



# *Preventing Abuse*

## *Ages 9-12*

Total Time: 2 Hours

**PART 1:** Ice Breaker

**PART 2:** Recognizing Abuse

**PART 3:** Out of Danger

**PART 4:** Refusal Skills

**PART 5:** Refusal Skills Role Play

**PART 6:** Closing Discussion

**PART 7:** Follow-Up Activities

**ANNEXURE 1:** Dangerous Scenarios

**ANNEXURE 2:** Making the Safest Choice

**ANNEXURE 3:** Ways to Say No!

**ANNEXURE 4:** Role Play Scenarios

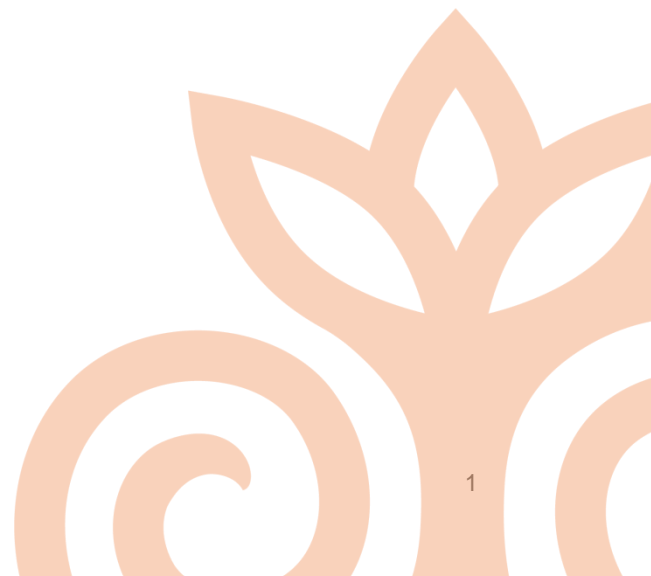
**ANNEXURE 5:** Evaluation

**ANNEXURE 6:** My Personal Shield

**ANNEXURE 7:** Sample Puppets

**ANNEXURE 8:** My Right to Safety

**POWERPOINT:** Preventing Abuse, Ages 10-12





# *Part 1: Ice Breaker*

## **Time:**

15 Minutes

## **Objective:**

Participants will take part in an icebreaker designed to establish a safe environment to learn about a sensitive topic.

## **Materials:**

Paper and markers

## **Techniques:**

Ice Breaker

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## **TRAINER INSTRUCTIONS:**

1. Greet the participants and explain that today's topic of abuse will be sensitive for many people so it is important to make rules so that everyone feels comfortable participating:
  - Respect each other (no laughing, teasing)
  - Good listening (no interrupting)
  - Share only what you are comfortable sharing

*Note to Trainer:* This training can be a sensitive subject for many participants as some may have had abusive situations in their past. This first activity needs to establish a safe environment for participants to share questions and concerns. It is meant to be an activity that sets a more serious tone for the training so try to model this attitude with children from the beginning.

2. Second, explain that adult staff members will be available to talk with participants after the training if there is something they would like to talk about privately. Adults will always be available to talk to you if something comes up in the future.

3. Pass out the art materials. Ask each child to draw a picture of themselves when they feel safe and happy. Questions to guide this project:
  - Where are you when you feel the safest?
  - Who is around you?
  - What are you doing?
  - What does your face look like when you feel safe?
4. Allow several children to briefly present their drawings to the rest of the group. Explain that this training will be about how to keep children safe and we want them to feel like they do in these drawings. It is ultimately the job of adults to keep children safe but children can play a role in helping adults with this. Today, the training will be training about various forms of abuse.



## *Part 2: Recognizing Abuse*

### **Time:**

30 Minutes

### **Objective:**

Participants will recognize the types of sexual abuse and understand the importance of telling a trusted adult.

### **Materials:**

- PPT: Preventing Abuse Ages 10-12
- Komal Video (Available on YouTube in numerous languages)

### **Techniques:**

- Discussion

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### **TRAINER INSTRUCTIONS:**

1. Go through the Power Point slides allowing children to ask questions or clarify confusion throughout the presentation. You may need to go through the slides at a slow pace.
2. View the Komal video and allow for the children to process the information provided in the power point and video in a group discussion. Possible discussion questions include:
  - What did you learn?
  - How have your ideas changed?
  - Is there anything you might still have confusion about?

