report the matter to the CWC and other relevant authorities.*
- *The child's statement is to be recorded only when the child is ready.*
- *It should be done at home by a PSI or higher rank.*
- *The policeman must not be in uniform at the time.*

**There are a lot more details in this regard which can be obtained from the handbook given to you.**

## 7. Input – Difficulties – 10 minutes

### **Tell the group:**

#### ***Convincing the child to agree to reporting***

*When the child confides in you about CSA, it must have taken tremendous courage to come forward. She or he would be feeling ashamed, embarrassed and fearful. You need to get their co-operation and gain their trust in you. So a certain procedure could be followed.*

- *Firstly ask the child if they would like the abuse to stop or continue. Of course they will say 'Stop'.*
- *Then convince the child that something has to be done to relieve this situation, and so it is necessary to inform the concerned people about it.*
- *Assure the child that this is necessary and that you will protect her/him in the situation. **Work with urgency here.***
- *Inform the headmaster/headmistress who will call the concerned parent(s) and find out as much as is possible about the situation. In many cases the parents were not aware and they take immediate steps to rectify the situation.*
- *Assure the parents of confidentiality and get their co-operation.*
- *The matter is not closed here. The child will be suffering the after-effects of abuse. Find out how you can get professional counselling for the child.*
- *You can continue to meet the child and be a support for her/him.*

#### ***Uncooperative or helpless parent***

*In cases where a parent is the abuser it becomes difficult to stop the abuse since the parent has a lot of power. At such times it has to be made clear that this is a legal matter and that the police will have to be brought in on the matter. So also when the abuser is an uncle or other family member who cannot be controlled the matter will have to go to the police.*

*Prior to bringing in the police on this matter – which can be very traumatic for the child who has always been frightened by the word 'police' – you may inform an NGO like Childline (Phone number 1098) or other such organisation. Such NGOs work in co-ordination with the police so the police will be informed indirectly anyway. The NGOs are equipped to handle such cases.*

*All this is on the level of social action. You will have to continue to be in touch with the child to see to its emotional and psychological welfare.*

## 8. Summing up and Evaluation – 8 minutes

Ask them to discuss the following question in their groups. After five minutes, each group to give a brief answer to each question for the whole group.

- » *Do you think you will be able to practise these methods with a child? What is your confidence level on a scale of 1 to 10. Work out the average confidence level of your group.*
- » *What difficulties do you foresee in practising the suggestions made here? (Let each group mention only one difficulty and their solution, not more)*

## 9. Conclusion – 2 minutes

**Say:**

*The victim is probably going to feel that you are the very first person in their life who truly understands her or him. Child victims of sexual abuse have a long road to travel before they are fully healed. You may not be able to be with them on this whole journey. Eventually they may find their way and some of them may not. But you can be the person who can start them on the right road. They will probably need professional psychotherapists and years of therapy. But you, by your sheer love and care for them, can work miracles in their lives because there is nothing more healing than love.*

- Remember to fix the date and time of your next session.

# Session 9

## Safety & Protection of Children against Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
110 minutes with 1 break of 10 minutes in between	<ul style="list-style-type: none"> <li>To enable participants to discuss about safety mechanisms for children against Child Sexual Abuse;</li> <li>To create a system of protection of children from Child Sexual Abuse in the Shelter Home</li> </ul>	<ul style="list-style-type: none"> <li>Buzz Groups</li> <li>Group Work</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>Colour sketch pens – Red and Green</li> <li>Evaluation Forms</li> <li>Printed Questions for participants to write evaluation of the entire programme</li> </ul>

### Notes for the trainer:

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- Difficulty rating: Medium
- Challenges:
  - Fear in participants about sharing

### Design

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1. Review of previous session – 10 minutes
2. Definition of Safety – 15 minutes
3. Activity – Safety – 30 minutes
  - BREAK – 10 minutes
4. Ways to protect children from CSA – 25 minutes
5. Evaluation & Conclusion – 15 minutes

## 1. Review of Previous Session – 5 minutes

Encourage a lot of persons in the group to share any one of the following:

- *What I liked best in the previous session*
- *Anything that I learned from the previous session*
- *Anything that I practised / observed since the previous session*
- *Anything that I discovered in myself or others since the previous session*

## 2. Definition of Safety – 10 minutes

**Say:**

*Today we are going to talk about safety.*

*I would like you all to say the first word that comes to your mind when I say the word 'Safety'.*

Responses to be noted on the board.

If any of the words given below do not come from the group, please add them on the board:

*Danger ... Children ... Fear ... Protection ... Police ... Family ... Self Defence ... Shelter ... Home ...  
Parents*

**Next ask the following question:**

*How do you define Safety OR what do you understand by Safety?*

Responses to be noted on the board.

If any of the words given below do not come from the group, please add them on the board:

*Protecting children from harm and danger, Providing care and protection to children*

**Say:**

*Safety can be defined as:*

*A state of being 'safe', the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.*

**Safety means:** *Freedom from danger, risk, or threat of harm, injury, or loss to personnel and/or property, whether caused deliberately or by accident; Protection from any form of harm, abuse and exploitation.*

### 3. Activity on Safety – 30 minutes

Divide the group into six small groups.

Give handouts of the two tasks.

Assign Task 1 to Groups 1, 2, & 3. Give these groups red and green sketch pens

Assign Task 2 to Groups 4, 5, & 6.

1. Task 1 – Draw a map of your neighbourhood. Colour the safe areas green and unsafe areas in red. Explain why.
2. Task 2 – From the list of behaviours characteristic of persons given below, select those which would be dangerous for children from the point of view of CSA – and why.
  - » *A mother giving her child a treat at a fair.*
  - » *A stranger offering a child candy floss (buddhi ke baal) at a fair.*
  - » *An adult stranger buying sweets for a children's park.*
  - » *An adult watching children play in a children's park daily.*
  - » *The parent of one child paying a lot of attention to and holding the hand of his friend's child.*
  - » *A teacher giving extra attention to one child.*
  - » *A teacher giving extra attention to a few children of both sexes.*
  - » *A talented child's education being sponsored by a rich person.*
  - » *A man often visiting his sister's children when his sister and her husband are out of the house.*
  - » *A female teacher anonymously sponsoring an orphan child.*

1. Allow ten minutes for this activity.
2. Ask the first three groups to present their findings for Task 1. Questions can be asked by the others as to why a particular place is unsafe.
3. Ask them which the most common unsafe places are.
4. Ask the next three groups to present their findings for Task 2.
5. Ask their reasons. Discuss for five minutes.
6. Summarise the findings.

## Processing

### Speak to the group:

*We shall consider the answer to only one question:*

- » *What is the MAIN finding I will carry from this activity?*

Get answers from five to six people, or as many as want to answer.



## 4. Ways to protect children from CSA – 25 minutes

### Administrative procedures

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Ask them for suggestions in this regard. Note their answers. Then read this list to them and praise them for suggesting so many from the list (plus any new ones).

