

GENDER

SENSITIZATION



AN ILLUSTRATIVE GUIDE ON GENDER SENSITIZATION
BY



SAINIK SCHOOL IMPHAL



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MESSAGE

Keeping in mind the Sustainable Development Goal of enhancing Gender Equality, the Sainik Schools Society, Ministry of Defence decided a few years back to admit girls cadets in class VI with an aim to ultimately induct them in National Defence Academy. For the success of this initiative, there is a need to imbibe an inclusive attitude and conducive environment at all levels starting from the School administration, academic staff and the cadets themselves.



This Booklet provides all the perspectives required at different levels of all Sainik Schools for easy comprehension, assimilation as well as methodology for ensuring Gender sensitization by all allocated stakeholders.

I congratulate, Sainik School Imphal for the initiative and I hope that this booklet will be utilized by all Sainik Schools to ensure Gender Sensitization at their schools.

(Rakesh Mittal)
Joint Secretary

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MESSAGE

It gives me great pleasure to learn that Sainik School Imphal is bringing out the booklet on "Gender Sensitization".

Gender Sensitivity and inclusivity promotes equality by ensuring all cadets are treated fairly and with respect regardless of their gender. The Sainik Schools, always have been torchbearer in field of education, so it is totally apt that Sainik School takes lead in using gender sensitivity and gender equality in school's curriculum and day-to-day activity. This booklet will help to implement the policies as well as imparting education for gender sensitivity and equality in Sainik School.



The booklet will help in implementing "Gender Sensitization" which would further help Sainik Schools to 'Touch The Sky With Glory'.

I extend my best wishes to the editorial team and entire Sainik School Imphal fraternity in their pursuit for excellence.

(S Jacob)
Air Cmde

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MESSAGE

It makes me extremely glad to know that Sainik School, Imphal is bringing out the booklet on "Gender Sensitization".

Sainik Schools, have entered a new era, with induction of girl cadets in its fold. The gender sensitization is 'the most important aspect' which requires proper appreciation & understanding for all cadets and staff of Sainik School. The Sainik Schools are required to provide conducive environment for growth of all cadets irrespective of gender. The booklet has brought out these concepts and their implementation through various systems that can be incorporated in the school. For the attitudinal and behavioural changes, easy-to-implement lesson plans have also been included.



I am sure that this booklet will help the Sainik School to achieve more success with Gender Sensitization and Equality by implementing it in their curriculum.

I wish the publication of "Gender Sensitization" a grand success.


(Rajesh K Sharma)
Cmde

PREFACE

A turning point has come for Sainik Schools wherein we have to become co-education school. This requires an orientation as well as attitudinal changes in staff as well as administration. The knowledge of policies with empathy will help us in assimilating the girls into Sainik Schools smoothly.

Gender sensitization and gender equality both are paramount for our schools. Now as Government of India has decided that portal of National Defence Academy will be opened for girl cadets too, our job is to ensure that respect for each other is engrained to both genders from class VI onwards.

Gender sensitization being an abstract concept, one may often be in a frenzy when asked to explain the term to the parents, care-takers and administrators involved with the young ones. Another dilemma is how to inculcate knowledge about "gender equality" in the daily curriculum of the young students. In such cases, one can turn to this guide book which tries to explain Gender Equality through simple yet concrete ideas and actions.


Gender sensitization includes creating awareness about the gender identities of children and how to use it in order to become good citizens of our country. It includes:

- (a) Process of educating people*
- (b) Building confidence to talk about gender choices openly with others*
- (c) Paying attention to the problems that may originate due to misconceptions about gender*
- (d) Trying to create an environment of trust and support for all without any discrimination based on gender*
- (e) Handling situations related to misuse or abuse based on gender*

The book has tried to cover all aspects pertaining to gender sensitization for parents, staff, administrator and cadets. The booklet on gender sensitization is an endeavour to give informative guidelines to ensuring healthy and safe environment for our cadets in school premises as these cadets have been entrusted to us.

Errors and omission if noticed will be corrected in the next edition. All the efforts made in this publication are fructified if the booklet is of any use to all Sainik Schools.




(Rajneesh Kumar)

Gp Capt
Principal, Sainik School Imphal

FOREWORD

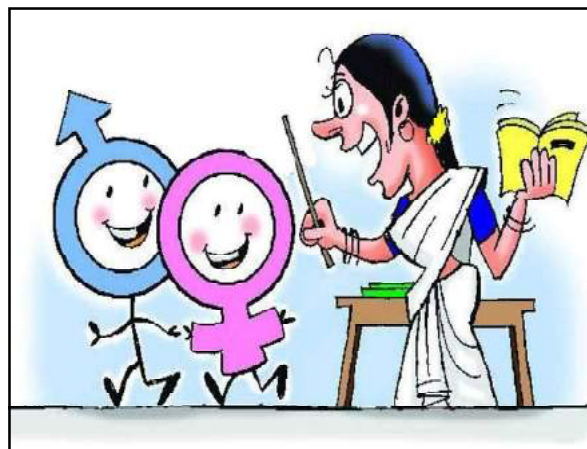
Human beings are a truly social species. Each one of us is connected to and influenced by other people. Social contact is a central aspect of our lives. People from all walks of life bring happiness and meaning to our lives. We cannot imagine a healthy life without our friends, elders, and society, in general. In a very basic sense, society helps us define who we are and the quality of our existence through our gender.

Understanding Concept of Gender

Most of us confuse the term "sex" with "gender". We feel these two terms to mean the same. There is a big difference between the two terms. **The term sex refers more to the physiological differences between two human beings based on their chromosomes, reproductive organs, and anatomy.** While chromosomes are not visible to us, but the specific reproductive organs and their anatomical shapes are clearly visible to us once a child is born. We can differentiate between a male and a female child with the help of the physical or biological differences in their anatomy, that is their body parts. These differences become poignant with the onset of puberty for both the male and female.

Unlike the term 'sex' which refers more to the physical aspects of a human being, **the term 'gender' refers to a more psychological or social construct.** It is based more on the culture and society in which an individual lives and what kind of roles this society and culture describe to define a gender. Genders can be many such as feminine, masculine, androgynous and so on. Also, a boy with a male body can possess traits to be more inclined towards the feminine gender or vice-versa.

This means, not everyone will have the same meaning attached to the term 'gender'. There might be different perceptions and associations that a person might attach with his/her gender. How the other human beings can acknowledge and understand the gender of a person is through the physical appearance, clothing choices, behaviour, body language and mannerisms that a person tries to follow in his/her daily life.



Gender Equality

Treating both the girls and boys in the same way when it comes to matters of academic intelligence, physical capabilities and social upbringing keeping in mind their physical differences can be termed as gender equality.

This means

- (a) Respecting the body boundaries for both the genders
- (b) Giving no undue advantage/disadvantage based on body types
- (c) Distribution of work and privileges equally for all genders
- (d) Availability of gender specific administrative and logistic infrastructure
- (e) Using gender-neutral language in classrooms, mess, and playgrounds.



Importance of Gender Sensitization

In today's world where most of the countries are saying "NO" to aggression and non-violence; respecting individual differences has become the norm. Many countries have accepted the varied choices of individuals related to their gender-based identities. Even laws are getting changed in order to benefit and include all types of genders. This is even more important in a country like India where there are diverse communities trying to live together as ONE NATION. The benefits of gender sensitization are many and can not be ignored any more. Gender sensitization:

- (a) develops respect for each other despite individual differences
- (b) makes society more inclusive by reducing gender party
- (c) aids in reducing violent actions such as beating, abusing, hitting each other & other gender-based-violence
- (d) enhances the physical and social performance of individuals
- (e) improves the mental health and well-being of individuals
- (f) assists the children to make independent decisions about their present
- (g) provides confidence to the children to make choices about their career
- (h) boosts the morale of all individuals of the organisation.

GENDER SENSITISATION IN SAINIK SCHOOLS



Conceived by the then Defense Minister of India, Shri VK Krishna Menon in 1961, the Sainik Schools are a system of public schools established and managed by the Sainik schools Society under the Ministry of Defense (MoD) Government of India. The main objective of their conception was to rectify the regional and class imbalance amongst the Officer cadre of the Indian militia. The schools work to prepare the cadets academically, mentally, and physically to enter the prestigious alma mater of military leadership: National Defense Academy, Khadak wasla, Pune.

Till date, many male cadets of NDA and other military academies such as IMA, INA and AFA are alumni of Sainik Schools across the nation. As a result of the successful journey of male cadets in various Sainik Schools, the doors of these residential schools have been extended for the girl cadets in the recent years. Hence one finds, a small number of girls each starting from sixth grade in all the Sainik Schools in the country. Now, this inclusion of both the genders in such regimental residential school, makes it crucial for all the stakeholders to be aware of the concept of Gender Equality and promote it through their attitude, thoughts, and deeds.

A cadet's life in a Sainik School revolves around a strict and timely routine starting early in the morning with a physical fitness run (popular as the Morning PT) and ends with a Night Roll call before s/he goes to bed. In between, the cadet undergoes various academic, co-curricular and social activities throughout the day. During these activities, the cadets are clubbed into various groups based on their ages, Houses, or activities. For instance, a sixth grader may share a classroom

with other sixth grade cadets in the daytime, but s/he will be sharing the dormitories with other class cadets. During the club activities, play time and House activities, the cadet may be coming closer to cadets of other senior classes. Many times, the cadet might be left alone in a dormitory, cafeteria, playground etc.

In both the cases, when the cadet is alone or in the company of other cadets, it will help to inculcate the right code of behaviour in these cadets. They need to always know to:

1. Dress appropriately
2. Address others appropriately
3. Respect each other's spaces
4. Behave appropriately in the presence of others
5. Identify and assist each other's needs in cases of emergency

This means, they will have to learn to avoid

1. Abusing each other
2. Calling names to each other
3. Hurting intentionally/unintentionally emotionally or physically
4. Bullying each other based on gender/ physical differences
5. Giving undue attention to each other based on gender/ physical differences



BUDDY SYSTEM IN SAINIK SCHOOLS

As discussed earlier, Sainik Schools are the breeding grounds for enabling the young cadets to serve their motherland by joining the National Defense Academy. From the day these young cadets enter the environs of Sainik School in sixth grade, they are assigned a Buddy who would be from a senior class of same house. This Buddy helps the young ones to adjust and align themselves to fulfill the needs and demands of the school curriculum and routine.

Buddies are responsible for each other's attendance during the Morning Assembly, Outdoor activities, Roll Calls, Meals in the mess and any other social gatherings. In addition to this, the buddies will check each other for the daily academic activities as well as daily needs for clothing, stationary and so on. Buddies are expected to study together during the evening Preparatory classes and play together during the Games period.

The elder Buddy helps the younger one to learn the ways of life in a Sainik School, such as:

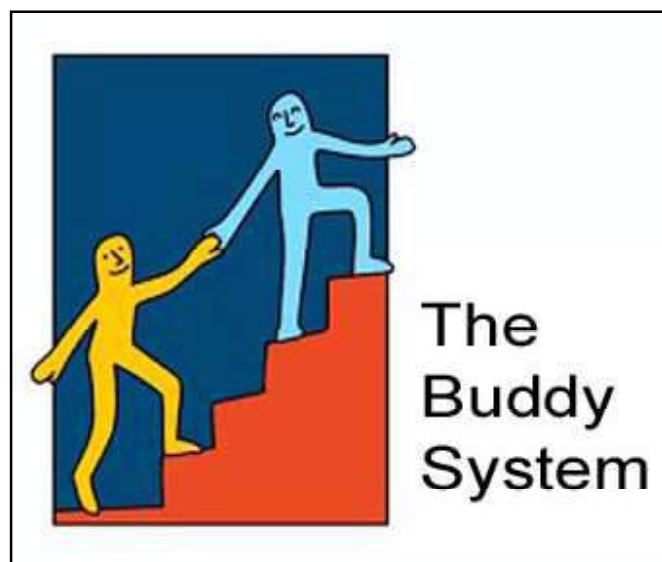
1. To get up early in the morning,
2. To dress up properly for morning assembly and classes
3. To perform well in academic and co-curricular activities
4. To learn to manage personal hygiene and sanitation
5. To learn to safeguard, manage and spend one's pocket money
6. To cope up with the physical and emotional changes in teenage
7. To understand how to behave with the cadets of other gender
8. To respect and behave well with teachers, house masters, wardens, and other staff members
9. To take care of each other's mental and physical health
10. To take care of each other's personal belongings



In addition to prevent loneliness and ensure emotional and social well-being of cadets, the Buddy system also encourages cadets to overcome problems related to the onset of teenage. Cadets learn to grow more responsible in a safe and secure environment. Instead of being bullied or ragged by the seniors, they are taken care of by the seniors through the buddy system. Also, the seniors learn to become compassionate and caring towards their juniors instead of choosing to abuse or misuse their powers as a senior.

Utmost care needs to be taken by the appointment cadets, teaching and support staff to not let the Buddy system be misused by any of the seniors for their vested interests. Seniors need to be cautioned to not resort to

1. Making fun of junior Buddy based on physical demeanour
2. Calling Buddies with funny, derogatory nicknames
3. Picking out on Buddies intentionally in front of peers from other gender
4. Physically abusing, hitting, or body-shaming the Buddies for fun
5. Isolating the Buddies from talking to peer group from other gender



DUTIES OF HOUSE APPOINTMENT CADETS IN CREATING GENDER AWARENESS IN SAINIK SCHOOLS

House appointments are the key to ensure unity and discipline among the cadets of Sainik Schools. It is very important that they understand and perform their duties seriously. With the inclusion of Girl Cadets, it becomes pertinent to train and make these cadets aware of how to handle gender specific issues of growing teenagers. They need to be familiar with the issues related to physical and emotional growth of adolescents. Also, they need to feel comfortable talking to the Teachers and Support staff in case they envisage a problem amongst any of the cadets based on gender differences.

The male cadets need to be aware of the monthly "MENARCH" of the adolescent girls and learn to appreciate the physical discomfort such as cramps, mood swings, weakness that can occur in girls during the monthly menstrual cycle. Similarly, the girls need to be made aware of the physical changes that can occur in the male cadets and their need for privacy during these times.

Further, whenever a combined activity is to be planned by the House Appointments under supervision of House Masters, availability of following requirements needs to be kept in mind:-

1. Availability of toilets nearby
2. Availability of medical cover nearby
3. Availability of sufficient light and ventilation
4. Availability of cadets with their buddies/ peer groups always

At all times, the appointment cadets need to ensure and avoid

1. Visit to hostels of other gender cadets
2. Display of undergarments or items of personal effect in front of other gender cadets
3. Use of derogatory or insulting language for any gender in any public gatherings
4. Calling of other gender cadets to an isolated or less populated location
5. Display of any pornographic, banned or sexually harmful material to other cadets
6. Use of physical force against any gender while doing any combined activity
7. Groping, molesting, or ogling at any other gender cadet during a mass/ isolated gathering

HOW TO USE THIS BOOK

1. This book is divided into various sections which cover how the respective categories of people need to address issues related to physical maltreatment. Although we have endeavoured to categorise and suggest the concepts/ actions a certain class or group needs to know about the topic, you may find at times there is a repetition of steps to be taken by different categories, say, for example, by the teachers and the students in a particular chain of events. So the purpose of making different sections is the difference in the focus of the actions of each category, which is as given below:

- (a) For students: awareness and self-protection.
- (b) For wardens/housemaster and other adults: compassionate behaviour,
- (c) For school administrators: cooperative ,preventive, punitive,
- (d) For teachers: training of life skills

Hence, the content, even though same has been addressed in different ways for all.

2. Also, a lot of careful studies has resulted in the conception and production of material appropriate to different age groups of students starting from pre-primary to late teens/ adolescents. Still, there might be a need to further simplify or advance the method of instruction for the students. Adults are advised to use their discretion in letting their wards read the booklet themselves or under their continual guidance.

3. **A word of caution for the wardens/ housemasters and the teachers:**

The section dealing with students equips them to handle both preventive as well as post abuse actions. Some of the readers may find it ridiculous or inappropriate that the students' section enlists actions to be taken at a hospital, with a counselor, and a police station after an assault has taken place. Remember the sole purpose is to enable your student to behave logically even when they are alone. Although a guardian may accompany and assist a teenager to go through these steps, they must be aware of what awaits them.

I need help



4. So, feel free to use, edit, and/or share any of the content created with the sole purpose of enhancing the happiness and well-being of our future citizens of India.

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SECTION 1

For Students



Dear Students,

1. The most important thing for you to understand about inappropriate treatment is that it is not your fault.
2. You probably have a lot of questions about what an abuse is, and, if you have been ill treated, what you should do about it. We hope that some of these questions will be answered in this book.
3. Sometimes, not only strangers but people known to you may also try to abuse you. Your guardians/principals/relatives/friends/teachers/wardens should be there to help and support you, sometimes s/he will hurt you. But this book is here to help you if that happens.
4. Everybody reacts to abuse differently. Your body may react in a way that you do not expect. You might “freeze” and not be able to think or move. Your body might also make you fight back or run away. It is important to remember that you can’t control your body’s reaction. Maybe, with time and training, you can make it a little improved/positive.
5. In this book, we encourage you to talk about your experiences with someone you love and trust. You only need to find ONE person who will help you and make you feel safe. It is also a good idea to ask that person to come with you for support when you follow the steps in this book, like going to the hospital or the police station.
6. Remember, if your abuser is not punished as you had hoped, this is not your fault. You can’t control these processes, but you must get help so that you can feel better and move on in life.

