



Keeping Children Safe Tools



Comune di
Milano



UNDER THE AUSPICES



Terre des hommes
Αρωγὰὶ τῶν παιδιῶν παγκοσμίως

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Introduction

Background

Child maltreatment is an umbrella term encompassing all forms of abuse and neglect that may be inflicted on a child; namely, all forms of physical, psychological, and sexual abuse, and neglect. Child maltreatment is very difficult to measure, and many countries still lack robust and consolidated data on the number of children who are victims of violence. The WHO reports (2020)¹ that nearly 3 in 4 children aged 2-4 years regularly suffer physical punishment and/or psychological violence inflicted by their parents and caregivers, while retrospective studies have shown that 1 in 5 women and 1 in 13 men have been sexually abused as a child. As research shows, most children are victims of violence in the contexts where they live, learn, and play, and the perpetrators are usually members of their family, extended family, and community.

Educators of all educational levels come daily in contact with children. Educators create bonds of trust and respect with their students, and jointly with their students develop creative spaces for learning and growth. For this reason, if trained, educators can contribute to the prevention of child maltreatment and to the fight against this phenomenon, through empowering and supporting children's active participation in their self-protection and in establishing child-safe environments.

This Manual has been developed to provide to educators a handful of age-appropriate activities that can be applied to children of ages 4 to 11 years old, to ensure that they become aware of their rights, of means to practice their rights, of safeguarding mechanisms in place to protect themselves and how to access them.

Objective of these sessions

Overall, the training aims to build and strengthen the capacities of children in their involvement in their own protection.

By the end of the course, it is expected that children will:

- Have a brief awareness of child rights
- Have explored feelings associated with being safe/not safe to identify situations that are safe and those where personal safety may be at risk.
- Have identified simple strategies for keeping safe e.g. say 'no', get help
- Have identified people who help to keep us safe throughout the day
- Explore appropriate personal safety strategies

Presentation of the manual

This manual is divided in 3 parts: the first part contains a set of activities for children 4 to 11 years old, the second part contains activities for children from 7- to 11-year-olds, while the third part contains activities for children from 9 to 11 years old. All activities have a duration from 60 to 90 minutes.

¹ <https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

Part 1, which contains activities for children from 4 to 11 years old and is delivered in 6 sessions, is divided in 2 modules:

- Module A: Awareness raising on Children’s rights
- Module B: My safety – Protecting and taking care of myself

Part 2, which contains activities for children from 7-to 11-year-olds, is delivered in 2 sessions.

Part 3, contains activities for children from 9 to 11 years old, and is delivered through 3 sessions.

The methodology used for the activities is mainly based on experiential learning with group activities, discussion/debrief of the activity and formalization of the learning. To orientate you in the different kinds of settings/activities, you will find the following icons:



Group activities



Discussion in
big group /
debrief



Key message /
explanations to be given

Outline of the sessions

	Title	Objectives	Time
PART 1: Activities for Children from 4 to 11 years old			
Module A: Awareness raising on Children’s Rights			
1	Wants and needs (p.7)	To connect human needs and human rights and evaluate what is essential for the four main domains of Children’s Rights: Protection, Participation, Non-Discrimination and Provision	80 min
2	Understanding Child rights (p.13)	To raise children’s awareness of their rights and the importance of claiming and implementing them in daily life To understand challenges raised in claiming their rights	90 min
Module B: My safety – Protecting and taking care of myself			
3	Feeling well in my body (p.19)	To get familiar with their body and its potentials. To think about ways that can make their bodies feel better and what can be helpful or not To help children create a place in their imagination where they can experience a sense of safety	80 min
4	My personal space (p. 24)	To explore the concept of personal space, and how to respect our own and others’ personal space To help children explore how they feel in their personal space- comfort zone and people allowed to enter to their personal space	80 min
5	My safe and unsafe feelings (p.27)	To be able to express safe and unsafe feelings To recognize how it feels when we are safe or unsafe To explore situations as safe, unsafe or cautious	65 min
6	Mapping my safety in the community (p.30)	To identify problems and sources of safety and support in the community, where they live To start exploring ways of self-protection and safety network	90 min
PART 2: Activities for Children from 7 to 11 years old			
1	My safety rules (p.33)	To build on safety rules that can apply in everyday life in order to protect themselves from potential risk and harm To start contemplating on ways they can support and help someone who might be at risk.	70 min

2	My safety network (p.36)	<p>To establish a network of trustful adults who can act as their safety net</p> <p>To define people in their living environment who can be reachable in case of potential risk.</p>	70 min
PART 3: Activities for children from 9 to 11 years old			
1	Protecting myself from harm and maltreatment (p.39)	<p>To understand what child protection is</p> <p>To identify types of violence and abuse they can be confronted to</p> <p>To identify sources of protection.</p>	90 min
2	Preparing my safety plan (p.44)	<p>To identify potential risks in the personal environment</p> <p>To identify personal safety network and safety plan</p>	90 min
3	Responding to sexual violence (p.49)	<p>To identify different kinds of sexual violence</p> <p>To learn to identify appropriate and non-appropriate behaviours. To have an action plan in case of exposed to sexual violence (more specifically harassment)</p>	90 min

PART 1: ACTIVITIES FOR CHILDREN 4 TO 11 YEARS OLD

Module A : Awareness raising on Children’s Rights

Session 1: Wants and needs

Objectives

To connect human needs and human rights and evaluate what is essential for the four main domains of Children’s Rights: Protection, Participation, Non-Discrimination and Provision

Overview of the development of the session

Activities	Resources needed	Duration 55/80 min
1- WARM UP Presentation game / icebreaker		5/10 min
2- MAIN ACTIVITY <i>Hot air balloon challenge</i>	Flipcharts, Glue, Balloons, Wants and Needs cards	40/60 min
3- COOL DOWN		10 min

Note : Shorter durations refer to children 4 to 6 years old.

Step by step session

1- WELCOME & WARM UP

Have an energizer activity with the children, so bring the group together and introduce them to the curriculum.

2- WANTS & NEEDS

Title of Activity: The hot-air balloon challenge

Sources: Adapted from “Compassito Manual on human rights education for children”, 2nd Edition, Published by the Directorate of Youth and Sport of the Council of Europe (2009)

Group Size: 4–6-year-olds, max. 6 to 10 children/ 7-11-year-olds, 6-20 children

Duration: 4–6-year-olds, 40 min/ 7-11-year-olds, 60 min

Materials: Flipcharts, Glue, Balloons

Setting: A space where children can move comfortably

Instructions (35 min)

Step 1 (5 min)

Ask the children to imagine that they are about to set a trip to a new place on a hot air-balloon. There are no people living there now, so when they arrive, they will be pioneers establishing a new country. Before they start their trip, they have to take with them all the things that are necessary to set up in the new place.

Step 2 (10 min)

Divide the children into small groups and give each group an envelope with all the Wants and Needs cards in, explaining that these are the things they are packing to take with them for life in the new country. Ask each group to open the envelope, spread out all their cards and examine them. For younger children, you may choose to provide them with fewer cards, choosing among those that are most appropriate for their age.

Step 3 (5 min)

Explain that the hot-air balloon is ready to go now. Ask the children to pretend they are inside the hot-air balloon and act according to the narration.

At first, the trip is very pleasant. The sun is shining and the sky is peaceful. However, a big storm comes up suddenly, and the hot-air balloon is shaking from the wind, while you are trying to protect yourselves from the heavy storm, helping each other. In fact, three holes open in the hot-air balloon and it starts losing height! You must have three of your cards to cover the holes and keep the balloon on air. For younger children, you must have one or two of your cards to cover the holes – if you have opted to provide the children with fewer cards.

Ask every group to decide what to give up. Explain that they won't be able to get these things back later. Collect the cards which have been used as "patches" and put them together in one pile.

Step 4 (5 min)

Return to the narrative:

At last the storm is over. Everyone is very relieved. However, a weather report comes that a big hurricane is heading straight for the hot-air balloon. If you are going to survive the hurricane, you must keep the holes safe putting overboard three more cards! Remember: don't throw away what you may need to survive in your new place. For younger children, you must have one or two of your cards to keep the holes safe – if you have opted to provide the children with fewer cards.

As before, collect these cards and keep them in a separate pile.

Step 5 (5 min)

Return to the narrative:

That was a very close shave! However, we are almost to land to our new place. Everyone is very excited. But just as we sight land on the horizon, a giant bird crashes into the balloon and makes another hole in the side. You must make the balloon even more rigid! Place to the hole three more cards.

Collect and put these cards into a pile.

For younger children, you may exclude this part of the narrative to keep the time of the activity shorter.

Step 6 (5 min)

Announce that finally they have reached the new continent safely and are ready to build a new country. Ask each group to glue their remaining cards onto a piece of paper so that everyone can remember what they are bringing to the new continent.

Ask each group to hang their sheet at the front of the room and explain what they are bringing to the new land. After each description, ask the whole group, "Are they missing anything they will need to survive? To grow and develop?" (15'; For younger children, you may keep the discussion shorter, for about 5 – 8 minutes, depending on the group's ability to maintain attention to the activity).



Debrief (15 min)



- What did you like about this activity?
- How did you decide what you could do without? What was essential?
- Were some decisions difficult? Which ones?
- Were there any disagreements as a group on what to keep and what to throw overboard? How did you solve these disagreements?
- Do all people have the same needs? Who may have different needs?
- What do you think about your final choices? Will you be able to survive in the new country? Will you be able to grow and develop well?
- If you had to do this activity a second time, would you throw away any different things?

Emphasize that human rights are based on human needs: the things that every human being needs to survive, grow and develop well and live a life of dignity. Ask questions such as these:

- Did you have what you need to survive?
- Did you have what you need to feel equal to each other?
- Did you have what you need to grow and develop feelings of protection and safety?
- What things did you want to have but decide were not essential?

For younger children, you may decide to keep the debrief shorter, of about 8 to 10 minutes. Alternatively, you may want to merge the debrief with the Key messages section, below.

Tips for the Facilitator

For the first step, you can also Provide a few blank cards and give the children an opportunity to add some additional things they think they might need or like to have

Key messages (10 min)



Emphasize that everyone needs all their human rights! Some are necessary to stay alive, such as food, medical care, clothing, clean water and shelter. But others are essential for people to live well and develop, such as being part of a family and a community, being respected and treated equally, feel protected and feeling safe

Introduce children to the four basic principles on which the UN Convention on the Rights of the Child is based on

Principle 1 Non-discrimination: All children have rights and they must be respected without discrimination

Principle 2 Best interests of the child: When decisions are made that affect the lives of children, it's very important to think about what is best for the children

Principle 3 Right to survival, protection and development: Governments should protect children from harm, and help children live and grow to be the best they can be.

Principle 4 Participation: Children have the right to give their opinions in all matters that affect them and to have their voices heard. Their views should always be taken seriously and they should have more say as they grow older.

For younger children, you may want to adjust the language to their level of understanding, by using easy words to explain the basic principles and to check more often if they have understood each principle. You may want to ask them to draw how they understand each principle.

3- COOL DOWN

Have a cool down exercise and close the activity.

