



# **Theme 10: Safety and Security Against Violence and Injuries**

# Introduction



## The objectives of the module:

- Help each learner to develop the knowledge and skills to keep oneself safe from violence and injuries, as well as promote safe environment, for all;
- Develop basic understanding of violence, abuse, and unsafe situations, and effective ways to respond and seek help to keep self and others safe, including the role of assertive communication; and
- Develop greater understanding of different forms of abuse, violence, and risky behaviour, demonstrate responsible behaviours, promote collective response to violence and abuse, and advocate for safe environment, encouraging dignified and respectful treatment of all.

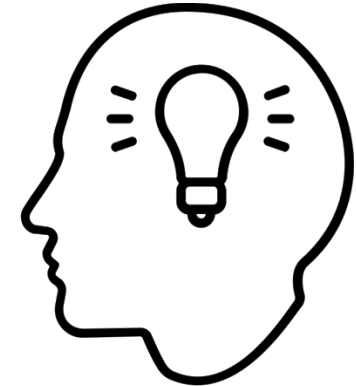
# Activities

S. No.	Activities	Methods
1	What is Violence?	Comic strip, discussion, quiz
2	Locating violence	Mapping exercise
3	Violence within schools and its effects	Discussion
4	Seeking Help to Keep Safe	Case Study
5	Violence, Injury and Seeking Help	Case Study
6	Understanding Risky Behaviours, Taking Responsible Steps	Discussing situations, Quiz
7	Collective Response to Violence	Role Play

# Activity I: What is Violence?

## Learning Outcomes

- Identifies and explains what is violence
- Recognizes different forms of violence.



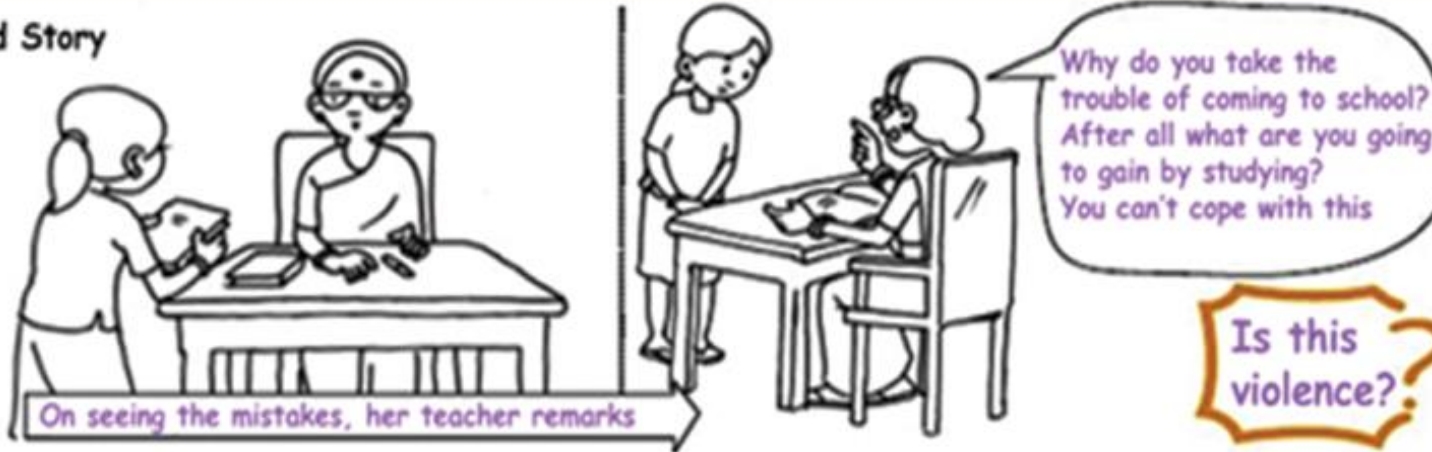
# Stories

## Story 1

Video

### School based Story

One day Usha takes her Maths notebook to the teacher.



Is this violence?

## Story 2

Video

### Neighborhood based story

A girl is walking in the local market. A group of boys see her and start passing remarks and humming a film song.