- *Staff members, volunteers to be verified – collect information about behaviour of the person.*
- *A reliable person to be at the entrance gate.*
- *Visitors' area to be allocated.*
- *Policy of no adult to be alone with any child.*
- *If CCTV camera is in place, it should not be in the toilet.*
- *All staff to sign the child protection policy.*
- *Anti-ragging committee to be formed, and information regarding this should be displayed in public places, with photo and names of persons.*
- *Have a system in place for reporting cases of CSA or danger of CSA happening.*

### Safety among peers

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**Tell the participants:**

- *Share with children about accepted and non-accepted behaviour.*
- *Share with and inform children about the staff in-charge of safety, and about anti ragging committee.*
- *Staff of the same sex to be appointed for making rounds in the toilets.*
- *Staff to be appointed to make rounds during breaks to ensure safety of children among peers and outside persons.*

### Safety from visitors

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*Inform the group:*

- *Visitors to be permitted only with appointment.*
- *Space for visitors to be away from children's area.*
- *No visitor to be allowed entry in the school premises in the absence of a staff member at any point of time.*
- *Visitors not allowed to give gifts to any particular child.*
- *Gifts from visitors to be handed to the in-charge of the children in the presence of the children.*
- *No visitors to take photos of any single child – and always under the supervision of shelter home staff.*

## Safety from caregivers

### *Inform the group:*

- All members associated with the shelter home to be aware shared of the child safety policy
- All members working in the shelter home, whether part-time, full-time or volunteers to sign the child safety and protection policy
- All staff to be told of accepted and non-accepted behaviour
- No adult to be alone with a child at any point of time
- Staff members to share with a member of the safety committee if they come across any staff who are sexually abusing a child

## 5. Summing Up and Evaluation of the entire programme – 20 minutes

### **Say:**

*We now come to the end of this programme.*

*There must be so much of new information you may have picked up. You have also contributed and added to each other's knowledge as well as my own knowledge.*

*It would be a great help to us if you could give us your feedback on this programme so that we can improve ourselves for the next time.*

*Let me find out by asking you to please write down the answers to the following questions on the full sheet of paper I have given to each of you.*

*Do not forget to write the date, your name and also your telephone number or address.*

### *Here are the questions:*

1. *Did you find this programme useful? In what way has this programme helped you?*
2. *Is there any topic on which you would have wanted more information?*
3. *We used different methodologies during this programme such as Role play, Analysis of questions and statements in groups, games and so on. Which methodologies did you like best? Is there any particular exercise or activity that you particularly liked?*
4. *If you were to give marks to this programme, how many marks of 10 would you give it in terms of how much it has helped you or changed you or increased your confidence?*
5. *Do write how you can teach what you learned to others who did not have the opportunity to attend this programme.*
6. *Do you have anything to say about this programme in general and the way it was conducted?*

*Thank you very much for being such a great group of people. Thank you for your concern for children. Let us hope that together we can reduce harm and make our world a better place!*

# Police



	Topic	Duration	Page
1	What is Child Sexual Abuse?	1 hour 50 minutes	262
2	Effect of Child Sexual Abuse on the victim and family members.	2 hours 35 minutes	268
3	Skills in handling cases of CSA.	1 hour 15 minutes	279
4	Preventing Child Sexual Abuse.	1 hour 30 minutes	284

## Overall Objectives:

- To give information about legal provisions related to Child Sexual Abuse (CSA).
- To enable police personnel to know and understand the effects of sexual abuse on children.
- To enable the police to know the effects of child sexual abuse on the victim's parents.
- To build skills in the police to handle cases of CSA.
- To suggest strategies

# Session 1

## What is Child Sexual Abuse?

Duration	Objectives	Methodology	Material Required
110 minutes with 1 break of 10 minutes in between	<ul style="list-style-type: none"> <li>To educate the participants about the different forms of CSA as defined under POCSO.</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>Printout of Case Studies</li> <li>PPT OR Chart – CSA definition</li> </ul>

### Notes for the trainer:

- **Difficulty rating:** Low
- **Challenges:**
  - In case the group is a mixed group of senior and junior officers, then the junior officers may not speak and share their views.
  - Vocal members may dominate the group.
  - Submissive members may not express their views.
  - Some officers may not want to participate for fear of exposing their ignorance of the law in places.

### Design

1. Self-Introduction and Group Formation – 20 minutes
2. Setting Ground Rules – 15 minutes
3. Activity – Case study – 20 minutes
  - Break – 10 minutes
4. Conclusion of activity – 15 minutes
5. Input – 10 minutes
6. Answers to Cases – 10 minutes
7. Summing up and evaluation - 8 minutes
8. Conclusion - 2 minutes

## 1. Self-Introduction and Group Formation – 20 minutes

Say the following to the participants (you can adapt these words to your own style and language):

*Good day, everybody. It is my privilege to ask you to introduce yourselves. We shall do this in a slightly different way.*

*Please introduce yourselves by giving us your name and then show the group any object which you have brought into the session. It could be from your pocket or, wallet or something you have on your person, etc.*

*You must then tell the group why that object is significant for you. More than one person may choose the same object. The reason may be different.*

After everybody has shared, ask them to find 5 people that they have something in common with.

The groups that are thus formed can be used for the entire exercise, unless too many dynamics emerge within the group.

## 2. Setting Ground Rules – 15 minutes

Once the participants are in their groups, ask them to **create a few rules** for the workshop, around the following themes:

- » *Group 1 – Timings*
- » *Group 2 – Respect*
- » *Group 3 – Confidentiality*
- » *Group 4 – Behaviour*
- » *Group 5 – Participation*

Each group can write the rules they created on the chart and hang it in the room, in order that participants can refer back to it.

Review the workshop ground rules as a large group.

Minimally, these should include expectations about promptness and punctuality and not interrupting when someone else is speaking.

It is also advisable to ask all participants to put their cell phones on silent mode for the duration of the workshop.

Ask participants if they can agree to respect these ground rules. Ask if anyone has any suggested additions or changes to the rules. But do not add to or change the rules unless **all agree** to do so.

Record any additions or changes on the chart paper.

Keep in mind that as adult learners, participants will respond best when they have the opportunity to set the ground rules from their own experience. It is helpful to come up with these as a group so that participants give inputs and are aware of the expectations.

### 3. Activity/case study – 20 minutes

- Give one case study to each of the groups.
- Ask them to study the case, discuss it and then arrive at an answer to the question given at the end of the case.
- Let them take 10 minutes to discuss.

#### Case 1

A group of girls from the 8<sup>th</sup> Std comes to you with a complaint. They share that a group of 13-14-year-old boys stand at the bus stop and one of the boys has been asking one girl to be friends with him. The other boys laugh when this boy speaks. The girls are very disturbed with this behaviour and want you to help them.

