

Basic Guide to Child Sexual Abuse Prevention



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REGION V
VALPARAISO



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Basic Guide to Child Sexual Abuse Prevention

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FOREWORD

Child sexual abuse is a reality that we are faced with on a daily basis. Many children in our country are affected by this serious problem, whether within their family unit or outside it. As a society, we are under the obligation to confront this reality, committing and training ourselves in the context of protecting the Rights of Children, so as to safeguard their emotional, physical and social integrity.

This guide sets out to provide some technical information that needs to be taken into account when working on the topic of Child Sexual Abuse in preventive terms. It is mainly aimed at social actors involved in working with children, be they teachers, supervisors, educators or parents themselves.

Far from seeking to be a rigid framework in its application, its design brings together content and tools to be considered when working on the topic of Child Sexual Abuse with parents, children and young people. In light of the above, any adaptation of its use is not only valid but even desirable, as long as it takes into account the features of the group one wishes to work with.

1. BASIC CONCEPTS

In order to start talking about the prevention of Child Sexual Abuse, we need to agree on some general concepts.

1.1. What is Child Sexual Abuse?

Child Sexual Abuse shall be understood to mean **any conduct of a sexual nature performed with a child**, including the following situations:

1. Touching of the child's genitals by the abuser
2. Touching of other areas of the child's body by the abuser
3. Inciting a child to touch their own genitals
4. Vaginal or anal penetration or an attempt thereof by the abuser, whether using their own genitals, other parts of the body (e.g. fingers), or objects (e.g. sticks).
5. Exposing a child to pornographic material (e.g. magazines, films, photos)
6. Oral-genital contact between the abuser and the child.
7. The abuser exhibiting their genitals to the child
8. Use of the child in the production of pornographic material (e.g. photos, films).

These situations may occur all together, only one may be involved, or several of them may arise.

They may occur as a single incidence, repeatedly or even chronically over many years.

1.2. What kind of child can be a victim of Sexual Abuse?

Any child can be a victim of Sexual Abuse. There are no specific traits or characteristics that determine the occurrence of abuse in one type of child as opposed to others. Child Sexual Abuse occurs among all social classes, religions, and socio-cultural backgrounds, and affects children of different ages.

Nevertheless, certain characteristics that amount to risk factors for the occurrence of Child Sexual Abuse have been identified:

- A lack of sex education
- Low self-esteem
- A need for affection and/or attention
- A child with a passive attitude
- Difficulties in developing assertiveness
- A tendency to be submissive
- Low decision-making abilities
- A child who is isolated
- A shy or withdrawn child

1.3. What happens to a child who is a victim of Sexual Abuse?

Being a victim of Sexual Abuse can have multiple consequences for a child. These consequences may vary from one child to another, depending on their characteristics. However, the table below sums up some of the main consequences:

EMOTIONAL CONSEQUENCES	COGNITIVE CONSEQUENCES	BEHAVIOURAL CONSEQUENCES
Short-term consequences or in the initial period following the abuse		
<ul style="list-style-type: none"> • Feelings of sadness and helplessness • Abrupt mood changes • Irritability • Rebelliousness • Various fears • Shame and guilt • Anxiety 	<ul style="list-style-type: none"> • Under performance at school • Attention and concentration difficulties • Lack of motivation when it comes to schoolwork • General lack of motivation 	<ul style="list-style-type: none"> • Aggressive behaviour • Rejection of adult figures • Marginalisation • Hostility towards the aggressor • Fear of the aggressor • Early pregnancy • Sexually transmitted diseases
Medium-term consequences		
<ul style="list-style-type: none"> • Covert or overt depression • Disorders associated with anxiety • Sleeping disorders: nightmares, insomnia • Eating disorders: anorexia, bulimia, obesity. • Distorted sexual development • Fear of sexual expression • Suicide attempts or suicidal thoughts 	<ul style="list-style-type: none"> • Repeating school years • Learning disorders 	<ul style="list-style-type: none"> • Running away from home • Dropping out of school • Drugs and alcohol consumption • Becoming part of criminal activities • Excessive interest in sexual games • Compulsive masturbation • Early pregnancy • Sexually transmitted diseases
Long-term consequences		
<ul style="list-style-type: none"> • Sexual dysfunction • Low self-esteem and poor self-image • Stigmatisation: feeling different from others • Depression • Various emotional disorders 	<ul style="list-style-type: none"> • Failure at school 	<ul style="list-style-type: none"> • Prostitution • Sexual promiscuity • Alcoholism • Drug addiction • Delinquency • Social maladjustment • Conflicted family relationships

1.4. Who sexually abuses children?

There is no specific profile of a Child Sexual Abuser. However, children are mostly victims of sexual abuse at the hands of people in their own environment, be they known to the family, neighbours, relatives or the parents themselves. In general, the abuser has some sort of relationship of authority vis-à-vis the child, which involves respect, trust and proximity.

1.5. What are some common misconceptions with regard to Child Sexual Abuse?

In our society, there are a series of myths that contribute to the invisibility of Child Sexual Abuse, thus allowing for its emergence and perpetuation. We will review some of these below:

“Sexual Abuse only occurs when there is rape or penetration by the abuser”

False: The term Sexual Abuse, as already specified in the previous section, involves several types of behaviour of a sexual nature performed in the company of a child, which includes rape, but there are a number of other forms of abuse, all of which are considered sexual abuse.

“Child Sexual Abuse is rare or does not exist”

False: Child Sexual Abuse amounts to a form of child abuse that is highly prevalent in our society. However, the very fear of child victims to reveal their plight, together with the apprehensions of parents or caregivers when they suspect a situation that involves abuse, means that reported cases still constitute a small percentage compared to the total number of cases affected by this problem, leading to the suspicion that a large black number of cases of sexual abuse are not detected.

“Sexual Aggressors are mentally ill”

False: The presumption that behind every sexual aggressor there is some psychiatric illness at play that accounts for their abusive behaviour is wrong. Most sexual abusers, while affected by some form of psychological disorder at a basic level, carry out their abuse fully aware of their actions, free of any state of mental disorder typical of a psychiatric illness, even showing normal adaptation in every other area of their life.

“Sexual Abuse is easy to detect”

False: The belief that cases of Sexual Abuse can be quickly detected is wrong. There are a host of reasons that make it difficult to identify abuse, such as: the child’s fear of being punished, threats to the child by the abuser, the child thinking that they will not be believed or will be blamed for what happened, and perhaps the most important of all is the fact that, as adults, we are not prepared to face up to a reality such as this; it is easier to think it is not really happening, that we are not seeing what is before our eyes, that what we suspect must be an error, or that our suspicions are simply exaggerations.

“Children generally lie when they claim that they are being victims of abuse”

False: Children’s most natural behaviour is to tell the truth when something is affecting or hurting them. Lies that may well arise in other areas or situations of a child's life have more to do with fantasy. The likelihood that a child may come to fabricate a situation of Sexual Abuse as fantasy is very low, therefore when a child tells us that something like this has happened to them, we are in all likelihood dealing with a situation of actual abuse.