Is this violence?

# Stories

## Story 3

Shyam loves his wife a lot. He takes good care of her. Takes her out for shopping and to parks and melas.



One day, by mistake, his wife adds extra salt in the dinner. Overcome by anger, Shyam slaps his wife



Is this violence?

## Story 4

Video

Azad, 13, studies in Class VIII. One day, Azad is unable to finish his school homework. His teacher gets very angry and says, "You are a lazy boy and you have no interest in studies. Why are you wasting your father's money and my time?" He hits Azad's palm with a wooden ruler, leaving it red and burning.

## Story 5

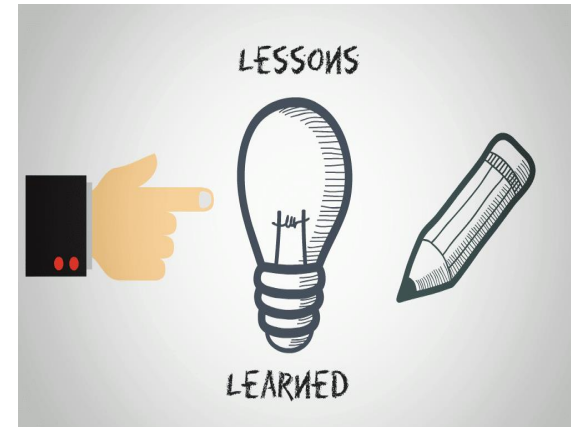
Rizwan and Gaurav are friends and study in Class VIII. For the past two months, some senior boys from their school have been making them carry their heavy bags from home to school and back. When Rizwan and Gaurav try to speak up, the senior boys use abusive language, push and kick, and tell them to learn to be 'men'.

# Summary of discussions

**Emotional Violence:** In the first story the teacher uses her power over Usha to inflict verbal or emotional violence on her. Emotional violence is when a person intentionally subjects another person to behaviour that may result in psychological trauma and emotional hurt. For example, calling someone names (labeling), bullying, verbally abusing and using foul language, etc.

**Sexual Harassment:** In the second story, a group of boys sexually harass the girl walking on the road, commonly known as eve-teasing. It is a form of sexual violence. Sexual violence is any sexual act or an attempt directed against a person's sexuality, regardless of the relationship to the victim. Examples of sexual violence are unwanted comments of a sexual character, child sexual abuse with boys and girls, molestation and rape.

**Physical Violence:** In the third story, Shyam uses his power attributed by the patriarchal structures of society, over his wife and inflicts violence on her. Physical violence is any intentional act causing injury to another person. Examples may be wife-beating, corporal punishment used in schools, parents beating their children to discipline them, physical fights between siblings, etc.

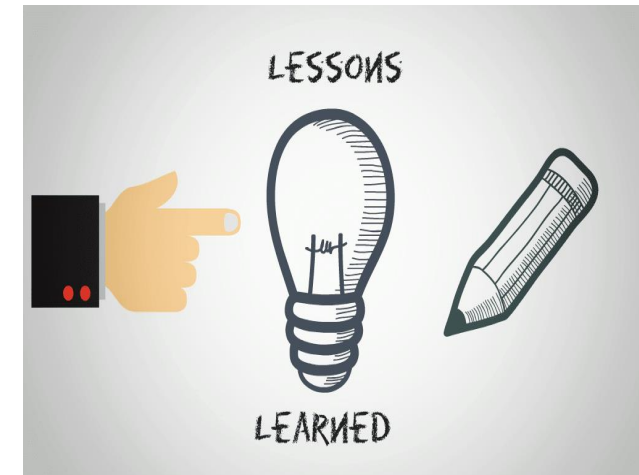


# Summary of discussions

In Reena's case, her husband is often nice to her but it does not justify any act of violence. Shyam's action is also an example of domestic violence, that is, violent or aggressive behaviour within the home. **Domestic violence** is not limited to physical violence but it can also involve emotional and sexual violence.

**Corporal Punishment:** The fourth story depicts a case of corporal punishment, which is a form of physical violence inflicted on students with an intention to cause pain as a means of disciplining. The Right to Education Act, 2009, prohibits any form of physical punishment and mental harassment to students.

