Project CACA
Manual cum Resource Book for Teachers and Parents
To Empower You and Your Children Against Child Abuse

This manual can be downloaded from www.projectcaca.org

With Support From Various:
State Legal Services Authorities (SLSA) | State Commissions for Protection of Child Rights (SCPCR)

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Disclaimer - This Manual is not a substitute for the advice of a qualified expert. The contents and the provisions of various laws have been simplified for the benefit of the reader by using reader-friendly language. This booklet does not substitute any law or its provisions.

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1. Who should read this Manual?

“Ethical Axioms are found and trusted not very differently from the axioms of science.

Truth is what stands the test of experience.”

The Manual is a companion to the project CACA as a whole and CACA Safety Workbook series in particular. It can be considered as a primer for the workbooks. The workbooks are being taught to children in the school under the school’s safety policy. The children safety workbook series is in English language and from kindergarten to 12th class. The workbooks are the core instrument of Project CACA – Children Against Child Abuse. Besides, the project comprises of companion booklets and workshops for teachers, parents and non-teaching staff. By and large the content of the workbooks, companion booklets and workshops is a subset of this manual. The safety workbooks teach our children about their rights (child rights), gender equality and child abuse, child sexual abuse in particular so that the abuse can be prevented. The various stories, poems, plays and activities in the children’s safety workbooks have children, teachers, parents, grandparents and support staff (non-teaching staff of the school) as characters. It is rare in the school system when parents, grandparents, teachers and support staff get involved in the content of the books that children are being taught. But when it comes to the safety and mental health of our children we have to collaborate, build trust and be responsible. The companion resource booklet for parents, teachers and support staff are in English, Hindi and various regional languages so that they can all tune themselves accordingly.

The deliverables to a school under Project CACA are:

a. CACA Safety Workbooks (K - 12)
b. Parent-Teacher-Support Staff Booklets in English, Hindi and regional languages for parents, teachers and the support staff.
c. Capacity building and sensitisation cum awareness workshops on Academic, Clinical and Legal aspect of Child Sexual Abuse, Child Rights, and Gender Equality for teachers, parents and support staff.
d. Certificates for school coordinator, school principal and school at the end of the academic year.
e. Psychology Quiz for Schools.

‘Safety Workbook Series’ is the core instrument of Project CACA.

This manual keeps in mind that mostly teachers are also parents and likely to be grandparents. However, anyone who cares about children will be interested in reading this manual. Moreover, teachers have to interact with children on a regular basis as their duty so it becomes very important for them to understand their roles and responsibilities as well as various laws related to child safety.

*Census Survey of India (2011): Around 40% (almost half) of our population is below the age of 18 years (children).

CACA Safety Workbooks are Co Scholastic and based on life skills and value education (moral/ ethics) developed to keep our children happy, healthy and safe. They are age appropriate and progressive. Here is a title and class wise list of the workbooks.
The workbook *pages for reference purposes have been codified in the following way.

* The codes for the pages may slightly vary in the revised edition.

Page number 1 of “My Beginners safety workbook” of class UKG = MBSW-1
Page number 2 of “My Beginners safety workbook” of class UKG = MBSW-2, and so on.
Page number 1 of “My First safety workbook” of class 1 = M1SW-1
Page number 2 of “My First safety workbook” of class 1 = M1SW-2, and so on.

And so on.

For example M5SW-11 = page number 11 of “My Fifth Safety workbook” of class 5.

Children live in a world of grownups. We all have to not only acknowledge but understand that they live in a world designed, dictated and governed by us. It becomes imperative for us to think the way children think because it is only then we will be able to make them happy, healthy and safe. The workbooks provide a unique opportunity for us to step into their shoes and have a dialogue with them.

*Suggested reading*: "The Little Prince" by Antoine de Saint-Exupéry, it is a children’s story for adults.

The issues of gender equality, child sexual abuse and child rights are not limited to any particular school system in India. They are relevant to any Indian School (Kindergarten to 12) that is affiliated to central, state or foreign board(s) provided the students have age appropriate reading and comprehension ability in English language. Remember, life skills and value education is not board specific but generic in nature. The CACA safety workbooks are being taught across India in Govt./ Govt. Aided/ Pvt. Schools affiliated to state, center and foreign boards.

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2. Safety policy of a school

“Institutions should not preserve the problems to which they are a solution.”

Project CACA blends with various safety guidelines, advisories, rules and regulations, laws and verdicts issued by organisations like by NCPCR/ SCPCR, Govt. Ministries and Departments, Directorates of Education, School Boards, etc. that every school has to follow. Broadly speaking every school has to prepare for the following categories of safety for its students.

2a. Categories for Child Safety for Schools


Project CACA, keeping children at the centre, academically empowers, educates and sensitises all the stake holders i.e. children, their parents and teachers and non-teaching staff on various aspects of safety as per the above categories with focus on *points 4, 5, 6 and 8. The project covers academic, legal and psychological aspects of child rights, gender equality and child abuse.


2b. Safety Circulars Compilation

“Prevention is better than cure.”

Here are few Examples of circulars/ guidelines/ notifications to be followed by schools pertaining to Child Abuse Prevention:

CCTV (Monitoring-Surveillance) / Corporal Punishment Ban / Pledge for abuse free world by children/ Exhibition of *Komal Film to children / Advocacy of POCSO E BOX to children/ Police Verification of Staff/ POCSO Committee Formation/ Sensitisation of children for Good (safe)-Bad (unsafe) Touch/ Teaching Self- Defence to children, especially girls, etc.

Suggested viewing: *“Komal film”, is available in English, Hindi and many other regional languages. The film empowers children against child sexual abuse. It is for children in the age group of 8 to 14 years but is to be also exhibited to their parents, teachers and support staff so that they can align themselves accordingly. The film is easily available on the internet.

3. "Komal", a film with difference

"Komal" is a film on Child Sexual Abuse. It is a short animated film by Ministry of Women and Child Development (MWCD), Government of India and produced by NGO - CHILDLINE India Foundation. The film has also won the national film award in the category of "best educational film". Komal is like any other bright, sensitive and happy seven year - old. Her new neighbour – Mr. Bakshi, who moved in with his wife, is her father’s old friend. Komal bonds with
the affable Mr. Bakshi with whom she has a whale of a time until, she discovers Mr. Bakshi’s bitter reality. The CHILDLINE Didi explains to the children the concept of safe and unsafe touch, so that they can be better equipped to protect themselves and take help from trusted adults if ever caught in a similar situation. The CACA safety workbooks are a companion to the Komal film. They cover the various safety principles mentioned in the film like Safe Touch, Unsafe Touch, Secrets, Trusted Grown-Ups, Telling. It is not your fault, Child Help line Number and a lot more in age appropriate and progressive ways.

4. Who is a child?

The life cycle is a spectrum and varies from individual to individual. How do we then, differentiate in a clear-cut way between a child and an adult? Cognition levels and understanding of ethics or morals (reference - Kohlberg’s theory of Cognitive Moral Development Stages) are two critical parameters for academic, clinical and legal purposes for defining the age of a child. The age of a child, as defined by the UNCRC - United Nations Conventions on Rights of the Child (1989) is any person who is below the age of 18 years. Children are innocent, but we all know that, at times, they do commit heinous crimes like murder. However, who do we have to blame for their crimes? The children themselves, or their social-economic profile, or the adults whom they imitate, infatuate and follow, irrespective of the fact, whether they are right or wrong. Besides, children do not fully understand the consequences of their actions, especially long-term consequences. That is why, when children commit crimes (children in conflict with law), the jurisprudence is reform and rehabilitation. The academic, clinical and legal conclusion goes with the age-old saying that “children are innocent.”

Suggested reading: Lord of the flies by William Golding; King Matt the First by Janusz Korczak (Some passages of this book may, by today’s standards, be considered by some to be racist.)

5. Kohlberg’s theory of moral development stages

The CACA Safety workbooks teach children about decision making, choosing (Page No. M1SW-26 / M3SW-7 / M9SW-47) and the ethical dilemmas (Page No. M8SW-12 / M9SW-50) one may face while choosing. Apart from many intelligence development stages of a child related to reading, writing, comprehension, etc., the child also goes through various cognitive moral development stages which parents, caregivers and teachers should be aware of. In psychology, Kohlberg’s theory explains how moral reasoning, the basis for ethical behaviour, goes through 6 stages of development. Though the theory has its shortcomings and biases, it is widely accepted. The theory says that we progress through 3 moral development levels of moral thinking. These levels are Pre-Conventional, Conventional, and Post-Conventional. Each Level, further, has two distinct stages. The stages are progressive in terms of complexity (dilemmas) related to individual morals and ethics.

Suggested reading: Heinz dilemma; Trolley problem

Pre-Conventional level: During this period, a child’s sense of morality is externally controlled. Children accept and believe the rules of authority figures, such as parents and teachers, and they judge an action based on its consequences rather than right or wrong.

Stage 1: Obedience-and-Punishment Orientation

This stage focuses on the child’s desire to obey rules and avoid being punished. For example, an action is perceived as morally wrong because the perpetrator is punished; the worse the punishment for the act is, the more “bad” the act is perceived to be.
Stage 2: Instrumental Orientation

It expresses the “what’s in it for me?” position in which right behaviour is defined by whatever the individual believes to be in their best interest. Stage 2 reasoning shows a limited interest in the needs of others, only to the point where it might further the individual’s own interests. As a result, concern for others is not based on loyalty or intrinsic respect, rather a “you scratch my back, and I’ll scratch yours” mentality. An example would be when a child is asked by his parents to do a chore. The child asks “what’s in it for me?” and the parents offer the child an incentive by giving him an allowance.

Conventional level: During this period, an individual’s sense of morality is tied to personal and societal relationships. Children continue to accept the rules of authority figures, but this is now because they believe that this is necessary to ensure positive relationships and societal order. Adherence to rules and conventions is somewhat rigid during these stages, and a rule’s appropriateness or fairness is seldom questioned.

Stage 3: Good Boy, Nice Girl Orientation

In stage 3, children want the approval of others and act in ways to avoid disapproval. Emphasis is placed on good behavior and people being “nice” to others.

Stage 4: Law-and-Order Orientation

In this stage, the child blindly accepts rules and convention because of their importance in maintaining a functioning society. Rules are seen as being the same for everyone, and obeying rules by doing what one is “supposed” to do is seen as valuable and important. Moral reasoning in stage four is beyond the need for individual approval exhibited in stage three. If one person violates a law, perhaps everyone would thus there is an obligation and a duty to uphold laws and rules. Most active members of society remain at stage four, where morality is still predominantly dictated by an outside force.

Post-Conventional level: Throughout the post-conventional level, a person’s sense of morality is defined in terms of more abstract principles and values. People now believe that some laws are unjust and should be changed or eliminated. This level is marked by a growing realisation that individuals are separate entities from society and that individuals may disobey rules inconsistent with their own principles. Post-conventional moralists live by their own ethical principles - principles that typically include such basic human rights as life, liberty, and justice - and view rules as useful but changeable mechanisms, rather than absolute dictates that must be obeyed without question. Post-conventional individuals elevate their own moral evaluation of a situation over social conventions. Their behaviour at this stage can sometimes be confused with that of those at the pre-conventional level. Some theorists have speculated that many people may never reach this level of abstract moral reasoning.

Stage 5: Social-Contract Orientation

In stage 5, the world is viewed as holding different opinions, rights, and values. Such perspectives should be mutually respected as unique to each person or community. Laws are regarded as social contracts rather than rigid edicts. Those that do not promote the general welfare should be changed when necessary to meet the greatest good for the greatest number of people. This is achieved through majority decision and inevitable compromise. Democratic government is theoretically based on stage five reasoning.

Stage 6: Universal-Ethical-Principal Orientation

In stage 6, moral reasoning is based on abstract reasoning using universal ethical principles. Generally, the
chosen principles are abstract rather than concrete and focus on ideas such as equality, dignity, or respect. Laws are valid only insofar as they are grounded in justice, and a commitment to justice carries with it an obligation to disobey unjust laws. People choose the ethical principles they want to follow, and if they violate those principles, they feel guilty. In this way, the individual acts because it is morally right to do so (and not because he or she wants to avoid punishment), it is in their best interest, it is expected, it is legal, or it is previously agreed upon.

Source: https://courses.lumenlearning.com/teachereducationx92x1/chapter/kohlbergs-stages-of-moral-development/

6. What is child abuse?

“One can spend a lifetime trying to forget a few moments of one’s childhood.”

Child abuse constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Child abuse is a violation of child rights.

Source: WHO - World Health Organisation

6a. There is an elephant in the room

“No all wounds are visible.”

As per the survey* of 2007 by the Ministry of Women and Child Development (MW&CD), Govt. of India every second child, boy or a girl, faces one or more forms of sexual abuse. Child Sexual Abuse – CSA is an epidemic in India. The majority of the abusers are men, but women are not immune to committing child sexual abuse. Such a person is called a **Paedophile. But, can we conclude that most men are Paedophiles? No, because the evolutionary success of humans as a species lies in the fact that they have always protected their children (Most grown-ups, but not all, want children to be happy, healthy and safe). The situation is alarming because paedophiles though small in numbers, are repeat offenders. They do not limit themselves to only one child. We ignore or bear with them due to the social stigma attached to the problem of child sexual abuse and cultural conditioning. In most cases, the abuser is known to the child and is not a stranger (Most, but not all, strangers are trustworthy). Boys are equally vulnerable to abuse. Contrary to conventional belief, statistics show that boys are more likely to be sexually abused. The abuser can be anyone, irrespective of their gender, social, economic, professional, or religious background; child abuse can occur anywhere - at school or home, family function, in a bus or a park. Child sexual abuse is a tough subject to talk about, even for professionally trained teachers. However, they have to - it is the need of the hour. They have to get past their discomfort and put aside their differences as mothers, parents, and caregivers and talk more about this terrible topic in a way that is academically, psychologically and legally correct. Some of them have personal experience with childhood sexual abuse which makes it harder to talk about, but makes it even more important to be open to sharing and learning from one another.


Suggested reading - The Bitter Chocolate by Pinky Virani

**Paedophile is a person who is sexually attracted to children but all child sexual abusers need not necessarily be paedophiles.
Child marriage was earlier a common practice, around the world but now it is against the law. We have been trying to define morality through philosophy, religion, and culture since the dawn of civilisation, and have not reached a common ground. One can say that morality or ethics are intentions, decisions and actions that are proper (acceptable or worthy of reward) and improper (unacceptable or worthy of punishment) to family members and society at large. Morality can be a body of standards or principles derived from a code of conduct from a particular philosophy, religion or culture, or it can derive from a standard that is universal, rationale and inherent like human Rights. Human rights are an umbrella term for child rights, women rights, rights for refugees, rights for prisoners of war, etc. (refer fundamental rights – Indian constitution).