**Note to Trainer:** Reinforce that this environment is a safe place where children can always ask adults about these difficult topics. Be sure to identify specific adult contacts that the children can go to when they have confidential things that they would like to discuss. Each home may have different adults that should be entrusted with the children's private concerns.



## *Part 3: Out of Danger*

### **Time:**

20 Minutes

### **Objective:**

Participants will learn to identify potentially dangerous situations and discuss ways to stay safe.

### **Materials:**

- Annexure 1: Dangerous Scenarios
- Annexure 2: Choosing the Safest Option

### **Techniques:**

- Case Studies
- Discussion

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### **TRAINER INSTRUCTIONS:**

1. Tell the children they will practice identifying potentially dangerous situations and exploring what they could do in these situations to stay safe.
2. Divide the children into groups of 3-4.

**Optional:** keep the group together and work on the worksheets together

3. Distribute Annexure 1: Dangerous Scenarios and assign a different scenario to each group. Distribute Annexure 2: Choosing the Safest Option - on the worksheet, participants will list what choices the child has to get out of the given scenario. For each choice, participants will write possible consequences of each choice.

Then, participants will chose what they believe is the safest option.

**Note to Trainer:** While the small groups are working, walk around and answer any questions the groups may have and make sure children understand the exercise.

4. All small groups will present to the larger group on the scenario, possible choice and consequences, and safest option.
5. Explain to the children that ultimately it is the job of the adults to keep children safe. However, this exercise demonstrates that children can be aware of situations that seem dangerous and make good decisions to help adults keep them safe.

Adapted from Hohenstein, E. & Kennedy, A. (2001). Sexual Assault Risk Reduction Curriculum 2001 (PDF)  
Retrieved from <http://www.sandiego.gov/police/pdf/curriculum.pdf>



## *Part 4: Refusal Skills*

### **Time:**

20 Minutes

### **Objective:**

Participants will learn refusal strategies.

### **Materials:**

- Annexure 3: Ways to Say No!

### **Techniques:**

- Group Discussion

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### **TRAINER INSTRUCTIONS:**

1. Explain that refusal skills are to be used in situations where there is pressure from friends or acquaintances to do something that is unsafe or unwanted.
2. Distribute Annexure 3: Ways to Say No! Discuss each refusal skill and ask the children to come up with an example for each:
  - Say No
    - Example: I don't want to – Stop!
  - Give a Reason
    - Example: No, I can't leave school right now.
  - Give an Excuse
    - Example: I will get in trouble with my caregiver/parent
  - Suggest an Alternative
    - Example: Why don't we just stay here?

- Reverse the Pressure
  - Example: If you don't respect my limits, you don't respect me.
- Delay your Decision
  - Example: Maybe some other time.
- Avoid or Leave the Situation
  - Example: You don't need to say anything. Leave and leave quickly. This is especially important if the situation is dangerous or scary.





## *Part 5: Refusal Skills Role Play*

### **Time:**

15 Minutes

### **Objective:**

Participants will practice using refusal skills in different situations.

### **Materials:**

- Annexure 4: Role Play Scenarios

### **Techniques:**

- Role Play

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### **TRAINER INSTRUCTIONS:**

1. Tell the children that they will now have an opportunity to practice what they have learned: Identifying dangerous situations and using refusal skills.
2. Divide the children into groups of 3-4 and give each group a different scenario. Allow the children time to discuss, assign roles, and practice how to handle the situation.

**Optional:** Keep the whole group together and practice role play situations together.

3. Have each small group act out their scenario to the larger group. Before each group begins, make sure all characters and settings are identified.
4. Facilitate discussion around each small group presentation:
  - What were some options and consequences?
  - Why did the group choose the option they did?
  - Was it the best option to choose?



## *Part 6: Reporting Abuse*

### **Time:**

20 Minutes

### **Objective:**

Participants will discuss reporting procedures and review skills learned in this session.

