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Handbook

on **Comprehensive** Health
and Rights **Education**
for in **School Boys**



Secondary School



International
Planned Parenthood
Federation
South Asia Region





Acknowledgment

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Why this Booklet?



This handbook is based on the Health and Right Education Framework which has been designed for adolescents/young people to inform and educate them regarding comprehensive health education which includes human rights, gender, life skills and sexual and reproductive health. The handbook contains information which is suitable for children between Grade levels 5-9 and the age range of 12-14 years.

It has been designed to be user friendly for the adolescents/young people friendly in its approach. The lesson plans are intended to make students feel positive about themselves and their learning environment.

We feel it's important that you have information that will help you to be a happier, healthier, and more in-charge-of-your-life sort of person. At Rahnuma-FPAP we run a telephone helpline on adolescents/youth reproductive and sexual health issues. People from all walks of life call in. They have questions and doubts, and also many interesting ideas. That too has helped the development of this booklet.



You need to know about

- ▶ What can help you to be a happier, healthier person?
- ▶ The things that affect your life
- ▶ How to protect yourself from harm
- ▶ Your right to say “No” to any unwanted touch of any kind by anyone

In this booklet you will find information about different aspects of Health and Right Education. This book has been written keeping you in mind what you might want to know and what you might already know but feel confused about it. You can also check if what you know is accurate.

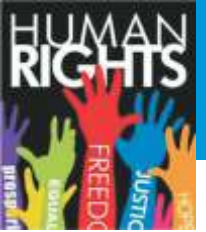
Section-1



Human Rights and Values

Lesson-1: Human Rights
Lesson-2: Gender

Lesson-1 : Human Rights



The term "human rights" refers to those rights that are considered universal to humanity, regardless of citizenship, residency status, ethnicity, gender, or other considerations.

The following are the basic characteristics of human rights:

1. Inherent-Human Rights are inherent because they are not granted by any person or authority.
2. Fundamental - Human Rights are fundamental rights because without them, the life and dignity of human will be meaningless.
3. Unchallengeable - Human Rights are unchallengeable because:
 - a. They cannot be rightfully taken away from a free individual.
 - b. They cannot be given away or be lost.
4. Imprescriptible (Incapable of prescription) - Human Rights are not prescribed and cannot be lost even if man fails to use or assert them, even by a long passage of time.
5. Indivisible - Human Rights are not capable of being divided. They cannot be denied even when other rights have already been enjoyed.
6. Universal - Human Rights are universal in application and they are applicable irrespective of one's origin, status, or condition or place where one lives. Human rights are enforceable without national borders.
7. Interdependent - Human Rights are interdependent because the fulfillment or exercise of one cannot be had without the realization of the other.



A Summary of the Universal Declaration of Human Rights

Article 1: Everyone is free and we should all be treated in the same way.

Article 2: Everyone is equal despite differences in skin color, gender, religion or language, for example.

Article 3: Everyone has the right to life and to live in freedom and safety.

Article 4: No one shall be held in slavery as slavery is prohibited.

Article 5: No one has the right to hurt or torture you.

Article 6: Everyone has the right to be treated equally by the law.

Article 7: The law is the same for everyone; it should be applied in the same way to all.

Article 8: Everyone has the right to ask for legal help when his or her rights are not respected.

Article 9: No one has the right to imprison you unjustly or expel you from your own country.

Article 10: Everyone has the right to a fair and public trial.

Article 11: Everyone is considered innocent until guilt is proven.

Article 12: Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your family without good reason.

Article 13: Everyone has the right to travel as desired.

Article 14: Everyone has the right to go to another country and ask for protection if being persecuted or in danger of being persecuted.

Article 15: Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

Article 16: Everyone has the right to marry and have a family.

Article 17: Everyone has the right to own property and possessions.

Article 18: Everyone has the right to practice and observe all aspects of his or her own religion and change his or her religion if he or she wants to.

Article 19: Everyone has the right to say what he or she thinks and to give and receive information.

Article 20: Everyone has the right to take part in meetings and to join associations in a peaceful way.

Article 21: Everyone has the right to help choose and take part in the government of his or her country.

Article 22: Everyone has the right to social security and opportunities to develop skills.

Article 23: Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

Article 24: Everyone has the right to rest and leisure.

Article 25: Everyone has the right to



an adequate standard of living and medical help when ill.