Resource sheet – Wants and needs cards



Health care



A bicycle



Decent shelter



Clothes in the latest style



Holiday trips



Nutritious food



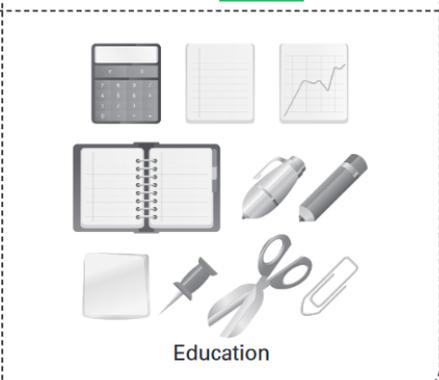
Clean air



A personal stereo



Protection from abuse and neglect



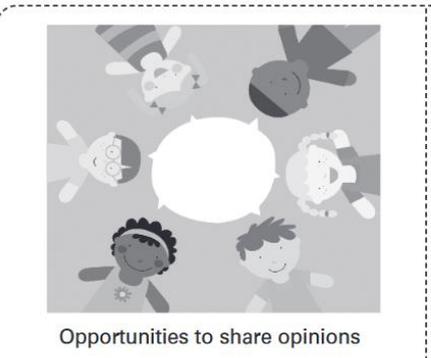
Education



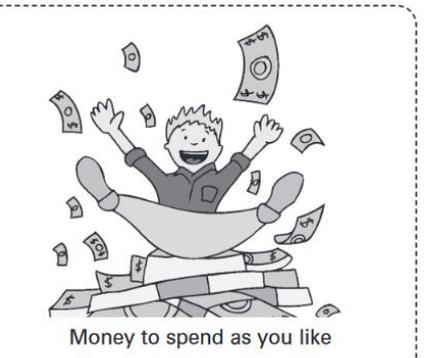
Fast food



Playgrounds and recreation



Opportunities to share opinions



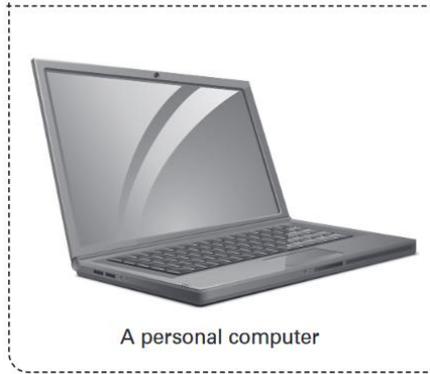
Money to spend as you like



Clean water



Your own bedroom



Session 2: Understanding Child Rights

Objectives

To raise children’s awareness of their rights and the importance of claiming and implementing them in daily life

To understand challenges raised in claiming their rights.

Overview of the development of the session

Activities	Resources needed	Duration 55/90 min
1- WARM UP Energizer		5/10 min
2- MAIN ACTIVITY <i>Snakes and Ladders</i>	Dices, Printed board Games, Right cards, Penalty cards, True or False cards	40/70 min
3- WRAP UP		10 min

Note : Shorter durations refer to children 4 to 6 years old.

Step by step session

1- WELCOME & WARM UP

Have an energizer activity with the children, to bring the group together and introduce them to the curriculum. Keep in mind to remind key messages for the children that might be absent during the first session.

2- MAIN ACTIVITY

Title of activity: Snakes and Ladders

Source: Adapted by the “Compassito Manual on human rights education for children”, 2nd Edition, Published by the Directorate of Youth and Sport of the Council of Europe(2009)

Duration: 60 min; for younger children 4 to 6, it is suggested to limit the time in 40 min.

Materials: Dices, Printed board Games, Right cards, Penalty cards, True or False cards

Setting: A space where children can move comfortably

Version 1

Instructions

As in ‘Snakes and Ladders’, in this activity children move forwards or backwards according to the cards they take. However, in this game they can ‘neutralize’ a negative card if they can name the children’s right that is being violated.



Divide children into groups of two to six and give each group a board, a dice, a set of the rights cards and the penalty cards, a sheet with instructions and a list of 'Neutralizing Rights'. Also give a copy of the child-friendly CRC to each player. In this game, the children should disregard the snakes and ladders on the board but use the colored squares only. Game cards will inform players about what to do.

Explain the game (5 min)

Roll the dice. The child with the highest number is the first player.

The first player rolls the dice and moves forward according to the number on the dice.

If a player falls into a coloured square, the player takes a card, reads it aloud and follows the instructions.

These could be to go forwards, go backwards, or miss a turn.

However, a card that says to go backwards can be 'neutralized' if the player can name the right that is violated. In that case the player gets a bonus step forward.

Continue with next person on the left of the first player.

The first player to reach the end is the winner but the game should continue until every player has reached the end.

Play the game (for children 4 to 6 years, 30 min/ older children, 40 min)

Debrief (15 min; for children 4 to 6 years, 10 min)



Discuss the activity, asking questions such as these:

- What did you think of this game?
- Did you learn anything new about human rights? About the world around you?
- Did some of the situations seem strange or unfamiliar?
- Can you think of situations like them, both where human rights are respected and where they are violated?

Tips for the Facilitator

The children playing can use the list of neutralizing rights and the CRC if they need to, or the facilitator can use the list. Older children might play the game in teams to help each other identify "neutralizing rights".

Adaptation for younger children (4-8): *With younger children, it might be helpful each child to play by himself/herself (not in groups) and include less children in the game. Also, it is suggested to omit identifying "human rights" to 'neutralize' backward steps. Younger children will have difficulty retrieving from their memory specific human rights, and/or they may have many questions about the cases given, and the game will take much longer to complete. The cards must be read by the facilitators. A second facilitator is recommended.*

Version 2

Instructions



This is a different version of the game, having same objectives as the first, discussing human rights and the positive effects of those. Both games help children know and/or test their knowledge concerning human rights and also to contemplate on different scenarios, trying to find the correlation to the child's rights. The rules are different but it can be played on the same board as the Version 1. It adds a variation in case the group wants to try an alternative.

Divide children into groups of 6 and give each group a board, game pieces and dice. **For younger children, you may want to maintain one group of maximum 6 children – each of them playing for himself/herself.**

Explain the activity:

Roll the dice. The child with the highest number starts.

The first player rolls the dice and moves forward according to the number on the dice.

What happens next depends on the square where the player lands:

If a player lands on a square containing the bottom of a ladder, the player moves up to the square at the top of the ladder.

If a player lands on a square containing the tail end of a snake, the player must move down the snake to the square containing the head of the snake.

If the player lands on a colored square, the person to the player's left picks up a card and reads it aloud. The player who landed on that square must say whether they think the statement on the card is true or false according to human rights. **For children 4 to 6, the cards should be read by the facilitators.**

If the player answers incorrectly, he or she stays on the same square. A player who gives the correct answer earns the chance to move forward two squares. If he or she can name the "human right" which is defined in the card, then he or she moves forward an extra square. **This part can be omitted for younger children.**

The next players then take their turns one by one. The game is over when a player reaches the last space or throws a number on the dice that moves his piece beyond the last space.

Debrief

Discuss the activity and relate it to human rights, asking questions such as:

- How did you like this activity?
- How did knowing about human rights help you to climb the ladder?
- In real life how does knowledge of human rights help you? How does it help others?
- What happens to a whole community when people do not know about their human rights? What happens when most people know their human rights?



Tips for the facilitator

In the debriefing discussion encourage children to think of real experiences, focusing on violence, bullying, and situations of injustice or unfairness that they have experienced or observed. For younger children, you may want to focus on violence between kids during play, with everyday conflicts with friends and siblings, with feelings of unfairness in sharing toys, etc.

Make copies of the game board and distribute it to the children so that they can play the game with their family and friends.

Key messages (10 min)

Child rights are meant to safeguard the care, protection, development and wellbeing of the child.

Awareness and understanding of the rights by the children will empower them to claim and hold their rights, although a lack of interest / knowledge of rights does not exclude people from being entitled to their rights.

Human and child rights are in place, but there are challenges in claiming and holding them.

Children's rights belong to a family of human rights

The enjoyment (or violation) of human rights of parents and people in the community affects children's enjoyment of their own rights.

People with different needs, such as those with disabilities, have a right to those needs being met





Comune di Milano



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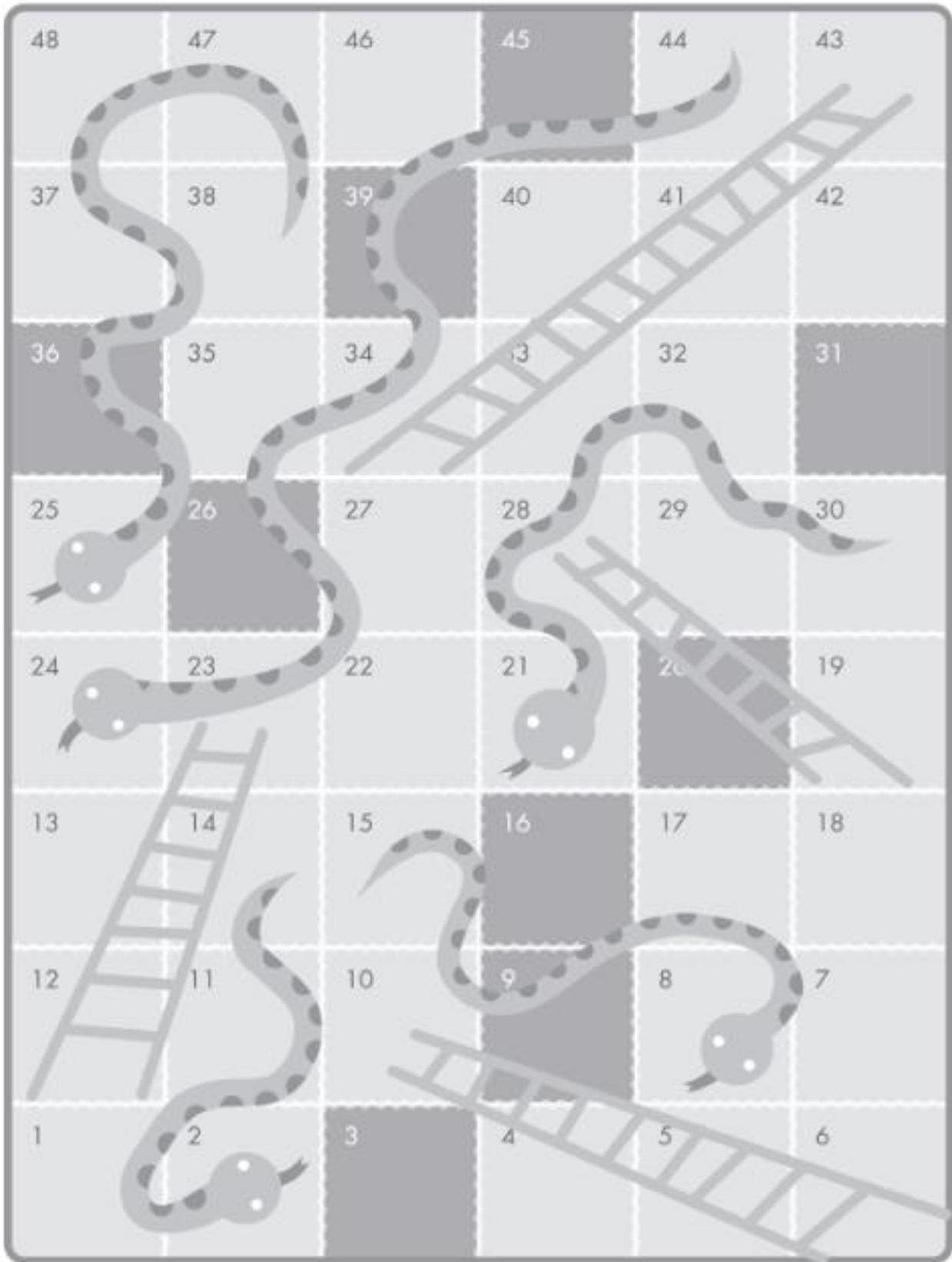
Child Rights are everybody’s business! All sectors in the community should work for the implementation of child rights. This should happen at all levels, from local to national and international.

