



# *Preventing Abuse*

*Ages 5-8*

Total Time: 1 Hour

**PART 1:** Ice Breaker - What is Abuse?

**PART 2:** Different Types of Touch

**PART 3:** Private Parts are Private

**PART 4:** When to Share Secrets

**PART 5:** What to Do, Who to Tell

**PART 6:** Follow Up Activities

**ANNEXURE 1:** Body Outline

**POWER POINT:** Secrets





# *Part 1: Ice Breaker – What is Abuse?*

**Time:**

10 Minutes

**Objective:**

Participants will be introduced to the topic of child abuse.

**Materials:**

None

**Techniques:**

Ice Breaker

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**TRAINER INSTRUCTIONS:**

**Trainer note:** *This training can be a sensitive subject for many participants as some may have had abuse experiences in their past. Establish a safe environment for participants to share questions and concerns by setting ground rules with the group such as:*

- *Respect each other (no laughing, teasing)*
  - *Good listening (no interrupting)*
  - *Share only what you are comfortable sharing*
1. Start by stating that adults are there to help and encourage children. Ask the group to list some ways that the adults around them care for them. (Eg, feed me healthy food, take care of me when I'm sick, help me with my school work, etc.)
  2. Explain that most adults take really good care of children, but some adults hurt kids rather than help them. For example,
    - maybe the adult doesn't provide the food the child needs, and the child is hungry and sick

- or maybe the adult constantly yells at the child and calls them names and hurts their feelings
  - or maybe the adult hits or slaps them to get them to behave in the way they want, and the child gets injured
  - or maybe the adult touches the child in ways that are not appropriate and makes the child feel uncomfortable
3. Tell the children that another word for this type of hurting is “abuse.” Ask the group if they have heard that word, and if so, what it means to them.
  4. Note that child abuse can affect all kinds of children, no matter where they live, how much money their families have, or who they live with.
    - A child can be abused by a parent, step parent, family member, neighbor, teacher, or even another child.
    - Child abuse can happen anywhere – at home, school, the park, etc.
    - No one deserves to be abused.
  5. State that today we are going to talk more about abuse, and what to do if you or someone you know are ever hurt in these ways.



## *Part 2: Different Types of Touch*

### **Time:**

10 Minutes

### **Objective:**

Participants will understand the difference between good touch and bad touch.

### **Materials:**

- Puppet or stuffed animal

### **Techniques:**

- Group Discussion

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### **TRAINER INSTRUCTIONS:**

1. Begin by holding up the puppet/stuffed animal and introducing her as Reekha.
2. Pass Reekha to several children and ask them to rub or pet her. (Depending on the group size and time, have participants introduce themselves to Reekha and meet her).
3. Ask, "How did holding and petting Reekha make you feel?" (Examples: good, comfortable)
4. Ask, "How do you think Reekha felt when she was being touched?" (Examples: warm, happy, loved) Note that some touches might have hurt Reekha, like if she was squeezed too hard, or if someone threw her.
5. Explain the difference between good touch and bad touch.
  - Good touches are those that make you feel good, loved, safe
  - Bad touches are those that make you feel uncomfortable, hurt, or scared. A bad touch may leave a mark or hurt you badly.
6. Invite the children to give examples of Good touch (petting an animal, shaking hands, giving a high five, patting on the head or back, hugging).

7. Then ask them to give examples of Bad touch (punching, kicking, slapping, high five that is too hard, back rub that makes you feel uncomfortable, patting or pinching your buttocks, very close and tight hugs).
8. Finally, explain that some touches start out feeling ok, but end up feeling uncomfortable, unsure, or unsafe (someone you don't know gives you a hug, someone keeps tickling you after you ask them to stop, someone rubs your back for too long).



## *Part 3: Private Parts are Private*

### **Time:**

10 Minutes

### **Objective:**

Participants will be able to identify the parts of their body that should remain private.

### **Materials:**

- Annexure 1: Body Outline
- Crayons, markers

### **Techniques:**

- Art activity

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### **TRAINER INSTRUCTIONS:**

1. Define private parts as our body parts covered by undergarments and blouses (genitals, buttocks, and breasts).
2. Explain that the reason they are called “private” parts is that they are private to each of us. Someone else, either an adult or another child, should never touch your private parts. Although touching private parts can sometimes feel ok at the beginning, this kind of touch is bad touch. When someone touches your private parts it can hurt your heart.
3. Sometimes a caregiver/parent or doctor needs to touch your private parts if there is an injury, you need help bathing, or you need help dressing. However, even if something about this touch makes you feel uncomfortable it is important to tell an adult.
4. Distribute Annexure 1: Body Outline to each child and ask them to color in where their private parts are (where undergarments and blouses cover).
5. After the children are finished, ask if there are any questions.



## *Part 4: When to Share Secrets*

### **Time:**

15 Minutes

### **Objective:**

Participants will become aware of when it is important to share a secret.

### **Materials:**

- PPT: Secrets

### **Techniques:**

- Storytelling
- Discussion

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### **TRAINER INSTRUCTIONS:**

1. Tell the children that you would like to tell them a story about a young giraffe, Jiya, and how she was able to solve a big problem.
2. Begin the PPT and read the notes at the bottom of each slide to the children.
3. When finished, ask the participants the following questions about the story:
  - Who were the characters in the story? (Prishna, Jiya, Darsh, Mr. Rangan, Mr. Gupta)
  - What were Jiya and Mr. Gupta doing when Prishna left?
  - What did Mr. Gupta do that Jiya did not like?
  - What type of touch did Mr. Gupta give to Jiya?
  - How did Jiya feel about the touch that Mr. Gupta gave her?
  - What three things did Jiya do to solve her problem?
  - Do you think Jiya was nervous to tell her mother Prishna about what happened?