Article 26: Everyone has the right to go to school.

Article 27: Everyone has the right to share in his or her community's cultural life.

Article 28: Everyone must respect the 'social order' that is necessary for all these rights to be available.

Article 29: Everyone must respect the rights of others, the community and public property.

Article 30: No one has the right to take away any of the rights in this declaration.

Rights of the Child (CRC)



UN Convention on the Rights of the Child was developed because world leaders felt that children often needed special care and protection that adults did not, and they also wanted to make sure that the world recognized that children have human rights, too. The CRC has 54 different paragraphs (called articles) that cover the rights of children and young people. Some of these rights apply to your sexual and reproductive health.

- ▶ **The Right to Life:** Every child has the right to live, grow up and have a healthy life.
- ▶ **The Right to Health:** Every child has the right to be as healthy as possible and to be able to access the best possible health-care services.
- ▶ **The Right to Privacy and Confidentiality:** A child's private life should remain private.
- ▶ **The Right to Be Protected from Harmful Practices:** Practices that are bad for children's health should be stopped.
- ▶ **The Right to Freedom from Abuse and Exploitation:** No one, including people who care for children, should physically, sexually or mentally hurt a child.
- ▶ **The Right to Education:** All children and young people have the right to primary education and information on good health practices.
- ▶ **The Right to Participation:** Every child and young person has the right to express his or her views, find out, receive, pass on information, meet friends and form groups as long as it doesn't harm others and violate the laws.

Lesson-2 : Gender



Gender: Describes the differences in the way that men and boys and women and girls are expected to behave, their dress, the work they do, the way they speak and their status. These differences are created by our culture and not nature, and we can change them.

Sex: Refers to the biological differences between males and females. Sex differences are concerned with males' and females' physiology and generally remain constant across cultures and over time. Sex tells us about the differences between men and women in their bodies.

Gender Roles: Describe what men and boys and women and girls are supposed to do in their culture. For example, in some cultures, a man is expected to cut down trees and a woman is expected to cook and take care of the children.

Gender Equality: Refers to a state where there is no discrimination on

the basis of a person's sex in the allocation of resources and in the access to various services in a society. In other words, when men and women are valued equally and they have equal access to and control of resources, opportunities and benefits despite their differences, there is gender equality.

Gender Equity: Refers to the strategies or processes used to achieve gender equality. It involves fairness in representation, participation and benefits afforded to males and females. This does not mean that boys and girls should necessarily receive the same treatment, as individual differences among them demand different



Gender-Based Violence:

Gender based violence is any act that results in, or is likely to result in, physical, violence or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and perceptions.

School-related gender-based violence: Is any form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or psychological, or a combination of the three. It can take place in the school, on the school grounds, going to and from school or in school hostels. This violence can be committed by teachers, pupils or community members. Both girls and boys can be victims as well as responsible for the violence. Both educational and reproductive health outcomes are negatively affected by gender violence.

interventions, or that one group should receive preferential treatment. Both boys and girls should have a fair chance of having their needs met and have equal access to opportunities for realizing their full potential as human beings. Equity is the means; equality is the result.

Gender Norms: Refer to standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.

Psychological: Girls and boys both experience psychological abuse from peers and teachers through:

- ▶ Verbal harassment
- ▶ Verbal abuse related to puberty
- ▶ Bullying, teasing
- ▶ Abusive language from teachers
- ▶ Emotional manipulation and exploitation
- ▶ Labeling students lazy or stupid based on whether they are boys or girls

Physical:

- ▶ Hitting
- ▶ Slapping
- ▶ Caning
- ▶ Punching
- ▶ Shaking
- ▶ Choking
- ▶ Painful body postures
- ▶ Excessive exercise drills
- ▶ Preventing use of the toilet
- ▶ Exploitive labor

- ▶ School chores that negatively impact student learning or health
- ▶ Labor as punishment

Sexual:

- ▶ Physical Force against willingness of a person
- ▶ Adulteration
- ▶ Groping, touching, etc.
- ▶ Aiming sexually explicit language at a child
- ▶ Indecent touching and exposure
- ▶ Exposing pornographic material to children



Section-2



Life Skills

Lesson-3: Communication

Lesson-4: Interpersonal Relationships

Lesson-5: Decision-Making

Lesson-3 : Communication

Knowing how to express yourself so that you are understood, and being able to understand what other people are trying to say, are important and empowering skills. These skills can help you develop relationships that are based on mutual understanding and satisfaction.