3- COOL DOWN



Have a cool down exercise and close the activity.

Resource sheet – Rights and penalty cards



RIGHTS CARD 4

Your school principal learnt that some children in your community didn't come to school because their parents do not have legal permission to live here. The principal managed to get in touch with them and convinced them to send the children to school. Go forward 2 squares.

CRC Article 28, Right to education:

Children have a right to education, that is, to go to schools. ... Primary education should be free.

RIGHTS CARD 5

You have a right to know your human rights! Go forward 4 squares.

CRC Article 29, The aims of education:

Education should develop the child's personality, skills and talents to the full. Education prepares children for life. It should encourage children to respect their parents, and their own and other nations' cultures.

RIGHTS CARD 6

Teachers at our school are not allowed to use physical punishment or to insult children, even when they have behaved badly. Go forward 2 squares.

CRC Article 28, Right to education:

Discipline in schools should respect children's human dignity; violence (physical and moral) should not be used in discipline.

RIGHTS CARD 7

In your school there are many staircases but also elevators and ramps so that people who can't walk well and use wheel chairs can move around. Go forward 3 squares.

CRC Article 23, Disabled Children:

Children who have any kind of disability should have special care, support, and education so that they can lead full and independent lives to the best of their abilities.

RIGHTS CARD 8

Your friend's father had a bad accident and couldn't work for a long time. While he was recovering, the government helped the family to have enough money to buy food and pay the rent. Go forward 2 squares.

CRC Article 26, Benefit from social security:

The society in which a child lives should provide it with benefits of social security (education, culture, nutrition, health, and social welfare) that helps the child develop and live in good conditions. The Government should provide extra money for the children of families in need.

RIGHTS CARD 9

You learn that your rights should be protected even during wartime and that there are special agreements to be sure this happens. Go forward 2 squares.

CRC Article 38, Protection of children affected by armed conflict:

Governments should not allow children under 15 to join the army or take any direct part in hostilities. Moreover, children in war zones should receive special protection.

RIGHTS CARD 10

In your community there are libraries for children, magazines, films, games and TV shows made especially for children so that you can know and understand what is going on in the world. Go forward 2 squares.

CRC Article 13, Freedom of expression and information:

Children have the right to seek, get and share information, in all forms (art, written, broadcast and electronic...) as long as the information is not damaging to them or to others.

RIGHTS CARD 11

Bad luck! You have to have an operation. But good luck: you have the right to special protection and care and even to have one of your parents or someone you love stay with you! Go forward 2 squares.

CRC Article 24, healthcare and health services:

Children have the right to good quality health care that is medicine, hospitals and doctors when sick. Children also have the right to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

PENALTY CARD 1

One of your friends loses one of his shoes but doesn't have enough money to buy a new pair. The school says barefoot children are not allowed. Go back 2 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 2

Your classmate's parents are Roma. Their family is having trouble finding a place to live in because people say, "They are different". Go back 4 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 3

You learn that in some countries children are forced to war to fight. They are hungry, thirsty and very scared. Go back to Square 1.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 4

A girl in your school is a model. She earns lots of money and has her picture in magazines. But she often misses class and doesn't have time to do her homework or to play with friends. She looks really tired. Go back 2 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 5:

We are only allowed to speak the national language at my school. Children who speak another language are punished if they speak their language, even on the playground. Miss a turn.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 6

There is a school in your community where children from several religions are welcome but children of no religion are frowned upon. Miss a turn.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 7

Your friend's parents divorced last year. Now his mother won't let him see his father any more or even his grandparents. He really misses his dad. Go back 3 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 8

There is a girl in your class who can never play after school nor has time to study because she has to take care of her younger brothers and sisters. Go back 3 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 9

A boy in your class refuses to help clean up after lunch because he says, "Cleaning up is a girl's job!" Go back 2 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

PENALTY CARD 10

The boys at your school have a soccer team and lots of other sports clubs after school, but the girls don't have any. Go back 2 squares.

DO YOU KNOW A RIGHT TO NEUTRALIZE THIS PENALTY?

Module B: My safety – Protecting and of myself

taking care

Session 3: Feeling well in my body

Objectives

To raise children’s awareness of their rights and the importance of claiming and implementing them in daily life

To understand challenges raised in claiming their rights.

Overview of the development of the session

Activities	Resources needed	Duration 55/80 min
0- WARM UP <i>Energizer</i>		5/10 min
1- MAIN ACTIVITY 1 <i>Relax</i>	Music (optional)	20/30 min
2- MAIN ACTIVITY 2 <i>Egg shell</i>	Music (optional)	20/30 min
3- Optional activities <i>Good and bad touches</i>	2-3 large pieces of paper for each participant Tape., Colored pens.	35 min
4- COOL DOWN		10 min

Note : Shorter durations refer to children 4 to 6 years old.

Step by step module

1- WELCOME & WARM UP

Have an energizer activity with the children, to bring the group together and introduce them to the curriculum.

2- MAIN ACTIVITY 1

Title of Activity: Relax

Sources: Adapted from Carkhuff, R.R. Helping and human relations, Vol.1, New York: Holt, Riverhart and Winston, 1969

Duration: 30 min; for children 4 to 6 years, 20 minutes

Setting: A quiet space where children can sit or lie comfortably on the floor/ground

Materials: Music (optional)



Instructions (20 min)

Introduce children to today’s topic. Explain to them that there is a correlation between the way they are taking care of their bodies and their wellbeing and that is necessary to keep their bodies safe and healthy, loving and embracing the way their bodies are.

For the beginning ask the children to lay down and try to apply some relaxing instructions, beginning from the toe and ending to the top. This exercise aims at helping children get in contact with every part of their bodies and familiarize with the way their muscles and body structure works and to feel calmed down. If this is not culturally or gender appropriate for the group of children, you can suggest sitting rather than laying down.

Hands & Arms
Pretend you are squeezing a whole lemon in your left hand. Squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon and relax. See how much better your hand and arm feel when they are relaxed. Repeat with other hand.
Arms and Shoulders
Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay kitten, stretch again. Repeat.
Shoulder and Neck
Now pretend you are a turtle. You’re sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-Oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. It isn’t easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine and once again you can relax and feel the warm sunshine. Watch out now. More danger. Hurry pull your head back into your house and hold it tight. Repeat.
Jaw
You have a giant jawbreaker bubble gum in your mouth. It’s very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let’s tackle that jawbreaker again now. Repeat.
Face and Nose
Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That’s right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up real hard. Good. You’ve chased him away. Now you can relax your nose. Oops here he comes back again. Repeat.
Stomach
Hey! Here comes a cute baby elephant. But he’s not watching where he’s going. He doesn’t see you lying there in the grass, and he’s about to step on your stomach. Don’t move. You don’t have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he’s coming this way again. Get ready. Repeat.
Legs and Feet
Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep in to the mud. Try to get your feet down to the bottom of the mud puddle. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Repeat.

Debrief (10 min)



Ask children to come back to the group smoothly and sit in a circle. Then you can ask them:

- What do you think of this activity? How did you feel? Have you tried something similar?
- Did you notice any part in your body that you haven't pay much attention before?
- Did you feel any part of your body in a different way than usual?

Key message



In order to take care of our body and learn how to protect it, it is very important to familiarize with it and get to know and be in contact with each part. The main point is to learn how to listen to our body and be in good relationship with it.

3- MAIN ACTIVITY 2

Title of Activity: Egg shell

Sources: Adapted from The activity catalogue for Child Friendly Spaces in Humanitarian Settings, I.F.R.C Reference Centre for Psychosocial Support Word Vision, 2018

Duration: 30 min; for children 4 to 6 years, 20 min.

Setting: A quiet space where children can sit or lie comfortably on the floor/ground

Materials: Music (optional)

Instructions (20 min)



Now ask the children to bring their knees to the chest, hug their legs, and rest their head on their knees. We are going to make and “egg shell”.

Start by telling the children to close their eyes again and take a deep breath.

Ask the children to imagine that they are very small, so small that they can fit inside an egg with a very strong shell.

Ask them to roll on the ground if they want to feel how strong their shell is. Remind the children that they are safe and protected in their shell. Then ask them to go back to the sitting position. Say the following:

- Now get into your egg again and close your eyes. You are very small inside the egg. You are protected in there. It is very nice to be there. It is warm and you can breathe easily. You are inside the shell and there is the world outside. You can hear some sounds, but the shell softens them.
- You are fine inside your egg, but the sounds outside make you curious to go out and explore the world. You can hear the wind and music coming from far away. What is the world like outside? What is happening there?
- So, you start breathing more strongly and then opening your arms, and gently pushing your feet outwards. The shell starts breaking and you can slowly stretch your arms and your legs and emerge outside
- Keep your eyes closed as you imagine yourself exploring the outside world. Notice what is around you – imagine a peaceful place.
- What do you hear? Are their birds chirping, or maybe you hear a stream flowing nearby?
- What do you feel? Maybe you feel the warm sun shining on you, or you can feel a soft wind or breeze cooling your skin.
- What do you see? Maybe there is soft grass that smells nice, or trees or an ocean?

- Breathe in the nice sounds and sensations all around you in your peaceful place.
- Now, notice again your eggshell there on the soft grass. Climb back slowly into your eggshell. It covers you gently and you feel fine back there, safe and protected.
- Take a few more breaths and then start moving your fingers, then your toes, then your legs and your arms. Turn slowly on your side; then... 1... 2... 3... you can open your eyes.

Once the children have their eyes open again, invite them to slowly come up to a sitting position. Wait a few more seconds and then ask them how they feel and about their experience.

Debrief (10 min)



Ask the children to sit in a circle. Then in reflection, you can ask the children:

- How did you feel inside your eggshell?
- What was it like to become curious about the world outside and to come out of the shell?
- How did it feel to go back inside your eggshell?

Tips for facilitators

This exercise helps children to create their own safe space within themselves, and to imagine peaceful place that they can go to whenever they need to.

If a child shows some resistance, agitation or opens their eyes during the exercise, don't force them to continue. It may be difficult for some children to imagine themselves in a small space like an eggshell, or to be able to go to a peaceful scene in their imagination. You can ask children who seem agitated or upset to sit quietly while you finish the activity. Invite them to watch the others in the space, or give them crayons and paper to colour or draw an eggshell or a peaceful place. This may help the child to focus and feel grounded. Be sure that you or a co-facilitator checks in one-to-one with any child who is agitated or upset and offer support. For younger children, a second facilitator is recommended.

Some children may like to stay in their eggshells for a longer time than other children, before exploring the outside world. Let them do so, if they want.

Tips for the facilitators

If there is some time left suggest children to have some activities that are related directly to their bodies and will help them have a pleasant closure of the activity:

- *ask them to try to create letters form the alphabet or*
- *have a circle and ask the children to cross their hands by chance, creating a human-tangle, that need to be untangled, without leaving the hands or*
- *ask children to make use of the space and perform different kind of dance or gymnastic movements or*
- *place plastic child friendly carpet blocks in various colors and try to play a game similar to twister*



Key message

Remind the children that our body is precious, it is our safe place and has many potentials and we have to take care of it. It is very important to do things with our bodies that make us feel well and not bad.

An additional activity on mapping out what constitutes good and bad touches can also be applied, which can be a very sensitive one. Be prepared that some participants may shy away from this activity and that

they may need some extra encouragement. Be a role facilitator: Stay calm and take the activity seriously.

model as

Title of Activity: Body drawing: Good and bad touches

Objectives: To understand body boundaries and good touches and bad touches

Source: Adapted from *Facilitator's handbook: Life skills Workshops for Youth*

Duration: 30 min

Materials: Space. 2-3 large piece of paper for each participant (for example, flipchart paper taped together). Tape., Coloured pens.