**So, let’s learn to protect ourselves and live a healthy,
happy and honourable life.**

(Read under the guidance of Guardians/ Teachers/ Wardens)

1. My body is my own.
2. Nobody can harm me.
3. My body has some private parts which are always covered by clothes.
4. They are known as private parts because only I and Mommy and Daddy and Doctor can touch them.
5. Nobody else is allowed to touch them.
6. Everybody has a family and some friends. They do not harm you at any time.
7. And then there are some strangers, whom we don't know.
8. Strangers don't live with us in our homes.
9. We see them in the school, on the road, in the park, and the market.
10. There are some *safe strangers* and some *dangerous strangers*.
11. *Safe strangers* are those whom we see daily at the same time and same places as our school bus/ van drivers, gen-employees/multitasking staff, watchmen, washermen, gardeners, ayahs, peons, and clerks in school.
12. Dangerous Strangers are those whom we don't know and don't meet every day. We cannot talk, play or go anywhere with dangerous strangers.
13. We cannot take any balloons, sweets, chocolates or ice-creams from any of the strangers: safe or dangerous, without our guardians' permission.
14. We can always confide in our teachers, housemasters, wardens, staff in case anybody tries to harm us sexually or make unwanted advance.
15. In case any senior/ classmates/ juniors attempts to take any of my belongings against my wish I will report to my teachers, wardens or housemasters.

LET'S REVISE



THINGS I SHOULD KEEP IN MIND



I don't talk to strangers without Mom's permission



A stranger can be a woman



A stranger can be a man



I need to stay close to my mom or dad when we go out



I don't go alone if a senior cadet calls me in middle of night



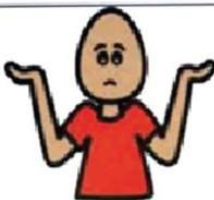
I don't take candy from strangers



I don't get in a car with a stranger



My Mom will tell me if it's okay to talk to a stranger



Is a School employee nice? I don't know



A person might act nice



But he or she might be mean and try to hurt me



School employees might act nice but He or She might be mean and try to hurt me



It's okay to yell for HELP if some one bothers me!



It's okay to run away from a person that scares or hurts me



I will tell my guardian My guardian will help



I should report to wardens/teachers/parents if another cadet touches me inappropriately

Safe Stranger

Who are Safe Strangers ?

Some people that we don't know very well or have never met before can be trusted to help us. For example, we don't know the Firefighters or Police Officers who come to our aid but we can think of them as **Safe Strangers**.

Other examples of **Safe Strangers** are..... Mamas/GEs/
Multitasking staff of the school.

Safe Strangers are people who can be trusted to help us in a public place when they are at work and doing their job.

You cannot tell if someone is a **Safe Stranger** just by the way that s/he is dressed, how s/he looks or how he/she talks to you.

A stranger might know your name, your address, your friends' names, pet's name, or any other personal things about you but that does not make him/her a **Safe Stranger**!

(Read under the guidance of Guardian/Warden/Housemasters/ Teachers)

1. WHAT YOU NEED TO KNOW ?

When someone tries to harm your mind, emotions, private parts and your body through certain actions, such as:

- (a) When someone sends you an SMS saying s/he likes your buttocks.
- (b) When someone presses or rubs his/her body against yours.
- (c) When someone offers you a reward for a sexual favour e.g. when he offers you marks in exchange for touching your private parts/kissing/hugging you tightly.
- (d) When someone makes a joke about your/ someone else's private parts that makes you feel uncomfortable.
- (e) When someone forces his/her body or private parts on your body/ private parts.
- (f) When someone puts his/her hands/an object into your pants or underwear/innerwear.
- (g) When someone touches you in a way that makes you feel uncomfortable.
- (h) When someone forces you to look at pictures of naked people.

2. WHO IS MALTREATING YOU ?

He/She can be somebody amongst people you know (your friends, cousins, relatives, parents, teachers, principal, coaches, nurses and doctors) or somebody whom you don't know (bus driver, gardener, mess waiter, watchman, any other complete stranger on the road) and who

- (a) Tries to hurt you physically or sexually.
- (b) Makes fun of you/ your private parts/body.
- (c) Bullies you by forcing his/her body on you.
- (d) Makes you feel uncomfortable by touching your body and private parts in a way that you don't like.
- (e) Pats/rubs your back without reason.

- (f) Tries to brush his/her body against you.
- (g) Makes you sit in his/her lap and fondles your buttocks, hips, thighs.
- (h) Puts a hand inside your undergarments and feels your private parts without reason.
- (i) Tries to send you/share with you pictures of adults without clothes/kissing/hugging/sleeping together without clothes.
- (j) Tries to kiss you/hug you/force his private parts inside your body.

3. REMEMBER

- (a) Your body belongs to you and nobody else can tell you how to use it.
- (b) Nobody can touch your private body parts. Only you can see, feel and touch your private body parts. These are those body parts which are covered when you wear swimsuit such as your chest, your nipples, your uterus/penis and vagina, thighs, buttocks and anal portion.
- (c) In addition to you, your parents may touch them to clean them while you bathe and a doctor may see them for medical check-up in the presence of your parents.
- (d) Anybody else tries to touch them, it means to harm you.

4. WHAT WILL YOU DO AT SUCH TIMES?

- (a) Do not be scared, afraid, or sad.
- (b) It is not your fault.
- (c) You will take three steps:
 - (i) Shout and Say **"No! STOP"** loudly and immediately.
 - (ii) Go to some other safe area/place.
 - (iii) Look for some responsible adult person and tell them immediately whatever happened.

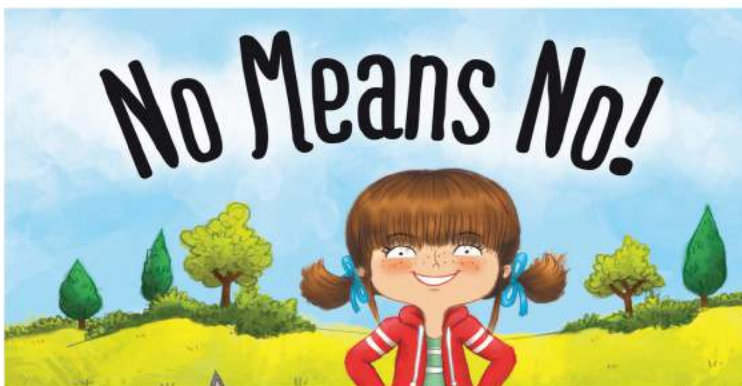
If you are still confused, try to answer the following questions honestly. If the answer to any one question is affirmative, you need to talk about it to an adult whom you trust as your well-wisher.

5. THE SWIMSUIT RULE

- (a) Is anybody trying to touch your private parts intentionally or unintentionally?
- (b) Is there anyone who tries to secretly make a bad touch appear like a good touch?
- (c) Is someone forcing you to keep a bad body touch a secret?
- (d) Do you want to talk about anybody's bad touch?
- (e) Is anybody forcing you to repeatedly keep a bad secret by giving you gifts, presents or other bribes?
- (f) Is any adult repeatedly calling you to meet him/her in isolated /lonely places on the pretext of studies/classroom activities?
- (g) Is any adult/friend sharing/sending you any dirty messages, pictures or videos under the garb of friendly talk?
- (h) Is anybody daring/forcing you to post your nude/ scantily dressed photos/videos in the name of friendship?

6. REMEMBER

Your abuser might threaten to hit you (corporal punishment) if you say no to some of the actions such as letting him/her touch your private parts, brush his/her body against you, kiss you or hug you or give you gifts/marks for keeping all these actions a secret. At other times, your teacher may not use any physical force but promise to give you better marks, money or a promotion, in exchange for all these actions.



For Teenagers and Adolescents (For Self Reading)

1. What do you mean by inappropriate behaviour towards you ?

- (a) Sexual abuse/ harassment/ violence is unwanted and unwelcome behaviour of a sexual nature. It interferes with your right to learn, study, work, achieve or participate in school activities in a comfortable, conducive and cooperative environment.
- (b) In your school, maltreatment may involve a boy harassing a girl, a girl harassing a boy, a boy harassing another boy, or a girl harassing another girl. It may involve teachers harassing students or vice-versa. It may also involve non-teaching staff harassing students or vice versa.
- (c) Acts of harassment may also include making gestures with sexual overtones, website postings, instant messages/ SMS, e-mails or virtual letters, sharing pornographic material with others in order to humiliate or ridicule another person.



2. How does Bad Touch/Behaviour start?

- (a) Making gestures that makes someone feel bad. (Showing you middle finger)
- (b) Passing notes, pictures, jokes, messages on phone that makes someone feel bad.
- (c) Brushing against someone in a way that makes him/her feel bad.
- (d) Grabbing, touching or pinching the private body parts of another person.
- (e) Grabbing, touching or feeling another person's under garments.
- (f) Pulling up/ down another person's uniform/ clothing to see/show his/ her undergarments/ private parts in isolation/ in toilets or in public.
- (g) Giving an unwanted kiss or hug or tell somebody else to do that to them.

- (h) Telling wrong things/ stories about somebody's body parts or private habits.
- (i) Making fun of someone for being a boy/ girl or a gay or a lesbian.
- (j) Taking pictures of anybody's private parts and publishing them on social media with nasty comments.

3. Difference between Friendship and Improper Behaviour :

- (a) Physical contact is a regular feature in a virtual relationship like the one you share with your classmates, siblings and/or juniors/senior students in school. Physical actions such as holding hands, patting the back, hugging, kissing are normal actions in a relationship where love and compassion is mutually shared. Sometimes, you may like the company of some classmates/ teachers of same/opposite gender. At other times, some of your friends may want to share your company and try to know more about you. They may praise you, laugh with you, share seats in class with you, invite you for snacks after school and sometimes try to present you some gifts. You may also want to do the same for them. **This is natural and healthy sign of the process of growing up.**
- (b) At some other times, adults or your friends may forget their limits of physical contacts and try touching your private parts. Their touch may not make you feel awkward or uncomfortable; it may feel like a tickle or it may actually make you feel good or excited. But this is not right. This is illegal and this is definitely an improper act. You have full control over your own body and nobody can try to control it through such acts.
- (c) Do not be scared to say NO to such acts taking place in the name of personal tuitions, secrets between friends, ragging, bullying or anything else. Do not worry about what the other person will say/ feel/ do if you say NO to such acts. Nobody can harm you in any way. Such acts are punishable under the Indian Penal Code. Take the help of any other adult such as your guardian, and school teachers/ principal to stop such acts.

4. REMEMBER!

- (a) Improper treatment meted to you is not your fault. Your actions have not made you deserve it in any form.
- (b) It's not a joke.
- (c) It's not alright if somebody you know, like your friends, relatives or teachers treat you inappropriately.
- (d) It is a crime and such people can be sent to jail if they trouble you.
- (e) They will try to boycott you, make fun of you, isolate you and threaten you.
- (f) Inappropriate treatment is not about feelings of love, infatuation or being liked by someone.
- (g) Inappropriate treatment is unwanted behaviour. It is the result of somebody wanting to control you, your body and all your actions.
- (h) Inappropriate treatment means somebody doesn't want to respect your identity, decisions and their limits.
- (i) Inappropriate treatment is one-sided and it is an attempt to make you feel embarrassed, awkward and ashamed in front of others.
- (j) Tell the abuser, whosoever it is: NO means NO.

Remember :-

Hope for the Best Prepare for the Worst!

WHAT TO DO IF YOU HAVE BEEN MALTREATED/SUBJECTED TO MALTREATMENT BY SOMEBODY IN THE SCHOOL/OUTSIDE?

1. Remember it is not your fault if you have been treated improperly. None of your actions, dressing style or attitude gives a right to anyone to abuse/ assault/ rape/ act violently against you. So prepare yourself to handle such a situation, if at all it occurs. You need to tell it to the following people/ institutions to help you to see that you get emotional, medical and legal assistance for coping with the situation:
 - (a) School principal/ school authorities
 - (b) Your housemaster/warden/counselor
 - (c) Your teachers
 - (d) Your guardian
 - (e) Police officers
 - (f) Any other NGO/support groups
 - (g) Government officials
2. Someone who has been subjected to improper physical treatment needs medical care, comfort, understanding and support.
3. After you have been abused, you may need help to feel safe again and to manage life after such a traumatic and difficult event. There is no set time for how long it will take to return to your usual self. It can take from a few weeks to a few months or longer – it is different for everyone.



1. WHEN YOUR BODY IS SUBJECTED TO IMPROPER TREATMENT

- (a) Feel irritable or moody
- (b) Feel angry, frightened, or confused
- (c) Feel sad, anxious, or nervous, especially about being alone
- (d) Feel like you don't want to be with friends and family
- (e) Not be able to sleep
- (f) Have terrible dreams
- (g) Have changes in appetite
- (h) Be unable to concentrate in school or to participate in everyday activities
- (j) Feel like you want to vomit
- (k) Feel dizzy
- (l) Sweat a lot
- (m) Feel like you have a big metal ball on your chest

2. These may be signs of **post-traumatic stress disorder (PTSD)** or what is sometimes called **"rape trauma syndrome"**. **This is a normal reaction to the maltreatment. Do not worry. They will be gone in some time, if you take care.**
3. You should get help if after a month these symptoms have not gone away, or are worse and you now have other symptoms such as:
 - (a) Difficulty focusing at school or anywhere else
 - (b) Avoiding things that remind you of abuse, such as not going to school
 - (c) You can't fall asleep
 - (d) You can't forget what happened
 - (e) When you are reminded in any way about what happened, you feel your heart beating faster and you start to sweat
4. Being subjected to maltreatment will often make you feel as though you don't have control over your life. You might think things like, **"I shouldn't have gone back to the classroom where it happened,"** or, **"I could have screamed louder,"** . **Remember that none of this is your fault!**

WHY WOULD A PERSON NEED COUNSELING?

Making the decision to go for counseling is a very important step towards getting better. Counseling allows you to understand what happened and why you are reacting this way.

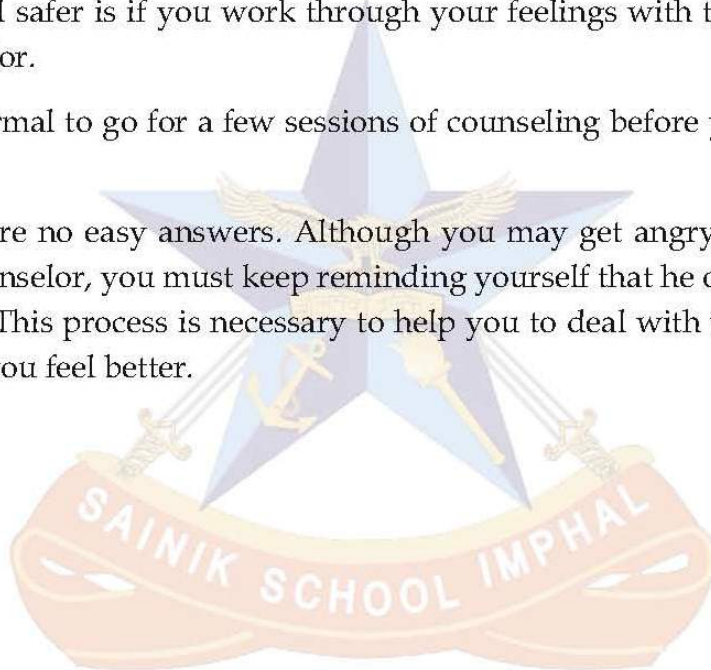
WHAT TO EXPECT FROM COUNSELING

1. You will be alone in the room with a counselor. You should feel comfortable to talk about anything you want to.
2. The counselor will never force you to talk about anything you are not ready to talk about.



3. The counselor is not allowed to tell anyone what you tell them. But if you have not reported your abuse to anyone else, the counselor may have to report it to the police, and support you through the process.
4. At any of your sessions, the counselor will answer any questions you have about counseling or other support you may need.
5. In counseling, you will be looking at yourself, your relationships and your life in general.
6. Counseling is not always easy or comfortable, but the only way that you will feel safer is if you work through your feelings with the support of a counselor.
7. It is normal to go for a few sessions of counseling before you start to feel better.

There are no easy answers. Although you may get angry and frustrated with your counselor, you must keep reminding yourself that he or she is there to support you. This process is necessary to help you to deal with what happened and to make you feel better.



AT THE POLICE STATION

1. Fear, shame, guilt and conflict may discourage victims from coming forward more so if the violence was committed by someone with whom they have a significant relationship.



2. Victims might resist coming forward for fear of retaliation, not wanting people to know.

3. If you have been sexually abused it is important that you tell the police, so that they can investigate the case and find your abuser.

4. You should go to the police to report the abuse as soon as possible after it has happened. The sooner you report the case, the easier it will be for the police to get the evidence they need to find your abuser. However, the police must still investigate the case even if you take a long time to report it. Here are some FAQs and answers to them for your easy reference:

WHICH POLICE STATION SHOULD I GO TO?