UNCRC is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The age of a child, as defined by the UNCRC (1989) is any person below 18 years. The four core principles of child rights as per UNCRC are:

1. Non-Discrimination
2. Best Interest of the Child
3. Survival and Development
4. Participation/ Inclusion

One can derive many rights from these core principles. Some of the rights as per UNCRC are:

- Right to health,
- Right to education,
- Right to family life,
- Right to be protected from exploitation and violence, and more.

India like most of the countries is a signatory (1992) to the UNCRC and since 1992 has been improving upon child rights. The UNCRC has influenced our judiciary, school education (introduction of life skills, corporal punishment ban and more), police and reform and rehabilitation services. Some of the Child Rights and related laws that were upgraded or came into existence after 1992 under the umbrella of the constitution are:

- Right to free and compulsory elementary education for all children in the 6-14 year age group.
- Right to be protected from any hazardous employment till the age of 14 years.
- Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength.
- Juvenile Justice Act (2015) or JJA.
- Protection of Children from Sexual Offences (2012) or POCSO.
Children have the right to know their rights. Providing information on child rights to children helps them in understanding that adults are supposed to protect them, and they must do it as their duty. Information on child rights, when shared with students, strengthens the concept that children are special, and if an adult violates a child right, it is the fault of the adult and not the child. A child can approach other adults, report the violation, and get help. When we talk about child rights or rights in general with children, we also have to make them understand that their rights and the rights of others have to be carefully balanced. Sometimes even fulfilling one of our rights can mean compromising another.


a. Mines Act, 1952
b. Factories Act, 1948
c. Children (Pledging of Labour) Act, 1933
d. Child Labour (Prohibition and Regulation) Act, 1986
e. Bonded Labour System (Abolition) Act, 1976
f. Right of Children to Free and Compulsory Education Act, 2009
g. Protection of Children From Sexual Offences Act, 2012
h. The Juvenile Justice (Care and Protection of Children) Act, 2015
i. National Food Security Act, 2013
j. Guardians and Wards Act, 1890 and Hindu Minority and Guardianship Act, 1956
k. Hindu Adoption and Maintenance Act, 1956
l. Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994
m. Young Persons (Harmful Publication) Act, 1956
n. Prohibition of Child Marriage Act, 2006
o. Immoral Traffic (Prevention) Act, 1986
p. Mental Health Act, 2016
q. Surrogacy Bill 2018
r. Rights of Persons with Disabilities Act, 2016

* Non-exhaustive List

8. Life Skills (LS) by World Health Organisation - WHO

One of the outcomes of the UNCRC is the 10 life skills propounded by WHO in 1998 under mental health programme. They are:

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The life skills for reference purposes have been codified as LS-01, LS-02 and so on up to LS-10. These 10 life skills are not stand alone compartments but often merge or are interlinked. They form a core set of skills that are at the heart of skills-based initiatives for the promotion of health and well-being of children and adolescents. These life skills can be categorised as following:

**THINKING SKILLS:** LS-01; LS-06; LS-09

**SOCIAL SKILLS:** LS-05; LS-04; LS-08

**EMOTIONAL SKILLS:** LS-02; LS-07; LS-10

**THINKING SKILLS**

These include decision-making, problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions on others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

**SOCIAL SKILLS**

These include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are negotiation/refusal skills and assertiveness skills that directly affect one’s ability to manage conflict. Empathy, which is the ability to listen and understand other’s needs, is also a key interpersonal skill. Team work and the ability to cooperate include expressing respect for those around us.

**EMOTIONAL SKILLS**

These refer to skills which help one to increase the internal locus of control, so that the individual believes that she/he can affect change and make a difference in the world.

Every parent, caregiver and teacher should be aware of these life skills. It is high time that we give space to life skills and value education in the school system, which is overburdened by the STEM education module - Science, Technology, Engineering, and Mathematics. Moreover, with the advent of AI – Artificial Intelligence STEM in near future will automatically take a back seat for getting jobs. The life skills and many other soft skills will be at the forefront. 

*Suggested Reading:*https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/

The 10 life skills can be taught in generic terms or by applying them in any particular domain like safety, personality development etc. Project CACA applies them for teaching child rights, gender equality and safety (abuse prevention, sexual abuse to be specific) to children. Here are few Examples of countries that have used life skills teaching for the safety and wellbeing of children.
Zimbabwe, Thailand: for HIV/AIDS prevention
India: (AEP–UNFPA/NCERT–MWCD): for HIV/AIDS; Substance & CSA prevention
Mexico: for Adolescent Pregnancy prevention
UK: for Child Abuse prevention
USA: for Substance Abuse & Violence prevention


LS-01 - Self-Awareness includes body ownership, self-esteem and recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognise when we are stressed or feeling under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

LS-02 - Empathy To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic.

Worse, we will be acting and behaving according to our self-interest and will be bound to run into problems. No human is an island. We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle sensitive issues without offending other people. At the same time, we will be able to elicit support from others and win their understanding. Empathy can help us to accept others, who may be very different from us. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can be a strong deterrent for bullying. It can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with people living with HIV/ AIDS or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

LS-03 - Critical Thinking is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

LS-04 - Creative Thinking is a novel way of seeing or doing things that is constituted of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

LS-05 - Decision Making helps us to deal constructively with decisions about our safety and health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and what effects these different decisions are likely to have (Page No. M3SW-7).

LS-06 - Problem Solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
LS-07 - **Interpersonal Relationship Skills** help us to relate in positive ways with the people we interact. This may mean being able to make and maintain friendly relationships which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

LS-08 - **Effective Communication** includes being assertive, body language and capability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need (Page No. M8SW-9).

LS-09 - **Coping with Stress** means recognising the sources of stress in our lives, recognising how it affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

LS-10 - **Coping with Emotions** means recognising emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

As per WHO - **Mental health and Well-being** is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” Mental health can affect daily life and relationships. Even physical health can be influenced how one thinks, feels, and behaves. Mental health also includes one’s ability to enjoy life by balancing between life activities and efforts in order to achieve psychological resilience.

9. **About CACA Safety Workbooks**

CACA Safety Workbooks are based on life skills and value education (moral/ ethics) developed to keep our children happy, healthy and safe. They are age appropriate and progressive. The workbooks empower our children against various tricks played by abusers and a lot more. They prompt children to express their feelings and emotions through various direct and indirect questions. A look at their answers will be helpful for parents, teachers, and caregivers, and provide them with an opportunity to have a dialogue with the child on sensitive issues which are otherwise difficult to talk about. The safety workbooks focus on self-esteem and project emotions as friends to its young readers. These two core principles amongst others then build on child rights, gender equality, and child abuse prevention. The principles also work on the mental health of children. The workbooks, like a safety drill, are to be practised repeatedly by our children year after year. The workbooks cover various day-to-day situations that children face, have faced, or may face, in and outside their schools. The workbooks, share essential information on various laws formulated for the protection of children, helpline numbers and various government organisations. Besides safety from abuses, the workbooks educate our children about safe places in a school (Page No. M5SW-44) and safety related to water (M2SW-44), road (M3SW-34), transport (M5SW-44), playground/ sports (MBSW-43), fire (M5SW-59 / M8SW-60), earthquake (M4SW-36), mosquito bite (M5SW-39), accidents/ emergencies (M1SW-58 / M3SW-59 / M6SW-59 / M7SW-60) and a lot more.

9a. **Main Characters**

The workbooks revolve around three best friends: A girl named Sana, a boy named Arpit and a tiger named Pocso. They all live in the same neighbourhood, go to the same school and grow and learn together. Sana is of dark complexion, right handed, south Indian, non-vegetarian and a good football player. She wants to be a professional footballer. Arpit is of fair complexion, North Indian, left handed, vegetarian and interested in dancing. He is a
good Kuchipudi dancer and wants to be a professional dancer. Pocso is the class monitor and wants to be a wrestler. He guides Sana, Arpit and the young readers of the workbooks on various aspects of growing-up so that they can stay happy, healthy and safe. Pocso is a confidant and personification of the law. Children share their feelings, secrets, problems, confusions and a lot more with Pocso through various activities/questions. All workbooks start with an introduction which covers the profile of the protagonists in an age appropriate and progressive way.
Here is the annual report card of Sana and Aprit. The report card was made by their teachers, parents, grandparents and friends. (Page No. M7SW-2)

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Sana</th>
<th></th>
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<th>Arpit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Not Good</td>
<td>Good</td>
<td>Excellent</td>
<td>Not Good</td>
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<tr>
<td>Maths</td>
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<td>Dance</td>
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<td>Careful</td>
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<td>Communication</td>
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<td>Confident</td>
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<td>Humorous</td>
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<td>Independent</td>
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<td>Trustworthy</td>
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</tbody>
</table>

A note for students from CACA Safety Workbooks:

Sana and Arpit will be your companions as you journey through this book. They are childhood friends, and enjoy learning new skills. Sometimes, they come across situations when they are not sure what to do. At times, they talk to their friends, parents and teachers, but their favourite adviser is their tiger friend, Pocso. He always helps them to be safe and feel good about themselves. But you’re in this story too, because Sana, Arpit and Pocso might need your help with some of their problems. Enjoy their antics and those of their friends and classmates as you make your very own journey to becoming an adult. Be safe!

The books prompt children, parents, teachers, and non-teaching staff to adopt behavioral changes which may seem unconventional to some but are necessary to prevent child abuse. Here are few Examples to ponder.
Example 1: To force affection like pull a child’s cheek or make a child sit on the lap.

When our children dislike, resist and deny certain touches, we tell them that it is okay to ignore what they are feeling, and let the person do what they are doing under the pretext of love, affection and respect.

Example 2: To change a child’s clothes in the presence of adults or other children; or as adults, to change clothes in front of children.

Example 3: To encourage young children to take the help of maids for their daily chores like using the toilet /dressing up, etc.

Children are rarely taught about personal safety rules and vocabulary for private parts and feelings. They are not encouraged to discuss, share or express their emotions.

Suggested Viewing: https://www.youtube.com/watch?time_continue=9&v=d31GbzRvrr8 (Page No. M5SW-36)

Shame and dirt are wrongly instilled in parts of their body so much so that use of words like underwear and sanitary pads even in context of hygiene and health is forbidden (Page No. M5SW-51 / M8SW-35). We may listen to them but rarely believe them. Blaming them is the easiest thing to do. Being assertive for a child is taken as disrespect to elders. They are also conditioned to accept physical punishments (spare the rod, spoil the child) as a corrective measure. Once a child takes physical punishment as a way of reform, they will not only follow the same as a principle or way of life but will also find it difficult to stand up against any physical abuse. Because of all this, they are in no position to understand, prevent or report an abuse. All these shortcomings are well known to every abuser. In fact, they thrive on these shortcomings.

Some of us still believe that “spare the rod spoil the child” is OK under some situations because sometimes one has to be cruel to be kind for the overall benefit of the child. But, remember! Corporal punishment is not only inhuman but it is an offence under the law.

They will prompt children to ask difficult questions on ethics, feelings, happiness, relationships and much more. Evaluation for these workbooks cannot follow the standard practices (refer 9. challenges). When children ask these difficult questions to their teachers in a classroom-based peer-to-peer learning environment, it builds confidence in them because now their teachers, who are in a position of love, responsibility, and trust, can guide them in way that is academically, clinically and legally correct.

It would be judicious for everyone to promote the CACA safety workbooks and let people know that children are learning about prevention of child sexual abuse in their school on a regular basis. The promotion would send a clear signal to everyone that children are aware, understand safe and unsafe touches and looks, and won’t hesitate to report the same to a trusted adult.

9b. Core Principles

The workbooks are based on certain core principles and their derivatives. These core principles and their derivatives are not mutually exclusive but often overlap or are interlinked. They are mapped with the 10 WHO Life Skills.

9c. Messages for children from CACA Safety Workbooks

The core principles and their derivatives are connected to various MESSAGES (learning outcomes) for children. The core principles, their derivatives and messages can be mapped with the 10 life skills LS01 to LS10. At the bottom of the workbook pages there are messages or takeaways for teachers, parents and students by Pocso. Here is an example:
Our feelings are very important.
They tell us what is safe and what is unsafe for us.