*Will you use POCSO in this case?*

#### Case 2

Two quarrelling women come to the police station. They are very angry and using a lot of abusive words towards each other. They do not keep quiet until you scream at them. Ms Sita tells you that Ms Gita is making false allegations about Sita's 20-year-old son. Gita is very angry and screams and tells you that Ms Sita's 20-year son has been peeping and looking into her house when her 15-year daughter is changing her clothes. This has been shared by her daughter and by some other neighbours. Ms Sita tells you that Ms Gita is lying, as she has not paid her house rent.

**Will you use POCSO in this case?**

#### Case 3

A social worker working on children's issues comes to you with a case. The social worker says that she wants your help in a case of 17-year-old girl. The girl has been hospitalized as her uncle beat her very badly. She was beaten as she had gone out with a boy older than her. Her family members are afraid that the boy will harm the girl.

**Will you use POCSO in this case?**

#### Case 4

The headmistress of a school contacts you saying it is urgent and she requires your help. On going to the school, you are informed by the headmistress that a child of the fourth grade was finding it difficult to walk and sit. On talking to the child, the teacher came to know that the child had bloodstains on his undergarments. The child also shared with the teacher that his 20-year-old cousin brother, who is a medical student, had inserted his finger in his anus, as he had to complete an assignment.

**Will you use POCSO in this case?**

## Case 5

While giving a talk on traffic safety to the students of a school, a young girl of the 6<sup>th</sup> Std shares that while travelling to school in public transport, one boy touches her breast. She says that he has done this to some other girls too. She and her friends saw him this morning too.

**Will you use POCSO in this case?**

- Each group to present the case to the larger group.
- Once the group has presented, others can share their point of view.
- This is to be followed by the input session as given below.

## 5. Input – Protection of Children from Sexual Offences Act, 2012 (POCSO) – 10 minutes

**Explain to the trainees:**

*Most of you would be aware of what I would be discussing now.*

*Let us look at POCSO in brief. This act looks at Child Sexual Abuse in three ways, viz:*

*“Child Sexual abuse means Sexual harassment, sexual assault, and penetrative sexual assault of a child.”*

*This act defines child as a person “below the age of 18 years.”*

- **Sexual Harassment** – A person with **sexual intent uttering words, making sounds, making gestures, exhibiting body parts, showing pornographic material, making a child exhibit his/her body, following or watching a child constantly, directly or through electrical, digital or any other means, entices a child for pornographic purposes** or receives or gives gratification, threatens to use any form of media (real or fabricated) in any mode of any part of the child or involvement of child in a sexual act.
- **Sexual Assault** – **Touching** vagina, penis, anus or breast of the child, or **making the child touch** vagina, penis, anus or breast of another person or doing any other act **with sexual intent** involving **physical contact without penetration.**
- **Penetrative Sexual Assault** – **Penetrating penis, any object, or any part of the body to any extent into the vagina, mouth, urethra or anus of a child or makes the child to do so with him or any other person, applies mouth to the penis, vagina, anus urethra of the child or makes the child to do so to such person or any other person, manipulating any part of the child’s body to cause penetration or making the child do so with him or any other person.**

Definition given here is as in POCSO

## 6. Answers to case study – 10 minutes

CASE NUMBER	POCSO OR NO	SECTION OF POCSO	REASON
Case Study 1	NO	N/A	No sexual comment made.
Case Study 2	YES Sexual Harassment	Sec 11 (iv)	Peeping and looking at a 15-year-old girl while changing her clothes.
Case Study 3	NO	N/A	Physical assault
Case Study 4	YES Penetrative Sexual Assault	Sec 3(b)	Cousin brother inserted his finger in his anus.
Case Study 5	YES Sexual Assault	Sec 7	Touched her breast

## 7. Summing up and evaluation – 8 minutes

### Ask them the following questions.

- » Encourage many people to answer
  - » Make sure at least one person from each group answers.
- 
- *Which among these cases do you think would be difficult to handle in real life?*
  - *Did you learn anything new?*
  - *Has your understanding of POCSO become clearer?*

## 8. Conclusion – 2 minutes

- Remind them again why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Give them an idea of what to expect in the next session.
- Make them look forward to the next session by telling them you will be having some exciting activities and thought-provoking exercises.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.
- Fix the date and time of the next session.
- In case it is a one-day session let them know the duration for breaks and time to get back.
- The group should be informed of logistic details such as water, toilets, etc.



### SAMPLE GROUND RULES FOR TRAINING

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- 1. Punctuality:** Arrive on time for each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.
- 2. No Disturbances:** Cell phones should be turned off at the beginning of the workshop and should remain off until the end, except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
- 3. Respect Others:** Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.
- 4. Participation:** You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
- 5. Agree to Disagree:** During this workshop everyone must feel free to express opinions and concerns. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/non-judgemental environment.
- 6. Ask Questions:** There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant.
- 7. Give your honest feedback:** At the end of each day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

# Session 2

## Effect of Child Sexual Abuse on the victim and family members

Duration	Objectives	Methodology	Material Required
155 minutes, with 1 break of 10 minutes in between	<ul style="list-style-type: none"> <li>To enable the participants to know the psycho- social effects of sexual abuse on the child.</li> <li>To enable the participants to know the psycho-social effects of sexual abuse on the family members.</li> </ul>	<ul style="list-style-type: none"> <li>Buzz Group (Group discussion )</li> <li>Word Search</li> <li>Inputs – PPT or lecture</li> </ul>	<ul style="list-style-type: none"> <li>Quiz Questions</li> </ul>

### Notes for the trainer:

- Difficulty rating: Medium
- Challenges:
  - Some may feel that it is not their area of work.
  - Officers who have been in service for long may find it difficult to share emotional aspect of the child and the parents.

### Design

1. Review of previous session – 10 minutes
2. Signs of CSA in child – Case sharing and Input – 40 minutes
3. Word search – 20 minutes
  - Break – 10 minutes
4. Effect of CSA on victims – 20 minutes
5. Effect of CSA on parents and family members – 25 minutes
6. Movie on Effects & Processing – 20 minutes
7. Summing up and Evaluation – 8 minutes
8. Conclusion – 2 minutes

## 1. Review of previous session – 10 minutes

### Say to the participants:

*In the previous sessions we discussed the definition of child sexual abuse as per POCSO. Let us briefly review what was done in our previous session with a small quiz.*

*Five questions will be asked. Any group that answers first gets 10 points*

*Winner will get a gift (Chocolates / toffees / pen / small notebook, etc to be given)*

## QUIZ

### Questions

1. POCSO was implemented in the year ----- (2012)
2. Section ----- of POCSO has provided the definition (2 (i))
3. POCSO can't be applied for a boy of 17 years who has been sexually assaulted by his peers in the school. True/ False
4. Boys below 18 years eve-teasing girls with sexual comments can be booked under POCSO True/ False
5. A police officer can take the assistance of NGOs for mutual settlement of case under POCSO True/ False