You can go to any police station to tell them what happened. Most police departments have officers who are trained to interact with victims of sexual assault. The police must open a docket and take down your statement. If you report the abuse at another police station, the docket will be moved to the police station closest to where you were abused.

WHAT IF I WANT TO SPEAK TO A WOMAN AT THE POLICE STATION AND NOT A MAN?

You have the right to speak to a female police officer. The police must find a female officer to speak to you and write down your statement. You don't have to be left alone with a police officer if you are scared. Your friend or family member can stay with you.

WHAT LANGUAGE SHOULD I USE TO GIVE MY STATEMENT?

You have the right to speak to the police in your home language. If the police officer who is taking your statement does not speak your language another police officer must be found to translate what you say.

TO HELP POLICE GATHER EVIDENCE DO NOT

- (a) Shower or bathe
- (b) Change or throw away your clothes
- (c) Wash your hands or comb your hair
- (d) Take any drugs or alcohol
- (e) Disturb the area of occurrence

WHAT IF I DON'T WANT TO TELL THE POLICE WHAT HAPPENED IN FRONT OF OTHER PEOPLE, OR IF I DON'T KNOW HOW TO TELL THEM WHAT HAPPENED?

The police must speak to you on your own in a room away from other people. If you don't know how to explain what happened, you can also write it down, or you can draw pictures to show the police what happened. It is normal to feel scared or nervous about talking to the police.

WHAT MUST I TELL THE POLICE TO PUT INTO MY STATEMENT?

You must tell the police everything that happened to you. Some questions the police might ask you are the following:

- (a) Who maltreated you physically ?
- (b) Do you know your abuser's name ?
- (c) What does your abuser look like ?
- (d) How resistance was communicated ?
- (e) When and where did the sexual abuse happen ?
- (f) What did your abuser do to you ?
- (g) Did your abuser scare you with a weapon ?
- (h) Did your abuser give you drugs or alcohol ?
- (i) Did your abuser promise to give you something in exchange for this act?

AT THE HOSPITAL

1. If you have been physically abused, you should get medical help as soon as you can. If possible, you should go to the hospital within **72 hours (three days)** of being abused.
2. If you do this, the doctor or nurse will be able to give you medication to help to prevent you from being infected with HIV. This medication is called **PEP**, which stands for '**post-exposure prophylaxis**'. You will have to take these pills every day for 28 days.
3. The doctor or nurse may also be able to give you medication to prevent you from falling pregnant. Both of these medicines are free in public hospitals and clinics. You might feel a bit sick after taking this medicine, but it is very important to keep taking it until it is finished.
4. If you do not get to the hospital within 72 hours of being abused, the PEP and medication to stop you from falling pregnant will not work. Talk to the doctor or nurse about other options.
5. You should take a trusted friend or family member with you to the hospital to support you. You can call an ambulance to come and get you if you can't get to the hospital by yourself.
6. Going to hospital may be hard. They may make you wait a long time and they may not be friendly. Don't worry. Remember that it will be over soon.
7. The doctor or nurse will need to do some tests to get evidence. These tests will help the police find your abuser. You have a right to know the results of these tests.
8. You can talk to your parents, school teachers, principal and all those whom you trust, about this incident so that the culprit is caught faster and stopped from doing the same harm to others.



WHEN YOU GET TO THE HOSPITAL

1. Go to the hospital reception and ask them to call a doctor or nurse to come and see you.
2. Someone will show you where to wait until a doctor or nurse can help you.
3. The doctors and nurses will give you emergency care if you need it.
4. They will ask you certain questions about your health.
5. The doctor might ask you what happened. It may be difficult and painful to remember and to talk about everything that happened, but this will help the doctor or nurse to know what to look for when they examine you.
6. If you are a girl, they will ask you about your period and whether you have been taking any contraceptives. If you have had sex before, tell the doctor. **THIS DOES NOT CHANGE THE FACT THAT YOU HAVE BEEN HURT.**
7. Take your time to remember as much as you can. Don't worry if you can't remember everything. It's very normal to forget things.
8. The nurse or doctor will check your body for bruises, scratches and marks. They will also check to see if your abuser left behind any hair or semen. **This is very hard, but remember it will be over soon.**
9. You should have a chance to talk to a counselor. The counselor will ask you about the abuse and give you advice about any feelings you might have.
10. If you would like more counseling, ask the nurse or doctor for more information.
11. The doctor or nurse will tell you when to come back for a check-up to make sure that you are getting better.
12. Tell as much of the truth as you possibly can. Don't be afraid.

WHAT WILL THE DOCTORS AND NURSES LOOK FOR?

1. The police need a lot of evidence to find the person who abused you. The doctor or nurse might take a long time (up to two hours) to examine you and it might be difficult, uncomfortable and scary for you. Take someone you trust to the hospital with you, to support you. You must tell the doctor about each and every time that you have ever been sexually abused. The doctor needs to know what happened so that s/he can help you. This includes a number of questions you need to answer, such as:
 - (a) How old are you?
 - (b) Where were you when you were subjected to physical maltreatment ?

- (c) Do you know what time it was?
 - (d) Do you know what day it was?
 - (e) What happened?
 - (f) Who abused you?
 - (g) How many people abused you?
 - (h) Did your abuser threaten you with a weapon, or force you to let them touch you?
 - (i) Did they force you to take drugs or drink alcohol?
 - (j) How were you abused?
 - (k) Did your abuser put an object or his or her genitals in your mouth, vagina or anus?
 - (l) Did your abuser use a condom when he or she abused you?
 - (m) What did you do after you were abused?
 - (n) Did you have a shower or bath or did you go straight to the hospital?
 - (o) After you were abused did you bleed, get sores or feel pain or itching on or in your penis or vagina?
 - (p) Have you had problems using the toilet?
 - (q) Do you have stomach pains?
 - (r) Are you allergic to anything?
 - (s) Do you have any illnesses?
 - (t) When was your last period?
2. In addition to this, you might have to face the media on all platforms: in print or on social media. In some cases, your own society, community and extended family/ friends may not be very supportive in your struggle for justice. But don't let it dishearten you..... Because,

You Are Precious And So Is Your Life! They Are All Trying To Help You Get Better In Some Way Or The Other.

This Is Not The End Of The World Or Your Life.

You Can Still Help Someone Else By Punishing Your Abuser For What S/He Did To You.

SECTION-II

*For those
concerned*

It takes a Community to Protect a Child



**Stop CHILD
ABUSE**



Dear Readers,

1. About one in every five children falls victim to physical violence/ abuse or harassment. It can happen to children of every gender, age, race, skin colour, social class and religion. Unfortunately, in most of the cases, the perpetrator is someone known to the child. Sadly, the child not only knows but also trusts the perpetrator.
2. It is especially difficult for young children to understand that someone they know and trust would abuse them. As an adult and as a parent it is your responsibility to prevent and protect children from falling prey to such incidents.
3. Sometimes children understand but do not know how to stop such abuse. They are scared, anxious and worried and try to avoid the company of their friends, some relatives or pure strangers. There may be many reasons behind this kind of behaviour. As a parent you need to understand and respect their choice.
4. Good communication with your own children is the key to fight physical maltreatment. It means you need to be open yet determined and straightforward while talking to your children. Create a friendly, non-intimidated environment at home and otherwise so that the child feels free to talk and ask anything s/he feels. Avoid creating taboos around topics related to sexuality. You need to make sure that the children talk to you if they feel worried, scared or sad.
5. Simplicity will be the keyword when talking to children about physical maltreatment. Although many argue that you shouldn't downplay sex or



use “cutesy” words for anatomy with children, you do have to speak to them in a way they’ll understand. Start with choosing the right words. For older kids, you can use terms like ethical decision to help move the conversation along. Once you know what to say, you have to find the time to say it. “If, for

example, you hear the word sexy/bombshell on a show, I think that's a good jumping off point," Psychologists say. "Ask them, 'What does that mean? Have you heard that said to someone else? (You can remind them of a song with these words like one of Yo Yo Honey Singh/ Badshah's songs) How did that make them feel?' and explain that it's not alright to use." If, however, your child does open up and recounts a time they or someone they know was harassed, it's important not to inundate them with questions. It's best to "just be there for them and let the conversation flow." You need to be attentive, listen without asking too many questions.



6. As parents you will have to address your children at different ages. You can't just do it once and say, 'finished with that'. Although the conversation will eventually come to an end, it's important not to close the door on the topic forever. As children are exposed to learn more, you will have to adjust to the conversation to fit their new life. If you still feel uncomfortable talking about this topic with your child, device a method to make the child understand through some story books, videos or a professional doctor's help.
7. Train your children to know what to do if they feel something is wrong. Assist them to create a safety network of their own. Let them select the adults they can trust at all times. These adults should be those who are available and ready to listen and help, if required. These adults should be someone from the family circle, such as elder siblings, parents or grandparents. There should be another outside family safety network which should be comprised of adult members outside family such as school teacher, gym instructor or counselor/doctor.
8. In this booklet, we provide you with some very simple yet effective ideas and actions which would reduce your discomfort while talking to your children on this topic.

Peruse, Help Positive Grooming!

WAYS TO CREATE SELF-PROTECTION AWARENESS IN CHILDREN

1. **Begin with a talk on body parts.** Talk about your student's body parts whenever you can. Do not give them funny/generic names as 'tashreef ka tokra, bums or boobs' as the children will continue to do so even when they grow up.
2. **Talk about private body parts and under garments.** Make them aware that these body parts are called private because we cover them with some undergarments and we don't show them to anyone. Tell them that is not alright if anybody touches/asks them to touch their/others' private parts or they touch anybody else's private parts. We will further explain this while talking about the underwear/bikini rule too.
3. **Do not change clothes in front of your children.** Children observe everything from an early age. Once they are two years old, avoid changing clothes in front of them. Encourage them to not come out of the bathroom without their towels/underwear after they take a bath/ pee. This way they will learn about body boundaries and privacy at an early age.
4. **Educate them about body touches/ secrets.** Most of the sexual abuse cases go unnoticed for a long time because since the child trusts the perpetrator, s/he unknowingly falls to the façade of keeping secrets. **The perpetrator's touches are not always bad, violent or painful. Many times, it just feels like a tickle, an excitement or a mistaken brushing against their private parts.** The perpetrator further warns the child lovingly about not getting presents/ giving /chocolates/joy rides if the child shares their secret with parents/ anybody else. Tell the children that no matter what happens/ whatever anybody else tells them, games with body touches, body secrets are not at all welcome.
5. **Decide on a code word for any unsafe/unwanted person/ situation.** Many times children may know that they are in an unpleasant situation or with a dangerous person but would not know how to say no or come out of such a situation. Keeping in mind such instances, decide on a common code word which they would use to denote danger. *In case they are stuck inside the house with some unwanted guests, or you are together at a friend's birthday party or a night sleepover, such code words can come handy if they want to get out of the room/ leave the party soon.*
6.
 - (a) Tell your children no one should take pictures of their private parts.
 - (b) Get to know the people in your child's life.
 - (c) Choose caregivers carefully.

- (d) Stay connected with your child's online life.
 - (e) Ask your children what they like doing online whom do they talk to.
7. **Create faith in your child's mind.** Tell them that you will never scold them or get angry if the child tells you somebody secret about anyone, be it your best friend or anybody else. Also, tell them that they will also not get into any trouble if they tell any body's body secret to you. Tell them that they can trust you at all times.
 8. **Train your child to follow the Three-steps Procedure for self-protection:**
 - (a) Say "No! Stop" loudly and immediately when somebody harms you physically
 - (b) Try to go to another safe place/ area
 - (c) Find out a responsible adult and tell him/her whatever happened

The Underwear/ Swimsuit Rule

Aims at training young children below 10 years to recognize and stop immediately inappropriate physical contact.

1. The Underwear Rule helps children to recognize an obvious, easy- to-remember border for privacy: the underwear/bikini. Ask them to name the parts that are covered by underwear/ a bikini. Tell them that we cover these parts because it is not decent to show them to others. **These are also known as our private parts.**
2. Tell them it is not alright if someone looks or touches or takes pictures of their private parts: the parts covered by underwear/bikini. If someone tries to put their hands inside their underwear, they have to immediately shout and say loudly **"Don't touch me here."**
3. Tell them it is not alright if they touch somebody else's private parts themselves or because someone told them to do so. If they want to feel somebody's private parts, they have to immediately stop. Also, they will refuse others by saying **"I am not allowed to touch your private parts."**



5. Tell them that if they feel somebody is breaking the Underwear Rule, they can always say 'NO' firmly wherever they are and whosoever it is. They need not to be afraid of anyone.
6. The only people who will be able to touch their body will be their parents while bathing them or dressing them and their doctor while examining them. Remind them that the doctor does it in the presence of one of the parent that is why it is allowed to him/her.

7. Symptoms of Abuse in Teenagers/Adolescents

In case of teenagers/adolescents it is more difficult to know if the child is being physically harassed. Try to answer the following questions and you might know if your child is victim or the initiator of physical abuse:

- (a) Is/ Are my child/ someone else feeling bad about someone's/ his/her behaviour?
- (b) Is his/her behaviour/ reactions part of a repeated pattern?
- (c) Does the behaviour interfere with my child's or someone else's ability to learn /enjoy classroom/ school activities?
- (d) Does it involve one person/s trying to have some kind of power over another person?
- (e) Does the child try to intentionally ignore/ avoid any other child/ adult's company?

8. ACTIONS TO BE TAKEN IF YOU FEEL YOUR CHILD IS A VICTIM/ INITIATOR OF PHYSICAL MALTREATMENT.

- (a) **Do not ignore** or hide the act of physical maltreatment. Do not blame your child for it too.
- (b) **Accept the fact** that physical maltreatment can happen to anyone if he/ she is ignorant about it.
- (c) **Help your child** to narrate the whole incident/s with time, date and all other details. Try to note it down.
- (d) **Inform** the school authorities (Principal/ Headmistress/ Class teacher) immediately. Do not try to create a scene while reporting the matter. Your mature handling will assist the child to accept and overcome the trauma of the unpleasant incident.
- (e) **Inform** the child's doctor/ a counselor and take their help, if needed for letting the child overcome the trauma.
- (f) **Encourage** the child to undertake all routine activities in the school as well as in the neighborhood.
- (g) Take the **assistance** of legal advisors and if required, lodge a complaint with the local police station.
- (h) **Stop** your child/ the perpetrator from harming anybody else.
- (j) Tell your child to firmly **say 'NO! Stop'** to the harasser whenever possible in the next instance.
- (k) **Encourage** your child to prevent and report any such behaviour that will be **unwelcome/unpleasant** to others in future.
- (l) Remember to assure your child that it is just another unpleasant physical pain like an injury and we have to recover from it.

SECTION-III

FOR SCHOOL ADMINISTRATORS



Dear Principals,

1. There are many reasons for suicides, but physical maltreatment is definitely one of the major reasons. But what is more alarming, perhaps is that most parents, teachers and other responsible adults have no idea about an adolescent's inner world until they hit a raging crisis.
2. While the older generations had to interact with the virtual ways of communicating with close family and friends; the present generations have to deal with the harsh and complex realities of both the virtual as well as social media enabled digital world. To believe that adults can control their intimate space from outside will be our naivety.
3. Saying this, school administration cannot shift their responsibility onto the teachers/parents or the students in times of crisis. Instead what is required is the school administration working hand in hand with the teachers, parents and the students through effective policies and their consistent implementation to ensure emotional and social safety. It is just a matter of taking some effective steps at the right time & place.
4. Schools have a huge role in building communities that are fragmenting due to the breakdown of joint families and other social institutions. Ensuring emotionally safe spaces- an inclusive attitude where **co-operation** is held higher than **competition**, fostering emotional awareness through pro-social skills strong anti-bullying policies will go a long way in preventing tragic events.
5. As administrators, you have to use both punitive as well as educative measures to create an environment of trust and cooperation amongst teachers, parents as well as students. Some of the steps that you would like to take to get results would be starting with:
 - (a) Simple punitive measures such as installation of CCTV cameras,
 - (b) Inclusive measures for restrictions on staff/students for usage of mobiles/ internet in the school
 - (c) Safe transport and other facilities for students
 - (d) Holistic education for both teachers and students on life skill education
 - (e) Continuous parents, teachers and students awareness training

6. Tough to do, but you are the one who has to dig deep to strike a delicate balance between being an administrator as well as the head of the family called SAINIK SCHOOL.
7. Make it ok/comfortable to talk about prevention of child physical maltreatment by putting up posters in staff room and in other learning environment. Teach physical violence prevention in schools. Include external professional speakers to address the issue.
8. Act immediately if you see or are told something that might be unsafe. Make the campus intolerant of physical maltreatment. Deal immediately with inappropriate behavior.



GENDER SENSITIZATION

Happy Learning!

SAINIK SCHOOL IMPHAL

WHAT DOES INDIAN PENAL CODE SAY ABOUT PHYSICAL MALTREATMENT?