9d. Core Principles’ Matrix

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Phases</th>
<th>Social and Emotional Safety</th>
<th>Self-Regulation</th>
<th>Physical Safety</th>
<th>Sexual Safety</th>
<th>Cyber Safety</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Principles</strong></td>
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<tr>
<td><strong>1</strong> Self-Esteem</td>
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<td><strong>2</strong> Feeling/Empathy</td>
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<td><strong>3</strong> Body Ownership</td>
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<td><strong>4</strong> Safe-Secrets</td>
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<td><strong>5</strong> Bullying / Harassment</td>
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<tr>
<td><strong>6</strong> Abuse</td>
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<td><strong>7</strong> Coping strategies and mechanisms to handle abuse</td>
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<td><strong>8</strong> Decision Making</td>
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<td><strong>9</strong> Communication</td>
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<td><strong>10</strong> Effective</td>
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<tr>
<td><strong>11</strong> Assertiveness</td>
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<tr>
<td><strong>12</strong> Personal Safety</td>
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<tr>
<td><strong>13</strong> Rights and Responsibilities</td>
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<tr>
<td><strong>14</strong> Gender Equality</td>
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<tr>
<td><strong>15</strong> Environment / Emergencies</td>
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<tr>
<td><strong>16</strong> Growing Up</td>
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<tr>
<td>SN</td>
<td>Messages (Learning Outcomes)</td>
<td>Principle/Derivative</td>
<td>Life Skills (LS)</td>
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<tr>
<td>1</td>
<td>I cannot control my emotions. But, I can always control my actions and actions have consequences that can be safe or unsafe.</td>
<td>Adolescence</td>
<td>IS-03</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>To know myself I will have to first understand the changes that I and others are going through.</td>
<td>Adolescence</td>
<td>IS-01</td>
<td></td>
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<tr>
<td>3</td>
<td>To know others, we have to know ourselves first.</td>
<td>Adolescence</td>
<td>IS-01</td>
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<tr>
<td>4</td>
<td>A good friend shows respect and acts responsibly.</td>
<td>Adolescence / Friendship</td>
<td>IS-08</td>
<td></td>
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<tr>
<td>5</td>
<td>A positive friend is a person who encourages you to do things that are safe and healthy and helps you learn and grow in a healthy way.</td>
<td>Adolescence / Friendship</td>
<td>IS-08</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Make friends on the basis of their qualities and behaviours.</td>
<td>Adolescence / Friendship</td>
<td>IS-08</td>
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<tr>
<td>7</td>
<td>No relationship can exist without responsibilities.</td>
<td>Adolescence / Friendship</td>
<td>IS-03 / 08</td>
<td></td>
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<tr>
<td>8</td>
<td>As we grow, our body becomes bigger and changes too.</td>
<td>Adolescence / Growing up</td>
<td>IS-01</td>
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<tr>
<td>9</td>
<td>When I get angry, I can clearly tell what I am angry about and learn to express my anger in an appropriate way.</td>
<td>Anger Management</td>
<td>IS-09 / 10</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Assertive means to express your feelings and views firmly and confidently without insulting the other person or becoming violent.</td>
<td>Assertive</td>
<td>IS-07</td>
<td></td>
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<tr>
<td>11</td>
<td>If we speak loudly and firmly, look directly at who we’re talking to, and sit/stand straight, there is more chance that people will listen to us and believe us.</td>
<td>Assertive - Confident</td>
<td>IS-07</td>
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<tr>
<td>12</td>
<td>Each and everyone’s physical and personal boundaries are to be respected.</td>
<td>Body ownership</td>
<td>IS-01</td>
<td></td>
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<tr>
<td>13</td>
<td>Our body, just like our things, belongs to us.</td>
<td>Body ownership</td>
<td>IS-01</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Taking care of our body makes us happy.</td>
<td>Body ownership</td>
<td>IS-01</td>
<td></td>
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<tr>
<td>15</td>
<td>We do not choose our bodies. Nature has made our bodies.</td>
<td>Body ownership</td>
<td>IS-01</td>
<td></td>
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<tr>
<td>16</td>
<td>You are the boss of your body</td>
<td>Body ownership</td>
<td>IS-01</td>
<td></td>
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<tr>
<td>17</td>
<td>As a bystander, I can help stop taunting and bullying.</td>
<td>Bullying</td>
<td>IS-02</td>
<td></td>
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<tr>
<td>18</td>
<td>Children should not be called by their nicknames in the school.</td>
<td>Bullying</td>
<td>x</td>
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<td>19</td>
<td>Nobody likes bullying behaviour.</td>
<td>Bullying</td>
<td>x</td>
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<tr>
<td>20</td>
<td>We must treat others the same way, we would want them to treat us.</td>
<td>Bullying</td>
<td>IS-02</td>
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<tr>
<td>21</td>
<td>12 June is the world day against child labour as declared by the International Labour Organisation - ILO</td>
<td>Child rights</td>
<td>x</td>
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<tr>
<td>22</td>
<td>All children must go to school.</td>
<td>Child rights</td>
<td>x</td>
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<tr>
<td>23</td>
<td>Any person below the age of 18 years is a child.</td>
<td>Child rights</td>
<td>x</td>
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<td>24</td>
<td>Children are also citizens. They too have rights called child rights.</td>
<td>Child rights</td>
<td>LS-01</td>
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<tr>
<td>25</td>
<td>Every child is born with child rights and no one can take them away.</td>
<td>Child rights</td>
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<td>26</td>
<td>Rights cannot exist without responsibilities and duties.</td>
<td>Child rights</td>
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<tr>
<td>27</td>
<td>Abuse, irrespective of the abuser is always wrong.</td>
<td>Coping strategies &amp;</td>
<td>LS-03/10</td>
<td></td>
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<td>mechanisms to handle abuses</td>
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<td>28</td>
<td>Be patient on the road or you might become a patient in the hospital.</td>
<td>Emergency</td>
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<tr>
<td>29</td>
<td>In an emergency, take the help of strangers to be safe and contact your trusted</td>
<td>Emergency</td>
<td>LS-03/08</td>
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<td></td>
<td>grown-ups.</td>
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<td>30</td>
<td>We should train ourselves to recognise and handle a problem before it becomes an</td>
<td>Emergency</td>
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</tr>
<tr>
<td></td>
<td>emergency.</td>
<td></td>
<td>LS-06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Feelings are my friend. They tell me what is safe and unsafe for me.</td>
<td>Feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Pay attention to how different things you do and different people you meet, make</td>
<td>Feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you feel.</td>
<td></td>
<td>LS-09/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>We have many different feeling. Feelings are our friends.</td>
<td>Feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Being born as a boy or a girl or an other is not a choice. We are born that way.</td>
<td>Gender equality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Gender equality is not a women’s issue, it’s a human issue. It affects all of us.</td>
<td>Gender equality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Qualities, emotions and intelligence are universal and not restricted to gender.</td>
<td>Gender equality</td>
<td>LS-03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Sports are gender neutral. They can be played by girls as well as boys.</td>
<td>Gender equality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Breakfast is the most important meal of the day. You must finish it!</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Eating together as a family makes us happy.</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Extra-curricular activities are fun.</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>It is not only the core subjects that we learn in school but many other qualities we</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>develop that matter in our lives.</td>
<td></td>
<td>LS-03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Junk food is not good for health</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Outdoor activities are an important part of growing up healthy</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Police are there to help us be safe.</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Soaps, napkins, pads and undergarments are used for hygiene purposes by children,</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>adults, males and females. There is nothing to be ashamed about it.</td>
<td></td>
<td>LS-03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>We all are born from the tummy of our mummy.</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>We are the same, yet in school boys go to boys’ toilet and girls go to girls’ toilet.</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>We must change our clothes daily so that we do not smell bad and stay healthy.</td>
<td>Growing-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The table shows various messages related to learning outcomes, principles/derivatives, and associated life skills (LS).
<table>
<thead>
<tr>
<th>SN</th>
<th>Messages (Learning Outcomes)</th>
<th>Principle/Derivative</th>
<th>Life Skills (LS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>We should be aware of our surroundings for our safety.</td>
<td>Growing up</td>
<td>x</td>
</tr>
<tr>
<td>50</td>
<td>As we grow, we become more independent and more responsible towards ourselves and others.</td>
<td>Growing-up/Independent &amp; responsible</td>
<td>IS-05/06</td>
</tr>
<tr>
<td>51</td>
<td>Growing up is about learning to help and take help.</td>
<td>Independent &amp; responsible</td>
<td>IS-02/05/06</td>
</tr>
<tr>
<td>52</td>
<td>We should be careful when we move around in the school. After all, school is quite a big place.</td>
<td>Independent &amp; responsible</td>
<td>IS-03</td>
</tr>
<tr>
<td>53</td>
<td>We should learn to keep our private parts clean on our own.</td>
<td>Independent &amp; responsible</td>
<td>IS-01</td>
</tr>
<tr>
<td>54</td>
<td>At times our loved ones may get angry with us. But they still do their best to keep us healthy, happy and safe.</td>
<td>Loved &amp; Trusted Adults</td>
<td>IS-08</td>
</tr>
<tr>
<td>55</td>
<td>Our loved and trusted ones are our mummy, papa, grandparents and teachers.</td>
<td>Loved &amp; Trusted Adults</td>
<td>IS-08</td>
</tr>
<tr>
<td>56</td>
<td>Most people care for children and want to keep them happy, healthy and safe.</td>
<td>Loved &amp; Trusted Adults/ Strangers</td>
<td>IS-02/08</td>
</tr>
<tr>
<td>57</td>
<td>I can be aware of my as well as other's feelings.</td>
<td>Loved &amp; Trusted Adults</td>
<td>IS-02</td>
</tr>
<tr>
<td>58</td>
<td>We should at times be in another person's shoes.</td>
<td>IS-02</td>
<td>IS-02</td>
</tr>
<tr>
<td>59</td>
<td>We should be aware of everyone's rights.</td>
<td>IS-02</td>
<td>IS-02</td>
</tr>
<tr>
<td>60</td>
<td>An eye for an eye only ends up making the whole world blind.</td>
<td>IS-02/Moral</td>
<td>IS-02</td>
</tr>
<tr>
<td>61</td>
<td>Choosing at times can be very - very difficult even for grown-ups.</td>
<td>IS-05/Choosing</td>
<td>IS-05</td>
</tr>
<tr>
<td>62</td>
<td>Choosing is not always easy in life. I can always take help of my loved and trusted ones when choosing becomes difficult.</td>
<td>IS-05/Choosing</td>
<td>IS-05/06</td>
</tr>
<tr>
<td>63</td>
<td>Growing up is about making choices that make us and our loved ones happy and proud.</td>
<td>IS-05/Choosing</td>
<td>IS-05/06</td>
</tr>
<tr>
<td>64</td>
<td>Growing up is about making choices that make us happy, healthy and safe.</td>
<td>IS-05/Choosing</td>
<td>IS-05/06</td>
</tr>
<tr>
<td>65</td>
<td>Being confident means looking sound and sure of what you are saying and doing.</td>
<td>IS-07</td>
<td>IS-07</td>
</tr>
<tr>
<td>66</td>
<td>Correct body language helps us to be safe.</td>
<td>IS-07</td>
<td>IS-07</td>
</tr>
<tr>
<td>67</td>
<td>I'm not upset that you lied to me, I'm upset that from now on I can't believe you. And if I don't believe you how can I help?</td>
<td>IS-07</td>
<td>IS-07</td>
</tr>
<tr>
<td>68</td>
<td>If we are confident there's a less chance that we will get into trouble.</td>
<td>IS-07/Confident</td>
<td>IS-07</td>
</tr>
<tr>
<td>69</td>
<td>A person is known by the company she/he keeps.</td>
<td>Moral</td>
<td>x</td>
</tr>
<tr>
<td>70</td>
<td>I can respect people for their skills, intelligence and behaviour and show my respect in the way I behave with them.</td>
<td>Moral</td>
<td>IS-08</td>
</tr>
<tr>
<td>SN</td>
<td>Messages (Learning Outcomes)</td>
<td>Principle/Derivative</td>
<td>Life Skills (LS)</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>71</td>
<td>It is not only the ends but means that also matter.</td>
<td>Moral</td>
<td>x</td>
</tr>
<tr>
<td>72</td>
<td>Mother nature has enough for everyone’s need but not for everyone’s greed.</td>
<td>Moral</td>
<td>x</td>
</tr>
<tr>
<td>73</td>
<td>Any unsafe touch, if given to you, is never your fault and you do not have to be ashamed, or feel guilty because of it.</td>
<td>Not your fault</td>
<td>09/07</td>
</tr>
<tr>
<td>74</td>
<td>Never blame yourself for the wrong things other people do to you.</td>
<td>Not your fault</td>
<td>09/09</td>
</tr>
<tr>
<td>75</td>
<td>Being scared tells us that we are unsafe.</td>
<td>OK to be afraid</td>
<td>09/07</td>
</tr>
<tr>
<td>76</td>
<td>It is OK to be scared and brave to tell when you are scared of something or someone.</td>
<td>OK to be afraid</td>
<td>09/07</td>
</tr>
<tr>
<td>77</td>
<td>It is OK to run away when you are scared.</td>
<td>OK to be afraid</td>
<td>09/07</td>
</tr>
<tr>
<td>78</td>
<td>We keep our private parts covered for health, hygiene, dignity and safety.</td>
<td>Pvt. parts</td>
<td>09/01</td>
</tr>
<tr>
<td>79</td>
<td>Everyone has their own private parts.</td>
<td>Pvt. parts/ Self esteem</td>
<td>09/01</td>
</tr>
<tr>
<td>80</td>
<td>Private means, it is only for us. Private parts are only for us.</td>
<td>Pvt. parts/ Self esteem</td>
<td>09/01</td>
</tr>
<tr>
<td>81</td>
<td>We do not touch our private parts in front of others.</td>
<td>Pvt. parts/ Self esteem</td>
<td>09/01</td>
</tr>
<tr>
<td>82</td>
<td>Body rules are for our safety.</td>
<td>Rule for safety</td>
<td>09/03</td>
</tr>
<tr>
<td>83</td>
<td>Breaking a safety rule is not an act of bravery but foolishness.</td>
<td>Rule for safety</td>
<td>09/03</td>
</tr>
<tr>
<td>84</td>
<td>CCTV help children keeping safe. Places covered by CCTV are safe place.</td>
<td>Rule for safety</td>
<td>x</td>
</tr>
<tr>
<td>85</td>
<td><strong>Safety Rule:</strong> If someone gives you an unsafe touch - Scream and Run. Then tell your loved ones. Keep telling till someone believes you.</td>
<td>Rule for safety</td>
<td>x</td>
</tr>
<tr>
<td>86</td>
<td>We should know the route that we take every day while going to and coming back from school.</td>
<td>Rule for safety</td>
<td>x</td>
</tr>
<tr>
<td>87</td>
<td>When we reach quite early before the school starts or leave quite late after the school ends we should stay at a safe place.</td>
<td>Rule for safety</td>
<td>x</td>
</tr>
<tr>
<td>88</td>
<td>Obedience to lawful authority keeps everyone safe.</td>
<td>Rules/ laws</td>
<td>09/03</td>
</tr>
<tr>
<td>89</td>
<td>There is a law to punish people who touch children in an unsafe way. This law is called POCPO</td>
<td>Rules/ laws</td>
<td>x</td>
</tr>
<tr>
<td>90</td>
<td>Just like an unsafe touch, a look can also be unsafe.</td>
<td>Safe - Unsafe Touch</td>
<td>x</td>
</tr>
<tr>
<td>91</td>
<td>Most, but not all touches are safe.</td>
<td>Safe - Unsafe Touch</td>
<td>09/03</td>
</tr>
<tr>
<td>92</td>
<td>No one should touch or look at your private parts. No one should ask you to touch or look at their private parts.</td>
<td>Safe - Unsafe Touch</td>
<td>x</td>
</tr>
<tr>
<td>93</td>
<td>Unsafe touches make us feel scared, sad, dirty, angry or guilty.</td>
<td>Safe - Unsafe Touch</td>
<td>09/01</td>
</tr>
<tr>
<td>94</td>
<td>We hug our loved ones when we are happy, scared or sad.</td>
<td>Safe - Unsafe Touch</td>
<td>09/08/09/10</td>
</tr>
<tr>
<td>SN</td>
<td>Messages (Learning Outcomes)</td>
<td>Principle/Derivative</td>
<td>Life Skills (LS)</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>95</td>
<td>A secret that makes us sad, guilty or ashamed is an unsafe secret.</td>
<td>Secrets</td>
<td>LS-03</td>
</tr>
<tr>
<td>96</td>
<td>A surprise is a secret that we tell later, like a surprise birthday gift.</td>
<td>Secrets</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>Children must share their secrets with their loved and trusted ones. It is a safety rule.</td>
<td>Secrets/Rules for safety</td>
<td>LS-07</td>
</tr>
<tr>
<td>98</td>
<td>Each one of us a different way of doing and learning things and tasks.</td>
<td>Self-Esteem</td>
<td>LS-01</td>
</tr>
<tr>
<td>99</td>
<td>Even if we look the same, wear the same type of clothes, we are different.</td>
<td>Self-Esteem</td>
<td>LS-01/08</td>
</tr>
<tr>
<td>100</td>
<td>I am special because I do my best.</td>
<td>Self-Esteem</td>
<td>LS-01</td>
</tr>
<tr>
<td>101</td>
<td>Our personal boundary belongs to us.</td>
<td>Self-Esteem</td>
<td>LS-01</td>
</tr>
<tr>
<td>102</td>
<td>Self-esteem makes me, my friends and my family feel proud.</td>
<td>Self-Esteem</td>
<td>LS-01</td>
</tr>
<tr>
<td>103</td>
<td>Wanting to be someone else is a waste of the person you are.</td>
<td>Self-Esteem</td>
<td>LS-01</td>
</tr>
<tr>
<td>104</td>
<td>We all are different. Some are good at running, some at dancing while others in studies.</td>
<td>Self-Esteem</td>
<td>LS-01/08</td>
</tr>
<tr>
<td>105</td>
<td>We all are good at something.</td>
<td>Self-Esteem</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>We should not be ashamed of our body parts or the colour of our skin because nature has</td>
<td>Self-Esteem</td>
<td>LS-01/09/10</td>
</tr>
<tr>
<td></td>
<td>made our body. Every body part has a role to play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>What we do is more important than how we look.</td>
<td>Self-Esteem</td>
<td>LS-01/09/10</td>
</tr>
<tr>
<td>108</td>
<td>You can have respect for others and you can respect yourself.</td>
<td>Self-Esteem/Self-Esteem</td>
<td>LS-01/08</td>
</tr>
<tr>
<td>109</td>
<td>You, yourself, as much as anybody in the entire universe, deserve your love and affection.</td>
<td>Self-Esteem/Self-Esteem</td>
<td>LS-09/10</td>
</tr>
<tr>
<td>110</td>
<td>A stranger can be a boy or a girl, a man or a woman, young or old. A stranger can be in</td>
<td>Stranger</td>
<td>LS-03/08</td>
</tr>
<tr>
<td></td>
<td>any dress or uniform.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Most strangers are good and want to take care of children but they should not hug or</td>
<td>Stranger</td>
<td>LS-02/08</td>
</tr>
<tr>
<td></td>
<td>kiss you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>Never share your personal information with strangers. Remember, a stranger can exist in</td>
<td>Stranger</td>
<td>LS-03</td>
</tr>
<tr>
<td></td>
<td>computers, smart phones and the internet also.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>If we tell lies then nobody will help us.</td>
<td>Telling</td>
<td>LS-07</td>
</tr>
<tr>
<td>114</td>
<td>The unsafe thing will stop only if you tell.</td>
<td>Telling</td>
<td>LS-07</td>
</tr>
<tr>
<td>115</td>
<td>We should always tell our mummy, papa, grandparents and teacher if any touch makes us</td>
<td>Telling</td>
<td>LS-03/07/09/10</td>
</tr>
<tr>
<td></td>
<td>feel sad, angry or scared.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>You will always find someone who believes in you.</td>
<td>Telling</td>
<td>LS-02/07/09/10</td>
</tr>
<tr>
<td>117</td>
<td>Be a buddy, not a bully.</td>
<td>Telling/Bullying</td>
<td>LS-08</td>
</tr>
<tr>
<td>118</td>
<td>Tell a trusted grown-up right away if someone is bullying you or if you see someone</td>
<td>Telling/Bullying</td>
<td>LS-03/07/08/09/10</td>
</tr>
<tr>
<td></td>
<td>bullying others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Always tell your loved ones about any secrets, surprises or gifts.</td>
<td>Telling/Secrets</td>
<td>LS-07/08</td>
</tr>
</tbody>
</table>
9f. Index Pages