**Bullying:** In the fifth story, the senior boys use their power to bully Rizwan and Gaurav. Bullying is a form of emotional violence, as it uses power against those with less power, causing them emotional harm, which often has a long lasting impact. Bullies may also resort to physical violence.





# Children AT RISK of abuse and violence

- ✓ Low self esteem.
- ✓ Marital discord households, financial instability, illness (persistent/terminal illness. Under these circumstances, parental attention/supervision may lack.
- ✓ Children who are overly fearful of adults.
- ✓ Children with parents who are 'too busy' for them.
- ✓ Children without parental care - orphans, unaccompanied and separated children, street children, child labourer, children in institutions.
- ✓ Mentally and physically differently abled children.
- ✓ ALL Children are vulnerable as they are dependent on adults for their care and protection.

# How does abuse **IMPACT** the child **Immediately**?

**Shock**

**Confusion**

**Fear**

**Sadness**

**Guilt**

**Shame**

**Anger**

# What are the effects of violence on students?



- Concentration issues
- Mental health issues
- Physical health issues

# Visible Detectors of Abuse

## Behavioral

- ✓ Social Withdrawal
- ✓ Increased hostility or aggression
- ✓ Over pleasing behavior
- ✓ Doesn't seem to be attached to the parent or caregiver
- ✓ Drastic change in achievement patterns
- ✓ Use of abusive sexual language
- ✓ Substance abuse

## Psychological

- ✓ Eating/sleep disturbances
- ✓ Anxiety or Indifference
- ✓ Depression
- ✓ Suicidal ideation/attempts

## Sexual

- ✓ Pregnancy
- ✓ Sexually Transmitted Infections
- ✓ Sexualized behavior/early sexual activity

## Physical

- ✓ Psychosomatic illnesses
- ✓ Pain or swelling in genital area
- ✓ Repeated urinary infections
- ✓ Effects of poisoning such as vomiting, drowsiness or seizures
- ✓ Respiratory problems from drowning, suffocation or poisoning
- ✓ Bite marks, bruises, burns
- ✓ Poor appearance and hygiene, health and developmental problems

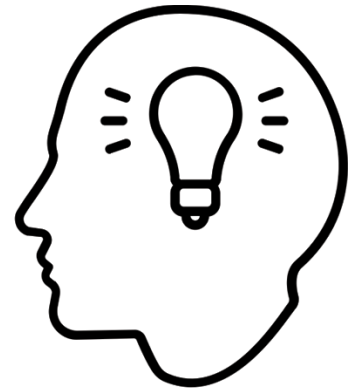


**Most of these are only indicators and there's NO SURE WAY to determine**

# Activity-2: Locating Violence

## Learning Outcomes

- Recognises different forms of violence in and around their schools and other public spaces.
- Recognises the impact of violence on students.



# Where can violence occur?



# Where inside school can violence occur?



Dark, isolated rooms



Inside classrooms

Where?



