

EDUCATIONAL PACKAGE

FOR LEARNING ABOUT THE TOPIC OF SEXUAL VIOLENCE AGAINST CHILDREN
FOR KINDERGARTENS IN SERBIA, PARENTS AND GUARDIANS

A cartoon illustration of a girl with grey hair, wearing a tall, pointed hat with red and white stripes and a yellow dress with red and white stripes. She is holding a red megaphone. To her right is a large red speech bubble with a white dashed border. The background is a light grey landscape with a house, trees, a sun, and a cat.

**ALWAYS TRUST YOUR
INNER LITTLE VOICE.
SEEK HELP.**



incestrauamacentar.org.rs
ijasamuztebe.org.rs



**Reconstruction
Women's Fund**

Author: Ljiljana Bogavac, MD, Incest Trauma Center - Belgrade

2024©Incest Trauma Center – Belgrade

Original title: Educational Package for Learning About the Topic of Sexual Violence Against Children for Kindergartens in Serbia, Parents and Guardians

Publisher: Incest Trauma Center – Belgrade

Author: Ljiljana Bogavac, MD

Translation from Serbian to English: Nataša Šofranac

Design and Layout: Svetlana Pavlović

The Educational Package is published in electronic form.

The publication was created in partnership between Incest Trauma Center – Belgrade and the Ministry of Education, Science and Technological Development of the Republic of Serbia, in consultancy with the NSPCC, UK, and produced with financial support of the Reconstruction Women’s Fund.

ISBN-978-86-82864-02-8

VALUES ARE LEARNED

For seven years now, colleagues from the international professional community have been constantly asking the Incest Trauma Center – Belgrade when we will publish our Educational Packages for learning about the topic of sexual violence in English. Namely, in November 2016, the invaluable educational content was written by a team that we formed, consisting of 27 professionals, most of them employed in the field of education. Following a nine-year long process, in 2016 Educational Packages – as the systemic solution in Education - were officially made, by the Ministry of Education, an integral part of the national curriculum of kindergartens, primary and secondary schools in the Republic of Serbia. It was officially declared at the event which was held in the Ceremonial Hall of the Rectorate of the Belgrade University. A total of **776** pages are intended for professional staff working in kindergartens and schools on how to teach their colleagues, parents and children about the topic of sexual violence, as well as how to initiate and achieve changes in their local communities in connection with raising social awareness and quality public speaking on the sexual violence issue. With great success, every page of our material has been applied in kindergartens and schools while working with children and young people aged 3 to 18.

Education Packages in the English language are before you and it can be said that in 2024, they are needed more than ever. The reason for this is growing fascism, racism, nationalism, misogyny, both in Serbia and Europe, and in the whole world, which we are all witnessing. The Educational Packages are a concrete help to jointly oppose the retrograde, clerical forces and ultra-right wingers who organize themselves in the anti-feminist movement. Educational Packages as a tool are our proactive response to the danger of self-organization of child sexual offenders and (sexual) abusers against women, as well as a response to the danger of current trend of institutional violence through applying Parental Alienation Syndrome against the best interests of children and their mothers. We equally raise our voices against the sexual abuse committed by church officials that occurs all over the world. For example, just in the past month in Serbia – two Serbian Orthodox Church bishops who, in separate cases, were reported by number of victims for committing serial sexual abuse of children – are being rewarded in the form of decorations and official promotions. In addition, the Gender Equality Law implementation is stopped. Finally, in this post-conflict setting, the confrontation with the past has never even started. Therefore, **knowledge about the dynamics of sexual violence in order to recognize it – is our power.**

With their values, Educational Packages represent prevention and influence the stopping of sexual violence. Values are learned, so our educational content strongly indicates that the most important voice is the voice of survivors of sexual violence, that sexual abuse of children most often takes place within the family, we emphasize the pro-choice perspective, we warn about the sub-taboo of sexual abuse of children and women by helpers, we raise our voice for respect for all diversity, including sexual diversity.

Before the Educational Packages came into your hands, the Incest Trauma Center – Belgrade checked how up-to-date each page is after their first edition. So, feel free to step into completely up-to-date content with the best current knowledge that you can fully apply directly in kindergartens, primary and secondary schools as well as master the methodology with which you will create Educational Packages in your own country that will be included in your national curriculum of kindergartens and schools.

We know that we are on the right track in at least two ways: from every feedback from colleagues who have been consistently applying Educational Packages in their work all these years, but also because of the backlash of backward groups.

The Incest Trauma Center – Belgrade received a number of significant awards during its 30 years long work among which are, related in particular to the Educational Packages, the Fulbright Award for Professional Excellence and the Feminist Recognition for the Act of Resistance in Public Domain.

Educational Packages consist of:

1. *Educational Package for Learning About the Topic of Sexual Violence Against Children for Kindergartens in Serbia, Parents and Guardians*
2. *Educational Package for Learning About the Topic of Sexual Violence Against Children for Primary and Secondary Schools in Serbia*

3. *Healthy Choices for Kids: Incest Trauma Center – Belgrade Violence Prevention Programme; Complementary Resource to the Educational Packages. For Kindergartens, Teachers, Parents/Guardians and Children for use in class-teacher lessons, for designing and implementing school activities and local community activities*

In order to be even better prepared to properly understand and master the social context for work in the field of sexual violence, we warmly recommend, along with Educational Packages for you to read and study also our following resources:

- A.) [2020©ITC; Advocacy and Lobbying Pack: Educational Packages for Learning on Child Sexual Abuse in Serbia](#)
- B.) [2021©ITC; Social Position, Experiences and Strengths of Women Human Rights Defenders Active in the Field of Sexual Violence.](#)

Free download of all listed resources in English and Serbian is available on official Internet web page of the Incest Trauma Center – Belgrade www.incesttraumacentar.org.rs which preserves our institutional memory.

We thank the Reconstruction Women’s Fund from Belgrade, Serbia, for being a true ally.

Dr. Ljiljana Bogavac, Dušica Popadić and Snježana Mrše

BRIEF INFORMATION ON RESULTS OF THE INCEST TRAUMA CENTER - BELGRADE

The Incest Trauma Center – Belgrade (ITC; officially registered in 1994) is a women’s non-governmental organization, a service specialized in the Sexual Assault issue. The professionals were originally trained in the sphere of health and mental health. More details about the activities of the ITC can be downloaded at www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs. **We provide psychological assistance to child and adult survivors of sexual violence and their supportive persons** (6 reported cases per week; the only representative statistical data on the national level on the social problem of sexual abuse of children for the period 1994-2023, which was published annually, incorporated in several national strategies and reports for the Republic of Serbia; starting from 2020, in accordance with the new Strategic plan, online counseling only). At the same time, we work as a **Training Center** and after 30 years of ITC activities, our diverse training programs have been attended by 12932 from 1074 GOs and NGOs (4/5 from GOs). All the ITC educational and preventative programs have been designed and realized on the grounds of our team’s direct daily service provision in the context of violence against women and children. Our trainers were authors and personally delivered our ed. programs accredited by the Ministry of Education and the Ministry of Health of Serbia as well as the leader of ITC Trainers’ Team is certified in Supervision and Training skills in Child Protection by the NSPCC, UK, and holds accreditation on competency in the Training for Trainers in Child Protection issued by the NSPCC, UK. **(Just two illustrations:** over the period 2001-2003, in partnership with the Ministry of the Interior, we trained police officers from 11 towns, starting from public law and order, then sex offences and juvenile delinquency departments to teachers on all three levels of police schooling (effective 42 hours of work); 2005-2011, in partnership with the Ministry of Justice of RS, for the personnel of 4 penitentiary institutions in the territory of Serbia working with women and minor perpetrators of criminal offences. Educational programs of basic and advanced level (42 + 58 effective hours of work); 2004-2017, delivering 3-level trainings to the schools and kindergartens that were afterwards entering the National Network of Schools and Kindergartens against Sexual Assault which was founded by ITC. Within our identity of the **Sexual Assault Prevention Center**, 8,916 children and adolescents completed our 10 weeks long “Healthy Choices for Kids” Prevention Program for teachers, parents and kids. Besides, within ITC, the Sexual Assault Prevention Peer Team run our Sexual Assault Prevention Club (schoolers age 12 to 18 run the Club assisted by our Volunteers mainly of age 19 to 25). Within this identity, we also ran a several surveys and collected data to identify further lines of operation. **To emphasize, in period 2014-2017, ITC was developing Co-management Model of decision making process, joint by staff and youth involved and this includes decision-making youth structures in ITC daily practice and youth participation in evaluation.**

In June 2001, the ITC founded and for 6 years provided focused active coordination of **The Network of Trust against gender-based violence** (an intervention team of trained practitioners from 15 GOs and NGOs, who in the course of their daily professional activities provide assistance to child and adult survivors to all forms of violence). **The Network of Trust was 1st multi-disciplinary network in this field** in Serbia. We are experienced in public campaigns and lobbying (e.g. in the period 2007 - 2011, we were implementing a nationwide campaign against sexual violence entitled “**The Me Nobody Knows**”, one of the specific aims of which was the introduction of the topic of Sexual Assault into the national (pre-)school curricula, syllabi and textbooks; also the Council of Europe Campaign “1 IN 5” in Serbia in the period 2012-2015). We note 1429 appearances in media.

In accordance with the ITC Strategic Plan for the period 2015-2020 (started this line of operation in 2009), our main identity is related to **the Sexual Assault Prevention Center**, and accordingly, some of the results have been: A) State Excellence Award ‘for special contribution to awareness-raising concerning the unacceptability of sexual and gender-based violence’ (The Ministry of Social Policy of Serbia, 2010) B) Finalist in 2011 and recipient in 2012 of the award “REWARD” of the National PR Society of Serbia in the category “Communication in the non-profit sector”; note:: ITC has been the only competitor that both years created and implemented its Campaign on our own, with no hiring marketing agency; C) Appointment by the Council of Europe in Strasbourg as the official national partner in the Campaign against child sexual assault for the Republic of Serbia, the Campaign entitled “ONE in FIVE”, based on the Lanzarote Convention (according to the signed agreement, in the course of the entire Campaign, 2012-2015) D) The official song “Stop the Silence!” of ITC Campaign in Serbia has been in 2012 handed over to the Council of Europe in Strasbourg and it was designated as the official song of “ONE in FIVE” Campaign on European level to be used by the member-states E) **In April 2013, the Parliament of the Republic of Serbia adopted ITC Initiative FOR the rescinding of the Statute of Limitations concerning sex offences committed against children.** In this way, Serbia became second country in Europe, after UK, where the Law recognizes long-term effects of sexual trauma (comparing with earlier regulation when child sexual abuse offender could be prosecuted only six years after the last incident of sexual abuse occurred). Now, the survivor was provided the right to report and start up a criminal procedure when gaining psychic strength and social power necessary to act as a more equal participant in prosecution. ITC officially initiated and worked intensively toward this historical change of legislation. F) In 2014, ITC staff wrote up themselves and with associates from schools provided

numerous resources for learning on Sexual Assault issue in the classroom within the national (pre-)school curriculum and relevant textbooks (incl. opening 1st Sexual Assault Peer Prevention Club that has been with its program activities also put at disposal of the Ministry of Education of Serbia and its Violence Prevention Unit). We continued designing ed. resources in coming year. G) In 2015, ITC has been the owner, leader and author of the **1st National Study in Serbia on Prevalence and Incidence of Childhood Sexual Assault** that we nowadays carry out directly in the field (in 97 primary and secondary schools) in co-operation with the Ministry of Education of Serbia and the Women's Health Promotion Center from Belgrade, supported by the Delegation of EU to Serbia. The Preliminary Report published in June 2015 and the Final Report in October 2015, followed by a new 3D ed. resource for children, youth, parents and teachers www.ijasamuztebe.org.rs („I am here for you, too!“). Meanwhile, we worked parallel as the member of the Task-force of the Parliament of Serbia (Child Rights Committee in charge now to propose improvements in Family Law in chapters concerning Child Abuse) as well as co-operated with the Gender Equality Co-ordination Body of the Government of Serbia where we had contributed to the Action Plan 2015 with actions concerning introduction of Child Sexual Assault issue into the national school curriculum for kindergartens, primary and secondary schools and also provided contribution to the Draft of new Gender Equality Law. **In 2015, by being the subject of two Public Hearings in the Parliament of Serbia, the Sexual Assault issue has reached its highest point ever concerning its visibility on a public agenda.** In September 2015, in partnership with the Women's Parliamentary Network, we presented results of the National Study in the Parliament. Then in 11 towns in Serbia ITC led the Public Discussion together with the Ministry of Education in order to Draft the **Strategy in Education for Prevention of Child Sexual Assault in the Republic of Serbia** and we included both school students and adults from different sectors. **Based on the results of 1st National Study and Public Discussion**, on November 18 (The European Day on the Protection of Children against Sexual Abuse), again with the Women's Parliamentary Network, the Ministry of Education and the Republic Ombuds office, we presented the Strategy at the Public Hearing in the Parliament of Serbia. Authors' team that wrote up the Strategy in Education was consisted of the Ministry of Education (Violence Prevention Unit / Group for the Protection against Violence and Discrimination) and the Incest Trauma Center – Belgrade and the Strategy was adopted by the Ministry of Education. Immediately afterwards, we **submitted to the Parliament ITC Initiative on Prevention of Retraumatization within Criminal Prosecution concerning Survivors of Childhood Sexual Assault** (requesting Monitoring role of the Parliament regarding protection legislative measures in accordance with the Lanzarote Convention). In February 2016, the Initiative was presented to members of the Parliament in co-operation with the Ombuds office and its Child Rights Division that wrote up the legal formulation of the Initiative. **Our work on this Initiative has still been underway.**

In period 2016 – March 2017, we run the National Campaign called „I AM HERE FOR YOU, TOO!“ and, in partnership with the Ministry of Education and selected school personnel pool, wrote up Educational Packs for kindergarten and 10 subjects that belong to the national curriculum of primary and secondary schools (total of 764p.). 24 authors from Education field received „Thank You“ Certificate signed by the Minister of Education. On November 18, 2016 in this way the Sexual Assault issue was – after 9 years of advocacy and lobbying of ITC - officially introduced into the national (pre)school curriculum to be learnt by children, youth and parents within a regular life of kindergartens and schools. The high-level profile ceremony we held in the Ceremonial Hall of the Rectorate of the Belgrade University and both the Parliament of Serbia, the Ministry of Education and the Republic Ombuds contributed to this Promotion Day, e.g. having as keynote speakers Chair of Parliamentary Committee for Human and Minority Rights and Gender Equality, co-ordinators of the Women Parliamentary Network and Deputy Ombuds for the Rights of the Child and Gender Equality. The Ministry of Education issued the Guidelines on Usage of Educational Packs and together with ITC its representatives made a journey throughout Serbia to teach kindergartens and schools how to use Educational packs. 5 months later, suddenly, the pressure occurred through social networks by clerical and ultra-right wing forces that are active in Serbia and the Minister of Education announced in media only he would withdraw Educational Packs for that moment. No official public letter on the withdrawal was ever issued by the Ministry. Colleagues employed in educational institutions regularly inform us they use the Educational Packs in their work.

Directress of ITC was named the 2016 World of Children Protection Award Honoree and received the Award in the city of New York in October 2016, therefore the Incest Trauma Center - Belgrade now stand together with some of the world's best child advocates. This was the first year of the Protection Award for individuals who recorded and continue to record extraordinary achievements in helping children be safe and free. The media in US often refer to World of Children Award as the Nobel Prize for child advocacy. We received the Congratulation Letter also by the Parliament of Serbia.

In 2017, with support of the Delegation of EC: 1. we founded and handed over to the Ministry of Education the National Network of Schools and Kindergartens against Sexual Assault, so that this network became their ownership and 2. we founded and started co-ordinating the Regional Network against Sexual Assault gathering women's NGOs with long-term experience in this field aiming to strengthen networking in the Balkan and connect this territory with

international professional community.

Starting from March 2017 and to date, ITC has been a Country CAN Partner of The International Society for Prevention of Child Abuse and Neglect (An ISPCAN Country CAN Partner), the largest professional organization in the world concerned with the Child Abuse and Neglect issue.

Both in March 2016 and March 2017, ITC was nominated for The With and For Girls Award. It is an initiative of the With and For Girls Collective which is a group of eight funders: EMpower, Mama Cash, NoVo Foundation, Plan UK, The Global Fund for Children, Nike Foundation, Comic Relief and Stars Foundation who aim to identify and recognize strong grassroots organizations working WITH and FOR girls through their annual Awards. The procedure allows nominations could be made only by trusted referral partners because the Nominee has demonstrated effective practice in creating a supportive and empowering environment for girls.

In May 2017, Directress of ITC was named the 2017 Fulbright Award for Professional Excellence in 2017. The Award "Leader" was established in the aim of affirming excellence in development of science and research, advancing profession and promoting positive social changes. Directress of ITC received the Fulbright Award "for professional accomplishments and contribution to positive social changes reached during 2016 in the field of direct service provision to child sexual assault survivors and the work on prevention of violence against children through educational programmes".

In March 2018, ITC received the FEMINIST RECOGNITION FOR THE ACT OF RESISTENCE IN PUBLIC DOMAIN „for the work on creating Educational Packs for learning on CSA issue and the act of resistance against veto on implementation of Educational Packs.“ The Feminist Recognition awarded by the BeFem, Serbia.

Together with the Founding Team of 1st Regional Network against Sexual Assault, ITC has been continuing actively to contribute to the Network development, therefore by having 13 organizations from 10 European countries in membership, this shape of Network's self-organizing outgrew regional character. Therefore, in 2019 we contributed to the efforts of the Founding Team to formalize the Network's status and respond to its real developmental level, therefore nowadays it operates as a registered legal entity under the name of [the European Women's Network against Sexual Violence \(EWNASV www.reactagainstsexualviolence.org www.facebook.com/europeanwomensnetwork/ www.instagram.com/react_against_sexual_violence/\)](http://www.reactagainstsexualviolence.org). EWNASV held its 1st International Conference against Sexual Violence in September 2019 in Belgrade which was evaluated highly by its participants. Directress of ITC served as the President of EWNASV in period September 2019-January 2022 and President of ITC acted in capacity of the Governing Board member for the same period, after which ITC's President was elected to take over the role of EWNASV President (completed in March 2024).

Following our newest Strategic Plan, which started in 2020, ITC in future – through participation in EWNASV - shifted its activities mainly to the Balkan and European level and works intensively to strengthen ties among EWNASV members to international professional community (coverage wider than Europe) and to integrate newcomers with high performance quality in the field of Sexual Violence.

In March 2020, ITC drafted the [Advocacy and Lobbying Pack \(213 p.\)](#) to obtain support of relevant stakeholders from international community to assist the return of systemic implementation of the Educational Packs to the national curricula of the kindergartens, primary and secondary schools. In spite of withdrawal of the Educational Packs, perpetrated by the minister of education in May 2017 after the negative campaign via social networks by clerical and ultra-right forces – along 3 years a large number of colleagues employed in Education informed ITC that they use Educational Packs regularly in their work with children and parents. The Advocacy and Lobbying Pack is **EVIDENCE-BASED DOCUMENT** arising from evidence collected through 3 years long monitoring of ITC (2017-2019.) in primary and secondary schools on the territory of Serbia regarding the implementation of the Lanzarote Convention. The findings showed that it was necessary to start again officially, sistemically, to implement the Educational Packs in daily life of kindergartens and schools.

In May 2020, ITC joined EWNASV member-organizations in drafting the [Contribution to the UN SRVAW Thematic Report on Rape](#).

In March 2021, ITC and EWNASV published the findings of [1st Survey on Social Position, Experiences and Strengths of Women Human Rights Defenders active in the Field of Sexual Violence in Europe](#), supported by the Reconstruction Women's Fund which has been an authentic ally to us for longer than 15 years.

In period May-October 2021, ITC partnered with EU TACSO Program and organized a number of sessions for EWNASV members within the Strategic Mentorship Program. We are co-authors of EWNASV strategic documents: Strategy Paper 2022-2025, Guidelines for Quality System of Internal Governance, Guidelines for Extending Membership and Communication Strategy.

In period January 2022 – February 2024, ITC has been under contract of the Council of Europe, Strasbourg, for the provision of international technical support and intellectual consultancy services for the enhancement and support of Barnahus structures in Finland and for the protection of children against sexual exploitation and sexual abuse.

Taking care of institutional memory, in March 2022, ITC published its contribution to the area of Organizational Development called: Policy and Resilience of a Women's NGO Active in the Field of Sexual Violence – Experience of Incest Trauma Center – Belgrade, Serbia.