The illustrative and thematic contents page (index) of each safety workbook is user friendly for children and their parents and teachers. The index pages have headings that reflect the core principles/derivatives. The sub-heading are the titles of the stories/plays/poems/letters/activities, etc. Here is an example from index pages of My First Safety Workbook for class 1.
8. Touches And Looks
   Bedtime Stories | 23
   Safe And Unsafe | 25

9. Choosing
   Arpit Packs For Summer Holidays | 26

10. Rules For Safety
   Sana’s Puppy - 29 | The 5-Step Safety Rule - 30 | Say, “NO!” - 33 |
   Sana Goes To The Zoo - 36 | Helpful Police - 39

11. Telling
   Pocso Listens - 40 | Telling Loved Ones - 41
   Arpit Learns To Ride His Bicycle - 43 |
   The Boy Who Cried Wolf - 45

12. Scared
   Arpit And The Monster | 48

13. It Is Not Your Fault
   Who Broke The Glass? | 50

14. Secrets
   3 Friends Get 3 Gifts | 53
   Surprise Birthday Gift For Mummy | 55

15. Strangers
   Do You Know A Gardener? | 56

16. Emergency
   The Angry Bee | 58

17. Child’s Info
   Share With Pocso | 59
9g. Activities from CACA Safety Workbooks

The activities/questions in each workbook are numbered and represented by the balloon image shown here. The activities/questions in terms of evaluation are open as well as closed ended.

**Example (Close Ended):**
1. How old are you?
2. Do you go to a school?

There will be one verifiable absolute answer for each of these two questions, thus evaluation is an easy task.

**Example (Open Ended):** How do you feel when your favourite teacher does not select you for a dance competition?

There cannot be one absolute answer for this question, thus making evaluation a tricky task.

The activities/questions of the workbooks are by and large of following types:

- What if situations - Example: i. What if you have missed the school bus?
  
  ii. What if you somehow get locked inside the school toilet?

- Pasting - Example: Paste the pictures of your loved and trusted ones and write down your relationship with them.

- Share/Suggest/Express/Opine - Example: Would you like to SHARE a secret with your friends Arpit, Sana and Pocso?

- Match the following | • Mark your answer | • Fill in the blanks | • True and False | • Colouring | • Join the dots

9h. Content Methodology

The matrix of CACA safety workbooks for transactional purposes with children follows the methodology of:

a. Stories from real life incidents/scenarios (Page No. M5SW-25 / M6SW-32)

b. Moral Stories from Aesop/Panchatantra (M3SW-5 / M6SW-9)

c. Plays (M3SW-14 / M9SW-29)

d. Poems (M6SW-19-20)

e. letters (M3SW-35/M5SW-20)

f. Picture Stories (M6SW-49/M2SW-57-58)

g. Class Room Scenarios (M4SW-5 / M9SW-9) | h. Instructions

9i. Challenges

There are many challenges that parents, teachers and caregivers face while establishing a child-centric dialogue through the safety workbooks on sensitive issues of child rights, gender equality and child abuse. We have to face
these challenges together and join hands because child abuse in India has become an epidemic. The assessment
team of project CACA continuously assesses the workbooks for its challenges by visiting the schools and talking to
the stakeholders. The workbook challenges are, at times, interlinked with each other and have been broadly
classified as the following:

A. Vocabulary

There are certain words in the workbooks which may be considered objectionable. Example: The word “underwear”
may seem to be obscene to some even though it is related to hygiene and health.

B. Age Appropriateness

Example: Talking about transgender, intersex, gender stereotypes even in class 8 workbooks where sexual
reproduction is being taught to children in their science subject may seem inappropriate to some.

C. Images Explicitness

Example: Certain images reflecting bullying/ragging/abuse may be considered explicit by some. Here are few
eamples from the workbooks.

D. Conceptual

The core principles and their derivatives are not absolute in themselves and at times their interpretations may vary
creating confusion for the child.

Example: Definition of a stranger – A person whom we do not meet, interact or talk often. Under this definition an
ice-cream vendor will be a stranger but then a grandma or first cousin living far away in a different city may also be
termed as a stranger.

E. Open ended activities/questions

Evaluation/interpretation of some of the open ended activities/questions for children in the workbooks may
create confusion. The workbooks ask young children to express their feelings for various situations including
touches, hugs and kisses and then prompt them to answer questions.

Example: Write the names of 3 people and your relationship with them from whom you like or don’t like hugs and
kisses or whom you like or don’t like to hug or kiss.
A girl does not like hugs and kisses from her mummy when she is sweating in kitchen and cutting vegetables. Perhaps at that time her mummy smells bad. Or a boy does not like to hug and kiss his grandpa. Perhaps the beard of the grandpa is irritating for the child.

Since there are no clear-cut answers to open ended questions one has to be careful while evaluating them. Moreover, Co-Scholastic Learning Outcomes for the workbooks cannot be defined in absolute terms.

**F. The unintentional outcome...**

The workbooks are open for debate under the law of "*Unanticipated Consequences of Purposive Social Action*", the "*Doctrine of Double Effect*" and the "*Butterfly Effect*". The law was popularised by 20th century sociologist Robert K. Merton. It is akin to "*Murphy's Law*". The workbooks from the academic year 2019-20 are being assessed for shortcomings/ challenges by Project CACA team members by visiting schools and interacting with the teachers.

It will be easier for a teacher who is familiar with teaching literature and/ or life skills to teach CACA Safety Workbooks. A discussion with fellow Social Science/ Computer Science/ Biology/ Physical Education teachers on the various definitions/ topics of the workbooks will be helpful. If there is a school counsellor to guide you then there is nothing like it. Remember! The fellow teachers are already teaching some of the topics of the CACA Safety workbooks under their respective subjects but their perspective, methodology and learning outcomes are different. For example:

- A computer science teacher may be building computer vocabulary for its students but not from the point of view of cyber abuse prevention.
- A social science teacher may be teaching laws but not from the perspective of abuse prevention, child rights and gender equality.
- A physical education teacher may be training the school football team on how to be assertive and protest to a referee for a wrongly awarded foul but not how to be assertive when it comes to unsafe touches.
- A biology teacher teaches reproduction, adolescence, puberty etc. but not from the perspective of peer pressure, feelings, emotions and choices.

**10. Companion Resource Booklets**

The companion resource booklets are for teachers, parents and support staff (non-teaching staff of the school) irrespective of the fact whether the school staff (teaching or non-teaching is permanent, temporary or contractual). Besides, anyone who cares about children will be interested in reading these booklets. There are three booklets in all. They are available are in English, Hindi and other regional languages. They can be downloaded for distribution purpose from the resources section of www.projectcaca.org and have been classified as following:

1. **Blue Booklet** for parents and teachers
2. **Green Booklet** for parents and teachers
3. **Red Booklet** for support staff

By and large Blue and Green booklets are subset of this manual whereas the Red booklet is a subset of Blue and Green booklets.
Transgender individuals refer to people who do not identify themselves with the biological sex with which they were born. For instance, an individual who was born with female reproductive organs but does not feel comfortable with the identity of a woman and would rather be identified as a man, would be considered transgender and vice-versa. Transgender people have a constitutional right to register themselves as a third gender. Traditionally individuals are assigned to either male or female roles in the society. However, there are 11. Gender Equality (Page No. M9SW-17)

Gender refers to various norms, roles and relationships, socially (not biologically or naturally) constructed for women and men or boys and girls. For example, women giving birth to children, is a biological construct whereas the idea, that women are meant to do household jobs only, is a social construct. These social constructs result in gender stereotypes like boys play with cars whereas girls play with dolls, men can drive and women cannot, etc. This inequality between boys and girls starts right from an early age. Gender inequality puts women in an inferior position. Gender equality refers to the right of women and men to have the same opportunities for the achievement of important goals in society such as education, employment and income and to contribute to political, social, and cultural development at all levels. According to UNICEF (United Nations International Children’s Emergency Fund), gender equality means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike. Gender equality is strongly related to women rights. Since women have been at a disadvantage for a long time, the focus of gender equality initiatives has been to make sure that women and girls receive the same opportunities as men and boys do. Gender equality is now extended to transgender as well as intersex people. Teaching children about gender quality and breaking gender stereotypes will lead to a more equitable society. Remember! Qualities, emotions and intelligence are universal and not restricted to gender.

Suggested viewing:
https://www.youtube.com/watch?v=yVJtsrWarrw; https://www.youtube.com/watch?v=eCknUJJc3qU

Feminism is a range of social movements, political movements, and ideologies that share a common goal: to define, establish, and achieve the political, economic, personal, and social equality of the sexes. Feminism incorporates the position that societies prioritize the male point of view, and that women are treated unfairly within those societies. Efforts to change that include fighting gender stereotypes and seeking to establish educational and professional opportunities for women that are equal to those for men. Feminist movements have campaigned and continue to campaign for women’s rights, including the right to vote, to hold public office, to work, to earn fair wages, equal pay and eliminate the gender pay gap, to own property, to receive education, to enter contracts, to have equal rights within marriage, and to have maternity leave. Feminists have also worked to ensure access to legal abortions and social integration, and to protect women and girls from rape, sexual harassment, and domestic violence. Changes in dress, acceptable physical activity and *gender neutral grammar amongst others have been part of various feminist movements. Feminism in school textbooks is covered under the subject of social science/political science.

Suggested viewing: https://www.youtube.com/watch?v=R1u2s5A5qPc
Bechdel Test https://www.youtube.com/watch?v=Meq3CyK0JjM

Gender-neutral language or gender-inclusive a language is language that avoids bias towards a particular sex or social gender. In English, this includes use of nouns that are not gender-specific to refer to roles or professions, as well as avoidance of the pronouns he, him and his to refer to people of unknown or indeterminate gender.
individuals who do not identify with either of these two categories or identify with both male and female roles.

In a society that does not allow for this variation in gender roles, individuals who do not fit into the “norm” face multiple issues. **Inter sex** individuals refer to people who do not fit the typical definitions for male or female bodies. **It is important to educate every one about “gender as a spectrum and not a binary”.** Trans gender and intersex children are susceptible to child sexual abuse, bullying and isolation. Society has been conditioned to understand gender in a certain way but it is important to challenge that and treat everyone in the same way regardless of how they choose to express them selves.

### 12. Self – Esteem

Self-esteem is an inherent feeling of self-worth which generates dignity and self-confidence. High self-esteem leads to happiness. It helps us to speak up and negotiate for our privacy, safety and dignity, in other words - rights. Children with low self-esteem are more vulnerable to abuses. Children should be taught and helped to develop their self-esteem, and cultivate a positive attitude about themselves and their bodies. Concepts like “I am special and I am unique” help children feel genuinely good about them (Page No. M2SW-2).


Young children can comprehend the concept of ownership of things like their toys from an early age, but when it comes to their bodies, they are not clear about it. The concept of body ownership slowly and steadily with age, evolves into personal and physical boundaries and privacy. Young children are dependent on others for their daily chores that often involve a touch from others. This dependence leads to confusion among them about who owns their bodies. Even as they grow and become more and more independent, their early childhood memories of their dependability on others create confusion in them about the concept of body ownership. The abuser is well aware of this vulnerability of our children. It is vital that children should be taught from an early age that they are the boss of their own bodies. Children should also know the names/ relationships/ dresses/ uniforms/ professions of the people who exist around them.