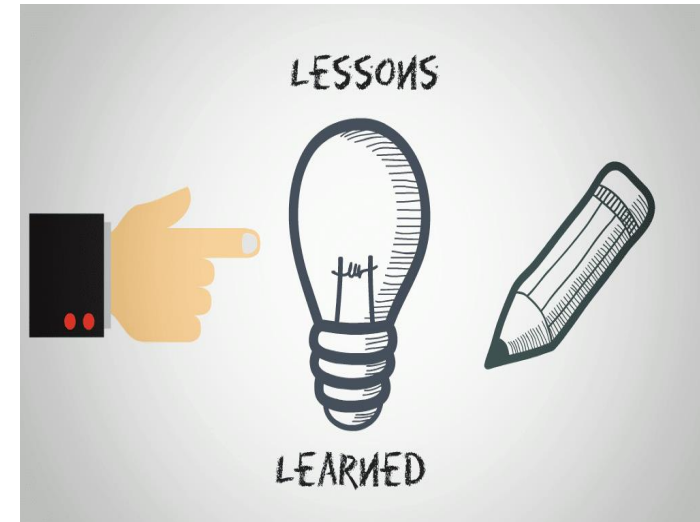
On the internet, computer labs



Playgrounds, places with no adult supervision

# Summary of discussions

- Violence can happen within and around our schools and in public places that we access.
- It is important to be aware of our surroundings to help us to identify violence in and around school, and in public places.
- Violence, in any form, is not acceptable. We should seek and give help to prevent and respond to such violence – as individuals, and also collectively.
- We can sometimes see patterns in where and when certain forms of violence take place.
- Identifying such patterns can help us develop strategies to stop the violence and help make our school and its surroundings as well as other public places safe for everyone.

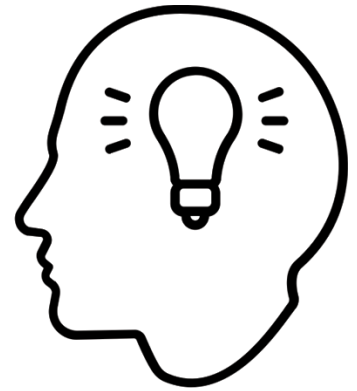




# Activity-3: Violence within Schools and its Effects

## Learning Outcomes

- Recognises different forms of violence experienced by girls and boys in school.
- Identifies the physical and psychological effects of violence and abuse.
- Questions different forms of violence and abuse.



# Activity-3: Violence within Schools and its Effects



# Summary of discussions

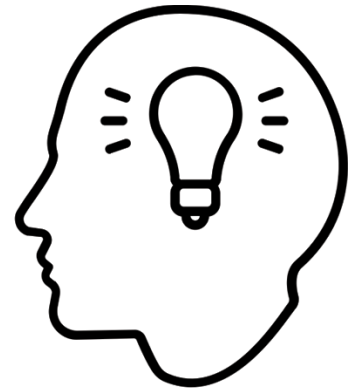
- Violence and abuse can have a negative impact on one's mental and physical health and can adversely affect a person's ability to learn and engage; even isolate the person.
- Right to Education Act 2009 prohibits physical punishment and mental harassment under Section 17(1) and makes it a punishable offence under Section-17(2).



# Activity-4: Seeking Help to Keep Safe

## Learning Outcomes

- Demonstrates knowledge and skills to keep oneself safe from violence and injuries
- Explores ways to seek help



# Case studies

Video

## Case Study 1

Gattu is in class 7. Gattu's uncle helps Gattu with his homework every day and also gives him sweets and toffees. Gattu's uncle, while helping him with his homework started touching Gattu inappropriately. He also said that this is a secret between them and that Gattu should not tell anybody about it. He adds that if Gattu tells anyone, then he will not help Gattu with his homework and Gattu will fail in school.

Video

## Case Study 2

During the English class, the teacher caught Nima repeatedly giggling. The teacher slapped Nima and dragged him to the front of the class, pulling his ear. The teacher turned towards the class and shouted, "I will not tolerate any indiscipline in my class." He then caned the boy on his legs before the class and asked him to leave the classroom.

# Case studies

## Case Study 3

Vimmi is in Class VI. She very often goes to play with Tikli at her flat in the same building. Tikli has an elder brother, Dukku. One day when Vimmi went to Tikli's house, Dukku took her to a room alone and showed her some obscene pictures of adults without clothes. She was shocked. Is this situation safe or unsafe for Vimmi?

