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## **About Women's Centre for Change**

**T**he Women's Centre for Change, Penang (WCC) is a voluntary, non-profit organization, dedicated to enhance women's status in society and to support women and children in crisis.

Established in 1985 by a group of concerned women, WCC gives free services in counselling, legal advice, emotional support and temporary shelter to women in need, irrespective of race, religion and social background.

WCC also strives to create awareness and undertake advocacy regarding women's rights in the home, workplace and society at large.

For further information, contact:

Women's Centre for Change

24-D, Jalan Jones, 10250 Penang Malaysia

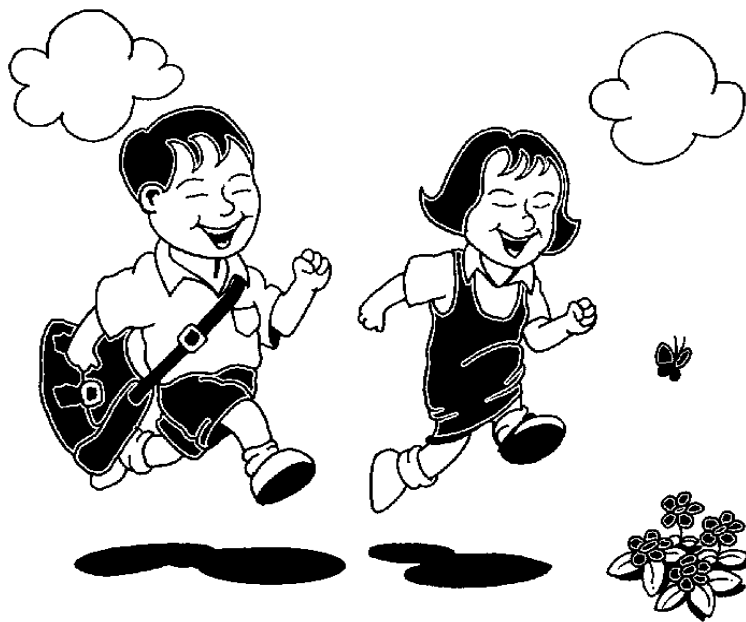
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Website: [www.wccpenang.org](http://www.wccpenang.org)

# **A Teacher's Manual on Child Sexual Abuse Teaching Children To Be Safe**



**WOMEN'S CENTRE FOR CHANGE  
PENANG**



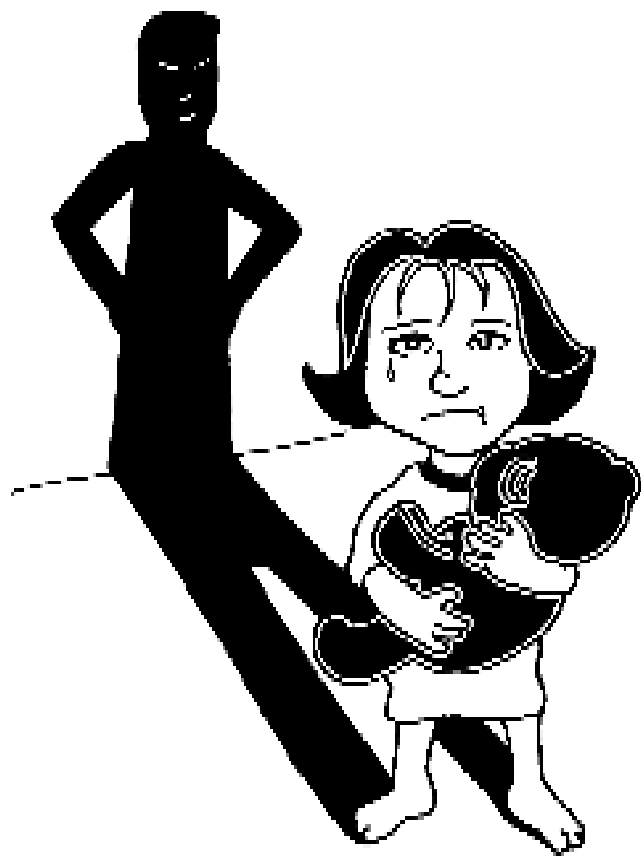
**WOMEN'S CENTRE FOR CHANGE  
PENANG**

**A Teacher's Manual  
on Child Sexual Abuse**

# **Teaching Children To Be Safe**



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# Part I

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# What is Child Sexual Abuse?

Child sexual abuse is the exploitation of a child for the sexual gratification of an adult or any significantly older person.

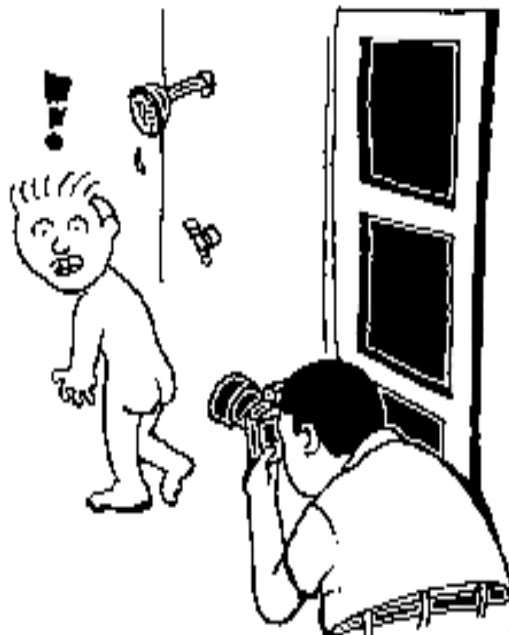
It is called incest if it occurs between family members, including mothers, fathers, grandparents, aunts, uncles, cousins, adoptive and step relations, legitimate or illegitimate children or relatives of whole or half blood.



## What Is Not Child Sexual Abuse?

Child sexual abuse should not be confused with physical contacts between an adult and a child, that are fond or playful expressions of love.

Responsible adults limit their physical exchange with a child, respect the child and at the same time, maintain a warm, healthy, affectionate relationship.



## Who Can Be Abused?

Sexual abuse happens to both girls and boys, to the rich and the poor, irrespective of race or religion. Basically, it can happen to any child.

## Who Abuses Children?

The familiar images of “perverts”, “molesters” and “dirty old men” are not accurate portraits of the majority of people responsible for the sexual abuse of children.

The offender, at least in reported cases, is almost always male. He may be professionally successful and socially prominent or he may be a person of low income or poor education.

The offender may appear to be perfectly normal to those who know him. The offender is frequently a family member i.e.:

- A father
- A stepfather
- An older brother
- An uncle
- A cousin
- A grandparent

## What Behaviour Does It Include?

Child sexual abuse covers a wide range of activities, including:

### **Non-forced offences:**

- Verbal stimulation
- Obscene phone calls
- Exposure
- Voyeurism
- Showing a child pornographic pictures or films

### **Forcible touching offences:**

- Fondling
- Oral intercourse or attempted oral intercourse
- Vaginal or anal intercourse or attempted intercourse
- Exploitation of children through prostitution and/or child pornography

# Myth And Reality About Child Sexual Abuse

We often hear stories about child sexual abuse. It seems to happen to other people's children or in some other school and there are numerous descriptions of the offender, nearly always portrayed as ugly, dirty and monstrous. Here, we will attempt to stifle the myths and give you the facts.

## Myth

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**It only happens to someone else's child**



**Sexual abusers are dangerous, weird, or evil-looking strangers**

## Reality

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**Victims can come from any socioeconomic class, sex and religion from everywhere.**

According to a study done in 1996 by a lecturer of the Anthropology and Sociology Department of Universiti Malaya, Dr Abdul Hadi Zakaria, the oldest victim of incest was 28 years old and the youngest was 8 months.

Dr Abdul Hadi also found that 62 of the 82 incest cases reported in 1996 took place in traditional housing areas, 16 in the Felda housing schemes and six in low-cost housing areas.

One astonishing finding was that most of the cases were committed at a time when there were others in the house.

**Most offenders are known to their victims (i.e. they are friends, relatives, neighbours, teachers etc.)**

According to a report done in 1997 by the Children's Protection Society Penang, most of the incestuous rapes between 1994 and 1996 are committed by their natural fathers.

The report also said that an average of three children were raped by a family member or close relative each week.

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Dr Abdul Hadi Zakaria's study also revealed a disquieting phenomenon: biological fathers were twice more likely to commit incest than stepfathers. In his findings of the 82 incest cases reported in 1996, 40 were committed by biological fathers, 20 by step fathers, 8 by uncles, 7 by brothers-in-law, one by an elder brother and three by other relatives. The offender was usually a male and the child a female.

Child sexual abuse usually involves violence

**Violence is seldom used.**

Most offenders rely on bribery and threats rather than force, or they convince the child that no one will believe her.

Children are often taught to obey figures of authority (adults) without question and thus become innocent victims of sexual abuse.

Children lie about sexual abuse or imagine it happened

**It is extremely rare for a child to lie about such things.**

More often, a child may withdraw or minimize a previous disclosure out of panic or discomfort or family pressure.

Very young children with inappropriate sexual knowledge must have gained that knowledge from somewhere, and most probably from first-hand experience.

Child molesters are usually homosexuals.

**A very small percentage of child molesters are homosexuals.**

The vast majority of molesters consider themselves heterosexuals and are probably in an ongoing physical relationship with an adult or adults.

If penetration did occur then nothing really happened.

**An incomplete sexual assault is just as traumatic as not a complete one.** The feeling of powerlessness, degradation, anger, guilt, shame and confusion is always felt.

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Offenders can be trusted if they promise never to do it again.

If something “like that” is going on, the mother always knows.

Anyone who would do such a thing to a child has got to be a monster.

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**It is unlikely an offender will stop without help.**

Past theory held that incestuous offenders tended to restrict their abuse to the family. Current research indicates that many incestuous offenders do approach victims beyond family boundaries. Therefore, they should be made to seek professional help.