Instructions



Divide the participants into pairs and give each participant 2-3 large pieces of paper to be put together with tape and colored pens.

Step 1 (10 min)

Explain that each participant should draw the outline of their body on the large pieces of paper. You can also ask the participants to work in small groups (boys and girls separately) rather than in pairs if this is less sensitive.

When everyone has finished, say the following:



Take a look at your drawings. They show the boundaries of your bodies. You were given this body when you were born. Your body is yours and yours alone. It is your right that your body is protected from harm and you have a responsibility for protecting your body. One of the ways you can protect your body is by deciding what good touches and bad touches are for you and by learning how to prevent bad touches which can harm you and hurt your feelings.

Step 2 (20 min)

Explain to the participants that now you are going to talk about what good touches and bad touches are. Explain that good touches make you feel comfortable and appreciated, whereas bad touches can hurt you, make you feel embarrassed or uncomfortable.



Ask the participants to give some examples of good touches first and then bad touches. If they do not understand what you mean, give them examples of what you feel are good or bad touches. Some examples are given below:

- Examples of good touches: Hugs from friends or family *and you feel fine with it.*
- Examples of bad touches: When someone hits you, or hurts you physically, or when someone touches private parts of your body without your agreement. A bad touch can also be if someone gives you a hug or holds your hand, *if you do not feel comfortable with it.*

Ask the participants to return to their body drawings with their partners. Ask them to choose two colored pencils or markers, where one color will be used to show good touches and the other color will be used to show bad touches.

Now ask them to map out on their body maps where they think touch could be described as 'good' and to mark this with the color they have chosen for this type of touch.

When both participants in each pair are ready, ask them to do the same with 'bad touches.'

Tips for facilitators: For children 4 to 6 years, you may want to separate the activities of this session in more than one day, to avoid tiredness and/or emotional agitation.

Key messages



When everyone has finished mapping out good and bad touches on their body maps, complete the exercise by saying the following:



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Sometimes other people touch us in ways that we do not like. Since you are the owner of your body, it is your right to say no to things you do not feel comfortable with. You ALWAYS have the right to say “NO” to someone if they touch you in a way that you do not like, and you never have to explain your no – your body is yours.

Explain that you will continue the workshop with an activity to better understand one’s own and other’s “personal space and comfort zone”.

4- COOL DOWN



Have a cool down exercise and close the activity.

Session 4: My personal space

Objectives

To explore the concept of personal space, and how to respect our own and others’ personal space.

To help children explore how they feel in their personal space- comfort zone and people allowed to enter to their personal space.

Overview of the development of the session

Activities	Resources needed	Duration 55/80 min
5- WARM UP <i>Energizer</i>		5/10 min
6- MAIN ACTIVITY <i>My Personal Space</i>	String, Yarn or rope, hula-hoops, balloons	40/60 min
DEBRIEF		10 min
7- COOL DOWN		10 min

Note : Shorter durations refer to children 4 to 6 years old.

Step by step module

1- WELCOME & WARM UP

Have an energizer activity with the children, to bring the group together and introduce them to the curriculum.

2- MAIN ACTIVITY

Title of Activity: My Personal Space

Source: The activity catalogue for Child Friendly Spaces in Humanitarian Settings, I.F.R.C Reference Centre for Psychosocial Support Word Vision, 2018

Duration: For children 4 to 6 years, 40 min / for older children, 60 min

Setting: A space where children can move comfortably

Materials: String, Yarn or rope, hula-hoops, balloons (for younger children, pay special attention to materials’ safety)

Instructions (60 min)

Preparation (10 min)

Have the children sit in a circle. Ask them to notice how closely they are sitting next to each other. Let the children reflect on why it is comfortable enough to sit closely together. If the children do not say it themselves, explain that when we know and trust someone, we can allow them within our “personal space”.





Explain the children that each person has his/her personal safety space and that he/she is the only one who allows who is going to enter to this space or not. Usually, we let people who we trust and love and people who are taking care of us and show kindness and compassion. We invite people that make our bodies feel nice and relaxed and not triggering bad feelings. For example, when you are good friends with someone, it can be nice to be close and even to hug each other. If you are sad, it can be comforting to get a hug or for your friend to hold your hand. We are happy to let in people who are close to us, like good friends and adults who we trust.

Step 1 (5 min)



Ask the children to stand in a circle with enough space that they can spread their arms out to the side, without touching their neighbor. Now say:

Reach your arms out to the sides.

Now, reach both arms in front of you.

Now, plant your feet firmly on the ground, keep your arms out to the side, and swing your upper body by twisting to the left and right. You are making a circle around you.

Explain to the children that with these movements they have created an imaginary space around them, for which they are in control. It is like our personal kingdom in which we can invite people or request from others to stay out of. Ask them how they feel in this space and if they could remember from the introduction how this space is called.



Sum up:

This is the personal space of most people around the world. This is also part of your body's boundary and your personal space. This circle marks your personal space all around you.

Understanding and keeping good personal space helps children to engage more successfully in everyday interactions and in personal relationships with peers and adults, as well as helping them to stay safe.

Everyone feels more comfortable when the person they are with, respects their personal space.

Step 2 (10 min)



Next ask the children to define their personal space using some materials and make a bubble space, which will represent their personal space.

Have children sit down and give them the string, yarn or rope (or do it outside and use sidewalk chalk). Let each child demonstrate their personal space bubble by arranging the string, yarn or jump rope around them, forming a circle whatever size they want.

Look at children's space bubbles.

- Are some bigger/smaller than others?

Step 3 (10 min)

Next ask to the children to set up the rope when with families' members, then when with strangers, then when in the street, or at school.

While there some commonly held beliefs on how much space is appropriate in a given situation, the amount of personal space each of us needs can vary greatly. This space changes depending on several factors:

- Who you are with

- What you are doing
- Where you are

Step 4 (10 min)

Next, ask the children: What happens to our personal space when we're in a crowded place? How does it make you feel about your personal space? Ask the children what kinds of crowded places they know of in their community.

Let's see if we can keep our personal space in a crowd in this next game.

Have them pretend that they are in a crowded place.

Using a hula hoop, have children hold it around their waists and then walk around the space, seeing when their hula hoops bump. That is likely where someone's personal space bubble would be. If you get much closer, the other person would probably be uncomfortable (make sure the hula hoops are not too big). Instead of hula hoops you can use balloons tied on a string around children's waist. Alternatively, and if materials are not accessible you can instruct the children to put their arms up at their sides (bending at the elbows this time). They move around the room randomly and can spin around slowly as they move (turning around the circle of their personal space) – but tell them to try not to invade anyone's personal space.

Tips for facilitators

In case you have extra time, you can also apply additionally the activity mentioned below:

Invite children to play a game where some children are standing across the room and some other children are on the other side, so make pairs. The children who are demonstrating their space bubble should put their hand up using the "STOP" signal, when the child walking toward them gets close enough. Any closer and the child would be uncomfortable. Take a look at each child's space bubble as you play. Have children switch places until everyone gets a turn to demonstrate their space bubble.

The exercise should be adapted to the cultural context. In some cultures, personal space may be wider than an arm's length. Some children may be living in crowded spaces or may attend crowded schools. Adjust the activity for these situations and have the children brainstorm how they can be respectful of people's personal space when conditions are crowded.

Emphasize that it is important for children to listen to their feelings about their personal space, and what makes them uncomfortable and comfortable.

Debrief (10-15 min)

Reflect on this activity with the children using the reflection points below:

- In daily life are there situations where people are close to each other's personal space?
- Do you ever find yourself in a crowded place? Where is that? How does it make you feel about your personal space?
- How do we know if we are invading someone else's personal space? What can we do to make things better if that happens?

Key messages

Each person has his/her personal space, which is defined by him/her and is free to allow inside anyone that feels safe and comfortable to be with. The personal space is adjusting depending on being with family



friends, acquaintances, strangers or being in a private or public space. Nobody is obliged to allow anyone who does not feel comfortable or safe with to enter his/her personal space.

3- COOL DOWN

Have a cool down exercise and close the activity.

Session 5: My safe and unsafe feelings

Objectives

- To be able to express safe and unsafe feelings.
- To recognize how it feels when we are safe or unsafe.
- To explore situations as safe, unsafe or cautious.

Overview of the development of the session

Activities	Resources needed	Duration 65/70 min
1- WARM UP Energizer		5/10 min
2- MAIN ACTIVITY <i>My safe and unsafe feelings</i>	Flipcharts, markers, tape	50 min
3- COOL DOWN		10 min

Step by step module

1- WELCOME & WARM UP

Have an energizer activity with the children, to bring the group together and introduce them to the curriculum.

2- MAIN ACTIVITY

Title of Activity: My safe and unsafe feelings

Source: Sticks & Stones, A Training Manual for Facilitators on How to Increase the Involvement of Children in Their Own Protection, 2013

Duration: 50 min

Setting: A space where children move around comfortably

Materials: Flipcharts, markers, tape

Instructions (50 min)

Preparation (10 min)

Introduce children to today's topic. Explain to them that there are situations when we feel safe and other that we might feel unsafe. It is good to recognize that situations and respond by asking for help if anyone

feels that is in danger, is scared or confused. For children who have attended the Feeling Well in my body (3rd Session) you can remind and relate with the feeling of safety they felt during and Egg shell exercise.

Before starting the activity, you could ask the children how it feels to be safe or unsafe.

- What is it to be safe?
- Are there any places you feel safe or unsafe?
- Did everyone agree on places that feel safe/unsafe? What are the reasons that different children feel differently?
- Is feeling safe always a good thing? e.g. – feeling unsafe near a busy road helps you to be careful.

If struggling to answer you can give this hint:

Usually safe makes me feel happy, relaxed, smiley, strong an unsafe makes me feel: sad, cold, afraid, lonely.

Play the game (30 min)

Allocate three areas in the room – one RED, one YELLOW and one GREEN. Tell children that you are going to ask them to walk around the room, and that as they walk around you are going to tell them about various situations. As they listen to the situations, they should think about whether it is a safe situation, whether it is an unsafe situation or whether it is neither, but they should be careful/cautious.

They should then run to the color area that corresponds to their decision:

RED – if they think it could be dangerous to proceed

YELLOW – if they think there is a concern and they need to be careful

GREEN – if they think there is no danger or reason to be worried

Points to be considered:

Continue with the exercise until all the situations have been read out.

If necessary, stopping the activity to discuss the reactions/decisions of the children between situations.

Invite children to think about other scenarios to present to the group.

Debrief (10 min)

At the end of the game invite children to discuss the activity – in particular, exploring how they made their decisions.

Ask children to think about how risks and protection concerns might be different between different settings (for example, home, school, community, etc.).

Where do they think they are most protected? How are girls and boys affected?

Key messages

There are places and situations, where we might feel safe or unsafe. In some settings we feel more protected, happy and relaxed, while in others we feel more agitated, stressed and sad. We need to recognize places and situations that make us feel uncomfortable and less safe and raise our concerns, in order to feel protected.

3- COOL DOWN

Have a cool down exercise and close the activity.



Resource sheet

RED- YELLOW- GREEN

Scenario no.1

You are home alone, and someone is knocking on the door. You ask who it is, but you do not know the person. He/she says that he/she is friend of your older brother. You decide to open the door.

For children 4 to 7 years: You are at home with your mother, and someone is knocking on the door. You are close to the door, while your mother is at the other side of the house. You ask who it is, but you do not know the person. He/she says that he/she is friend of your older brother. You decide to open the door.