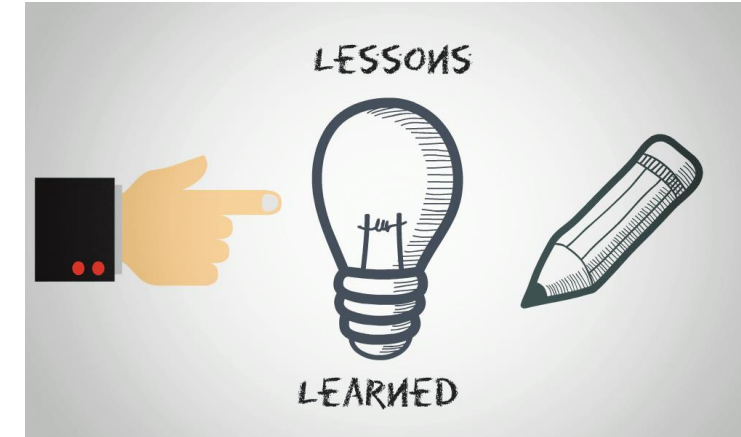
## Case Study 4

**Video**

Gopal is in Class VIII. Several boys in his class are beginning to develop a moustache. His classmates have started teasing him and telling him he is too much like a girl. When he went to play cricket, his teammates told him that they did not want him on the team anymore.

# Summary of discussions

- Violence and abuse are violations of children’s rights. Any form of violence and abuse (physical, sexual and emotional) is unacceptable.
- Gender-based violence is any act that results in physical, emotional or sexual harm based on whether girls or boys conform to gender roles and stereotypes. (In case study 4, Gopal was targeted because he does not conform to gender stereotypes.)
- It is never alright for someone to touch, look at or talk about your private body parts, except to keep me clean and healthy. If someone violates this, you can say No and get away.
- If you are facing an unsafe situation, you can follow the 3 step approach to safety; “No, Go, Tell”:
- Say No assertively. If you are finding it difficult to say “No” – start thinking “No, Thinking NO” – “I do not want the abuse to continue”
- Go away from that person when you get a chance. Get to a safe place which has more people around, or go offline if you are being bullied online
- Tell a trusted/helping adult and keep telling till someone helps you



# Summary of discussions

- Children can try to keep themselves and others safe. If someone is teasing a friend or a peer, you can ask them to stop and seek help from a trusted adult.
- Children have rights and there are laws that help them report any abuse.
- It is never your fault if someone abuses you. It is always the fault of the person who abuses the child or adolescent. It is also not your fault if you are unable to say No or tell a trusted adult to seek help. You can do so as soon as you feel confident.
- There are laws to protect children from abuse.
  - United Nations Convention on the Rights of Child provides that no one is supposed to hurt children in any way.
  - The Government of India has created a law called Protection of Children from Sexual Offences Act (POCSO) to support children in case someone sexually abuses them.
  - Anyone (be it an adult or a child) who sexually abuses children or adolescents or breaks their Article 34, will have to bear consequences under this law.

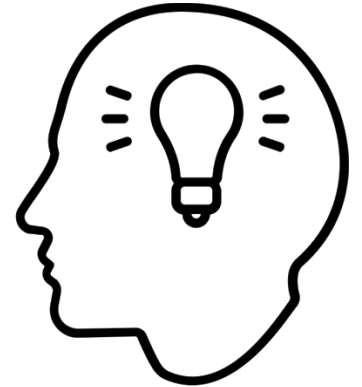




# Activity-5: Violence, Injury and Seeking Help

## Learning Outcomes

- Demonstrates knowledge and skills to keep oneself safe from violence and injuries.
- Exhibits skills to support others in case of violence.
- Explores ways to seek help without guilt or shame.



# Case studies

Video

## Case Study 1

Siro took his father's car to his friend's birthday party. He is 17 years old and does not have a driving license. He and his friends did not wear seat belts. They played loud music and felt it was fun. Siro drove at full speed. The car hit a huge heap of concrete piled up. He and his friends got injured as their heads banged against the car.

Video

## Case Study 2

Dimpy's boyfriend cares a lot for her but he often looks down upon her. He says "Don't be stupid". Once, over an argument, he hit her on her face but later apologised for the mistake and told her that he loved her. She has also seen her father hitting her mother occasionally. Dimpy does not know to whom she can talk about this issue.

# Case studies

## **Case Study 3**

Amreen cannot sleep at night because she is disturbed about her classmates who tease and laugh at her physical deformity. Who can she seek help from?

## **Case Study 4**

Pallav belongs to the third gender. Some of his classmates harass/trouble him and sometimes they hit him. He does not like to come to school because he is too scared. Who can he seek help from?