- Did Jiya do anything wrong?
  - Was telling the right thing to do?
  - How did Jiya feel after she told Prishna her problem?
4. Explain the difference between secrets you should keep vs. those you should tell someone about.
  5. Discuss the importance of telling a trusted adult right away if something has happened that makes you uncomfortable, bad, or scared. This is important even if you are confused or afraid. Adults will believe what you say and work to help you just like Prishna helped Jiya in the story.



## *Part 5: What to Do, Who to Tell*

### **Time:**

5 Minutes

### **Objective:**

Participants will learn steps to take if they or someone they know is being abused.

### **Materials:**

- None

### **Techniques:**

- Discussion

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### **TRAINER INSTRUCTIONS:**

1. Tell the children there are three things they must do if they have a problem that makes them feel uncomfortable, unsafe or scared.
2. Note that in the story, Jiya solved her problem by using three rules, what were they?
  - a. Say “No!” in a firm voice
  - b. Get away to a safe place
  - c. Tell an adult you trust
3. Explain that even if they know the person abusing them, or if it is another child hurting them, the rules are the same.
4. Tell the group, if you're not sure if its abuse, you can tell an adult that something happened and you want to check to see if it might be abuse.
5. Note that children who let adults know that someone is hurting them, even if it's someone they love, might be helping other kids as well as themselves by stopping the person from hurting anyone else.

6. Review the three rules again, and have the children repeat them. Then 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. Let the group know that adults will always be available to talk if something comes up in the future, and identify who specifically they should go to with concerns or questions.



## *Part 6: Follow Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will have the opportunity to reinforce and practice what they have learned in this unit.

### **Materials:**

**(Depending on Option Selected)**

Option One:

- Paper, colored markers

Option Two:

- My Safety Book, distributed by Arpan, an NGO in India addressing the issue of child sexual abuse

Option Three: Video <https://www.youtube.com/user/drbooshan>

### **Techniques:**

- Applying learning to daily life

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### **TRAINER INSTRUCTIONS:**

1. Select one of the following activities to review and reinforce what the children have learned about preventing child abuse.

#### **Option One – What to Do, Who to Tell**

Explain to the children that they are going to prepare a small book about the three rules to follow if someone treats them in a way that makes them uncomfortable.

Review the three rules:

- Say “No!” in a firm voice
- Get away to a safe place
- Tell an adult you trust

When you are sure the children understand the rules, ask them to draw and color a page for each rule. You may need to help them come up with ideas to draw, for example,

- For the “Say NO!” page the children could draw a hand held up indicating no, or the word “NO.”
- For the Safe Place, children could draw a picture of any place they feel safe such as their home, or next to a special person
- For the “Tell an adult you trust” the children could draw someone they trust

When they are finished, invite the children to share their booklets with the group and review the rules each time. Ask the children to keep their books in a safe place.

### **Option Two: My Safety Book**

Read My Safety Book to the children and use the story as a way to review the lessons of this session and facilitate discussion around keeping safe, refusing unsafe touch, and getting help. (Trainer: please read the notes from Arpan beginning on page 63 of the book prior to leading this session.)

### **Option Three:**

**Trainer:** Please view the video referenced in the materials section prior to leading the session, and use it as an example of how to guide discussion with the children. Then lead an interactive session with the children on the following topics:

- Identify 3 areas of the body that shouldn’t be touched: chest, bottom, between the legs
- What the child should do if they experience uncomfortable touch
- Identify a safe adult

### **Option Four: Books about Child Abuse for Young Children**

The following list of books are excellent options to read aloud and begin discussion about this important topic with children. Always consider the age of the child when introducing books about child abuse to them. You want to educate them and let them know it’s a serious topic, but you don’t want to frighten them. Don’t just read a book and leave it at that – take the conversation forward. Discuss the story in the book, and maybe even use role play with the child’s stuffed animals to learn how to react in dangerous situations.

- **Your Body Belongs to You** by Cornelia Spelman

This is a great book to start the conversation by teaching kids that their body is theirs and theirs alone. It tackles the topic of preventing abuse from a very basic standpoint. It is very basic, so the best way to use this book is as a starter, and then move on to more detailed books.

- **I Said No!** by Zack and Kimberly King

This book can be used to introduce young kids to the topic and also works as a detailed guide for older ones. The book covers everything – what private parts are, how to spot ‘red flags’ in people’s behavior, how to practice the ways to respond in such situations and lots more.

- **Some Secrets Should Never be Kept** by Jayneen Sanders

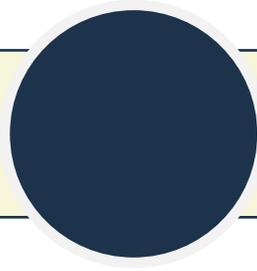
Kids are often taught that they should keep secrets, and this is often misused by abusers to keep the child from reporting any event of abuse. This book teaches kids that some secrets HAVE to be told, to a person they trust.

- **Some Parts are Not for Sharing** by Julie K. Federico

This book teaches kids important lessons about personal boundaries – through fish! Yes, the unusual pair here helps in making this serious topic palatable to young children without scaring them. This award winning book is a great pick for all ages, as it explains in a very clear and child-friendly manner what kinds of touch are appropriate and what are not.

- **Do You Have a Secret?** By Jennifer Moore-Malinos

This is another great book to help kids understand the difference between secrets that should be shared whatever maybe. The book uses terms like ‘secrets’ and ‘surprises’ to help children understand the difference between the two, and which ones should not be hidden. It also tells kids who they should tell the secret to, making this a well rounded book for kids aged five and above.



# *Annexures*

## *Preventing Abuse, Ages 5-8*

**ANNEXURE 1:** Body Outline





*Annexure 1: Body Outline*

*Private Parts are Private!*