In 2022, ITC was a Finalist of the Juliette Gimon Courage Award of US Global Fund for Children.

In period December 2022 – December 2023, within Strategic Area 3 of EWNASV Strategic Paper 2022-2025, where ITC has been appointed to take care of Capacity Building, we organized six online learning opportunities for colleagues from international community who are both members and non-members of EWNASV.

In March 2023, based on 29 years of our experience in provision of training services, we published ITC Manual titled "Meeting International Standard of Competency in Child Protection Training: For Trainers Active in the Field of Sexual Assault".

We continue the care for institutional memory and in December 2023 we published our "Methodology of the 1st National Study on the Child Sexual Assault Issue in the Republic of Serbia" and we convey our experience in Serbian and English as it has been for the majority of our publications.

In March 2024, ITC completed its contribution to the European Women's Network against Sexual Violence and continued following our current Strategic Plan.

For seven years now, colleagues from the international professional community have been constantly asking us when we will publish our Educational Packs for learning about the topic of sexual violence in English. All three Educational Packs saw the light of the day - for kindergartens, primary and secondary schools, parents/guardians and for designing and realizing local community actions – thanks to the Reconstruction Women's Fund from Belgrade.

In this same year, we published our Collection of 50 Successful Feminist Project Ideas in the Field of Sexual Violence in Serbian and English.

Along with direct service provision via online sessions for survivors of sexual violence and their supportive persons, provision of supervision and specialists' trainings as well as organizing educational programs for colleagues from international community, the Strategy of the Incest Trauma Center – Belgrade, starting with 2024, is focused on the Publishing within our care for the institutional memory.

July 2024

The Worry People from Guatemala

There is a story about the Maya Indian tribe from Guatemala, who, when much worried about something, tell their worries to little dolls called the Worry People, which they put under their pillows at night. By the next morning, the Worry People will dispel all their worries.



CONTENTS

Introduction	11
PART ONE – Colour book: For kids aged 3 to 5	13
The first session: Our 5 senses	16
The second session: Different touches – “the Sun” and “the Rainy Cloud”	26
The third session: the “Rainy Cloud” person and adults who can help you	31
The fourth session: Private body parts and “My body belongs to me!”	35
The fifth session: What will you do?	38
The sixth session: Tell the person you trust	43
PARTS TWO AND THREE: For kids aged 5 to 7	50
PART TWO – Violence	
The seventh session: A little bag of worries	50
The eighth session: Special concerns from the little bag of worries	52
The ninth session: Tell an adult about your worry!	58
The tenth session: Dwarfette’s Quiz	63
PART THREE – Sexual violence	
The eleventh session: Meet Kiko	69
The twelfth session: Good and bad secrets	72
The thirteenth session: Good and bad touches	75
The fourteenth session: OK-NOT OK kiss	78
The fifteenth session: Celebrating our knowledge	81
Annexes	
Annex 1: A set of 6 postcards: “What is violence and how do I defend myself from it?”	82
Annex 2: Material for children and parents/guardians „KIKO and the Hand“	84
Annex 3: Colour book against sexual violence “I’m afraid of that Mister“	110
Annex 4: Print picture, as reward for the children’s valuable efforts	156

The United Nations Convention on the Rights of the Child

Article 1: A child means every human being below the age of eighteen years.

Article 19: States Parties shall protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation.

Article 34: States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

Article 42: States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Introduction (in 2016)

The reflection of common belief and commitment to recognising the importance of the work in the area of violence against children of the youngest age, the Ministry of Education, Science and Technological Development of the Republic of Serbia - within its remit, and us, Incest Trauma Center - Belgrade, a service specialised for the social phenomenon of sexual violence marking 23 years of working experience – has now been translated into this Educational Package for kindergartens. The Ministry of Education, Science and Technological Development of the Republic of Serbia is hereby sending a clear message to teachers, parents/guardians and children of **THE IMPORTANCE OF LEARNING ABOUT THE ISSUE OF VIOLENCE FROM KINDERGARTEN TO UNIVERSITY**, and Incest Trauma Center – Belgrade proposed the manner of addressing the issue of violence, in particular sexual violence, with children of the earliest age.

This Educational Package is intended for children aged 3 to seven years. The activities are designed through play, funny and creative. They are guided and structured, which provides children with a sense of security, safety and predictability. This enables the ease and simplicity of children's participation and of adopting the value system against violence and discrimination. Children learn about violence, in particular about sexual violence – how to recognise it and counter it.

The Educational Package appreciates and follows child's potential, but also encourages every child's participation. It finds the right words and the way to discuss violence with children of earliest age, disencumbered from the worry of adults (teachers/parent/guardians) that the topic of sexual violence will frighten children or bring them insecurity. The activities empower children, inspire them with self-confidence that they can and dare defend from violence and learn how to achieve that. At the same time, *the activities in a caring way monitor children's need to love and trust the adults who cherish them with love, care for them and raise them.*

It is well-recommended that children learn from this Educational Package not only in kindergarten but also with their parents/guardians. In that way the effect will be enhanced and with even better quality for the child.

In the long-standing practice of Incest Trauma Center – Belgrade, parts of this Educational Package have also been used in working with children survivors of sexual violence in order to teach them about personal limits, good and bad secrets, good and bad touches, that their body belongs to them only, that they have the right to say NO, **that they should always trust their Inner Little Voice when it tells them that something is wrong**, to trust their feelings. To learn how to find a person whom they will tell about it and seek help, never giving up until something changes. **Just because they didn't know all this beforehand, the child survivors of sexual violence were easy prey for the offenders.**

The Educational Package includes **3 units** implemented through **15 sessions** and **4 print annexes** have been prepared, along with **31 slides** for learning and refreshing the knowledge. The units are inter-connected and children gradually progress from one to the other. Our recommendation is for children of **3 to 5 years**, to whom the Part One of the Educational Package was intended, should mandatorily learn not only at kindergartens but also with their parents/guardians (grandmothers, grandfathers, uncles, elder sister, etc.) because they will subsequently find it easier and less demanding to acquire Parts Two and Three at the age of **5 to 7**. Parents/guardians will also follow this process

and take part in it. **Annexes: 1. “KIKO and the Hand” material 2. A set of 6 postcards titled “What is violence and how do I defend myself from it?” and 3. Colour book “I Am Afraid of That Mister” are ideal for daily moments of children and their household members’ learning and playing together. Annex 4 is a print picture, as a reward for the valuable efforts.** For the children who haven’t had the chance to learn at kindergarten from this Educational Package, it is important to know that it is also applicable to children of junior grades of primary schools. The right space for that would be class master’s lessons (homeroom).

We can start, wishing a lot of success and joy to everyone in learning and acquiring new knowledge!

Incest Trauma Center - Belgrade

Educational Package

ALWAYS TRUST YOUR INNER LITTLE VOICE. SEEK HELP.

Objectives:

1. Make sure that children understand the notion of violence in all its forms and be ready to recognise the warning signs.
2. Make sure children know how to protect themselves from all forms of violence.
3. Make children aware of how to find sources of assistance, seek help and receive it.

Duration of each session: 30 min.

AGE: Children from 3 to 7 years

The teacher says today they are going to talk about the worries children may have, how to voice the concerns that bother them and stay safe, and how to receive help when needed.

The teacher explains that many people work on it and she is one of them.

We'll all together discuss this and make important decisions and conclusions which will be used for children to feel safe and secure. We'll talk about what they can do to be safe, by saying what bothers them to the person they trust, who makes them feel good in their company.

There are no big or little worries. As long as it is a worry, it oppresses you and you should say what the worry is about.

The teacher introduces Dwarfette:

This is our Dwarfette and over the next few weeks we are going to learn that she stands for what we believe in.

The teacher asks:

Can anyone say what Dwarfette is like? How old do you think she is?

Depending on the age the children decide for Dwarfette, and on the property they name as hers (e.g. pretty, witty, smart, mischievous...), the teacher will say, for example:

From today we are going to spend time with a five-year old witty Dwarfette.

Let's see what Dwarfette is going to tell us about today!

COLOUR BOOK

AGE: Children 3 to 5

Recommendations for conducting the first part of the Educational Package – COLOUR BOOK

Be thrilled! This is a new experience for both you and the children. Live it by being together with the kids in it! You will teach them new important things for life, take a hindsight into yourself from your childhood period, give them the knowledge you didn't get when you were a child. If the child discloses that they are exposed to violence, it means that you are THE PERSON THEY TRUST, and that is an invaluable gift the child gives you.

Bear in mind the following while learning from the Colour Book!

- First explain to the children every situation depicted in the Colour Book (who is in it, what they say and do).
- Encourage the children to imagine themselves in the given situations.
- Organise the work in small groups.
- The discussion and colouring exercises can take place simultaneously or consecutively. You know best the group of children you work with, and you'll have the best assessment of the way conducive to the accomplishment of the task for every meeting.
- It is not necessary to colour every sheet entirely. The priority is to talk about the situation.
- Colouring can be completed at home with parents, guardians and other persons who provide care for children on a daily basis. It is an opportunity for children to tell at home about what they have learned at kindergarten.
- After each given situation, it is preferable to use the Colour Book sheet titled "What can you do?" Children like repeating the things that teach them to be strong and brave.
- It is suggested that the Colour Book be used over the course of 6 half-hour meetings. You certainly know best how much time it takes every child to acquire the contents you all work together on. If you think more time would be needed than 6 meetings to complete the assignments successfully, feel free to adjust the time frame.
- When you finish learning from the Colour Book:
 - a) Always be vigilant and persistent to permeate other activities taking place at kindergarten with the here acquired knowledge of how to recognise sexual violence and how to counter it!
 - b) Patiently wait for three-year old girls and boys, and four-year old girls and boys to grow and, when they turn five, carry on with learning using Parts Two and Three of the Educational Package!
 - c) With five-year old boys and girls, continue immediately using Parts Two and Three of the Educational Package!

We wish you success!

The author was assisted in preparing the Recommendations by her colleagues, psychologists Violeta Vrcelj Odri, Milana Jovičević and Dijana Kopunović from the "Our Joy" pre-school institution in Subotica, who piloted the Colour Book with the children aged 3 to 5 and provided relevant suggestions, for which Incest Trauma Center – Belgrade thanks them. Equal gratitude in this process we owe the Mental Hygiene Foundation "Exspecto" from Subotica, for the generous assistance provided by our long-standing allies Livia Joo Horti, Tinde Ric Denč and Dijana Živanović.



THE FIRST SESSION

Our five senses

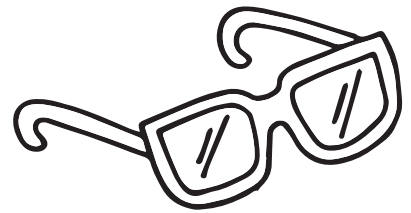
Taste



Hearing



Sight



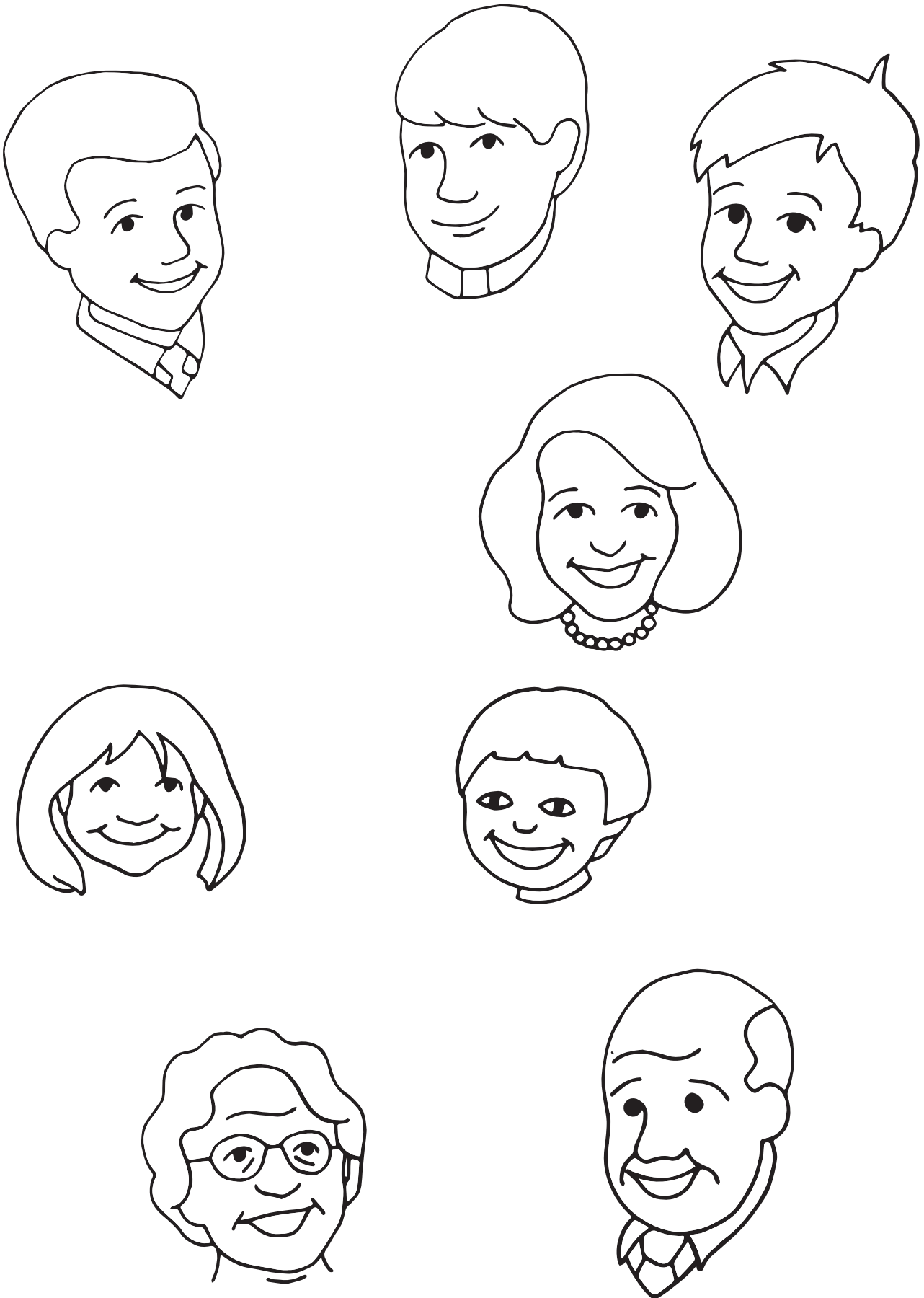
Smell



Touch



**Many different persons get to touch us.
Who can that be?**



Our Mums touch us



Our Dads touch us



Our Grannies touch us



Our Grandads touch us



Our teachers/babysitters touch us

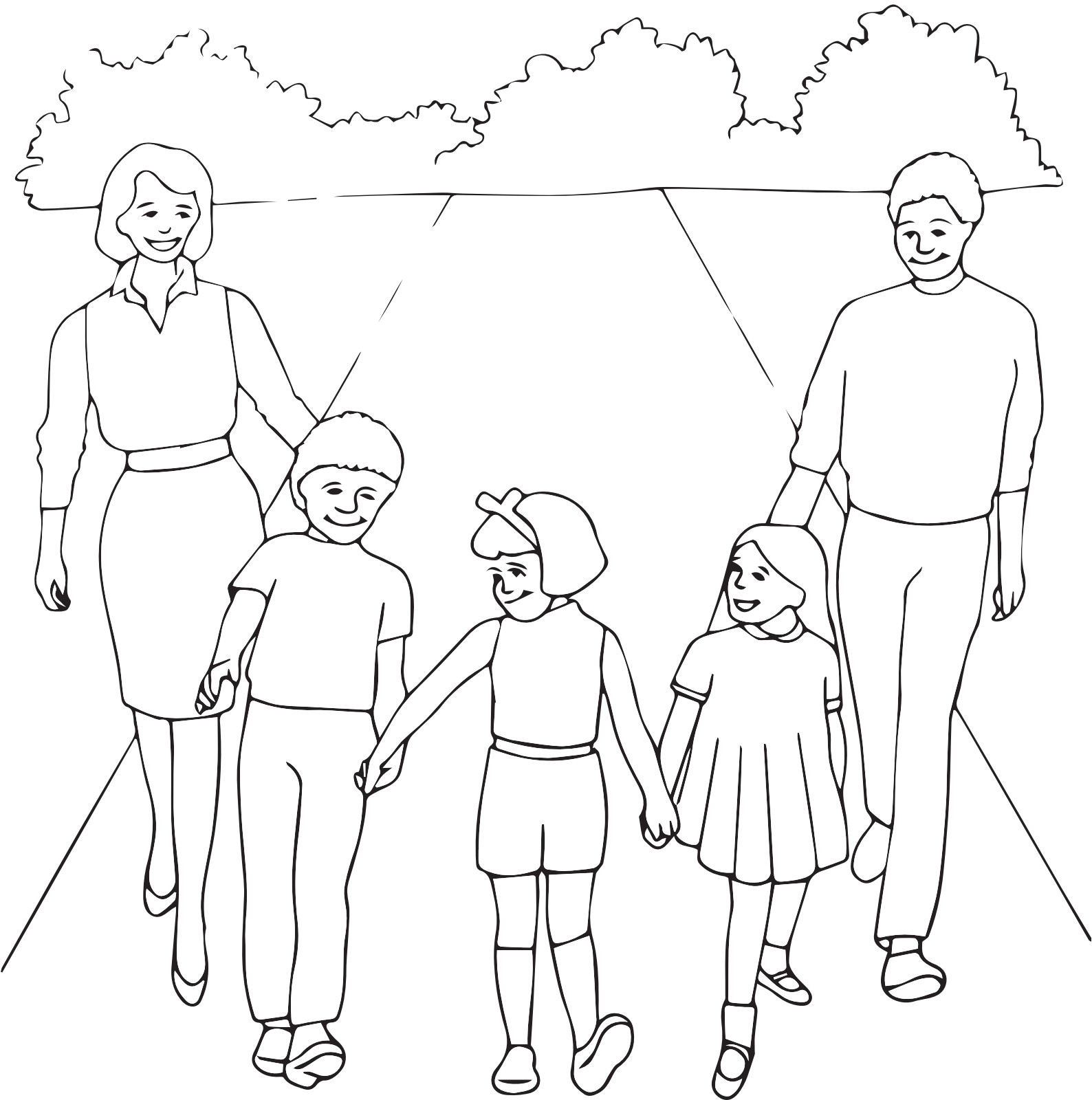


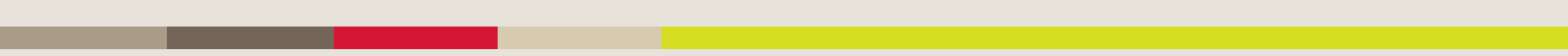
For teachers: Explain to the children what a babysitter is