1. Fifty three percent of children in India face some form of child sexual abuse. The rules formulated by the government in accordance with the law have also been notified on November 2012. Child sexual abuser is to be prosecuted under the following sections of Indian Penal Code:
 - (a) I.P.C. (1860) 375 - Rape
 - (b) I.P.C. (1860) 354 - Outraging the modesty of a woman
 - (c) I.P.C. (1860) 377 - Unnatural offences
2. However, the IPC could not effectively protect the child due to various loopholes like:
 - (a) IPC 375 doesn't protect male victims or anyone from sexual acts of penetration other than "traditional" peno-vaginal intercourse.
 - (b) IPC 354 lacks a statutory definition of "modesty". It carries a weak penalty and is a compoundable offence. Further, it does not protect the "modesty" of a male child.
 - (c) In IPC 377, the term "unnatural offences" is not defined. It only applies to victims penetrated by their attacker's sex act.



The parliament of India passed POCSO Act in 2012, to initiate strong action for offences against children. The salient feature of this Act are as follow:-

1. The new Act provides for a variety of offenses under which an accused can be punished.

2. It defines a child as a person under age of 18 years. It encompasses the biological age of the child and silent on the mental age considerations. A recent case in SC has been filed where a women of biological age 38 yrs but mental age 6 yrs was raped. The victim's advocate argues that "failure to consider the mental age will be an attack on the very purpose of act." Supreme Court has reserved the case for judgment and is determined to interpret whether the 2012 act encompasses the mental age or whether only biological age is inclusive in the definition.
3. It recognizes forms of penetration other than peno-vaginal penetration and criminalizes acts of immodesty against children too. The act is gender-neutral. With respect to pornography, the Act criminalizes even watching or collection of pornographic content involving children. The Act makes abettment of child sexual abuse an offense. It also provides for various procedural reforms, making the tiring process of trial in India considerably easier for children. The Act has been criticized as its provisions seem to criminalize consensual sexual intercourse between two people below the age of 18. The earlier version of the Bill did not punish consensual sexual activity if one or both partners were above 16 years.

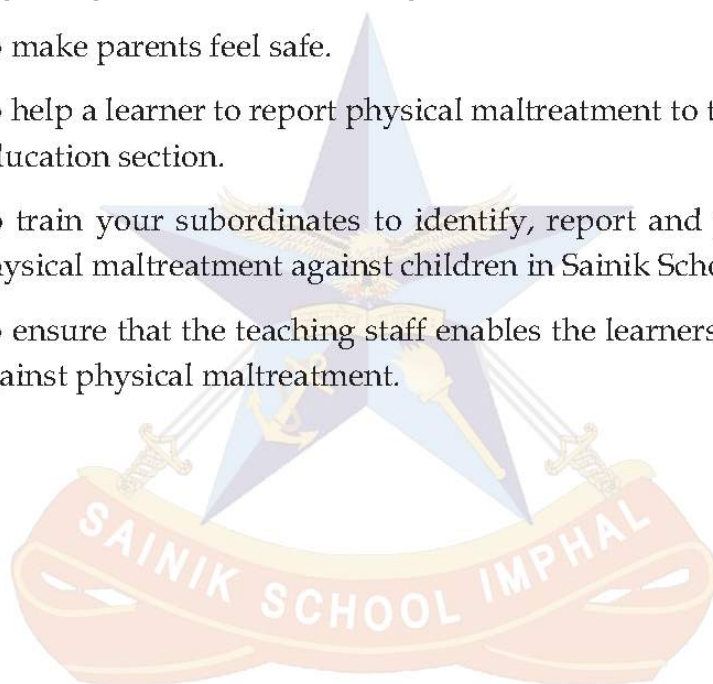
WHAT DO YOU NEED TO DO FOR REDUCING PHYSICAL ABUSE IN YOUR SCHOOLS?

1. As an administrator, you need to keep in mind that abuse can take place in the form of bullying, harassment, assault or rape between two/more students or between a student and/or staff members. Whosoever the victim may be, the effects are going to be same.



2. Due to your exposure and experience, you will be able to sense if anything is going wrong in the school. For this you need to hold frequent interactions with the students as well as the staff members to know what happens inside and outside the class rooms.

3. Frequent meetings/ training sessions with the parents would also give you an insight into the minds of your students. Take assistance from professionals such as doctors, psychologists, counselor from renowned hospitals.
4. Your responsibilities in cases of sexual abuse are enlisted below:
 - (a) To check for signs that learners are being physically maltreated.
 - (b) To inform the school authority if they think that a learner is being physically maltreated abused by another teacher.
 - (c) To make parents feel safe.
 - (d) To help a learner to report physical maltreatment to the police or the Education section.
 - (e) To train your subordinates to identify, report and prevent acts of physical maltreatment against children in Sainik Schools.
 - (f) To ensure that the teaching staff enables the learners to take actions against physical maltreatment.



SECTION-IV

***FOR
TEACHERS &
OTHER STAFF***



Dear Teachers/Housemasters/Wardens,

1. “If there’s no adult in a child’s life that’s talking about love, friendship, sex, dating, or bodies, there’s no way they will tell their parent about harassment”, says Dr. Kathryn Stamoulis, a licensed mental health counselor who specializes in female adolescent sexuality.
2. “Perpetrators know there is a culture of shame and silence surrounding it,” Stamoulis said. “This is how extreme sexual predators get away with it. They know kids don’t have the language to articulate what’s happening and that, because they’re embarrassed, they’re not going to talk to an adult about it.”
3. “The lack of education, training and a readiness to report and control sexual abuse gives perpetrators an advantage in situations of sexual assault and harassment. The perpetrators need to know that it’s not all right and that people are going to call them out for what it is and that people are going to care,” Stamoulis said. “If they’re taught that this isn’t right, then they know their peers will hold them accountable.”
4. Teaching children about sexual harassment and assault isn’t just about telling them what’s right and wrong: It’s about empowering them to come forward when they see or hear something wrong. This section will enable you with certain lesson plans, teaching resources and ideas for PPT slides to discuss basic concepts related to sexual abuse with students from different age groups.
5. They say children are the future; let’s give them the tools and knowledge to make it a better one.

Happy Teaching and Learning!

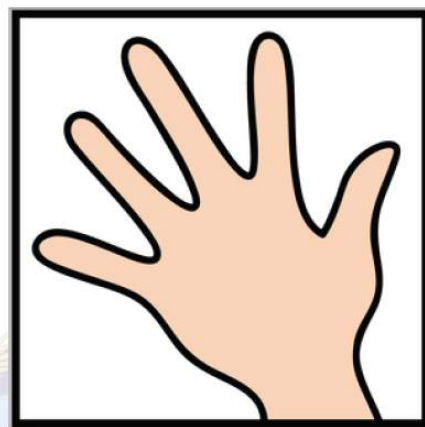
**DID YOU KNOW? 90% OF VICTIMS
KNOW THEIR ABUSER**

LESSON PLANS FOR PRE-PRIMARY CLASSES

LESSON 01

1. Student Objective/Outcome.

- (a) Students will identify and differentiate between good, bad, and confusing touches.
- (b) Students will identify feelings and physical indicators associated with good, bad, and confusing touches.
- (c) Students will identify personal body safety rules and when to use them.

2. Materials.

- (a) Giraffe puppet
- (b) “Sundar Has a Secret” story Personal Body Safety Rule Cards
- (c) Optional: Personal Body Safety: PowerPoint slides

3. Vocabulary.

- (a) Personal Body Safety Rules: Say “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
- (b) Good Touch: A touch that feels okay, acceptable, warm, and makes you feel loved.
- (c) Bad Touch: A touch that feels bad, uncomfortable, embarrassing, or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn.
- (d) Confusing Touch: A touch that feels unsafe, uncomfortable, or mixed up. A confusing touch may start out okay but ends up not being okay.
- (e) Grown-up: An appropriate adult who can help. (Guardian or relative, Teacher or warden, police officer, adult store clerk, baby sitter, etc.)

4. **Icebreaker.** Begin by introducing Pilu and stating the program's objectives. Say, "Boys and girls, I would like to introduce you to my friend Pilu. Pilu is a giraffe who lives on a wild animal preserve in Africa. He helps me when I talk to boys and girls about what they can do when they have a big problem to solve. A big problem is a problem that makes you feel uncomfortable and scared. A big problem should always be discussed with an adult."


5. **Methodology: What the Teacher Does.**

Introduce the different types of touches. (Optional: Show Personal Body Safety: PowerPoint presentation) Have several students rub or pet Pilu the giraffe. (If time, have each student pet Pilu and introduce themselves to him.). Ask, "How did petting Pilu make you feel? (good, comfortable). Say, "Touches that make you feel good, comfortable, loved, and safe are called 'good touches.' Petting



is considered a good touch. Can anyone give another example of a good touch?" (Hug, high five, knuckle bump, etc.). Say, "There is another type of touch, called a bad touch. A bad touch makes you feel uncomfortable, bad, or scared. A bad touch may leave a mark or hurt you so badly that you might need to visit the doctor. Can anyone give an example of a bad touch?" (punch, kick, slap, etc.). Say, "The last type of touch we are going to discuss is called a confusing touch. A confusing touch starts out feeling okay but then ends up feeling uncomfortable, unsure, or unsafe. Some examples of confusing touches may be when someone you don't know gives you a hug and when someone keeps tickling you after you have asked him or her to stop. Ask, "Can you give any other examples of confusing touches?" (High five that is too hard, a back rub). Read and discuss "Sundar Has a Secret." Hold giraffe puppet and say, "Boys and girls, my friend Pilu the giraffe would like to tell you a story. This story is about Pilu's grandson, Sundar, and how he was able to solve a big problem." • Read the story, "Sundar Has a Secret." Discuss the story: "Who were the characters in the story?" (Zubeda, Pilu, Sundar, Sunehri, Lalu). "What were Sundar and

Zubeda doing when Pilu left?" (playing a video game) "What did Zubeda do that Sundar did not like?" (rubbed and petted his neck). "What type of touch did Zubeda give to Stretch?" (confusing touch). "How did Sundar feel about the touch that Zubeda gave him?" (confused, uncomfortable). "What three things did Sundar do to solve his problem?" (He said, "No," in a strong voice, got away to a safe place, and told a grown-up who he could trust.). "Do you think Sundar was nervous to tell his grandfather, Pilu, about what happened?" (maybe, he didn't want to get in trouble). "Did Sundar do anything wrong?" (No, Zubeda did). "Was telling the right thing to do?" (yes, it's a safety rule). "How did Sundar feel after he told Pilu his problem?" (He felt good about telling Pilu about his problem.).

6. **Introduce the Personal Body Safety Rules.** Say, "Boys and Girls, there are three things you must remember to do if you ever have a problem that makes you feel uncomfortable, unsafe, or scared. We listened to how Sundar solved his problem by using the three personal body safety rules. The **GENDER SENSITIZATION** Say 'No,' get away to a safe place, and tell a grown-up you can trust." Show the Personal Body Safety Rule Cards and help students review the steps aloud with you.
 
7. **Activities (What the Student Does).** Ask students to repeat the rules in various ways (whole group, boys vs. girls, as individuals, etc.) Have students sequence the rules. Mix up the cards and ask the students to put safety cards in the correct order.
8. **Assessment of the Achievement of the Objective/Outcome.** Children will be able to repeat safety rules and sequence the Personal Body Safety Rule Cards in the correct order.
9. **Closure.** Say, "Boys and girls, today we learned a very important safety lesson from Pilu and Sundar. We learned that a good touch is a touch that makes us feel good and warm and safe, and a bad touch is a touch that makes us feel bad, unsafe, or scared. A confusing touch is a touch that

makes us feel mixed up or funny inside even though it might have started out feeling okay." Say, "If someone touches you in a way that makes you feel uncomfortable, it is not your fault. If someone touches you in a way that makes you feel uncomfortable, what can you do?" (Say 'No' in a strong voice, get away to a safe place, and tell a grown-up you can trust.)

10. **Story Card: "Sundar has a Secret".**

My name is Pilu, and I am a giraffe. I live in a wildlife preserve in Africa with my grandson, Sundar. Many things can happen at the wildlife preserve. Some are good, and some are not so good. Today I am here to tell you about a problem Sundar had and how we worked together to solve it. One day I had plans to meet my friends, Sunehri, the elephant and Lalu, the lion, for dinner together. My neighbour who usually babysits when I go out in the evening canceled at the last minute. I had to find a babysitter quickly! When my friends arrived, I told them about the situation. "I know a zebra named Zubeda. She watched my friend Carmela the Cheetah's cubs," said Sunehri. Lalu said, "Yes, I've heard about Zubeda. The cubs always have fun with her." "Well, if you think she will be okay, I guess I could give her a call" I replied. Sunehri gave me Zubeda's telephone number, and I called and left her a message. A minute later, I received a text message from Zubeda saying she was available to watch Sundar and would be there soon. Zubeda arrived a few minutes before Sunehri, Lalu, and I planned to leave for dinner so that she could meet Sundar. Sundar was excited to show Zubeda his new video game. The two of them immediately started playing the game. Sundar thought it was cool that his new babysitter liked to play video games. I said, "Okay you two don't play all night. Sundar, you need to be asleep when I get home." "No problem, sir" replied Zubeda. Sundar and Zubeda went back to their game and seemed to be having a good time when the three of us left for dinner. When I returned two hours later,



Zubeda was reading a magazine, and Sundar appeared to be asleep beneath his acacia tree. I paid Zubeda and thanked her for her time. After she left, I went to give Sundar a kiss goodnight. As I leaned down, Sundar whispered, "Can I tell you something?" I asked, "Can it wait 'till morning?" Sundar hesitated, and then said, "I think it's important. It's about that stuff my counselor talked about in school. You know, the stuff about touches and secrets?" Sundar seemed very worried, so I asked, "You mean Personal Body Safety?" "Yes," replied Sundar. "Okay, let's talk," I said. "Well, after Zubeda and I were playing the video game for a while, she started rubbing my neck. I didn't like it. It made me feel uncomfortable and funny inside. She thought I liked it, but I didn't. I told her to STOP! She looked at me and said, 'Don't tell your Pilu. He will get mad at you. It will be our secret.' Something about this secret didn't feel good or sound right to me. I turned off the game and went to my acacia tree right away. I was scared, Pilu. Are you mad at me?" asked Sundar. "No, you did the right thing," I said. "No one has the right to touch you if you don't want to be touched, because your body belongs to you. You did everything the counselor told you to do. You said 'No,' got away to a safe place, and you told someone you trusted. I am very proud of you. You were very brave." Sundar was still nervous and upset when he asked, "What are you going to do about Zubeda?" I said, "I am going to have a talk with Zubeda and tell her that she doesn't have the right to touch anyone who doesn't want to be touched. Also, she should not have told you to keep it a secret. Secrets that make you feel scared or uncomfortable are bad secrets and shouldn't be kept." "Thanks, Pilu. I am glad I told you. I feel better now. It is good to know I have someone to talk to about things that bother me," said Sundar, and he gave me a big hug. Sundar did not look worried anymore when he said, "It's good to know that I can take care of my own body!"



11. Script for slides

- (a) **Slide 1.** Good Touch: A good touch is a touch that makes you feel okay, warm, and loved. Examples of good touches include hugs, handshakes, high fives, kisses, back scratches, pats on the head/shoulder, and snuggling or cuddling with someone you love.
- (b) **Slide 2.** Bad Touch: A bad touch is a touch that feels bad, uncomfortable, embarrassing or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn.
- (c) **Slide 3.** Confusing Touch: A confusing touch is a touch that feels unsafe, mixes you up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay. Examples of confusing touches are bear hugs, tickling (it starts to hurt or the person won't stop), and kisses from someone you do not know or do not feel comfortable around.



Say "no"



get away



tell someone

1. Student Objective/Outcome

- (a) Students will identify and differentiate between good, bad, and confusing touches.
- (b) Students will identify feelings and physical indicators associated with good, bad, and confusing touches.
- (c) Students will identify the personal body safety rules and when to use them.

2. Materials

- (a) Giraffe puppet
- (b) Personal Body Safety Rule Cards (from Lesson 1)
- (c) Graphic organizer of touches (poster size with Velcro)
- (d) Touch cards (with Velcro on back)
- (e) "Sarena's Problem" story card
- (f) "If I had a problem" activity sheet
- (g) Bathing suit coloring activity sheet
- (h) Optional: "If I had a problem" activity sheet on transparency paper

3. Vocabulary

- (a) Private: Belonging to one's self; not public.
- (b) Private Parts: Parts of the body covered by a bathing suit.

- 4. Icebreaker** Begin the lesson by reviewing the material discussed in lesson one. Hold up giraffe puppet and say, "Boys and girls, Pilu would like to review with you some of the things we discussed the last time we met." Ask, "Who can name the three types of touches?" (Good, bad, and confusing) Ask, "Who can name the three safety rules you follow when you are touched in a way that makes you feel



uncomfortable?" (Say "No," in a strong voice, get away to a safe place, tell a grown-up you can trust). Show the Personal Body Safety Rule Cards to review, and have the entire class re-read the rules together. Show touches cards and graphic organizer. Hang the organizer on the chalkboard or wall. Explain to the students that you will be showing them cards with different types of touch on each card. Explain that the students' job is to think about how each touch might make them feel. Ask for volunteers to come up and place touch cards in the appropriate circle. Discuss how some touches could be good or confusing, depending on who is giving the touch (whether or not you know and are close to the person) and how long the touch lasts.