## 2. Indicators of CSA – Case Sharing and Inputs – 40 minutes

### Say to the group:

*When children are sexually abused, the main problem is that they do not easily tell anyone about it. Children are generally blamed for anything that goes wrong in their lives, so they tend to think they will be blamed if they tell anyone about the abuse.*

*It is left to adults (parents, family members, teachers) to watch out for certain social, physical, behavioural and emotional indicators of sexual abuse.*

*The indicators should not be considered in isolation but attempts should be made to look for a pattern. Look to see if there are several indicators, not just one or two isolated ones.*

*I am going to share a case handled by a social worker. I request you to listen to it and then we will have a discussion. (Case be on display if there is provision for this.)*

## CASE (to be read out aloud)

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*A 10-year-old child had run away from home. After the child was found by the police, the child refused to return home. The child was placed in a shelter home on the orders of the CWC. The social worker had gone to the house of the child to prepare a Home Investigation Report. During the home visit, the social worker came to know that the mother was a single parent. The child was living along with the mother and sibling in the house of the mother's friend.*

*While sharing information about the child's routine, the mother was not able to give proper details. The mother kept sharing that her house was very small and that she was very poor. In order to make the mother feel comfortable, the social worker asked if there was a bathroom and if it was possible to use it. On the way to the toilet, the social worker noticed a room where there was a child of about 6 years playing by himself and an older man of 40 years sitting alone with the child. As soon as the social worker returned to the hall, the mother said that the person in the room was the uncle of the child and he was taking very good care of the children.*

*In order to interact with the uncle, the social worker requested the uncle to join in the meeting. The uncle said that he cared for the children and he ensured that no one could harm them. He also said that he did not like the children to mix with other children and hence he had got all the games for them in the house. He said he was doing all this because he felt sorry for the child's mother.*

### Ask:

***Do you find anything unusual in the uncle's behaviour?***

- The uncle was:
  - » *Isolated with the child in the room.*
  - » *Unduly protective of the children.*
  - » *Limiting child contact – not allowing the children to play with other children*

*The behaviour of the uncle can be termed as **social indicators for child sexual abuse**. Some other social indicators are as follows:*

### Say:

***Social Indicators of Child Sexual Abuse***

***An adult in the child's life who***

- » *Is **secretive** or isolated*
- » *Is unduly **protective** of the child*
- » *Severely **limits the child's contact** with other children (especially of the opposite sex)*
- » ***Describes marital difficulties** involving family power struggles or sexual relations*

***In case the runaway child was at the police station, how would the child behave?***

*Those who feel that it is a boy child can share regarding possible behaviour of boys and those who feel it is a girl can share regarding behaviour of girls.*

## Expected Response

- » *Restless*
- » *Lying – saying that the child is an orphan*
- » *Refusing to go home*
- » *Crying, not talking at all*
- » *Silent*

## Say:

*You have rightly pointed out the behavioural indicators. We can look at some more behavioural and emotional indicators, which are as follow:*

### Behavioural and Emotional Indicators

*Behavioural or Emotional indicators are the most noticeable. An adult **would be able to notice these if they keep a look out for them.** Some of these indicators are:*

- » *Fear of going home or to a relative's place (a very important clue).*
- » *Excessive crying or sadness.*
- » *Withdrawal into fantasy worlds.*
- » *Sudden change in behaviour (e.g., quiet child becomes aggressive; usually jovial and noisy child becomes quiet and withdrawn).*
- » *Sexual themes in the child's artwork, stories, or play.*

### Ask the group for other physical indicators and then tell them a few from the list below:

- » *Persistent and inappropriate sexual play with peers, toys, drawings, animals, or themselves.*
- » *Displaying sexually aggressive behaviour toward others.*
- » *Detailed and overly sophisticated understanding of sexual behaviour (especially by young children who otherwise may not know about such details).*
- » *Acting like a much younger child – regressive behaviours.*
- » *Pseudo-mature behaviours (acting like a parent or spouse).*
- » *Overly compliant behaviour.*
- » *Delinquent or aggressive behaviour.*
- » *Difficulty eating or sleeping.*
- » *Unexplained accumulation of money or gifts.*
- » *Drug/alcohol abuse.*
- » *Self-mutilation, cutting of hand/ thigh in areas which are not visible is a very common indicator of sexual abuse.*
- » *Suicidal feelings and suicide attempts.*
- » *Fear of adults of the same sex as the abuser.*
- » *Fear of going to the toilet, bathroom or bedroom*
- » *Poor or deteriorating relationships with peers.*

**Say:**

Next we have Physical Indicators of Child Sexual Abuse

As will be obvious from the points given below, not all physical indicators can be noticed by others. In **younger children an adult who helps to dress up a child** might be able to notice certain physical indicators.

Some physical indicators are given below:

- » Bloodstained and/or torn underwear
- » Difficulty in walking, sitting or sitting still
- » Sexual knowledge or behaviour inappropriate for the child's age
- » Nightmares
- » Trauma to breasts, buttocks, lower abdomen or thighs.
- » I have not mentioned all the indicators. It is important to be on the lookout for these signs.

What we discussed above was the indicator that the child might be sexually abused. This does not mean that all runaway children are sexually abused.

### 3. Word Search – 20 minutes

**Say:** In this session we will be talking about the effect of Child Sexual abuse on the child and parents .

We will do this through an activity of word search

We request you to form pairs. Each pair will be given a sheet with words. You are to find words in the grid from the word list given at the end of the sheet.

The words may be read upwards, downwards backward, forward or diagonally upward or downward. (Demonstrate with any one word.)

The first pair to find the first word will be gifted a pen each. In case some people are slow in finding words they can be helped by the pair who has completed the task.

Distribute the Word Search sheets. On completion ask if they have comments on the words in the sheet.