**The doctor also touches us,
they help us when we are injured or ill**

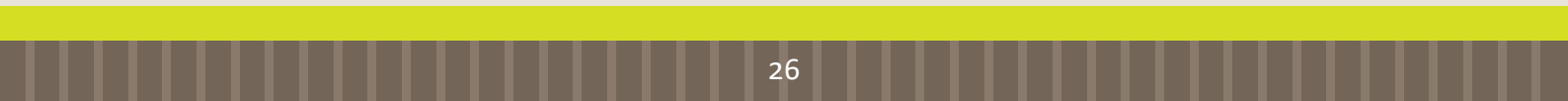


**We are touched by many different persons.
Many touches are good and make us feel happy.**





THE SECOND SESSION

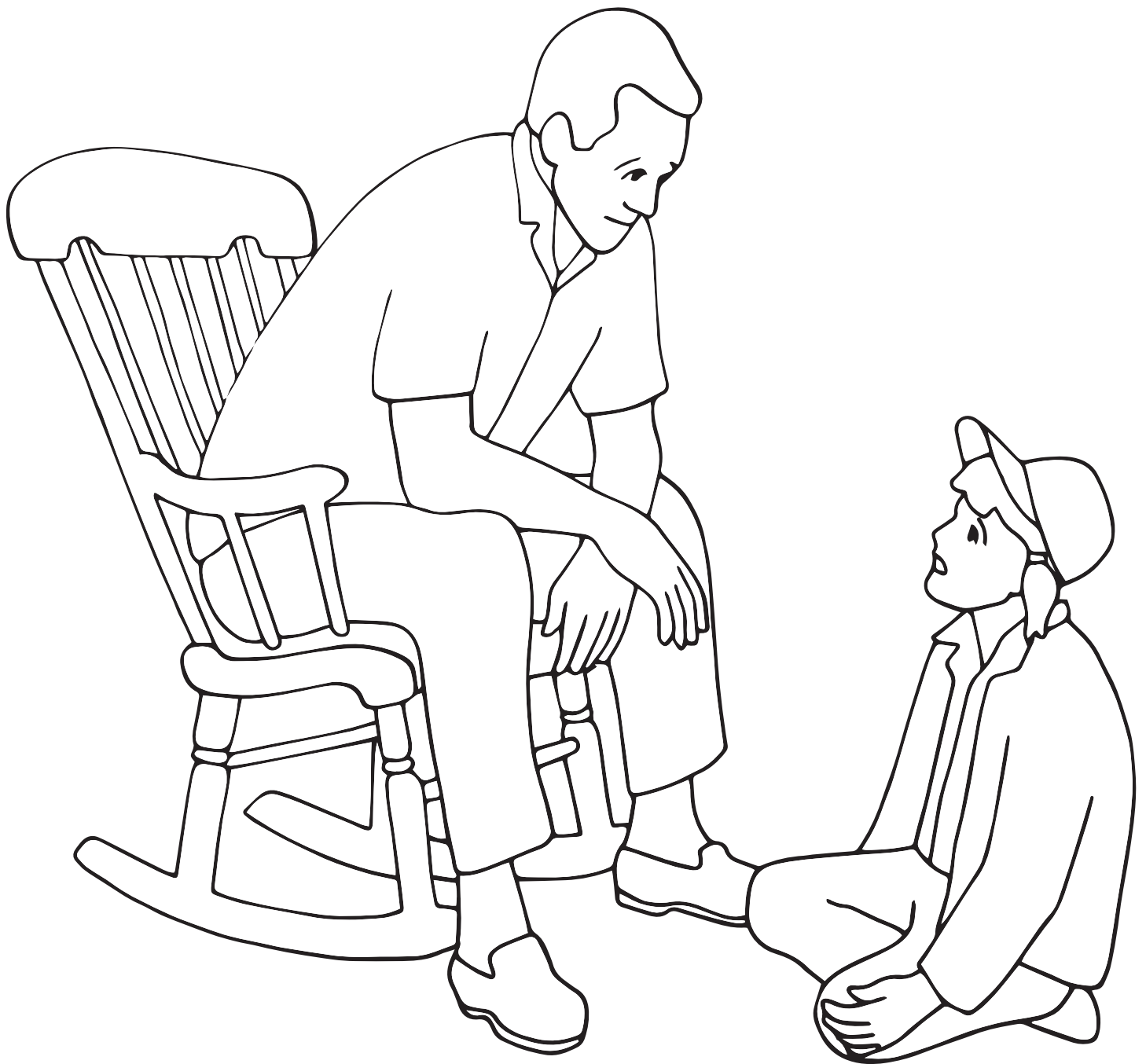


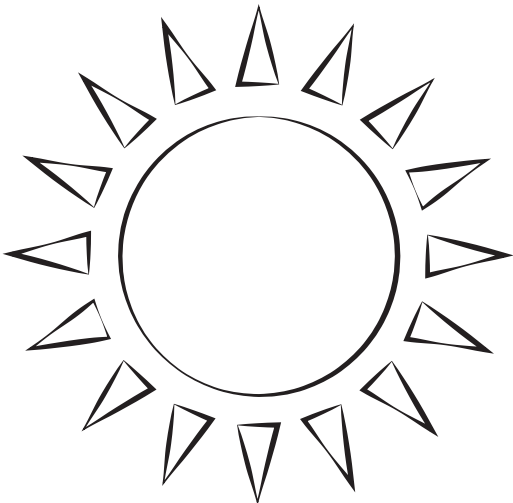
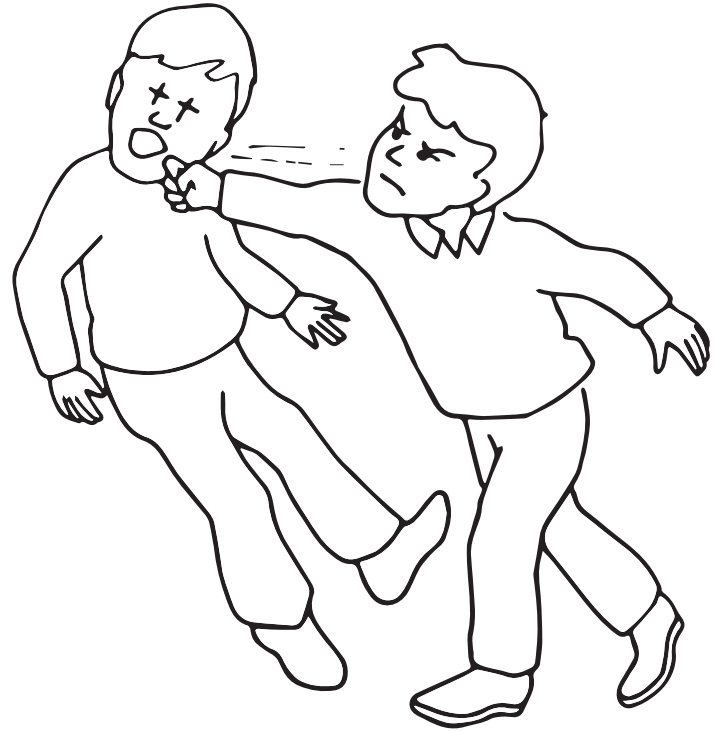
There are different sorts of touches. Some make us feel happy, easy-going, while others make us feel sad, frightened, confused – we don't know how. Many touches can even cause injuries to us.

Which child looks happy, and which one is sad?



Some touches make us feel confused or not sure how we actually feel. If we talk about it with an adult in such situations, someone we always trust, they can help us understand why we feel that way.





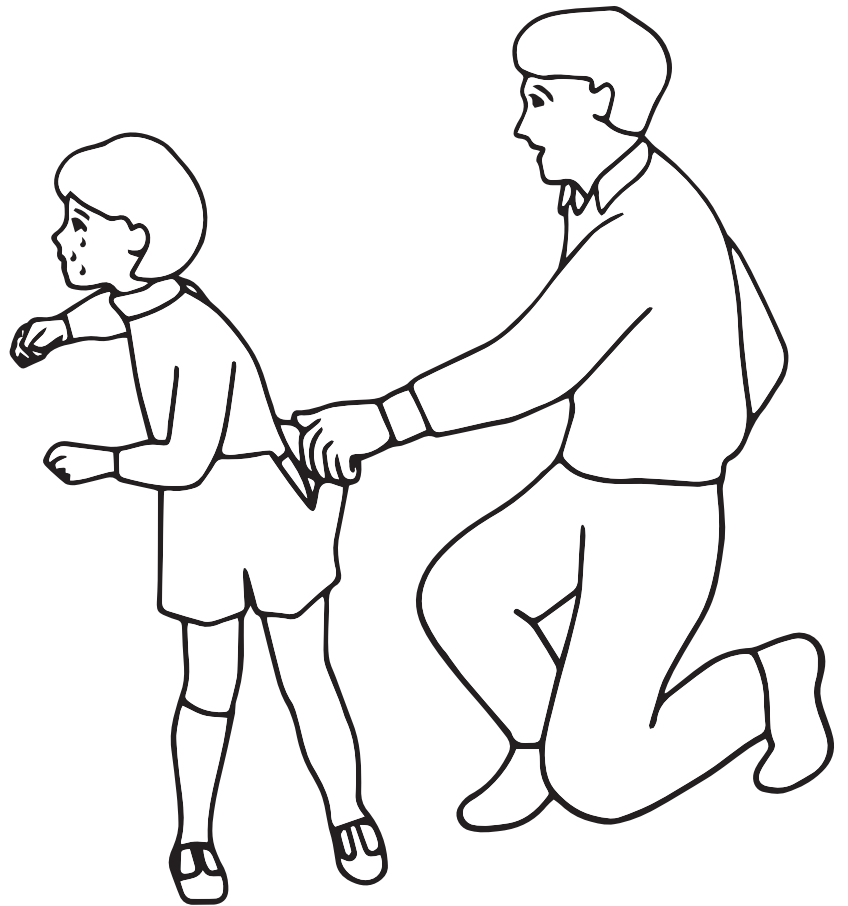
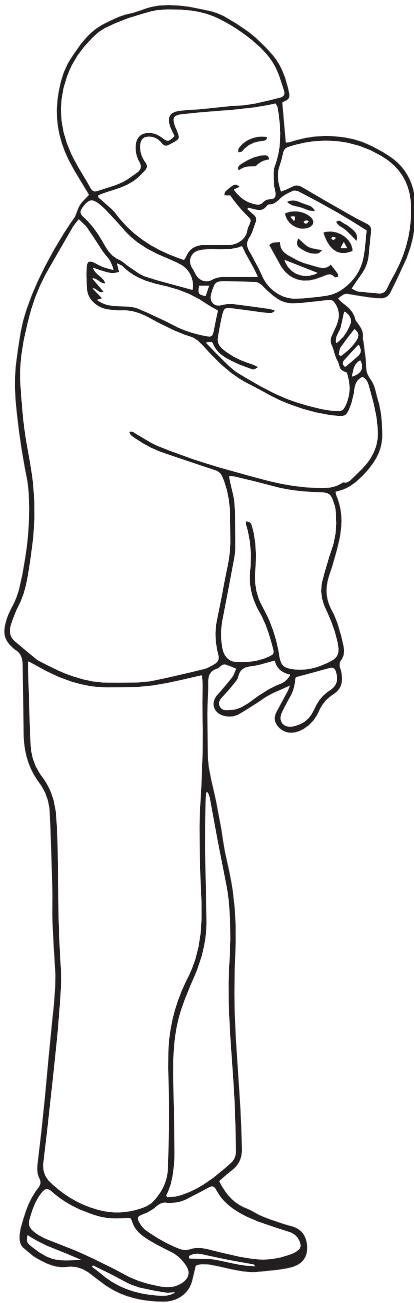


THE SUN is for the touch makes you feel good, happy, carefree.



THE RAINY CLOUD is for the touch which makes you feel frightened, confused, sad.

Which drawing will you mark  as the sun
and which one  as the cloud? Mark below, draw.





THE THIRD SESSION

Who is the rainy cloud person?

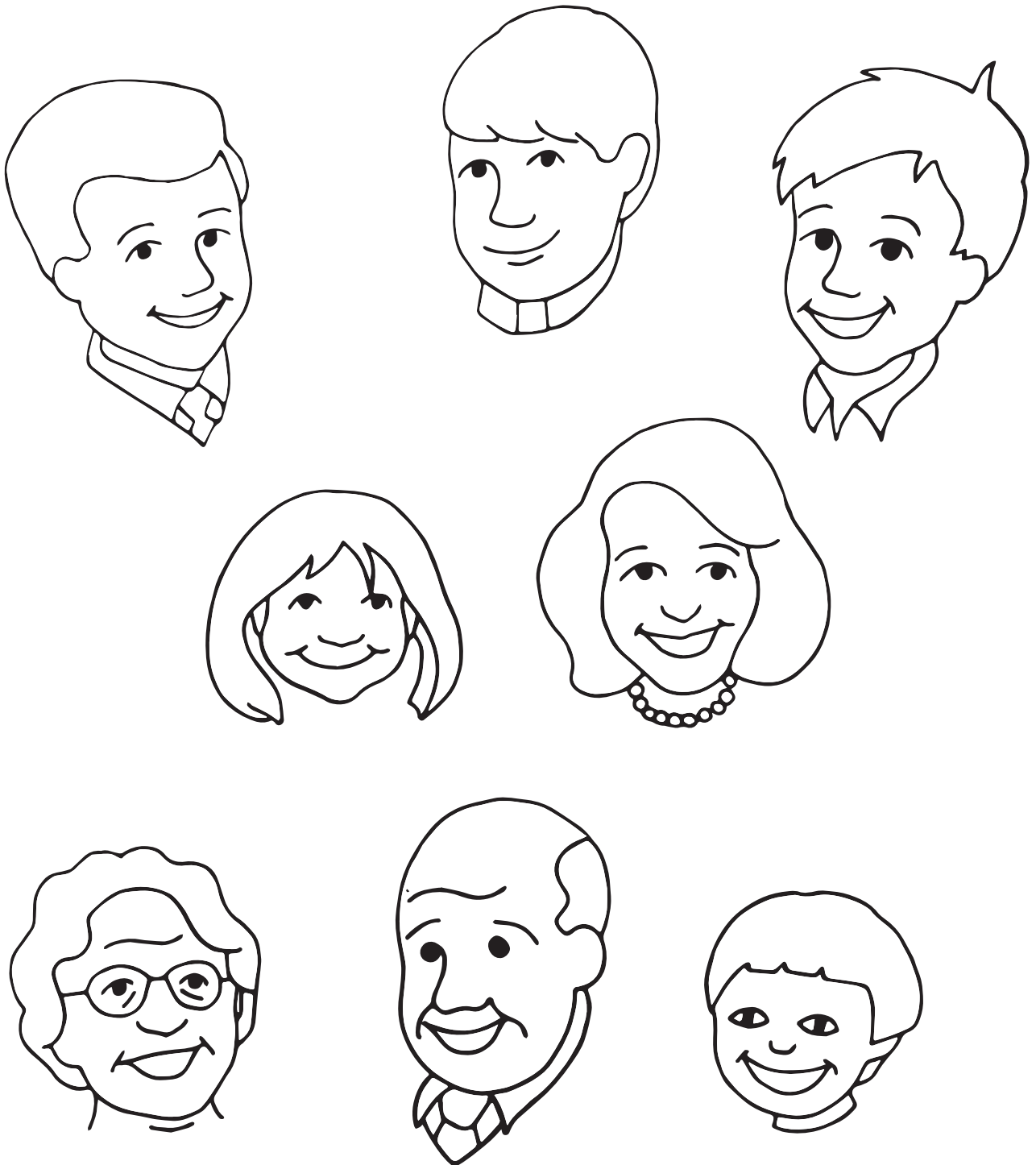


persons can be friends, family members, your babysitter or someone you don't know.

When their touch makes you feel sad, scared, confused - you don't know how you feel, for sure they are



persons for you.



What can you do?

Say NO
Say a loud and clear NO!
Don't let them touch you!
Push that person away!



Move away, run fast from
that place and that person!
(to where there are people)



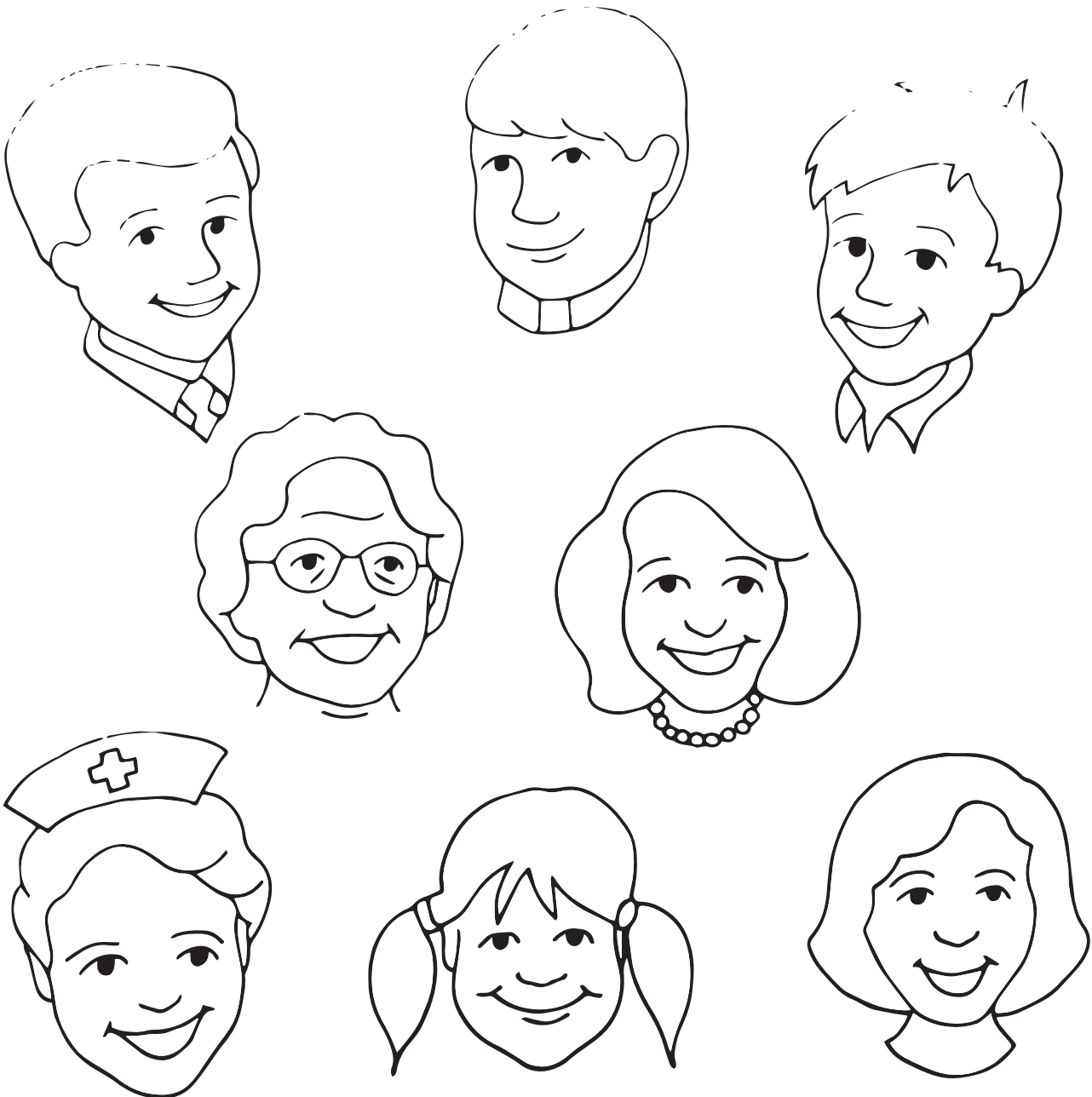
Seek help!
Tell a person you trust,
you feel comfortable with.

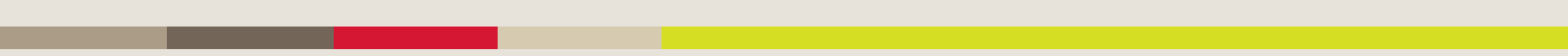
The adults that can help you

Who are those persons for you?

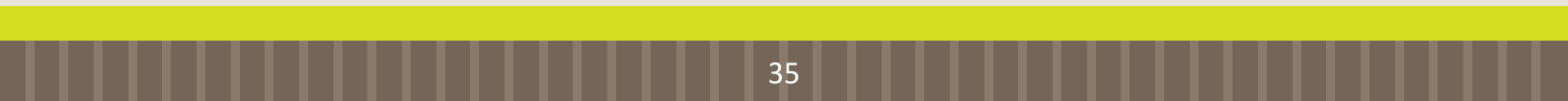
If you tell one of them that someone  touches you, and they don't believe you and nothing changes, don't stop saying it!

Tell another person, and yet another, and then a third person who will believe you..