5. **Methodology (What the Teacher Does).** Lead a discussion on personal rights and the meaning of the word "private." Ask, "Who owns your body" (We do). Say, "That's right; you are the owner of your body. That means that if someone asks you to do something that makes you feel uncomfortable you can say 'No.'" Ask, "What does the word 'private' mean?" (something not everyone should see or hear). Say, "When something is private that means that it belongs to us and is not public" (for everyone else).

Examples. When we use the bathroom in school, we shut the door for privacy. We might write our thoughts down in a diary or journal that we don't share with others. We might have a secret hideout in our yard. Some people like to send text messages instead of talking on the phone with someone so that others do not hear the conversation. Say, "There are also places on our body that we consider private. In our country we define private parts as the places on our body covered by a bathing suit." (Optional: "For example, in some countries women's faces and heads and men's heads are considered private. They keep them covered when they are outside." Show pictures of traditionally dressed Middle Eastern women and men. Note that the difference in how much of the head/face is shown varies depending on the culture and family in which the person lives). Show the bathing suit coloring activity sheet. Explain that they will get a copy to color at the end of the lesson. Say, "Boys and girls, if someone ever touches your private parts for no good reason (like to keep you clean or healthy), then you need to follow the three safety rules. What are the three safety rules again?" (Say "No," "Get away to a safe place", and "Tell a grown-up you can trust"). Show Personal Body Safety Rule Cards to students as you review the rules.

Read the story, "Sarena's Problem." Discuss the story. Ask the following questions: What type of problem did Sarena have?" (Her coach picked her up, and she felt uncomfortable.) "What did Sarena do to solve her problem?" (She told her mother.) "What did Sarena's mom do when she told her about her problem?" (Sarena's mom told her she did the right thing.) "Did her mom get angry?" (No) "What did the coach do when Sarena's mom told her that Sarena did not want to be picked up?" (The coach apologized and said she would not pick Sarena up any more.) "Did Sarena solve her problem by using ALL three safety rules?" (No) "Which rule did Sarena follow?" (Rule #3: Tell a grown-up you can trust). Say, "Boys and girls, *Sarena did not follow all three safety rules when she had a problem that made her feel uncomfortable, but she did follow the third safety rule that tells you to talk to a grown-up you trust. Sarena did the right thing by telling her mom.* Who are some grown-ups that you know and talk to if you are faced with a problem that makes you feel scared or uncomfortable?" (mother, father, teacher, school counselor, grandparent). Ask, "Is it a good idea to tell other children and ask for their help when we have a problem?" (No, they cannot help us in the same way that a trusted adult can help.) Say, "**Remember, it is not your fault if anyone touches you in a way that makes you feel uncomfortable.**"

6. **Activities (What the Student Does).** Ask students to turn and tell a neighbor what they learned today. Ask for one or two volunteers to review the personal body safety rules. Show students the "If I had a problem" activity sheet on the overhead projector or document camera, and give each student a copy of the activity sheet to complete. Allow students to color bathing suit activity sheet after they complete the first activity sheet. Have students individually name three grown-ups they would feel comfortable going to with a big problem.
7. **Assessment of the Achievement of the Objective/ Outcome.** School counselor/ classroom teacher will review "If I had a problem ..." activity sheets to determine whether or not students were able to list three appropriate adults (adults they would likely know and be able to trust).
8. **Closure.** Say, "Today we reviewed the three important personal body safety rules. Turn and tell a neighbour the rules in order." Ask the whole class to say the rules aloud with you. Say, "We also learned about the private parts

of our body. Those are the parts covered by a bathing suit. Remember, our bodies belong to us, and no one has a right to touch them unless they have a good reason, such as to help keep us clean or healthy. It's very important that you tell a grown-up you trust if someone ever touches you in a way that makes you feel bad, scared, or uncomfortable."

9. **Words for cue cards.** Hand shake, kiss, back rub, hug, pat on the back, tickle, snuggle, punch, knuckle bump, kick, scratch, slap, bite, cut, push, burn, pinch, wrestle.
10. **Story card: Sarena's Problem.** Sarena loves soccer. She likes to practice with her friends. She enjoys running and passing the ball. It is even better when she makes a goal! However, there was a time when she did not like soccer. Earlier in the season she had a problem with her coach, Mrs. Fernandes. Whenever she scored a goal, Mrs. Fernandes would run and pick her up and spin her around. It made Sarena feel funny inside, and she didn't know what to do. Then one day at school, her school counselor came into her class to talk about personal body safety. The counsellor taught her class about the difference between good touches, bad touches, and confusing touches. It made Sarena think about her soccer problem and how she felt uncomfortable when Mrs. Fernandes picked her up and spun her around. **The counsellor taught her class the personal body safety rules: Say "No" in a strong voice. Get away to a safe place. Tell a grown-up you can trust.** Sarena was too scared to talk to her coach, so she decided it was time to talk to her mom. After dinner that night she helped her mom with the dishes. While she was loading the dishwasher **she told her mother that she didn't want to play soccer anymore.** Her mom looked shocked because she knew how much Sarena had always loved playing soccer. Her mom said, "Sarena, I'm confused. I thought you loved soccer." Sarena responded, "Oh, I love soccer, but I am having a problem with Mrs. Fernandes. She always picks me up and spins me after I score a goal. I don't like the way it makes me feel." Sarena's mom listened carefully and really wanted to help. She said, "Okay, let's work this out together. Mrs. Fernandes is a nice person and probably doesn't realize what she is doing makes you feel uncomfortable. However, no one has the right to touch or hold you in any way that makes you feel uncomfortable. Your body belongs to you. It sounds like you need to tell Mrs. Fernandes how this makes you feel." "But mom, Mrs. Fernandes is an adult. I don't feel brave enough to talk to her," said Sarena. "How

about if we go to practice early and I help you talk to Mrs. Fernandes?" her mom suggested. Sarena was nervous all the way to practice wondering what Mrs. Fernandes would say. When they got out of the car her mom reassured her by giving her a big hug and telling her that everything was going to be okay. Mrs. Fernandes saw them and smiled. She said, "You're here early!" Sarena's mom told her there was something they needed to talk about. Her mother started by saying, "Sarena loves soccer, really loves it in fact, but she feels uncomfortable when you pick her up and spin her after she scores a goal." Mrs. Fernandes said, "Oh, I'm so sorry! I didn't know that bothered you, Sarena. I was just happy for you because you have worked so hard this year and made so much improvement. I am so glad you told me. I would never want to make you uncomfortable." "Wow!" thought Sarena, "That was easier than I expected." Sarena was glad that she talked with mom and Mrs. Fernandes. Sarena's mom stayed during practice and cheered her on. Now, Sarena can enjoy soccer again. The next time Sarena saw her school counselor, she told her about how she used the safety rules. Sarena was proud to know how to keep herself safe when she had a problem. The counselor gave Sarena a high five.



1. Worksheet for discussion.

Name _____

If I had a problem, I could talk to:

- (a) _____
- (b) _____
- (c) _____

1. **Student Objective/Outcome.**

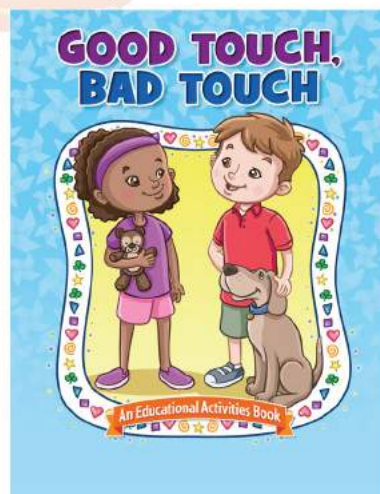
- (a) Students will identify and differentiate between good, bad, and confusing touches.
- (b) Students will identify feelings and physical indicators associated with good, bad, and confusing touches.
- (c) Students will identify personal body safety rules and when to use them.

2. **Materials.**

- (a) Giraffe puppet
- (b) Personal Body Safety Rule Cards
- (c) Good/Bad secrets cards or PowerPoint slides (print outline for notes)
- (d) "If someone touches me..." activity sheet

3. **Vocabulary: Good Secret.** A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else. **Bad Secret:** A secret that you feel uncomfortable keeping because it could hurt your or someone else.

4. **Icebreaker.** Begin the lesson by reviewing the material discussed in lessons one and two. Say, "Boys and girls, Pilu and I would like to review with you what we have already learned. If someone touches you in a way that makes you feel uncomfortable, what type of touch is that?" (Confusing touch). Ask, "If someone touches you in a way that makes you feel good inside and happy, what type of touch is that?" (Good touch). Ask, "If someone touches you in a way that makes you feel bad or angry and maybe even hurt, what type of touch is that?" (Bad touch). Ask, "If someone touches you in a way that makes you feel uncomfortable, hurt, or angry, what can you do?" (Follow the personal body safety rules). Say, "Remember the three personal body safety rules we learned when someone touches us in a bad or confusing way? What are those rules?" (Say "No." Get away to a safe place. Tell a grown-up you can trust.) Show Personal Body Safety Rule Cards as a review.

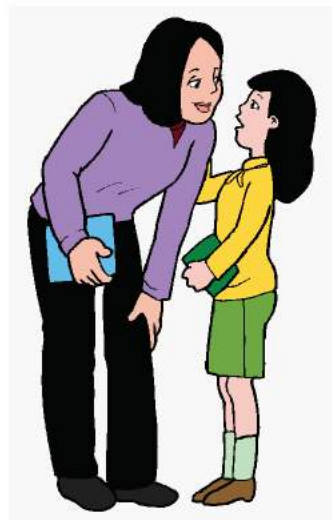


5. **Methodology (What the Teacher Does).** Introduce good secrets and bad secrets. Ask, “Who can tell me what a secret is?” (wait for responses). A secret is something you share with a small number of people. Just like there are different types of touches, there are also different types of secrets.” Say, “There are two types of secrets: good secrets and bad secrets. What do you think a good secret is? (wait for responses). What do you think a bad secret is? (wait for responses). A good secret is a secret that makes you feel safe and comfortable keeping because it is not hurting you or anyone else. A bad secret is a secret that makes you feel uncomfortable keeping because it could hurt you or someone else.” Ask, “How do you know when someone tells you a secret that it is a good secret? How does a good secret make you feel? (good, happy). Ask, “How do you know when someone tells you a secret that it is a bad secret? How does a bad secret make you feel?” (bad, scared, uncomfortable).

Example: “Remember how Sundar felt when Zubeda told him to keep a secret (when she rubbed his neck and Sundar felt uncomfortable and too scared to tell Pilu). Zubeda asked Sundar to keep a bad secret— one that keeping made him feel uncomfortable.” Lead students in good secret/ bad secret activity. Show Good/Bad secret PowerPoint (or printed slides as picture cards). Ask students to determine whether the picture shows a good or a bad secret and to explain why. Say, “If a secret makes you feel uncomfortable or confused (someone is in danger or hurt), then you need to make sure to talk to a grown-up about the secret.”
6. **Activities (What the Student Does).** Distribute “If someone touches me...” activity sheet to students and explain that they should write or draw the three personal body safety rules.
7. **Assessment of the Achievement of the Objective/ Outcome.** School counselor and/or classroom teacher will review each student’s worksheet to determine if the personal body safety rules were correctly listed.
8. **Closure.** Ask students to turn and share their answers to the activity sheet with their desk neighbours. Ask for a volunteer or volunteers to share their answers with the class. Review the three personal body safety rules as a class. Remind the class how to decide if a secret is good or bad (how it makes them feel) and that even if someone tells them not to tell a bad secret, it is important that they still find and tell a grown-up they can trust. Tell students that although this is their last personal body safety lesson in first grade, the school counselor is always available to speak with students if they have questions, concerns, or need to talk to someone about a problem.

9. Script for slides.

- (a) **Slide 1:** Let's look at some pictures. When you see each one, decide if you think it is a good secret (a secret that would make you feel safe and comfortable) or a bad secret (a secret that would make you feel uncomfortable, confused, or scared).
- (b) **Slide 2:** Your parents are not home and a stranger/delivery person comes to the door. Should you tell him or her that they are not home? **Good Secret:** It is a good idea to keep it a secret that your parents are not home so that the stranger does not think you are alone.
- (c) **Slide 3 Good Secret.** Your journal or diary is private and it belongs to you. It is okay not to tell people what you write in your journal or diary.
- (d) **Slide 4 Bad Secret.** Name calling behind someone else's back is a bad secret because it hurts the person's feeling when he or she finds out.
- (e) **Slide 5 Good Secret.** Making a wish is a good secret because it does not hurt anyone if you don't tell your wish.
- (f) **Slide 6 Good Secret.** Keeping a surprise party a secret is okay because it does not harm anyone and is meant to make someone feel happy.
- (g) **Slide 7 Bully Bad Secret.** If someone is bullying you or someone you know, this is not a good secret to keep because someone is in danger or hurt. It is important to tell a trusted adult if bullying occurs.
- (h) **Slide 8 Gifts Good Secret.** When you buy or make someone a gift, it is okay to keep the gift a secret because it is exciting for the other person to find out what it is when they open it. If someone you know gets you a gift, it is okay for them to keep it a secret so that you are surprised when you open it.
- (i) **Slide 9 Photographer Good Secret.** If you see someone taking pictures of wild animals, this is an okay secret to keep because the person is not hurting anyone.



10. **Slide 10 Bad Secret.** If someone takes a picture of people he/she does not know and has not been hired by them to take that person's picture, this is not a good secret for us to keep. Photographers should not take pictures of people they do not know without permission.
11. **Slide 11 Bad Secret.** When you gossip, you often spread stories about other people or say something mean about another person to someone else. When you gossip, you are not keeping a good secret. Gossiping hurts others' feelings and makes them feel left out.
12. **Slide 12 Good Secret.** Your home address is information that you should not share with strangers.
13. **Slide 13 Bad Secret.** Even if someone accidentally brings a knife to school, it is important to tell an adult right away because someone could get hurt.
14. **Slide 14 Bad Secret.** It is important to tell an adult when things go wrong or something happens by accident, especially when someone is hurt or could get hurt as a result of what happened.
15. **Slide 15 Bad Secret.** Cheating on an activity or a test is a bad secret to keep because cheating is not allowed. If you cheat or see others cheating, it is a good idea to tell the teacher.
16. **Slide 16 Good Secret.** Keeping your telephone number private is a good secret. Do not tell your telephone number to strangers.
17. **Slide 17 Bad Secret.** If someone tries to enter or break into your house when they have not been invited, it is important that you tell your parents or whoever is taking care of you right away.
18. **Slide 18 Good Secret.** If you and/or a relative get flowers for someone for a special occasion, such as a birthday or anniversary, it is okay to keep this secret so that it will be a surprise.
19. **Worksheet for discussion:**

Name _____

If someone touches me in a way that makes me feel uncomfortable, I will:

(a) _____

(b) _____

LESSON PLANS FOR PRIMARY CLASSES

LESSON 01

1. **Student Objective/Outcome.** Students will use previous knowledge (from pre-primary classes Personal Body Safety lessons) to demonstrate understanding of personal body safety skills to remain safe.
2. **Materials.**
 - (a) Giraffe puppet
 - (b) Personal Body Safety Jeopardy Game PowerPoint presentation
 - (c) "Vocabulary Review" activity sheet
 - (d) Overhead projector or
 - (e) Whiteboard Dry marker
 - (f) "Adults Who Can Help" activity sheet
3. **Vocabulary.** Personal Body Safety Rules: Say, "No" in a strong voice. Get away to a safe place. Tell a grown-up you can trust.

Good Touch: A touch that feels okay, acceptable, warm, makes you feel loved.

Bad Touch: A touch that makes you feel bad, embarrassed or funny inside. This touch may actually hurt bodies, not like a spanking, although spanking may hurt. This touch can cause severe bruises, broken bones, cuts or burns. Another example of this type of touch is when someone touches you on your private parts for no good reason.

Confusing Touch:

A touch that feels unsafe, mixed-up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay.

Private Parts: Parts of the body covered by a bathing suit. **Good Secret:** A secret that you feel safe and comfortable keeping because it does not hurt anyone.



Bad Secret: A secret that you feel uncomfortable keeping because it could hurt you or someone else.

4. Icebreaker. Hold up giraffe puppet as you introduce the Personal Body Safety unit. Ask, “Who remembers Pilu the giraffe and the safety unit he helped teach you in first grade? What do you remember about these lessons?” (good, bad, confusing touch, good/bad secret, personal body safety rules). Say, “As a review, we will play Personal Body Safety Jeopardy.” Open PowerPoint presentation. Divide students into two teams, and consider assigning one student to be the scorekeeper up at the chalkboard. Explain that teammates should work together to try to answer the questions. Play the game until all questions have been answered, tally the scores, and declare the winning team.