Definition:

Communication is expression of your thoughts, emotions and feelings and speech/talk is one of the best ways of communication.

There are those who may have never learnt to communicate effectively in relationships. We may be passive and not advocate for ourselves, aggressive and attempt to dominate over others or passive-aggressive and smile and backbiting behind others. No wonder we have so many problematic relationships and feel so isolated. In order to build healthy relationships, we must learn to be assertive - that is, to be clear, direct, and respectful in how we communicate.



The three Basic Styles of Communication

- ▶ Passive
- ▶ Aggressive
- ▶ Assertive



1. **Passive Communication** is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem. These individuals believe: “I’m not worth taking care of.”

Passive communicators will often:

- ▶ Fail to assert for them
- ▶ Allow others to intentionally or un-intentionally violate on their rights
- ▶ Fail to express their feelings, needs, or opinions
- ▶ Tend to speak softly or apologetically

- ▶ Exhibit poor eye contact and slumped body posture

The impact of a pattern of passive communication is that these individuals:

- ▶ Often feel anxious because life seems out of their control
- ▶ Often feel depressed because they feel stuck and hopeless
- ▶ Often feel resentful (but are unaware of it) because their needs are not being met
- ▶ Often feel confused because they ignore their own feelings
- ▶ Are unable to mature because real issues are never addressed

A passive communicator will say, believe, or behave like:

- ▶ “I’m unable to stand up for my rights.”
- ▶ “I don’t know what my rights are.”
- ▶ “I get stepped on by everyone.”
- ▶ “I’m weak and unable to take care of myself.”
- ▶ “People never consider my feelings.”



2. **Aggressive Communication** is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive. Aggressive communication is born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness.

Aggressive communicators will often:

- ▶ try to dominate others
- ▶ use humiliation to control others
- ▶ criticize, blame, or attack others
- ▶ be very impulsive
- ▶ have low frustration tolerance
- ▶ speak in a loud, demanding, and overbearing voice

- act threateningly and rudely
- Not listen well
- Interrupt frequently
- Use “you” statements
- Have intense eye contact and an overbearing posture

The impact of a pattern of aggressive communication is that these individuals:

- Become alienated from others
- Alienate others
- Generate fear and hatred in others
- Always blame others instead of owning their issues, and thus are unable to mature

The aggressive communicator will say, believe, or behave like:

- ▶ “I’m superior and right and you’re inferior and wrong.”
- ▶ “I’m loud, bossy and pushy.”
- ▶ “I can violate your rights.”
- ▶ “I’ll get my way no matter what.”
- ▶ “You’re not worth anything.”
- ▶ “It’s all your fault.”
- ▶ “I’m entitled.”



3. Assertive Communication is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. It means neither taking away all power and control from other people, nor giving them all one's power and control.

Assertive communicators will:

- ▶ State needs and wants clearly, appropriately, and respectfully
- ▶ Express feelings clearly, appropriately, and respectfully
- ▶ Use "I" statements
- ▶ Communicate respect for others
- ▶ Listen well without interrupting



Assertiveness means justly, effectively, confidently and respectfully expressing one's needs, opinions and feeling"

- ▶ Feel in control of self
- ▶ Have good eye contact
- ▶ Speak in a calm and clear tone of voice
- ▶ Have relaxed body posture
- ▶ Feel connected to others
- ▶ Feel competent and in control
- ▶ Not allow others to abuse or manipulate them
- ▶ Stand up for their rights

The impact of a pattern of assertive communication is that these individuals:

- ▶ Feel connected to others
- ▶ Feel in control of their lives
- ▶ Are able to mature because they address issues and problems as they arise
- ▶ Create a respectful environment for others to grow and mature

The assertive communicator will say, believe, or behave in a way that says:

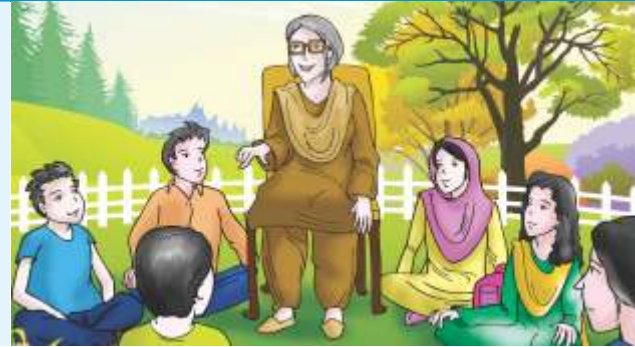
- ▶ "We are equally entitled to express ourselves respectfully to one another."
- ▶ "I am confident about who I am."
- ▶ "I realize I have choices in my life and I consider my options."
- ▶ "I speak clearly, honestly, and to the point."
- ▶ "I can't control others but I can control myself."