H	U	M	F	S	A	F	E	T	U	T
N	O	I	S	S	E	R	P	E	D	B
A	L	O	O	F	A	K	I	W	E	I
N	A	Q	H	A	D	I	O	A	F	K
X	A	G	G	R	E	S	S	I	O	N
I	G	J	D	H	H	E	K	F	V	L
O	R	R	T	U	K	I	E	Y	C	O
U	W	A	R	H	C	H	H	I	D	U
S	Y	E	T	M	O	B	T	K	A	Y
Q	R	F	G	K	H	A	A	K	J	T
W	G	E	E	O	S	N	R	L	J	E
E	N	T	M	D	N	T	A	Y	T	W
Y	A	H	A	E	A	I	H	T	G	Q
U	Y	N	H	I	W	K	E	E	D	D
E	N	M	S	I	L	E	N	T	Y	G
S	L	E	E	P	L	E	S	S	H	H

- Anxious
- Shame
- Angry
- Shock
- Fear
- Aloof
- Silent
- Aggression
- Sleepless
- Depression

**Say to the group:**

*It is difficult to fully list all the short- and long-term effects of sexual abuse on a child. Of course some children might be less affected while others will be more affected. But research has shown that the symptoms often persist throughout the lives of most victims of CSA.*

*The effects are sometimes physical, but more often psychological and emotional effects are more serious and lasting in the long run. While about 40% of victims may not see serious long-term effects, others are not so lucky. From the list below it will be seen that almost anything that can go wrong seems to happen to victims of CSA. This is why it is so important to prevent CSA.*

**BREAK – 10 minutes**

## 4. Effects on victim of sexual abuse – 20 minutes

**Say to the group:**

Welcome back. Now, let us discuss the physical effect of CSA on the child. **Mention the following:**

Let us start with the **Physical Effects**

- » Sexually transmitted disease
- » Infection
- » Bruising/tearing
- » Pregnancy

**Emotional & Psychological Effects on victims of sexual abuse**

- » Depression
- » Eating disorders
- » Inability to trust others
- » Feel they are abnormal or deviant or it's all their fault
- » Personality disorders

Ask the group for more physical effects and then tell them a few from the list below:

- » Post Traumatic Stress Disorder: Anxiety, depression, guilt, trouble in remembering events
- » Inability to cope with stress and emotions
- » Brain damage leading to memory impairment & inability to mix with others

- » *Tendency to blame oneself*
- » *Suspicious of others*
- » *Constant feelings of shame and low esteem*

Similarly mention only the ones given in bold below. **Say:**

- Let us come now to some of the ***Behavioural Effects of CSA:***
  - » *Tendency to cut or harm oneself*
  - » *More likely to commit suicide or attempt suicide*
  - » ***Aggressive behaviour***
  - » *Performance problems at school*
  - » *Bed-wetting*
  - » *Tendency to become victims again*
- Ask the group for other physical indicators and then tell them a few from the list below:
  - » *Performance problems at school*
  - » *Sleep disturbances*
  - » *Eating problems*
  - » ***Thumb-sucking***
  - » *Unwillingness to participate in school or social activities*
  - » *Stockholm Syndrome (see Appendix)*
- Lastly, let us see some of **the long-term effects of CSA: Self-destructive behaviours such as alcoholism or drug abuse**
  - » ***Depression***
  - » ***Anxiety and/or panic attacks***
  - » *Insomnia*
  - » *Sexual problems as adults*
  - » *Constant failures (financial, relationships, at jobs)*

*Many of these things together are the effect of CSA. For example, just personality disorder by itself is not a sign or effect of CSA.*

## 5. Effect of Child Sexual Abuse on parents and family members – 25 minutes

*We will begin this session by looking at the word sheet which we had done in the last session.*

- » *Do you have to say anything about the words on the sheet?*
- » *Does the sheet say something?*
- » *As we look at our sheet we see that horizontal words are the effects on the child and the vertical words are effects on adults.*

*Let us do a role play **OR** list the behaviour of parents who come with a victim of Child Sexual Abuse to the*



*police station.*

- Once the listing or role play is done
- The inputs can be provided on why the behaviour and how to handle through the use of the table

Emotions	Why the Emotion	Behaviour of parents	What the Police Office can do
Anxious	<ul style="list-style-type: none"> <li>• Maybe the first time that they are visiting the police station</li> <li>• Not aware of what is going to happen next</li> <li>• To know what will happen to the child if the child has been sexually abused through penetrative sex</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly asking questions</li> <li>• Repeating same sentences or incidence again and again</li> <li>• Repeatedly using the phone</li> <li>• Restless – keep moving from one place to the other, shaking of legs</li> </ul>	<ul style="list-style-type: none"> <li>• Share the legal proceedings in brief and in a friendly manner</li> <li>• Provide with basic facilities – water, food,</li> <li>• Ensure that the person has access to fresh air</li> </ul>
Shock	<ul style="list-style-type: none"> <li>• Not able to believe what has happened to their child</li> <li>• Not able to accept that their child has been sexually abused</li> <li>• In a state of denial that their child has been sexually abused</li> </ul>	<ul style="list-style-type: none"> <li>• Not able to recall certain information</li> <li>• Silent</li> <li>• Answer in monosyllables or reply with a nod without saying anything</li> <li>• Staring continuously at one thing</li> <li>• Holding on to the child and keeping on looking at the child's face</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the parents that you can understand what they are going through.</li> <li>• Let the person share information in a place where there is privacy and less accessed by other persons.</li> <li>• If possible, let the child be away from the parents when the anxiety level is high in the parent.</li> </ul>
Angry	<ul style="list-style-type: none"> <li>• Angry with the abuser for sexually abusing their child</li> <li>• Angry with the child for allowing the abuse to happen</li> <li>• OR</li> <li>• Angry that the child has shared about the abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Shouting</li> <li>• Speaking rudely</li> <li>• Screaming</li> <li>• Not sharing details of the case</li> </ul>	<ul style="list-style-type: none"> <li>• Give water to the parents, and you too drink water if the anger is very high in the parents.</li> <li>• Use fewer words.</li> <li>• Use words that the person feels that they are understood.</li> <li>• If possible, separate the child from the parent.</li> <li>• Allow the child to be handled by a professional counsellor or social worker.</li> </ul>

Fear	<ul style="list-style-type: none"> <li>• Afraid that the abuser may cause harm once out of jail</li> <li>• Afraid that the name of their child will get spoilt</li> </ul>	<ul style="list-style-type: none"> <li>• Silent</li> <li>• Holding on to child or bag</li> </ul>	<ul style="list-style-type: none"> <li>• Do not let the parents or child see the abuser</li> <li>• Take assistance of NGOs, counsellors to handle the issue of fear in parents</li> </ul>
Shame	<ul style="list-style-type: none"> <li>• Feeling that their name will get spoilt</li> <li>• Feeling that the child's life is ruined</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting in isolation</li> <li>• Not wanting to face the officer or any person</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the child or any member of the family is not exposed to public or media.</li> <li>• Personal details (address, school of child, religion of child, occupation of parents) of the case should not be shared with any person including peers at the police station.</li> </ul>

## 6. Movie on effects of CSA – 20 minutes

*We will conclude the session with a small video on the effects of CSA.*

Show the movie.

### Processing

After the movie has been screened, ask the group for their reactions. You may ask them the following questions. Try to get participation from the quieter ones as well.

- *What were you feeling as the film progressed?*
- *What impact has this film had on the way you will fight against CSA?*
- *What can we all do to prevent CSA and help victims of CSA?*

Make sure you take down the points.

If there is a blackboard or whiteboard, write the points on the board.

If people have cellphones, let them take pictures of the board for future reference.

You too must make sure to take a picture of the board.