“Child Sexual Abuse occurs only when there is poverty”

False: Child Sexual Abuse occurs in all social classes and across all socio-cultural strata. What tends to happen is that among classes with higher financial status, there is a tendency to conceal the situation even more, thus producing fewer complaints at public or private levels.

“Sexual Abuse is brought on by the victim”

False: Any behaviour by the child who has been the victim of a situation of abuse can be construed as a provocation by the aggressor, as a way to justify their own behaviour. As such, behind this belief lies a mere attempt by the aggressor to blame the victim for their own abusive behaviour.

“Child Sexual Abuse occurs in lonely places and in the dark”

False: Most of the Sexual Abuse, of which children are victims, are committed by people known to them, as already mentioned in the previous section, and therefore usually occurs in familiar spaces, within their habitual environment and at any time of day.

“Sexual Abuse affects older children or teenagers”

False: Sexual Abuse can affect children of different ages, with the most vulnerable group of children being those under 12 years of age, and there are even cases of children being sexually abused below 2 years of age.

2. METHODOLOGICAL FOUNDATIONS FOR A CHILD SEXUAL ABUSE PREVENTION PROGRAMME

In order to design a Child Sexual Abuse Prevention Programme, some basic considerations need to be taken into account:

2.1. On Guidelines for the Prevention of Child Sexual Abuse

When talking about preventing Child Sexual Abuse, it is understood that there are different *risk conditions* in its aftermath that favour the emergence and perpetuation of this social scourge, on the one hand, and a series of *protective conditions* on the other, which if incorporated into various actions and/or strategies may contribute to a reduction in the incidence and prevalence of this problem within communities.

Based on an assessment of the multi-factor complexity that Child Sexual Abuse involves, it is possible to specify three thematic axes or guidelines that are cross-cutting to this phenomenon, and which may be addressed through preventive strategies. These suggested thematic guidelines are:

- AXIS 1: CHILD SEXUAL ABUSE
- AXIS 2: CHILD SEXUAL EDUCATION
- AXIS 3: SELF-CARE AMONG CHILDREN

These three thematic axes engage with the phenomenology of Child Sexual Abuse. Nevertheless, they constitute specific content areas to work on with the different target groups of a preventive strategy, taking into consideration different levels of detail, depending on the programmatic goals one may wish to deal with.

AXIS 1: CHILD SEXUAL ABUSE

This thematic area encompasses the descriptive, social, psychological and legal dimensions involved in the phenomenon of Child Sexual Abuse which need to be considered in order to facilitate an introduction to this problem among the target group of the prevention programme. The specific content that should be involved includes:

- a) Definitions of Child Sexual Abuse
- b) Typology of Child Sexual Abuse
- c) Indicators that allow for the detection of Child Sexual Abuse
- d) Effects on victims
- e) Legal framework of Child Sexual Abuse
- f) Basic actions to deal with cases

The basic aim of this thematic axis as part of a preventive strategy is to raise awareness of the problem among the group and to encourage the early detection of possible cases of Sexual Abuse, as well as to facilitate the deployment of initial actions to deal with cases.

AXIS 2: CHILD SEXUAL EDUCATION

This thematic axis considers education in child sexual development, based on respect for individual corporeality and seeing sexuality as a key component of human development, built-in as part of the emotional learning process. It includes the following specific content:

- a) Basic identity
- b) Basic sexual differentiation
- c) Roles associated with sexual differences
- d) Sexual development

The main aim of this thematic axis is to incorporate knowledge and familiarisation with their own body identity into the child's learning processes. It seeks to encourage the child's contact with their experience and body map.

AXIS 3: SELF-CARE AMONG CHILDREN

This considers training and strengthening in self-protection tools among children in their developmental context. It implies recognising and developing the necessary skills to face threatening or dangerous situations and differentiating these from experiences of trust and personal safety. The following content is covered:

- a) Personal care
- b) Identifying situations that pose a personal threat
- c) Behavioural guidelines for self-protection

It aims to encourage the child to identify situations that involve a personal threat or violation, as well as to develop effective behavioural strategies for safety and protection.

2.2. On the choice of topic for a Preventive Strategy:

When thinking about developing a strategy for the Prevention of Child Sexual Abuse, we must take into account some considerations:

- q Talking about Sexual Abuse or Sexuality is not an easy task in our society. Resistance or objections are likely to arise in the different contexts in which the experience unfolds, be it in an educational, health, or community context, etc.
- q There will always be controversial aspects that will arise during the work itself, associated with differences of an educational nature, relating to values and to parenting practices.
- q Clarity regarding the issues to be addressed turns out to be a key component, since sexuality in our society is awash with double meanings and assumptions that contribute to ignorance and to the problem's ongoing nature.
- q When working with adults, it is always a good idea to transparently raise the chosen topic to work with, in this case Child Sexual Abuse. A starting point for the task of prevention when it comes to this problem is to convey that Child Sexual Abuse is a topic that should concern us all as members of a society, and that is not exclusive to a particular group.

- q It is not appropriate to talk to children about Child Sexual Abuse without first addressing the issue of sexuality to some degree. When initial contact with the sphere of sexual development for a child takes place based on experiences of abuse, this may lead to a distorted understanding of sexuality, in turn contributing to their skewed sexual development exclusively from the optics of what is harmful or damaging. It is therefore advisable for there to be some prior educational input on Sexual Development as this guide proposes, before considering any other preventive initiative that directly addresses Child Sexual Abuse.

2.3. On the Instructor or Manager of the Preventive Strategy:

The instructor or facilitator should:

- q Have knowledge of the thematic content to be worked on, i.e. the ability to handle the concepts of Sexual Abuse, Child Sexuality, Rights of Children and Child Self-Protection Practices, depending on the preventive strategy to be developed.
- q Be able to handle groups of either children or adults, depending on the target group of the preventive work.
- q Have an ethical framework in keeping with the topic that will be worked on, so as to promote an environment of trust and intimacy, which ensures respect for the confidentiality of the experiences shared.
- q Become a facilitator of the learning experience developed by participants, be they children or adults. In this regard, it is worth making use of a non-directive steering framework, focused on active listening, which encourages the participation of group members.
- q Possess communication skills that facilitate participants' expression, by avoiding value judgements that may hinder trust from group members.

2.4. On the convening of participants:

The call to attend must be an *invitation* to take part in an educational session, seeking to provide potential participants with clarity as to what will be addressed, at what moments, and how it is expected to unfold. This may be carried out by means of written invitations, brochures or newsletters, where the best option for this process is to be carried out directly by the social agent closest to the possible group members, in order to secure their commitment to attend and their regular involvement.

2.5. On the structure of the Prevention Programme:

The design of the Prevention Programme is key, it is necessary to provide *structure*

to each working session, in order to ensure conditions of motivation among participants. This task requires each session to be planned, as well as evaluated upon its completion. However, this planning needs to be considered with sufficient flexibility, in order to respect each group's particular processes and adjust to their needs. There are groups that are more participatory than others, with different speeds for thinking and learning, which implies a continuous review of how the experience develops.