- ▶ "I place a high priority on having my rights respected."
- ▶ "I am responsible for getting my needs met in a respectful manner."
- ▶ "I respect the rights of others."
- ▶ "Nobody owes me anything unless they've agreed to give it to me."
- ▶ "I'm 100% responsible for my own happiness."

Assertive communication is usually the most effective communication style. This does not mean that it always solves the problem; however even then assertiveness leads to a better feeling towards both oneself and other than does aggressive or passive behavior. It allows us to take care of ourselves, and is fundamental for good mental health and healthy relationships.

Lesson-4: Interpersonal Relationship

A person's well-being and health depends on individual or personal factors as well as broader social influences. This unit aims to help adolescents gain a measure of understanding and confidence in their relationships.



Definition:

Relationships are social associations, connections, or affiliations between two or more people. In thinking about our interpersonal relationships, most of us think about individual personality or experience.

Relationships play a very important role in young people's life. Making and keeping good relationships help young people grow up healthy and

safe. Having good relations are important because good relationships support one another in times of need.

At times, young people may need to talk to someone about their problems. It is helpful to know in advance whom they can go to for help. Some problems they may want to share with parents, teacher or a trusted adult, but other problems they will need to share with a trusted friend.

Kinds of Relations:

During adolescence, young people may experience different, often intense, feelings as aspects of their relationships undergo dramatic change. These could be relationship with:

- ▶ Family members
- ▶ Friends
- ▶ Coworkers
- ▶ Neighbors
- ▶ Acquaintances
- ▶ Teachers
- ▶ Fellow students and others

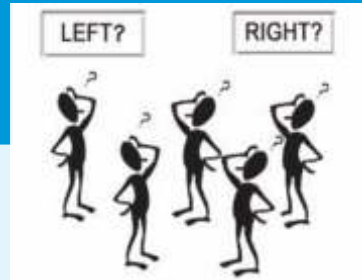
Characteristics of Relationships:

Relationships also vary in their quality and different relationships may be characterized by the following characteristics :



- ▶ Openness
- ▶ Trust
- ▶ Communication
- ▶ Intimacy
- ▶ Sharing
- ▶ Power
- ▶ Respect
- ▶ Affection
- ▶ Feeling

Lesson-5: Decision Making



Definition:

Decision making is the ability to utilize all available information to weigh a situation, analyze the advantages and disadvantages and make an informed and personal choice.

As one grows up, he/she is frequently confronted with serious demands, which require one's attention and demand decision-making. These may be in regard to relationships and their future. These situations may present conflicting demands, which cannot be met at the same time. One must prioritize and make choices but at the same time be fully aware of the possible consequences of those choices, hence the importance of weighing the consequences before making a decision and establishing a framework for working through one's choices and decisions.

What is the decision making process?

1. Define the problem. This must be clearly understood so that the proposed solution will work.
2. Brainstorm possible solutions. Everyone involved adds their ideas. All ideas are respected.
3. Consider the consequences of each possible solution.
4. Select a solution which seems best and put it into action.
5. Evaluate your decision to see how well the solution you chose has 'solved' the problem.
6. If the first choice did not result in the outcome you had hoped for, if possible, select a second solution.

What skills are needed to make decisions?

- ▶ Active listening – to really hear what the person is saying.
- ▶ Empathy – to understand what the person is feeling.
- ▶ Negotiation – to “give and take” when solving problems.
- ▶ Know what the limits are.
- ▶ Support for the decision -- once the decision is made, all people will comply.

Outcome:

Decision making attitude gives direction to an individual regarding what is wrong and what is right. It also develops confidence and high self-esteem in an individual.

