

Child Protection Project

A **globalteer** Initiative



Child Safety Module Example

The training modules outlined below were created from interviews and research carried out at our programmes in Peru and Cambodia. The content for each module will differ depending on the location it is used, and there may be additional modules to address issues specific to the country. For example, in Cambodia the programme has an additional 2 modules addressing country-specific topics.

The results of each particular child engagement module will inevitably produce some universal examples of child safety, but many results will derive from the context in which that child lives.

For example, in Peru, several children reported feeling unsafe getting into cars with strangers. From a developed world perspective, the very idea that a child would choose to get into a car with a stranger is horrifying, however we must consider the context of this response. “Collectivos”, or shared taxis, are a popular mode of transportation in Cusco, and will be the primary method of transport for many rural children travelling to and from school. We cannot stop children using this form of transport, but we can teach them how to use it safely.



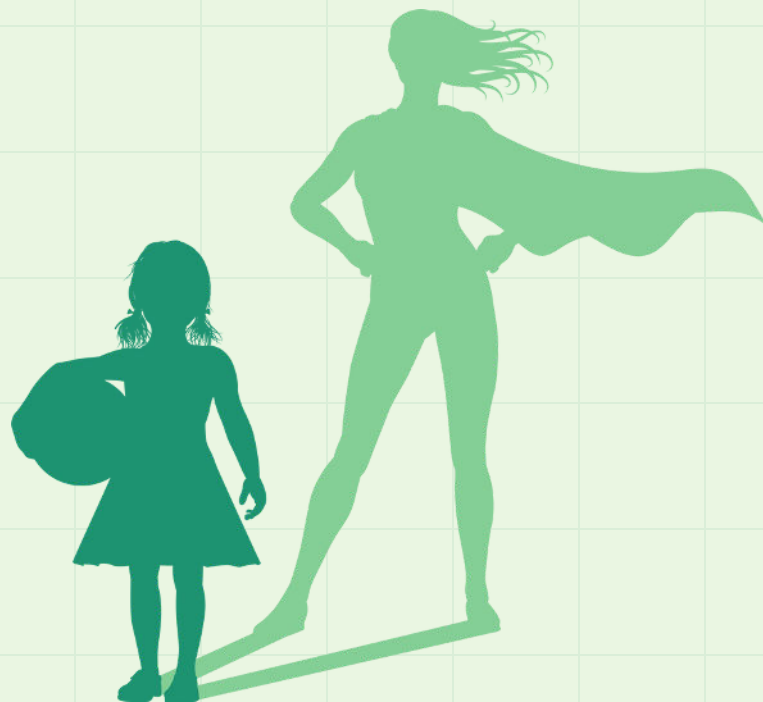
Unit 1: Confidence

Purpose:

Research has shown that confident children are less likely to be victims of child abuse. This unit is not a class, but an ongoing goal of the teachers, staff and volunteers to build our children up and encourage them to believe in themselves.

Learning Outcomes:

- Children believe in themselves.
- Children know they will be believed if they disclose something serious to a member of staff.



Unit 2: Feelings

Purpose:

Before we can teach the children about good/bad experiences and how to handle them, we need to first ensure that they can identify and name their feelings.

Learning Outcomes:

- Children learn that feelings are not good or bad, but that our feelings can inform us about our experiences.
- They can make links between feelings and experiences and needs ("I feel hungry, so I need to eat" or "a dog chases me, I feel scared").
- Children can name some core emotions (happy, sad, angry, scared, etc.) and identify times that they may feel them.
- They learn what to do when they feel negative emotions like scared or uncomfortable.

Unit 3: Trusted Adults

Purpose:

When things go wrong or something scary happens, a child needs to tell an adult about it. But sometimes, the adult will be busy or won't listen. Children need to know that there are a variety of people they can talk to about their feelings.

Learning Outcomes:

- Children learn that there are lots of people they can talk to if they feel unsafe.
- They can identify five trusted adults in their lives, including family and teachers.
- Children know that if they feel unsafe and a trusted adult doesn't listen to them, they should talk to a different person until someone does listen.

Unit 4: Safe and Unsafe Touches

Purpose:

Children need to learn that there are parts of their body that should not be touched by anyone except themselves or a medical professional.

Learning Outcomes:

- Children learn that touches can be good, bad, or sometimes confusing.
- They know that if someone touches them in a way that is bad or confusing, they can talk to an adult. Even if they're not sure if the touch was bad, they can find a trusted adult and discuss the experience with them.
- Children can identify parts of their bodies in 3 categories:
 - 1) Areas they feel comfortable with everyone touching.
 - 2) Areas they feel comfortable with only some people touching (like parents or close friends).
 - 3) Areas they know no one should touch, except them.



Unit 5: Secrets and Surprises

Purpose:

Often when children are abused, the abuser will ask the child to keep the abuse a secret. Children need to learn that adults shouldn't ask children to keep such secrets, and if they are subject to or witness to abuse, they should tell someone.

Learning Outcomes:

- Children learn the difference between a secret and a surprise, where a surprise is a special kind of secret that has an end point.
- They learn that no adult should ever ask them to keep a secret about bodies or touch - in regards to their own body or anyone else's.
- If an adult does insist the child keeps a secret of this kind, that child should tell one of their trusted adults.
- Children know that they won't get in trouble for telling "body-secrets," even if the adult has said that there will be consequences.



Unit 6: Stranger Danger

Purpose:

For their whole lives, children will have to deal with strangers. Interactions with strangers cannot be avoided, so this lesson aims to be a guide for how to navigate interactions with strangers safely.

Learning Outcomes:

- Children learn that not all strangers are bad, but all must be treated with caution.
- Children understand that sometimes they can ask a stranger for help, but they should not go with them anywhere; instead, the child should stand in place until someone they know arrives.
- Children know that groups of strangers are better than individuals. If they have to get into a car with people they don't know (if the cultural contexts demands this, such as in Peru), it is better to wait until there are several people present. If they have to walk alone, choose busy streets over quiet ones.
- Children learn to favour safety over politeness (especially if the cultural context expects politeness from children above anything else).
- Children are encouraged to talk with their parents about what they should do if someone approaches them and says that their parents have sent them to collect the child; discuss a password system.



Unit 7: Road/Street Safety

Purpose:

In a survey of children, many reported that they feel unsafe around cars and busy roads.

Learning Outcomes:

- Children begin getting in the habit of looking both ways before crossing a street.
- They know they must be able to see the whole road in order to cross safely.
- Children can identify some streets around their home or school that are very dark, and think of alternate routes in more well-lit areas.

Unit 8: Online Safety

Purpose:

Unlike generations before, children nowadays have access to all of the world's information with a few clicks on a phone or computer. This can be dangerous as predators regularly use the internet to access children and take advantage of them.

Learning Outcomes:

- Understand that the internet can be a valuable resource, but that it can also be dangerous.
- Identify the difference between information about yourself that needs to be kept private (name, age, where you live, etc.) and information that can be shared (likes, dislikes, etc).
- Children can apply the same principles of Unit 6 "Stranger Danger."
- Identify some examples of inappropriate communication on the internet and what to do if they come across it.



Teacher Training

Teacher workshops are an integral part of the Child Protection Protect. It is crucial that all of our teachers fully understand not just the content of the modules, but also how to deliver them to children of various ages. Some of the modules contain sensitive topics, and we want to ensure that teachers know how to approach these topics and talk about them openly and safely with students.



JOIN US

If you're interested in getting involved in our Child Protection Project efforts as an intern or volunteer, or you just want to learn more, [visit our website](#) or [contact us](#).