5. Methodology (What the Teacher does) Hand out “Vocabulary Review” activity sheet and say, “Now that we have reviewed what we learned in first grade, I want you to match the vocabulary words to their correct definition. Write the letter of the correct definition on the blank line next to the vocabulary word.” Give about 5-7 minutes for the students to complete the worksheet independently. Review answers together as a class, having volunteers come up to the overhead or Whiteboard to match each vocabulary word with its definition. Ask the class the review questions below. (Optional: Divide students into pairs and give each group a set of index cards with questions/answers and instruct them to “Think, Pair, Share” with the questions and answers.) “What are the three Personal Body Safety Rules? List them in order.” (Say, “No” in a strong voice, get away to a safe place, tell adult you can trust.). “In what situations would you need to use the body safety rules?” (bad touch, feel uncomfortable, in danger) “When a person says, ‘No,’ how should he/she say it?” (Loud, strong voice) “What is a bad touch?” (Touch that hurts our bodies and may leave a mark, a touch on private parts for no good reason)

“What are some examples of bad touches?” (Hit, kick, punch, burn, etc.)

“What feelings might you have if someone gives you a bad touch?” (scared, sad, hurt, mad) “What would you do if this happened to you?” (Follow the personal body safety rules) “What is a confusing touch?” (Touch that makes us feel uncomfortable or mixed-up. It might start out okay, but then end up not being okay.) “What are some examples of confusing touches?” (Stranger touches us, hugs that are too tight, tickling that won’t stop, hard high fives, etc.)

“What feelings might you have if someone gives you a confusing touch?” (unsure, confused, embarrassed) “What would you do if this happened to you?” (Follow the personal body safety rules) “What is a good secret?” (Secret you feel good and safe keeping because it doesn’t hurt anyone; makes us feel happy) “What are some examples of good secrets?” (Gifts, surprise parties) “Should we keep this kind of secret or tell someone?” (It’s ok to keep it.) “What is a bad secret?” (A secret that you feel uncomfortable keeping because it could hurt you or someone else) “What should you do if someone asks you to keep a bad secret?” (Tell an adult you can trust) “How might you feel if someone told you to keep this kind of secret?” (unsure, confused, sad, scared) “What are some examples of bad secrets?” (Threats, bad and confusing touches) “What are considered private areas on your body?” (Areas covered by a bathing suit) “Is there an okay reason someone should touch you there?” (Sometimes doctors or parents have to check us there to keep us clean and healthy) “Should anyone touch you there for no good reason?” (No!) “What should you do if someone touches you on your private parts for no good reason?” (follow the personal body safety rules) “What is a good touch?” (touch that makes us feel happy, loved) “What are some examples?” (Hugs, pats, kisses, high fives) After class discussion, say “If you receive a bad or confusing touch or you or someone you know has a bad secret, it is important that you follow the personal body safety rules and to tell an adult you trust. Who are some grown-ups you can go to?” (parents, grandparents, teacher, school counselor) Give students the “Adults Who Can Help” activity sheet and ask them complete it individually or with a partner.

6. Activities (What the Student does). Students will complete the “Vocabulary Review” activity sheet. Students will answer the review questions. Students will complete the “Adults Who Can Help” activity sheet.

7. Assessment of the Achievement of the Objective/ Outcome. Collect and review “Adults Who Can Help” activity sheets to determine whether students could identify appropriate adults who could help them.

8. Closure. Review key vocabulary from lesson (types of touch, good/ bad secrets). Ask students to recite the personal body safety rules aloud as a class.

9. Variations. Divide students into pairs and use pre-made index cards to discuss questions.

10. Worksheet for discussion.

Name _____

Directions: Match the definition to the vocabulary word.

- | | |
|-----------------------------|---|
| Personal Body Safety Rules, | (a) A touch that mixes you up or makes you feel uneasy. It starts out okay, but ends up not being okay. For example, you are having fun wrestling with someone but when you ask the person to stop the person does not stop. |
| | (b) Say, "No" in a strong voice. Get away to a safe place. Tell a grown up you can trust. |
| Bad Touch | (c) A secret that you feel uncomfortable keeping because it could hurt you or someone else. |
| Good Touch | (d) A touch that feels okay, acceptable, warm, and makes you feel loved. |
| Confusing Touch | (e) A touch |
| Good Secret | (f) A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else. |
| Bad Secret | (g) A touch that makes you feel bad, embarrassed or funny inside. This touch may actually hurt bodies, not like a spanking, although spanking may hurt. This touch can cause severe bruises, broken bones, cuts or burns. Another example of this type of touch is when someone touches you on your private parts for no good reason. |
| Private Parts | (h) Parts of your body covered by a bathing suit. |

11. Worksheet for discussion.

Name: _____

Responsible Adults Who Can Help Me during Times of Trouble

LESSON 02

1. **Student Objective/Outcome.** Students will identify situations where they may be “in danger” and state how to get help.

2. **Materials.** “Stranger Danger” PowerPoint slide (Optional: overhead projector or whiteboard) “Stranger Safety Vocabulary” activity sheet (print one copy on overhead transparency paper if using overhead projector or make as a whiteboard slide) “Safe Places” activity sheet.

3. **Vocabulary.**

- (a) Stranger: Someone you don’t know.
- (b) Buddy System: Going places in pairs for safety and fun.
- (c) Confident: Self-assured; believing in yourself.
- (d) Embarrassed: Feeling awkward, uncomfortable, confused, or ashamed.
- (e) Freeze: To stand motionless; to be unable to move due to fear.
- (f) Uncomfortable: The feeling that something may be wrong; awkward or scared.

4. **Icebreaker.** Review the first lesson by saying, “The last time I came in, we talked about the three personal body safety rules. Who can tell me what they are?” (Say, “No” in a strong voice, get away to a safe place, tell adult you can trust.)

5. **Methodology (What the Teacher does).** Say, “Today we will be watching a movie about ‘Stranger Danger.’ What do you think that might mean?” (Pause for responses). Show the “Stranger Danger” PowerPoint slide (without clicking for answers) or put the “Stranger Safety Vocabulary” activity sheet on the overhead projector or document camera. Say,



“Before we watch the movie, I want to share some vocabulary with you that we will learn about in the video. I will give you an activity sheet, and I want you to try to match the vocabulary to the definitions by writing the correct letter in front of the definition on the blank line next to each vocabulary word. When you finish, we will go over them as a class.” Give students a few minutes to match the vocabulary to their definitions. When students have finished, invite volunteers to come up to the front to share each answer and click the computer mouse to show the answer on the PowerPoint slide or “Pass the Pen” to match the vocabulary to their definitions if using overhead projector. Ask students to check their work as you go through the activity.



Say, “As we saw in the video, one of the best ways to protect you from strangers is to run to a safe place or to a safe adult. What are some places you can think of that you could run to if you needed to get away from an uncomfortable situation?” Brainstorm with students where they could go for help if they had a problem in each of the following places: At their house, In a store, Playing outside, At a friend’s house, At School, At an amusement park. Give each student a copy of the “Safe Places” activity sheet, and ask them to write down ideas about where they could go and who might be able to help them in each of the places listed (Neighbourhood/ playground, bus stop, mall, school, other).

6. Activities (What the Student does). Students will complete the “Stranger Safety Vocabulary” activity sheet. Students will watch and discuss the video. Students will complete the “Safe Places” activity sheet.

7. Assessment of the Achievement of the Objective/Outcome. Ask students to share some of the safe places they can go if they are approached by a stranger. Collect students’ activity sheets and review to determine if students were able to list appropriate places to go/people to approach to ask for help.

8. **Closure.** Ask students to say the three personal body safety rules together as a class. Remind students that it is very important to remember to follow the personal body safety rules if a stranger approaches them and asks them to do something that makes them feel uncomfortable or go somewhere with them. Encourage them to go home and talk to their grown-ups about what they learned today about stranger safety. They might consider creating a family code word (that they do not share with anyone unless their parents say it is okay) and coming up with a “family plan” for addressing where the student could go in their neighbourhood if approached by a stranger.



9. **Variations.** Students could role-play their responses to strangers if approached and asked to go somewhere with them.

10. **Stranger Safety Vocabulary Worksheet.**

Name _____

Directions: Match the definition to the vocabulary word in the box and write it in the space given:

Stranger, Buddy system, Confident,
Embarrassed, Freeze, Uncomfortable

- (a) Going places in pairs for safety and fun:
- (b) Feeling awkward, silly, confused or ashamed:
- (c) Someone you don't know
- (d) Self-assured; believing in yourself :
- (e) To stand motionless:
- (f) Feeling that something may be wrong; scared:

11. Worksheet for discussion: Safe Places Worksheet.

Name _____

Directions: What would you do or whom you would go to for help in case of any sign, fear or indication of physical maltreatment in any of the places listed below.

Playground	Academic Block
Squash Court	Auditorium
Gymnasium	Library
Dormitories	Class Room

LESSON 03

1. **Student Objective/Outcome.** Students will identify situations where they may be “in danger” and state how to get help.

2. **Materials.** “Personal Body Safety Scenarios” sheet. “Safety Strategies” sheet (printed on back of “Personal Body Safety Scenarios” sheet).

Optional: Pre-made scenario cards (one scenario per card) “Internet Safety Pledge” activity sheet.

3. **Introduction/Motivation/Warm-up/Icebreaker.** Say, “Last time we met, we watched and discussed a video about strangers. What important points do you remember from that video?” (buddy system, family code word, going to a safe place and telling a trusted adult). Say, “Today we will work with a partner and discuss different scenarios, or situations, that could occur. We will use the strategies we learned to determine what we could do in each situation.”

4. **Methodology (What the Teacher does).** Pass out “Personal Body Safety Scenarios” sheets with “Safety Strategies” printed on the back. (if using scenario cards, give a set to each pair of students) Read “Scenario 1” aloud, and ask students what strategies they would use in this situation. Scenario 1: “You are walking in your neighborhood, and a car drives up alongside of you. Two strangers from the car begin asking you questions such as your name, where you live, what school you attend, and your phone number. What should you do?” After the discussion, have students turn paper over to review other strategies. Tell students, “Now you will work with a partner and discuss 5 more scenarios and identify the strategies to use if you were in that situation.” Have students pair up with a partner and discuss scenarios for 5-7 minutes.

Bring group back together, call on groups to read each scenario out loud, and discuss the strategies students could use for each scenario. Say, “Just like we discussed of abuse in the real world, we also need to talk about Stranger Danger on the Internet.



How many of you go on-online?" (pause for a show of hands). Say, "Sometimes strangers try to talk to children online, and they might ask them to do something that makes them uncomfortable or ask to meet up with them in person.

It is important that you tell your grown-ups at home right away if someone does or says something online that makes you feel uncomfortable. It is NEVER okay to meet up with someone you have met online unless your parents know them and say it is okay." Distribute "Internet Safety Pledges" to students. Ask students to work in pairs/groups to read the pledge and discuss why the listed rules are important. Ask the students, "Did anything surprise you that you read? What is one internet safety tip that you learned or had not thought of before?" (take several responses) Have students review and sign the internet pledge if they agree to the terms. Encourage students to take the pledge home to share with their parents/guardians.

5. Activities (What the Student Does). Students will review the strategies of Stranger Danger. Students will work with a partner to discuss each scenario and possible strategies to use in each situation. Students will read, discuss, and sign the "Internet Safety Pledge."

6. Assessment of the Achievement of the Objective/ Outcome. Students will share the strategies they used in each scenario. Counselor will determine whether appropriate strategies were suggested.

7. Closure/Summary. Review safety strategies to use in person when approached by a stranger and to use on the internet when approached by a stranger. Remind students of the importance of following the personal body safety rules when feeling uncomfortable or scared. Tell students that although this is the last lesson in the third grade body safety unit, they can always come and talk to school counsellor if they have additional questions or concerns.

8. Enrichment/Differentiation/Remediation. Students may write their own scenarios and have other classmates determine what strategies to use in each situation.

9. Personal Safety Scenarios Cards.

- (a) **Scenario 1.** You are walking in your neighborhood, and a car drives up alongside of you. Two strangers from the car begin asking you question such as your name, where you live, what school you attend, and your phone number. What should you do?

- (b) **Scenario 2.** You are walking home from the bus stop when a person in your neighborhood who you recognize but do not know tells you that your parents have asked him to come pick you up. What should you do?
- (c) **Scenario 3.** Your parents go out to dinner, and you are at home with a new babysitter. The babysitter wants to give you a bath and help wash your body. You are old enough to take a bath or shower by yourself. What should you do?
- (d) **Scenario 4.** A friend in your class always goofs around and playfully punches you in the arm. You don't like it because it hurts. You want your friend to stop, but you don't want your friend to think you are a "baby." What should you do?
- (e) **Scenario 5.** Your best friend tells you that he or she has a lighter and that he or she is going to start a fire in the bathroom during lunch time. Is this a good or bad secret? What should you do?
- (f) **Scenario 6.** You are on the computer and someone asks you for your name and wants to meet you in person. The person says not to tell anyone about the plan to meet up. Is this a good secret or bad secret? What should you do?
- (g) **Scenario 7.** Group of peer or seniors call you to a room late at night or at any odd hours what would you do? How would you react?
- (h) **Scenario 8.** In case of another student catching you indulging in illegal activities like owning a mobile phone or using intoxicants then blackmails you and force you to sexual favors, what would you do?
- (i) **Scenario 9.** If somebody gropes or touches you inappropriately during games or any physical activities or under any circumstances what would you do?

Probable Situations:

1. **Scenario/Situation:** It is during Durga Puja festival when the number of students in the dormitories is less due to out pass given for the major festival. Students have whole day or many hours at their disposal. Bigger boys interact

with the smaller ones more during such intervals. A younger boy TOM is taken by a bigger boy Dan and they become intimate. The bigger boy Dan (active agent) and the younger boy TOM (passive agent) perform some sexual act wherein the younger boy TOM submits to the advances of the bigger boy Dan willingly or hesitantly. Thereafter, both look for rendezvous for repeating the act. Discuss the possible effect on both TOM and Dan and suggest remedial measures.

Some possible Effects: The sexual orientation of the younger boy starts changing and he thinks that he is meant for it. DECLINE IN SELF ESTEEM, ACADEMICS, SOCIABILITY happens to the passive agent. The active agent starts showing decline in academic performance. In case of the act discovered by others, both become laughing stock in the school.

Some possible Remedial/preventive Measures:

To help check the occurrence of such incidents, boys of younger age are to be kept isolated from the bigger boys. One to one interaction should be debarred. Only group interaction is to be encouraged at specific hours. Meeting at odd hours to be avoided.

In no case both the elder and the younger are to be kept together when their strength is less.

2. Scenario/Situation: Students from the same district XYZ come together without a guardian escorting them to report to school after vacation. A bigger boy SONU campaigns for a stay at hotel before reporting to school on the pretext of going for shopping and the junior boys agree to the proposal happily. One junior boy MOLLU is treated by the bigger boy. He (SONU) has won the trust of the junior boy MOLLU. In late hours, in isolation, the junior boy (MOLLU) is sodomised. The incident is not reported. The act is repeated every opportune time. Discuss the possible effect on both the child and suggest remedial measures.

Some possible Effect: The passive agent suffers physically and mentally. The effect on the active agent is seen in declining performance, lack of concentration in studies. He looks for other boys to repeat his new found habit.

Some possible Remedial/preventive Measures: A group of boys from a different state should not be allowed to report to school or proceed to home without a guardian. Intimation to school stating the arrival details are to be intimated to

the school. Parent/School may plan the journey details and correspondence to be made to each other. Reception of the boys is to be done by the school at the arrival point in case they come without escort.

3. Scenario/Situation: A part time teacher in XYZ subject (ALOK) appointed for 179 days becomes a favourite for the students and to the administration. He is appointed housemaster. He takes a boy (NARA) to his single accommodation in the name of helping him in studies and giving the month's pocket money and he sodomises the student. The student then narrates the incident to his seniors. Then senior students lay a trap and the teacher is caught red-handed. The teacher is physically assaulted by the students. Administration silences the issue by releasing the culprit quietly. The victim is consoled.

One possible Effect: The victim can manage his studies in school. It appears that he is fully recovered from the trauma. When he reaches higher class, he cannot stand the remarks passed by his friends occasionally, he leaves the school. Parents come into picture and the issue erupts again.

Discuss the possible effect on NARA and remedial measures.

One possible measure for Prevention: Mistake of overlooking the rules of appointment of housemaster and also to give the responsibility to people employed for short duration have to be avoided.

4. Scenario/Situation: A group of boys is escorted by PTI (Kashmir Singh) to other school for games. In the transit ,the boys stay in hotel. The boys are taken by the PI staff to red-light area.

Discuss the possible effect on the students and remedial measures

One possible Effect: Cheap popularity earned by the PI staff has made him spent a wonderful tenure. The boys who misadventures with the sexual urges bear the brunt of damages in morals, discipline and academics.

Some possible measures for Prevention/Remedy: Day-to-day plan for visits during journey involving boys should be monitored by the school administration. Difference between an adult and a teenager should be made understood to the escorting staff in clear terms.

5. Scenario/Situation: In a batch of newly admitted students, CHUNU is over aged. The over aged boy has attained puberty. His sexual urges have made him look for younger boys who would be submissive. He bullied a younger boy MOLU, takes him to the washroom in the late night, forces him to perform oral sex.

Discuss the possible effect on MOLU and CHUNU and remedial measures.

Some measure for Prevention: Over-aged boy may not be admitted. If it is not possible to screen the physical ages, they may be warned of the consequences of the evil activities.

6. Scenario/Situation: The same situation as in 5 arises when a bigger boy CHANA is accommodated with the younger boys and the bigger boy CHANA is a prefect.