# Summary of discussions

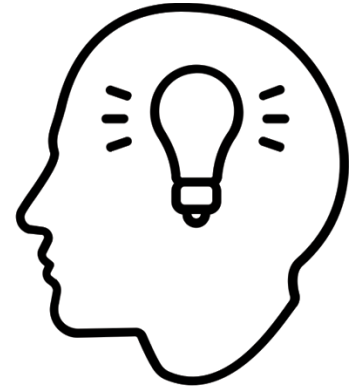
- You have a right to be safe from abuse and violence.
- Inform and report any kind of violence to a helping adult. If someone tries to abuse you, remember the three step, 'No, Go, Tell' approach.
- Children and young people have rights and there are legal provisions to support them.
- Sometimes seeking help can be hard. Remember the abuse is not your fault.



# Activity-6: Understanding Risky Behaviour, Taking Responsible Steps

## Learning Outcomes

- Demonstrates responsible behavior
- Identifies ways to minimize risk and reduce harm



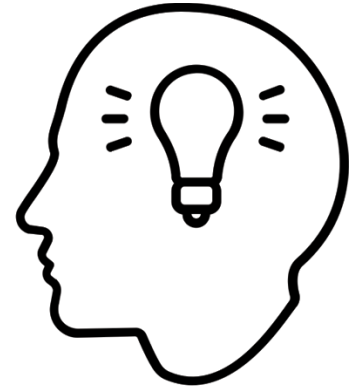
# Summary of discussions

- Being responsible means taking care of self and others, keeping promises and commitments, being dependable and helping others.
- It is important to make informed choices that are right for you, rather than do things just to please others
- Always think things through. Some of the questions you can reflect on before acting out or making a decision are decision-making steps:
  - Is it safe for me?
  - Is it safe for the other person?
- What may be the consequences (short-term and long-term) of my action or decision?
- Some risky behaviour are not only unsafe for you but for others also.

# Activity-6: Collective Response to Violence

## Learning Outcomes

- Recognizes the need to collectively respond to situations of violence.
- Recognizes how collective response helps in curbing violence.



# Role of teachers in preventing violence



## As an individual

- Be a positive role model: speak out against violence
- Use constructive discipline methods – promote respectful interactions, self-discipline and self-motivation
- Speak out against Violence, discrimination against marginalized communities



## As a colleague, school staff

- Advocate a holistic approach to provide safe and welcoming spaces for students
- Be an advocate for school safety mechanisms
- Build networks with stakeholders who can offer support services



# Guidance to the Facilitator

- The learners should be reminded that this is a sensitive activity and they should listen carefully and respect the feeling of others.
- Establish ground rules before transacting an activity, and repeat them whenever necessary.
  - Do not share personal details of friends or others
  - Do not tease each other with information shared in the class
  - While enacting the role play, one only needs to indicate the required action and should not hit or touch each other inappropriately
- If learners share their emotion, do not correct them. E.g., if a learner says, ‘I do not like it when my uncle hugs me,’ please accept it, and do not probe further.
- Talk to the learner outside the class if you think there may be a need to offer support.
- Be calm, believe the child if they disclose and help or link them to potential help to stop the abuse.

# Tips to Handle Disclosures

- Affirm the child for telling you. Give positive messages; “I’m glad you told me”, “I will help you now”
- Demonstrate that you believe what the child has shared.
- Reassure him/her that you will assist in getting help.
- Answer their questions honestly
- Don't promise to keep it a secret; instead explain why you have to report it and to whom.
- Avoid touching the child, ask for permission if at all.
- Emphasize that it is not the fault of the child.
- Promise that you will tell only those people you are required to tell and no one else

**Keep calm**

**Believe the Child**

# What not to do

**DO NOT**

- Panic or overreact
- Blame the child
- Pressure the child to talk
- Question too much or aggressively
- Ask the child to forget or adjust
- Make the child repeat the story
- Confront offender in child's presence

# How to respond to students who cause harm to others?

Listen attentively to understand his/her perspective



Acknowledge feelings



Show the student a positive image of him/herself



Discuss acceptable behaviour patterns



Highlight consequences, decide on a future course of action



**Thank You**