### 14. Emotions and feelings

Our feelings and emotions largely determine our reactions to situations and people. Our gut feeling also tells us what is right and what is wrong for us. So we must listen to our feeling. Children often do not possess a range of vocabulary to express how they feel. It is, therefore, essential to provide them with a vocabulary for different feelings/emotions, and help them develop skills to articulate their feelings, especially in uncomfortable situations. Our feelings and emotions also have a profound effect on our mental health and wellbeing. While expressing happy emotions is not a problem for most children, expressing sadness, anger, disappointment, rejection, embarrassment and confusion is quite tricky to communicate. Self-esteem, emotions and feelings are some of the principles of CACA safety workbooks. The workbooks encourage children to listen to their feelings and communicate the same to their loved and trusted ones like their parents, grandparents and teachers. Feelings are taught as a key for safe/ unsafe touch, look,
behavior or situation. Feeling, just like morality, is a complex topic to teach. Expressing feelings is difficult even for grown-ups. At stake is the safety of our children therefore it will be judicious for us to understand how feelings work. In our day-to-day life we use the words emotions and feelings interchangeably. They are closely related, but there is a fundamental difference among them psychologically speaking.

*Suggested viewing for your family: Inside Out, an animated comedy film produced by Pixar Animation Studios and released by Walt Disney Pictures.*

In order to understand the differences between emotions and feelings let us first understand the following terms:

**Brain:** Our brain is the physical organ of our body.

**Mind:** Our mind is not a physical thing. It is related to our brain though not confined to it. Our mind is part of the invisible, transcendent world of thought, feeling, attitude, belief and imagination.

**Cognition:** The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

**Stimulus:** Something that causes part of our body to react.

**Limbic system:** It is a complex system of nerves and networks in our brain. It is the emotional processing center.

**Neocortex:** It is a part of our brain but unlike the limbic system it deals with conscious thoughts, reasoning and decision making.

### 14a. Emotions

Emotions are physical and instinctive. They are instinctive as they have been programmed into our genes over many years of evolution and are hard-wired. While they are complex and involve a variety of physical and cognitive responses (many of which are not well understood), their general purpose is to produce a specific response to a stimulus. Example: Suppose you are lost in a jungle and you come across a tiger. How will you feel - Scared. Emotions can be measured objectively by blood flow, brain activity, facial expressions and body stance. We all have felt a variety of emotions but there is no standard list of emotion that is universally recognised. William James, an American philosopher and psychologist, proposed four basic emotions: *fear, grief, love, and rage* based on bodily involvement. Psychologist Paul Ekman identified six basic emotions: *anger, disgust, fear, happiness, sadness and surprise.* The book *Passion and Reason* lists more than a dozen different emotions: *aesthetic experience, anger, anxiety, compassion, depression, envy, fright, gratitude, guilt, happiness, hope, jealousy, love, pride, relief, sadness, and shame.* Psychologists identify many more categories of emotion: *admiration, adoration, aesthetic appreciation, amusement, anger, anxiety, awe, awkwardness, boredom, calmness, confusion, contempt, craving, disappointment, disgust, empathic pain, entrancement, envy, excitement, fear, guilt, horror, interest, joy, nostalgia, pride, relief, romance, sadness, satisfaction, sexual desire, surprise, sympathy and triumph.* These set of emotions can be further modeled into Diagrams or Maps of emotions.

*Suggested Reading: Plutchik’s Wheel of Emotions / Geneva Emotion Wheel*

### 14b. Feelings

Unlike emotions, feelings are connected to our mind and not brain. They are mental associations and reactions to an emotion that are personal, acquired through experience and stored as memories in our brains. There are
thousands of feelings listed in the English language. Though most people can easily recognise hundreds of emotions, they can hardly list a dozen feelings. Emotions are followed by feelings. An emotion will lead to what kind of feeling or feelings varies enormously from person to person and from situation to situation because feelings are shaped by individual experiences, belief systems and with various other factors. Example: In a circus you see a tiger performing under a ring master. Your feelings may range from fear, admiration or sadness. Sadness, if you are a wild life conservationist.

We have no control over emotions. They are natural. But, we can control feelings. Emotions or feeling often get converted into actions. Actions can be safe or unsafe, healthy or unhealthy. Actions have consequences that can be short or long term.

Emotions are event-driven, while feelings are learned behaviors that are usually in hibernation until triggered by an external event. Unlike happiness for example (a feeling), joy (an emotion) involves little cognitive awareness - we feel good without consciously deciding to - and it’s long lasting. While happiness is usually induced by and dependent on outside conditions, joy is something we experience more deeply; it’s a state of being that’s not necessarily tied to external situations. While happiness is a state of mind based on circumstances, joy is an internal feeling that disregards circumstances. Here are some Examples of different feelings and emotions and how they differ one from another:

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>They tell us “how to live.”</td>
<td>Emotions tell us what we “like” and “dislike.”</td>
</tr>
<tr>
<td>They state: “There is a right and wrong way to be.”</td>
<td>Emotions state: “There are good and bad actions.”</td>
</tr>
<tr>
<td>They establish “our long term attitude toward reality.”</td>
<td>Emotions establish our initial attitude toward reality.</td>
</tr>
<tr>
<td>They alert us “to anticipated dangers and prepare us for action.”</td>
<td>Emotion alert us to immediate dangers and prepare us for action.</td>
</tr>
<tr>
<td>They ensure “long-term survival of self (body and mind.)”</td>
<td>Emotions ensure immediate survival of self (body and mind.)</td>
</tr>
<tr>
<td>They are “low-key but sustainable.”</td>
<td>Emotions are intense but temporary.</td>
</tr>
<tr>
<td>Happiness is a feeling.</td>
<td>Joy is an emotion.</td>
</tr>
<tr>
<td>Worry is a feeling.</td>
<td>Fear is an emotion.</td>
</tr>
<tr>
<td>Contentment is a feeling.</td>
<td>Enthusiasm is an emotion.</td>
</tr>
<tr>
<td>Bitterness is a feeling.</td>
<td>Anger is an emotion.</td>
</tr>
<tr>
<td>Love is a feeling.</td>
<td>Attraction is an emotion.</td>
</tr>
</tbody>
</table>
15. Privacy

Privacy, just like body ownership, is a building block for self-esteem development of a child. Every person has a basic need for privacy, and it has to be respected. Privacy is a matter of right. Privacy Development Stages in children are:

15a. Toddlers

When children cross the age of 2, they begin to understand that they have their own needs, wants, and choices. Privacy at this stage is often marked by them being embarrassed if they know someone is watching them playing “pretend games”, proclamations like “I do it myself”, wanting to play apart from the parents, etc. Potty training also brings a new awareness of privacy in them. It is quite common for toddlers to hide when they soil their diapers. It is their way of registering that they need privacy. This self-awareness leads young children to seek independence and assert their personality. Children at this age also adore secrets— the notion that they know something someone else does not.

15b. School Going Kids

Around 5 years of age, children start understanding gender identity and developing friendships and relationships. It is also the time for them to explore social situations on their own. Playing secret games, shutting the bathroom door or asking parents to knock before entering their rooms are some common behaviours around this age.

Playing games like Hide and Seek, Doctor-Patient and House and Husband - Wife, helps them to explore relationships, behaviours and each other’s body parts. While it is essential to start respecting the private bonds created between children and their peers, it is also time to lay the groundwork for personal safety, health and hygiene rules. Parents should position themselves as loved and trusted ones, and children can come to them about any situation that bothers them. They can talk about anything to their loved and trusted one. At this age, parents/teachers should also introduce the concept of private parts to their children. Puppets, dolls or swimsuit images can be used to educate them about private parts.

15c. Preteens

In this age group, children become more centred on friendships and assert for their own spaces. They now have a fair understanding of permission and respect. They try to make sense of their body’s transformation and growing independence. This stage is often marked with closed bedroom doors, intense friendships and embarrassment about sexual references. As a child begins adolescence, their bodies are being bombarded with hormones, feelings/ emotions and awkward changes. To compound the biology of a preteen, adolescents do not have a fully functioning brain like adults do.

15d. Teens

At this age children are struggling with self-identity. They are under much stress as they push through this final transition to adulthood. Teens want to push the boundaries of what they can and cannot get away with, to move about independently from parents, and to create spaces, which they feel they have complete ownership of, from their social circles to their smartphones. At this age group, breaking the rules and challenging the authorities is quite common. Teens need time to wonder and analyse who they are and what they stand for in life. There are a lot of profound questions that need to be answered, and seeking privacy is one way teens process this self-awareness. Their brains are also undergoing a radical period of development in the prefrontal cortex (part of the brain located at the front) that regulates judgment and the ability to read emotions which requires teens to spend more time processing crucial decisions.
15e. Adolescence and Pubertal changes

Puberty is the process of physical changes by which adolescents reach sexual maturity, i.e. become capable of reproduction. Puberty refers to the bodily changes, while adolescence is the period of psychological and social transition between childhood and adulthood. Pubertal changes mostly begin around 9-10 years in girls and around 11-13 years for boys. Acknowledging the mental, emotional and physical changes that adolescents go through helps put them at ease with themselves, satisfies their curiosity, and allays any fears regarding bodily functions. The workbooks help children to be comfortable with the changes that they are going through.

A study from the American Academy of Pediatrics found that girls as well as boys are starting puberty earlier than previously recorded. There is no definitive answer to why the age of puberty has dropped. There are theories like increase in body mass index in children due to improved nutritious diet or hormone influences because of the chemicals in the food that we eat may be the reason.

15f. Privacy and internet

Internet-computers-smartphones are the engines of information, knowledge and connectivity. One cannot imagine a life without internet. However, there is a flip side to it. Access to internet by children makes them vulnerable as they may be interacting with total strangers, or accessing content that is not suitable for them, or is age-inappropriate. Internet is a virtual world that can easily deceive anyone. At times, it becomes difficult to differentiate between the real and the unreal. Just as we keep ourselves aware of the books our children are reading, the games they are playing, the friends they are making, the places they are visiting and so on, we should monitor the content/websites they access, the online games they play, and the people they contact in the virtual world. It is essential to understand that strangers, abusers, and bullies exist in the real as well as the virtual world. Abusers hide behind their computer screens and are, therefore, difficult to trace. They lure children posing as their peers or well-wishers. Once they have gained the confidence of the child, they extract the child’s personal information, and lure, trap or blackmail them for their immoral gratification. That is why it is important to monitor children’s smartphones or internet activities but in a balanced way. Parents need to set clear boundaries about what they monitor and stick to those boundaries, to show that they respect their privacy and are not invading their spaces. Parents are actually protecting that private space, by making sure they are safe online and that no one else is infringing upon their ability to flourish into a happy, healthy and safe adult.

As a parent/teacher/caregiver one should have some basic knowledge of words related to the cyber space. Cyber means relating to information and technology/the internet and virtual reality (refer legal tool kit on cyber-crime by National Commission for Protection of Child Rights (NCPCR)

http://ncpcr.gov.in/showfile.php?lang=1&level=1&sublinkid=1297&lid=1519

*Bitcoin*: A type of digital currency with encryptions, operating independently of a central distribution system.

*Blogs*: An online journal with photos and videos.

*CD*: Compact Disc
Chatroom: A website that allows people to send instant messages to each other.

Cookie: An invisible file that is placed on a computer when a website is visited.

Cyber: Relating to information technology/the internet and virtual reality.

Dark Web: Portion of the internet that is intentionally hidden through masked IP addresses.

Fake News: False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.

Hacking: Using a computer to steal private information.

Happy Slapping: Use of a mobile or camera to record an incident where a child is cyber-bullied and then circulating the recording on social media.

IP Address: A unique string of numbers separated by full stops that identifies each computer using the Internet Protocol to communicate over a network.

ISP: A short form for Internet Service Provider, which is a company that provides users access to the Internet.


Keylogger: A software program or hardware that records all keystrokes used on a keyboard.

Malware: Software like spyware or other virus, worms or trojans that infect and intend to damage or take control over an electronic device like computer, mobile etc.

MMS: Multimedia Messaging Service.

Online Safety: Knowledge of ensuring personal safety and mitigating security risks when using the internet.

Phishing: A fake email or message to a person to authenticate an account that leads to disclosure of personal information, such as passwords and credit card numbers.

Privacy: The state of being free from unwanted intrusion, public scrutiny, secret surveillance or unauthorized disclosure of one’s personal data or information.

Rumour Spreading: Circulating gossip through email, text messages or pictures or other means.

Sexting: The Sending of sexually explicit content from one person to another.

Spam: Junk mail that is sent to many people at once.

Trolling: Cyber-bullying a person online by making repeated and persistent harassing comments or intimidating remarks.

Virus: A harmful computer program that damage computers. Viruses can be sent to users through email, or downloaded from websites.

16. Peer Pressure

Children in teens and preteens are eager to belong to a peer group. It is part and parcel of growing up. However, in their eagerness, they may give in to, or agree to do things which they actually may not want to do. Children, just
like adults, are influenced by their peers, i.e. friends and special friends. At times peers may include a much bigger set of friends. Special friends are friends that are best friends or friends towards whom they are attracted physically. Peers, at times, create pressure directly or indirectly on a child to do things that the child would not do otherwise. Direct pressure involves, peers explicitly asking a child to do something. Indirect pressure happens when a child witness others engage in an activity and are motivated to do the same.

16a. Friends (Page No. M8SW-32)

Teens know about Romeo-Juliet, Radha-Krishna, Heer-Ranjha, LailaMajnu and many such other iconic love stories through their cultures, mythologies, festivals, and religions or school syllabus. Movies and advertisements are also big influencers on this matter. Physical attraction or sexual curiosity at this age is a Biological Fact and cannot be denied. That is why all the schools by and large from class 8 onwards start teaching human sexual reproduction so that children can rationalise this fact. Children are to be explained that they are not yet mentally, physically, and socially ready for a physical relationship. That is why there is a law against child marriage.

16b. Say No to peer pressure (Page No. M6SW-29)

The answer to handling peer pressure is to empower our children to identify such situations and say, “NO”. Saying NO may make them feel that they are not part of the group or may lose a friend/special friend but we have to teach them that following the group, which is often a crowd or a friend/special friend is not always the right thing to do. Children are to be talked about and even warned about the consequences of peer pressures which can take many forms of abuses, unhealthy physical relationships, substance abuse and heinous crimes.