Discuss the possible effect on the younger boys and CHANA and suggest remedial measures.

One measure for Prevention: Prefect should stay in the same dormitories with his classmates. He may visit the dormitories of the juniors at specified timings.

7. Scenario/Situation: Some boys have deviated sexual orientation. They are attracted to males. One of them may be in love with his own classmate or with his senior. This change in sexual orientation appears as a messenger of other gender/transgender. He starts involving in sexual activities in dormitories. It continues and the matter becomes public. Thus, REBOS appears to the school with bruises on the lips and face as a result of passionate activities with his consenting partner DUSAN. Both start exchanging letter/ideas. One proposes to flee from the school, stay together away from home. To earn livelihood they will work in a hotel/restaurant as proposed by one of them.

Discuss the possible effect on REBOS and DUSAN and propose remedial measures.

10. Worksheet for discussion. Discuss with students and help them to remember the steps pertaining to safety strategies in times of peril:-

- (a) Keep a safe distance from strangers. Walk with confidence and stay alert.
- (b) Never get into a car with strangers.

- (c) Don't take gifts from strangers.
- (d) Do not give strangers any information about yourself.
- (e) Run to a safe place such as a neighbor's house, store, school, or a police station.
- (f) Use a Suitable code word.
- (g) If you or someone you know has a bad secret, always tell an adult you can trust.
- (h) Use the buddy system and go places in groups.
- (i) Use your body safety rules: Say, "No," in a strong voice.
- (j) Get away to a safe place. Tell an adult you can trust.
- (k) Never take unfamiliar short cuts.
- (l) Tell your parents/guardians where you are at all times.
- (m) If in danger, call your parents/guardian on their cell phone.
- (n) Never arrange to meet in person with anyone you've met on the computer.
- (o) Don't open e-mails from strangers.
- (p) If you read something that makes you feel unsure or uncomfortable, go tell an adult you trust right away.
- (q) Yell loudly if without your consent someone comes close and tries to grab you.



11. Worksheet for discussion. Assist students to share this pledge with the adults in their home. Tell them to consider posting this pledge near their home computer.

Internet Safety Pledge

I will check first with my parents, guardians, or other trusted adults before accessing new sites on the internet.

- I will not share personal information such as my name, address, telephone number, name of my school, or a picture of myself without guardians' permission.
- I will not meet with someone I have met online.
- I will tell a trusted adult if I see or feel uncomfortable about anything I see online.
- I will not respond to any messages that are mean or in any way make me feel scared or uncomfortable.
- I will not send any mean or hurtful messages to others

SAFETY PLEDGE

1. I will not allow anyone to touch me inappropriately.
2. I will not allow others to invade my personal privacy in any way.
3. I also will not invade the personal privacy of others in any way.
4. I will not touch others private parts.
5. I will not allow others to touch my private parts.
6. I will not bully others.
7. I will not allow others to bully me.
8. I pledge to speak out on any case of sexual abuse.
9. I will not allow anyone to make inappropriate statements.
10. I will not make any inappropriate statements against anyone.



My Name & Signature

Date:

Parent/Guardian's Name /Sign

Date:



Raising children without gender stereotypes

1 Empower your child to value and respect their own body and other people's

2 Seek out good male and female role models in your life and theirs

3 Give them all the options for toys, clothes and colours

4 Don't presume the sex of others



5 Facilitate and encourage emotion including crying



6 Swap round sex pronouns in children's books

7 Model egalitarian relationships between men and women



8 Encourage your child to have male and female friends

9 Challenge prejudice and discuss with your child

10 Teach children that domestic work is fun and important

11 Teach children that DIY and practical work is fun and important

12 Teach children that caring work is fun and important



13 Never use 'girl' as an insult or threat



14 Don't give a little girl a compliment you would not give to a boy

15 Model dealing with conflict in ways other than violence or aggression

16 Do not glamourise weapons or violence in toys, clothing, or games

17 Avoid heavily gendered children's TV

18 Seek out female tradespeople and let your child watch them work



19 Facilitate and encourage physical play and expression

20 Watch women in sport, including team sports



LESSON PLANS FOR SECONDARY/SENIOR SECONDARY CLASSES

LESSON 01

1. Student Objective/Outcome.

- (a) Students will review personal body safety vocabulary and rules from 3rd grade.
- (b) Students will be introduced to personal body safety vocabulary learnt in earlier classes.
- (c) Students will apply problem-solving and decision-making skills to hypothetical abuse/neglect situations.

2. Materials. Personal Body Safety Vocabulary PowerPoint presentation. Props (Poppy the puppet, Personal Body Safety Rule Cards)**3. Vocabulary.** Personal Rights: Each person has the right to be safe, healthy, and have his/her basic needs met. Below are some examples of personal rights:

- (a) The right not to be beaten up.
- (b) The right to be clothed, fed, and housed.
- (c) The right to have your medical needs taken care of.
- (d) The right to receive appropriate supervision.
- (e) The right to be alone when you need some quiet time.
- (f) The right to use the bathroom by yourself. The right to be alone when you take your clothes off.
- (g) If someone wants to watch you undress, you can say, "No."
- (h) The right to say who can and cannot touch you.

4. Icebreaker. Introduce the Personal Body Safety lesson by asking the students, "What are some of the things you remember from previous Personal Body Safety lessons?" (good/bad/confusing touch, good/bad secrets, personal body safety rules)

5. Methodology (What the Teacher Does).

Introduce new vocabulary by showing Personal Body Safety Vocabulary PowerPoint presentation. Personal Rights: Everyone has personal rights, such as the right to be safe, healthy, and have his/her basic needs met. Here are some examples of personal rights: The right not to be beaten up. The right to be clothed, fed and housed. The right to have your medical needs met. The right to have appropriate supervision. The right to be alone when you need some quiet time. The right to use the bathroom by yourself. The right to be alone when you take your clothes off. (If someone wants to watch you undress, you have the right to say, "No.") The right to say who can and cannot touch you.



- (a) **Neglect.** When your parents/guardians do not provide you with proper clothing, food, shelter, supervision, and or/medical care. (Note: Explain to students that adults not providing exactly the kind of food you want for dinner, or not buying you the cool outfit or shoes you want is NOT considered neglect. Neglect occurs when you don't have ENOUGH food to fill your stomach or you do not have PROPER clothing to cover your body.)
- (b) **Physical Abuse.** When someone touches your body in such a way that causes you physical harm (i.e. severe bruises, welts, burns, broken bones, or cuts).
- (c) **Sexual Abuse.** When someone touches you or asks you to touch them on the private parts of the body (those parts covered by a bathing suit), other than to keep you clean and healthy.
- (d) **Physical Harassment.** Unwelcomed behavior of a sexual nature, which interferes with your right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere (i.e. touching, talking about or writing notes about private parts, telling dirty jokes). Ask students for input on vocabulary (examples and non-examples) and invite them to ask questions. Show students the video, Mc Gruff on Self-Protection: Preventing Child Abuse and Neglect.

(e) **Body Shaming.** Body based taunts or body shaming or negatively judging someone on their physical appearance, e.g. overweight, underweight etc.

6. **Activities (What the Student does).** Students will discuss new vocabulary terms. Students will watch and discuss a video specific to the theme.

7. **Assessment of the Achievement of the Objective/ Outcome.** Discuss the video using the following guiding questions: “What are the different types of child abuse discussed in the video?” (physical abuse, neglect, sexual abuse) “What should you do if you are caught in a potentially harmful situation?” (Say, “No,” get away if you can, and tell an adult you trust. Be believed.) “When should you NOT keep a secret?” (When someone might get hurt) “What are your personal rights?” (right to be safe, healthy, and have your needs met) “When is a child being neglected?” (when the child is not getting proper clothing, food, shelter, supervision and medical care) “How does a bad touch make you feel?” (Bad, uncomfortable, embarrassed, funny inside, hurt) “What is the difference between spanking and physical abuse?” (spanking doesn’t result in physical injury) Say, “If someone touches you in a way or on a place that is not okay, remember you did not do anything wrong. No matter what happened, it’s not your fault! If this ever happens to you, you need to say NO, try to get away, and tell someone that you trust. Sometimes it’s hard to talk to people about these situations, but your parents, teachers, school counselors, and adults you trust are the people you can tell, and it’s important to keep telling until someone believes you.”

8. **Closure.** Briefly review the new vocabulary taught. Emphasize the importance of relying on our feelings to indicate that something is not okay. Review the personal body safety rules as a class.

9. **Enrichment/Differentiation/Remediation.** Students break into partners or small groups and come up with key points/rules about personal body safety that they have learned and think is important for younger children to know. They could write these as bullet points, mock up a PowerPoint slide, create a short skit, or write a paragraph to share the information to the younger children.

10. **Script for Slides.**

(a) **Slide1.** Everyone has personal rights, such as the right to be safe, healthy, and have his/her basic needs met. Here are some examples of personal rights:

- (aa) The right not to be beaten up. The right to be clothed, fed and housed.
- (ab) The right to have your medical needs met.
- (ac) The right to have appropriate supervision.
- (ad) The right to be alone when you need some quiet time.
- (ae) The right to use the bathroom by yourself.
- (af) The right to be alone when you take your clothes off.
- (b) **Slide2.** (If someone wants to watch you undress, you have the right to say, “No.”). The right to say who can and cannot touch you.
- (c) **Slide 3.** Neglect. Neglect occurs when your parents/ guardians do not provide you with: Proper clothing Food Shelter Supervision Medical Care *Not giving you exactly the kind of food you want for dinner, or not buying you the cool outfit or shoes you want is NOT considered neglect. Neglect occurs when you don’t have ENOUGH food to fill your stomach or you do not have PROPER clothing to cover your body.
- (d) **Slide 4.** Physical Abuse. Physical abuse occurs when someone touches your body in such a way that causes you physical harm. Examples of harm to your body include: Severe bruises Welts Burns Broken bones Cuts.
- (e) **Slide5.** Sexual Abuse. Sexual abuse occurs when someone touches you or asks you to touch them on the private parts of the body (those parts covered by a bathing suit), other than to keep you clean and/or healthy.
- (f) **Slide 6.** Sexual Harassment. Sexual harassment is **UNWELCOMED** behavior of a sexual nature, which interferes with :

▲ Your right to: Learn Study Work Achieve Participate in school activities in a comfortable and supportive atmosphere.

Examples of sexual harassment: *touching, talking about or writing notes about private parts, telling dirty jokes.*

LESSON 02

1. **Student Objective/Outcome.** Students will review all vocabulary from lesson one. Students will differentiate between a good and bad secret. • Students will apply problem-solving and decision-making skills to make safe choices regarding situations involving good and/or bad secrets.

2. **Materials:** “Pass the Pen” vocabulary review”

(a) Overhead marker pen if using whiteboard technology

(b) “What’s My Game Plan?” situation cards

“What’s My Game Plan?” Organizer

3. **Icebreaker.** Place the “Pass the Pen” vocabulary sheet on the overhead (or bring up as slide on interactive whiteboard). Ask students to match each term with the current definition. Give the pen to a volunteer who will match one term to the correct definition. Ask the student to read aloud one of the vocabulary words and the definition he or she believes is correct. The class will give thumbs up or down signal if the definition is correct. If there is a consensus, the student will draw the line. He or she will then pass the overhead pen to another student (Suggestion: Instruct the student to select a student of the opposite gender so that several students have the opportunity to participate), and the process will be continued until the sheet is completed.

4. **Methodology (What the Teacher Does).**

Show them a movie about friends keeping each other’s secrets. Ensure that students understand what to do when a friend has a secret that they believe is a bad secret by asking the following questions: Explain. Keeping the secret could hurt someone.

5. **Activities (What the Student does).** Students will participate in class discussion regarding the video.

6. **Assessment of the Achievement of the Objective/ Outcome.** Students will complete the “What’s My Game Plan?” activity. Divide the student into 5 groups (if more, you will need to have two copies the of the situation cards). Give each group one situation card and the “What’s My Game Plan?” organizer. Ask students to work as a group to read their situation and complete the organizer. After everyone is done, ask

each group to present their situation to the class. Ask the class if they have any additional suggestions for each situation.

7. Closure. Review the importance of not keeping bad secrets, even if someone instructs us not to tell. Remind students to tell an adult they trust if they or someone they know is asked to keep a bad secret. Explain that next time you meet the class will be discussing “Internet Safety.”



8. Enrichment/Differentiation/Remediation. Have students make a comic strip story emphasizing the important thing(s) they learned about secrets.

9. Worksheet for discussion.

Personal Rights	Secrets that you feel uncomfortable keeping because they could hurt you or someone else
Confusing Touch	Touches that feel unsafe, mixed-up, or uneasy
Good Secret	Secrets that you feel safe and comfortable keeping because they do not hurt anyone
Physical Abuse	When someone touches your body in such a way that causes you physical harm
Good Touch	Touches that feel okay, acceptable, warm, and make you feel loved
Bad Secret	Touches that feel bad, uncomfortable, embarrassing, or funny inside
Neglect	Each person has the right to be safe and healthy
Bad Touch	When someone touches you on the private parts of your body, other than to keep you clean and healthy
Sexual Abuse	Unwelcomed behavior of a sexual nature
Sexual Harassment	When your parents or guardians do not provide you with proper clothing, food, shelter, supervision and medical care

10. What's My Game Plan? Situation Cards.

- (a) **Situation #1.** John is ten years old. His parents went away for the weekend. He stayed with a friend of the family. On Friday John accidentally spilled cherry soda on the floor. An adult in the house hit John in the face and gave John a black eye. He then told John not to tell his parents.
- (b) **Situation #2.** Morgan came to school limping one day, and when her friend Kate asked her what had happened, Morgan said she didn't want to talk about it. Later that day, Morgan admitted that her mother had shaken her roughly and pushed her down to the ground when she found out that Morgan had been playing outside after school before doing her chores.
- (c) **Situation #3.** While Tim was waiting for a movie to begin, he and his friend tried to answer the movie trivia questions on the screen. Someone he didn't know began to ask him questions about himself and if his parents dropped him off or if they were in another theater. The stranger continued to ask him more questions that made him feel uncomfortable and told him some "dirty jokes" that Tim didn't think were funny. Should he keep this a secret?
- (d) **Situation #4.** Robyn tells her friend Cheyenne about some stuff going on at her house. She tells Cheyenne that her 21-year-old cousin comes into her bedroom at night and touches her in her private areas. She asks Cheyenne not to tell anyone about this because although she feels uncomfortable, she likes her cousin and does not want him to get in trouble.
- (e) **Situation #5.** Spencer's mom works at night. Many nights he is left all alone with nothing to eat. When he wakes up in the morning, Spencer's mom is often still not home. He has to wake up and get himself ready for school. Many times Spencer misses the bus.
- (f) **Situation #6.** Frank is 13 years old. He is in class VI. Charles, a senior of class VIII, calls Frank and tells him to wash his clothes. Frank is afraid to say "No" so he does it out of fear.
- (g) **Situation #7.** Robin is from Red House. His House Captain Milton warns him to win the inter house school debate competition and fetch good points for the House. Robin ends up winning a consolation prize which upsets Milton who then calls him separately and hits him on the face repeatedly. Should Robin keep quiet about the matter?

- (h) **Situation #8.** Tim of class VII was recently visited by his elder sister Anna. Thomas from Class IX had seen them together. Seeing that Anna is good looking, he then starts being friendly with Tim, visiting him in class and dormitory. Though initially Tim was flattered by the attention, he starts feeling uncomfortable as he realizes he's being used as a link to get to Anna, his sister. Under such realization, should Tim be silent?
- (i) **Situation #9.** Spencer of class VI wears an expensive Rolex watch in school bought by his father. Alan who is in class X one day sees it after which he approaches Spencer to lend it to him for a few days. Spencer being a junior feels fear and lends it unwillingly with a heavy heart. Days, weeks, months go by and Spencer sees Alan wearing his watch daily. He keeps silent out of fear of abuse and harassment. Should Spencer speak about it to his parents and the staff?
- (j) **Situation #10.** Sandhya of class VIII has always topped her class. Her disciplinary records too was flawless. So it was no wonder she was selected as a perfect for Class VI students so that she becomes their role model. Later on in months to come she gets rebuked by her seniors of class XII that the class VI students were not properly groomed by her. One senior even went to the extent of slapping Sandhya. Sandhya feeling insulted and let down reacts by punishing class VI students.

11. **What's My Game Plan? Organizer for Situation Cards.**

Name _____

Situation # _____

- (a) Is this a good or bad secret?
- (b) This is an example of: (tick the correct option)
- (i) Physical abuse
 - (ii) Sexual abuse
 - (iii) Neglect
 - (iv) Sexual harassment

12. What information tells you this?

13. What would you do about this problem?



LESSON 03

1. Student Objective/Outcome.

- (a) Students will be introduced to internet vocabulary.
- (b) Students will demonstrate acquisition and integration of personal body safety rules for the internet.
- (c) Students will identify effective ways to deal with safety on the internet.