### **Materials:**

- Annexure 5: Evaluation
- Video noted in trainer instructions

### **Techniques:**

- Group Discussion
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### **TRAINER INSTRUCTIONS:**

1. Discuss the different ways children can report abuse if it happens to them or someone else they know:
  - Tell a trusted adult (caregiver/parent, Social Worker, teacher, etc) if you or anyone you know has been abused
  - Call National Helpline to Report Child Abuse
  - Put a note in your suggestion box
  - Show the following video <https://www.youtube.com/watch?v=WIIIOGnteFQ> and give the children the following website where they can report abuse <http://ncpr.gov.in/>
2. Discuss the facts about reporting and ask why children might not tell someone when abuse is occurring. Note that only 6% of children report abuse. Many children who are sexually abused may not want to tell someone because of:
  - Fear
  - Confusion
  - Guilty Feelings
  - Sadness

- Embarrassment
3. With the children sitting in a circle, ask each one to share at least one thing that they learned today.
  4. Thank the children for participating and reiterate that adults at the home are here to help keep each of them safe. If there is anything children would like to talk about privately with an adult, house staff members are available.

**Trainer Notes:**

- The children should have confidence that “If I go tell someone, there are many people who will believe me.”
  - Non-staff members, especially men, should never be alone with children. Even volunteers who come regularly may have an ulterior motive for volunteering.
5. Distribute Annexure 5 and invite the children to complete the evaluation form regarding this Unit.
    - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
    - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn’t like or are confused about.
    - Briefly recap what was covered in each part so their memory is fresh when evaluating.
    - Instruct them to be as specific as possible in their comments.
    - Items to consider include:
      - Did you understand the topics covered? If not, what was confusing?
      - Was there enough time to cover the material?
      - Did the presentation keep your interest?
      - Were the handouts/power points/videos helpful?
      - Add any comments that would be helpful for future programs
  6. Gather the completed evaluations and include them in your trainer report.



## *Part 7: Follow-Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

### **Materials:**

#### **Option One:**

- Book “Some Secrets Should Never be Kept” by Jayneen Sanders

#### **Option Two:**

- Annexure 3: Ways to Say No!
- Annexure 6: My Personal Shield
- Markers, crayons

#### **Option Three:**

- Brown paper bags and materials for puppets
- Annexure 7: Sample Puppets
- Annexure 8: My Right to Safety (One copy)
- Annexure 3: Ways to Say No!

### **Techniques:**

- Applying learning to daily life
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## **TRAINER INSTRUCTIONS:**

1. Explain to participants that these follow-up sessions are designed to give them the opportunity to review the material learned in the session.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

**Option One: Some Secrets Should Never be Kept** – Read the book “Some Secrets Should Never be Kept” to the group. Ask the group the following discussion questions:

- When Lord Henry started to tickle Alfred in a way he didn’t like, was Alfred right to tell him to stop? When Lord Henry didn’t stop, what could Alfred have done?
- Why didn’t Alfred tell his mother about the touching and tickling right away? How might Alfred have been feeling?
- Should Alfred have told his mom right away?
- Should anyone tickle or touch your private parts?
- What if the person says it is “your special secret”? Should you keep that kind of secret?

**Option Two: My Personal Shield** - Explain that shields are used to protect people from danger. For example, soldiers and police officers sometimes carry shields to protect themselves from weapons. Tell the children that today they are going to create their own personal shield to protect themselves from “bad touch.”

Distribute Annexure 6 and the markers/crayons, and invite the children to create their own shield. Refer to Annexure 3 for ways to say no. The children can draw pictures or write words and decorate their shield any way they wish.

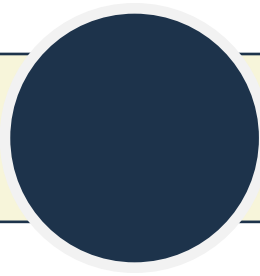
When finished the children may show and describe their shields to the group.

**Option Three: My Right to Safety** – Review the concepts taught in this unit including what is sexual abuse, how to say no, and the importance of telling a trusted adult.

Distribute the brown bags and materials listed in the materials section and tell the children they will be creating a puppet of themselves. Show them the sample pictures in Annexure 7.