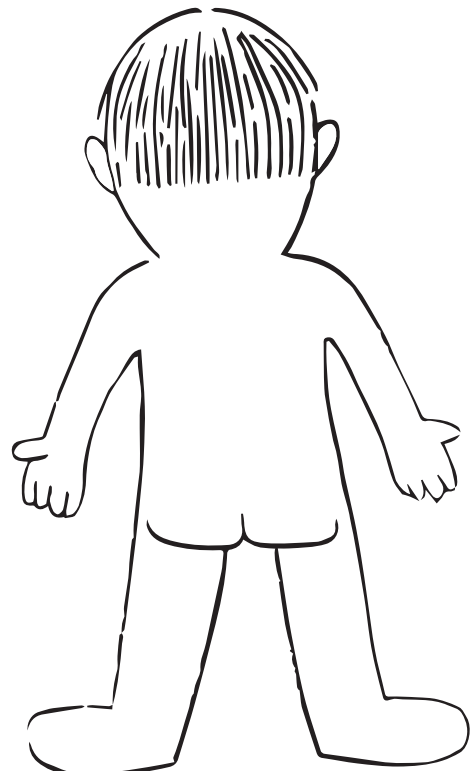
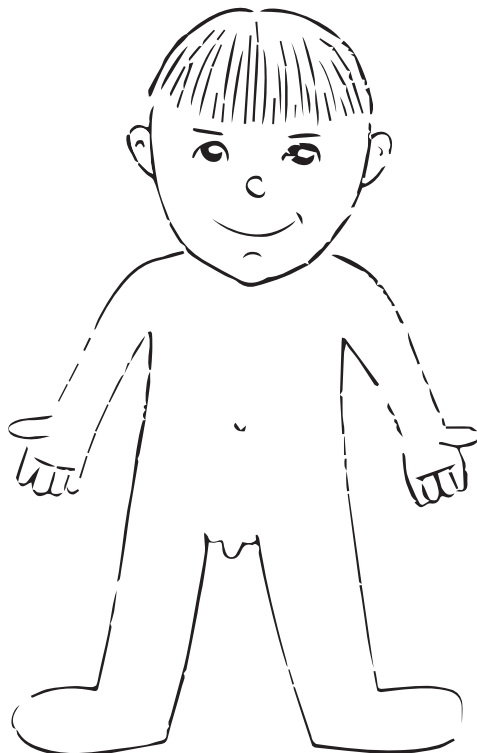
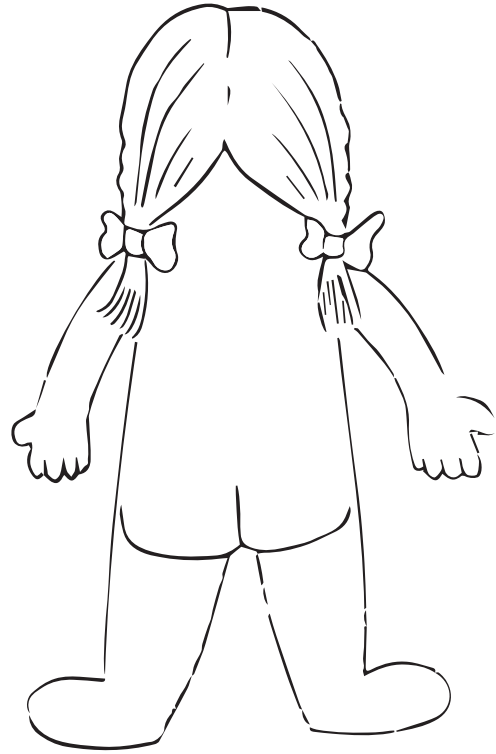
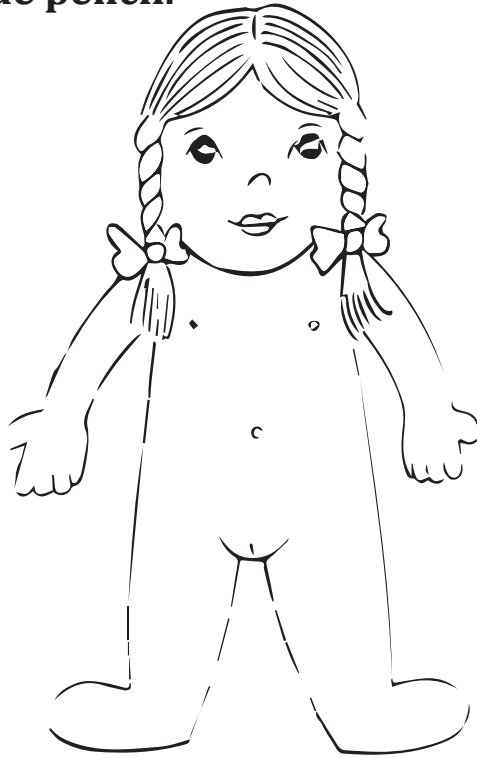
THE FOURTH SESSION



Our body maps

If someone touched you, which body parts would those be for you to feel them as **SUNNY TOUCHES**? If you want, you can first show on yourself. Colour those parts with a yellow pencil.

And where would it be for you to feel as **RAINY CLOUD TOUCHES**? If you want, you can first show on yourself. Colour those parts with a blue pencil.

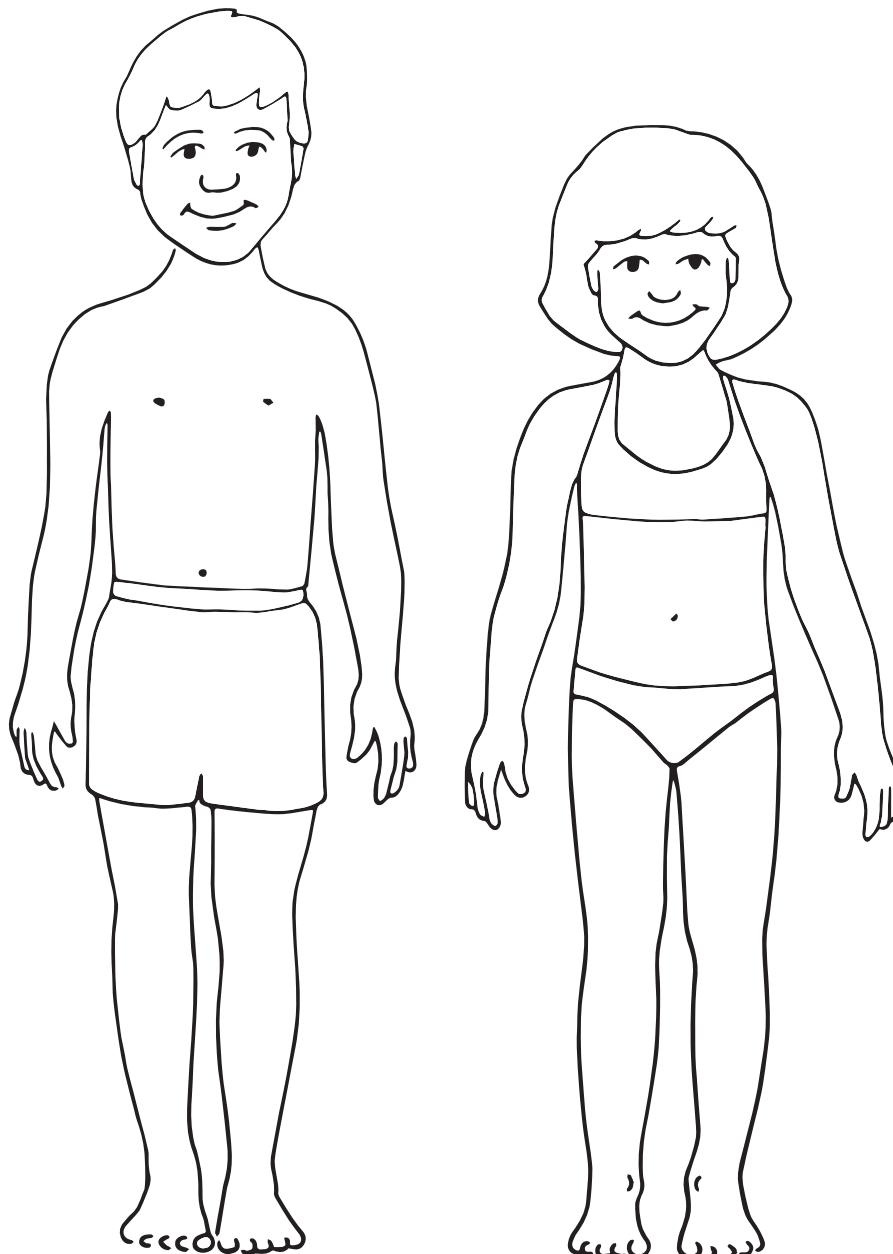


Private body parts

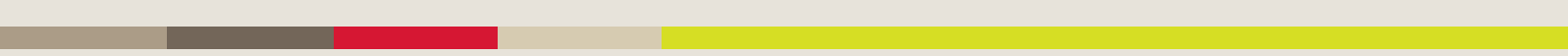
The body parts covered with underwear or bathing costume are called: private parts. They belong to you only and you have the right to say NO to anyone trying to touch you.

Let us learn aloud now:

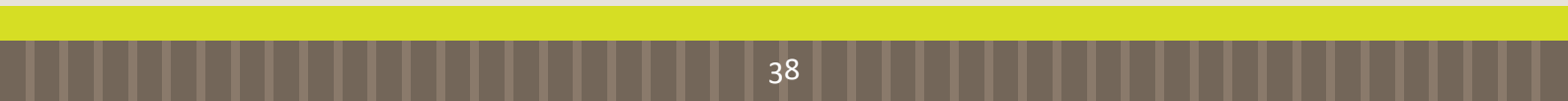
**My body
belongs to me,
not you
From top to toe
I am asking for respect!**

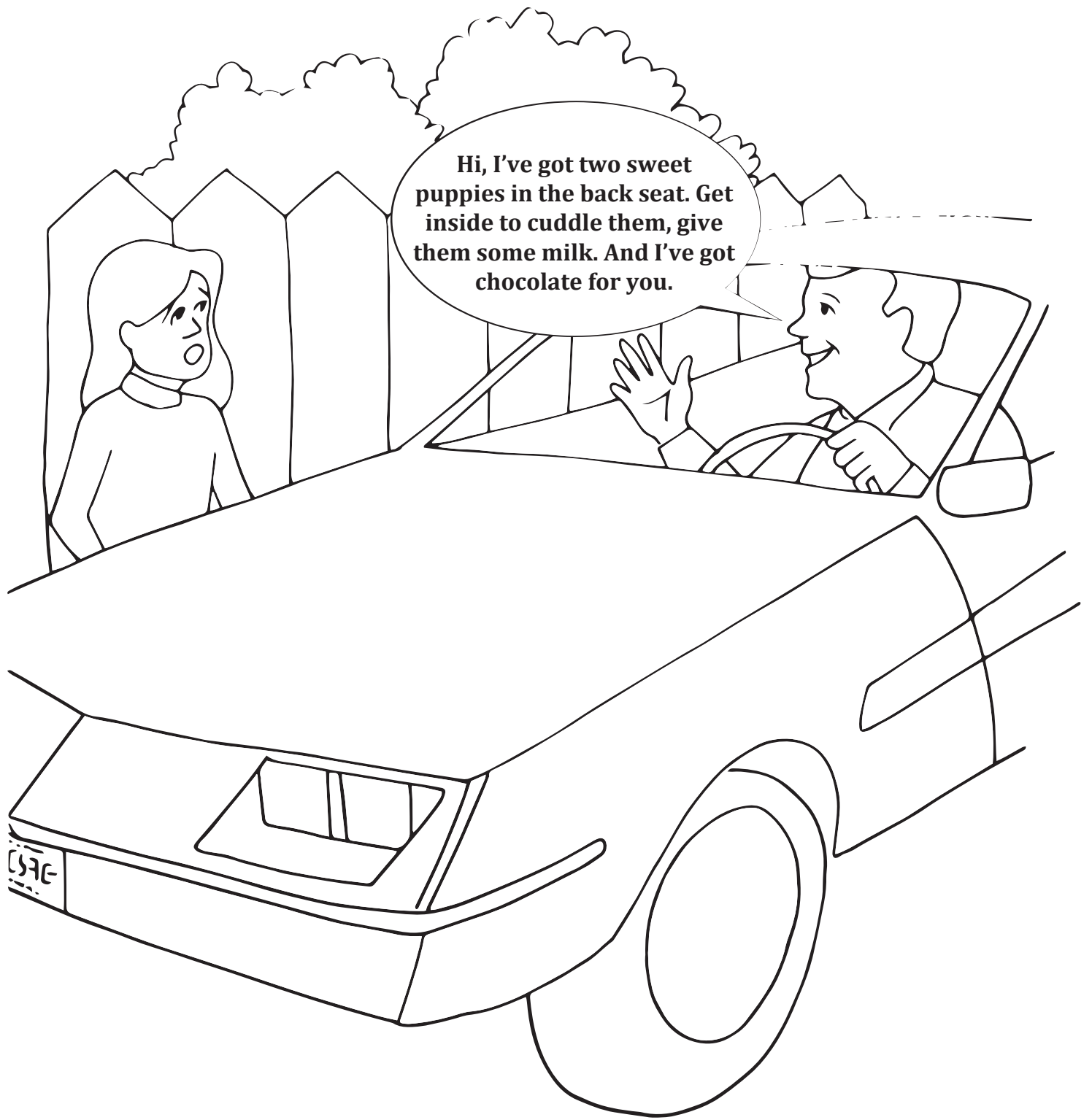


For teachers: Explain the word “respect” to children



THE FIFTH SESSION





**What will you do?
What will you tell this person?**



Whenever someone scares you or you feel confused or you don't know what you think and feel, tell someone you trust and you feel good and safe with.



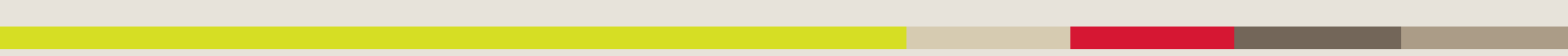
Let us recap:
Say No
Move away as fast as possible
Seek help



When alone at home, never open the door to a stranger!

What will you do?

What will you tell this person?



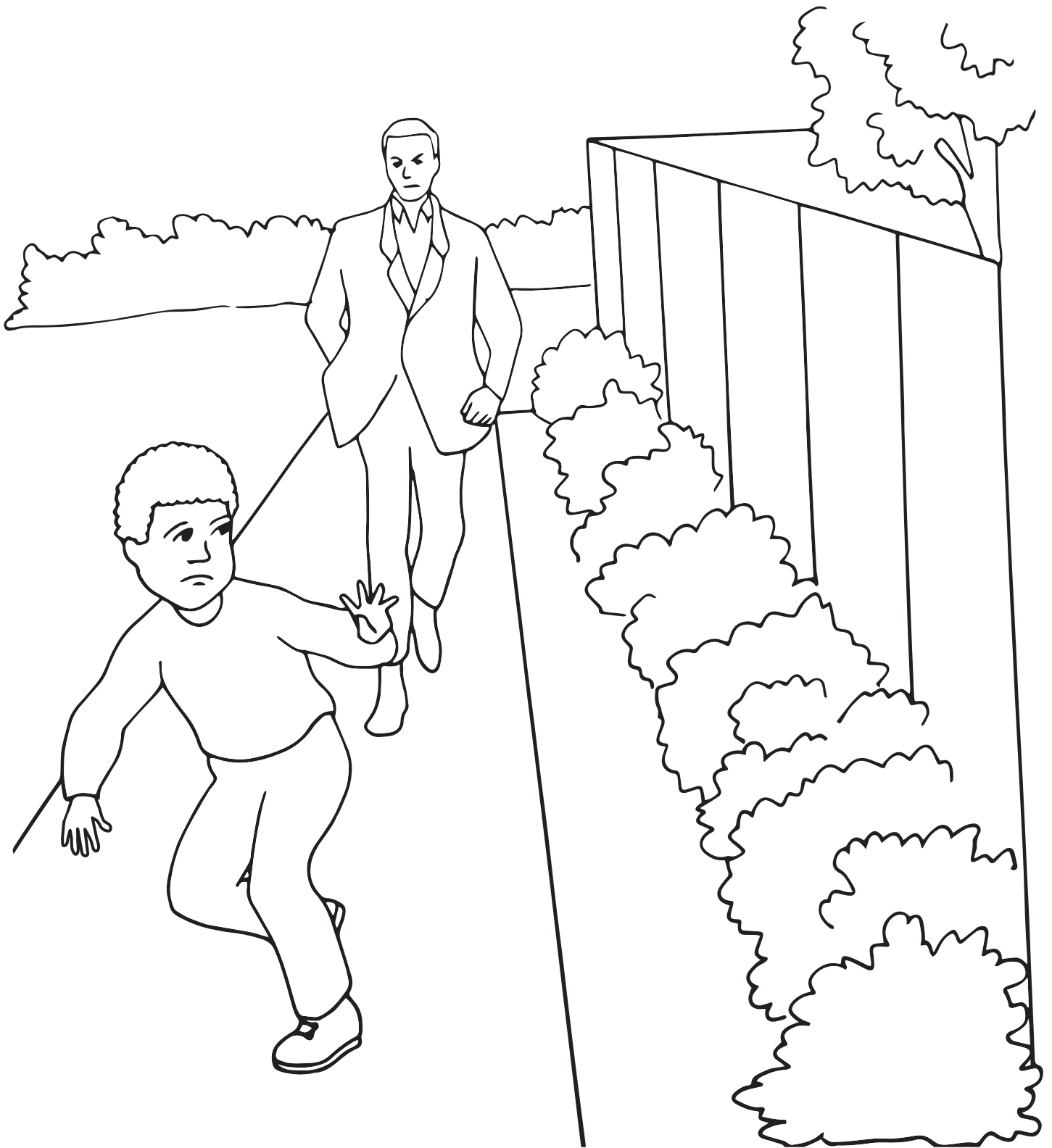
THE SIXTH SESSION



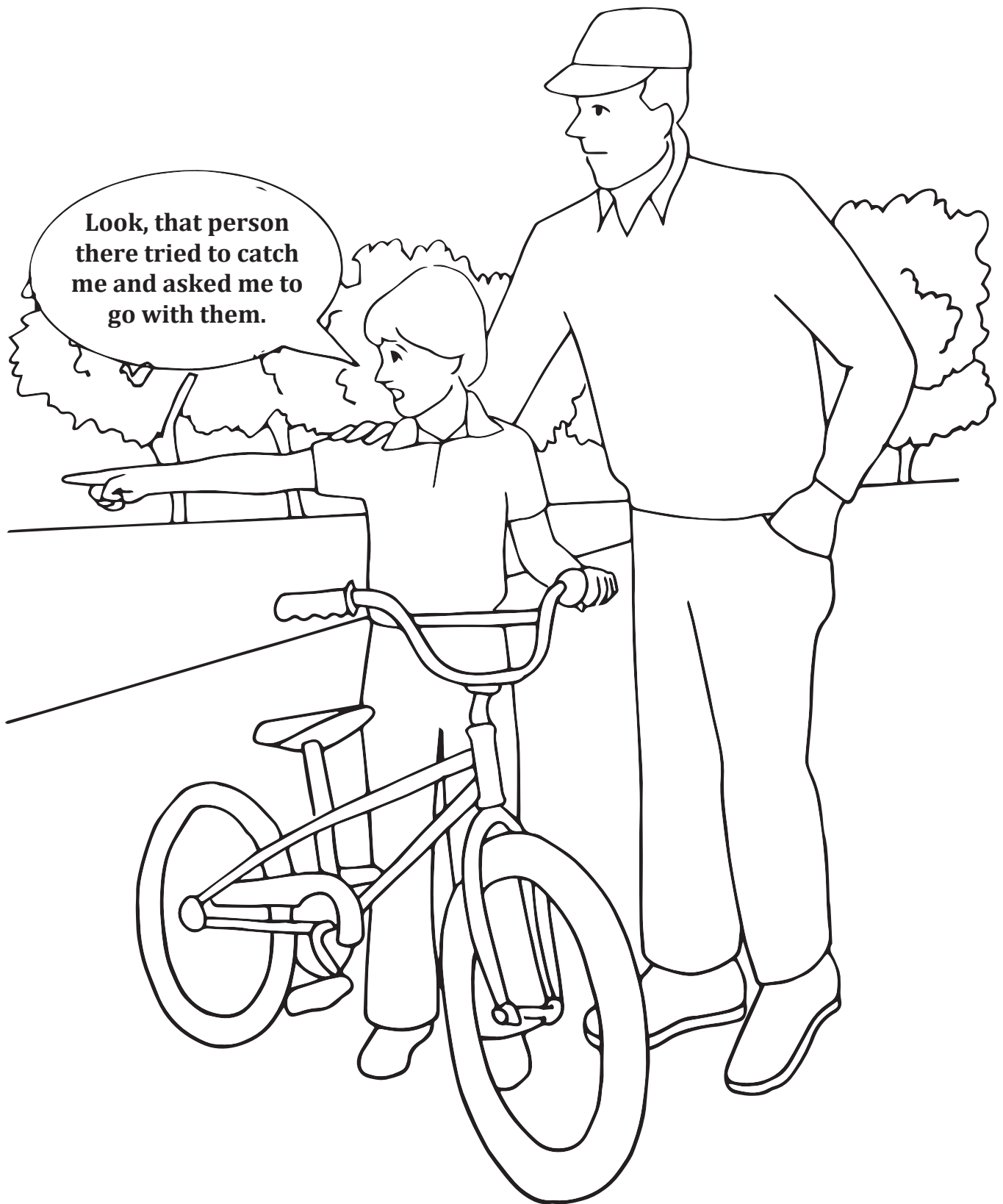


Never tell your name and address to anyone you don't know.