2.6. On identifying participants' level of knowledge in relation to the topic.

It is advisable, particularly with adults, to perform a brief diagnosis of the level of knowledge or command they have of the topic at hand, as well as their own general characteristics. This task helps facilitate the planning of working sessions, as well as optimising common time frames. It must be a straightforward and useful process and must not take the form of a test or assessment. It may be performed at the first working session or during contact prior to the start of the programme. Some examples of diagnostic guidelines are given in the Prevention Annex (see Annex 3).

3. EDUCATIONAL UNIT: PREVENTION OF CHILD SEXUAL ABUSE

The workshops detailed below are structured based on different activities and dynamics, for which the material can be found in the Prevention Annex at the end of this guide.

WORKSHOP No. 1: LEARNING ABOUT CHILD SEXUAL ABUSE

Aim: Raise awareness among participants about the reality of Child Sexual Abuse.

Target group: Parents and/or guardians

Duration: 4 sessions held once a week of 1 hour 30 minutes each.

STRUCTURE OF THE WORKSHOP

Unit 1: "Getting to know you. "

1. Welcome

2. Introduction of the instructors and general features of the Workshop

3. Presentation exercise: Participants are grouped into pairs. Among them, they must ask themselves questions about who they are, what they do, what they like, their main personal traits, etc. A short time is allowed for this (10 minutes). Next, each pair goes to the middle of the general group and must introduce the other person in turns, covering as much information obtained from their partner as possible. The general group can ask questions at this point.

4. Motivation exercise: The following question is asked to the general group: "What do you expect from this Workshop?" Every idea given by the participants is collected and recorded on a board or flip chart. The aim is to identify the group's expectations and share them in order to arrive at agreements.

5. End of session: Participants are informed about the aims of the Workshop and the content they will be working on by incorporating the ideas they have just contributed during the exercise.

Material:

A sheet of paper (flip chart) or a board.
Markers or chalk

Unit 2: What is Child Sexual Abuse?

1. Group introduction

2. "Identifying Sexual Abuse" exercise: Participants are separated into groups of 5 to 8 people. They are given the task of identifying which situations amount to Sexual Abuse and which do not, using set of cards A (Annex, Material for Workshop 1, No. 2).

Next, each small group - through a representative - shall present the two lists drawn up to the general group: the situations that would amount to Sexual Abuse and those that would not Sexual Abuse. The instructor records the main items of each list on a flip chart or board (Annex, Materials for Workshop 1, No. 3).

The objective is to highlight the general framework within which Child Sexual Abuse must be understood, by identifying its specific types.

3. Summing up: The instructor returns to the group the key items given by them during the above exercise, based on the content of Section 1.1 of this guide (p. 5).

4. End of session:

Material:

Writing paper

Markers

Sheet of paper or board

Sheet of paper with the definition of Child Sexual Abuse and its subtypes as contained in Section 1.1 of this guide (p. 5)

Sets of cards A for each group (Annex, Material for Workshop 1, No. 2)

Unit 3: What happens to a child who is sexually abused?

1. Introduction

2. "Adela's Story" exercise: Participants are separated into groups of 5 to 8 people. Based on "Adela's Story" (Annex, Material for Workshop 1, No. 4), they are given the task of answering the following questions:

What happened to Adela?

What does she feel?

Why does she feel that?

What may happen to her?

Next, each group - through a representative - shall present the answers to the questions asked, before the general group. The instructor records the main items of each answer on a flip chart or board. The aim is to identify the emotions associated with Sexual Abuse that a child lives through, and the conflict in which they find themselves.

3. Summing up: The instructor presents the main emotional, cognitive and behavioural consequences of the experience of having been a victim of Sexual Abuse as a child. See Section 1.3 of this guide (p. 6).

Material:

Flip chart with the consequences of Sexual Abuse as contained in Section 1.3 of this guide (p. 6)

Writing paper

Pencils, markers.

Copies of "Adela's Story" for each group (Annex, Material for Workshop 1, No. 4)

Unit 4: What can we do when faced with a situation of Sexual Abuse?

1. Introduction: In this session, the instructor should highlight the content addressed during the previous sessions, by means of a brief summing-up, so as to encourage participants to apply it in the work that will be carried out.

2. "Seeing Under Water" exercise: Participants are asked to get together in smaller groups. Each group is asked to carefully read the case handed to them (Annex, Material for Workshop 1, No. 6), and answer the following questions as a group:

- What could be happening to the child?
- Who is involved in the situation described?
- What did each person involved in the situation do?
- What was their attitude?
- What attitudes or actions were correct and which ones were not?
- What would you do if you had been involved in the situation?

Each group representative comes forward and reads out their work. The facilitator takes note of the key aspects identified by the groups and draws the session to a conclusion.

The aim of this activity is to help identify signs of Sexual Abuse in the child, as well as all the people involved, and the most appropriate actions to initially deal with a case of Sexual Abuse.

3. Summing up: The instructor closes the session by highlighting the role of social agents we as adults play when it comes to children, and provides information about a body or organisation that provides advice should participants be in a situation where they suspect Sexual Abuse to be taking place.

4. Evaluation of the workshop: Participants are asked to carry out an evaluation of the activity as a whole, by rating and offering their opinion on specific aspects. (Annex, Material for Workshop 1, No. 8)

Material:

Case sheets (Annex, Material for Workshop 1, No. 6)

Flip chart

Markers and pencils

Evaluation sheets (Annex, Material for Workshop 1, No. 8)

WORKSHOP No. 2: THAT'S THE WAY I AM... CHILD SEXUAL EDUCATION

Aim : To encourage addressing corporeality by incorporating the sexual dimension among children, as part of the course of their life cycle.

Target group : Children aged between 7 and 10.

Duration : 5 sessions of 1 hour 30 minutes, once a week

STRUCTURE OF THE WORKSHOP

Unit No. 1: "My drawings"

Note: It is important to lay out some basic session rules, such as waiting for your turn to speak, not making fun of others, etc.

1. Welcome: The children are welcomed with a game: using a roll of toilet paper and sitting in a circle, the person who starts the game grabs the end of the roll and says their name, then throws the roll over to whoever they want, but holding on to the end. The one who follows does the same, i.e. says their name and throws the roll of paper over to another participant. This results in a tangle of paper that then has to be rewound while remembering the name of each participant.

2. Introduction to the workshop: The facilitator explains to the participants what each session is going to be about, the place and time they will get together, as well as what things will be done.

3. "This is my life" exercise: Each child is given three sheets of paper and asked to draw the following on each of them:

- Who I live with...
- Me at school...
- Me playing....

Once they have finished their drawings, each child takes turns to say what their drawings represent. Others can ask questions during the presentation. After their presentation, each child pastes their drawing onto a flip chart on the wall.

The facilitator sums up, by pointing to the drawings, what each participant's life is like. The purpose of this activity is for the children to get to know each other in an entertaining and participatory manner, with information about their families and their interests.

4. Close: The session concludes to group applause and some group play: Each child is given the name of an animal. They leave the room imitating the particular sound made by the given animal.