## 7. Summing up and Evaluation – 8 minutes

Summing up and evaluation is done at the end of every session. The purpose is to give the group a chance to review what happened in the session. It gives the group an opportunity to revise, ask questions, share their experiences and express themselves.

### Ask the group the following questions:

- *According to you, what was the most important point discussed today?*
- *Can you share some of your feelings as the session progressed?*
- *Is there anything you did not like about this session?*
- *Do you think the most important aspects of our topic were covered?*
- *Is there any aspect that you would have liked us to cover?*

(Trainer please note that if the group gives some important point that has been left out, please write and inform the ARZ team)

- *Can you mention just one thing that you will be able to practice?*
- *Ask them to write down the answer to any one of the questions given above. Written evaluation is always important.*

## 8. Conclusion – 2 minutes

- Remind them again of why you are giving them this course.
- Show them how today's session fits in with what you have in mind.
- Remind them that they are exceptional because they have chosen to show their true concern for children by attending these workshops.
- Thank them for attending and for their concern.

## Appendix

### 1. Stockholm Syndrome

*Some years ago, I was giving a Counselling Course in Mumbai and one of the participants was a nun who was working with rescued Commercial Sex Workers. She told me that one problem she had was that many of these girls were kidnapped (or sold by their parents) and they were then beaten and forced into the flesh trade. 'Yet,' said the Sister, 'these girls would not testify against their captors or kidnappers. In fact they would defend these men and speak in their favour. This was not out of fear of them. They genuinely seemed*

*to like these men and said that at least they gave them a livelihood!*

*I explained to the nun that these girls suffered from what is known as the Stockholm Syndrome. This kind of defence of one's captor was common even in ancient times, but the name comes from a 1973 bank robbery in Stockholm where four hostages were held for five days. These hostages later spoke in favour of their captors and did not want to be rescued.*

*The most famous case of Stockholm Syndrome was that of Patty Hearst who was an American heiress who was kidnapped. Later she joined her captors and was seen robbing a bank along with them!*

*Sociologists have found that this kind of behaviour is seen not only in kidnap cases but in any case where there are "strong emotional ties that develop between two persons where one person intermittently harasses, beats, threatens, abuses, or intimidates the other." This is also the case with victims of sexual abuse.*

*Stockholm syndrome is a survival instinct. The victims feel they will not survive unless they please their tormentor. They believe their captor can and will kill them, or that they are only with their tormentor and have no other company; or they believe they cannot escape from their situation, and in such circumstances they see their tormentor's small act of kindness as genuine care for them.*

*This is why you may find that the child is not ready to leave the situation where the abuse takes place. It is the Stockholm Syndrome at work.*

*– Clifford DeSilva*

## **2. Do a Google search for 'Post Traumatic Stress Disorder'**

# Session 3

## Handling cases of CSA

Duration	Objectives	Methodology	Material Required
70 minutes	<ul style="list-style-type: none"><li>To build skills in the participants to handle cases of CSA in a victim-friendly, sensitive manner, and as per the provisions of the law.</li></ul>	<ul style="list-style-type: none"><li>Statement completion;</li><li>Sharing of real-life experiences;</li><li>Case Study</li></ul>	

### Notes for the trainer:

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- Difficulty rating: Medium
- Challenges:
  - Some of the participants may feel that they are experienced and know the procedures to handle the issues.
  - Some of the participants may not want to share what they do as they feel that they may be exposed.

### Design

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1. Introduction – 15 minutes
2. Story Completion – 45 minutes
3. Summing Up and Evaluation – 10 minutes

## 1. Introduction – 10 minutes

Wish the participants a good day and ask them how the day has been going.

**Say:**

*Today's topic is **Handling Victims of CSA**.*

*We are going to have an interesting activity now. It is called **Story Completion**.*

*I shall demonstrate it first. Let me do this with you four people. (Choose the four persons nearest to you.)*

*I will say the first line of the story and the next person must continue the story. Here we go:*

*"I reported for duty in the morning shift and a person came and shared a case of a girl child aged 10 years who has been sexually abused ..."*

*You please continue this story.*

Let 2-3 persons share.

**Say:**

*I think you get the idea. This can be very interesting.*

*I will give each group the start of a story for completion. One of you can take down the story as it comes out.*

*You have to keep the following four points in mind as you formulate your story:*

- » *Reporting*
- » *Recording of statements – victim, family members, witness*
- » *Registration of FIR*
- » *Protection of victim, complainant and witnesses post receipt of information about abuse / registration of complaint*

*Please note that all the stories will have to do with how to you handle cases of CSA.*

## 2. Story Completion Activity: Handling of procedures – 45 minutes

Each group gets an Incomplete Story. See below.

*Ask the participants to complete the sentences based on their knowledge and experience*

### Incomplete Story 1

*A person comes to the police station and tells you that he has an apprehension that the PT teacher of XYZ*

*school has been molesting the children because he has observed that the students do not like to go for PT ...*  
.....  
.....

## Incomplete Story 2

*The brother of the accused is always seen loitering around the victim's house since the family of the victim have filed a child sexual abuse case against his brother, and you notice that the family is trying to avoid coming to the police station .....*  
.....  
.....

## Incomplete Story 3

*A family consisting of victim child, mother and father come to the police station to register a complaint against their neighbour who tried to sexually abuse their child .....*  
.....  
.....

## Incomplete Story 4

*A victim's statement is to be recorded but you notice that the child is very scared to see police officers moving around at the police station in uniform .....*  
.....  
.....

## Incomplete Story 5

*A lady comes to the police station to file a complaint against her husband for sexually abusing their 12-year-old daughter .....*  
.....  
.....

**Allow 25 minutes for this activity.**

### **Say:**

*Now each group will please read their completed story from the starting line that was given to you.*

Once all the groups have finished the discussion, share the following table with the participants.