Problem solving:

This is the ability to identify, cope with and find solutions to difficult or challenging situations. Problem solving is related to decision-making and the two may often overlap. It is only through practice in making decisions and solving problems that children and adolescents can build the skills necessary to make the best choices for them.



Section-3



Health & Hygiene

Lesson-6: The Body, Puberty & Reproduction

Lesson-7: Protection Against Violence

Lesson-6 : The Body, Puberty & Reproduction

Definition:

Puberty refers to the period of time where children will experience rapid biological changes that make them capable of reproduction. It usually occurs between the ages of 10 to 15. Puberty can occur anywhere from the ages of 9 to 17.

When a boy has reached a certain stage of development, the pituitary gland, which sits in the base of the brain, starts to send signals for the release of hormones into the body. The hormones travel through the blood stream and signal parts of the body to start the process of growth and maturation associated with puberty. Part of the maturation process occurs with the reproductive organs both in girls and boys, but a number of other changes also occur in the body.



Changes in Boys

Puberty starts to occur, on average, during the age range of 10 to 14 years (often an entire year after it begins in girls). The growth of the body, widening of the chest and deepening of the voice often

continue on until boys are about 17 years old.

Spermarche, or the first ejaculation a boy experiences, marks the onset of reproductive capability. About a year after developmental changes have started occurring to the body, boys will experience their first ejaculation of whitish fluid called semen from the penis. Often the first ejaculation a boy has occurs while he is sleeping, and is thus referred to as a nocturnal emission, or wet dream. Nocturnal emissions are completely normal and will decrease in frequency as a boy gets older and matures.

Nocturnal Emissions are also known as wet dreams and refer to ejaculations that occur in developing boys while they are sleeping. Nocturnal emissions are not the result of “bad thoughts,” but rather, a natural part of development in boys. With time, ejaculation of sperm will become more controlled by boys as they start to understand their body functions.

Erections also become more common for boys to experience after the onset of puberty. Erections occur when the penis hardens because blood has filled into the tubes that run through it. There is not much that can be done to control an erection and it will either go away with some time, or after a boy has ejaculated. Erections can occur for no apparent reason, but more often they happen when there are sexual thoughts or stimuli, such as visual images or touch, involved. Since each individual is different, there is no way to determine how many erections are “normal” to experience in one day. As long as they are not causing any pain or discomfort, it is usually safe to say that the number of erections a boy experiences is dependent on his body, and can vary a great deal from day to day.

Rapid growth in height and weight occurs.

Hair growth begins in the pubic and underarm regions, as well as on the face.

Other physiological changes in boys also occur during puberty:

- ▶ The size of the areola surrounding the nipples increases in size
- ▶ The chest starts to broaden and more muscle mass develops in the body
- ▶ The voice deepens
- ▶ The testes and the penis grow in size
- ▶ The skin can become oilier resulting in acne
- ▶ Sweat glands start to become more active changing the overall odor released by the body
- ▶ Swelling of the breast tissue is very common for boys to experience during puberty. The swelling usually goes away after a few months, along with any tenderness or bumps in the breast tissue.

A list of emotional changes adolescents may experience during puberty:

- ▶ Feeling closer to, and more dependent on peers and friends



- ▶ Feeling less close to, and less dependent on family members and elders
- ▶ Feelings of anger and frustration
- ▶ Frequent mood swings
- ▶ Feelings of confusion
- ▶ Feelings of attraction to the same or opposite sex
- ▶ Feelings of insecurity about one's physical appearance and talents
- ▶ Feeling curiosity towards one's body
- ▶ Feelings of bitterness towards rules and regulations especially those that are set forth by family.

- ▶ Feelings of being an independent adult as well as a dependent child
- ▶ Feeling the need for privacy
- ▶ Feelings of low self-esteem.

Hygiene

Tips to keep your body clean and fresh:

- ▶ Bathe or shower every day.
- ▶ Wash your face twice a day - in the morning and evening. This will also help to control oil production, which can result in pimples.
- ▶ Wash your hair at least 2-3 times per week, or as often as necessary to keep it clean and oil free.
- ▶ Use antiperspirant or deodorant under your arms to control sweating and odor. Puberty increases the amount of sweat produced by the body and results in the odor of sweat being stronger.
- ▶ Wear clean underwear every day. It is best to wear cotton underwear that is not too tight

to help ventilation and prevent infections.