Material:

Balloons to decorate the room

A roll of toilet paper

Drawing paper

Coloured pencils, graphite pencils and rubber.

Cards with animal names (Annex, Material for Workshop 2, No. 9)

Unit No. 2: Identifying differences.....

1. Introduction: A group play activity is carried out: Each child makes the sound of the animal they were assigned in the previous session. Each child must guess an animal, placing the card with the name of the animal on the child who is making the matching sound (Annex, Material for Workshop 2, No. 9). Everybody

makes the sounds at the same time and each participant looks for who to place the correct card on.

2. “What is the difference?” exercise: Work is carried out with participants as a general group. As part of a brainstorm, each child must mention the body parts they know. Meanwhile, the instructor draws each part mentioned by the children, in the form of a puzzle, while trying to give shape to a full human figure. Once the drawing is finished, the general question is asked as to whether the drawing in question is that of a man or a woman. The group must answer and try to figure out the sex of the drawing. The instructor shall assist the children by placing the parts of the body that differentiate each sex (penis, vagina, etc.).

3. Summing up: The instructor must lead the activity by emphasising the key physical differences between the sexes, and finally contrasting these with the differentiated figures (Annex, Material for Workshop 2, No. 10).

4. “And what do I look like?” exercise: Each child is asked to draw themselves on a sheet of paper, placing their own physical features (eye and hair colour, height, etc.) in the drawing. The instructor must help the children carry out this task by reflecting their features when needed. Finally, each child pastes their drawing onto a flip chart on the wall. The instructor brings the activity to a close by telling the group how each participant drew her or himself. The aim of the activity is for participants to take on board the differences in their drawings from the above exercise, based on identifying their own physical features. It is worth noting that the differences between boys and girls shall only focus on genitalia, since they do not yet show any further differentiation at the level of secondary sexual features, meaning that generalisations based on side characteristics, such as long hair in girls, wearing a dress, etc., must be avoided.

Material:

Cards with animal names (Annex, Material for Workshop 2, No. 9)

Flip chart

Markers, coloured pencils, graphite pencils, rubber

Sheet of paper with differentiated human figures (Annex, Material for Workshop 2, No. 10).

Sheets of drawing paper

Unit No. 3: “And our body grows”

1. Introduction: Work is carried out with the children by performing a group play activity: Each participant is given a card with a drawing on it. Without talking among themselves, they must look for the boy or girl who has the card with the same drawing on it. They need to use gestures, sounds, etc., until they are able to communicate with their partner to confirm that they have the same object.

2. “The body race” exercise: The group falls into two smaller groups and they arrange themselves to form a circle. In each group, the task to be performed is to name the greatest number of body parts in a man in one group, and those of a woman in the other. One representative per group must draw up a list of the names that their group can come up with. As they mention the features among the group’s own members, an object is passed on in relay form. The time for this test to be carried out must be short. Finally, each group reads out the features it was able to identify, and each list is pasted onto a flip chart. The aim of this activity is for the children themselves to identify and relate the greatest number of body parts that are different, now on an adult’s body.

3. Summing up: The instructor shows the worksheets Boy, Girl / Man, Woman Body, by relating the answers given by each group (Annex, Material for Workshop 2, No. 11). She or he differentiates the corporeality of a man and a woman, explaining how genitalia and other bodily features change as we grow up. The instructor shall say each body part which is marked with its real name, but will ask the children to say out aloud whether they know other names for the given part of the body (common names or nicknames). E.g.: Cock, dick, etc. for penis. Once participants have indicated the names, the instructor shall point out the correct name for each body part. The purpose of this activity is for children become familiar with identifying corporeality in a framework of respect and without its caricature. In addition, the idea is to allow for the notion of continuity and process in bodily development, from the stage of childhood to that of adulthood.

Note: The instructor should include as many body parts as possible, not just genitalia.

Material:

Set of cards with objects in pairs

Writing paper

Pencils, markers.

Boy/girl-Man/woman images (Annex, Material for Workshop 2, No. 11)

Unit No. 4 “And how do we come to this world?”

1. Introduction: Each child is given the name of a fruit. They sit to form a circle and the instructor names the fruits, and then they must change places. The person leading the game stays standing at the centre of the circle and must try to sit on the seat of one of the two participants who try to swap places. Whoever stays standing leads the game. The “scrambled basket” order may also be given, and everyone must try to swap seats at the same time. The game must be fast paced.

2. "The journey of birth" exercise: The group is divided in two. Each smaller group is handed the set of drawings in the Reproduction Sheets (Annex, Material for Workshop 2, No. 12). The children must answer the question of how we are born by placing the set of sheets in correct order. They are given enough time to complete this task (15 minutes). The purpose is for participants to exchange information about reproduction and its stages, and to visualise it as a natural process. Finally, each group presents their work. At the end of both groups' presentations, the instructor rearranges the plates in the right order before the general group, in case there have been any errors, and praises those where the children have been right.

3. Summing up: The instructor introduces the Comparison Images: Adult Reproductive Organs (Annex, Material for Workshop 2, No. 13), explaining to the children their various parts and using their correct names.

4. Close: The floor is open for participants to ask questions about the content discussed. If the children are hesitant about asking questions, the instructor may ask the group questions to be answered, in order to verify the learning that took place.

Material:

Reproduction Sheets set (Annex, Material for Workshop 2, No. 12 and No. 13)
Pencils and markers

Unit No. 5: “This is my body...”

1. Introduction: The children form a circle. The instructor stays in the centre. The other participants must listen to the feature called out by the game’s coordinator and swap places with all those who share it. For instance, if the instructor says “A card has arrived for all those with a name that starts with the letter M”, and they must swap seats among themselves. The participant left without a seat continues to lead the game by inventing some other feature.

Note: Other orders could take the form of: “I bring a card for everyone who is wearing trainers, for all those whose hair is short, everyone who is 9 years old, etc.”

2. “Recognising my body” exercise: Participants sit on the floor. The instructor gets them to close their eyes, pointing out that “we will be going on a journey through our body”. The children, with their eyes closed, must recognise those parts of their body mentioned by the instructor, using their hands. The direction the exercise must take is to start from the head area and work downwards towards the feet. The instruction given must be “We are now going to start touring our body. Let us touch our hair, recognise your hair... now we will keep going down to our ears; now our eyebrows... etc.” Once the general group exercise is complete, work is carried out using the Body Recognition card set (Annex, Material for Workshop 2, No. 14). Participants head to the centre and take out a card, then try to answer the question asked. The questions focus on recognising the body and the purpose of the exercise is to encourage each child to familiarise themselves with the bodily sphere in a positive context that does not give rise to feelings of shame or stigma.

Note: Participants may not speak or make noise when one of them has the floor...

3. Summing up: The instructor explains the importance of our body to the group by emphasising the following ideas:

q We don’t have a body, WE ARE a body..

q Our body feels and communicates what it feels in different ways. E.g.: When we get sick, when we feel tired, etc.