**Many mothers have no idea, yet blame themselves for not knowing after disclosure is made.**

Sometimes women who were victims themselves may accept the abuse as a regrettable part of childhood.

**Offenders look, and for the most part, act just like non offenders. That is how they manage to carry on the abuse.**

According to Dr Abdul Hadi Zakaria, the offenders were not those with a history of crime or violence. Instead, they were found to be law-abiding and hard-working people.

# Identifying a Sexually Abused Child



**A** child who is sexually abused will usually show signs or indicators of that abuse, be it overtly or in a more reserved manner. The following is a list of possible physical, psychological and behavioural signs:

## Physical Indicators

- Reddening/itching of genital or anus
- Painful or injured genitals or anus
- Pain in passing urine
- Vaginal or penile discharge
- Abdominal pains
- Venereal diseases (anal, oral, vaginal or external genital regions)
- Unexplained abdominal pain, sore throat, other psychosomatic symptoms
- Pregnancy

## Psychological Indicators

### **Depression manifesting in complaints such as:**

- Headache
- Stomach-ache
- Chest complaint
- Fatigue
- Insomnia
- Fainting spells
- Tearful
- Hysteria
- Irrational fears
- Lack of concentration
- Loss of appetite
- Poor self-esteem

**Some of these indicators, by themselves, may not signify that child sexual abuse is occurring.**

**However, patterns or a combination of indicators should give you cause for concern and a reason to question whether child sexual abuse is occurring or not, even when it is not presenting a problem.**

## Behavioral Indicators

- Clinging behavior/fear of going home, fear of a particular person
- Withdrawal into a fantasy world
- Infantile behavior
- Thumb-sucking
- Bed-wetting inappropriate for age
- Poor school performance
- Running away
- Alcohol and drug abuse
- Suicide attempts
- Depression
- Poor peer relationships
- Nightmares, fear of going to bed, sleepwalking, needing bed light on
- Excessive rubbing of the genital area (their own or others)
- Sexual knowledge and activities inappropriate for age.
- Unwilling to change for Physical Education lessons (P.E.) or take part in P.E
- Irritability, excessive anger, acting up
- Distrust people who are nice
- Fear of touch, recoil from affection
- Change in personal hygiene (infrequent or excessive bathing)

## Family indicators of sexual abuse

Often, the history or even the on-going dynamics within the family can indicate problems. These would include:

- Previous occurrence of child sexual abuse
- Other types of violence in the home
- Families dominated by rigid role structure (paternal dominance/abused, passive mother)
- Excessive interest in daughter's activities with boyfriends, other peer relationships etc.
- Extreme over-protectiveness towards the child
- One parent absent (through chronic illness, depression, divorce, separation, illness etc.)
- Parents have unrealistic or inappropriate expectations of child
- Alcoholism within the family



# Disclosure: Signals from Sexually Abused Children

**Ch**ildren may disclose sexual abuse in a variety of ways. They may come to you in private, and tell you directly and

specifically what is going on. Unfortunately, this is one of the less common ways for children to disclose. More common ways include:

## Indirect Hints

"Abang Joe wouldn't let me sleep last night."

"Pakcik wears funny underwear."

A child may talk in these terms because she has not learnt more specific vocabulary, feels too ashamed or embarrassed to talk about it directly, has promised not to tell, or for a combination of these reasons.

Gently encourage the child to be more specific, within the limits of her vocabulary.



## Disguised Disclosure

"I know someone who is being touched in a bad way."

"What would happen if a girl told her mother she was being molested but her mother did not believe her?"

Encourage the child to tell you what she knows about the "other child".

It is probable that the child will eventually tell you whom she is talking about.



## Disclosure with Strings Attached

"I have a problem but if I tell you about it you have to promise not to tell anyone else."

Most children are all too aware that some negative consequences will result if they break the secret of abuse. Often the offender uses the threat of these consequences to force the child to remain silent.

Let the child know you want to help her and that the law requires you to make a report if a child discloses abuse.

Assure the child you will respect her need for confidentiality by not discussing the abuse with anyone other than those directly involved with the legal process.

**Remember, your role is not to investigate the situation. It is your responsibility to report the abuse, set in motion the process of getting help for the child and be supportive for the child.**



## Here are some suggestions for responding to disclosure:

- Find a private place to talk with the child.
- Stay calm and confident. Do not panic or express shock.
- Do not play saviour.
- Do not make assumptions about how the child feels.
- Get straight to the point. Be open and honest.
- Be specific and say positive statements.
- Express your belief that the child is telling the truth.
- Use the child's vocabulary.
- Render support, comfort and listen actively.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her fault, that she is not a bad girl.
- Determine the child's immediate need for safety.
- Reassure her that she is safe and will be protected from further abuse.
- Do not promise not to tell
- Tell the child exactly what to expect; if you do not know, say so, but let the child know she can expect to be supported and helped by you
- Do not work with the abuser yourself
- Do not take over from the parents but involve them in the intervention process.
- Render support to the child's parents and encourage them to give the child support too.
- Encourage the child to resume a normal life while allowing the child to talk about the abuse whenever she wishes.
- Report to the proper authorities

If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson. Afterwards, find a place where you can talk with the child alone.

**Please note that confidentiality is very important. Ensure that only those teachers directly involved in handling child sexual abuse cases in schools be informed.**

**It is important to protect the identity of the child so as to protect the child from further emotional and physical harm.**

# After Disclosure: How We Can Help The Child?

Life after disclosure can be very difficult for a child. Disclosure introduces a child to many new systems outside the family – police, lawyers, counsellors. After disclosure, a child encounters new and unfamiliar situations such as meeting with adults, playing with different toys, talking to strangers and being restricted from seeing a person she loves and misses.

The child may feel “damaged” or “ruined” by the abuser and may think that this damage can be seen by others. Children who have experienced sexual abuse often feel different from other children. They feel many different (and often overwhelming) emotions, including:



## Fear

- of the abuser;
- of causing trouble;
- of losing adults important to them;
- of being taken away from home;
- of being “different”.

## Anger

- at the abuser;
- at other adults around them who did not protect them;
- at themselves (feeling as if they have caused trouble).

## Isolation

- because something is wrong with them;
- because they feel alone in their experience;
- because they have trouble talking about the abuse.

## Sadness

- about having something taken from them;
- about losing a part of themselves;
- about growing up too fast;
- about being betrayed by someone they trust.



## Guilt

- for not being able to stop the abuse;
- for believing they “consented” to the abuse;
- for keeping the secret.

## Shame

- about being involved in the experience;
- about their bodies’ response to the abuse.

## Confusion

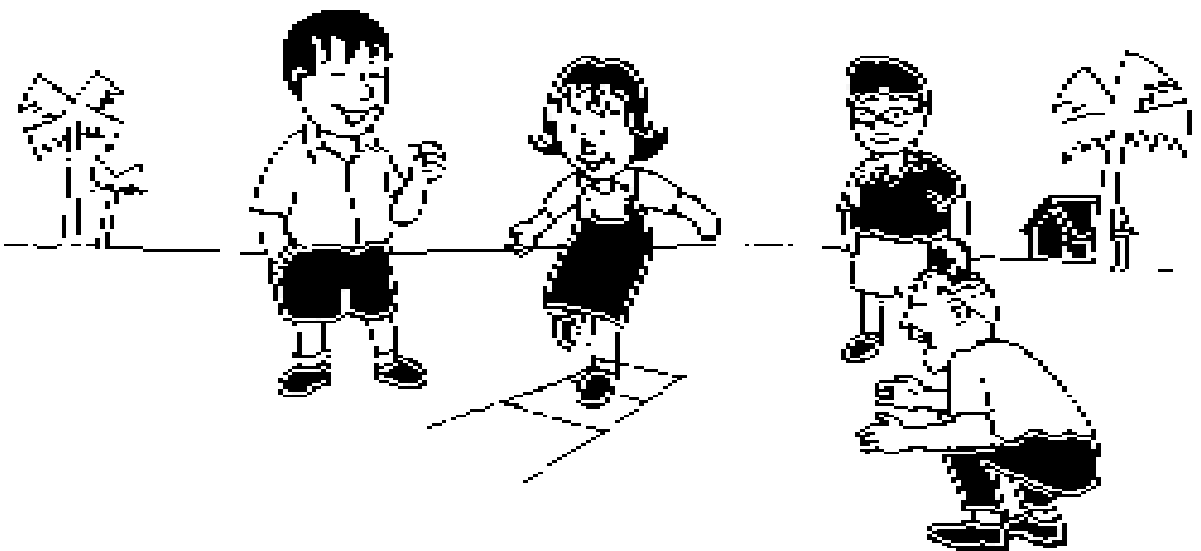
- because they may still love the abuser;
- because their feelings change all the time.

Very often these feeling of “being different” emerge in behavioral changes

**Adults may perpetuate this situation by treating the child differently following disclosure.**

exhibited by the child. Children showing the following behavior may need help to resolve their feelings of impairment and responsibility:

- Fantasizing: believing they are outwardly, visibly changed, for instance, thinking they are pregnant.
- Drawing themselves without body parts especially parts that were violated.
- Displaying poor body image.
- Expressing concern about growing up to be “normal”.
- Believing they are “not as good as before”.
- Describing themselves as “ugly”.
- Expressing guilt after disclosure, feeling themselves to be at fault as a result of disclosure.



## How We Can Help The Child After Disclosure?

Here are some suggestions on how we can help a sexually abused child:

- Treat the child as a child.
- Do not expect the child to appear “changed”. Problems that existed before the disclosure will often continue.
- Children need to be with children. They need to play together. Encourage the child to be with other children. Group involvement is important.
- It will help to “empower” the child should such an event occur in the future and will remind children that they are not at fault when abuse occurs.
- Saying “You shouldn’t feel guilty” may sometimes reinforce the child’s increased helplessness, feeling of powerlessness and discourage verbalisation of inner thoughts and feelings. This is called “Absolve-Complex”. Acknowledge the child’s feeling of guilt. Remind the child that what happened was an adult’s fault. This is an empowering process in which the intervener can help the child focus and change feelings of guilt.
- Schools are important to the treatment process. Try not to resent the disruptions caused by the child. The child may have difficulties with other children and adults, their concentration level may be poor and the ability to complete tasks slow. It takes time to interrupt the victim syndrome
- Boost the child’s self-esteem through concrete, achievable activities in which they are able to succeed.
- Have further talks with the child at the child’s initiation. Let her know that she can always talk to you about things that trouble her.
- Let the child know what you would do, should another sexual abuse event occur.