- ▶ Shower frequently as it is the best way to make sure the genital area stays clean.



Surviving the Teen Years:

The teenage years are full of excitement, confusion, curiosity, discovery, frustration, dreams, disappointment, ideals, and growth. There is so much happening, so much to do, and so many mixed messages. On the one hand you are expected to "behave like an adult", and on the other, told that you are "too young to do this". There is so much to deal with - studies, a career, friends, relationships, movies, parties, temptations..... Do I want to marry? What sort of job



should I go in for? Am I an OK person? All this may become more difficult to handle if your needs are different because of a disability.

Your values and beliefs are challenged; you experiment with being different - sort of trying out a "personality" that suits you; discover what you like and what you don't; and take risks that earlier you could not. Some risks pay off - like discovering an aptitude while just checking out or fixing something (repairing the TV, cooking a meal). Some others don't.

Trying out new behaviors like smoking or drinking (alcohol) may seem great fun or adult-like at first, but may later turn into a habit that controls you rather than the other way round. Friends may be a great support. They could also be the people who pressurize you to do things that are not good for you. Parents and teachers may have a lot of expectations that can feel restricting. When they begin comparing you with others (someone's son, someone else's daughter, the list never ends....!) it gets downright frustrating. At these times, they can seem such a pain. How does one deal with all of this to emerge as a relatively well balanced and healthy person?

Growing up is not confined to passing an exam or getting a job or buying a house or a car. It has to do with decisions in all areas of your life, including your sexuality. Growing up is about developing the ability to use judgment, being your own person, responding appropriately to situations and learning from mistakes.

Lesson-7 : Protection against Violence

Sexual Abuse:

There are many ways in which people might touch you. Some things feel good whereas some others don't. For example, some touches might make you feel good while others make you feel dirty, horrible, confused, disgusted, angry or upset. It is for each person to decide what feels good to them and what does not.



What is Violence?

Your body is your own. It is your 'private property'. If someone touches you in a way that you do not want or do not like, it is wrong. When you are young, no matter how much or how little you know about sex, it is not right for an adult to be sexual with you - it is called sexual abuse.

Different Example of Violence:

Perhaps some of you have had the experience of walking down the road and having a man shows you his penis. Or maybe someone has insisted that you sit on their lap and be fondled by them even when it feels uncomfortable to you. These are some examples of people doing things to you that are not right. Sexual abuse can happen to anyone. Both girls as well as boys are at risk.

Who is the Abuser?

Studies have shown that most violence is committed by someone known to the person who was abused, e.g. a friend, relative, neighbor etc. No one 'asks for it'. The fake logic of violence is being motivated by provocative clothing or behavior is often used by abusers to wash their hands off what they have done. Most young people who have been abused have been abused by someone they know e.g. a neighbor, a driver, a relative, a family member, or a domestic help.

Violence takes many forms:

Violence takes many forms and does not always involve direct physical contact. If a person is forced to have physical relation when they do not want to have it is called rape. When someone is abused by a relative, it is called incest. Abuse involves of breaking

the trust of a person and make a person angry or scared or all of these feelings.

What is good or bad touch:

There are many ways of relating to someone physically. Some persons feel these things good whereas some others don't. For example, some touches might make you feel good while others make you feel dirty, horrible disgusted, angry or upset.

Harassment can take many forms: visual, verbal, physical, psychological. Some examples are: unwanted touching, patting, brushing against, leering; unwanted exposure to someone's genitals; unwanted sexual jokes, comments, stories, posters; physical assault; demands for physical favours under pressure which may be stated or implied (withholding marks, recommendation letters, etc.)

Different types of Violence:

Violence is considered to include any exploitative physical activity. This activity whether or not includes physical contact, between you and another person by power, age, strength, position or relationship. It uses to meet his or her physical and emotional needs from the person. In very simple terms this refers to any physical activity that you do not want.

Some people think that unwanted physical activity is violence only when there is physical abuse. This is not true. Threats, blackmail, and the possibility of abuses are as frightening as actual physical violence. A person is not responsible for the violence if he or she don't react against the abuse due to fear.

Anyone can be vulnerable to physical violence. Both girls as well as boys are at risk. physical violence takes many forms and does not necessarily involve direct physical contact. A physical act with force is called rape. Another term that you might have come across is 'physical harassment'. This is any unwanted attention/action of a physical act as mentioned earlier.