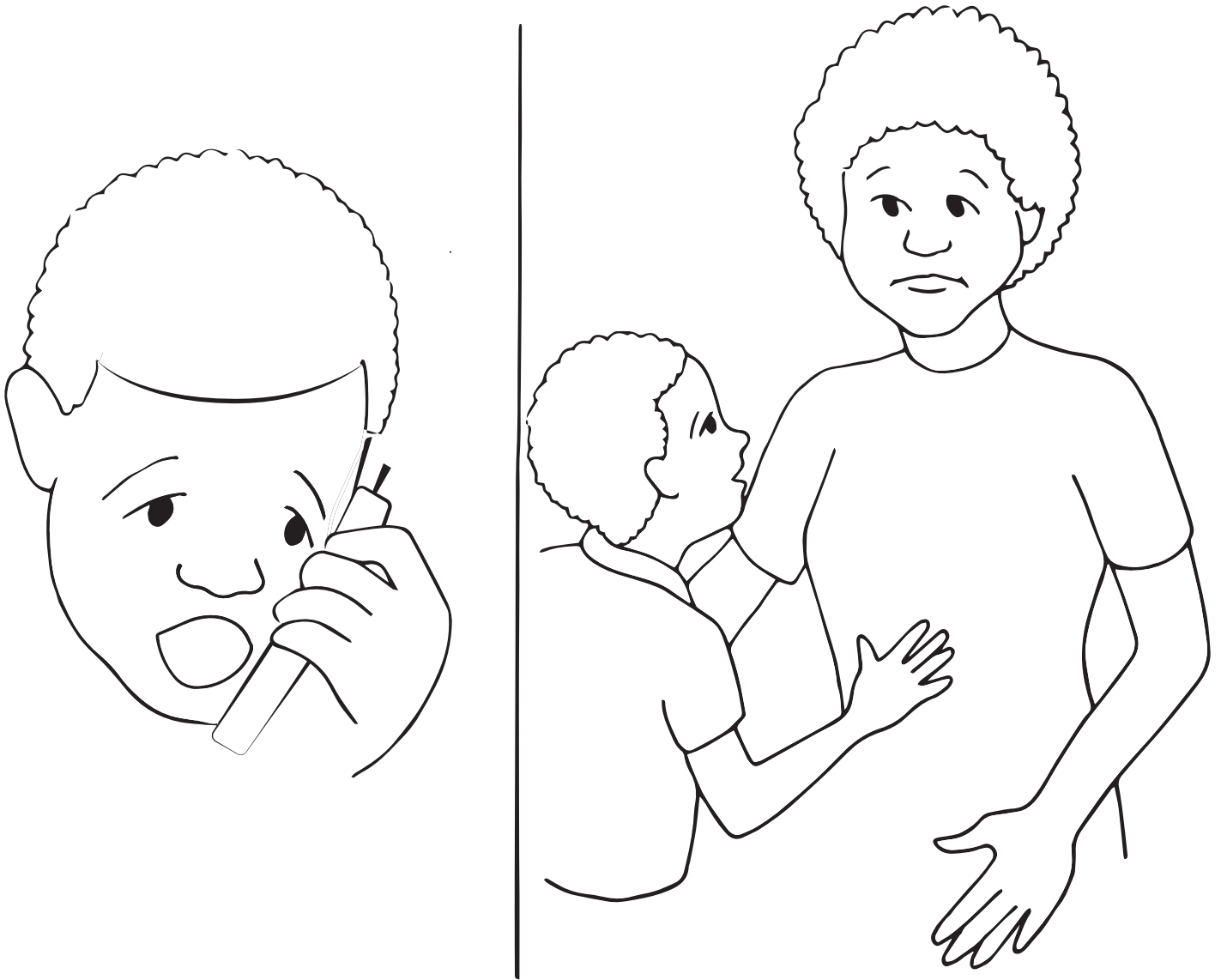
**What are you going to do?
What are you going to tell that person?**



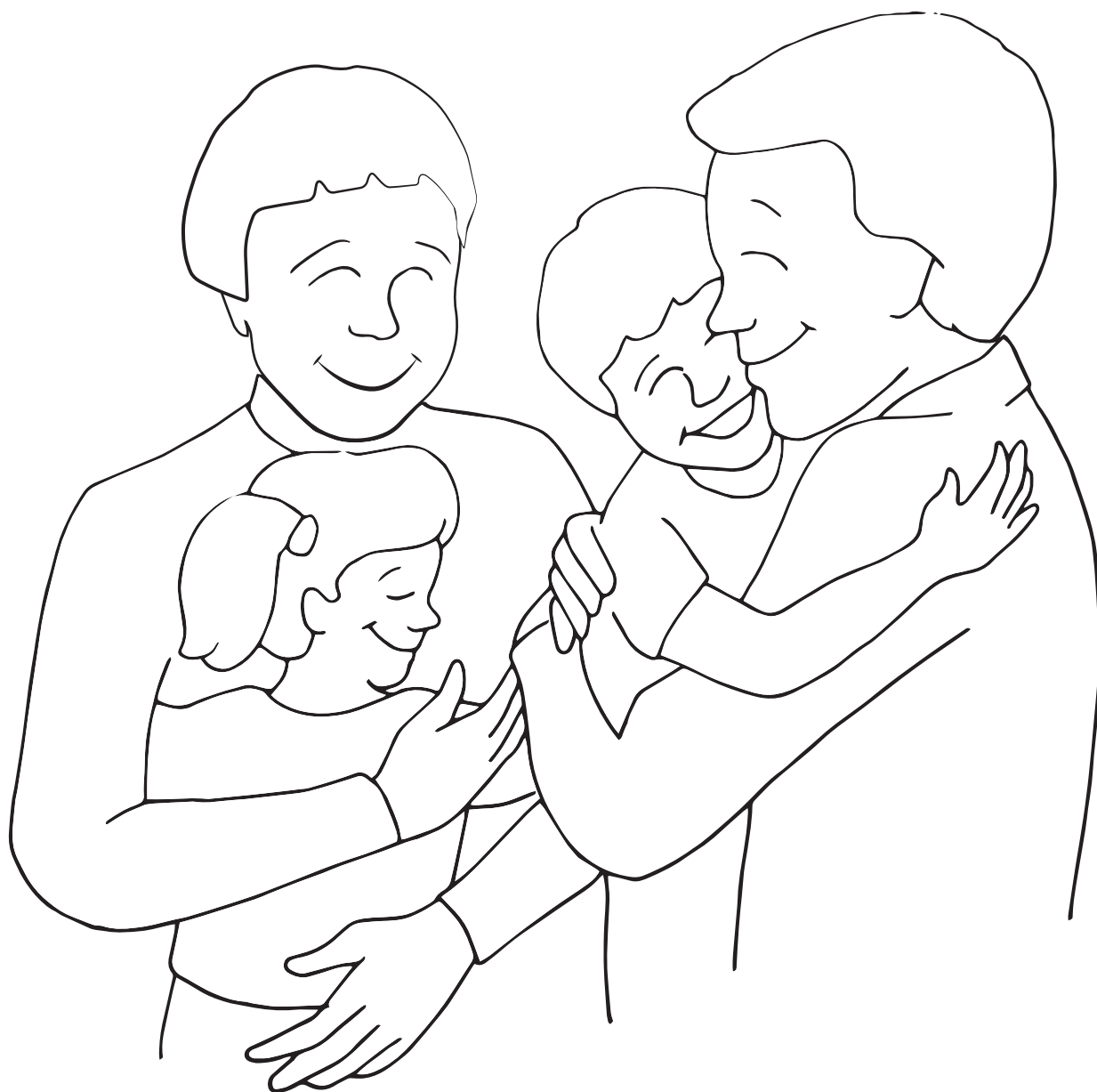
If you notice that someone is following you, going behind you, run as fast as you can, where there are people around, shout as loudly as you can.



If you tell them, and the person doesn't believe you, look for another one, a third one, until you find an adult who will believe and help you.



**Call and say what happened.
Tell the person you trust.**



How do the children in this picture feel? What are **SUNNY TOUCHES**?

And what are we going to do when there are **RAINY CLOUD TOUCHES**?

Let us remember:

- **Say NO, Say a loud and clear NO!
Don't let them touch you! Push that person away!**
- **Move away, go, run fast from that place and that person! (to where there are people)**
- **Seek help! Tell an adult you trust, you feel comfortable with.**

When the sixth session is finished, the teacher says:

“For successful participation in our four sessions, I have prepared a reward for you.”

The teacher ceremonially rewards every child with a set of 6 postcards titled

“What is violence and how should I defend myself from it?” (Annex 1)

PART TWO

AGE: For children from 5 to 7

THE SEVENTH SESSION

ACTIVITY: A LITTLE BAG OF WORRIES

Today we will be talking about the worries that children might have, their rights and how they can find help.

Let us first see what the Dwarfette is saying!

Slide 1:



The teacher reads out loud what Dwarfette is saying on Slide 1.

Then, the teacher says:

Here, now Dwarfette is eager to tell us something else!

Slide 2:



The teacher says:

Let's see what these worries are and what they can look like!

What are the things that can make a child feel worried, sad, afraid and unsafe?

Every example you mention is a stone we will put in the Little Bag of Worries!

The teacher draws a little bag on a sheet of paper and writes down everything that the children say. The teacher draws a line around each example as if it were one stone.

When all "stones" are in the Bag, or when each child gives one example, the teacher starts talking to the children.

What do you think, how heavy is this Little Bag of Worries? Can the children carry it on their own? (The expected answer is no. If a girl or boy does say that they can carry the heavy Little Bag of Worries, the teacher should praise them for being so brave, but say that adults should never allow the child to carry such heavy load on its own.)

Who can help them with the carrying? (The children may mention: family members, teachers, etc.).

The teacher thanks them for each answer and commends every child.

Let's take another look at the Little Bag of Worries weighing XX kilograms (state how many the children mentioned) filled with stones (reads what the children mentioned as content for each "stone")!

We concluded that the children cannot carry it on their own.

We will put the Little Bag of Worries aside until the next session.

The teacher folds the sheet of paper and puts it away.

The next time we meet, we will learn that some worries have their particular names, we will learn how to carry the Little Bag of Worries more easily, to carry it for as short as possible and to empty it as soon as possible.

Finally, let's repeat what Dwarfette told us at the beginning!

The teacher shows Slide 1, reads it out loud and the children repeat. The teacher then adds:

Slide 3:



National Children's Hotline (NADEL) is accessible to every child 24 hours a day, 365 days a year. Your calls are free.

The conversations are confidential. You don't have to say your name, only your concern, the thing that's bothering, upsetting, confusing or scaring you.

The persons you are talking to will help you learn what you can do and how to make the worry become smaller and disappear.

The only time when they will share what you tell them with someone else is when they are very worried or when you ask them to call somebody to help you.

This doesn't happen so often and they won't do it unless they're really sure that this is the best thing for you.

**CALL THE CHILDREN'S HOTLINE
NUMBER 116111**

THE EIGHTH SESSION

Hello, children! Let's continue learning and having fun!

Today we will come back to see what we will do with our Little Bag of Worries.

The teacher shows slides 1 and 2 from the first session and places the sheet of paper from the first session with the picture of the Little Bag of Worries.

ACTIVITY: CONCRETE WORRIES FROM THE LITTLE BAG OF WORRIES

There are concrete worries that we will be talking about today.

These worries are called different forms of violence.

Here she is again, our resourceful five-year-old Dwarfette!

Dwarfette learned what violence is and let's see what she has to say.

The teacher goes slide by slide reading their content out loud.



- ▶ When a parent is not looking after their child well
- ▶ When the child does not get enough food or drink
- ▶ When a child is not getting the right clothes and feels cold or hot
- ▶ When a child is left alone for too long.

THIS IS CALLED NEGLECT.

It never happens only once. It reoccurs and lasts for a long time.

It has nothing to do with money.

It can happen in families where there is a lot of money or where there is very little money.



It often happens that someone intentionally hurts the child's body.

They do it by: kicking, hitting, biting, shaking, pulling the child's hair, squeezing it so hard that it leaves bruises.

This can hurt; then bruises or cuts appear and sometimes the child also ends up with broken bones.

▶ **THIS IS CALLED PHYSICAL VIOLENCE.**



Some persons intentionally harm the child's feelings. They do or say something to make the child feel sad, ridicule or make the child feel bad and think of own self as bad.

▶ **THIS IS CALLED EMOTIONAL VIOLENCE.**

When the child sees or hears parents/guardians hurting each other, this can also make the child feel bad, sad, worried and unsafe.

▶ **THIS IS CALLED DOMESTIC VIOLENCE.
IT HURTS IN YOUR SOUL AND LEAVES NO TRACES
THAT OTHERS CAN SEE.**



Somebody can force, ask, or reward a child for doing something with its body that they find embarrassing, scary or concerning.

Or force the child to do it to somebody else.

This can be:

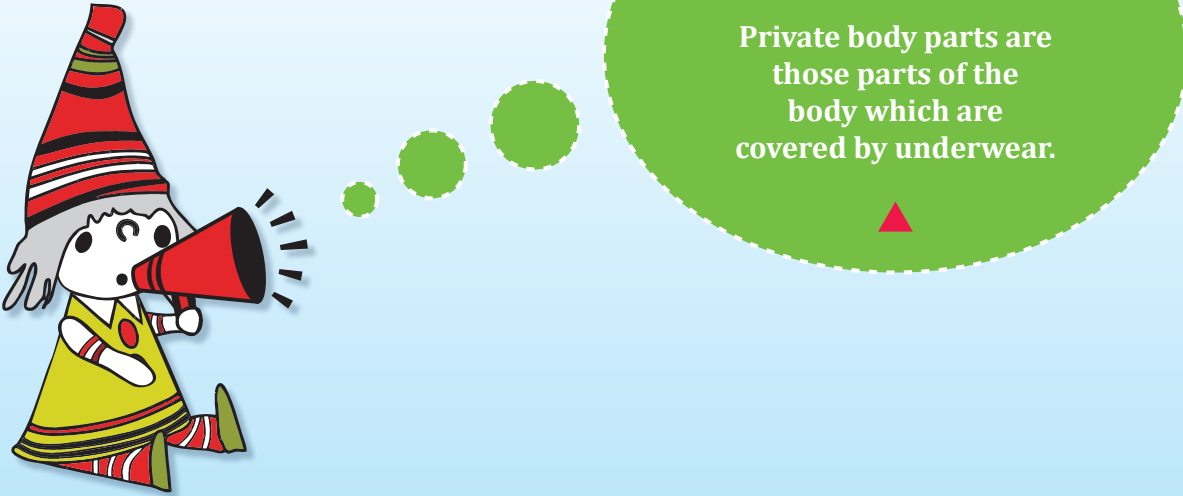
- touching private body parts
- showing private body parts
- forcing the child to look at other person's private parts
- kissing on the mouth with the tongue or kissing private body parts.

Someone may show "strange things" to a child that make the child feel embarrassed, bad and afraid.

He can do it by showing videos, pictures, books or magazines, on TV or on his cell phone.

▶ **THIS IS CALLED SEXUAL VIOLENCE.**

Slide 7a




Hey! Do you remember?

Private body parts are those parts of the body which are covered by underwear.

The teacher reminds the children of the Third Session when private body parts were discussed.

Slide 8



- When children are mean to each other
- When a child is hit, teased or pushed
- When a child is threatened or called harmful names

▶ **THIS IS CALLED BULLYING.**

It always happens more than just once. When it happens through text messages or facebook

IT IS CALLED CYBER BULLYING. ◀

If no children mentioned sexual violence as a worry in their answers, the teacher says:

We have not had this worry yet in the Little Bag of Worries.

We will now add it inside.

The teacher writes down the notion of “sexual violence”, draws a circle around it to represent a stone and adds it to the Little Bag of Worries.

From what Dwarfette showed us, we now know that every violence makes the child feel scared, sad, unhappy, unsafe.

Let's see what roaring message the Dwarfette wishes to convey?

Slide 9



The teacher says:

*Let's all say out loud: **VIOLENCE IS NOT OK!***

And give a thumbs-down that we will strongly shake.

*Let's go NOW! **VIOLENCE IS NOT OK!***

The teacher then continues:

Oh! I see that Dwarfette has something else to say!

And moves on to Slide 10.



**THE CHILD IS NEVER TO
BLAME FOR THE VIOLENCE
THEY ARE EXPOSED TO**

The teacher tells the children:

When we say NEVER, let's all shake our hands and heads vigorously! One, two, three, NOW, ALL TOGETHER!

THE CHILD IS NEVER TO BLAME FOR VIOLENCE!



**WELL DONE! EXCELLENT!
OUR LEARNING FOR
TODAY IS OVER!**

THE NINTH SESSION

The teacher opens the session and says:

Here we are again! Let's continue learning and having fun!

We'll see what we'll all learn together from Dwarfette today.

*Let's start by shouting together: **VIOLENCE IS NOT OK!***

THE CHILD IS NEVER TO BLAME FOR VIOLENCE!

Then, the teacher explains:

Sometimes you will hear some people say that violence is OK, but we know that violence is NOT OK and that it needs to stop. That is why we must say or show someone we trust what's bothering, worrying and scaring us.

ACTIVITY: TELL AN ADULT ABOUT WHAT WORRIES YOU!

The teacher shows the picture of the Little Bag of Worries and says:

Let's take another look at our Little Bag of Worries and think and learn how to make this weight easier.

Imagine that the Little Bag of Worries is very, very heavy!

Let's try and pick it up.

The teacher and children use body movement and facial expressions to show how heavy the Little Bag of Worries is (they are trying to pull the Bag, then stop, then try again...).

What would it look like if we had to carry the Little Bag of Worries on our back?

Now again the teacher and children use body movement and facial expressions (bending their backs, frowning, tightening their shoulders, some even fall on their knees, to no avail...).

Wow, we're so tired from this heavy Little Bag of Worries!

But, even though we're tired, let's see what we can do to make the Little Bag of Worries lighter.

Let's see what questions Dwarfette has for us!



Is there an adult person a child trusts and feels comfortable to talk to and so reduce the weight the child has to carry?

The children give names of adults.

After hearing one answer from the children, the teacher crosses out one stone (any worry) from the Little Bag of Worries and says:

This worry is going out! It's gone!

In collecting answers, make sure to mention these help sources: teacher, parent/guardian, wider family, child doctor, etc.

After some worries are taken out, the teacher tells the children:

Let's see how heavy the Little Bag of Worries is now!

Oh! It's so much lighter!

The teacher uses movement and gestures to show that the Little Bag of Worries is much lighter.

It seems that Dwarfette still doesn't understand something. She has a question!



If I tell an adult what worries me, but nothing changes, what should I do then?

The teacher asks the children:

What do you think?

The children give their suggestions. They might say:

“Tell your teacher and your mother.”

“Repeat it several times!”

The teacher looks at Dwarfette curiously.

Slajd 14



Aha! Now I've got it!

If nothing changes, it is important to tell another person, and then another one, and then a third one, until something changes!

Be sure to do the same!



And continues:

I believe that all of you can help each other. What do you think, how can you do that?

The children give their suggestions. The following answers are expected:

“to play”, “to talk”, “to comfort him”, “to encourage her”, “to tell them to tell someone”, “to go with them and tell an adult”, etc.

The teacher says:

We will finish our learning for today in the following way.

The teacher invites the children to first say in normal voice:

“I’m a child and I have the right to say and be safe.”

Then, in a loud, roaring voice:

“We are children and we have the right to say and be safe.”

Finally, the teacher shows Slide 15, thanks the children and praises them.



The teacher encourages children to applaud their achievement.

Because you participated, here's a prize! This is a picture that will show what you learned so far and it's important to show it to everyone at home.



The teacher hands out the pictures to the children (Annex 4) and thanks them again for a successful participation.

THE TENTH SESSION

QUIZ OR REPEATING WHAT WE LEARNED

Hello, children!

The teacher shows Slide 16 and says:

This is Dwarfette and me!

Slide 17



Today we will repeat the things we learned so far.

If somebody forgot something, it's not a big deal.

We will remind ourselves or learn now.

ACTIVITY: DWARFETTE'S QUIZ

The teacher says:

Let's see what kind of questions were prepared by Dwarfette for her quiz!

Slide 18



The children give answers (Dwarfette is five, she is resourceful, mischievous, etc.). Where necessary, the teacher helps with the answers.