16c. Substance Abuse (Page No. M4SW-47)

Majority of parents do not teach their children about the dangers of drug abuse. Overwhelming evidence shows that a parent’s lessons and involvement reduce the risk of substance abuse habits, particularly when started at an early age. It is crucial for parents to talk to their children early and often about the drugs they may encounter. Let them know the dangers of getting involved with drugs and that parents find it unacceptable. Warn about peer pressure, and guide them on how to handle it. Whether from new friends or strangers, teens will encounter peer pressure during their middle or high school years. Warn children that peer pressure can take many forms, and sometimes the friends they trust the most, end up being the ones who encourage them to experiment with drugs. Teach children how to identify these situations, and how to rise above the influence of their peers. They may tend to think that saying “NO” makes them look uncool. It is important to let them know that resisting peer pressure, and not following the crowd is a often a matter of health and safety. Establish clear rules on the unacceptable use of alcohol and other drugs early in a child’s life. If they violate the rules of the house, make sure there are consequences. A lack of repercussions can lead to repeated experimentation and drug abuse. Parents can foster good behaviour by suspending a teen’s privileges or enforcing some other consequences for abusing drugs.

Parents should try their level best to keep tabs on their child’s schedule and whereabouts without looking intrusive. If they mention any parties or sleepovers, parents should make sure that they know and trust the parents or chaperones who are supervising their children. Children should not have any inhibition or problem sharing this information with parents. If they hide or are reluctant to tell, that might indicate a problem. Do not let children stay out too late or attend any gatherings that seem suspicious.

17. Bullying (Page No. M5SW-20)

Children are often taunted, body shamed and teased by their peers, older children and at times by adults. The common ground for taunting being gender, looks, skin colour and disabilities. This taunting and teasing erodes
their self-esteem and makes them vulnerable to various abuses like bullying and sexual abuse. Bullying among children is an acute problem. It starts at an early age (primary school). It evolves into ragging when they graduate from school and enter college. They have a few ways of handling such incidents, ranging from retaliation, complaining to someone in authority, ignoring the taunts and at times, internalising the damaging messages. We need to help children understand that: We do not choose our bodies - Nature has made our bodies - what we do is more important than how we look. Besides, learning how to be assertive helps the child respond positively to taunting and bullying.

18. Nature has made our body

Respect for our body as a whole and its parts is crucial for positive self-esteem. We should always work on our body to stay healthy and also work on our attributes like Abilities, Talents and Skills which can be improved with practice and hard work. It is these attributes and our ideas and not our body that is to be reflected in our attitude and behaviour. Our attitude, behaviour, ideas and actions bring us to pride or shame and not how our body looks but we can always take pride in how we take care of our body and help it grow. Each one of us is unique and special. Children need to realise that physical differences alone do not make us special or unique. “What makes us truly unique and special are our mental attributes, actions, personalities and ideas.”

Suggested reading: The story of Ashtavakra

19. It is OK to be afraid

Being fearless is not being completely unafraid. When fear grips us, we are terrified and may shout and/or run away. Fear tells us we are in danger. It is a survival instinct in a given situation. Fear is a call for action. Those of our ancestors, who did not run away in fear when they saw a mighty lion charging towards them, did not survive to reproduce. In today’s world, our children do not face serious physical threats like hungry predators, but they do face abusers. We teach our children to be brave and thus, they tend to refuse to admit their fear. There is no good reason to lie to oneself about their emotions, especially fear. It is okay to be afraid, even for just a moment. We do not have to impress anyone, and being afraid of something may mean that we need help. Asking for help can be terrifying by itself but not asking for it can be even worse. It is normal to feel lost and unsure of how to handle something. One cannot live a hundred percent unafraid of everything. There should be parts of our life, present, past and future that scare us - Being afraid of that big examination; being afraid of our future, etc. Fear can be our friend in just the right doses but too much of it is harmful. We have to teach our children that they are fiery, strong and beautiful and they are totally validated in their fears. We have to make children understand that acting on our instinct of fear need not necessarily be always related to bravery and cowardice. Fear is a fundamental part of making good decisions like fighting back or running away. We need our instincts to let us know when something is just wrong; an immediate emotional evaluation that is even more powerful than complex reasoning and logic.

The goal is not to remove fear, as fear helps children know that something is wrong, but to build the courage to act despite the fear.

20. Secrets, Surprises and Gifts (Page No. M1SW-53)

We all love secrets. Having secrets gives us a feeling of fun or superiority. However, it is essential for children never to keep secrets - but telling them also can confuse them, especially younger children. If they went with Daddy last week to buy Mummy a birthday present, and Daddy told them not to tell Mummy, that is a secret too. One can explain that this kind of secret is a surprise. A surprise is the kind of secret we want people to find out eventually -
like the Mummy’s birthday gift. Secrets about an uncomfortable touch or look, on the other hand, are secrets that abusers want children to keep forever. They will put pressure on children or lure, confuse or threaten them to keep the abuse a secret. Children need to know they should never keep secrets that break personal safety rules. They need to know to tell a trusted adult as soon as they can. Reassure children that it is okay to break a promise if it is about – not to tell a secret about touching. Remind children frequently not to keep unsafe secrets. Tell them that we will believe them, even if the secret is about someone we know. Instruct children always to tell a trusted adult about a problem involving touching or other kinds of sexual abuse; even if it has gone on for a long time. Reassure children that it is never too late to tell someone about this kind of a problem. This encourages children to feel safe in disclosing abuse, even if it has been going on for a while. Tell children to keep telling trusted adults until someone believes them. Help children understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

21. Safe and unsafe touches and looks

We cannot imagine a world without touches, looks and feelings. Touches, looks and feelings go hand in hand and are quite a complex human behaviour to understand even for grown-ups. Touches and looks are also related to our body safety. Most, but not all, touches and looks are safe. Children from an early age are to be educated about various types of touches, looks and feelings. Rules are to be made for safe and unsafe touches and looks. For young children, touches can be broadly classified into three main categories - Safe, Unsafe and Confusing touch (It is always better to use words safe and unsafe rather than good and bad while teaching touches to young children). These three categories, as children grow, can be further expanded to loving, caring, accidental, hurtful, etc. touches.

22. It is not your fault

Sexual abusers may blame the child or put the onus of the abuse on the child and make them feel guilty. The child may feel that it was their fault that the abuse took place and may not report instances of abuse, thereby, keeping the cycle of abuse going. To prevent this from happening, it is vital that children firmly believe that it was not their fault. Otherwise, when they grow older, they may experience unease or they may also experience guilt, shame and self-blame. Even children who have learnt that they should report matters of abuse to their elders whom they love and trust, start feeling a huge sense of guilt if they had not reported the matter earlier. They also begin blaming themselves for keeping quiet about the matter. They may also think that since the abuse took place a long time ago, they need not reveal it as it will not help them. Due to these factors, children find it difficult to report matters of ongoing or previous abuse. It, therefore, becomes essential to let them know that no matter what the reasons are (or were), it is still not their fault.

23. Telling and getting help (Trusted Adults)

In most cases of abuse, the target of abuse does not report the abuse due to fear or general confusion as to who could be trusted with the information. The abuser takes advantage of the child’s innocence, trust or affection and ignorance. In many cases, abuser threatens, lures or bribes the child to keep silent. Because of the threats, fear, guilt, shame and embarrassment, most children do not tell anyone about the abuse. Teaching children about identifying their trusted adults, who can be relied upon for believing them, helping them and stopping the abuse is, therefore, crucial.

24. Being Assertive

Children are often not taught personal safety rules clearly and are somehow expected to derive them from what people around them say and do. Adults may have attached shame to certain parts of the body in their attempt to teach children social etiquettes about clothing and touching. Children may have been told that they “should not
allow anyone to touch them in certain parts of the body”. However, this is difficult to do. Young children cannot prevent people from touching them. They have no control over their actions. Moreover, children have been taught through generations to listen to their elders and to obey them.

Respect is thinking and acting positively about oneself and others. Two-sided, but often if a child says “NO” or “Keep your hands to yourself” to an elder, it is considered disrespect. We teach our children good manners which include respecting elders. It also means that children need permission to say NO to any authority figure. Now what about a situation where an elder asks them to do something that is not safe, that could endanger them, or that would break a personal safety rule? Which comes first, safety or manners? We have to debunk saying “NO” in the context of good manners. Children expressing their emotions assertively in the form of “NO” should not be considered a bad manner or disrespect. On the contrary, learning to express emotions assertively can help children to be safe. We can follow the rules and still respect ourselves and others. We can resist and report when someone breaks personal safety rules.

Perpetrators, in most of the cases, abuse more than one child. If even one of the targets of abuse develops the confidence to report the matter, it could help stop the abuser from abusing other children. People who violate Personal Safety Rules, in most cases, target those children whom they believe will not resist or report them. In such a scenario, it is crucial that children be taught to express their feelings assertively even in the face of fear.

Sometimes, what the children fear is repercussions from the abuser or their parents. Sensitive caregivers would encourage children to be assertive and to say that they do not like certain things for their safety. They would not punish or blame the child or call the child rude or misbehaved! However, this can only be accomplished by building a sensitive and knowledgeable support system. When children are encouraged to develop a feeling of self-confidence, they will be less likely to be abused and possibly, more likely to stop any violation of their personal safety rules by saying, ‘No’ and going away from the scene.

25. The 4-step safety rule (Page No. MBSW-44 / M5SW-40)

For the ultimate situation encountered by a child who faces an abuser, who is emotionally and physically much superior, it boils down to execution of the following safety drill:

**Step 1 Scream / Say NO**

**Step 2 Run**

**Step 3 Tell**

**Step 4 Keep telling till someone believes you**

Suggested viewing: https://www.youtube.com/watch?time_continue=4&v=1wMHyrt6UU

Page No. M4SW-39: Step Scream; Page No. M9SW 57- Self-Defence
26. School Counsellors

There was a time when going to a psychiatrist/psychologist was considered a taboo. However, slowly, things have changed. More and more people now understand the importance of mental health and more and more schools have now started hiring psychologists. Some schools even teach psychology as a subject to class 11 and 12 students.

*Psychiatrist*: a trained medical doctor who prescribes medication.

*Psychologist*: not a medical doctor and cannot prescribe medication.

There are many types of psychologists. Clinical and counselling psychologists are most common. Clinical psychologists have a Master’s Degree in Psychology and an M. Phil in Clinical Psychology. They specialise in treating mental disorders. They need a licence for practising, from RCI – Rehabilitation Council of India. Nowadays, we find clinical psychologists in most hospitals. Counselling psychologists have a Master’s Degree in Psychology and a Diploma in Counselling. They do not require any licence to practice. They specialise in different kinds of counselling and handle marital problems, adjustment issues, children’s problems like examination stress, bullying, etc. Schools usually hire counseling psychologists, commonly called School Counsellors. 8376804102 is a toll free, 24 x 7 and 365 days stress helpline for children and others for psychological problems including problem related to stress and abuse. The helpline is handled by a team of psychiatrists and psychologists from across India. It is run by the Department of Mental Health and Behavioural Sciences, Fortis Healthcare.

27. Rules and laws (Page No. M4SW–43)

Rules are made for safety, health and efficiency. Children think that rules are made only for them. However, rules are also applicable to grown-ups. Some of the rules applicable for grown-ups are called laws. When grown-ups break the law, they are handled by police and punished by the judge. Sometimes, grown-ups are sent to jail for breaking a law. When grown-ups drive cars they have to follow the traffic safety law: stop (red light), look around (yellow light) and go (green light) for everyone’s safety; Children follow health rules: brush your teeth daily, go to bed early, etc. For not brushing teeth every morning, which is a rule made by parents, parents may punish their children by not letting them watch their favourite cartoon show but they cannot beat their children. It is against the law. Likewise, when children do not do their school homework in time, their teachers may punish them by not giving them marks in their exams but they cannot beat them. If anyone violates a child’s right, it is a violation of the law and that person is punishable under the law.


The act defines the age of the child (juvenile) as a person below 18 years. It deals with children who fall in the following two categories:

Category A: Have broken the law (“children in conflict with the law”).

Category B: In need of care, protection, treatment, development and rehabilitation like a child:

- Who is found without any home or settled place;
- Who is found working in contravention of labour laws or is found begging or living on the street;
• Who resides with a person and such person has injured, exploited, abused or neglected that child, or has threatened to kill, exploit or abuse that child or has killed, exploited, neglected or abused any other child;
• Who is mentally ill or mentally or physically challenged and has no one fit enough properly take care of her/him;
• Whose parent or guardian is found to be unfit or incapacitated;
• Who does not have parents or whose parents have abandoned her/him or surrendered her/him and no one is willing to take care of her/him;
• Who is a missing or a runaway child and whose parents cannot be found after making reasonable inquiry;
• Who has been or is being or is likely to be abused, tortured or exploited for the purpose of sexual abuse;
• Who is found vulnerable and is likely to be inducted into drug abuse or trafficking;
• Who is at imminent risk of marriage before attaining the age of marriage and whose parents or family members are likely to be responsible for such marriage.

Child Welfare Committee - CWC

Under this Act, Child Welfare Committees (CWC) have been formed (district-wise) which make sure that care, protection, treatment, development and rehabilitation is provided to children of both the categories A and B. The reform and rehab can be institutionally driven, if required. These institutions, as defined in the Act can be shelter homes, observation homes, foster care, etc. The CWC consists of a Chairperson, and four other members of whom at least one is a woman and another, an expert on matters concerning children. In the event of any difference of opinion among the members of the Committee at the time of taking any decision, the opinion of the majority prevails. If there is no majority, then the opinion of the Chairperson prevails. Anybody can produce a child before CWC including:
  • Any police officer or Special Juvenile Police Unit - SJPU or a designated Child Welfare Police Officer
  • Any officer of District Child Protection Unit - DCPU or inspector appointed under any labour law
  • Any public servant
  • Child Line Services
  • Voluntary or non-governmental organization Child Welfare Officer or probation officer
  • Any social worker
  • Public spirited citizen
  • Child himself
  • Any nurse, doctor or management of a nursing home, hospital or maternity home

Juvenile Justice Board - JJB

The children in conflict with law (they are not called criminals) are produced in front of the Juvenile Justice Board (JJB) and not the usual court for adults. The JJB consists of a Judicial Magistrate of first class and two social
workers of whom at least one shall be a woman. The social worker members should be persons who have been actively involved in health, education, or welfare activities pertaining to children for at least seven years or are practicing professionals with a degree in child psychology, psychiatry, sociology or law. The board is empowered to conduct an inquiry (not a trial) regarding a child in conflict with law and to pass orders as prescribed in the Act. No matter what, a child can never be put in a police lock-up or jail. When the Board feels that a child in conflict with law is also a child in need of care and protection then it can refer the child to the CWC for necessary action. The Board is required to hold its sittings in either an Observation Home or a Special Home or any place which is close to these child care institutions. The Board cannot hold its sittings in any court or jail premises. In case of difference of opinion among members of the Board, the opinion of majority is to prevail and if there is no majority then the opinion of Principal Magistrate is to prevail.

**Special Juvenile Police Unit - SJPU**

Even the police who handle these cases are different. They are called the Special Juvenile Police Unit (SJPU). The SJPU and JJB are specially constituted (district wise) for children under this Act.