# How to Report Child Sexual Abuse

When a child is suspected of being sexually abused, she should be taken to one of the following helping agencies:

- General Hospital
- Welfare Department
- Police

This chapter will attempt to give an idea of what happens to a sexually abused child when she is taken to these agencies.

## General Hospital

- 1.** The child is registered at the Accident & Emergency counter in the General Hospital.
- 2.** The case is classified as requiring special attention and sent to the One Stop Crisis Center for primary medical attention for bruise and scars.
- 3.** The child is warded in the paediatric ward for further medical attention.

- 4.** A gynaecologist is called to the ward to conduct a medical examination on the child and to certify whether sexual abuse has occurred. The gynaecologist will conduct the following tests on the child:
  - the doctor makes a note of her mental state, whether in shock, anxiety, or distress.
  - physical development in respect to age is also noted.
  - careful examination of the body for injuries, especially on the breast and back.
  - examination of thighs and genital area, especially for blood stains, seminal stains or foreign matter, for example, finger clipping is taken for blood, hair and tissue under the nail.
  - if the child came in her original clothes, these clothes are carefully inspected, collected and sent to the police chemist.
  - genital examination, to see if the hymen has undergone trauma.
  - check for abnormal discharge and to confirm if infection has occurred during intercourse.
  - if the child is suspected to be pregnant then a pregnancy test is done.
  
- 5.** After the examination, if the child is certified a victim of sexual abuse, the gynaecologist will write a report and submit a copy of the report to the hospital's medical social worker.
  
- 6.** On receiving the report, the medical social worker of the hospital is sent to the ward to conduct an investigation. The medical social worker interviews the paediatrician, the gynaecologist and the parents of the child. The medical social worker also talks to the child. Later, she compiles a report and submits it to the district social worker for immediate attention.
  
- 7.** While the child is in hospital, she receives medical attention and counselling. When the child is well and can go home, the district social worker is responsible to ensure that the child is placed in a safe home.



# Welfare Department

- 1.** The Welfare Department receives a report of a child abuse case.
- 2.** The child is brought to the hospital by a welfare officer for medical attention and to certify if the child has been sexually abused.
- 3.** The welfare officer can also request that the parents take the child to the hospital within 48 hours after a report has been made at the welfare office. This is a provision under the Child Protection Act Section 14.3
- 4.** If the medical report confirms that the child has been sexually abused, the welfare officer then makes a police report.
- 5.** The welfare officer also conducts an investigation on the case. He interviews the parents, relatives, the child's teacher (if the victim is schooling) and any other person who has connection with the child.
- 6.** If the offender is someone in the family circle then the child is removed from the home. The welfare officer gets an order from the juvenile court to place the child in a safe home.
- 7.** The welfare officer will conduct home visits once every two weeks to ensure the child is well and also to provide counselling for the child and the parents (if the child is staying with the parents).

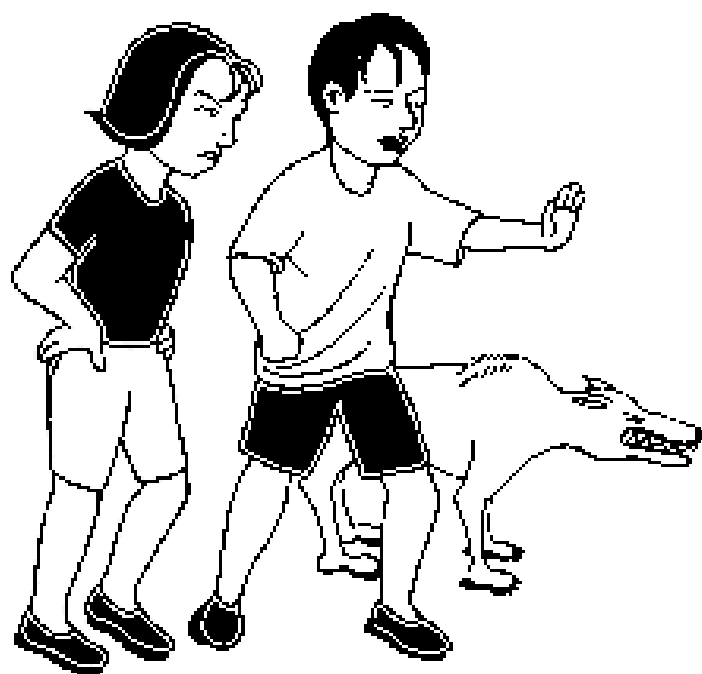
## Police Department

1. A report is taken by the police officer on-duty.
2. The child is brought to the hospital for a medical check-up. The case is reported to the welfare department.
3. The case is referred to an investigating officer for further investigation.

### Facts required in a police report

<b>WHAT</b>	What is the incident?
<b>WHEN</b>	When did it occur?
<b>WHERE</b>	Where did it happen – location, name of town, village, road, house number
<b>WHO</b>	Who was involved, the identity or description of suspect or witness
<b>HOW</b>	How did it happen?
<b>EFFECT</b>	Damages, losses or any injury sustained

**A police report can be lodged at any police station regardless of whether the incident occurred in/ outside the jurisdiction of the police station.**



# Part II

## **Prevention**

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# What to Tell Children

Children can be taught to love and respect their own bodies, and that there are certain rules as to what adults can do to them. It is also important to emphasise that there are right and wrong touches and that, often, we are able to judge whether something is right or wrong by trusting our feelings and listening to our inner voice.

The following are basic principles that a child can be taught:

- 1.** A child's body is special and belongs specifically to her.
- 2.** She has the right to control who touches her and how. No one has the right to touch her private parts without her permission. Grown-up doctors or nurses can touch her private parts for medical or health reasons.
- 3.** Trust her feelings about people and touches. Listen to her inner voice.
- 4.** She has a right to say "No" to anybody or anything that hurts, frightens or confuses her even if the grown-up is someone she respects or trusts. Teach her how to say "No" like she means it.
- 5.** She has a right to ask questions about puzzling adult behaviour and have them taken seriously.
- 6.** Secrets that make her feel bad, scared or confused should be told. If anybody wants her to keep a secret about touching or about anything that makes her feel uncomfortable, she should tell a grown-up right away.
- 7.** If the person she tells doesn't seem to listen to her, she should tell somebody else. Keep telling until she gets help.
- 8.** If anybody does touch her in a way that makes her feel uncomfortable, or say anything to her that makes her feel bad or scared, or wants to show her something or make her do something she does not want to do, remind her that it is not her fault. Get away as quickly as she can, and tell a grown-up right away.

# Teaching Personal Safety

A personal safety lesson would be effective if teachers prepare it in advance. Below is a brief checklist on what to do before conducting a personal safety lesson.

## You know your students best:

- Use teaching methods that work for your class, for example, story-telling, games, etc.

## Choose an appropriate time to present the Personal Safety Curriculum

- Avoid teaching the programme just before weekends, holidays or vacations in case the students have further questions to ask.
- Schedule your presentation before a free period such as lunch or recess, so that students will have an opportunity to talk to you privately.

## When you begin to teach:

- Set the tone for sharing and listening – perhaps by sitting on the floor or arranging the desks in a circle.
- Acknowledge possible embarrassment. Share that “many people are uncomfortable discussing sexual issues and that is OK.” However “the only way we can stop sexual abuse is to talk about it.”
- Expect some questions that you may not be able to answer. Be prepared to say “I don’t know,” “What do you think,” “I will find that out for you.” These are all appropriate responses.

## Observe your students’ reactions

- During the Personal Safety Lesson, pay particular attention to students who act out, avoid eye contact, become ill in the middle of the class, ignore the subject, or ask specific questions or give specific answers indicating more knowledge of the topic than the other students. You may want to speak to these students privately.
- On the other hand, there could be other reasons for their behaviour than possible abuse.
- Clarify all terms that may be unfamiliar to your students.

**Do not try to feed them with answers  
but allow them to take their time to  
answer questions and also to ask questions**

Some important information to remember when teaching safety skills lessons:

### **Teach Assertive Skills**

Teach assertiveness and problem-solving skills. Give children opportunities to practise refusal skills one to one and then as a group. A loud “NO” can be very effective and empowering.

### **Stress the Positive**

Build self-esteem with specific praise.

Help students to believe in themselves and to trust their feelings. Confident children are more capable of resisting abuse.

Avoid using the term “bad” in association with touches. In the counselling field we have discovered that some children may identify sexual touches as “bad”. Rather, use terms such as **“OK”** and **“NOT OK”**, **“SAFE”**, **“UNSAFE”**, **“UNCOMFORTABLE”**, **“CONFUSING”**.

Try to balance discussion of **NOT OK** or confusing touches by closing sessions with sharing of **OK**, and nurturing touches.

Be as creative as you want, and have fun in teaching the Personal Safety Lessons.



## Feelings

It is important to help children identify feelings and to explain to them that by listening to their feelings they will be able to know if something is not right. Here are some notes on how you can approach the topic

### Notes

*Feelings are very good warning signals that tell us when something is right or not right. We should learn to trust that warning signal (our feelings).*

*When we feel scared, uneasy or anxious it is a warning sign that tells us that something is not right.*

*Example:*

- *When we see a snake on the road, we feel scared. That is a warning signal that tells us that something is not right.*

*When we feel happy and relaxed, it is a signal to tell us that everything is all right.*

*Example:*

- *When mommy gives you a good-night hug you feel happy and comfortable. That is a signal that tells you everything is all right.*



*It is important to tell your students that whenever their feelings tell them that something is not right, they should immediately tell a trusted adult.*



# How To Talk To Children About Personal Safety Without Scaring Them

Parents, teachers and other caring adults often teach children about biking, water and street-safety. Children do not become fearful of the bicycle, swimming pools and crosswalks as a result of such teachings. Teaching personal safety can be approached in the same straight-forward, matter-of-fact manner. Ideas for talking with children about touching safety are as follows:

Include personal safety rules when you talk about other types of safety.