After each slide, the teacher praises the children for their efforts.

Slide 19



Some children will give their answers. Some will be hesitant, indecisive.

The teacher reminds them that they talked about things that can trouble children, when they feel sad, worried and unsafe.

Slide 20



Do you remember that we learned that you should always tell an adult you trust about your worries?

It is expected that the children will let out a loud “Yes!” The teacher can say that they cannot hear them well, because they’re not loud enough. This will encourage them to reaffirm loudly that worries should always be told to an adult the child trusts.

Slide 21



Who are the adults that you believe you can share your worries with?

The teacher will help the children to name different sources of help.



The teacher tells the children:

I will ask questions and if you agree with what I say and if you think that's OK, give it a thumbs-up.

If you disagree and think that what I say is NOT OK, give it a thumbs-down.

These are our rules and are there for you to show what you think.

It doesn't matter what other children will show with their thumbs, the most important thing is what you think.

And starts the questions:

1. Is it OK for a child to tell an adult it trusts that it feels sad, worried, scared and unsafe?

After the children show their answers, the teacher lists who these persons can be.

2. Is it OK for a child to see or hear its parents/guardians hurting each other?

After the children show their answers, the teacher asks:

What is this form of violence called?

The children can say that it is emotional violence or domestic violence, and both answers should be accepted. If the children do not answer, the teacher names these forms of violence themselves.

3. Is it OK for someone to intentionally harm a child's body by kicking it, biting it, pulling its hair, shaking it, or squeezing it so hard that the child is left with bruises?

After the children show their answers, the teacher asks:

What is this form of violence called?

If the children do not answer, the teacher says that this is physical violence.

4. Is it OK for a child not to have enough food to eat when it's hungry or clothes to keep warm in wintertime?

After the children show their answers, the teacher asks:

What is this form of violence called?

If the children do not answer, the teacher says that this is neglect.

5. Now we have two more questions! The next one is: Is it OK for someone to ask for help from the child to touch his own or other people's private body parts?

After the children show their answers, the teacher asks:

What is this form of violence called?

If the children do not answer, the teacher says that this is sexual abuse.

6. Is it OK for some children to call other children names and do things that make those children feel sad, worried, and unsafe?

After the children show their answers, the teacher asks:

What is this form of violence called?

If the children do not answer, the teacher says that this is bullying.

The teacher then continues:

And if this is happening on Facebook or mobile phones, what is that form of violence called?

If the children do not answer, the teacher says that this is cyber bullying.

The teacher says that the Quiz is over. The teacher praises every child and says:

Here, Dwarfette's had a rest, she's back and let's see what she has to say in the end!

Slide 23



The teacher encourages the children to loudly say:

VIOLENCE IS NOT OK! And give a thumbs-down.

THE CHILD IS NEVER TO BLAME FOR VIOLENCE. And give a thumbs-up.

WE HAVE THE RIGHT TO SAY AND BE SAFE! And give a thumbs-up.

The teacher finishes the session by encouraging children by saying that she prepared a certificate for everyone for their successful participation in the quiz.

The certificate (see below) is also signed by the teacher.

The teacher encourages children to boast about their success at home.

The teacher hands out the certificates to the children and thanks them again for a successful participation.



(name and surname)

SUCCESSFUL PARTICIPATION IN THE QUIZ
„ALWAYS TRUST YOUR INNER LITTLE VOICE.
SEEK HELP.“

(date)

(teacher's signature)

www.incesttraumacentar.org.rs
www.ijasamuztebe.org.rs



PART THREE

THE ELEVENTH SESSION

The teacher says that today and over the next 4 sessions (5 in total), they will be talking about a particularly important worry from the Little Bag of Worries, called “**Sexual violence**”.

The teacher shows Slide 7 (notion of sexual violence) and reads out loud to remind the children of the content.



Somebody can force, ask, or reward a child for doing something with its body that they find embarrassing, scary or concerning.
Or force the child to do it to somebody else.

This can be:

- touching private body parts
- showing private body parts
- forcing the child to look at other person's private parts
- kissing on the mouth with the tongue or kissing private body parts.

Someone may show “strange things” to a child that make the child feel embarrassed, bad and afraid.
He can do it by showing videos, pictures, books or magazines, on TV or on his cell phone.

▶ **THIS IS CALLED SEXUAL VIOLENCE.**

Then the teacher says:

The best and safest way to talk seriously about this worry together is to agree about some rules.

I propose the following, and if you have other suggestions, we will write them down as well.

On a large piece of paper, the teacher writes down the rules.

- 1. Everyone has the same opportunity to speak.**
- 2. Everyone listens to others carefully and respects their opinion.**
- 3. Everyone is careful and kind to others.**

If the children have any additional suggestions, the teacher takes them into consideration and includes only those that result in a sense of safety while working. The teacher helps them formulate their proposals and makes sure there are no repeated suggestions. The process takes 5 minutes at most.

If the children have no suggestions, it is not necessary to insist or start a discussion about that.

The teacher stresses that if anyone feels uncomfortable over the sessions – the teacher is there to be told. The child does not have to do this in front of everyone, but they can just tell the teacher when they're alone.

ACTIVITY: MEET KIKO

The teacher shows Slide 24.

Slide 24



Now you will see a video and meet KIKO.

The teacher plays the video “KIKO and the Hand” (30 seconds).

The teacher should do this two times in a row so that the children pay more attention to the video.

Before both showings, the teacher checks if children are ready (focused) and announces that they will play it again so that they can get to know KIKO well.

Then follows a short conversation.

How do you like KIKO?

What do you think, is KIKO a girl or a boy?

It is expected that some will say that it’s a girl and some that it’s a boy. If a child says, for example: “How can it be a girl when KIKO is a boy’s name?”, the teacher says:

I know of some girls who are referred to as “My dear Kiko”, as a term of endearment. What did KIKO tell us in the video?

The expected answer is for the children to say that he did not allow and got very angry when the Hand wanted to touch him underneath his panties.

If the children do not answer, the teacher says:

Kiko did not allow the Hand to touch his private body parts.

This is what KIKO called the UNDERWEAR RULE.

The teacher repeats what private body parts are, what was learned during the Third Session and once again shows the video.

I think that Dwarfette can't wait to tell us something new!

Slide 25



The teacher plays the film “KIKO and the Hand” (4 min.). After the film is over, the teacher explains that the film was made by a preschool group at the Primary School “Đura Daničić” from Belgrade, because they loved KIKO very much and learned a lot from Kiko.

The teacher talks to the children about their impressions and favourite parts.

It is expected that children talk about the fact that KIKO did not allow the Hand to touch KIKO’s private body parts and that KIKO got the message that if something like that happened, KIKO should not keep it a secret and that KIKO must tell someone.

If they do not talk about it, the teacher will highlight the content and message by saying:

What I love the most is...

The children will, of course, also talk about the fact that KIKO can play music, about cookies, etc. and it is important that the teacher compliments every answer.

The teacher continues the discussion about the things they did not like.

The expected answer is for the children to say that they did not like that the Hand wanted to touch KIKO underneath his panties. If the children are not talking about this, the teacher asks:

Is it OK for the Hand to touch KIKO underneath his panties?

The teacher invites them to answer with a thumbs-up (OK) or a thumbs-down (NOT OK). It is expected that the children say that it is NOT OK and the teacher says:

*Let's finish today with the roaring message we already learned: **VIOLENCE IS NEVER OK!*** (they shout as loud as they can, with a thumbs-down)

At the end of the day, when the parent/guardian comes to pick up the child, the teacher tells them:

Here, this is where you can see what we learned today (and gives them the information on a piece of paper with links to the video and film “KIKO and the Hand”).



KIKO AND THE HAND! SEE IT HERE.

KIKO VIDEO (30 seconds)

incestrauamacentar.org.rs/kikospot.mp4

KIKO FILM (4 min.)

incestrauamacentar.org.rs/kikofilm.mp4

THE TWELFTH SESSION

The teacher starts by repeating what the children learned in the previous session.

Let's watch KIKO again!

The teacher plays the video “KIKO and the Hand” (30 seconds).

ACTIVITY: GOOD AND BAD SECRETS

The teacher says:

Today we'll be talking about secrets. We'll play and learn.

The game is called: OK - NOT OK questions.

We already know the rules. If it's OK, we give it a thumbs-up. If it's NOT OK, we give it a thumbs-down.

Dwarfette noted down one sentence that adults can tell their children, and some children may have already heard it.



The teacher tells the children:

Now think carefully.

While you're keeping the secret, if you're feeling:

happy, cheerful, filled with joy, excited and impatient from happiness, cannot wait for the secret to be revealed, then it's OK for you, because it's a good secret.

While you're keeping the secret, if you're feeling:

worried, sad, afraid, confused, restless, shaking with fear of the secret being revealed, then this is NOT OK for you, cause the secret is bad.

The way you feel is your INNER LITTLE VOICE which is true.

LISTEN TO IT CAREFULLY AND ALWAYS TRUST YOUR INNER LITTLE VOICE!

So, let's repeat.

Someone says to the child:

This is just our secret. Keep it and tell nobody.

When the children show their answers, the teacher first starts talking to the children who gave a thumbs-up.

The teacher asks every child to say what secret they were thinking of and explains along with each secret why that secret is good.

Some secrets that the children can suggest:

- birthday present
- surprise party
- mom is having a baby
- surprise vacation
- a friend's secret
- a family secret.

The teacher needs to pay special attention to the last two suggestions: a friend's secret and a family secret.

The teacher says:

The last two secrets can be good if you feel nice, happy or it makes you smile while you're keeping them and you can't wait to tell someone about it.

A bad secret is the one that makes you sad and worried while you're keeping it and thinking about it and you're concerned about what will happen if it's discovered and if the person who told you to keep the secret would be angry with you.

Now let's see who has their thumbs down.

Some secrets that the children can suggest:

- someone is hurting a child
- someone is touching a child
- someone is neglecting a child
- any secret that makes a child feel afraid, worried and unsafe.

In preparation for this session in this segment, the teacher has to consult the definitions of emotional, physical and sexual violence, domestic violence, neglect and bullying.

When it comes to "any secret that makes a child feel afraid, worried and unsafe", there is a possibility that in the family there is a problem of alcoholism, drug addiction, family illness, crime, etc.

The children might be indecisive in giving their answers. By explaining how they should decide if a secret is good or bad, the teacher helps the children learn for themselves what kind of a secret something is and sends them the message that they do not have to openly share with the group at that very moment.

Also, the teacher reminds that every child who cannot decide if something is a good or a bad secret, can always speak to him/her alone.

Today we learned that there are good secrets and bad secrets.

With good secrets we feel nice and we feel filled with joy. They don't last long. They have a beginning and end. When you hear about them, everyone is happy.

With bad secrets we feel bad, afraid, sad, unsafe. For such secrets we are told "don't ever tell anyone" or the child is threatened not to tell anyone and then the child keeps such a secret for a very long time.

And another important thing! Even if that secret makes that person happy, and the child knows that person, loves and trusts it - this is in no way a good secret, this is always a bad secret.

Bad secrets are worries from the Little Bag of Worries.

Here, Dwarfette will remind us of what we have learned: what should we do to make our Little Bag of Worries lighter?

The teacher shows Slide 1.



The teacher in the end again encourages the children:

ALWAYS LISTEN TO YOUR INNER LITTLE VOICE AND TRUST IT!

THE THIRTEENTH SESSION

At the beginning of this session, the teacher repeats the good and bad secrets, what private body parts are, and says:

KIKO would like to say hi again today!

The teacher plays the video "KIKO and the Hand" (30 seconds).

ACTIVITY: GOOD AND BAD TOUCHES

And I know that Dwarfette prepared a new question for our game: OK - NOT OK questions.

We know the rules, and let's see what the question is!

So, if it's OK, we give it a thumbs-up. If it's NOT OK, we give it a thumbs-down.



To help children decide if this situation is OK or NOT OK, the teacher encourages them to think about reasons why someone would touch a child without it wanting to.

The situations that the children can suggest, which are OK:

- little children may need help to take a bath or get dressed, or to change their diapers; a child sprained their ankle or wrist;
- the parent/guardian may watch children to make sure they're safe while they're playing;
- the children might have an injury or fall ill and have to go to the doctor's;
- children may feel comfortable to go swimming or get dressed in front of others: bathing in a bathtub or swimming pool, getting dressed or changing their clothes to put on their favourite wardrobe (asking adults for advice);
- the child has a health issue and the family member has to touch the child;

For the last suggested situation, the teacher should explain which touches are good, and which are not.

The situations that the children can suggest, which are not OK:

- if a person is not familiar;
- the child's body belongs to the child;
- someone is touching a child's private body parts without a health reason and without the presence of an adult the child trusts;
- the touch that harms the child's body, their body hurts;

For the penultimate situation, the teacher must immediately state that this is a case of physical violence. For the last situation, the teacher must immediately state that this is a case of sexual violence.

The teacher finally tells the children:

There are good and bad touches.

Good touches make you feel happy, joyful, respected, safe, important.

Bad touches make you feel sad, afraid, unhappy, worried, unsafe.

Look, Dwarfette is repeating what a child can do if they are in a situation we talked about today!

Dwarfette shows **Slide 1**.



All children have the right to:

- ▶ say and show their concern for adults to hear and see
- ▶ be safe
- ▶ get help when they need it.

The teacher wraps up the meeting:

Today we will finish our day with a poem!

The teacher shows Slide 28 with the poem “My Body Belongs to Me”

Slide 28



MY BODY
BELONGS ONLY
TO ME, IT'S TRUE.
FROM HEAD TO TOE
I DEMAND RESPECT
FROM YOU.

The teacher reads the poem and invites the children to repeat it out loud together. Each time they encourage them to do it as loudly as possible.

THE FOURTEENTH SESSION

The teacher informs the children that this is the session before last and that the last one will be special as you will stage a show for the parents and other children from the kindergarten to show them what you learned.

What follows is a short review of what they learned about the good and bad secrets and good and bad touches.

Then:

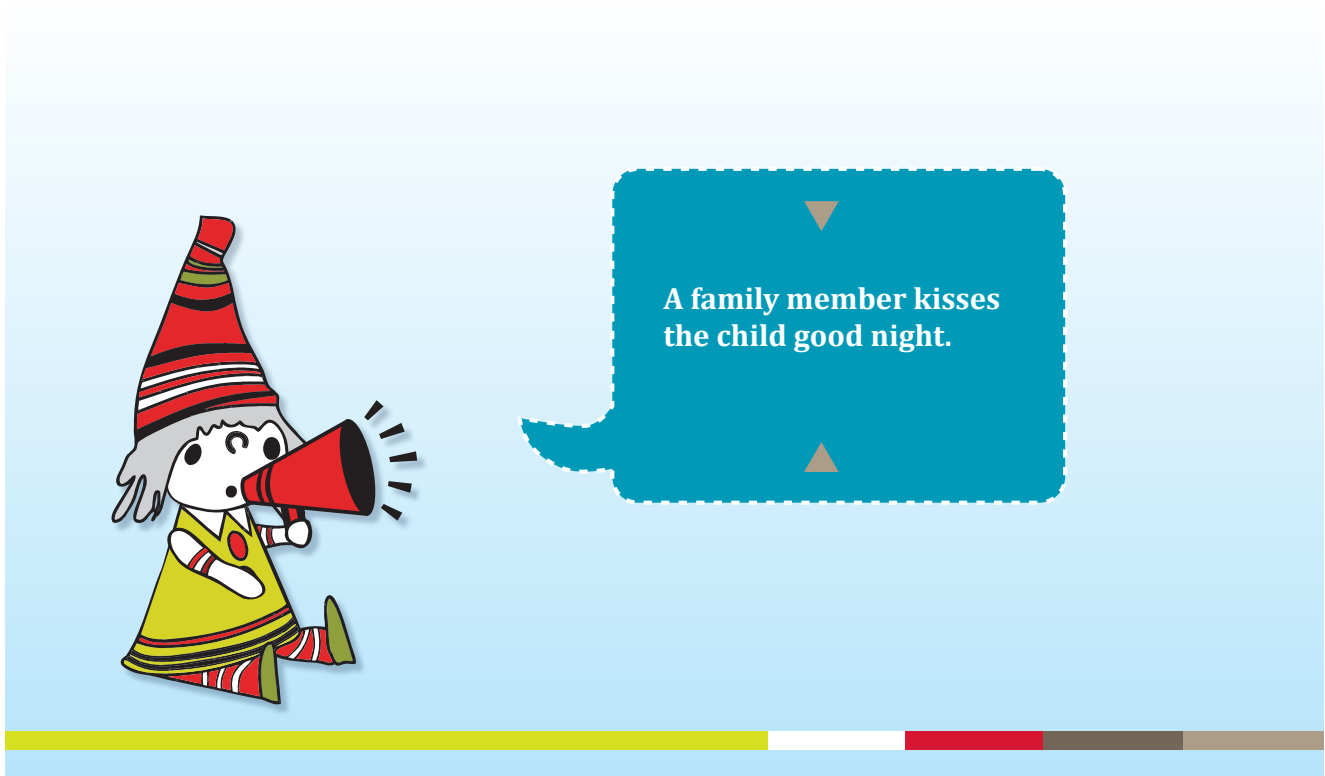
Let's start with the poem "MY BODY BELONGS TO ME"!

ACTIVITY: OK - NOT OK KISSES

Today, I think Dwarfette is suggesting another question to consider when something is OK and when it's NOT OK.

The teacher shows Slide 29.

Slide 29



We know the rules. If it's OK, we give it a thumbs-up. If it's NOT OK, we give it a thumbs down.

At first, children will mostly show that the given situation is OK.

The teacher says:

Let's repeat what we learned!

We need to answer if something is OK or NOT OK.

In this case, we're talking about how the child feels when kissed. Is it happy, carefree, calm before going to bed?

Or is it afraid, confused, upset, uneasy? Slowly, now think.

The teacher reads the sentence again: *A family member kisses the child good night.*

The children show their answers according to the rules.

The situations that the children can suggest as OK:

- it's a family member
- it's just a kiss
- then the child feels happy and carefree
- if it's a kiss on the hair or nose
- if the child is kissed on the mouth, but quickly

The teacher stresses that regardless of whether it came from a family member, a kiss is OK depending on where the family member kisses the child, how they kiss the child, and it's always the most important how the child feels at that time.

IT IS ALWAYS IMPORTANT FOR THE CHILD TO LISTEN TO ITS INNER LITTLE VOICE AND TRUST ITS INNER LITTLE VOICE.

The situations that the children can suggest as not OK:

- if a family member is new to the family or if the child does not know him/her well enough
- the child knows the family member, but he/she makes the child feel uncomfortable
- it depends where on the body the kiss was planted, on private body parts
- it depends on the type of kiss, if it's on the mouth with tongue
- if your friend is sleeping over and your family member kisses you in front of your friend:
 - a) do you feel embarrassed, made to feel like a little kid?
 - b) or you are uncomfortable with the place and manner of the kiss

If the children do not mention all situations listed here, the teacher has to mention the first two situations. They tell the children that when they are in such situations, it is OK for a family member to just say "good night" or "high-five" them as a greeting.

If an aunt, grandmother, uncle or other family member comes to visit and starts kissing you all over your face, head, hands and starts hugging and squeezing you - you have the right, even though this might be making that person happy, if you don't like it at that moment, to wiggle out and move and say "I'm sorry but I don't want you kissing me".

This teaches children to establish and defend their personal borders. It is enough for a kiss or touch not to feel right and the child needs to learn to say and show this.

And now, here's Dwarfette who's been listening carefully and has something to tell us!



If a kiss is coming from a family member that the child trusts, loves and after the kiss feels, good, happy, safe and carefree, and tells everyone about it - then this is an **OK kiss**.

If the kiss is making the child feel uncomfortable, confused or they do not want a kiss regardless of whom it's coming from - then that **kiss is not OK**.

The teacher reads what Dwarfette says.

The teacher says:

Dwarfette wants to tell us something again! I think it's about what can happen in such a situation.

Dwarfette shows **Slide 1**



All children have the right to:

- ▶ say and show their concern for adults to hear and see
- ▶ be safe
- ▶ get help when they need it.

The teacher reads what is written on the slide and invites the children to repeat after them.

Because you worked hard over these weeks, here's a prize!

The teacher prepared the entire KIKO material (Annex 1) in advance and hands it out to every child with praise for his/her efforts.

They remind them that this is their last session and that it will take the form of a play that they will prepare together in the meantime. In that session, they will show parents and other children from the kindergarten what they learned.