**Orders by JJB:**

The JJB, for various types of crimes committed by children like petty, serious and heinous, can award the following types of orders:

- To go home after advice or admonition
- Group counselling
- Community Service
- Child or parent of the child to pay fine.
- Child may be released on probation and placed under the care of guardian or fit person or fit facility where he shall be kept for 3 years only.
- Child to be sent to special home having reformatory services, for such period not exceeding three years.
- The child to attend school; or a vocational training; or a therapeutic center; or to undergo a de-addiction program.

However, no record of the child can be kept for any future disqualification like for Govt. services, passport application, etc.

The JJA goes by the principle “Once a juvenile, always a juvenile” hence,

- If a person was below 18 years on the date of committing a crime and turned 18 during the course of inquiry, he/ she shall still be treated as a child during the rest of the course of inquiry.
- If a person was below 18 years of age on the date of committing a crime but had turned 18 on the date of apprehension, he/ she shall still be treated as a child during the process of inquiry.
Petty offences - these are offences which hold a maximum punishment of 3 years of imprisonment under the Indian Penal Code (IPC) or any other law.

Serious Offences - these are offences which hold a punishment ranging from 3 years to 7 years of imprisonment under the Indian Penal Code or any other law.

Heinous Offences - these are offences which hold a minimum punishment of 7 years of imprisonment under the Indian Penal Code or any other law.

Children’s Court

The Commissions for Protection of Child Rights Act (2005) CPCR which pre-dates the POCSO Act provides for the formation of a National Commission and State Commissions for Protection of Child Rights -NCPCR. The CPCR also provides for formation of Children’s Courts in each district for providing speedy trial of offences against children or of violation of child rights and for matters connected therewith or incidental thereto. In 2015, responding to public sentiments (Nirbhaya - Delhi gang rape in particular), the JJA was amended, and the age of the juvenile was lowered from 18 to 16 years, subject to whether the juvenile had the mental capacity, just like an adult, to understand the consequences of the heinous offences (like rape/murder) committed. If the JJB decides that the Juvenile has that mental capacity, it recommends the case to a Children’s Court. If the Children’s Court is of the same opinion about the mental capacity of the juvenile, the juvenile will then be treated as an adult. When the matter comes before the Children’s Court, the Children’s Court has two options:

a. The Children’s Court decides that there is no need for trial of the child as an adult. In such case, the Children’s Court has the power of the Juvenile Justice Board and therefore instead of transferring the case back to the Board, the Children’s Court can conduct inquiry and pass orders accordingly. This implies that a child will not be given detention of more than three years.

b. On the other hand, the Children’s Court may decide that there is a need for trial of the child as an adult and thus will follow the procedures prescribed under Code of Criminal Procedures - CrPC. The quantum of detention in such case is not prescribed in the Act and has been left at the discretion of the Children’s Court. However, under the Act, no child for any offence can be sentenced for life without the possibility of release or sentenced to death by the Board or the Children’s Court.

Determination of age of a Juvenile

The JJA provides for the method for determination of the age of a juvenile. The act says:

a. If on the basis of appearance of the child, the Board decides that the child brought before it is a child then in such case, it has to record its observation stating the age of the child as nearly as may be and proceed with inquiry without waiting for further confirmation of age.

b. If the Board has reasonable grounds regarding the age of the child then it will follow the procedure:

(i) Date of birth certificate from the school or the matriculation or equivalent certificate from the examination Board concerned, and in the absence thereof;

(ii) Birth certificate given by a corporation or a municipal authority or a panchayat;
(iii) And only in the absence of (i) and (ii) age is to be determined by an ossification test or any other medical test for determining the age of the child. Provided the test is completed within 15 days of order by the Board.

29. Protection of Children from Sexual Offences Act (2012) or POCSO Act

The law was enacted in 2012 to protect children from sexual offences. It is a "child-centric" law that protects everyone below the age of 18. The law effectively filled all the loopholes of existing laws related to Child Sexual Abuse (CSA). Through POCSO some of the offences were clearly defined for the first time in Indian law. Example: Penetrative sexual assault (commonly called rape) for boys. The offences defined in POCSO are gender neutral.

- Under POCSO special in-camera trial, child-friendly and district-wise fast-track special courts (commonly called POCSO courts) have been set up exclusively to deal with the offenders.
- The Special Court can award compensation to the victim.
- The child is not to be brought in contact with the accused at any point of the criminal justice process.

POCSO, since its inception, has been under scrutiny. The law was amended and made more stringent by bringing changes like death penalty to the child rapist, etc. in 2019 – Protection Of Children From Sexual Offences (Amendment) Act, 2019. POCSO Act is applicable across India. The National Commission for the Protection of Child Rights (NCPCR) and State Commissions for the Protection of Child Rights (SCPCRs) are responsible for monitoring the implementation of the POCSO Act. It is a stringent law because of features like:

- The burden of proof is on the accused to prove that she/he is innocent of the charges.
- Under the POCSO Act a sexual offence must be reported to the local police or the Special Juvenile Police Unit (SJPU). Failure to report an incident or its possibility is an offence, punishable with imprisonment and/or fine. The general obligation to report sexual offences under the POCSO will apply to all schools (private/government). It cannot be handled internally through administrative inquiries or compromises.

For instance, if a school staff learns about the sexual abuse of a student by another school staff in the school, she/ he must definitely alert the Principal or the head of the institution. She/ he should also inform the local police or Special Juvenile Police Unit - SJPU in the event that the Principal or head fails to do so. Failure on the part of the principal to report is punishable with imprisonment of up to one year and/or fine. The school staff can also be held liable for failure to report and can be punished with imprisonment of up to 6 months and/or fine.

- Provision for death penalty.
- Abetment to an offence has the same punishment as prescribed for the offence.
- Consent of a child is not considered as a valid defence.
- The punishment for an unsuccessful attempt to commit an offence is up to half of that which is prescribed for the commission of the offence.
• In the event of any conflict between POCSO Act and any other law for an offence, the POCSO Act will override.
• Refusal to register an FIR by a police officer is punishable for up to 6 months of imprisonment and/or fine.

A child can also be charged with a sexual offence under the POCSO Act but the cases against the child will lie before the Juvenile Justice Board as per procedures laid down under the Juvenile Justice (Care and Protection of Children) Act 2015. The child cannot be tried by the Special Court set up to deal exclusively with the cases of POCSO and cannot be punished under the POCSO Act.

Categories of the offences

The act can, by and large, be categorised under the following 6 categories:

I. Sexual Harassment - Non-touch-based offences like passing lewd remarks, stalking, sending obscene pictures/messages, showing private parts, etc.

Punishment - Imprisonment of up to 3 years and shall also be liable to fine.

Various offences as defined under POCSO Act are applicable only when there is asexual intent, meaning intention of a sexual nature behind the commission of the act. Example: A biology teacher showing a documentary on body parts to explain the human body cannot be covered under POCSO. There is no clear definition on what constitutes ‘intent’. The facts and circumstances of the case before the Court will indicate the presence or absence of sexual intent. Moreover, this will vary depending on the interpretation by the Courts.

II. Sexual Assault - Touch-based but non-penetrative offences like fondling a child’s private parts or making the child do the same to someone else, etc.

Punishment – Minimum imprisonment of 3 years to maximum 5 years and shall also be liable to fine.

III. Aggravated Sexual Assault -

Punishment – Minimum imprisonment 5 years to maximum 7 years and/or fine.

IV. Penetrative Sexual Assault (PSA) – Insertions of any object/body part in an orifice (mouth and/or any opening below the waist) of a child for sexual gratification.

Punishment – Besides, liability for fine –

a. The minimum imprisonment is 10 years which may extend to imprisonment for life.

b. If the child is below 16 years the minimum imprisonment is 20 years which may extend to imprisonment for life.

c. When the victim is a child below 12 years the offence is defined as Aggravated Penetrative Sexual Assault, The punishment is minimum imprisonment of 20 years which may extend to imprisonment for life or DEATH Penalty.

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An Assault is considered to be *Aggravated* based on factors such as age of the victim, whether the victim is differently abled (mentally or physically), relationship of the child with the offender, position of the offender in contexts of trust or authority, gravity of the assault, Penetrative Sexual Assault by a gang, etc.

The offence also becomes aggravating when the offender is: Police officer / Member of the armed forces or security forces / Public servant: A judge, court officer, government officer, etc. / Management or staff of an educational - religious institution like a teacher or principal. / Relative of the child through blood, adoption, marriage, guardianship, foster care, or having a domestic relationship with parent, or living in the same or shared household with the child. / Parent, uncle, aunty, cousin etc. / Person in a position of trust or authority of a child in an institution, home of the child, or any other place.

V. Use of Children for Pornographic Purposes – Involving a child through any medium like print, electronic, computer, television channels, internet or any other technology for preparation, production, offering, transmitting, publishing, facilitation and distribution of pornographic material.

Punishment – Minimum imprisonment of 5 years, which may extend to life, and shall also be liable for fine. For repeat offenders, the imprisonment will be longer.

Storage of child pornographic material in any form like print, electronic, digital, etc. is a crime under this Act. The punishment for storage of such material ranges from a minimum fine of Rs. 5,000 to a maximum of imprisonment of 7 years and shall be also liable for fine. The quantum of punishment depends upon factors like whether the offence committed was a repeat offence by the person, the intention of the person was to use the stored material for commercial purposes, etc.

VI. Abetment - of an offence is to be treated at par with the commission of the offence.

Abetment of an offence means to instigate, intentionally aid, or conspire with another person to commit an offence. Any person who helps or aids the commission of a sexual offence by actively assisting someone or even by not preventing the commission of the offence will be an 'abettor' under this Act. For instance, a villager brought his fourteen year old girl with a skin problem to a *godman* who proclaims to have healing powers. The god man takes her inside the room and sexually assaults her under the guise of treating her, and his wife guards the door during this period knowing full well that he is assaulting the child. The wife will be regarded as an abettor of the offence as she did not prevent the assault and also facilitated its commission by standing guard.

Safeguarding evidence and crime scene

It is very important to secure the evidence and hence school authorities must take immediate steps to cordon the area in which the abuse may have been allegedly committed and alert the police. Destruction of evidence is an offence under Section 201 of the IPC. Whoever destroys evidence or gives false information in order to screen the offender in respect of:

- Offences punishable with death – will be punished with imprisonment up to 7 years and fine
- Offences punishable with life imprisonment – will be punished with imprisonment up to 3 years and fine.
- Offences punishable with less than 10 years imprisonment – will be punished with imprisonment up to one-fourth of the longest term of punishment prescribed.
Protecting the identity of the child

The privacy of the child involved is to be strictly protected. Identity of a child includes his or her name, address, photograph, family details, school, neighbourhood, or any other details that may lead to disclosure of identity. School authorities must ensure that the identity of the child is protected from the media. Any person who discloses the identity of a child without the permission of the Special Court can be punished with six months to one year punishment and/or fine.

False Complaints under POCSO

Any person, who makes a false complaint or provides false information against any person is liable for punishment of up to six months and/or fine. However, the Act specifically states that a person will not incur civil (paying fine) or criminal liability (sentence to jail) for giving information about the commission of a sexual offence or the likelihood of commission of an offence in GOOD FAITH. What this means is that no legal action can be taken against a person who has acted in good faith and reported an offence. An explanation of the term 'good faith' can be found in Section 52 of the IPC, which states that “Nothing is said to be done or believed in 'good faith' which is done or believed without due care and attention.” Example: If a person reports a matter based on information that a child has been sexually abused by her/his uncle after speaking to the child, doctor, and cousin of the child, then it can be said that the person has acted in good faith. This will serve as a defence in the event that the uncle files a civil suit alleging defamation.

A child who fails to report the commission of an offence, makes a false complaint, or gives false information about the commission of an offence cannot be held liable under this Act.

Special Obligations of Schools in Karnataka

In 2014, the Department of Public Instruction, Government of Karnataka issued a circular regarding prevention of sexual harassment, rape and physical abuse of students studying in schools and colleges in the State. Soon many states followed and issued similar circulars. The Karnataka Govt. circular can be considered as a check list for the safety policy of a school. Some of the obligations imposed on schools under the Karnataka circular are as follows:

- Schools to provide their name and address and the names and addresses of the members of the School Management Committee to the jurisdictional police station.
- Names and addresses of teachers/ staff working in the school must be registered in the police station and updated at regular intervals.
- Schools to establish a ‘Child Protection Committee’. This Committee should be at every level to prevent instances of sexual harassment and other atrocities against children.
- Take adequate steps to ensure that children leave school only with their parents or authorised person.
- Appoint workers for transport, security, housekeeping etc. through prestigious and recognized agencies and get police verification done.
- Appoint both female and male security personnel who will continuously monitor all entrances, exits and premises – and check visitors.
- Display various phone numbers like that of Child Welfare Committee, Child Helpline 1098, District Child Protection Unit - DCPU, Special police units for children on the notice board.
• Ensure that security staff confirms that no student or staff is on premises after school.
• Ensure that punishments like locking children in dark rooms or sending them out of the classrooms etc. are not practiced.
• Install CCTVs in every class room and in school premises and appoint two vigilant staff members to report the information on the CCTVs.
• Conduct awareness trainings for management, teaching and non-teaching staff on POCSO Act & Rules.
• Install complaint and suggestion boxes, check them and address them on a weekly basis.
• Provide ID cards to all staff, drivers, helpers, cooks, etc.
• Identify and mark all unsafe places in schools.
• All schools must prepare a child safety plan in order to provide the highest safety levels in schools.
• The plan should list out the rules and responsibilities, norms for the teachers, parents, students and other members.
• Parent and teacher meetings must happen regularly.


Death by road accidents, as we all know is quite common in India. Many of those who die are children who often meet with road accidents while going to and/or coming back from schools. That is why the new stringent Motor Vehicles Act - MVA came into existence in 2019. By and large the act is applicable across India. The act prioritises the protection of children and vulnerable road users like pedestrians and many more.

Here are its salient features:
• The fines for violations like drunk driving/ rash driving/ driving without a licence/ over speeding/ not wearing a seatbelt or a helmet/ jumping a red light/ talking on the phone while driving etc. have been substantially increased.
• The driver licensing system in India controls and filters the number and quality of drivers on the road. The system is being digitalised and made uniform for the entire country.
• For deaths in hit-and-run cases, the government provides a higher compensation.
• The Act has provisions for the protection of Good Samaritans. Those who come forward to help accident victims will be protected from civil or criminal liability. It is optional for them to disclose their identity to the police or medical personnel.
• It is mandatory to alter vehicles to make them suitable for differently-abled people.
• Contractors, consultants and civic agencies are liable for punishment for faulty design, construction or poor maintenance of roads leading to accidents.
• A time limit of six months has been specified for an application of compensation to the Claims Tribunal with regard to road accidents.
The government can recall vehicles whose engines or other components do not meet the required safety standards.