What can you do?

The person who has been violated is not at fault. Violence involves a serious betrayal of trust and may affect a person's self-esteem and mental and physical health. If something like this happens to you, what can you do?

If you are walking on the road and someone shows you his private part don't stare at him but just look away, keep walking, do not show him that you are shocked or angry although you may feel it; tell someone older about this so maybe they can do something to stop him from doing this to other children; avoid taking that road alone for a few days at least; if you are with friends make sure that none of you giggle or show any interest in what he is doing because that will encourage him to do this again.

Unfortunately, physical violence is quite common and many people have experienced it in some way or the other. If it has happened to you, remember that it is not your fault;



it is the abuser who did wrong, not you.

Look for help if you are feeling confused or bad. If you are in a situation that you feel might be abusive, speak to someone you trust; try getting out of the situation if you can; try not to be alone with the abuser again, and seek help from the resources listed at the end of this booklet. Someone who has been abused needs your support in a way to respect them and not to tell everyone about what was happened to them. If you know someone who abuses others, do not

protect them; abusers are a danger to society.

Possible immediate physical effects of violence:

- ▶ Difficulty in walking
- ▶ Physical disturbances including nausea, eating disorders, ulcers & stomach cramps
- ▶ Pain, swelling or tearing of tissue of different parts of body
- ▶ Changes in private parts of body such as pain, itching, visible injury, discharge, infection, or difficulty urinating. Bruises, cuts, other injuries on any part of the body for which the cause is not clear and the child cannot explain fully.
- ▶ Pregnancy
- ▶ Physical transmitted diseases may occur at the time of abuse and then lie dormant for months or even years, only to flare up in adolescence or adulthood

Possible emotional/behavioral effects in early childhood:

- ▶ Age inappropriate behavior such as thumb sucking, scratching and picking behaviors

- ▶ Self-injurious behavior, muscular pain, night bed wetting habit, speech problems, conduct disturbances, sleep difficulties
- ▶ Compulsive and inappropriate physical play and physical activities, aggressive behavior with peers, adults, toys, animals, etc.

Possible effects in middle childhood:

- ▶ Depressions, nightmares, sleep disturbances, concentration problems, suicidal feelings, fears and phobias, eating disorders, delinquent behaviors.
- ▶ Impaired social interaction, academic problems, and age inappropriate sexual awareness.

Possible effects in adolescence and adulthood:

- ▶ Anxiety, depression and disassociation. Acute anxiety and guilt may be acted out in angry, rebellious, delinquent behavior.
- ▶ Depression may result in low self-esteem, feelings of worthlessness, passivity, lethargy, eating disturbances resulting in weight loss or gain,

helplessness and lack of personal efficacy, inability to concentrate, withdrawal and isolation.

- ▶ Self-injurious behavior including self-mutilation and suicidal ideation and gestures.
- ▶ More thoughts of physically activity, substance abuse, impaired interpersonal relationships.

Reduce risk of Physical Violence:

Covering Private Parts

We keep covered our private parts of the body at all times. We should not share them with our friends, neighbors and others.

Understanding kinds of touching:

- ▶ Good touch-that makes you feel warm and happy like a hug from Ammi or Abu, pat on the back from a teacher, etc.
- ▶ Bad touch-that hurts, like getting slapped or pushed by someone
- ▶ Secret touch-that arouses many different feelings when an older or bigger person touches your special or private parts and sometimes tells you to keep it a

secret or scares you not to tell anyone. Adults know that this kind of touching is not acceptable for kids and they know that what they are doing is wrong. They try to get children to keep it a secret so than no one else will find out. Secret touching does happen you MUST tell someone. Explore with them names of people whom they can tell.

Explaining How to Say NO

Talk to them about what they should do if someone tries to touch or look at their special parts or if another person tried to expose their own private parts. In our society, children are repeatedly taught to obey and respect adults, which often add more confusion for children when they come across unwanted behaviour. Parents should give them permission to take personal control of their body that if they don't like what's happening, they can and should say No.

You have a right to say NO to any kind of secret touching even if they are offered treats, even if they are little, even if they care about the person, even though touching those parts may feel good, they can say NO!. Coach them to respond to various situations using 'what if games' e.g. 'What if someone older wants you to take off your clothes to play doctor? What would you say? You can say 'NO, I will tell my mother.