Scenario no.2

A friend of yours asks you to go over his place right after school and you just go, without informing your parents/caregiver/your trustful adult.

For children 4 to 7 years: A friend of yours asks you to go to the other side of the park to play, without informing your parents/caregiver/trustful adult.

Scenario no. 3

You are at your neighborhood's square with some friends and a car stops in front of you and kindly ask you if you want a ride to the town to visit some amazing activities they are going on. The person tells you that he/she knows your parents.

Scenario no.4

You are playing outside with your friends and suddenly one of them walks away from the group, without telling anything.

Scenario no.5

You are at your school, during interval and two children are fighting next to you. You can see the teacher coming towards your place.

Scenario no.6

Every day on your way to school there are some older children making fun of you and yelling things against you, that are not true. Most of the times you are alone.

For children 4 to 9: Everyday when you arrive at school and you wait for the class to begin, there are some older children making fun of you and yelling things against you, that are not true. Most of the times you are alone, because you have not found your friends yet and your teacher arrives later.

Scenario no.7

There are some constructions going on at your building and there is a lot of people going in and out all day long. You are curious and you go there to see what is going on. Most of the times you do not share this with your parents/caregivers or trustful adult.

Scenario no.8

You are playing loudly with your friends, and someone comes out of his home and heads towards you in an angry manner grabbing you from your arm, asking you to stop yelling.

Scenario no.9

At your neighborhood, there are nearly every night some adults hanging around a bench very close to your house, talking and drinking. Your parents/caregivers have told you not to go outside alone, but one day you decide to go with your friends.

For children 4 to 7 years: At the park where you are with your parents/caregiver/trustful adult, you approach alone a group of unknown adults who are talking loudly and drinking. Your parents/caregiver/trustful adult cannot see you doing that from where they are sitting.

Scenario no.10

It is dark. You really need to use a toilet, but you are at the park playing. You decide to use the park's public WC and you kindly ask your parents/caregivers/a trustful adult to escort you.

Session 6: Mapping my safety in the community

Objectives

To identify problems and sources of safety and support in their community

To start exploring ways of self-protection and safety network

Overview of the development of the session

Activities	Resources needed	Duration (90 min)
1- WARM UP <i>Energizer</i>		10 min
2- MAIN ACTIVITY 1 <i>Balloon game</i>	Drawing materials (pencils, colored pens or markers). A very large piece of paper to draw on (you can tape several flipcharts together).	70 min
3- COOL DOWN		10 min

Step by step module

1- WELCOME & WARM UP

Have an energizer activity with the children, to bring the group together and introduce them to the curriculum.

2- MAIN ACTIVITY

Title of Activity: Mapping my safety in the community

Source: The activity catalogue for Child Friendly Spaces in Humanitarian Settings, I.F.R.C Reference Centre for Psychosocial Support Word Vision, 2018

Duration: 70 min

Setting: Table or floor space to make a large group drawing.

Materials: Drawing materials (pencils, colored pens or markers). A very large piece of paper to draw on (you can tape several flipcharts together).

Instructions (60 min)

Preparation (5 min)

Explain the three parts of the activity they will be doing together:

Part 1: Drawing a map of the community they live in now (e.g., home, school, sports club, local park).

Part 2: Talking about the places in the community which are safe and those that are not safe and showing them on the map.

Part 3: Talking about who can provide help from the community.

Part 1: Our community (people and places) (20 min)

Gather the participants around a large table or a large space on the ground, where it will be possible for them to do a group drawing. Consider having more than one group if the number of the children is big. Explain that the first task is for them to draw a picture of their community. It should have things on it that are easy to recognize, such as people's houses, public buildings like schools and hospitals, roads, rivers, woods etc.

Explain that as a group they must work out how to complete this task. For example, they can ask certain people to do the drawing, while others help direct them on what to draw. Or they can each take turns to draw, or they can each choose to draw certain areas.

Ask them to show on the map the places that are important to children and children's families.

For children 4 to 8 years, you may want to suggest drawing their community, without asking them to be specific on directions and exact geographic spaces. Also, for this age band, drawing may last 15 minutes.

These questions might help the children with this task:

- Where are the gathering places like schools, sports clubs, the neighborhood's square, places where people are working?
- What kinds of people are in the community and where can we find them?
- Where do you or your friends and families usually spend your day in the community?

Energizers (5 min)

Have a short, fun activity here so that children can relax before next part.

Part 2. Our community (safe and unsafe places) (15 min)

Ask the children to gather around the map again. Ask them to think about the places in the community that are safe for children. Ask them about safe places where they can play and walk and be together in. They can choose a symbol to mark the safe places (such as a green "go" light). Give them time to discuss this and mark the safe places for children on their maps.

Now, ask them to think about places on the map where they do not feel safe. These can be physical dangers in the environment (like damaged buildings or dangerous roads) or places where they fear being attacked or hurt by people. Have them come up with a symbol for the dangerous places. Give them time to discuss this together and mark the dangerous places on their maps. Concerning children from 4 to 6 years, you may



want to use the more general description of “spaces safe”, without pointing out all possible dangers.

that do not feel



Discuss the safe and dangerous places. You can use the following questions:

- How do you know about the safe and dangerous places for children?
- Does everyone in the community know where is safe and dangerous?
- What do you do to avoid the dangerous places?

Energizer (5 min)

Have another short, fun activity here so that children can relax before last part.



Part 3: Our community (resource people and places for change) (10 min)

Bring the children together again around their maps. Remind them that we’ve looked at the various places, considered as safe or unsafe for children to be.



Now ask:

- Do you think you could identify people and/or places that children can go and ask for help in case they feel unsafe and in danger?
- Which are those and why you choose them? For example, these could include safe play areas, or helping adults such as your teacher.
- Who are the people who can support children and families?

Let them brainstorm different ideas and indicate on their maps where are these people and places. Let’s call them Helping People and Safe Places.

Debrief (10 min)



Finish the activity by sitting in a circle and discussing the reflection points below.

You can use the following questions to reflect with children about the activity:

- What has it been like to do this activity? What did you like? What did you not like?
- What has it made you think about the problems there are in your community?
- What has this activity made you think about the good things in your community?

Tips for facilitator

Pay attention to any areas or events in the community that the children mention where they may feel unsafe or threatened. These concerns should then be raised with your institutions’ focal point on child protection, the children’s caregivers, and other adults with relevant responsibilities in the community. Themes or patterns of threats to children’s safety that are emerging should be shared with local child protection committees. Ensure trained child protection staff are available to support and guide the facilitators.

Key messages



It is very important when living in a community to be aware of places that could be dangerous and unsafe for children to be, so avoid or be alert when visiting. At the same time there are people and places in the community who can be helpful and supportive resources when children might feel in danger or unsafe. Children should be aware of the services provided in their community, promoting their safety and protection.

3- COOL DOWN

Important to do a joyful energizer to also point out that children finish this session with high spirit.

PART 2: ACTIVITIES FOR CHILDREN 7 TO 11 YEARS OLD

Session 1: My safety rules

Objectives

To build on safety rules that can apply in everyday life to protect themselves from potential risk and harm. To start contemplating on ways they can support and help someone who might be at risk.

Overview of the development of the session

Activities	Resources needed	Duration (70 min)
1- WARM UP <i>Energizer</i>		10 min
2- MAIN ACTIVITY <i>My safety rules</i>	Flipcharts and markers (optional)	50 min
3- COOL DOWN		10 min

Step by step module

1- WELCOME & WARM UP

Have an energizer activity with the children, so bring the group together and introduce them to the curriculum.

2- MAIN ACTIVITY

Title of Activity: My safety rules

Source: The activity catalogue for Child Friendly Spaces in Humanitarian Settings, I.F.R.C Reference Centre for Psychosocial Support Word Vision, 2018/ Sticks & Stones, A Training Manual for Facilitators on How to Increase the Involvement of Children in Their Own Protection, 2013

Ages: 6 to 11 years

Duration: 50 min

Setting: A space where children can move comfortably

Materials: Flipcharts and markers (optional)

Instructions (50 min)

Step 1 (10 min)

Ask the children to stand in a circle, reminding them of their personal space. Ask them to define it again by the movements they already know.

Discuss with the children about other times when someone might invade their personal space, besides just being in a crowded place, as they have already discussed. If someone wants to bully you, tease you or manipulate you, they will often invade your personal space. As children get older and are given a greater degree of independence, they interact with a greater number of people in the course of everyday life. Some will be people they know, and some will be strangers.

Ask the children:

- What is a stranger?
- Is it a man or a woman? Is it someone you trust?
- Would you follow a stranger if he proposes you to go with him or to do something for him?
- In what case would you do it?

- A stranger is anyone you don't know, old or young, male or female/ You can't tell by looking at someone whether they can be trusted or not

- You never go anywhere with a stranger and you never take anything from a stranger unless you have permission from the adult in charge

Most people feel that only known and trusted people can comfortably enter their personal space. If you feel uncomfortable about someone, make sure to maintain your distance so they do not invade your personal space.

Step 2 (25 min)

First ask the children how we can keep our distance if someone is too close to our personal space and that makes us feel uncomfortable and sometimes unsafe?

Answers could include: We can look away, step away, cross our arms, stiffen our bodies and turn sideways away from the person, or ask the person to move further away.

There are some basic safety rules that we can follow in order to feel safer and protect ourselves. As we know that it is not easy to just follow some rules, we may need help and support in understanding how to do it and develop the skills for this. There are also sometimes that we feel a new or unknown to us feeling or something we are not able to name it or recognize it. We can always ask for help from a caring and trustful adult.

Let's see in practice what we can do:

Ask the children to stand in a circle. Tell the children they are important, and they need to stay safe. Ask them the questions below, giving them time to think what they might do. Then, make your suggestions about what they could and give the time to practice these responses.

Ask the children: What can you do if someone is trying to hurt you or make you do something you don't want to?

According to what come first, follow the order in which children come up with these options:

Answer: "You can say NO!" Have children practice their "NO!" with their hands out, palms away from them, and faces serious. If you want, you can have children stand in two lines on opposite sides of the room. Each line of children takes turns in shouting "NO!" – loud enough so that the children on the other side of the room can hear!

Ask the children: What else can you do if someone is trying to hurt you?

Answer: “You can leave and run away”. Have children practice running away. (They can do this safely by all running in a circle, in the same direction. Or they can all run on the spot.)

Ask children: What else can you do if someone is trying to hurt you?

Answer: “You can talk to someone you trust”. Have children practice asking a trusted person for help by saying, “I need help, can you help me?” The facilitators walk around the inside of the circle and pause to face each child in turn who then says, “I need help. you help me?” The facilitators then say, “Yes, I’ll help you stay safe.” Or you can have children practice with each other in pairs. Explain that sometimes people can hurt us by what they say to us. Bullies may try to do this using bad, rude or hurtful words.

Ask the children: What you can do if someone is hurting them with words?

According to the children’s answer, suggest the following: If someone bullies you, look him or her straight in the eyes, and say in a loud and clear voice so that other people can hear, “Stop what you’re doing, I don’t like it.” Have the children practice saying the phrase in a loud and clear voice altogether. You can repeat the activity a few times as needed.

Tips for facilitators

Some children may consider that violence and hitting in return could be a solution and a safety rule for them or maybe this is something they have tried in the past. The facilitator should reframe this kind of behavior, suggesting new ways of dealing with violence that will eliminate the risk of the child being exposed to a perpetuating situation.