Case	Stage	What to do (Do's)	What not to do (Don'ts)	Legal provisions
1	Reporting	<p>Information should be recorded in writing and given an entry number.</p> <p>Read out to the informant (if a child, then write in simple language and use a translator if required).</p> <p>Police should report the matter to the CWC within 24 hours and the special court (including the need of the child for care and protection and steps taken).</p> <p>In case the abuser is a family member, then police should ensure the safety of the child if sent back home.</p>	<p>Threaten or misguide the person reporting the matter with legal consequences.</p> <p>Discourage the person saying he/she will have to keep coming to the police station and have to go to court.</p>	Section 19, Section 20, Section 21, Section 22, and Section 23 of POCSO
2	Protection of victim, complainant and witnesses post receipt of information about abuse / registration of complaint	<p>If child against whom offence is committed is in need of care and protection, the immediate arrangement for care and protection (shelter home or hospital) should be made within 24 hours of the reporting after writing the reasons.</p> <p>The identity of a child, including his name, address, photograph, family detail, school, neighbourhood or any other particulars which may lead to disclosure of identity of the child to be kept secret.</p>	<p>Ignore when the victim or family says that they are being threatened by the accused/his family.</p> <p>Encourage the victim/family to compromise the matter in the best interest of the child</p>	Section 19 (5) and Section 24 (5) of POCSO
3	Reporting and Recording of statements – victim, family members	<p>Reporting same as above.</p> <p>Statement of child should be recorded at the residence of the child or at a place where he usually resides or at the place of his choice, preferably by a women police officer not below the rank of sub-inspector.</p> <p>Police officer should not be in uniform.</p> <p>Police officer may take assistance of translator or an interpreter while recording statement of the child.</p> <p>Police may seek assistance of special educator or person familiar with child's manner of communication in case a child has mental or physical disability.</p> <p>Ensure that the child does not come in contact in any way with the accused.</p> <p>Police may also whenever possible ensure that the statement of child is also recorded by audio-video electronic means.</p> <p>No child should be detained at the police station in the night.</p> <p>Identity of child is protected from public media.</p>	<p>Ignore the facts shared by the family, child, or any other person about the abuse.</p> <p>Ask the child to come to the police station for statement recording.</p> <p>Force the child to give the statement.</p> <p>Discourage the family or non-family witness to give statement.</p>	Section 19, Section 20, Section 21, Section 22, and Section 23, Section 24, Section 25, Section 26, Section 27 of POCSO



Case	Stage	What to do (Do's)	What not to do (Don'ts)	Legal provisions
4	Statement recording	Same as above	Same as above	Section 24 Section 25, Section 26, Section 27 of POCSO
5	Reporting	Same as above	Same as above	Section 19, Section 20, Section 21, Section 22, and Section 23 of POCSO

### 3. Summing Up and Evaluation – 10 minutes

Ask them to discuss the following questions in their groups. After five minutes each group to give a brief answer to each question for the whole group.

**Do you think you will be able to practise these methods ?**

» *What difficulties do you foresee in practising the suggestions made here? And how do you see a solution? (Let each group mention only one difficulty and its solution, not more.)*

End by thanking everyone for being so co-operative and say that you look forward to the next session with them.

# Session 4

## Preventing Child Sexual Abuse

Duration	Objectives	Methodology	Material Required
85 minutes	<ul style="list-style-type: none"><li>To suggest strategies/steps to be taken by the police to prevent CSA.</li></ul>	<ul style="list-style-type: none"><li>Brain Storming;</li><li>Lecture-cum-discussion method;</li><li>Chalk and talk methods</li></ul>	

### Notes for the trainer:

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- **Difficulty rating: Medium**
- **Challenges:**
  - Some officers may feel it is not in their job to carry out the procedures and methods for safety.
  - Some officers may feel it is for the seniors to make policies on such issues.

### Design

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1. Introduction – 10 minutes
2. Definition of Safety – 10 minutes
3. Activity – Safety – 15 minutes
4. Ways to protect children from CSA – 30 minutes
5. Evaluation & Conclusion – 20

## 1. Introduction – 10 minutes

Encourage many persons in the group to share on any one of the following:

- » *What I liked best in the previous session*
- » *Anything that I learned from the previous session*
- » *Anything that I practised / observed since the previous session*
- » *Anything that I discovered in myself or others since the previous session*

## 2. Definition of Safety – 10 minutes

**Say:**

*Today we are going to talk about safety.*

*I would like all of you to say the first word that comes to your mind when I say the word 'Safety'.*

**Responses to be noted on the board.**

If any of the words given below do not come from the group, please add them on the board:

Danger ... Children ... Fear ... Protection ... Police ... Family ... Self-Defence ... Shelter ... Home ... Parents

**Next, ask the following question:**

*How do you define Safety OR what do you understand by Safety?*

Responses to be noted on the board.

If any of the phrases given below do not come from the group, please add them on the board:

*Protecting children from harm and danger ... Providing care and protection to children*

**Say:**

*Safety can be defined as:*

*A state of being 'safe', the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.*

*Safety means:*

*Freedom from danger, risk, or threat of harm, injury, or loss to personnel and/or property, whether caused deliberately or by accident; Protection from any form of harm abuse and exploitation*

### 3. Activity on Safety – 15 minutes

Each group to be given one of the following tasks. (If there are more than 3 groups, then you can assign the same task to more than one group. Use your judgement.)

**Say:**

*Each group to present their work in a creative manner.*

*Necessary material will be provided to each group*

#### Task 1

Think of people who have come to the police station or people whom you have interacted with. Accordingly, make a profile of people who according to you are or can be child sex abusers (Age, economic stratum, profession, looks, etc).

#### Task 2

List the places within your and your batchmates' jurisdiction where a child can be vulnerable or a prey to CSA, and the reasons for this.

#### Task 3

**From the list of behaviours and characteristics of persons given below, select those which would be dangerous for children from the point of view of CSA – and why.**

- A mother giving her child a treat at a fair.
- A stranger offering a child candy floss (*buddhi ke baal*) at a fair
- An adult stranger buying sweets for a child at a children's park.
- An adult spending time alone daily at a children's park.
- The parent of one child paying a lot of attention to and holding the hand of his friend's child.
- A teacher giving extra attention to one child.
- A teacher giving extra attention to a few children of both sexes.
- A talented child's education being sponsored by a rich person.
- A man often visiting his sister's children when his sister and her husband are out of the house.
- A female teacher anonymously sponsoring an orphan child.

**Allow ten minutes for this activity.**

Ask the groups to present their findings for each task.

Questions can be asked by the others as to why a particular place is unsafe.

Ask their reasons. Discuss for five minutes.

Summarise the findings.

**Say:**

*The sharing by each group has given us some information on possible characteristics of child abusers, behaviour of child abusers and likely places where a child may be sexually abused.*

*We shall now consider the answer to only one question: **What is the MAIN finding I will carry from this activity?***

Get answers from five to six people or as many as want to answer.