Each body is different. Although we may look alike, we always have a special feature: a mole, a birthmark, etc.

q We have the right to touch our body and thus get to know it

4. Close: The session is brought to a close by repeating the group play exercise at the start of the session.

5. Farewell and Evaluation: It is recommended to bring the process experienced to a close by organising some form of farewell ritual. This ritual may take the form of a gift given to each child, a goodbye party, or handing participants a diploma for taking part in the workshop. Children’s evaluation may be carried out using the Activity Evaluation Record (Annex, Material for Workshop 2, No. 15)

Material:

Background music for the body recognition exercise
Body Recognition card set (Annex, Material for Workshop 2, No. 14)
Activity Evaluation Records (Annex, Material for Workshop 2, No. 15)

WORKSHOP No. 3: CHILD SELF-CARE

Aim : Encourage learning of notions of child self-care and personal safety in an educational and parenting framework.

Target group: Parents and/or guardians

Duration : 4 sessions held once a week of 1 hour 30 minutes each.

1. Welcome

STRUCTURE OF THE WORKSHOP

Unit No. 1: "Getting closer to children"

1. Welcome

2. Presentation exercise: Participants are asked to get together in pairs. They are asked to identify themselves to one another based on the choice of an object or animal and to explain why they are alike. Next, as part of the general group and interchangeably, each partner of the pair shall introduce the other person based on the animal or object chosen.

3. Motivation exercise: The following question is asked to the general group: "What do you expect from this Workshop?" Every idea given by the participants is collected and recorded on a board or flip chart (Flip chart Model, Material for Workshop 1, No. 3). The aim is to identify the group's expectations and share them in order to arrive at agreements.

4. The general group is divided in two. Each group is given the set of cards "That's the way children are" (Annex, Material for Workshop 3, No. 16). Each member is asked to take out a card and share their experience with others, based on the question featured on the instructions. For this exercise, enough time must be allowed for each member to take part and share their experiences, for which purpose the instructor must oversee the process.

Finally, the instructor gets the general group together and raises the question "How did you feel remembering your childhood?" The aim of this task is to make it easier for participants to connect with children's reality and get closer to their experiences.

5. Summing up: The instructor shall lead a plenary session with the general group based on the question:

What are children like? Participants' opinions are noted down on a flip chart (Flip chart Model, Material for Workshop 1, No. 3). The aim of this task is to make it possible to build a shared view of children that privileges their positive characteristics.

6. End of session:

Material:

Flip chart "What do I expect from the Workshop?"

“Becoming children again?” card set
“What are children like?” flip chart

Unit No. 2: "How do we take care of someone?"

1. Introduction

2. "Identifying care and protection" exercise: The group is divided into two smaller groups (a maximum of 8 participants each). Each group is given a situation to dramatically interpret based on cases of family conflict (Annex, Material for Workshop 3, No. 17). Each group is asked to prepare a small depiction of the situation. Enough time must be allowed to perform the activity.

Each group presents the given situation before the general group. In a plenary session, once both situations are presented, the instructor asks the general group to identify the care or protection behaviour or attitudes of those involved in each situation. The instructor records each opinion given by the participants on a flip chart. The purpose of the activity is for participants to develop an introductory understanding of the notion of child protection from the standpoint of family realities, by identifying conditions of vulnerability that may arise from a misguided attitude among adults.

3. Summing up: The instructor presents the “basic protective attitudes” from the perspective of parents or child carers, based on the comparison flip chart (Annex, Material for Workshop 3, No. 18)

Core ideas:

- A child who is believed in is a child who learns to tell the truth
- A child who is respected when they speak is a child who learns to be respectful.
- A child who knows who is there to protect and take care of them is a self-confident child
- A child who is allowed to express their emotions and fears is a child who will learn to understand what is happening to them

Material:

Copies of cases of family conflict (Annex, Material for Workshop 3, No. 17)

Flip chart

Flip chart detailing basic protective attitudes (Annex, Material for Workshop 3, No. 18) and core ideas

Unit No. 3: And what about Sexual Abuse?

1. Welcome

2. “Who is the victim?” exercise: The group is divided in two and each smaller group is given a case of Sexual Abuse to review. (Annex, Material for Workshop 3, No. 19) Participants are asked to read the given case carefully and answer the Working Record (Annex, Material for Workshop 3, No. 20) within their group. Each group must suggest specific actions and enter these in the column of the record that has been left empty. One group shall be responsible for completing the Inappropriate Behaviour column and the other shall complete the Appropriate Behaviour column. The instructor must ask each group to be as concrete as possible in their suggestions, while pointing out specific behaviour or attitudes to be practised. Finally, the instructor shall fill out both types of behaviour on a flip chart, based on each group’s presentation.

3. Summing up: The instructor talks to the group in general about the importance of adults' actions when faced with initial suspicions or signs of Sexual Abuse in a child. (See Section 1. 3. of this guide)

The following are stressed:

- q The experience of Sexual Abuse is a highly complex and harmful experience for a child.
- q A child who suffers Sexual Abuse has always been a "victim", with no responsibility for what happened
- q The child does not grasp the extent of what occurred since their sexuality is still developing.
- q If a child reports a situation of Sexual Abuse, one must not cast doubt on what they say. It is very unusual for a child to lie about such matters.
- q Every child requires the protection of the adults who care for them, and we are collectively responsible for their safety as a society.

Material:

Copy of Sexual Abuse case (Annex, Material for Workshop 3, No. 19)

Activity Record: Appropriate and Inappropriate Responses to Sexual

Abuse (Annex, Material for Workshop 3, No. 20)

Flip chart

Flip chart with core ideas

Unit No. 4: "Teaching someone to take care of themselves"

1. Welcome

2. "I teach someone to take care" exercise: The group is divided into two smaller groups. Each group is given a set of Child Self-Care cards (Annex, Material for Workshop 3, No. 21). Each participant must take out a card and say whether they agree with what is written on it or not. The group discusses the above and selects those statements where there was consensus and those where there was none. Finally, each group presents their work. The instructor collects each group's opinions and places the cards in the position that the group has given them. The activity's purpose is for participants to identify the types of behaviour that train children in their own care and protection.

3. Summing up: The instructor shares with the group the types of behaviour that train children in the context of their rights, and presents the Fundamental Rights of Children, based on the flip chart that details them (Annex, Material for Workshop 3, No. 22).

4. End of the day session:

5. Evaluation of the workshop: Participants are asked to carry out an evaluation of the activity as a whole, by rating and offering their opinion on specific aspects. (Annex, Material for Workshop 1, No. 8)

Material:

Set of Child Self-Care cards (Annex, Material for Workshop 3, No. 21)

Flip chart

Flip chart with the Fundamental Rights of Children (Annex, Material for Workshop 3, No. 22)

Workshop Evaluation Records (Annex, Material for Workshop 1, No. 8)

FINAL COMMENTS

The design and implementation of any prevention strategy must be adapted to the specific context in which it is to be developed. Therefore, it is very important to know the specific characteristics of the intended target group, its interests and motivations. Likewise, it is also essential that participants' own perspective be included, be they children or adults, by opening up opportunities for sharing opinions and thinking, in order for preventive action to yield a dialogue involving genuine communication between participants, as opposed to some kind of expert's monologue on a given subject with a group of observers.