Manufacturers can be fined up to Rs 500 crore in case of sub-standard components or engines.

Various improvement schemes have been introduced in the areas of road safety, rural transport, last mile connectivity, public transport automation, passenger convenience, online learning licences, and increasing validity period for driving license.

A driving licence is an official document certifying that the holder is suitably qualified to drive a motor vehicle or vehicles. No person can drive a motor vehicle in any public place, unless they hold a valid driving licence issued to them by the government, authorising them to drive a vehicle of that particular category. In India, two kinds of driving licences are issued: Learner’s Licence and Permanent Licence. Learner’s Licence is valid for several months. For obtaining a Permanent Licence:

- The minimum age to apply for a permanent licence to drive a private motor vehicle is 18 years.
- In traffic violations by juveniles, the guardians or owner of the vehicle will be held responsible, unless they manage to prove that the offence was committed without their knowledge or they had tried to prevent it.
- The registration of the motor vehicle in question will be cancelled. The juvenile will be tried under the Juvenile Justice Act.
- The eligibility for obtaining a Learner’s Licence for a private motor vehicle of 50 CC engine capacity and without any gear, is 16 years (if the applicant’s parents or guardians give their consent).

### 31. Helplines

#### 31a. POCSO-E-Box

NCPCR along with the MW&CD, Govt. of India has created the child-centric and an illustrative complaint box called POCSO E-Box. One can report online any case of child sexual abuse under the POCSO Act, 2012. This E-Box is available on [www.ncpcr.gov.in](http://www.ncpcr.gov.in). Whether a child in need or a concerned adult or child, they can use the POCSO E-Box. The POCSO E Box toll-free helpline is **9868235077, 1800115455**. The box is also available in the form of a mobile app.

#### 31b. Child Helpline – 1098

The helpline by Childline India Foundation - CIF (www.childlineindia.org.in) is a toll-free telephone helpline for children in distress. Ministry of Women and Child Development, Govt. of India supports the childline. A child in need or a concerned adult/child, can dial 1098 to access its services. It operates across India through a network of over hundreds of partner organisations. CHILDLINE stands for a friendly ‘Didi’ or a sympathetic ‘Bhaiya’ who is always there for vulnerable children 24 hours of the day, 365 days of the year.
The CHILDLINE not only responds to the emergency needs of children but also links them to services for their long-term care and rehab.

It works for the protection of the rights of all children, in general. However, its particular focus is on children in need of care and protection, especially the more vulnerable sections like:

- Street children and youth living alone on the streets.
- Child labourers working in the un-organised and organised sectors.
- Domestic help, especially girl domestics.
- Children affected by physical/ sexual/ emotional abuse in the family, schools, institutions, etc.

REPORT Child labour at https://pencil.gov.in/Complaints/add

REPORT Child sexual abuse – CSA at POCSO E Box https://ncpcr.gov.in/user_complaints.php
Or at toll free phone numbers 1800115455, 9868235077, 1098

REPORT Child Sexual Abuse Imagery at http://aarambhindia.org/report/

TRACK a missing Child at https://trackthemissingchild.gov.in/trackchild/index.php

ADOPT a Child http://cara.nic.in/
The POCSO E Box is also available through Google APPS.
32. National Commission for Protection of Child Rights

The Commissions for Protection of Child Rights Act (2005) CPCR which pre-dates the POCSEO Act provides for the formation of a National Commission and State Commissions for Protection of Child Rights – https://ncpcr.gov.in/ The commission is headed by a chairperson and has many functions like:

Inquire into complaints and take suo motu notice of matters relating to:

- Deprivation and violation of child rights;
- Non implementation of laws providing for protection and development of children;
- Non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships and ensuring welfare of the children and to provide relief to such children;
- Or take up the issues arising out of such matters with appropriate authorities.

33. The Integrated Child Protection Scheme (ICPS)

The Integrated Child Protection Scheme (ICPS) has significantly contributed to the realisation of Government / State responsibility for creating a system that will efficiently and effectively protect children. Based on cardinal principles of “protection of child rights” and “best interest of the child”, ICPS contributes to the improvement in the wellbeing of children in difficult circumstances, as well as to the reduction of vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation of children from their families. ICPS is a centrally sponsored scheme and is implemented with the participation of State Governments. District Child Protection Unit (DCPU) functions under the ICPS at the district level.

The DCPU coordinates and implements all child rights and protection activities at the district level. It operates under the chairpersonship of the District Collector/ District Magistrate.

34. One Stop Centers – OSC

In India, gender based violence has many manifestations; from the more universally prevalent forms of domestic and sexual violence including rape, to harmful practices such as, dowry, honour killings, acid attacks, witch - hunting, sexual harassment, child sexual abuse, trafficking for commercial sexual exploitation, child marriage, sex selective abortion, etc. MWCD, Govt. of India has formulated a Centrally Sponsored Scheme for setting up One Stop Centre, a sub - scheme of Umbrella Scheme for National Mission for Empowerment of Women including Indira Gandhi Mattritava Sahyaog Yojana. Popularly known as Sakhi, the scheme is being implemented since 1st April 2015. These Centres are being established across the country to provide integrated support and assistance under one roof to women including girls below the age of 18 years affected by violence, both in private and public spaces in a phased manner. The centres are integrated with a Women Helpline to facilitate access to following services:
a. Emergency response and rescue
b. Medical assistance
c. Assistance to women in lodging the FIR
d. Psycho-social support and counselling
e. Legal aid and counselling
f. Shelter
g. Video conferencing facility

35. National Database on Sexual Offenders – NDSO

The National Database on Sexual Offenders is a National Register of Sex Offenders from across India. It contains complete details of convicted sex offenders since 2005 so that they can be tracked and monitored. NDSO became operational in 2018 and has details of more than 4 lac convicts. The database will be accessible only to law enforcement agencies and not to the public. The National Crime Records Bureau (NCRB) is the nodal agency to maintain the NDSO. The offenders are classified as low danger, moderate danger and habitual offenders in the registry as per the gravity of their crimes. The registry stores data for:

- 15 years for “low danger” convicts.
- 25 years for “moderate danger” convicts.
- And through lifetime for “habitual offenders” like violent criminals, convicts in the gang rape and custodial rapes.

The NDSO contains names, photographs, residential addresses, fingerprints, DNA samples, Aadhaar and PAN numbers of convicted sexual offenders. This crucial decision to set up such a database was taken in April 2018 following nationwide outrage over cases of sexual assault on minors, including the rape and murder of an eight-year-old girl in Jammu & Kashmir’s Kathua. India is the ninth country to have its NDSO.

36. Free Legal aid to children and women (NALSA)

The National Legal Services Authority or NALSA (www.nalsa.gov.in) has been constituted under the Legal Services Authorities Act, 1987 to provide free Legal Services to the weaker sections of the society and to organise Lok Adalats for amicable settlement of disputes. The Chief Justice of India is the Patron-in-Chief and a Supreme Court Judge is its Executive Chairperson. In every State, State Legal Services Authority (SALSA) has been constituted to give effect to the policies and directions of the NALSA. The State Legal Services Authority is headed by the Chief Justice of the respective High Court who is the Patron-in-Chief of the State Legal Services Authority. In every district, District Legal Services Authority has been constituted to implement Legal Services Programmes in the District. The District Legal Services Authority is situated in the District Courts Complex in every District and chaired by the District Judge of the respective district.
Among other categories like a victim of human trafficking, a member of a scheduled caste or scheduled tribe, etc., free legal services are provided to all women and children. The Act also has a provision for compensation for survivors of child sexual abuse. Besides, regular legal literacy programmes in schools and colleges are conducted, and school legal literacy clubs are set up in high schools.

NALSA engages volunteers (also known as ‘Para Legal Volunteers - PLV’) from different walks of life such as: retired teachers, retired Government servants, NGOs, self-help groups, "anganwadi" workers, panchayats, educated prisoners with good behavior and serving long term sentences. They work at the grass root level and act as a bridge between the Legal Services Authorities and the public so as to ensure that legal services reach to all sections of the people, facilitate implementation of the schemes of the government for the entitled sections, and achieve higher rate of legal awareness; thereby ensuring access to justice for all. They are provided basic legal training by the State Legal Services Authorities. Minimum educational qualification required to be a PLV is matriculation.

National Legal Services Authority, 12/11, Jamnagar House, Shahjahan Road, New Delhi - 110011. Ph. 011-23382778/23386176, Fax: 23382121.

37. How to respond to children who have been sexually abused?

Our first suspicion that abuse has occurred may come from noticing physical or behavioural signs of abuse in a child or the child may come and tell us that abuse has occurred. It is important that we react appropriately. Otherwise, we can potentially cause even greater harm to the child.

It is crucial that we do not:

- React in a hurry.
- Blame the child.
- Interview the child.
- Ask ‘why questions’.
- Interrupt.
- Give our opinion/ agree or disagree.
- Try to prove that abuse has happened.
- React with shock, anger or disgust.
- Force/ rush the child to talk.
- Tell the child to forget it happened/ not to talk about it.
- Push for information.
- Initiate physical contact to comfort the child like hugging, holding hands etc., unless the child is receptive to it.
Here is what we should do:

- Make it clear to the child that we are available to talk.
- Be calm and willing to sit silently with the child, waiting for them to talk, rather than filling the silence with our questions and concerns. Children need to feel that they are still lovable and valuable.
- Remaining calm will help them to feel normal.
- If the child talks, listen without interrupting unless it is to encourage them to go on.
- Believe the child. Children rarely make up stories about sexual abuse.
- Believing the child is a major step in healing the hurt caused by abuse.
- Affirm the child’s feelings. Children must be allowed to voice their feelings and have them affirmed.
- They must be taken seriously to continue the telling and healing process.

Reassure the child

- Tell the child that they did the right thing by telling us.
- Tell the child that it is not their fault.
- There is sure to be a conflict if the abuser is a family member. Reassure the child that anything that happens as a result of telling, such as a division in or break-up of the family, is not their fault. Safety comes first at all times.

Support the child

Sexually abused children often feel that they are alone, that this has happened to no one else, or that no one will believe them, so they need as much positive adult support as possible.

Evaluate the situation

- If the child is injured, get medical help immediately.
- If we think the child is in immediate danger, contact the local law enforcement agency.

Report

It is our legal obligation to report a case of child abuse under the law POCSO Act 2012. Even if we suspect a child is being abused in anyway, we do not ignore it. We can always report suspected abuse in good faith even if the child does not tell us about it.

38. Checklist for parents

i. Have you provided your child with an alternate emergency phone number in case you are not available in a given situation?

ii. Do you know your child’s class and section?

iii. Do you know the name of your child’s class teacher?
iv. Have you ever met your child’s class teacher personally?

v. Have you ever met the teachers, coaches, etc. of the co-curricular activities that your child participates in?

vi. Do you know the name of any helper in school who handles your child?

vii. Are you aware of the names and the phone number of your child’s best friend(s)?

viii. Have you ever met your child’s best friend(s)?

ix. Have you ever met your child’s best friends’ parents?

x. Do you know the name and mobile number of the bus/van driver who ferries your child to and back from school?

xi. Have you ever met this driver?

xii. Do you know the friends your child makes on social media like Facebook, Instagram, etc.?

xiii. Do you know the favorite online game(s) your child plays?

xiv. Do you know the phone number of the Child Welfare Committee of your district?

xv. Do you know the number of the Special Juvenile Police Unit of your district?

xvi. Do you know the phone numbers of your District Legal Service Authority?
39. Project CACA Committee

Project CACA Committee

Puran Chand - Chairperson Project CACA Committee. Fr. General Secretary, Council of Boards of School Education - COBSE
Dr. Amit Sen - Senior Child & Adolescent Psychiatrist, Children First, Safdarjung
Dr. Kiran Aggarwal - Fr. President Indian Academy of Pediatrics - Delhi
Dr. Dinesh Kumar - HOD Science - National Council of Educational Research and Training - NCERT
Dr. Geeta Chopra - Professor in Delhi University, Activist and Author in the field of Child Rights and Childhood Disability
Hemlata Suri - Counsellor, Carmel Convent School, Chanakyapuri, Delhi
Tanuja Sharma - School counsellor, The Indian School, Muscat
Dr. Jayanti Banerjee - Faculty Psychology, The Mother’s International School, Delhi
Shweta Shrivastava - Founder Dhanak Foundation; Fr. Special Educator (Zonal), The Presidium School
Michelle Mendonca - Lawyer, Trainer at Judicial and Police Academies; Fr. Director Counsel to Secure Justice

Feedback Request
We hope you liked this Safety Workbook. You may be a student/teacher/parent/lawyer/judge/general reader. Please feel free to give your feedback and suggestions at contentcoordinate@projectcaca.org
40. Bibliography

The bibliography and various sources mentioned in the manual are applicable for the entire Project CACA.

i. Adolescence Education Programme - NCERT (National Council of Educational Research and Training) and UNFPA (United Nations Population Fund).

ii. Awareness Material on Prevention of CSA by Dept. of Women and Child Development Delhi Govt.


vi. Legal Literacy Material from various State and National Legal Services Authorities (SALSA/ NALSA).


viii. Reader on Raising Happy Children and Providing Safe Childhoods by Ministry of Women and Child Development (MW&CD), Govt. of India.

ix. NISHTHA – National Initiative for Schools’ Heads Teachers’ Holistic Advancement.

   Module 2: Developing Social - Personal Qualities and Creating Safe and Healthy School Environment

   Module 5: Health and Well-being in Schools

   Module 16: Relevance of Gender Dimensions in Teaching and Learning Process

x. Compilation on school safety norms by FICCI - Federation of Indian Chambers of Commerce & Industry.


xii. Handbook for Adolescents / Students on Cyber Safety by Ministry of home affairs, Govt. of India.
1. Modus Operandi

Project CACA
Children Against Child Abuse
A safety programme for children under the safety policy of the school

Institution Driven

Child Rights - Gender Equality - Child Abuse Prevention

Children Safety Workbooks - Life Skills and Ethics
Parent-Teacher-Support Staff Booklets in English, Hindi and regional languages
Workshops Academic/ Psychological/ Legal

Sensitization Awareness Behaviour Changes Capacity Building

Schools District Child Welfare Committees District Legal Services Authorities State Commissions for Protection of Child Rights

Students Parents Teachers Support Staff
Project CACA

A safety programme for children under the safety policy of the school.

CACA Safety Workbooks Kindergarten to 12

Book Titles

- My Beginner’s Safety Workbook
- My First Safety Workbook
- My Second Safety Workbook
- My Third Safety Workbook
- My Fourth Safety Workbook
- My Fifth Safety Workbook
- My Sixth Safety Workbook
- My Seventh Safety Workbook
- My Eighth Safety Workbook
- My Ninth Safety Workbook
- My Tenth Safety Workbook

Manual cum Resource Book for Teachers and Parents