## 4. Ways to protect children from CSA – 30 minutes

**Say:**

*Usually no person who is being sexually abused for the first time will come and share directly. As we have seen in the course of the discussions and in your own experience as police personnel, it may be a child who has run away from home, parents of adolescent coming and sharing regarding relationship of a child with the opposite gender, fights among close people, etc.*

*Police officers are usually persons who have the power and authority to prevent child sexual abuse.*

*These are some of the ways in which police personal can play a role in preventing a child from being sexually abused:*

**i. Vulnerable and unsafe places for children**

- » *Listing of isolated places ( as we have already done in the exercise)*
- » *Listing of places visited by romantic couples*
- » *Places which are not properly illuminated*

**ii. Police should be vigilant of the following behaviours**

- » *Persons who visit and spend time in areas visited by children like parks.*
- » *Persons who stand alone in areas near schools or areas visited by children, at shop corners, in lanes, etc.*
- » *Persons who are too protective of children and takes extreme steps of not allowing children to interact with others.*
- » *Persons who visit certain a children's home and give special attention to a particular child.*
- » *Drug Addicts.*

**iii. The police should circulate list of Child Sex Offenders**

#### iv. *Interaction with children*

- » *Talk to children on what is Child Sexual Abuse during school programmes or when children visit the police station.*
- » *Inform children that they can contact the police station or call on the police helpline number. The children can be told that they can share with them if they are sexually abused and feel afraid to tell anyone.*
- » *Share with children the consequences of abuse on child and abuser. (A child is safe if they share about sexual abuse, and the abuser gets exposed and will not repeat the abuse.)*

#### v. *Handling Children at Police Station*

- » *In case of runaway children, involve a trained social worker, counsellor or a police officer to talk to the child in privacy.*
- » *In case a parent of a child comes with complaint of change in behaviour of child or a child in relations with opposite gender, the child should be spoken to alone and in privacy by a trained social worker, counsellor or a police officer. The adult talking to the child should preferably be the same sex as the child*
- » *A child should not be exposed to the abuser at any point of time, either at the police station or while following the legal proceedings.*
- » *Any child at the police station should not be exposed to lock-ups, fights, violence, etc.*

## 5. Evaluation & Conclusion – 20 minutes

### **Tell the group:**

*We now come to the end of this programme. There must be so much of new information you may have picked up, and you have also contributed and added to the each other's knowledge as well as my own knowledge.*

*It would be a great help to us if you could give us your feedback on this programme so that we can improve ourselves for the next time.*

*We would request each person to draw a Rose and Thorn. In the Rose they can write any positive points that they gained out the training programme and in the Thorn they can write down points for improvement or give suggestions.*

The notes to be collected and put up on a larger chart.

*Thank you very much for being such a great group of people. Thank you for your concern for children. Let us hope that together we can prevent cases of sexual abuse, act against abusers and effectively protect children from abuse.*

# Workshop Evaluation Format

## Sample 1

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1. What is your overall feedback about the workshop?
  - » *Excellent*
  - » Very Good
  - » Good
  - » Satisfactory
2. Which topic did you find the most **interesting**?
3. Which aspect or topic did you find most **useful**?
4. How did the sessions help you? (Give points for each out of 10.)
  - » *Information received*
  - » *Learned skills which will help at work*
  - » *Changed way of thinking*
5. Suggestions / Comments for the future.

## Sample 2

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Prepare the chart and put it on display. A person has to put a bindi on the column they prefer.

Performance Areas	Excellent	Very Good	Good	Poor
Logistic Arrangements				
Topic( Can be separate per topic)				
Selection of Topic				
Presentations				
Methodology used				
Timing				
Any others (please list)				

# Energizers and games

## The Shakeout:

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Stand in a circle. Everyone shakes first their left arm, then right arm, then left leg and finally right leg, starting with 16 times for each limb, then repeats all four limbs with 8, 4, 2, and then 1. Count out loud for full effect – counting in other languages encouraged!

## Short meditation:

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Everyone is invited to take a minute of deep breaths with their eyes closed.

## The Big Wind Blows:

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Create a circle of chairs with one less chair than the number of participants in the room. One person starts in the middle and gives a prompt such as, “The big wind blows for anyone who speaks more than one language,” at which point all those who are multilingual have to leave their seats and find a new seat, leaving a new person in the middle. This is a good game to recognize diversity in a fun and safe way.

## Lifeboat:

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Lifeboat is similar to ‘Big Wind Blows’ – You get the group to mingle and then prompt them to get into ‘lifeboats’ with people who have the same number of siblings, speak the same number of languages, have the same favourite colour, etc. The last group to form is ‘out’.

## Yes, Let’s:

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Walking around, people take turns calling out what they want people to do. For example, “Let’s climb a tree,” and then everyone says, “Yes, let’s!” and pretends to climb a tree.

## Birthday Line-up:

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Ask the group to line themselves up in the order of their birthdays (or height, for example) without speaking.

## Systems Game:

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Walking around a designated space (room, field, lot), everyone secretly chooses two people, and tries to remain exactly in between both of them – the ensuing organized chaos can be a good analogy to the organized chaos of interdependent living systems!



# Introduction / Name Game activities

**Circle Name Game:** In this most basic ‘name game’, names are said around the circle, along with an adjective or animal that starts with the same letter as their name, and maybe a movement which everyone repeats.

**One-minute Intros:** Everyone in the group gets one minute (need a firm timekeeper for this) to introduce themselves in whatever way they want. This allows for different types of expression such as dance, song, or just speaking.

**Buddy Pairs:** One helpful way to build in reflection and support is to pair people up into ‘buddies’ at the beginning of the training. Its important to ‘randomize’ buddy selection so that people don’t end up with people they already know – one way to do this is to create two circles, one inside the other, of people holding hands, with equal numbers of people. Then you have each circle rotate a different way. When you say, “Stop”, people will be facing their buddy. You can have buddies check in to reflect and share what they are learning at different points throughout the training. Here are some good prompts to open and close:

## *Opening*

- “Some wishes I have for this workshop are ...”
- “Some fears or reservations I have for this workshop are ...”
- “Some support I could use from you might be ...”
- “You’ll be glad I’m your buddy because ...”

## *Closing*

- “Something I learned that I can’t wait to take home is ...”
- “Some ways I noticed you shine in this workshop are ...”
- “My hope for you is that ...”

**Diversity Welcome:** A nice way to welcome and acknowledge the diversity in the room is what is known as a ‘Diversity Welcome’ – the idea is to welcome all the different types of diversity in the room to make people feel included, and to acknowledge and show respect to the important differences that exist. Here are a few examples of how to frame it:

“I’d like to welcome into the room...”

- Women, men, transgendered people
- Young people, older people, people of all ages
- Single people, married people, people who are dating
- Your families and people who supported you to be here
- People who speak English, Hindi, etc.
- People who are \_\_\_\_ (name the different races or ethnicities in the room)
- People who are from \_\_\_\_ (name the different locations)
- The people native to this land
- Your emotions – joy, grief, anger, disappointment, inspiration, and otherwise.



Arz (*anyay rahit zindagi*), is a Social Work Organization, founded by professional social workers from the Tata Institute of Social Sciences (TISS), Mumbai, in 1997.

Arz is working on the issue of sexual violence, with special focus on child sexual abuse and commercial sexual exploitation. Arz, in collaboration with the government and non-government agencies, has been involved in protection of vulnerable people; rescue, rehabilitation, re-integration and providing livelihood alternatives to the victims of sexual violence in Goa; and prosecution of sex offenders and traffickers.

Arz has participated in drafting legislation, rules and schemes relating to child protection and commercial sexual exploitation.

The organization is actively involved in research, documentation, and training.

For more Information visit: [www.arzindia.org](http://www.arzindia.org) / [www.stoptrafficking.in](http://www.stoptrafficking.in)

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