The mission of this Child Sexual Abuse Prevention initiative is none other than to bring into a space for thinking those issues associated with the violation of children's rights, while encouraging the visibility of issues relating to this problem, taking them out of their present concealment, which as a condition contributes, above all else, to the source and perpetuation of this serious social scourge that Child Sexual Abuse amounts to.

No doubt, this Basic Guide to Child Sexual Abuse Prevention has left out endless aspects that are yet to be addressed. However, we remain convinced that the task of complementing this work, as well as perfecting it, is everyone's task in the context of promoting and respecting the Rights of Children in our communities.

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ANNEX

BASIC GUIDE TO CHILD SEXUAL ABUSE PREVENTION

MATERIAL FOR WORKSHOP No. 1

LEARNING ABOUT CHILD SEXUAL ABUSE

1. Diagnostic Evaluation of Workshop Participants

QUESTIONNAIRE

The purpose of this questionnaire is to learn about your general characteristics and interests, in order to consider your possible participation in an Educational Workshop for parents and guardians we wish to carry out. The information you provide will be of great importance to us, and we therefore value your collaboration. The information you provide will be treated confidentially and will be exclusively handled by the activity's organisers.

Sex: Female _____ Male _____ Age: _____

Town or neighbourhood in which you live: _____

What year did you leave school? _____

Have you taken part in any extra-curricular activities at the school? Yes _____ No _____
Which ones? _____

How would you rate them? Rate from 1 to 7: _____

Why?

How interested would you be in taking part in a Workshop to learn about the reality of Child Sexual Abuse?
(Check the appropriate box with a cross)

I would be very interested	I would be quite interested	I would only be a little interested	I would not be interested
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Have you previously taken part in a workshop, talk or course where the topic of Child Sexual Abuse has been addressed?

Yes _____ When? _____ Where did it take place? _____
No _____

How do you consider your knowledge of the topic of Child Sexual Abuse? (Check the appropriate box with a cross)

Very good	Good	Average	Minimal
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Would you like to make any further comments? _____

Thank you

2. Set de Tarjetas A: Identificación de Abuso Sexual Infantil

2. Card Set A: Identifying Child Sexual Abuse

9. A brother asks his younger sister to kiss his penis and not tell anyone because it's a game between them.
10. The mother's partner lies down next to her teenage son and touches his body while he sleeps.
11. A teacher shows the children a Sexual Abuse handbook featuring images of naked people.
12. The female friend of a girl's mother lies down with her and asks her to touch her breasts
13. Two fellow pupils go to the school toilet and touch each other's penises.
14. Two parents ask their daughter to watch them having sex
15. A mother undresses in front of her children.
16. Parents letting their children see them kissing when lying down together

1. A man in a public square calls out to a group of children who are playing and invites them to his house to see magazines with naked women
2. A neighbour asks a girl on the street to accompany her to buy cigarettes at the corner shop.
3. A teacher asks his students to undress completely before him before a gym class to check if they are clean enough.
4. In a bus, a man starts to brush his knee against that of a girl who is sitting next to him
5. A father asks his daughter to have a bath with him.
6. An aunt asks her teenage niece to go out with a man she knows because he will buy her gifts if she does what he asks
7. A father touches his genitals in front of his children asking them to do the same.
8. Both parents show their children pornographic films

3. Flip chart Model: Identifying Child Sexual Abuse Situations

Child Sexual Abuse
Situations

Situations that are NOT
Child Sexual Abuse

4. Exercise: Identifying the Consequences of Child Sexual Abuse:

“ADELA’S STORY”

My name is Adela, I'm 9 years old ... I live in a city called Campito. It is a very beautiful place, where I have many friends. I live with my Dad, my Mum, and my siblings, Claudia, 11, Viviana, 15, and Sergio, 6, and my grandmother Rosa also lives with us ... She is my mother's mother. I go to third year of primary school. The truth is that I am not doing very well at school, and I had to repeat last year... and I almost always improve my marks at the end of the year. The fact is that I am not very good at studying ... That's what they all say ... That's why I keep getting fours and sometimes fails...

At my house, the one they tell off most is Viviana, because she goes out and doesn't say where she's going. They tell me off too, but less so... almost always because of school. The one with the shortest temper is my Dad, because if you annoy him, he gives you a slap or a knock on the head right there and then... My Mum also gets angry but she doesn't hit us... She just yells and says that she will punish us, but she forgets about it and we calm her down, and in the end we still get to go out and play in the street...

I have many friends, some at school, such as Juan and Denis. I play hide and seek with them, as well as tag, and we swap Pokemon cards, which are like little monkeys from TV that I love... My other friends are from my town... Rocío, Julio, Susi and Pedro. I've known them since I was little because we lived nearby... What I like most is to play hide and seek. Sometimes, we play till late...

At my house, I get along very well with Grandma Rosa... I tell her everything I do and tell her the truth when I misbehave, and she also tells me things about when she was younger and grandpa Raul was still alive... she is old, so she can't go out by herself because she might fall, says my Mum... so I go with her to buy bread and to the fair...

About a month ago, something happened to me that I haven't told anyone about... The fact is, I'm ashamed... There's this man called Don Mario. He lives two houses away from mine, he is kind of friends with my Dad and they sometimes play ball. He lives with Mrs Pilar, who sells things at the kiosk. That man is a bit strange.

Every time, when my girlfriends and I were out walking, he would fool about and say weird things to us, such as “Looking good today, gurlies!”, or he used to ask if my parents were at home. One day he told Susi that if she went with him to his house to check out some magazines, he would give her a present he had for her. Susi got scared and didn't go...

Another day, we went with Susi to muck about at the kiosk when Mrs Pilar was there, then we used to run for it...

One afternoon, I went to buy some things by myself. My Dad hadn't yet come home and there was just my Mum, who sent me to buy some eggs ... On my way back, I bumped into Don Mario. He seemed half drunk because he spoke funny. He told me to go to his house with him because my Dad was there and I could then come back with him... I got a little scared, but I went with him to his house. When we arrived, my Dad wasn't there and I wanted to go, but he got angry... and he told me that we would wait for him there... I didn't say anything... He grabbed me strongly by the arm and threw me on the couch... He sat next to me and he started to say dirty things to me...

I got very scared... because I thought he was going to hit me... He pulled my dress up and started touching me... I began to cry but he grabbed my arm more strongly, to the point of leaving it marked, and

he told me not to cry or be afraid... because there was nothing bad about it and nobody would know... but I was afraid all the same... and was crying... so I told him that I was going to go and tried to shoot off... That's when he got angry and he gave me a slap... He pushed me and began to hug me, to touch me and move about in a weird way, and he also just kept saying dirty things... and cursing.... Then he became calm and told me that if I told someone what had happened my dad was going to get angry and he was going to hit me, then he let me go... I was still crying...