2. Materials.

- (a) Text Cards
- (b) Internet Safety PowerPoint presentation
- (c) Internet Safety Review" activity sheet
- (d) Vocabulary sheet (for counselor's reference)
- (e) "Internet Safety Pledge" activity sheet
- (f) Pinch cards

Optional: Websites to share with students and parents

3. Icebreaker. Ask, "How many of you have ever texted or sent instant messages to your friends/family?" (show of hands). Say, "Texting and instant messaging have become so popular that it has its own language. I am going to show you a few acronyms (text words), and let's see how many you recognize." Show PowerPoint presentation or hold up each Text card, and have the students raise their hands to tell you what they think each acronym means. Explain to the students that cyber (online) predators use many of these text words to meet with potential victims.

4. Methodology (What the Teacher does). Introduce internet safety. Ask, "Have you ever been on the internet?" (show of hands). Ask, "Where are some of the places you like to visit?" (Call on several students). Say, "At home, in school, and in your community there are rules to keep you safe. Do you think there are any rules for being safe on the internet?" (Allow students to raise their hands to share rules). Say, "Today we are going to view a PowerPoint presentation called

“Internet Safety” to learn about some of the rules designed to keep you safe when using the internet. Throughout the presentation you will have opportunities to add personal knowledge as well as to ask questions. Share Internet Safety PowerPoint presentation and use slide notes to guide discussion. (set up everything to work on mouse click)



- (a) **Slide 1.** Because you'll probably be using the internet more and more as you get older, we're going to take some time to learn about using it safely.
- (b) **Slide 2.** We have been learning about personal body safety since first grade. We know the difference between good, bad, and confusing touches and know what to do if we receive bad or confusing touches (follow the three personal body safety rules). We have also learned about good and bad secrets. If someone tells us a bad secret, one that we feel uncomfortable keeping because someone could get hurt, we need to tell a trusted adult. We've also learned about "Stranger Danger". We know that it's important to say, "No," get away to a safe place, and tell an adult if a stranger approaches us and asks us to go somewhere with them or do something that makes us comfortable. This year, we learned about abuse, neglect, and harassment and what to do if this happens to us or someone we know. Now it's time to learn how to be safe in the "online world."
- (c) **Slide 3.** The online world is like the rest of the world, made up of a wide variety of people.
- (d) **Slide 4.** Most people who use the internet are decent and respectful, but some may be mean, rude, insulting and have criminal intent.
- (e) **Slide 5.** The internet is not the enemy. Remember all the places on the internet that you shared with us at the beginning of the lesson that you like to visit. Think of all the positive things we can do with the internet Play games, Watch videos, Find information, Encyclopedias (research), Dictionaries, Science projects, Map quest (finding a friend's house), Books online. How to... (Skateboard tricks, recycle, decorate your room, etc...), Read reviews (movie, games, toys, etc...) Talk with friends and family (IM {instant message}, E-mail).

(f) Slide 6. Let's go over some internet vocabulary. Help me match the terms to the correct definitions. (Set up to give the correct answer with the click of the mouse).

(g) Slide 7. Now let's go over some important safety rules to use when using the internet.

(h) Slide 8. Say, "No" when someone wants personal information. NEVER share personal information online: Your name Home address Telephone or cell phone number Name and/or location of your school your picture. This information could help a stranger find out who you are and where you live.

(j) Slide 9. Don't trust that people who talk to you online are who they say they are.

(k) Slide 10. Some people lie about their identity on the internet in order to gain access to you. They might tell you they are your age, related to you, or friends with your friends in order to get you to trust them. Don't ever meet face-to-face with someone you've only met online!

(l) Slide 11. A cyber predator is someone online who wants to gain your trust by becoming your friend. Their goal is to meet you. Remember "stranger danger" from third grade personal body safety lessons. It is no different or less serious when a stranger contacts you online.

(m) Slide 12. Tell an adult you trust if you feel uncomfortable about anything you see on the internet. Show them the picture, message, or website that has made you uncomfortable.

(n) Slide 13. Just like we don't share locker numbers, we do not share passwords. Friendships change. Friends you trust now might not be your friends in the future, so do not share passwords. People do things out of anger and hurt feelings. There are laws against sending rude or mean things to others via text messages or online through emails, chat rooms, networking sites, or other websites.

(o) Slide 14. Cyber bullying is a type of bullying done through electronic devices. This is considered online harassment. This type of harassment, becoming more and more prevalent, can be done 24/7 via text messages through cell phones, chat rooms, IM, e-mail, bulletin/message boards on the internet.

(p) **Slide 15.** Once things (pictures, messages typed to others, blog postings) are on the web, anyone can download (copy), keep, alter or redistribute them. New careers: Employers are now hiring trained people to research new employees on the internet. It is their job to search for information about the person's history by searching for the person on the internet (through pictures, blogs, postings, etc.) They can find what you post on MySpace and Facebook.

(q) **Slide 16.** Remember, the internet should be a fun, exciting place to access information, connect with others, and learn new things. It's important to follow the internet safety rules and to tell a trusted adult if anything we see on the internet or anyone we talk to on the internet makes us feel uncomfortable or unsafe.

(r) **Slide 17.** Use for guardian training. NetSmartz and iKeepSafe are student friendly websites. They have games, information, and printables.

5. Internet Safety Review Activity. Give each student a copy of the "Internet Safety Review" activity sheet. Tell students that they may work with a partner to first look at the questions, think about their answers, and then complete the activity sheet. Once students have completed the activity, discuss each answer as a class, calling on students to share their answers.

6. Activities (What the Student Does). Students will view the PowerPoint presentation, share knowledge, and ask questions. Students will complete the "Internet Safety Review" activity sheet with a partner and discuss as a class.

7. Assessment of the Achievement of the Objective/Outcome. Collect activity sheets and review to determine if students were able to successfully complete the activity and demonstrate knowledge of internet safety rules.

8. Closure. Ask, "If you pledge to do something, what does that mean?" (promise, agree). Explain that you will be sharing an "Internet Safety Pledge" with students and asking that they consider promising (by signing it) to follow internet safety rules. Distribute the "Internet Safety Pledge" sheets to students. Ask students to read and discuss the "Internet Safety Pledge" with their partner from the previous activity. Tell students that they do not have to sign it! Encourage them to consider signing it and take discuss it with their housemaster/wardens/ guardian.

9. **Internet Safety Vocabulary.** Discuss the vocabulary and then ask the students to match the words with their right definition:

- (a) **Internet.** Worldwide system of millions of computers connected together in a network.
- (b) **Instant Messaging.** Electronic messages sent to others using a special program.
- (c) **Chat Room.** A place to “talk by typing”
- (d) **E-mail.** Electronic mail
- (e) **SPAM.** Junk mail-don’t open
- (f) **Cyber Predator.** Someone with criminal intent who uses electronic device to meet others.
- (g) **Cyber Bully.** Someone who harasses others by electronic means (computer, phone, e-mail).



10. **Worksheet for discussion: Internet Safety Review.**

Name _____

Match the vocabulary with d

Internet	Never give out personal information. Never meet anyone you met online. Tell an adult if you feel uncomfortable about anything you see on the internet
Electronic mail	Worldwide system of millions of computers connected together in a network
Instant Messaging (IM)	Someone with criminal intent who uses electronic devices to meet others.
Chat Room	Instant messages sent to others using a special program.
E-mail	Someone who harasses others by electronic means (computer, phone, e-mail)
SPAM	Junk mail (don't open)
Cyber Predator	A place to “talk by typing”
Cyber Bully	
Internet Safety Rules	

11. Worksheet for discussion: Internet Safety Rules.

(a) What are five things you should never share with anyone on the computer?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(b) What should you do if you see something on the internet that makes you feel uncomfortable?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(c) When is it OK to meet with someone that you found on the internet?

(i) _____

(ii) _____

(iii) _____

(iv) _____

12. For Discussion with students.

Internet Safety Pledge

- (a) I will check first with my parents, guardians, or other trusted adults before accessing new sites on the internet.
- (b) I will not share personal information such as my name, address, telephone number, name of my school, or a picture of myself without my parents' or guardians' permission.
- (c) I will not meet with someone I have met online.
- (d) I will tell a trusted adult if I see or feel uncomfortable about anything I see online.
- (e) I will not respond to any messages that are mean or in any way make me feel scared or uncomfortable.
- (f) I will not send any mean or hurtful messages to others.

13. Text Cards

LOL	Laughing Out Loud
F2F	Face to Face
EMA	What is your E-mail address?
FMTYEWTK	Far More Than You Ever Wanted To Know
GMTA	Great Minds Think Alike LD Later Dude
NAZ	Name, Address, Zip
TM	Trust Me
W/E	Whatever
FOAF	Friend Of A Friend
P-Z	A Pizza
SMEM	Send me an e-mail

WORKSHEETS FOR ALL**JALDI BOLO QUIZ****Standard 6-8****Teacher Directed****1. List three characteristics of a healthy relationship.**

(Answer if any of these is correct : trust, respect for each other, care for each other, giving space to each other, freedom of thought, expression and action, confidence in each other, pride).

2. List three examples of emotional abuse.

(Answer: Teasing, bullying, humiliation, threats, intimidation, putdowns, betrayal, insulting someone in private/public, shouting at somebody unnecessarily, treating someone like a servant, making jokes about somebody's physical appearance/parents, not letting someone make new friends).

3. List three examples of physical abuse.

(Answer: slapping, pushing, grabbing, shaking hands for longer time, smacking, kicking, punching, pulling hair).

4. List three ways to support a friend who's being abused.

(Answer: listen to her/his story, believe him/her, don't judge him/her, tell him/her it's not their fault, don't talk about his/her parents/teachers/friends in a bad way, offer to help him/her for reporting abuse, assure that nothing bad will happen to him/her if they report the abuse, promise to be their buddy if they need, tell them to not let the abuse go on).



5. **List three people or organizations you could turn to for help if you were in an abusive relationship.**

(Answer: guardians, teachers, wardens, principal, religious leaders/ gurus, grandparents, school nurse/ doctor, family/school doctor (who sits in school MI Room), school counselor, police officers, Children Helpline.)

QUESTIONNAIRE : LET'S TALK ABOUT GOOD OR BAD

Standard 09-10

Teacher Directed Discussion

1. **Instructions for teachers.** This worksheet is to be filled by the individual students and then discussed with your partners before they go on to discuss and present their views with the remaining students in the class. The teacher can divide the class in different combinations of pairs: all boys, all girls, one girl-one boy or so on. The teacher will distribute this worksheet to all the students. Read the list of relationship situations.
2. **Instructions for students.** Put a tick if you think the behavior is good/ bad/unpleasant/not welcome in any way. Discuss with your partner in the class.
3. **What will you do if your friend:**
 - (a) Says "I love you".
 - (b) Lies to you about where he or she is going.
 - (c) Gets jealous if you talk to someone else.
 - (d) Constantly accuses you of cheating when you haven't.
 - (e) Asks what you want to do on the weekend.
 - (f) Makes an effort to get to know your friends and family.
 - (g) Cheers you on at games or recitals.
 - (h) Puts you down.
 - (j) Understands that No means No.
 - (k) Makes decisions for you.
 - (l) Compliments you.

- (m) Seems obsessed with you.
- (n) Blames you for things that go wrong.
- (o) Says "no one else would ever want to be with you".
- (p) Makes you laugh when you're sad.
- (q) Criticizes you.
- (r) Breaks things in anger.
- (s) Wants to know where you are at all times.
- (t) Pressures you to do things you don't want to do.
- (u) Respects your opinions.
- (i) Makes you feel guilty for having other/outside hobbies/ interests/ friends.
- (w) Threatens you when you don't do what he or she says.
- (x) Tracks you down when he or she can't find you.
- (y) Expects you to stop seeing your friends.
- (z) Calls you names.
 - (aa) Pushes you around.
 - (ab) Is proud when you succeed.
 - (ac) Thinks your interests/hobbies are stupid.
 - (ad) Tells you that you're lucky to have him or her.
 - (ae) Hits you.



SUMMARY

A Pervert in disguise

It is not easy for a child to notice a danger posed to his/her wellbeing. A student himself/herself may have sexual inclination towards an adult in rare case.

1. A step of advance made by a perverted person may be mistaken by a child as show of love and care.
2. A person may disguise sexual advances/touches as mere show of love and care.
3. A child may have crush on a teacher and expects him or her to touch or talk to.
4. A perverted hunter may be on the look for a consenting child.
5. An act of a pervert may be touching the body of a girl student in the pretext of opening the pages of a book/exercise book held by the student.
6. A child may hesitate to report or share advances made by an elder for fear of backlash.
7. A child may not be able to understand the act of sexual advances and may ignore/overlook it.
8. A teacher/an elder may as a routine do superficial sexual acts avoiding further advances for fear of the consequences. It may cause irritation to the child but the child may consider it inappropriate to complain.
9. It appears that a thin line between sexual touches and display of care exists; it may be exploited by a pervert.
10. We need to define what are the socially/culturally/institutionally acceptable touches made to a child by an elderly person.
11. A child needs to know that it is not only the strangers who could molest him/her but also the known or relative or domestic helper or the driver could do the same.

Combating Physical Maltreatment

In case I suspect attempt of physical abuse I should shout and say “NO! STOP”.

I should not go alone if I am called at any odd hours by seniors/juniors/staff.

In case I need to meet any senior/staff at odd hours I will inform my warden/housemaster and I will not go alone.

I can talk to Housemasters/Warden/Guardians in case I notice unusual advances to me or to another student.

I should not go anywhere with or take anything from a stranger,

I can talk to other kids on a playground or at school, they are not strangers,

If an adult is not nearby and I do not feel safe, I should go quietly to a safe nearby place like a cafeteria, playground, library, or a mess, nearest quarters where an adult can help me.

Girls are ...

Boys are ...

funny
caring embarrassed
cross scared loud proud
brave kind unique smart
calm nurturing emotional
creative bossy strong smelly
silly happy friendly sad
athletic gross excitable
loving lonely

Kids are just KIDS!

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GLOSSARY

Adolescence. The second decade of life, from the ages of 10-19. Young adolescence is the age of 10-14 and late adolescence age 15-19. This period between childhood and adulthood is a pivotal opportunity to consolidate any loss/gain made in early childhood.

Discrimination (gender discrimination). "Any distinction, exclusion or restriction made on the basis of gender.

Empowerment. It refers to increasing the personal, political, social or economic strength of individuals and communities. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

Gender. A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is useful in analyzing how commonly shared practices legitimize discrepancies between sexes.

Gender accommodating. Similar to the concept of gender sensitivity, gender accommodating means not only being aware of gender differences but also adjusting and adapting to those differences. However, gender accommodating does not address the inequalities generated by unequal norms, roles and relations (i.e., no remedial or transformative action is developed).

Gender balance. This is a human resource issue calling for equal participation of women and men in all areas of work.

Gender-based constraints. Constraints that women or men face that are a result of their gender. Constraints that are not based on gender are referred to as general constraints.

Gender-based violence (GBV). An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions.

Gender bias. Making decisions based on gender that result in favoring one gender over the other which often results in contexts that are favoring men and/or boys over women and/or girls.

Gender disparities Statistical differences (often referred to as "gaps") between men and women, boys and girls that reflect an inequality in some quantity.

Gender equality. The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play.

Gender equity. The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. Equity ensures that women and men and girls and boys have an equal chance, not only at the starting point, but also when reaching the finishing line.

Gender gap Disproportionate difference between men and women and boys and girls, particularly as reflected in attainment of development goals, access to resources and levels of participation. A gender gap indicates gender inequality.

Gender neutral. Anything - a concept, an entity, a style of language - that is unassociated with either the male or female gender.

Gender norms Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how men and women should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

Gender planning A planning approach that recognizes the different roles that women and men play in society and the fact that they often have different needs.

Gender-roles Social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions.

Gender-socialization The process of girls and boys, women and men learning social roles based on their sex, which leads to different behaviours and creates differing expectations and attitudes by gender. An example is that concept that girls and women do more household chores, such as cooking and cleaning, while boys and men do more work out of the home. Gender roles often lead to inequality.

Gender-stereotyping Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans.

Masculinities / Femininities These are dynamic socio-cultural categories used in everyday language that refer to certain behaviours and practices recognized within a culture as being "feminine" or "masculine," regardless of which biological sex expresses them. These concepts are learned and do not describe sexual orientation or biological essence. They change with culture, religion, class, over time and with individuals and other factors.

Patriarchy Social system in which men hold the greatest power, leadership roles, privilege, moral authority and access to resources and land, including in the family. Most modern societies are patriarchies.

POCSO Act 2012 The protection of Children from Sexual offences Act, 2012 provides a legal framework for protection of children from offences of sexual assault, sexual harassment and pornography while safeguarding the interest of child at every stage of judicial process.

Sex Refers to the biological and physiological reality of being males or females.

Structural barriers/causes Gender inequalities in social structures, based on institutionalized conceptions of gender differences. Conceptions of masculinity and femininity, expectations of women and men, judgements of women's and men's actions, prescribed rules about behaviour of women and men - all of these, and more, create and maintain gender inequality in social structures. Social and cultural environments, as well as the institutions that structure them and the individuals that operate within and outside these institutions, are engaged in the production and reproduction of gender norms, attitudes and stereotypes.xl

Structural discrimination A form of discrimination resulting from policies, despite apparently being neutral, that have disproportionately negative effects on certain societal groups.