"If you are touched by an older person in a way that you don't feel right, tell me or someone you trust about it. We will believe you and help you."

Repeat simple safety guidelines often:

"We don't keep secrets about touching."

"Grown-ups don't usually need to touch children in private areas unless it is for health or hygiene reasons."

"Never go away or get in a car with a grown-up you don't know, no matter what they tell you."

"Trust your inner-voice (instinct, judgement) if it's telling you something doesn't seem right."



Play “What if” to practise decision-making

“What if you were playing and a man or woman tries to make you get in their car?”

“What if you and I got separated in a shopping mall?”

“What if someone you know really well touches you in a confusing way and ask you to keep it a secret?”

“What if an older person offers you money (or something you really want)? Would you break safety rules about touching?”

Help children develop assertiveness skills.  
Practise responding verbally:

“NO!”

“I don’t like that!”

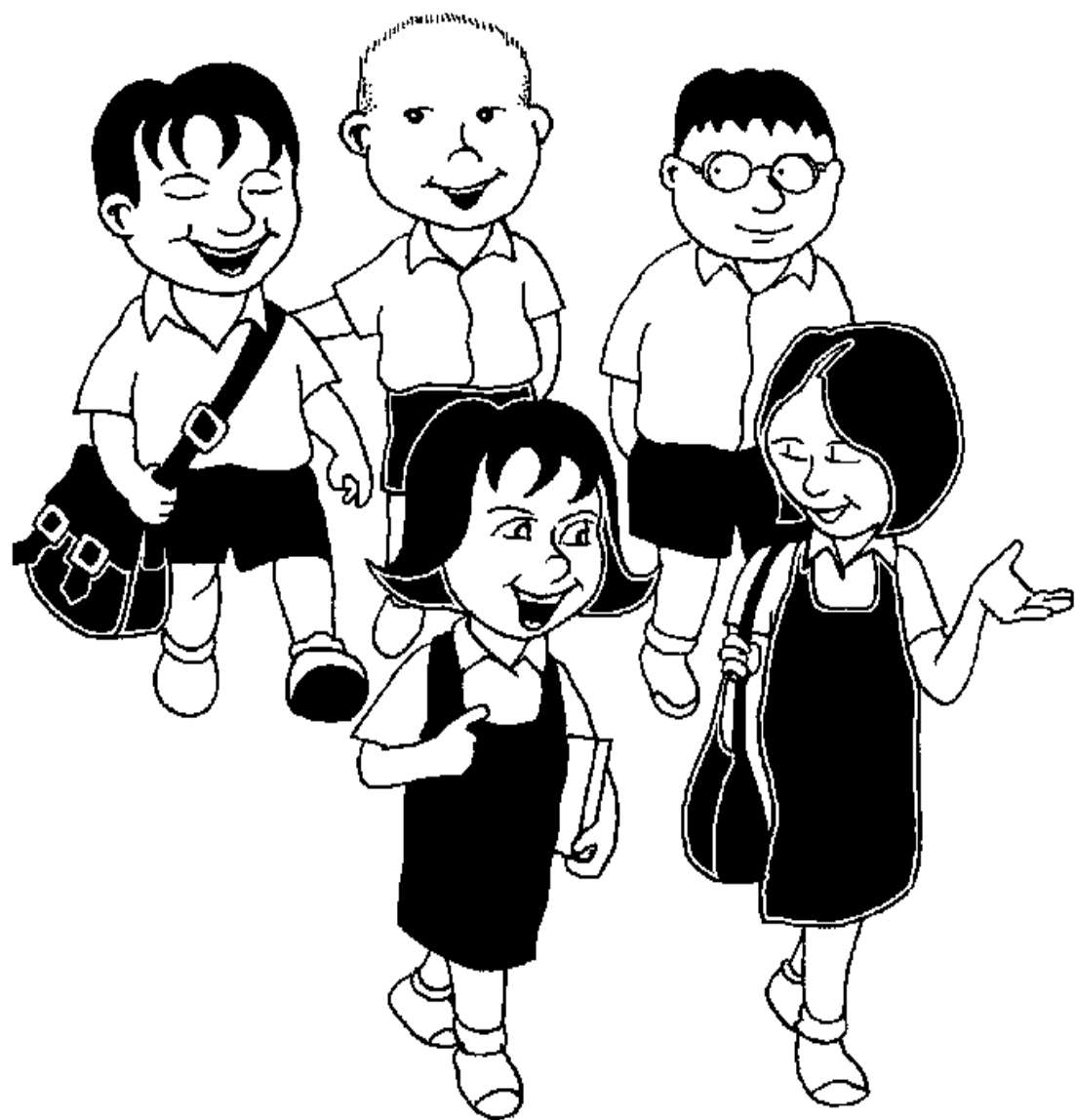
“Leave me alone.”

“I am not allowed to do that.”

“I won’t do this.”

Practise responding non-verbally:

Taking someone’s hand off them; running away; moving away; standing tall, shoulders back; looking at the person in the eye; shaking the head.



# The Primary School Curriculum – Incorporating Safety Skills in Lessons

Here are some ideas on how to incorporate personal safety lessons into the present curriculum. Teachers can use these examples as guidelines.

The examples given are for the Primary One, Primary Two and Primary Three only. Teachers who are teaching Primary Four, Primary Five and Primary Six can use the information given in this chapter to come up with their own methods to teach safety skills to children.

Four major subjects have been identified as suitable subjects to incorporate sexual violence awareness education. They are:

1. Physical and Health Education
2. Languages (Bahasa Malaysia & English)
3. Moral
4. Art

Teachers can teach their students personal safety in creative ways by using games and fun activities. We have provided some examples of games and fun activities that teachers can use in their lessons.

**We encourage teachers to come up  
with their own fun activities and games.**

# Subject: Physical & Health Education.

In this subject the following have been identified as possible units to incorporate safety lessons:

1. Movement and Reaction
2. Personal Safety
3. Safety at Home
4. Safety at School
5. Our Body and Senses/Taking Care of My Body

## **1. Movements and Reactions**

This unit can be used to teach children how to react physically when in danger. Teach children to use their bodies and voices to fight off anyone touching them in an unsafe, confusing or exploitative way.

Below are examples of how you can incorporate safety skills into your lessons:

*Show children pictures with touching activities or ask them to act out a scene that requires touching.*

Examples:

- Mummy gives you a hug (safe touch).
- Your brother puts his hands into your pants and touches your private part (unsafe touch).

*Discuss with children how they would feel and react if they were touched in such a way. Make sure you balance the safe touches and the unsafe touches.*

Activities such as these will help the child to explore the possible steps she can take to get away from abusive situations and also help to build confidence in her abilities to handle dangerous situations.

**See Part III – Group Dynamics for games and activities.**

## 2. Personal Safety

Use this unit to create awareness of situations that can lead to sexual abuse. Here, you can discuss with the children tips on how to be safe and how to avoid situations that are unsafe.

Discussion can be conducted by presenting situations that can lead to danger and preventive methods to adopt. Below are some examples:

### Situations that can lead to danger

**Talking to a stranger (any person not in the immediate circle of trusted friends) and giving out personal information like your name, your address, where your parents work, your home telephone number, etc.**

**A stranger can easily manipulate this information to gain the child's trust and take the opportunity to exploit the child later on.**

**Being alone in dark and quiet places.**

**Example - Walking alone in dark alleys**

**Someone touching you on parts of your body and makes you feel uncomfortable**



### Preventive methods

- Do not to talk strangers.
- Tell the person politely that you are not allowed to talk to strangers and walk away quickly.
- Immediately tell a trusted adult.
  
- Always walk in a group.
- Avoid dark and lonely place.
- Always tell a trusted adult where you are going and the route you will be taking.
- Try to walk behind somebody else.
  
- Say "NO! I do not want to be touched" loudly and assertively.
- If this does not stop the touching, tell a trusted adult and ask her to help you to stop the touches.
- If the person you tell does not believe you, do not give up. Ask another person for help. Tell as many people as you can until someone helps you stop the touching.

**See Part III - Group Dynamic for Games and Activities**

### 3. Safety at Home

You can use this unit to create awareness of home situations that can lead to sexual abuse, and to teach children how to be safe and to avoid situations that are not safe.

Other than the examples given below, there are other activities that can be found in the group dynamics section of this book that you can use during personal safety lesson.

Examples:

#### **Situations that lead to sexual abuse**

---

**Letting a stranger or a friend into the house when your parents are not at home**

**Giving personal information to a stranger or a friend who calls**

**Someone (family/friend) is touching you or making you do something that makes you feel uncomfortable.**

#### **Preventive Measures**

---

- **Do not let a friend or a stranger into your home when your parents are not in.**
- **Request that they come back when your parents are at home.**

- **Do not give out information to a stranger or a friend.**
- **Never tell a caller that you are alone at home.**
- **Tell the caller that your parents are busy at the moment. Ask the caller to call back later.**

- **Look straight into his eyes and say "NO" assertively and loudly**
- **Tell a trusted adult immediately. If the person you approach does not believe you, do not give up. Ask another person for help. Tell as many people as you can until someone helps you stop the touching.**

### 4. Safety in School

Teachers can use this unit to reinforce some of the safety rules in schools. Create awareness amongst children on the issue of physical safety in school and educate them on how to be safe.

Examples:

- Encourage children to walk in groups when in the school compound, especially when going to the toilet.
- Encourage children to tell a teacher immediately if she sees a stranger in the school compound.