When I got back home, I told them I had fallen, and that's why I was filthy and I'd broken the eggs; and because they were going to tell me off, I didn't want to come home. My Dad and my Mum told me off and sent me to bed... I went to bed right away... That night, I kept having nightmares about Don Mario. The next day, I pretended I was ill to not go to school; ...I didn't want to go out and play either. Nowadays, I hardly go out and play with the other children... and I ask the girls if they've seen Don Mario... Sometimes, when I'm at home and they knock on the door, I go and hide in case it's him. My Mum tells me that I am acting strange and that if I keep on like this, she was going to punish me. Susi said the other day that something was up between me and her, and that's why I didn't play with them anymore... that I was angry. But I dare not tell anyone because they won't believe me... and they will hit me, and I don't want to go to school anymore because I might bump into him on my way there... I sometimes dream that I tell my Grandma Rosa about it and she doesn't tell me off... but I will never tell anyone...

5. Group Activity Record Model

What happened to Adela?

What is she feeling?

Why do you think she feels that?

What do you think may happen to her?

6. Presentation of cases Exercise: "Seeing Under Water"

CASE No. 1: PAULA

Paula is 12 years old ... She comes to school one day and shows changes in her behaviour. Before she was organised and enjoyed studying ... The head teacher used to give her homework to help her in class... Now she doesn't want to cooperate with the teacher... She has started getting bad marks at school... The teacher calls the mother and tells her what is happening. The mother says it must be because she is going to have a new brother and this may be affecting her. The teacher has punished her all week long after class, without break, because she has started fighting with her classmates. At home, they have also punished her and the mother has begun to beat her because she says she no longer knows what to do with her. The other day, the maths teacher caught her in the school bathroom touching another younger girl. They took her to the school inspectorate and she was suspended for two day....Paula denies she did it. However, other girls in her year tell the teacher they had already seen her doing "stuff" to the younger girls. The school's head teacher has asked the mother to take her out of the school, that she won't be renewing her enrolment the following year.

CASE No. 2: MARCELO

Marcelo is 7 years old... His mother is worried because he has started wetting his bed more and more often. She has started to beat him, telling him that he's already big and that he's acting like a baby..... Marcelo no longer plays with the children in the neighbourhood and does not go to break at school like before. The teacher tried to talk to him... and he simply cries and asks her not to punish him, so the teacher has started to keep a closer eye on him and plans to call the mother to talk about what is happening. The mother has had a new partner for two years with whom Marcelo used to have a good relationship... For a while now, Marcelo has been avoiding talking to him. He doesn't feel like accompanying him when going out, which they used to do often beforehand... The mother tells him off and tells him that he must go out with him because he's now like his father, and that he must obey him... They have taken Marcelo to the doctor to point out what has been happening; the doctor tells the mother that "he's just being shifty", "that he's very spoiled" that "sometimes children need a tough hand"

7. Group work Record: "Seeing Under Water"

What could be happening to the child?

What was their attitude?

Who is involved in the situation described?

What attitudes or actions were correct and which ones were not?

What did each person involved do?

What would you do if you had been involved in the situation?

8. Activity Evaluation Questionnaire

CHECK YOUR CHOSEN OPTION WITH A CROSS

1.- You consider the workshop's overall organisation to be:

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR

2.- You consider the topics covered during the workshop to be:

VERY APPROPRIATE	APPROPRIATE	AVERAGE	INAPPROPRIATE	VERY INAPPROPRIATE

3.- You consider the topic of Child Sexual Abuse to be:

VERY INTERESTING	INTERESTING	OF LITTLE INTEREST	NOT AT ALL INTERESTING

4.- You consider the climate within which the workshop took place to be:

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR

5.- You consider the group work carried out to be:

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR

6.- You would rate the Workshop as being:

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR

7.- What you found most interesting about the Workshop was:

8.- What you would improve about the Workshop:

9.- Comments:

THANK YOU VERY MUCH

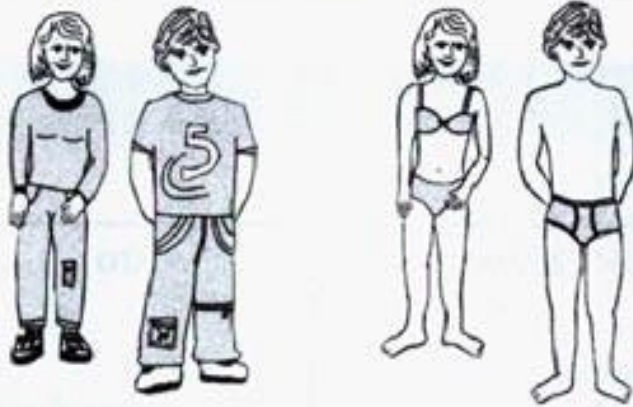
**MATERIAL FOR WORKSHOP
No. 2 "THAT'S THE WAY I
AM"**

9. Group Play Exercise

ROOSTER	HORSE
CAT	MONKEY
DOG	LION
CHICKEN	DUCK
RABBIT	SHEEP
PARROT	GOOSE

10. Exercise: "What is the difference?" Differentiated Figures

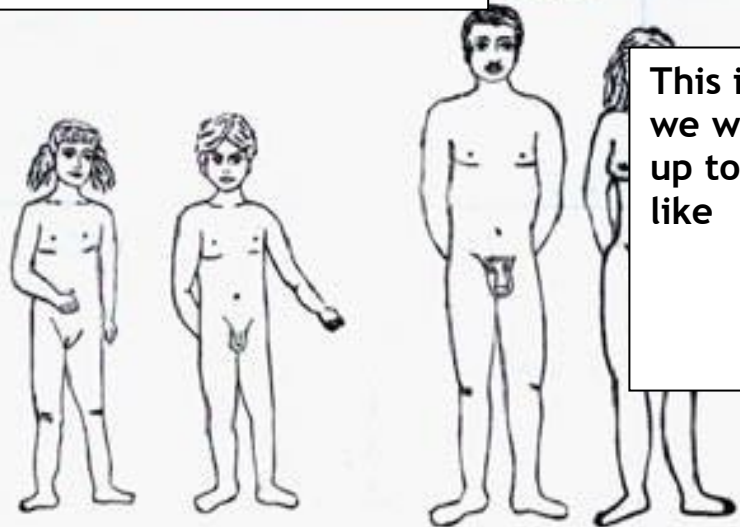
10. Exercise: What is the difference? Differentiated Figures



This is what we look like

11. Exercise: "The body's race"

boy/girl - man/woman



This is what we will grow up to look like

This is what we look like now

12. Exercise: "The journey of birth"

12. Exercise: "The journey of birth"



13. Comparison Images: Adult Reproductive Organs

Woman

vagina
urethra
clitoris
anus



Man

penis
testicles
anus



14. Group work cards: Body Recognition

WHAT WAS THE SOFTEST PART?	WHAT WAS THE ROUGHEST PART?
WHAT WAS THE STRANGEST SHAPE?	WHAT PART YOU TOUCHED MADE YOU FEEL EMBARRASSED?
WHAT PART YOU TOUCHED MADE YOU FEEL TICKLES?	WHAT WAS THE WETTEST PART?
WHICH PART DID YOU LIKE THE MOST?	WHICH PART DID YOU LIKE THE LEAST?
WHAT PART DID YOU NOT GET ROUND TO TOUCHING?	WHICH PART DID YOU TOUCH THE MOST?
WHICH PART WAS THE HARDEST?	WHAT WAS THE SOFTEST PART YOU TOUCHED?