More important, the facilitator should be vigilant and check for any signs of discomfort or distressed in some children, especially when a child has a repetitive, intense pattern of behavior that could not be addressed only in this setting, but needs more attention to be paid.

Debrief (10 min)

Ask the children for their feedback about the exercise. You can use the following questions?

- What do you think of this exercise? Did you find it useful?
- Do you think you could easily apply these rules?
- What could help you follow these rules more easily?



Key message (5 min)

Children should always tell an adult who they trust if someone tries to hurt them. Remind them that it is a sign of strength to protect themselves. They should never feel embarrassed or be ashamed of telling someone.

Remember the NO- GO- TELL rule



Children can also “put up their bumpers” (put their hands up in front of them, palms facing away) and say, “Stop! Please move away a bit!” Or if someone has invaded their space and they are treated badly they can name more specifically what they don’t like, “Stop! I don’t like it when you [hit me, call me names, etc.]” You can have the children practice this together.

3- COOL DOWN

Have a cool down exercise and close the activity.

Session 2: My safety network

Objectives

To build on safety rules that can apply in everyday life to protect themselves from potential risk and harm. To start contemplating on ways they can support and help someone who might be at risk.

Overview of the development of the session

Activities	Resources needed	Duration (70 min)
1- WARM UP <i>Energizer</i>		10 min
2- MAIN ACTIVITY <i>My safety network</i>	Flipcharts, colored markers, glue, tape, scissors, cardboards, carton box, mirror paper	45 min
3- COOL DOWN		15 min

Step by step module

1- WELCOME & WARM UP

Have an energizer activity with the children, so bring the group together and introduce them to the curriculum. Also mention that this is the last session of this cycle.

2- MAIN ACTIVITY

Title of Activity: My safety network

Source:

Ages: 6 to 11 years

Duration: 45 min

Setting: A space where children can sit comfortably

Materials: flipcharts, coloured markers, glue, tape, scissors, cardboards, carton box, mirror paper

Instructions (45 min)

Introduction (5 min)

Introduce children to today’s topic by asking them: Even though we do all these things to keep children safe, sometimes children still get hurt. Do you think it’s their fault? (As the facilitator emphasize that it’s not the child’s fault if someone hurts them.) Who is responsible to keep children safe? (e.g., adults) Who can you think of in your life that you could ask for help? And if that person doesn’t help you, who would you ask next? Who in this community provides support for people who are being hurt? (Help children think of, for example, parents, caregivers, teachers, health workers, social workers, psychologists, others.)

Drawing Activity (30 min)

Explain to children that we have explored safety and protection, and now we are going to look at who may be able to help children. Explain that there are places and people that children can go to for help and



support, but that these are often dependent upon individual circumstances. Let's call those people and places "My safety network".

- Ask each child to draw a circle on a large piece of paper, with a picture of them at the center of the circle.
- Give each child several cards cut into small circles. On the small circles' children should draw/note who or where they could go to for help and support.
- Children should then place the smaller circles on the larger circle with those nearest to their picture being the people/places that are most useful.
- Invite children, if there are ok with it, to go around to see each other's work, asking questions about why people and places have been put where they are.
- Ask children if anyone wants to move any of their smaller circles, and then to stick them on the larger circle with glue/tape

Debrief (10 min)



You can follow up on this activity by asking the children the following questions?

- Did you find helpful this activity?
- Do you think is clearer now whom you can trust and to whom you will go if you need help?

Tips for facilitators

Some children may have experienced abuse, bullying or other types of violence in their lives, including abuse from caregivers. They may have been powerless to stop the abuse. If you are aware of any child in the group who has experienced abuse, be sure to monitor them carefully and provide any needed support if the child becomes upset. If you are aware of a child currently being abused, report this to the relevant local authority (e.g., child protection services, or equivalent). Sometimes children may experience bullying from their peers or friends, or from children they meet in other non-formal educational and recreational settings.

Key Messages



It is very important for all children to have a network of trusting adults that can be easily reached when the child is in need or might experience some distress and need support. Children have the right to choose their safety network and recognize all the people involved as those with whom they feel safe and secure. Also, people included in this network should be aware of the role children have entitled to them.

3- COOL DOWN



Before closing the sessions have a discussion with children about self-esteem and assertiveness and how important are in order to be able to apply everything that we have learnt so far.

Amongst the personal safety skills stands self-esteem and assertiveness that can support a child to say NO when something is wrong. Self - esteem is the confidence in one's own worth or abilities and self-respect. Assertiveness is the ability to stand up for one's own rights without being aggressive, make sure other people understand what you need or want, openly and honestly express your ideas and feelings, respect other people's rights and ideas and listen to other people. When you are assertive you stand tall, you look people in the eye, you speak clearly and you listen with interest.

1. Ask the children to sit in a circle. Place the box in the middle of the circle, making sure the lid is down.
2. Explain to the children that they will now take turns at having a look inside the box. Tell them they should look inside the box one by one and then close the lid again. Ask them not to tell their friends what is in the box, but they should keep it as a surprise for everyone.



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3. Now say to the children: This box contains the picture of someone really precious and important that you should respect and take very good care of.
4. Now ask the children to look in the box, one at a time. They will see their own reflection in the mirror. When they have had a look in the box, ask them to return to the circle.
5. Follow-up with the following questions:
 - How did you like this exercise?
 - Were you surprised?
 - What is the message of this exercise?

PART 3: ACTIVITIES FOR CHILDREN 9 TO 11 YEARS OLD

Session 1: Protecting myself from harm and maltreatment

Objectives

- To understand what child protection is
- To identify types of violence and abuse they can be confronted to
- To identify sources of protection

Overview of the development of the session

Activities	Resources needed	Duration (90 min)
0- WARM UP <i>Presentation game / icebreaker</i>		15 min
1- INTRODUCTION TO CHILD PROTECTION <i>Balloon game</i>	Balloons / Strings	15 min
2- RIGHT TO PROTECTION <i>Our right to be protected as one of our rights</i>	child friendly CRC	10 min
3- TYPES OF VIOLENCE <i>Violence: What? Who? Where?</i>	Flipchart and markers, or chalkboard and chalk, Post it	20 min
4- PROTECTIVE NETWORK <i>Who is important for my protection?</i>	ecological model empty per participants, flipchart with ecological model empty	20 min
5- WRAP UP		10 min

Step by step module

4- WELCOME & WARM UP

Objectives: to get to know each other and to present the objectives of the session

Duration: 15 min

Step 1 : Welcoming (2 min)

Introduce yourself to the participants and welcome them to this first session. Explain to the group that you are going first to start the session with a couple of activities to get to know each other better and then you



will explain more about what you will be doing together
will establish basic ground rules for working together.

and finally you



Step 2: Get to know game (8 min)

Put chairs in a circle so that they are facing the inside. Each player will sit on a chair. One participant should be selected as the caller and remain standing.

The caller will say, “My name is _____. I like _____ A great wind blows for everyone who _____.” The blank should be filled in with such things as has black color, wearing yellow shirt, playing football, etc. Whoever this applies to, will stand up and change seats at least two away from where they are currently standing. The caller has to try and get a chair when calling a category. Then whoever misses out on a chair becomes the new caller.



Step 3: Goals of the session (2 min)

Explain them the goals and the outcomes of the session: understanding what child protection is, what types of violence/abuse they can be confronted to and the importance of people that can protect them, including themselves.



Step 4: Ground rules (2 min)

Together with the group, establish some ground rules such as: giving everyone an opportunity to speak; no interrupting; respect for one another; confidentiality; support for one another; fair play.

5- INTRODUCTION TO CHILD PROTECTION

Title of Activity: Balloon Game

Objectives: to introduce the need and the concept of child protection

Source: Adapted from Child Protection Psychosocial Training Manual, Tdh, 2008

Duration: 15 min

Materials: Balloons / Strings

Instructions:



Step 1: Divide the group into 4 groups, with one group smaller than the rest. Give a balloon tied to a piece of string to group 1 and tell them to tie the balloon to their ankles. Tell them nothing else. Group 2 must each choose one person with a balloon. They must stand beside one person and protect that one person only.

They cannot talk. Group 3, which is smaller than either group 1 or group 2 must pop all the balloons on group one, using any strategy they like. Remaining group 4 must sit and watch what happens. Each group must receive their instructions separately – they should not know what the other group has to do.

Step 2: Ask everyone to be quiet. Ask group 2 to take their positions beside group 1, one-on-one. Call “Start the game!” The game is finished after one or two minutes – just enough time to pop all of the balloons.



Debrief: Sit all of the participants in a circle.

Ask group 1 how they felt. Typical comments include “Scared”, “Didn’t know what was happening”, “Attacked”.

Ask group 2 how they felt. Typical comments: “Didn’t know how to protect the person”, “Was all too fast”, “Thought I could protect at the start, then saw I could not”.

Ask group 3 how they felt. “Great”, “Easy to squash the balloons”, “We were in control.”

Ask group 4 how they felt. “Wanted to do something what as we were only allowed to watch.”

but didn’t know

What was needed to stop the balloons from being popped by group 3? What kind of actions could be done by the different groups?

Key messages



Explain to the group that during the sessions they will be together, they will have a chance to discuss the issue of their protection. And this game was a good way to illustrate what they will be talking about during the next sessions.

Group 1 represents children who need protection.

Group 2 represents adults who are doing their best to protect the children who need it.

Group 3 represents adults who have no regard for child rights and either abuse children in a variety of ways or allow them to be more vulnerable through ignorance.

Group 4 represents people who watch and do nothing, but who may want to help and do not know how.

- Children: need to know what is happening. Some have skills, but others are more vulnerable (refer to the game where some people ran and hid and others were caught). All need skills, but they are not responsible for protection; adults are. Children need to know their rights so they can participate in their own protection.
- Protectors: need to know what was going on. Need to combine forces and protect as a group. Children can be protectors for one another but also parents, surrounding community, professionals.
- Abusers: need to know that their behavior is not acceptable. Need to know that if they are acting in ignorance, their behavior is making children more vulnerable.
- Observers: must actively participate in protection not just observe if it is safe for them to do so.

6- RIGHT TO PROTECTION

Title of Activity: Our right to be protected as one of our rights

Objectives: to understand protection as a right

Duration: 10 min

Materials: child friendly CRC



Instructions

Ask the participants to list their rights and then distribute the child friendly version of the CRC to complete the answers. Then underline the right to be protected from harm and explain that this will be the focus of the tie together.



Key messages

Every child has the right to be protected from harm. This right is included in the UN Convention on the Rights of the Child (UNCRC). Every child has a right to PROTECTION, PARTICIPATION AND PROVISION.

7- TYPES OF VIOLENCE

Title of Activity: Violence: WHAT?

Objectives: to understand the concept of violence and identify types of violence

Source: Adapted from *Our right to be protected from*
Secretariat of the United Nations Secretary-General

Duration: 20 min

Materials: Flipchart and markers, or chalkboard and chalk, Post it

violence, 2007,

Instructions

Step 1



Ask: What does 'violence' mean to you?

Write ideas on the flipchart or chalkboard. Then share the following definition (see box).

"...violence occurs when someone uses their strength or their position of power to hurt someone else on purpose, not by accident. Violence includes threats of violence, and acts which could possibly cause harm, as well as those that actually do. The harm involved can be to a person's mind and their general health and well-being, as well as to their body. Violence also includes harm people do to themselves."

Do you agree with this definition? Is anything missing?

Step 2



Form groups of four. Give each group cards or slips of paper. Ask them to write down examples of violence against children. Each card should have one example of WHAT can happen.

Have the groups cluster their cards according to the type of violence.



Debrief

What categories did you find? Do we have similar categories in our groups?