When completed, invite the children to form a circle with their puppets on their hands. Read the statements on Annexure 8 aloud, one at a time, and ask the children to repeat the statements using their puppets.

Then refer to Annexure 3 for various ways to say no, and have the children use the puppets to practice these statements. Finally, use the puppets to practice telling a trusted adult that something happened to make them feel uncomfortable.



# *Annexures*

## *Preventing Abuse, Ages 10-12*

**ANNEXURE 1:** Dangerous Scenarios

**ANNEXURE 2:** Choosing the Safest Option

**ANNEXURE 3:** Ways to Say No!

**ANNEXURE 4:** Role Play Scenarios

**ANNEXURE 5:** Evaluation

**ANNEXURE 6:** My Personal Shield

**ANNEXURE 7:** Sample Puppets

**ANNEXURE 8:** My Right to Safety





## *Annexure 1: Dangerous Scenarios*

**Scenario #1:** Baitan is ten years old and lives in a dormitory. One of the older boys, age 15, sometimes comes in the night and asks if he can lay down with him. Baitan doesn't know what to do because he likes this older boy's attention and friendship. The older boy is popular with everyone.

**Scenario #2:** Fifteen-year-old Crystal receives tutoring in math. When the 6 older children sit around the round table to study, the teacher ensures that he sits next to Crystal. She has felt the coaching teacher, Mahesh, feeling her with his legs and hands underneath the table. She is confused. Does he love her and want to marry her? Who should she talk to?

**Scenario #3:** Priyanka, Urmila, Priti, and Rupa are in standard 6 and walk to school together every morning. Over the past week, they have noticed an older man following behind them. At first, he was very far away but as days went on he got closer and closer. One day, he walks up to them and starts asking questions about their lives: Where do they live? What are their names? How old they are? This makes the girls very uncomfortable.





## *Annexure 2: Choosing the Safest Option*

**Dangerous situation:** \_\_\_\_\_

<b>Choices of action:</b>	<b>Identify one or two possible consequences or outcomes for each option:</b>

**Choose the safest option:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## *Annexure 3: Ways to Say No!*

### **Ways to Say No!**

- **Say No – “I don’t want to. Stop!”**
- **Give a Reason – “No, I can’t leave right now.”**
- **Give an Excuse – “I’ll get in trouble with my house parent.”**
- **Suggest an Alternative – “Why don’t we just stay here?”**
- **Reverse the Pressure – “If you don’t respect my limits, you don’t respect me.”**
- **Delay your Decision – “Maybe some other time.”**
- **Avoid or Leave the Situation – don’t say anything, leave and leave quickly.**



## *Annexure 4: Role Play Scenarios*



**Role Play #1:** Joseph is riding home on the bus. A man sits beside him and begins asking him questions such as “Where are you going? Where do you live? Do you like sports? Maybe I could coach you? Tell me where you live”.

**Role Play #2:** A friend of the family comes over a lot after work. He smiles and winks at Lola and always finds a reason to come into the room she is in. One night he comes into the study room while she is doing homework and starts rubbing her back.

**Role Play #3:** Priya likes a guy much older than she is. No one has ever paid attention to her the way he does. He asks her to come over to his house. He tells her that she means a lot to him and he wants to be with her forever.