- Discuss with children places that are safe and unsafe.
- Encourage children to tell a trusted adult immediately if they have a “touching problem.”

### **5. Our Body and Senses/Taking Care of My Body**

These two units can be used to teach children to respect their bodies and also to respect other people’s bodies.

In this unit, children will be able to identify and use the correct words for body parts, especially the private parts. This is important because the knowledge and ability to identify body parts will equip them with the vocabulary they need to relate accurately when sexual abuse happens.

Use the proper terms rather than slang or cute names. For example:

- penis instead of *cookoo bird/ birdie*
- vagina instead of *pok-pok*
- buttock instead of *bottom*
- breast instead of *tek-tek*
- testicles instead of *balls*



Get children to realise that their bodies belong to them and no one has the right to touch them unless they want to be touched.

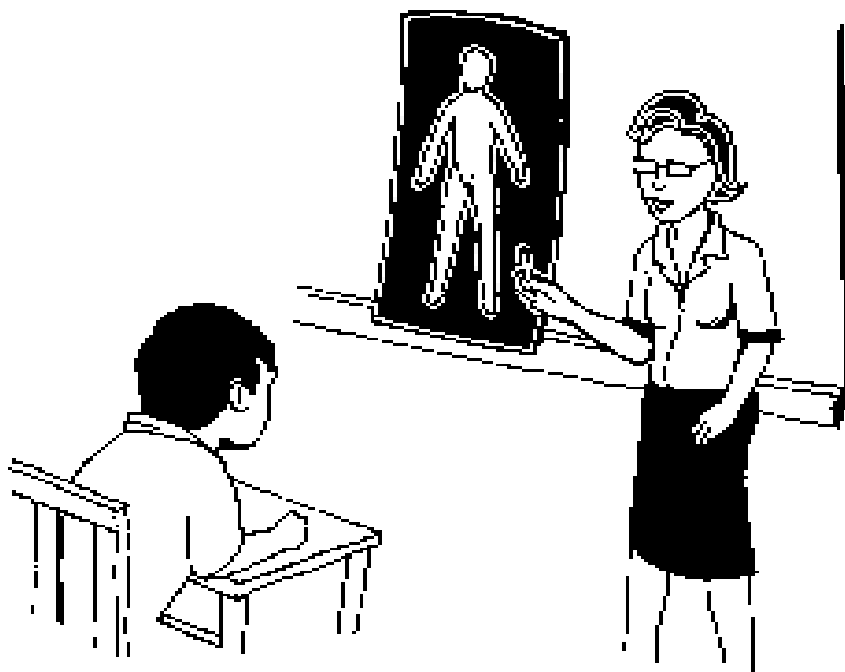
Explain to children that there are certain parts of their bodies (breast, vagina and penis) that are special and should be taken care of. Other people are allowed to touch these parts only for health and hygiene reasons.

Examples:

- Doctor touches you to clean your wound – *health reason*
- Mother changes her baby’s napkin – *hygiene reason*

Remind children that they have a right to their bodies. If anyone touches them in a way that makes them feel uncomfortable, they must say “NO”. Encourage them to tell a trusted adult whenever they feel uncomfortable or confused about a touch.

To make your lessons more interesting, we suggest that you use a doll or the drawing of a human body. You can also use suggestions from the group dynamics section; for example: music, song and movements and the fun activities.



**See Part III - Group Dynamic for Games and Activities**

## Subject: Languages - English/Bahasa Malaysia

The following has been identified as possible ways to incorporate safety lessons:

- Greetings
- Personal particulars
- Family members
- My body
- Giving instructions

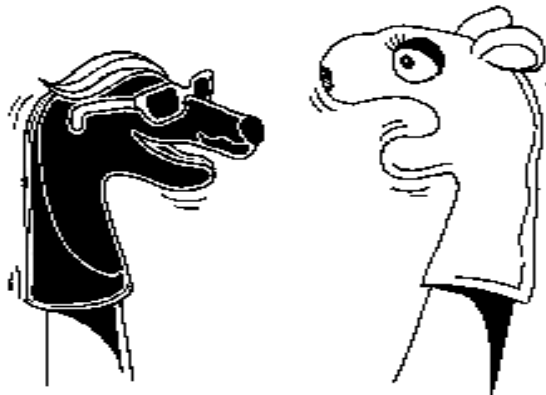
### 1. Greetings

This unit can be used to teach children the dangers of talking to strangers, and how to react if a stranger approaches them. Here are some examples:

Situation	Reactions
If a stranger approaches you and offers you a lift in his car	<ul style="list-style-type: none"> <li>• Say "NO" and walk away quickly.</li> <li>• Immediately tell a trusted adult</li> </ul>
If a stranger asks you to follow her to a certain place	<ul style="list-style-type: none"> <li>• Tell the stranger you are not allowed to follow anyone you do not know.</li> <li>• Walk away from the place as quickly as possible</li> <li>• Immediately tell a trusted adult</li> </ul>
If a stranger asks your name, address, telephone number etc.	<ul style="list-style-type: none"> <li>• Do not answer him</li> <li>• Immediately walk away and tell a trusted adult</li> </ul>

Make the children practise replies to these situations.

Teachers can approach the topic in a more interesting way by using role-play, puppetry and story-telling.



**See Part III - Group Dynamic for Games and Activities**

## **2. Personal particulars**

Use this unit to explain to children the dangers of giving out personal information to strangers (by telephone or face to face).

Example:

- Never tell a stranger your name, house telephone number, how many people live in the house, what time your mum and dad go to work or come home.
- If you are alone in the house and someone calls, never tell the caller that there is no one else in the house.
- Never let anyone into the house if you are alone. Ask the person to come back later.

Teachers can also use fun activities, story-telling and board games to make their lessons more interesting

## **3. Family members**

This unit can be used to teach children the role of each member of the family and to identify trusted adults in the family whom children can approach when they have a “touching problem”.

Teachers can use this unit to talk, about the issue of incest in a very sensitive way. Make the lesson more fun using fun activities.

**See Part III - Group Dynamic for Games and Activities**

## **4. My body**

For explanation on how teachers can incorporate safety skills into this unit, please refer to Physical and Health Education under the unit Our Body and Senses/Taking Care of Our Body

## **5. Giving instructions**

Child sexual abuse should always be reported. A child who has come into contact with abuse will find it difficult to:

- Come to terms with what has happened.
- Understand what has happened.
- Talk to others about what has happened.

It is important to instill in children that they should talk to a trusted adult immediately should sexual abuse take place. This unit can assist a child in the following ways:

- How to report to the teacher.
- How to report to the school headmaster.
- How to report to the police.

The lessons can be conducted using role-play, puppetry or story-telling.

## Subject: Art

The art lesson can be an interesting and creative way to raise awareness of child sexual abuse.

By using art as a medium, children can be allowed to think critically about the issue and to express in a creative way.

Start the lesson by discussing the issue with the students first, then ask the children to create for example:



- A poster on child sexual abuse and its prevention measures.
- Brochures on child sexual abuse and its prevention measures.
- Games to educate children and parents on child sexual abuse.

Art can also be used to allow children to explore their feelings about a particular issue. After discussing the topic, ask them to draw/paint or make a collage, for example:

- Getting into a stranger's car – what could happen.
- Taking sweets and drinks from strangers.
- Allowing a stranger into the house.

You can think of other topics. It is very important to discuss the work after the session with the children. This allows time to reinforce key ideas and essential elements on the issue of safety.

# Subject: Moral Education

Moral education has many avenues that allow the teacher to incorporate personal safety. The following are some of the topics that have been identified as suitable to incorporate personal safety skills:

- Respect
- Love
- Courage
- Community Living

## **1. Respect**

Teachers can use this unit to teach students the importance of respecting each other's body.

Explain to children about:

- Body ownership
- The need for privacy

Teach children to say "NO" if someone violates their bodies and to tell a trusted adult immediately.

Teachers can use the Fun Activities and the Song and Movement found in the group dynamics session of this manual to conduct the lesson.

## **2. Love**

Teachers can use this topic to create awareness of incest. You can start by explaining the role of each family member and what consist of a healthy relationship. Emphasize that if a relationship with any of the family members makes them feel uneasy, they should immediately tell an adult they trust.

Below are some examples you can use:

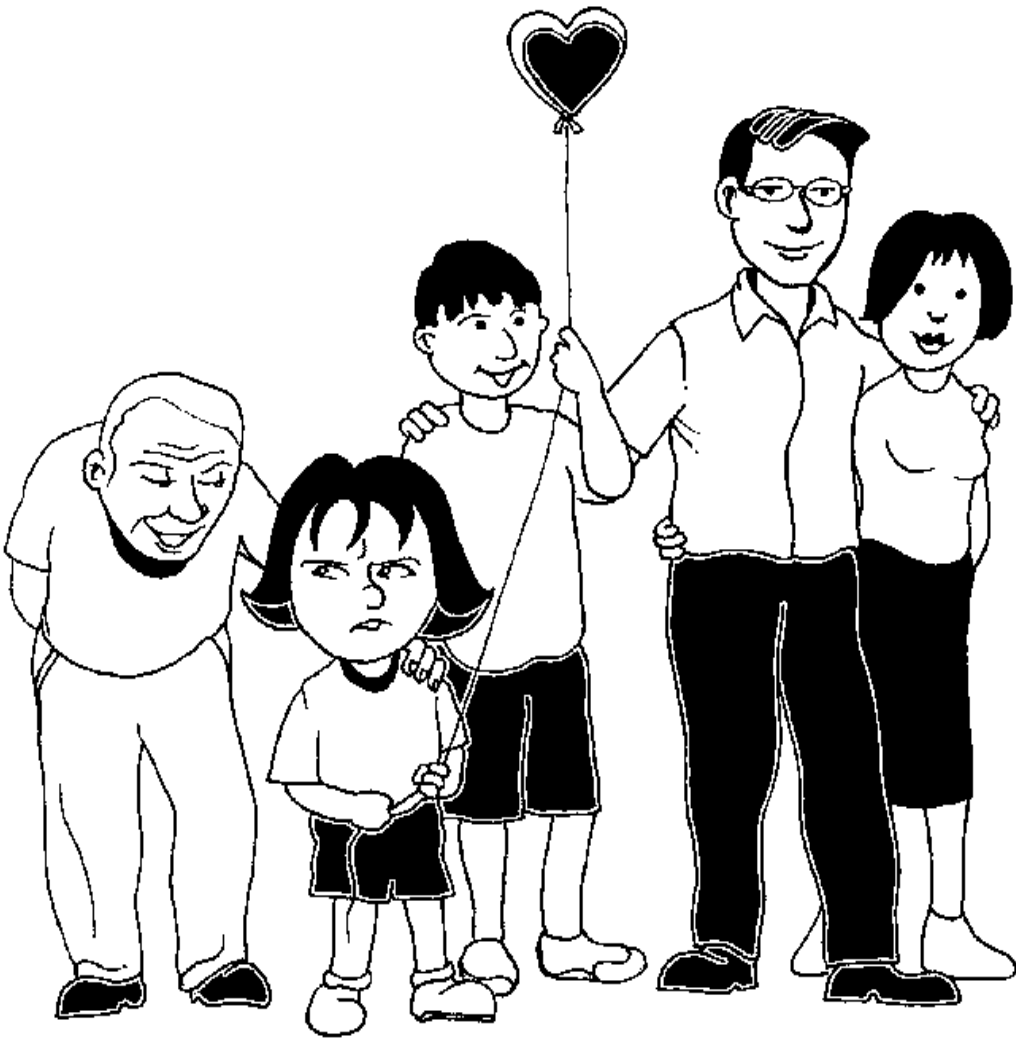
- An older member of the family forces you to keep a secret that makes you feel uneasy.
- An older member of your family touches your private parts.

Teachers can use role-play, story-telling and puppetry to make the class more interesting.

### 3. **Courage**

Teachers can use this unit to teach children to have the courage and to approach someone for help, e.g. parents, teachers, police officers and friends if they have a problem.

- Remember to tell them that when someone violates them sexually, it is not their fault. Let the children know that they are OK. It is the perpetrator who is not OK.
- Encourage students to keep on telling people until someone helps them.



#### **4. Community Living**

Teachers can use this unit to create awareness of social issues in society.

This can be done by selecting a topic that you feel is relevant and discussing the issue with the children, for example:

- Child sexual abuse.
- Missing children.
- Running away from home.
- Staying out late at night.

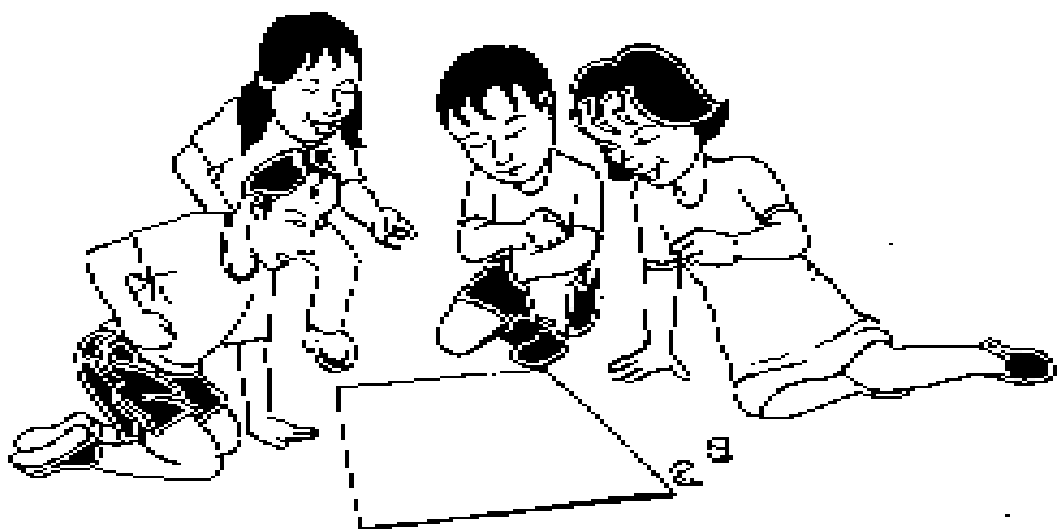
Allow children to express how they feel about the issue. Try not to feed information.

Discuss with children possible action they can take if they were in any of the situations.

To make lessons more interesting, ask your students to act out their reactions.







# Part III

## **Games & Activities**

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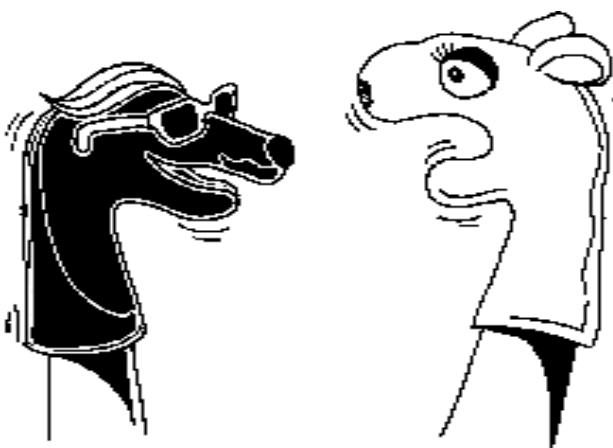
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# Board Games (Snake & Ladder)

Using board games can be an interesting way to teach children personal safety. It allows the teacher to break away from the formal classroom teaching to enable children to learn the do's and don't's of personal safety in an informal atmosphere.

## Guidelines

1. Divide your students into groups of 6.
2. Get the groups to sit in circles.
3. Read out the guidelines of the game to the children.  
Ensure that everybody is clear on how to play the game.
4. After the game, take time to discuss what they have learnt. Ask them to share some of the other safety skills that they know

### *How to play the game*

To play this snake and ladder board game you will need:

- buttons of different colors
- a dice
- 5-6 players



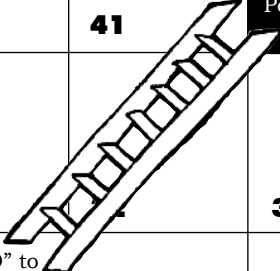

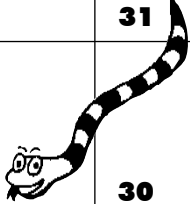

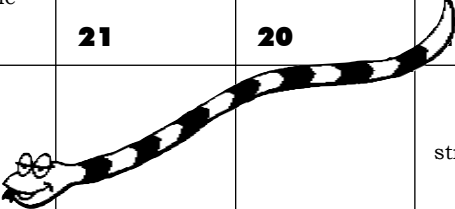


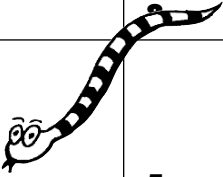
1. Each player is given a button which she will place on the "start" box of the board.
2. First player rolls the dice and moves her button on the board according to the show of the dice, for an example
  - dice shows 6 move forward 6 boxes
  - dice shows 3 move forward 3 boxes

If a player lands on a box at the bottom of the ladder, bonus points are given. Read the message in the box to see why you have been given the bonus point and then move your button up the ladder to the top.

If your button lands on a box with the head of a snake then you are forfeited. Read the message in the box to know why you have been forfeited and then push your button down the snake's body to the box where the tail of the snake is.

The first player to complete the journey is the winner.

# Snake and Ladder

					Congratulations! You have completed your lesson on Personal Safety
<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>	<b>41</b>	
					You walk alone in a dark alley
You know the telephone number of the nearest police station	<b>35</b>	<b>34</b>	<b>33</b>		<b>31</b>
<b>36</b>			Say "NO" to someone touching your private part	<b>29</b>	
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>		<b>30</b>
			Walk in a group, not alone		You got into a stranger's car
<b>24</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>20</b>	<b>19</b>
					You told a stranger where you live
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
				You have allowed a stranger into your house	
<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>		<b>7</b>
					
<b>START</b>		Do not tell a stranger where you live	<b>4</b>	<b>5</b>	<b>6</b>
<b>1</b>	<b>2</b>	<b>3</b>			

# Puppetry

This is a very creative way to teaching children safety lessons. To conduct a puppet show, teachers will need a puppet. If a puppet is not available, a simple puppet can easily be made using a sock and two buttons (for the eyes).

## Guidelines

1. Get the students to sit in a circle, preferably on the floor
2. The facilitator (teacher) sits in the center of the circle (make sure that all the children are able to see you).
3. Get two children
  - One to be the narrator.
  - Another to be the puppeteer.
4. Act out the script and later get the children to discuss the issue and possible action that can be taken in the given situation.

Below are examples of puppet scripts for teachers:

### **Puppet script 1**

#### *Getting away*

**Narrator** : **There are many ways to get away. Sometimes we need to move away from someone we know and like but touches us in a way we do not like.**

**Teacher** : **Hi, (puppet name). You look so good today. I want to give you a hug! (Hugs puppet)**

**Puppet** : **No, stop (Move away slightly).**

**Teacher** : **(Let go of the puppet) Don't you feel like being hugged today?**

**Puppet** : **No. I don't want to be hugged today. I don't like it right now.**

**Teacher** : **Well, that's fine. I won't hug you unless you let me know that you want to be hugged. After all, your body belongs to you and nobody else's.**

**Narrator** : Sometimes we have to get away so the person near us can't reach us. We can get away from a stranger who stops to ask a question by moving away so that the stranger cannot reach out and touch us. Remember, a stranger is anyone we don't know or anyone we don't know well.

**Teacher** : Hi, little puppet. Come over here a minute.

**Puppet** : (Move away to be out of reach)

**Teacher** : Come on! I just want to ask you something!

**Puppet** : (Move even farther away)

**Narrator** : This is a time for (puppet name) to move even farther away. We can answer any question by staying far enough so that the person cannot touch us.