THE FIFTEENTH SESSION

ACTIVITY: CELEBRATING OUR KNOWLEDGE

The teacher organises this session as a play for the parents and other children from the kindergarten. This is an opportunity for the children to show what they learned.

The summary of what was learned can be shown in

- the questions from the Quiz “ALWAYS TRUST YOUR INNER LITTLE VOICE. SEEK HELP.”
- Slides:
 - a) Violence is NOT OK (Slide 8)
 - b) The child is never to blame for violence (Slide 9)
 - c) Roaring messages from the Seventh Session:
 - “I’m a child and I have the right to say and be safe.”
 - “We are children and we have the right to say and be safe.”
 - d) Poem “My Body Belongs to Me”
 - e) “KIKO and the HAND” video (30 sec.) and film (4 min.)
 - f) Roaring message from the Tenth Session:

The way you feel is your INNER LITTLE VOICE which is true.

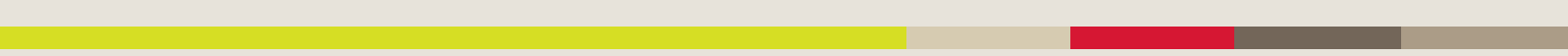
LISTEN TO IT CAREFULLY AND ALWAYS TRUST YOUR INNER LITTLE VOICE!

Finally

Upon the completion of the Programme “ALWAYS TRUST YOUR INNER LITTLE VOICE. SEEK HELP”, the teacher is recommended to read from the picture book against sexual violence “I’m Afraid of that Mister” (Annex 2) in the course of three 20-minute sessions. During these sessions, they should speak to children in detail and answer their questions.

Literature :

1. Sanders van der Doef met illustraties van Marian Latour “Ik vind jou lief”; Een informatief prentenboek voor peuters en kleuters; In samenwerking met de Rutgers Stichting (1997);
2. Child Sexual Abuse Prevention Curriculum: Kindergarten – Grade 12; Incl. Parents’ Guide and Teachers’ Guide; Mary A. Lentz (2003-2004);
3. Safer Smarter Kids: Kindergarten Curriculum; Lauren’s Kids (2016);



ANNEX 1:

Set of 6 postcards called
“What Is Violence and How Can I Defend Myself from It?”



Visuals are created through adapting the material from the Dutch Postzegel Campaign for children.

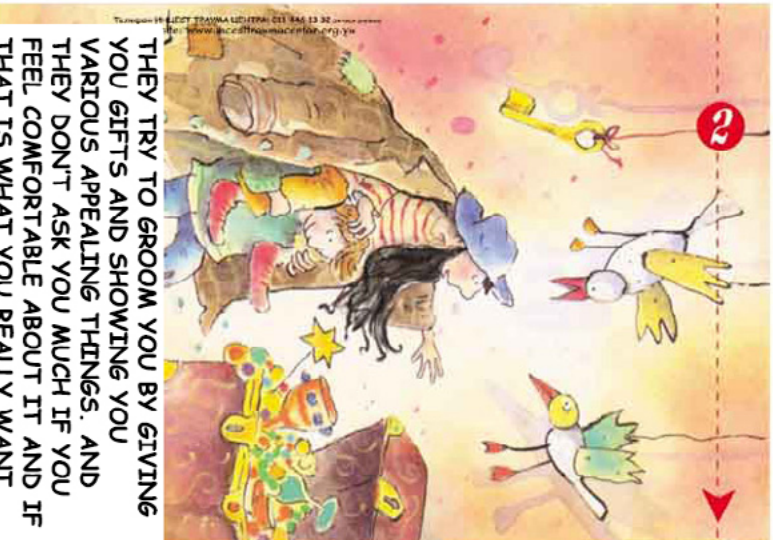
WHAT IS VIOLENCE AND HOW DO I DEFEND MYSELF FROM IT?



1
SOMETIMES AN ADULT OR PERSON OLDER THAN YOU IS DISGUISED IN A KINDNESS WHICH IS ACTUALLY NOT WHAT IT SEEMS.



2
YOU STRUGGLE WITH DIFFERENT FEELINGS INSIDE YOURSELF AND WISH FOR SOMEONE WHO WOULD LISTEN TO HOW YOU FEEL AND UNDERSTAND YOUR CONFUSION.



3
THEY TRY TO GROOM YOU BY GIVING YOU GIFTS AND SHOWING YOU VARIOUS APPEALING THINGS. AND THEY DON'T ASK YOU MUCH IF YOU FEEL COMFORTABLE ABOUT IT AND IF THAT IS WHAT YOU REALLY WANT.



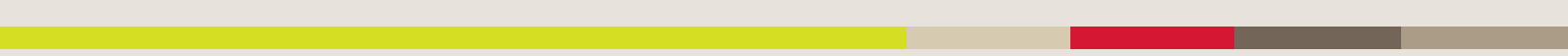
4
AS TIME GOES BY, THINGS GET HARDER AND HARDER FOR YOU, BUT YOU DECIDE TO CAREFULLY FIND ONE ADULT PERSON YOU TRUST AND TELL THEM EVERYTHING.



5
WHEN YOU WANT TO TELL THAT PERSON THAT YOU ARE UNEASY AND WHAT BOTHERS YOU, THEY - HOOPI! - TURN INTO A KINDEST AND MOST LOYAL PERSON.

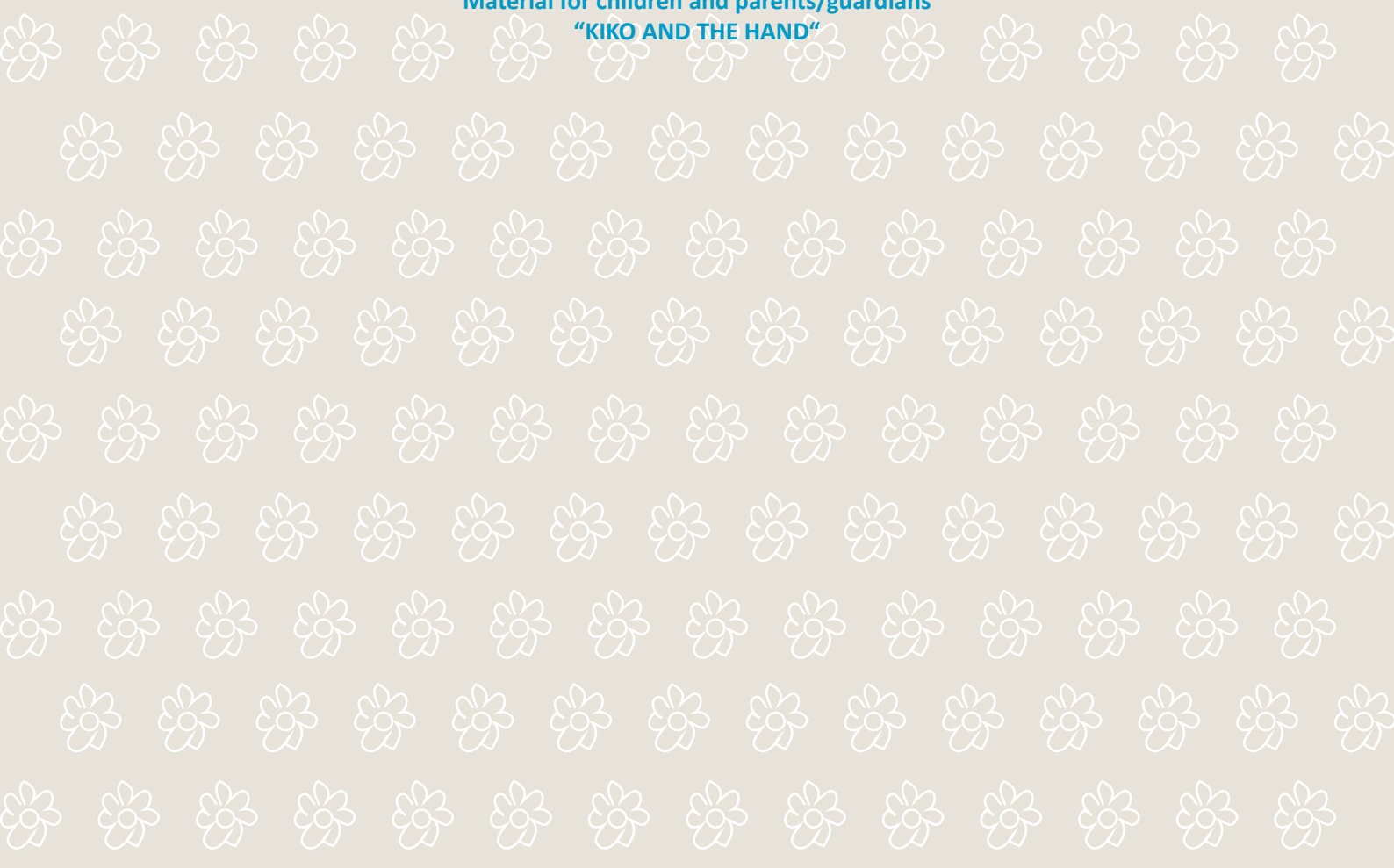


6
NOW YOU ARE A MUCH STRONGER KID WHO HAS MANAGED TO BEAT A THREAT AND A POTENTIALLY UNPLEASANT EVENT (VIOLENCE).

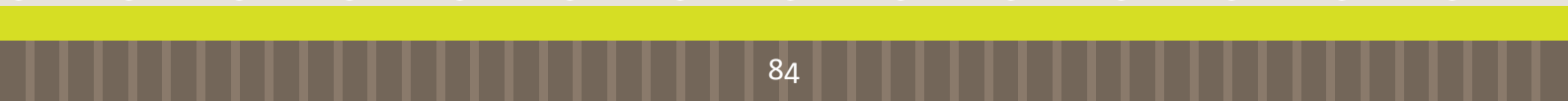


ANNEX 2:

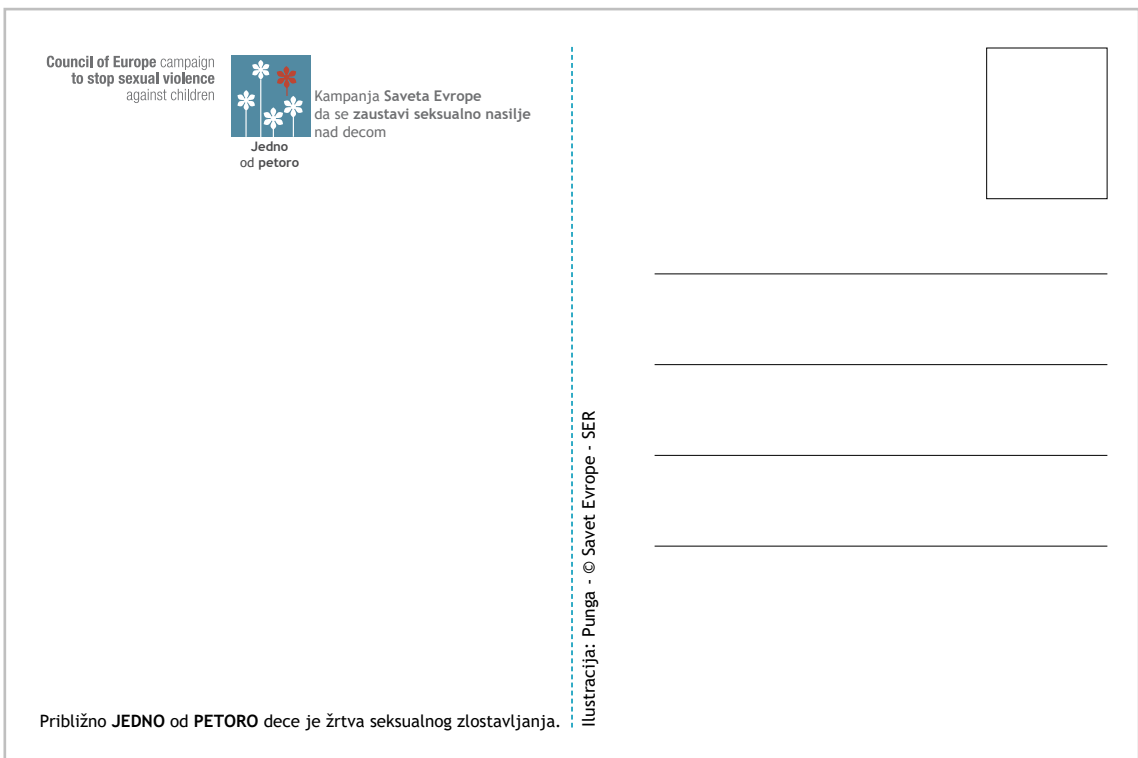
**Material for children and parents/guardians
"KIKO AND THE HAND"**



The material about Kiko in other languages can be downloaded here:
http://www.underwearrule.org/default_hr.asp



Kiko postcard



КИКО И РУКА





КИКО И РУКА





Ово је Кико.

А поред Кикоа можеш видети његову пријатељицу: руку.

„Али, од какве је користи другару само једна рука?“
пита Кико.

„Ускоро ћеш сазнати“, одговара рука.

„Тао, руко! Желео бих да летим,
али немам крила“, каже Кико.





„Без бриге, Кико“, каже рука.
„Ја ћу бити твој авион. „Можеш да
се попнеш, одмах полећем.“

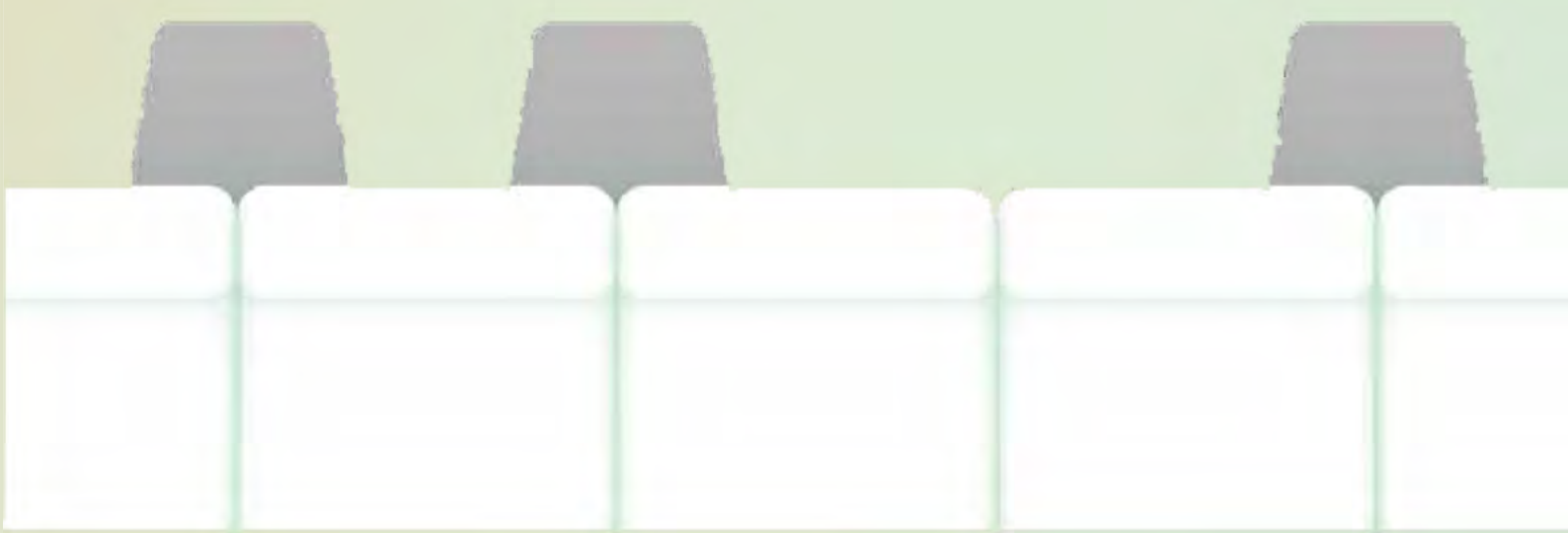
ФИИИИЈУУУ, одлази авион.

„Ћао, руко! Моје ноге хоће да плешу, али немам никакву музику“, каже Кико.

„Буди без бриге Кико“, каже рука.

„Ја ћу бити твој музичар. Имам клавир, а под мојим прстима дирке просто пропевају.“

ПЛИНГ, ПЛОНГ, ПЛИНГ, свируцка клавир.





„Ђао, руко! Желим нешто укусно да чалабрцнем,
али не знам шта“, каже Кико.






„Буди без бриге, Кико. Ја ћу бити твоја мала пекарка“, каже рука. „Желиш ли питу од јабуке, чоколадну тарту, тарту од слатког корена или банана тарту?“

„Желим чоколадну тарту од јабуке, слатког корена и банане!“ виче Кико.

„ЊАМ, ЊАМ, ЊАМ.“

A large, stylized hand with a rainbow gradient (yellow, orange, red, pink, purple, blue) reaches down from the top of the page. The hand is positioned as if about to touch the head of a small green character.

„Ћао, руко! Желим да се играм шуге, али не могу сам!“ каже Кико.

„Буди без бриге, Кико. „Ја ћу се играти с тобом“, каже рука.

„Могу ли да ти додирнем косу?“ пита рука.

„Да, наравно да можеш“, каже Кико.

A small, round green character with large dark eyes and a pink mouth is sitting on the ground. It is wearing a blue and white striped shirt with yellow trim. The ground is scattered with small, colorful pebbles in shades of orange, purple, blue, and pink.



„Могу ли да ти додирнем нос?“ пита рука.

„Да, можеш“, каже Кико.

„Могу ли да ти додирнем руку?“ пита рука.

„Да, можеш“, каже Кико.