15. Children's Workshop Evaluation Record

Draw a sad face to answer NO, a happy face to answer YES. And no face where you're not sure

How was the workshop?

Draw a picture of the Workshop here:

Did you like the Workshop?

Were you able to say everything *sabas?* that was on your mind?

Did you understand when the instructor was explaining things?

Did you enjoy the game *hicieron?* activities?

What did you like the most?

What did you like the least?



MATERIAL FOR WORKSHOP No. 3
CHILD SELF-CARE

16. Exercise: When we were children; Cards: That's the way children are

<p style="text-align: center;">My favourite toy as a child was...</p>	<p style="text-align: center;">My worst bad deed or mischief at school was...</p>
<p style="text-align: center;">The birthday that I most enjoyed when I was a child was...</p>	<p style="text-align: center;">A lie I told when I was a child was...</p>
<p style="text-align: center;">The Christmas gift that I most liked when I was a child was...</p>	<p style="text-align: center;">What I most enjoyed playing as a child was...</p>
<p style="text-align: center;">My best friend as a child was...</p>	<p style="text-align: center;">A bad deed or mischief of mine as a child was...</p>
<p style="text-align: center;">My greatest embarrassment as a child was...</p>	<p style="text-align: center;">When I was a child, school for me was...</p>
<p style="text-align: center;">When I was a child, I was afraid of...</p>	<p style="text-align: center;">At school breaks, when I was a child, I used to like...</p>

17. Exercise: "Identifying care and protection":

Situation No. 1

Maria is 9 years old. Today, she comes home from school without wanting to have lunch, the mother tells her off and orders her to eat regardless... She then locks herself up in her room and the mother listens to her crying... She asks her what's the matter with her, and Maria says there are some children who annoy her with nicknames at school... that she has told the teacher and she ignores her... This morning, when they were bothering her, she answered one of them back with a swearword, which the teacher heard, and she punished Maria for being rude, writing a negative note on her behaviour... The mother gets angry with Maria and threatens to tell her Dad what happened, telling her that she won't be going to school to offer explanations for her bad behaviour... Maria yells that she won't go to school tomorrow and locks herself in her room all afternoon...

Situation No. 2

Carlos is 11 years old and has constant behaviour-related issues at school. Today, the mother was summoned to the school because the teacher wants to have a word with her... A meeting takes place with the teacher, the principal, the mother and Carlos. They point out to the mother that stealing has occurred in Carlos' year and he is suspected, so they will change his status to attending school on a conditional basis. The mother scolds Carlos in front of the teacher and the principal... Carlos attempts to clarify that it wasn't him and that he knows who did it. He is asked to reveal who is the culprit... Carlos refuses to say who because they would pick on him for being a "snitch". The principal hands Carlos an ultimatum telling him... that he will be enrolled on a conditional basis until he reveals the name of the culprit. Back at home, the mother punishes Carlos by not allowing him to watch television or go outside. Carlos tries to explain to his mother that he is not to blame, however, the mother says she doesn't believe he did not take the items, and that he will be punished until he returns them. When his father arrives home and learns what happened, he slaps Carlos and reiterates the punishment...

18. Activity comparison flip chart

- v Actively listen to the child, without interrupting their story.
- v Do not cast doubt on their story.
- v Stay calm when faced with conflict situations.
- v Offer alternatives to the problem being put forward
- v Reassure the child that there are people there to protect them and take care of them.
- v Praise the child for saying what happened.
- v Embrace them with affection if they are scared, confused or nervous
- v Do not dismiss or make fun of the child when they manage to articulate their feelings.

19. Exercise: And who is the victim?

CASE: PAULA

Paula is 13 years old, her parents have been separated for two years. The reason for the separation was that the father tried to hit the mother and Paula in a drunken rage. The mother reported the incident and he was kicked out of the house with an injunction. The father has since tried to see Paula, either at school, after school or following her on her way home. Paula has told her mother about this and she has asked her to ignore him. The father files a request to the Court for his right to visits, and he obtains approval for every other weekend. During one of those visits, which involved a three-hour walk, Paula arrived home crying and told her mother that her Dad had taken her to a dark place near the house and that he was half drunk and tried to touch her. Since she resisted, he hit her and told her not to tell anyone... The mother screams in desperation and tells the grandmother, who lives with them, what happened. The grandmother tells Paula off and gives her beats her for having gone away with her father, despite all the warnings they had given her about her father being a bad man... Rattled, Paula cries. The mother tells her that they will not tell anyone else what happened

20. Group work Record:

Appropriate Behaviour	Example
<ol style="list-style-type: none"> 1. Stay calm 2. Believe the child 3. Stress that there is a solution 4. Tell the child that she/he will be protected 5. Praise the child for telling the truth 6. Be affectionate 7. Avoid being disparaging or making fun 8. Abstain from immediately blaming the child for what happened 9. Avoid exaggerating the reaction to the situation <p>Other:</p>	

Inappropriate Behaviour	Example
<ol style="list-style-type: none"> 1. Losing your calm 2. Doubting the child 3. Overreacting 4. Making fun of the child or disparaging them 5. Blaming the child for what happened 6. Expressing anger towards the child, scolding or punishing them 7. Silencing the child <p>Other:</p>	

21. Cards set. Exercise: "I teach someone to take care"

<p>1. There are children who are always lying, meaning that you need to doubt what they say until you are properly sure.</p>	<p>2. Children go out courting danger</p>
<p>3. There are children who love to provoke adults</p>	<p>4. Children who feel safe and confident are those who are well taken care of at home</p>
<p>5. When a child gets into trouble you have to let them just get out of it by themselves for them to learn</p>	<p>6. When a child cries, they are usually just being shifty</p>
<p>7. When a child misbehaves, they usually do it to get attention</p>	<p>8. When a child suddenly changes how they are, it means something is happening to them.</p>
<p>9. If children don't want to go to school, it means they're lazy</p>	<p>10. There is an age when children are already able to take care of themselves.</p>
<p>11. Children must be taught to solve their problems so they learn for when they grow up.</p>	<p>12. Children always know what they're doing.</p>
<p>13. We need to avoid talking about relationship problems in front of children because they don't understand</p>	<p>14. It is necessary to explain to children when there is a problem at home with words they can understand.</p>
<p>15. When children ask questions, they do so just to annoy adults.</p>	<p>16. Children must always be told that adults are there to take care of them and protect them.</p>

22. Activity comparison flip chart: Rights of Children

Children have RIGHTS:

To life

To be protected

To be taken care of physically and emotionally

To study

To live in a home

To play and enjoy themselves

To speak their mind

To an adequate diet

To protection from any form of physical, emotional or sexual abuse

23. ACTIVITY EVALUATION (See item 8 of this Annex)

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