**Narrative** : And sometimes we try to get far away, out of sight. We might want to get far away from someone who is hitting, pinching, kicking or trying to push us down. We might want to get away when someone is frightening us. And if we can, we might want to get far away when someone wants to touch our private parts or ask us to touch his/her private parts. We try to get far away when a stranger follows us or walks up to us or asks us to get into a car.

**Teacher** : (Ask someone in the class to pretend that you are someone that puppet doesn't know). Say, little puppet, come with me and I'll buy you an ice cream cone (Move towards puppet).

**Puppet** : No! Stop! (Run away)

**Teacher** : Wait! I only want to buy you an ice cream cone (Move towards puppet)

**Puppet** : (Keep running) NO! STOP!

## **Puppet Script 2**

### *Telling someone*

**Narrator** : **When someone is touching us in a way we don't like or in a way that makes us feel uncomfortable or confused, we say, "No"! Stop! We get away. And then we tell someone.**

**Telling someone is very important if we need help to stop the touch we don't like, or the person is touching us in a way we don't like, or the person touching us has told us to keep the touching a secret.**

**But sometimes we can make a touch we don't like stop without help. When we can make the touch stop by ourselves without someone else's help, we don't always need to tell someone about it right away. We may want to wait to tell someone later on.**

**Puppet** : **(Proud of itself) I feel very good that when Fatimah pulled my hair, I said, NO! STOP! And got away. I made the touch I don't like stop all by myself. I don't need to tell someone about it right now. Maybe I'll tell mom about it later.**

E E E

**Narrator** : **Sometimes we do tell someone about a touch we don't like. We can make it stop all by ourselves. We tell someone so that the person knows about it.**

**Puppet** : **Pakcik Din/Makcik Esah.**

**Teacher** : **What is it (puppet's name)?**

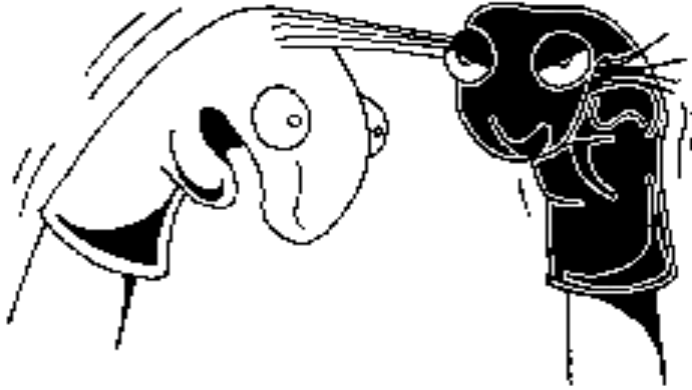
**Puppet** : **Joe hit me when we were playing and I didn't like it. I stopped it by saying "NO! STOP!" and I move away.**

**Teacher** : **Thank you for telling me, (puppet's name). I am glad you could stop the touching you don't like.**

**Narrator** : **This is telling someone so that someone will know.**

E E E

# NO! STOP!



**Narrator** : There is another kind of telling that we save for times when we really need help to stop the touch we don't like.

When someone is touching our private parts or asking us to touch his/her private parts, we tell a person we trust because we need help to make it stop.

When someone is hurting us very much and very hard, we tell a person we trust because we need help to make it stop. When someone is telling us to keep a secret the touch we don't, we must tell a person we trust because those kinds of secret are important to tell.

**Teacher** : What is it, (puppet's name)? Do you need to talk to me?

**Puppet** : Someone is touching my private parts. I don't like it. I need help to make it stop.

**Teacher** : I'm glad you told me (puppet name).

E E E

**It is important to reassure the child that it is okay if she cannot tell the person she trusts about the touching problem immediately. But only to tell when she is ready.**



# Role-Play Situations

**R**ole-play requires children to participate and encourages them to think and act out situations.

The following are some examples of role-play situations that can be used in a personal safety lesson:

## Guideline on how to conduct the role-play

1. Select a few volunteers amongst the children to act out a scenario given to them.
2. After the play, encourage discussion and ask the children to give suggestions on how to avoid dangerous situations.
3. Ask the children to act out their suggestions.

### Role-play 1

A person you don't know comes up to you on your way home from school and says,

**Stranger** : **Hi, little girl/boy! Are you going home from school?**

**Student** : **(Say nothing and move away.)**

**Stranger** : **You look like you have a long walk. Would you like a ride?  
I live in your neighbourhood.**

**Student** : **No! Thank you! (Get away. Tell someone.)**



**Role-play 2**

A stranger walks up to you and says,

**Stranger** : Your mom asked me to come and get you.

**Student** : (Say nothing and move away)

**Stranger** : Your mom wants you home right now. She says it is important and that you should come with me right now. My car is over there. Get in!

**Student** : **NO!** I am not allowed to get into a stranger's car.  
(Get away. Tell someone)

**Role-play 3**

A person you don't know stops his/her car near you and leans over to talk to you through the car window.

**Stranger** : I'm lost and I need you to tell me where the nearest grocery store is.

**Student** : (Move away)

**Stranger** : Will you come with me and show me?

**Student** : **NO!** I am not allowed to follow strangers.  
(Get away. Tell someone.)

**Role-play 4**

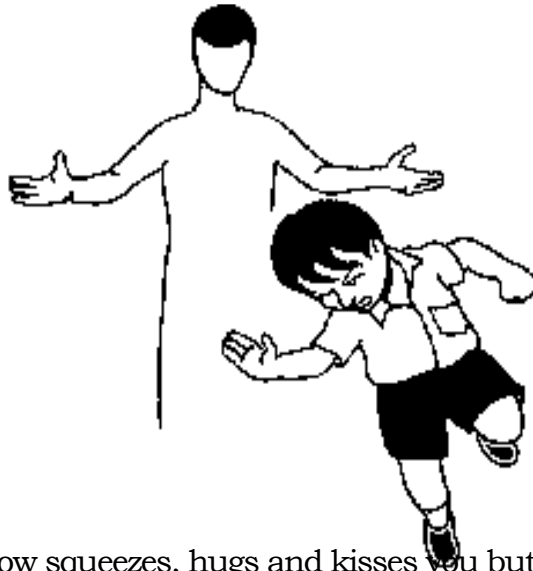
A person you don't know stops you as you are walking by one of the quiet areas in your neighbourhood.

**Stranger** : I lost my money in the bushes. Will you help me look for it?

**Student** : **No!** (Move away)

**Stranger** : Come on, it will only take a minute. If you are a nice person you would help me.

**Student** : **No!** I need to go home. (Get away. Tell someone)



### **Role-play 5**

A person you know squeezes, hugs and kisses you but you don't like it.

**Person** : (hugging and squeezing) Aren't you cute? I just love to pinch your cheeks.

**Student** : No, Stop! (Pull away)

**Person** : Don't you like it when I squeeze you?

**Student** : No! I don't like it. I want you to stop.

### **Role-play 6**

A person you know is very nice to you and asks you to touch him in a way you do not like.

**Person** : This is a special game for special people and you are special. You can play this game with me. It will be our secret.

**Student** : NO! STOP! (Get away)

**Person** : Come on, you will really like this. You don't have to be afraid. I will not hurt you.

**Student** : NO! STOP! (Get away. Tell someone)

**Role-play 7**

A person you know tickles you until you cannot breathe.

**Person** : I got you now! Tickle, tickle, tickle!

**Student** : **NO! STOP! (Get away)**

**Person** : I'm going to tickle you again!

**Student** : **NO! STOP! (Move Away)**

**Person** : **Don't you want to be tickled?**

**Student** : **No! I don't like it when I can't breathe. I want you to stop.  
(Move away).**

**Role-play 8**

A person you know touches you in your private parts (the parts of your body covered by your underwear or your bathing suit).

**Person** : **I'm doing this because you will like it. It's good for you and you're special.**

**Student** : **NO! STOP! (Move away)**

**Person** : **Come on, it's good for you. You have to let me do this.  
Your mom wants me to do this.**

**Student** : **NO!  
STOP! (Get away and tell someone.)**

# Fun Activities

We can teach children serious issues such as sexual violence, in a friendly and informal ways. Conducting fun activities will require participation from the children and this will give them an opportunity to share ideas

## Guideline

1. To conduct educational activities, a comfortable environment is important. Teachers can conduct the activity in the classroom or outdoors.
2. We encourage teachers to break away from the classroom style environment. Teachers could ask the children to sit in a circle or sit outdoors in a circle.
3. Before starting the lesson teachers should explain the purpose of a personal safety lesson.
4. At the end of the lesson, reinforce safety tips learnt.

Here are some educational activities that can be conducted as part of the personal safety lesson for students.

### **1. Pretend games**

**Objectives:** To encourage the children to be confident of their own abilities, to handle new situations, to trust their feelings and to act in their best interest.

- Create new situations on the topic of safety.
- Have children act out their response for each situation, for example, practise answering the door and telephone; what would you do if you need help walking home from school; what would you do if a relative or a teacher touches you or a neighbour wants you to touch him/her in a way you do not like.
- Be sure to balance your examples with healthy and unhealthy touching situations.

## 2. Your body

**Objectives:** To enable students to understand their body, and its function and body ownership.

- Using a doll or picture teach the correct names for parts of the body.
- Tell the child that if anyone touches him or her on certain parts of the body (breast, penis, testicles, vagina, or buttocks), even if it feels good, she should come tell you.
  - Avoid slang or cute names.
  - Continue to reinforce the point that their body is their own and no one has a right to touch their body if they do not like it.