Key message

Present to the group the difference types of violence and some simple definitions.

Ask them to compare with the categories and examples they found.

Physical violence is intentionally hurting a person physically. This can be: hitting, kicking, pushing, punching, choking, pulling, closing and locking, burning, seizure and destruction of things...

Emotional violence (also called psychological violence) is when someone impairs a person's emotional development or sense of self-worth or intends to hurt someone else's feelings. Examples are constant criticism, threats, rejection, not showing the young person love, not providing the young person with support or not providing the necessary guidance, using insults (when someone says that someone is stupid, ugly, calls him with ugly names), derision (when someone is laughing at someone because of height, weight, origin, grade ...), humiliation (when someone says that someone doesn't have values, that no one likes that person ...), to blame somebody for something that is not done or to threaten to people.

Sexual abuse is when a person is forced to take part in any activity that has sexual intent. Sexual abuse happens when someone has been touched on intimate parts or body against his/her will; indicate naughty words, shows naughty pictures, forcing the sexual relations.

Digital Violence is when someone, without permission, records other people telephone conversation and sends it further or harass by calls, SMS and e-mail messages or using the Facebook portal.

Neglect is the failure of a parent or caregiver to provide for a young person's basic needs although the caregiver can do so. Neglect can be physical (not providing food, shelter or supervision) ; medical (failing to provide necessary medical or mental health treatment) ; educational (failure to educate the young person or attend to special education needs) or emotional (failure to attend to the young person's emotional needs, provide emotional care, or permitting the young person to use alcohol or other drugs).

Exploitation is when someone benefits, financially or in any other form from the use of children. This includes, but is not limited to, sexual exploitation, prostitution, forced labor or services, slavery or practices like slavery, removal of organs.

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. It can take different forms: emotional, physical, social, digital.

8- PROTECTIVE NETWORK

Title of Activity: Who is important for my protection?

Objectives: to identify people that are or could protect them

Duration: 20 min

Materials: ecological model empty per participants, flipchart with ecological model empty

Instructions (15 min)

Step 1: mapping the community (5 min)

Prepare and hang out a flipchart with the ecological model empty.

Ask participants to think carefully about the people who play a role in their lives or who simply come across during their daily life. Ask them to place those people on the empty model, considering that they are themselves in the middle of the scheme, from the one that are closer to them to the one that are more distant.

Step 2: identifying my protective network (10 min)

Recall to the participants the activity you did with the balloon and the groups that were supposed to protect them.

Individually, ask the participants to identify for themselves people that they think would be people that could protect them. Distribute to each participant an ecological model empty where they can draw or write the name of people they identify as potential support.

When they identified few people, ask them to find a partner and to share the people they chose. Repeat this at least 2 times.

Debrief (5min)

Ask the participant the following questions:

Who were the people you had more in common?

Why did you choose those persons?

What about other people?

Key messages

As children we are exposed to different types of violence: they are risks for our own safety. However, we also have people that can ensure our protection and it is important to identify them even before something difficult happens to us. When thinking of people that can protect us, it is important to begin with ourselves: although we are children, we can take some action to protect ourselves. Then it is important to look around us and to find trusted people that we know could support us, protect us. They may do it because it is their responsibility (parents, teacher, social workers, etc...) or because we ask for their help.



Ask participants to keep this individual support map and for the next session.

to bring it back

9- WRAP UP

Duration: 5 min



As a wrap up, discuss with the participants the following questions:

- What did we learn today?
- So What? (relevancy, importance, usefulness)
- Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

Session 2: Preparing my safety plan

Objectives

To identify potential risks in the personal environment.

To identify personal safety network and safety plan.

Overview of the development of the session

Activities	Resources needed	Duration (90 min)
0- WARM UP	Scratch paper	5 min
1- SAFETY FEELINGS <i>Feeling safe and unsafe</i>	Flipcharts, markers	15 min
2- SAFETY RISKS <i>Situation that affects my safety</i>	Flipcharts, markers, color pencils	20 min
3- KEEPING SAFE <i>DO and DON'T to keep safe</i>	DO's and DON'Ts sheet/participant	15 min
4- (GOOD and BAD TOUCHES Optional activities (need to separate boys and girls)	2-3 large piece of paper for each participant Tape., Coloured pens.	35 min)
5- SAFETY SUPPORT <i>My safety resources and plan</i>	Flipchart with ecological model from last session Social network diagram/participant Flipchart with NO! GO & TELL	30 min
6- Wrap up		5 min

Step by step module



0- WARM UP

Welcome the participants and if they are new participants, ask the whole group to present themselves again.

Tell them that they will try to recall what they learned and did last time in a funny way.



Ask the participants that were present in the last session to write down what they learned/remember on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then participants pick up a nearby response and read it aloud.

Recall briefly with the participants key elements of previous session that were missing.

1- SAFETY FEELINGS

Title of Activity: Feeling safe or unsafe

Objectives: to be able to express the feeling of 'safe' and 'unsafe'

Duration: 15 min

Materials: Flipcharts, markers

Instructions



Explain to the participants that in this session you will speak about safety. Indeed, there are times when we feel safe and times when we don't feel safe. We will try to describe and understand safe and unsafe feelings and become aware of potentially unsafe and dangerous situations. It is important to recognize safe and unsafe situations and know what to do in such circumstances.

Step 1:

In advance, prepare 2 flipcharts: on one flipchart you write "Being safe makes me feel... while on the other one "Being unsafe makes me feel...".

Let the participants brainstorm for 5' minutes and write down the feelings mentioned.

Possible answers may be as follows:

Being safe makes me feel... (happy, relaxed, calm, social, friendly, warm, looked after, protected, comfortable ..)

Being unsafe makes me feel... (frightened, unhappy, stressed, sick, cold, lonely, unprotected, unloved....)

The aim is to familiarize with the feelings emerging in safe and unsafe situations.

Step 2:

After that, on the corresponding flipcharts, write "I feel safe when...." And "I feel unsafe when...."

Invite participants to think of concrete situations when they feel safe or unsafe and take notes on the flipchart.

Alternatively, or to complete, you can give them some short scenarios and ask them to tell you if this is a safe situation or not. For e.g.

- *I hang out alone in a big city*
- *I am in a doctor's waiting room with adult strangers*
- *I am chatting with someone on the internet that I haven't met*
- *I am with a familiar person that does not treat me well*
- *I watch a scary movie*



→ *I am the yard of my school during break*



Key messages

It is very important to be able to understand our feelings in different situations as it may help us become aware of recognize potentially unsafe and dangerous situations.

2- SAFETY RISKS

Title of Activity: Mapping risks that can affect my safety in my community

Objectives: to identify potential risks in the personal environment

Source: Adapted from *My Safety, My Wellbeing, IRC, 2016.*

Duration: 20 min

Materials: Flipcharts, markers, color pencils

Instructions (10 min)

Explain to participants that in the previous activity, we identified some potential situations that make us feel unsafe and now we are going to think more in depth about situations that affect our safety in our community.



Split the children into groups of four (you can choose to split them by gender if culturally relevant or if you think that responses could be different from one gender to the other).

Ask them to draw a map of their surrounding environment/community with the places they are used to go (i.e. home, school, park, etc.). You can help them by saying: *Imagine you are in a plane, seeing your environment from above. The places you visit, the roads you take and the transportation you use to go to these places. Starting from your home and including all the places you visit during the day.*

When they have drawn their map, ask them to identify the different types of risks children may face in their environment that could affect their safety. Ask them to mark on the map the places where they might face these risks (you can ask them to all put a RED X on them, or another symbol you agree on).

Debrief (10 min)

Bring the children back together when they finished and ask them to present their maps.

Make sure all are comfortable to do so (especially if you have done groups by gender / they might be “uncomfortable” to speak about the risks identified to the larger group).

Then ask the following questions:

- What did you learn about the different safety issues that exist for children where you live? How do you feel about that?
- What can a child of your age do to mitigate the risks for themselves, to protect themselves?
- What can a child of your age do to protect him/herself in these situations?

Key messages

At some point it may feel overwhelming to think of the risks that could affect their safety. However, knowing and recognizing risks is the starting point to be able to stay safer. Indeed, we can begin to take healthy actions to keep ourselves and others safe. And it is also important to remember that we can always look for support from others, peers and adults. But this will be deepened in other activities.



3- PREVENTING & KEEPING SAFE

Title of Activity: DO's AND DON'Ts for keeping safe

Objectives: to identify good strategies to protect themselves

Source: Adapted from *My Safety, My Wellbeing, IRC, 2016*.

Duration: 15 min

Materials: resource sheet 1



Instruction (5-10 min)

In their groups, ask participants to choose one dangerous situation identified in the safety maps they did in the previous exercise and ask them to think about how they can protect themselves against this type of situation.

Ask each group to develop a list of do's and don'ts for each situation.



Debrief (5-10 min)

Ask each group to present back to the whole group their list of do's and don'ts, while you take notes on a flipchart of the good strategies.

When all the groups are done, look at the flipchart together and ask:

- Do you think that we forgot any good strategy?
- How do you think this is possible to implement or not? What feels more difficult to do?

Make sure that you clarify any misconceptions, dangerous strategies (confrontation, use objects that may provoke harm, pay back with same violence, hurt myself, don't speak up, respond to another's desires, change the way I dress).



Key messages

There are some basic safety rules that we can follow in order to feel safer and protect ourselves. Sometimes it is not easy to just follow some rules and we may need help and support in understanding how to do it and develop the skills for this. Other times we feel something that we can't recognize what it is or is something we never felt before. We can always ask for help from a caring and trustful adult or from a professional such as a teacher, a doctor, police.

4- SAFETY SUPPORT

Title of Activity: My safety resources and plan

Objectives: to identify personal safety network and safety plan

Source: Adapted from *My Safety, My Wellbeing, IRC, 2016*.

Duration: 30 min

Materials: Flipchart with ecological model from last session, Social network diagram, Flipchart with NO! GO & TELL



Instructions (15 min)

Explain to the participants that now that we have looked at some basic safety rules, we will try to identify more specifically people who can support us and how it can be done, but this time at an individual level.

Recall to the participants the activity you did in the first session and show the flipchart you filled with the ecological model as a reminder. Ask them to remember quickly the support people they identified (people that could protect them).

Step 1:



Give each participant the social network diagram and explain to them that this will help them establish a safety plan. Explain how to fill it:

- First, put your own name in the center circle.
- Put the name of people (as identified in the first session) or places you can go to for the issues and problems we talked about previously. You can also include contact information such as telephone numbers/location
- Attached to each name, write how this person can help you and what this person can offer to you.

This is a private support network and can be completed at any time.

Debrief (5 min)



If some participants wish, they can share with other participants some parts of their safety plan. Make sure that participants are not obliged to share, but that they can share what they want; this may give ideas to other participants, to enrich their safety plan.

- Who want to share one name they chose? And how this person can help or what she can offer?

Step 2:

Instructions (5 min)



Now we have discussed what to do to stay safe and we have identified trusted adults that can protect us. Even though we take these precautions, we still might experience violence and abuse. Therefore, we will give you some tips that can help you if you face situations like that.

Share with the participants the NO! GO & TELL principles

NO! recognizing situations of danger or abuse

It is all right to say NO if someone makes you feel threatened or unsafe.

Don't blame yourself for any violence/ abuse that you experience.

GO leaving or avoiding those situations

If you can, you should GO from the situation.

It is important to have identified previously where to GO in such cases (safety network).

It may not always be possible to GO from unsafe situations, but it is always important to try to TELL.

TELL seeking advice and support from others

You can TELL a parent, a trusted adult or a friend about the situation as soon as possible.