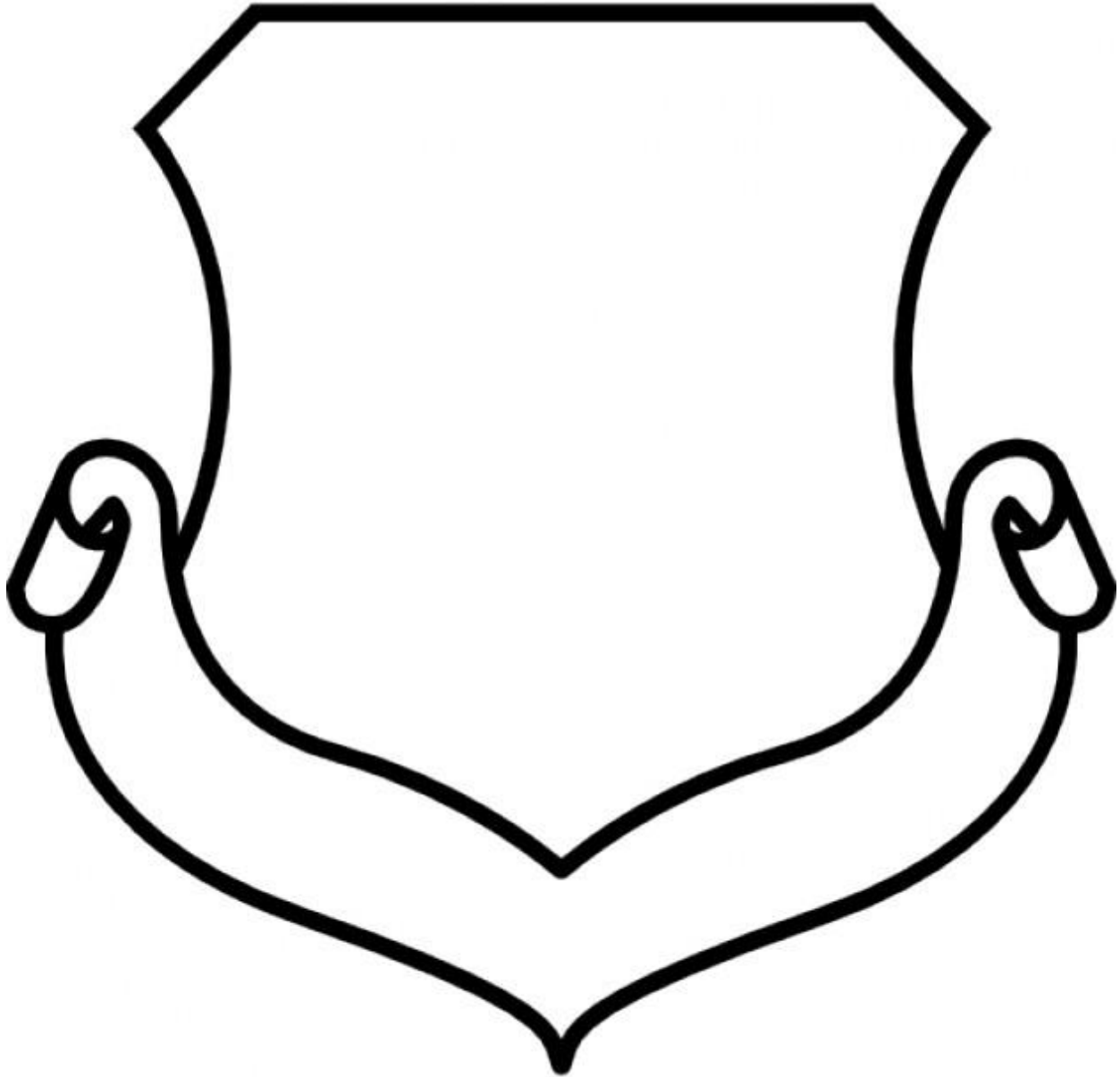


## Annexure 5: Evaluation

<b>Unit 13 – Sexual Abuse Prevention</b>	<b>Score (Circle a number, 5 is the Best)</b>	 <b>What I Liked/Learned</b>	 <b>What I Didn't Like or Things I'm Confused About</b>
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Recognizing sexual abuse	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Out of Danger	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Refusal Skills	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Assertive Communication	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<b>Overall Score</b>	<b>1 2 3 4 5</b>		



## *Annexure 6: My Personal Shield*





## *Annexure 7: Sample Puppets*





## *Annexure 8: My Right to Safety*

My body is mine to respect and protect.

I have a right to be safe.

I have the right to say “no” to anything that does not feel comfortable to me.

I don’t have to do anything with my body, no matter who I am with.

I don’t have to give explanations – Saying “no” or “I don’t want to” is enough.

I have the right to trust my feelings.

It is not my fault if someone makes me do something that I don’t want to do.

I have the right to tell someone if I am hurt or forced to do something I didn’t want to do.

I have the right to find an adult that I can trust and tell them what happened.

I am a valuable person.

I deserve to be treated with respect.