## 3. Feelings

**Objectives:** To help children identify feelings. To encourage children to trust their feelings, especially when something is not right

- Make five columns on a piece of paper.
- At the top of each column, list the five senses: smell, taste, see, hear and touch.
- On the left, write the word **"OK"** and further below **"Not OK"**.
- Have children list in each column things they like (OK) and things they do not like (Not OK).
- For example, I like to taste candy. I don't like to taste spinach.
- When children get to the touch column, discuss how to recognise OK touches (happiness, caring, both people feel good) and Not OK touches (pain, sweaty palms, tight stomach, confused, scared)
- Discuss how these feelings help us make decisions.

# Music, Song and Movement

**S**ong and movement is a fun way to teach personal safety. It also encourages children to express their feelings.

## Guidelines

1. We encourage teachers to break away from the classroom style environment. Teachers could ask the children to sit in a circle. Alternatively, go outdoors and sit in a circle.
2. Before starting the lesson, teachers should explain to children the purpose of the personal safety lesson.
3. To make the lesson more interesting, work together with your students to come up with your own action for song.



## Objectives

Teachers can use this activity to teach children to:

- Identify parts of their body.
- Tell them their bodies are special and that they are the owners of their bodies.
- They can say “NO” to someone who wants to touch their bodies.

## 1. If you are happy and you know it.

If you are happy and you know it, clap your hands!  
If you are happy and you know it, clap your hands!

If you are happy and you know it,  
Then your face will surely show it  
If you are happy and you know it, clap your hands!

If you are happy and you know it, stamp your feet!  
If you are happy and you know it, stamp your feet!

If you are happy and you know it,  
Then your face will surely show it,  
If you are happy and you know it, clap your hands!

Pat your head  
Pinch your cheek  
Rub your tummy  
Shake you hips  
Etc.

## 2. Simon says . . .

Simon says touch your nose.  
(Children will reach out to touch their nose.)

Simon says rub your ears.  
(Children will reach out to rub their ears.)

Simon says pat your head.  
(Children will pat their head.)

Etc.



# Story Telling

Stories are always popular amongst young children. What better way to teach safety skills than by incorporating them in a neat little story. Children will remember the stories and the skills taught if they are given the opportunity to get involved in story telling. To get the children to participate, allow time for discussion. Encourage children to ask questions.

## Guidelines for story-telling

1. Try to break away from the classroom environment. Get the children to sit in a circle in the classroom.
2. Sit in with the children but in a position where everyone can see you.
3. Before starting the story, inform the students that you will be conducting a personal safety lesson.
4. Encourage the children to participate in the story telling process by asking them questions.
5. At the end of the session, summarise all the safety skills the children have learnt during the story-telling process.

Here are some examples of story-telling that teachers can use during safety lessons:

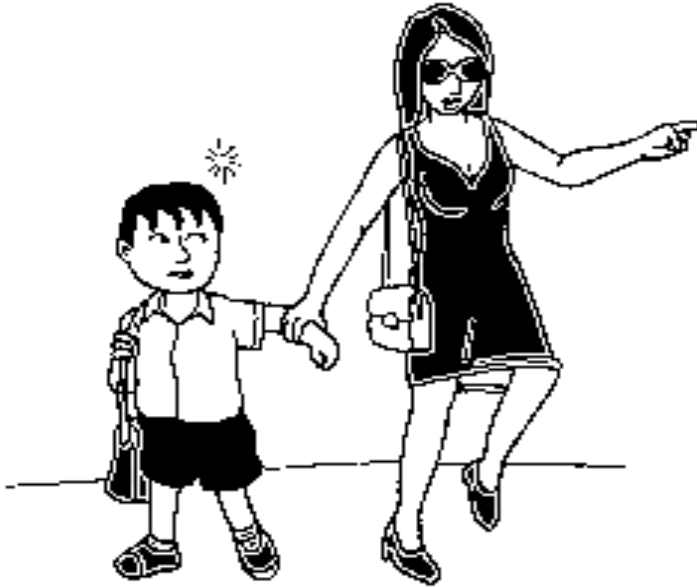
## Woman Asking for Direction

- Concept:**
- An adult wanting help may present danger to children
  - It is not rude to refuse to help a stranger

- Objectives:** Children will be able to:
- Identify potentially-dangerous situations.
  - Suggest alternative courses of action in response to a variety of situations.
  - Identify safe responses to potentially dangerous situations

The situation described here is generally a safe situation. There are many times when it is appropriate to talk to strangers. Safety rules apply all the time, in variable situations, with strangers and with friends. Common sense and safety rules can help a child make personal safety decisions. Introduce the concept of trusting an inner voice or intuition.

### Story



Joe is walking home from school one day when a woman stops him and asks for directions to the nearest grocery store.

### Discussion

Do you think Joe will help?

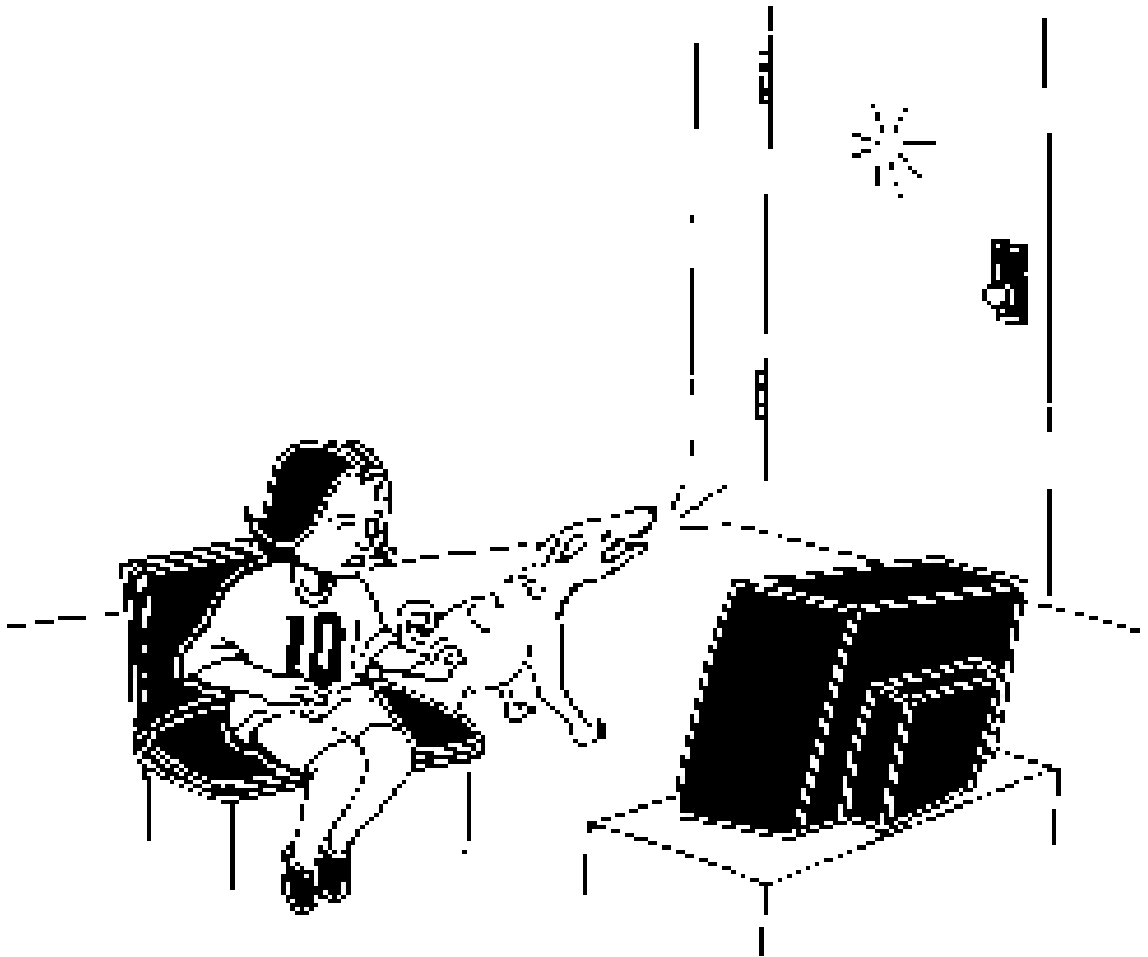
What are the safety rules he should remember?

- Do not get too close to the car of the stranger.
- Never take rides from strangers.
- It is **OK** not to answer the stranger's request for help; strangers could find an adult if they needed to.

What could Joe do if he has a strange feeling about this person?

- Stay far away from the car and not respond to her questions.
- Tell her he is not allowed to talk to strangers.

Have you ever had an uneasy feeling like that before? A feeling that something isn't quite right? Talk about trusting that uneasy feeling or inner voice.



## Answering the Door

**Concept:**

- If you are home alone follow your family safety rule about answering the door
- If you do not have a family safety rule, do not answer the door when home alone.

**Objectives:**

- Identify potentially-dangerous situations
- Suggest alternative courses of action in response to a variety of situations
- Identify safe responses to potentially dangerous situations.

**Story**

Sarah is home alone. Her mother is still at work and won't be home for another hour. Sarah is in the living room watching television when she hears a knock at the door.

What do you think Sarah will do?

- See if it is someone her parents knows.
- Not answer the door.

What other decisions can Sarah make?

- Stay away from the door when someone knocks.
- Say that her mother is busy.

How can Sarah tell who is knocking? What could she do?

- She could look through the window.
- She could ask.

What if it is your next door neighbour? A repair person? How would you know if it is the repair person?

- In most cases, the child will say it is OK to answer the door to their next-door neighbour; ask for family rules on this.
- Stress that it is hard to know for sure if it is a repair person, so do not answer the door in that case.

What if it is a woman you do not know but wants to use your phone because her car has broken down?

- Stress the idea that with no adult at home, a child should not open the door to help strangers.

If Sarah does not answer the door, is she being rude?

No, she is following a safety rule.

Ask the children to tell you their family rules about opening the door when alone at home. For those who are not sure, ask them to ask their parents when they go home.

Ask the children to tell you what they would do if they were Sarah. This would give the students a chance to role-play the appropriate responses.



# **Appendix**

Laws related to child sexual abuse 64

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