You can TELL a professional or someone else you trust at your community. These adults can help you access help when you need and ask for it.

Debrief (5 min)



Without pressure, ask the participants the following question:

If you were explaining this to a friend, would you add some advices?

Which step seems more difficult to put into practice?

How could you prepare yourself to apply this?

Key messages



If you want to work more on your individual safety plan, or you would like to develop a specific plan for something that is happening to you or you are scared might happen to you, please talk to the facilitator or your teacher at the end of the session. The facilitators are trained to develop safety plans and will keep your plans confidential.

5- WRAP UP

Duration: 5 min

Materials: post it papers and pens



Select four key words or groups of words used in the lesson. Ask the participants to try to identify these words and write them down. Compare your key words to the participants' key words to see if they were able to identify the key ideas/concepts of the lesson.

Proposed keywords: safety, risks, safety network, NO! GO TELL strategy

Session 3: Responding to sexual violence

Objectives

To identify different kinds of sexual violence.

To learn to identify appropriate and non-appropriate behaviors.

To have an action plan in case of exposed to sexual violence (more specifically harassment).

Age: This activity is appropriate for 11-year-olds. Ideally, the group has been through classes of reproductive health.

Gender: For this activity, organize 2 sessions (1 session by gender).

Quality: It is highly recommended this activity to be applied by a professional who has been trained on child protection, and child sensitive communication.

Consent: Inform the parents/caregivers about the content of the activity and ask actively their consent on child's participation.

Overview of the development of the session

Activities	Resource	Duration (90 min)
0- WARM UP	Flipchart, markers	10 min
1- BOUNDARIES <i>Good touches, bad touches</i>	list of touches, flipchart, sticky notes, pens	20 min
2- SEXUAL VIOLENCE <i>Sexual violence cards</i> <i>Who are the perpetrators?</i>	sexual violence cards, flipcharts, sexual violence definition on flipchart	30 min
3- RESPONSE TO SEXUAL VIOLENCE <i>What should we do?</i>	flipchart with the NOGO TELL strategy, scenarios	20 min
4- WRAP UP	flipchart, sticky notes, pens	10 min

Step by step module

0- WARM UP

Welcome the participants and if they are new participants, ask the whole group to present themselves again. Tell them that they will try to recall what they learned during the 2 last sessions with the one that were present in the previous sessions.



Together with the participants, create a 'timeline' of the concepts taught during the 2 last sessions (sequence the concepts).

Explain to participants that you today you will continue to discuss issues concerning their safety in daily life but with a thematic more specific this time.



You should explain that you will be talking about sexual violence, and that this is a sensitive subject that may raise personal and strong emotions for people in the group. Remind them that if they feel they not asking them to talk about their personal experiences, but rather you want to talk generally about the subject.

1- BOUNDARIES

Title of the activity: Good touches, bad touches

Objectives: to identify appropriate and inappropriate behavior

Duration: 20 min

Source: Adapted from My safety, my wellbeing, IRC, 2016

Material: list of touches, flipchart, sticky notes, pens

Instructions



Split the participants into groups of three or four. Explain to them that they will try to categorize different kind of touches in 3 categories: bad touches, confusing touches and good touches. Explain that good touches make you feel comfortable and appreciated, whereas bad touches can hurt you, make you feel embarrassed or uncomfortable.

Give each group a list of different types of touches (you can refer to the table below, but feel free to add any other examples relevant to your context), an empty flipchart, some sticky notes and pens.

Ask them to go through each one of the different touches and write each one on a separate sticky note. Then tell them to decide in their group what touch belongs in which category. They can also write additional touches that may not be included. Once they have finished, hang out the different flipcharts and ask the participants to compare their work.

Debrief



Could you notice differences between your groups? Where?

Was it always easy to choose a category? Why?

What makes the difference between a good and a bad touch?

What should/could someone do if he/she experiences bad or confusing touches? Recall to the participant the NO! GO TELL strategy and choose an example to put it into practice. *Let say that someone is hugging you in a way that feels uncomfortable to you.* What would you do?

Key messages



Sometimes other people touch us in ways that we do not like, that makes us feel uncomfortable. Since you are the owner of your body, it is your right to say no to things you do not feel comfortable with. You

ALWAYS have the right to say “NO” to someone if they touch you in a way that you do not like, and you never have to explain your no – your body is yours.

You can take the list of touches from the table below, and you can add other touches relevant for your context. (to be adapted for boys too).

Good Touches	Confusing Touches	Bad Touches
<ul style="list-style-type: none"> • A mother hugging her daughter • Two friends holding hands • A sister brushing her sister's hair • A pat of the back from your father • A doctor's examination in the presence of the mother 	<ul style="list-style-type: none"> • A Kissing that makes her feel uncomfortable • Tickling • Holding hands • Back rubs • Hugging 	<ul style="list-style-type: none"> • Kicking • Biting • Punching • Touching private parts • Slapping • Pinching • Forced sex

2- SEXUAL VIOLENCE (WHAT? WHO?)

Title of the activity: Sexual violence cards

Objectives: to understand what sexual abuse is and identify different kinds of sexual violence, including harassment

Duration: 30 min

Source: Adapted from Life-skills, Leadership and Limitless Potential (LLL), Tdh, 2017 and The Youth Resilience Programme Psychosocial support in and out of school, Save the Children, 2016

Material: sexual violence cards, flipcharts, sexual violence definition on flipchart

Instructions

Now that we discussed about good touches and bad touches, we will now talk about one kind of bad touch, which is called sexual abuse.



Step 1: Sexual violence cards (20 min)

Provide the young people with the sexual violence cards (Resource sheet 1) and ask them whether they think that they represent an act of sexual violence. They should lay out the cards under the following categories: 'yes', 'no' and 'maybe'.



Debrief

Once they have done this ask them to explain why they believe certain acts represent sexual violence and others don't.



Key messages

Provide the children with the following definition of sexual violence: “Sexual violence incorporates any behavior that is perceived to be of a sexual nature, which is unwanted or takes place without consent or understanding’ (Beckett, 2013).

Highlight the words ‘perceived’ and ‘consent’ and ‘understanding’ and ‘unwanted’. Ask the group what they understand these words to mean.

This definition makes it clear that what is perceived to be a sexual act may vary from one person to the next. For example, being whistled at in the street may not be perceived as a sexual act for some, but for others it will, and it may also be unwanted. However, someone may not be aware that sexual violence is

taking place due to their lack of understanding of a activity aims to promote better understanding of such situations.

situation. This



Debrief

Ask the participants whether, based on the definition, they would want to re-categorize any of the sexual violence cards.

Ask the participants if they can give other examples of inappropriate behavior that is sexual abuse.



Key messages

Sexual abuse is when someone asks you to have sex, touches your private parts or any other part of your body in a way that makes you feel **uncomfortable**. It is also when someone makes you look at sexual pictures, or when someone talks to you in a sexual way, commenting on your body or making suggestions that make you feel uncomfortable.

Sexual Harassment is one type of sexual violence and is defined as any unwelcome, unwanted pressure, verbal, visual, or physical contact of a sexual nature. It is any repeated or deliberate action or behavior that is hostile, offensive, or degrading to the recipient. The limit between showing your interest to someone/flirting and harassment can be really thin:

Flirting • feels good, confidence building for both parties • is reciprocal • is non-threatening and complimentary • feels equal to both parties

Sexual Harassment • feels bad, demeaning • is unwanted by the receiver • is threatening and insulting • builds up the ego of the giver by bringing down the esteem of the receiver • is used by the person with social/situational power as an abuse of that power.

Both men and women can abuse other people – this includes sexual abuse.

Young people can abuse other children and their peers.

Boys can be abused, as well as girls.

Most abusers are not mentally ill.

It is absolutely impossible to identify an abuser by looking at them.

Sometimes abusers are close family members.

Most often, the abuser is someone the child or young person knows and should be able to trust.

3- RESPONSES TO SEXUAL VIOLENCE

Title of the activity: What should we do?

Objectives: To have an action plan in case of exposed to sexual violence (more specifically harassment)

Duration: 20 min

Material: flipchart with the NO GO TELL strategy, scenarios

Instruction

Explain to the participants that this activity will provide an opportunity for participants to practice protecting themselves.

Step 1

Therefore, before to begin the activity ask the participant to recall the NO! GO TELL strategy.

NO! recognizing situations of danger or abuse

It is all right to say NO if someone makes you feel threatened or unsafe.



Don't blame yourself for any violence/ abuse that
GO leaving or avoiding those situations

you experience.

If you can, you should GO from the situation.

It is important to have identified previously where to GO in such cases (safety network).

It may not always be possible to GO from unsafe situations, but it is always important to try to TELL.

TELL seeking advice and support from others

You can TELL a trusted adult or a friend about the situation as soon as possible.

Ask the participants to think ahead of people they would share something like that.

Step 2

Split the participants in groups of four and give each group one particular situation.

For example:

- A. is walking down the street and sees a group of boys standing on the street. He/She crosses the road because he/she wants to avoid them. They start yelling at him/her, making inappropriate comments about the way he/she is walking, the way he/she is dressed and the way he/she looks.
- B. Roula always goes to the same supermarket. The shopkeeper has always been friendly towards her. One day, when Roula went to pay for her items, the shopkeeper said she didn't need to pay. The following week, the same thing happened. Roula felt happy because she could save her money. But the third time she went, the shopkeeper asked Roula to follow him for a walk at the backyard of the supermarket. When she refused, he said to her that she must do it, in return for all the items he gave her.
- A. You are with your family at home and several relatives are there. You are helping out in the kitchen. A neighbour comes in and asks you to do him a favour. He/she says that he/she has to be alone with you for that favour).

Following the NO GO TELL strategy, ask them to discuss together what they would do for each step.

Debrief

Ask each group to present their situation and the way they thought they should react.

Is it always easy to say NO and to GO?

Is it easy to tell someone? What difficulties might someone experience in deciding who to tell? (fear of punishment, fear that they will not be believed, fear of stigma and discrimination)

How can the difficulties be resolved? (e.g., finding the right time to speak to them, speaking to them when you are sure none else can hear, ask a friend to be there to support you).

How can you tell that person? What can you say?

Key messages

Remember, no one, not even a friend or a family member, should ever touch you and ask you to keep it a secret. No matter what happened, it's not your fault! If this ever happens to you, you need to **SAY NO, try to GET AWAY, and TELL** someone that you trust. Sometimes it's hard to talk to people about these situations, but your parents, relatives, teachers and adults you trust are the people you can tell. It's important to keep telling until someone listens to you. If you or someone you know is afraid or worried about touches, you must tell someone you trust or someone who is in charge so that they can do something about it.

4 - WRAP UP

Duration: 10 min

Materials: flipchart, sticky notes, pens



Ask the participants to write on post-it: 3 things they learned and 2 things they have a question about. Then when they are done, they go and stick it on a flipchart.

Take time to go to the different post it and answer the questions.

Resource sheet 1

Sexual violence cards

You can choose, adapt or add to the propositions below. Make sure that this is relevant for the gender you are working with.

You are in the lunchroom with your friends and a group of students nearby start making sexual gestures and comments to one of your friends that is sitting with you.

Someone has sexual contact with a child.

In your group, someone is making suggestive gestures or noises or telling sexually offensive jokes.

A female teacher has hugged you and kissed you in a way that makes you feel uncomfortable.

A. is displaying sexually explicit pictures or magazines to his/her younger brother/sister.

A. is repeatedly asking and pressing C. to kiss her, although she has said NO.

Someone is spreading sexual rumors.

Someone asks you to send a photo of you naked.



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