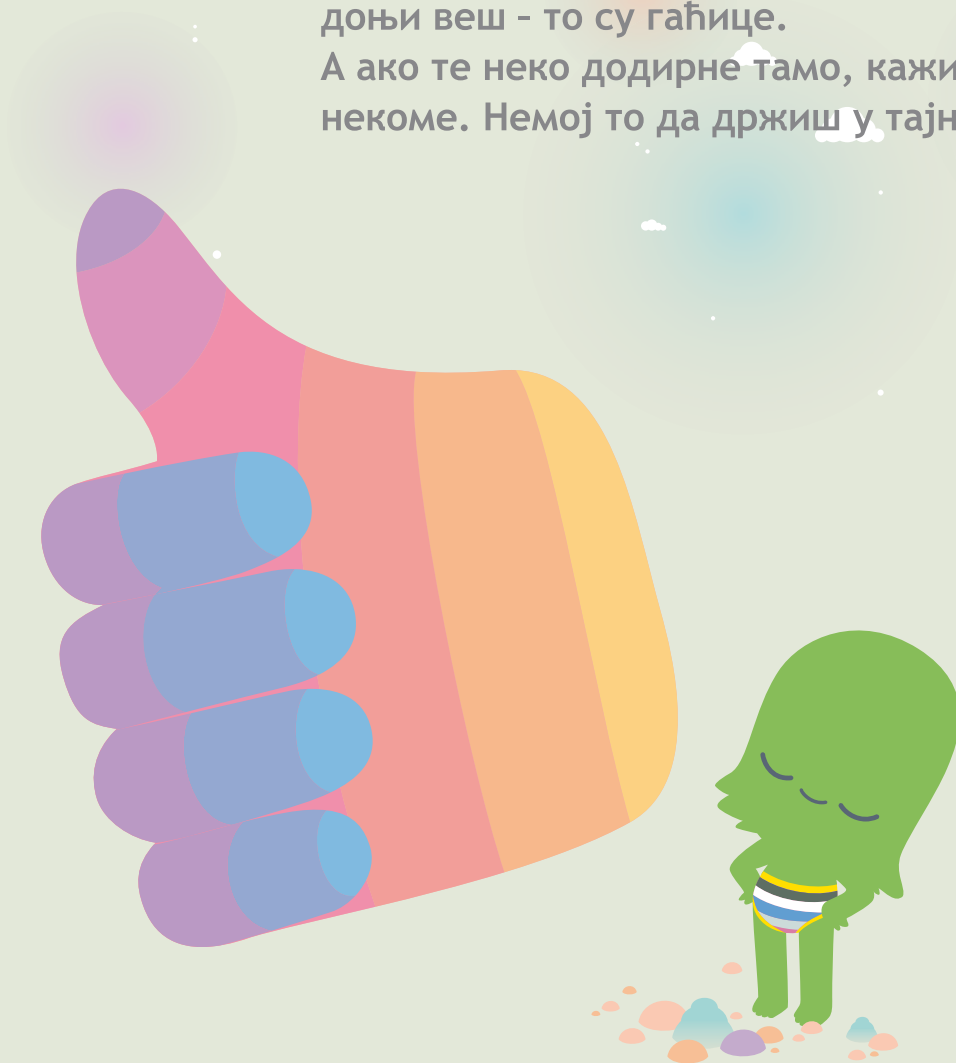


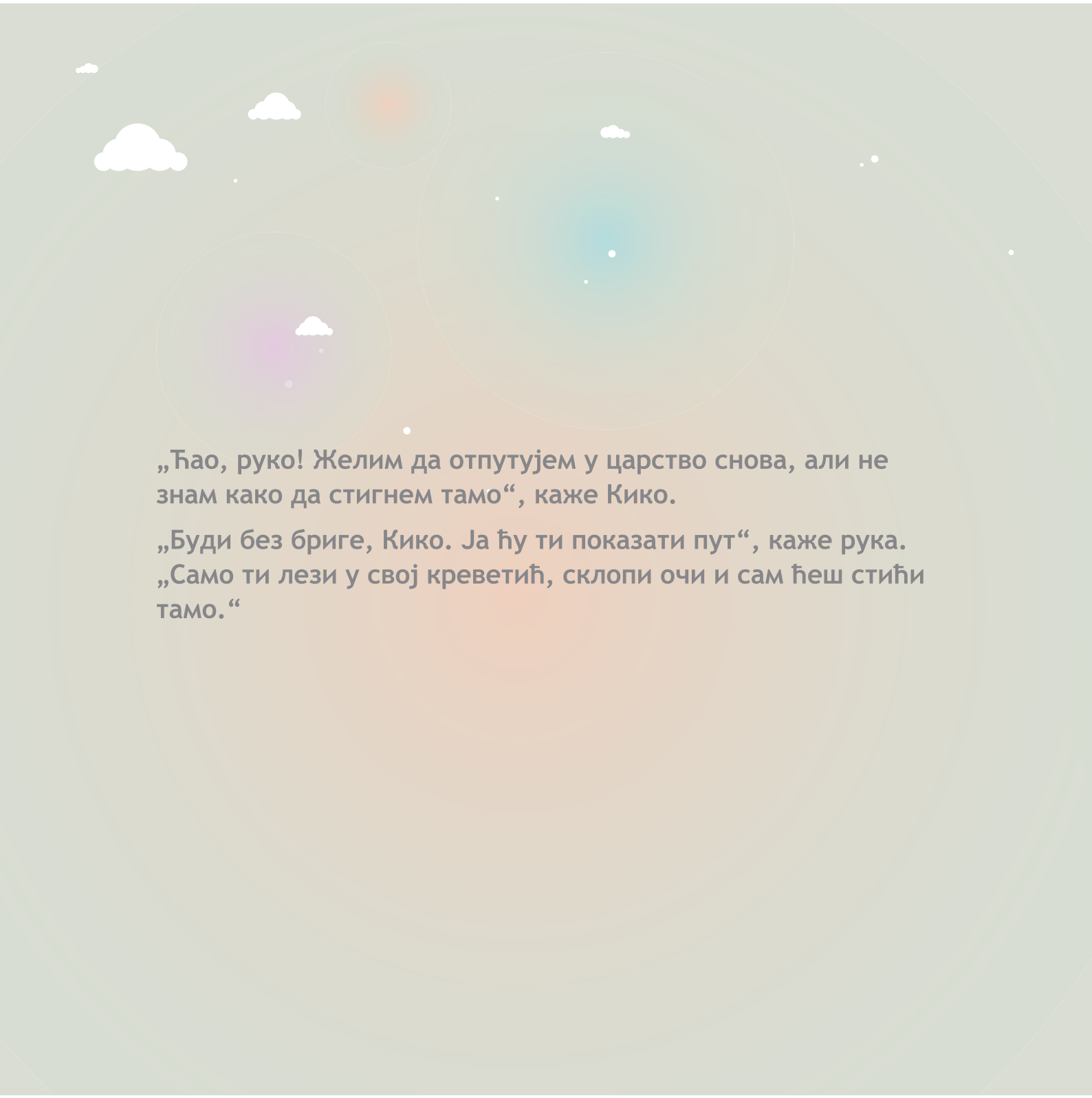
„А могу ли да те додирнем
испод гаћица?“ пита рука.

„НЕ !“ виче Кико.
„НЕ МОЖЕШ!“



„Врло добро, Кико“, каже рука.
“Нико не сме да те додирује испод
гаћица. То је Правило доњег веша, а
доњи веш - то су гаћице.
А ако те неко додирне тамо, кажи то
некоме. Немој то да држиш у тајности.“





„Тао, руко! Желим да отпутујем у царство снова, али не знам како да стигнем тамо“, каже Кико.

„Буди без бриге, Кико. Ја ћу ти показати пут“, каже рука.
„Само ти лези у свој креветић, склопи очи и сам ћеш стићи тамо.“



ЗЗЗЗЗЗЗЗЗЗ, Кико спава.

Приближно једно од петоро деце жртва је сексуалног злостављања. Ову књигу произвео је Савет Европе у оквиру своје акције спречавања сексуалног насиља над децом под називом „ЈЕДНО од ПЕТОРО“.

Council of Europe campaign
to stop sexual violence
against children



**Једно
од петоро**

Кампања **Савета Европе**
да се **заустави сексуално насиље**
над децом

www.coe.int/oneinfive

© 2012 Сва права задржана - SER
Концепт: Grey Amsterdam
Производња: Not to scale
Илустрације: Punga
Захваљујемо се Рикију Шреверу и и Манон Сикел



www.incesttraumacentar.org.rs



Једно
од петоро



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

У овој књизи деци је објашњено Правило доњег веша. Можете је прочитати својој деци како би могла да науче разлику између додиривања које је у реду и оног које је недопустиво.

Ако желите да сазнате више о овој теми, посетите www.kikopravila.org



НАУЧИТЕ СВОЈЕ ДЕТЕ ПРАВИЛО ДОЊЕГ ВЕША
www.kikopravila.org

Naučite svoje dete Pravilo donjeg veša.

Približno jedno od petoro dece žrtva je seksualnog zlostavljanja. Možete sprečiti da se to desi vašem detetu. Naučite svoje dete Pravilo donjeg veša.

Pravilo donjeg veša



Pravilo donjeg veša je jednostavno uputstvo koje roditeljima treba da pomogne da objasne deci gde druge osobe ne smeju da pokušavaju da ih dodirnu, kako da reaguju i gde da potraže pomoć. Šta je to Pravilo donjeg veša? Ono je jednostavno: druge osobe ne smeju da dodiruju decu po delovima tela koji su obično pokriveni donjim vešom. Isto tako, ne treba da dodiruju druge osobe po tim delovima tela. Ova knjiga takođe pomaže da se deci objasni da njihovo telo pripada njima, da postoje dobre i loše tajne i dobro i loše dodirivanje.

Kako naučiti decu Pravilo donjeg veša?

Pravilo donjeg veša je osmišljeno kako bi se roditeljima i starateljima pomoglo da započnu razgovor sa svojom decom. To može biti veoma efikasan instrument za sprečavanje seksualnog zlostavljanja. Pravilo donjeg veša ima 5 bitnih aspekata.

1. Tvoje telo pripada tebi

Deca treba da nauče da njihovo telo pripada njima i da niko ne sme da ga dodiruje bez njihove dozvole. Otvorena i neposredna komunikacija o seksualnosti i „intimnim delovima tela“ na ranom uzrastu, uz korišćenje pravilnih naziva za genitalije i druge delove tela, pomoći će deci da shvate šta nije dozvoljeno. Deca imaju pravo da odbiju poljubac ili dodir, čak i od osobe koju vole. Decu treba naučiti da odmah i odlučno kažu „ne“ neprihvatljivom fizičkom dodiru, da pobegnu iz nebezbednih situacija i da odrasloj osobi u koju imaju poverenja ispričaju šta im se desilo. Važno je naglasiti da deca treba da istraju sve dok neko ozbiljno ne shvati njihov problem.



U ovoj knjizi, ruka od Kikoa uvek traži dozvolu pre nego što će ga dodirnuti. Kiko daje dozvolu. Kada ruka želi da dotakne Kikoa ispod donjeg veša, Kiko kaže: „Ne!“. Roditelji ili staratelji mogli bi da iskoriste ovaj segment knjige da objasne deci da u bilo kom trenutku imaju pravo da kažu „ne“.

2. Dobar dodir - loš dodir

Deca ne prepoznaju uvek prihvatljivo i neprihvatljivo dodirivanje. Recite deci da nije u redu ako neko posmatra ili dodiruje intimne delove njihovog tela ili od njih traži da pogledaju ili dodiruju intimne delove tela drugih osoba. Pravilo donjeg veša pomaže im da prepoznaju očiglednu granicu laku za pamćenje: donji veš. Ono takođe pomaže odraslima da započnu razgovor sa decom. Ako deca nisu sigurna da li je ponašanje neke osobe prihvatljivo, proverite da li znaju da zatraže pomoć od odrasle osobe kojoj veruju.



U ovoj knjizi, Kiko ne dopušta da ga dodiruju po delovima tela koji se nalaze ispod donjeg veša. Roditelji mogu da objasne da neki odrasli (kao što su negovatelji, roditelji ili lekari) moraju da dodiruju decu, ali decu treba podsticati da kažu „ne“ ako se zbog neke situacije osećaju neprijatno.

3. Dobre tajne - loše tajne

Tajnovitost je glavna taktika seksualnih zlostavljača. Zato je važno naučiti dete da razlikuje dobru od loše tajne, kao i stvoriti klimu poverenja. Svaka tajna zbog koje su deca zabrinuta, plašljiva ili tužna ili zbog koje se osećaju neprijatno nije dobra i ne treba je čuvati; treba je otkriti pouzdanoj odrasloj osobi (roditelju, nastavniku, policajcu, lekaru).



U ovoj knjizi, ruka podstiče Kikoa da kaže da li neko želi da ga dodirne na bilo kakav neprikladan način. Ovaj segment knjige može se upotrebiti za razgovor o razlici između dobre tajne (kao što je iznenađenje za slavljenika) i loše tajne (nešto što zbog čega je dete tužno i uznemireno). Roditelji treba da podstiču decu da s njima podele loše tajne.

4. Prevencija i zaštita odgovornost su odraslih

Kada su deca zlostavljana, ona osećaju stid, krivicu i strah. Odrasli bi trebalo da izbegavaju stvaranje tabua vezanih za seksualnost i trebalo bi da se postaraju da deca znaju kome da se obrate ako su zabrinuta, uznemirena ili tužna. Deca mogu osetiti da nešto nije u redu. Odrasli treba da obraćaju pažnju i budu otvoreni za njihova osećanja i ponašanje. Može postojati mnoštvo razloga zbog kojih dete odbija kontakt sa drugom odraslom osobom ili drugim detetom. To treba poštovati. Deca uvek treba da osećaju da mogu sa roditeljima da razgovaraju o ovom pitanju.



Ruka u knjizi je Kia, Kikova prijateljica. Odrasli su tu da pomognu deci u njihovom svakodnevnom životu. Sprečavanje seksualnog nasilja je pre svega odgovornost odrasle osobe, i važno je da se celokupan teret ne stavlja na dečija pleća.

5. Ostali korisni saveti uz Pravilo donjeg veša

Prijavljanje i otkrivanje

Decu treba naučiti o tome koji odrasli mogu biti deo njihove bezbedne mreže. Treba ih podsticati da izaberu odrasle kojima mogu da veruju i koji su na raspolaganju i spremni da ih saslušaju i pomognu. Važno je da jedan član bezbedne mreže živi sa detetom, dok bi drugi član trebalo da živi izvan kruga uže porodice. Deca treba da znaju kako da zatraže pomoć od takve mreže poverenja.

Poznati počinioci

U većini slučajeva počinitelj je neko poznat detetu. Maloj deci je posebno teško da shvate da bi neko ko ih poznaje mogao da ih zlostavlja. Imajte na umu proces pripreme koji zlostavljači koriste da bi zadobili poverenje dece. U kući mora da se uvede pravilo o redovnom obaveštavanju roditelja o nekome ko daje poklone, traži da se čuvaju tajne ili pokušava da nasamo provodi vreme sa detetom.

Nepoznati počinioci

U nekim slučajevima počinitelj je nepoznata osoba. Naučite dete jednostavnim pravilima o kontaktu sa nepoznatima: nikada ne ulaziti u automobil sa nepoznatima, nikada ne prihvatati poklone ili pozive od nepoznate osobe.

Pomoć

Deca treba da znaju da postoje stručnjaci koji mogu biti posebno korisni (nastavnici, socijalni radnici, zaštitnici građana, lekari, školski psiholog, policija) i da postoje specijalni telefonski brojevi koje deca mogu da pozovu da bi zatražila savet.

Zašto Pravilo donjeg veša?

Približno jedno od petoro dece žrtva je nekog oblika seksualnog zlostavljanja. To se dešava deci oba pola, bilo kog uzrasta i boje kože, iz svih društvenih slojeva i svih religija. Počinitelj je često neko koga dete zna i kome veruje. Počinitelj može biti i dete.

Možete sprečiti da se to desi vašem detetu.

Dobra komunikacija sa decom od ključnog je značaja. To podrazumeva otvorenost, odlučnost, neposrednost i prijateljsku atmosferu, bez zastrašivanja.

Pravilo donjeg veša može da vam pomogne u vezi s tim.

Dete nikada nije premalo da bi naučilo Pravilo donjeg veša jer se zlostavljanje može desiti detetu bilo kog uzrasta. Ako vam je neprijatno da razgovarate o ovoj temi sa svojim detetom, imajte na umu da je to verovatno teže vama kao odrasloj osobi nego detetu.

Šta da uradite ako sumnjate na zlostavljanje?

Kada posumnjate da je vaše dete zlostavljano, veoma je važno da se ne ljutite na dete. Nemojte da se dete oseća kao da je uradilo nešto pogrešno. Ne ispitujte dete. Možete da pitate šta se možda dogodilo, kada i sa kim, ali ne pitajte zašto se to dogodilo. Pokušajte da ne budete uznemireni pred svojim detetom. Deca mogu lako da se osete krivom i da prikriju informacije. Pokušajte da ne donosite prenapregnute zaključke na osnovu malo informacija ili na osnovu nejasnih informacija. Uverite dete da ćete učiniti nešto u vezi s tim, i obratite se nekom ko bi mogao da pomogne, kao npr. psihologu, stručnjaku za brigu o deci, lekaru, socijalnom radniku ili policiji. U nekim zemljama uvedeni su posebni SOS telefoni i centri odgovorni za pomaganje deci žrtvama seksualnog nasilja. Oni takođe mogu da vas usmeravaju i treba da im se obratite kada je dete moguća žrtva seksualnog nasilja.

Gde pronaći materijale i informacije?

Savet Evrope je kreirao materijale kako bi se roditeljima pomoglo da decu nauče Pravilo donjeg veša. To su:

- TV spot (animirani crtani film)
- knjiga koju roditelji mogu da čitaju deci uzrasta od 3 do 7 godina
- poster i razglednice

Svi ti materijali mogu se preuzeti sa www.kikopravila.org

Pravilo donjeg veša je deo akcije Saveta Evrope za sprečavanje seksualnog nasilja nad decom pod nazivom „Jedno od petoro“. Možete naučiti više o ostalim merama prevencije i zaštite koje podržavamo na: www.coe.int/oneinfive



www.incestraucentar.org.rs



ЕВРОПСКА УНИЈА



Једно од петоро



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE



AKO DODIRIVANJE IZAZIVA OSEĆAJ NELAGODE, ONDA ONO NIJE U REDU.

Približno jedno od petoro dece žrtva je seksualnog zlostavljanja. Obično od strane nekoga koga dete poznaje. Sprečite da se to desi vašem detetu. Slušajte svoje dete i potrudite se da shvatite njegova osećanja. Naučite dete Pravilo donjeg veša. Jednostavno pravilo koje jasno govori koje delove tela vašeg deteta druge osobe ne treba da dodiruju.

Naučite svoje dete Pravilo donjeg veša.
www.kikopravila.org



www.incesttraumacentar.org.rs




ЕВРОПСКА УНИЈА



Једно
од петоро



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE



RAZGOVARAJTE SA SVOJOM DECOM I POSTARAJTE SE DA MOGU DA RAZGOVARAJU S VAMA.

Približno jedno od petoro dece žrtva je seksualnog zlostavljanja. Obično od strane nekoga koga dete poznaje. Sprečite da se to desi vašem detetu. Slušajte svoje dete i potrudite se da shvatite njegova osećanja. Naučite dete Pravilo donjeg veša. Jednostavno pravilo koje jasno govori koje delove tela vašeg deteta druge osobe ne treba da dodiruju.

Naučite svoje dete Pravilo donjeg veša.
www.kikopravila.org



www.incesttraumacentar.org.rs



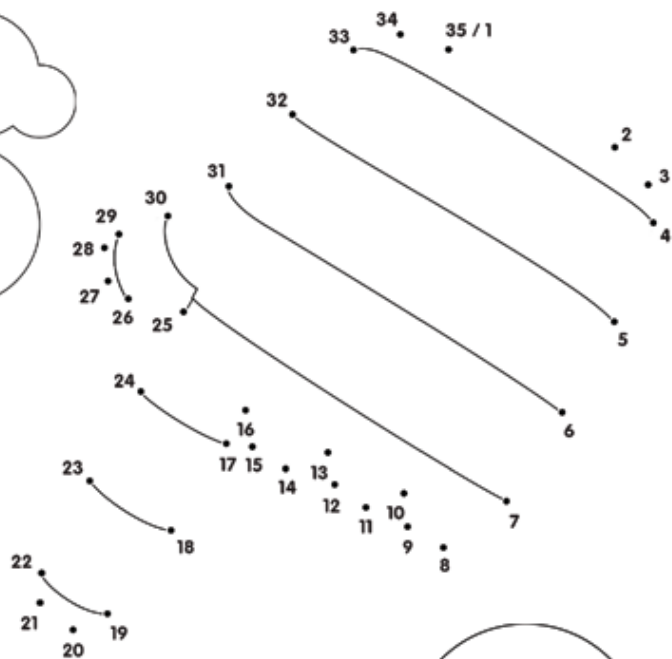
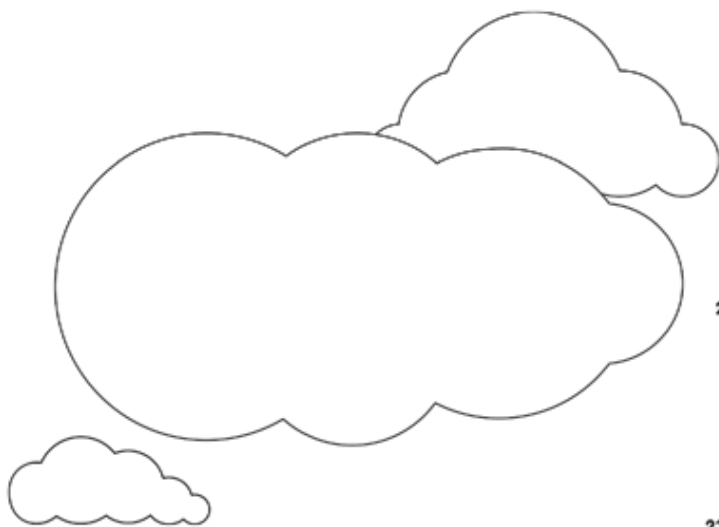
ЕВРОПСКА УНИЈА



Једно
од петоро



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE



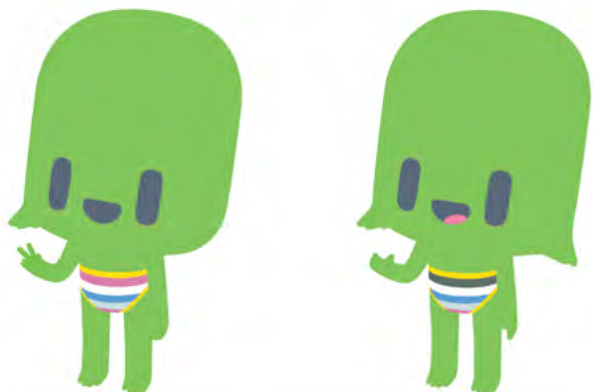
J. K. L. M.
I. H.

**Zdravo! Moje ime je Kiko!
Kako se ti zoveš?**

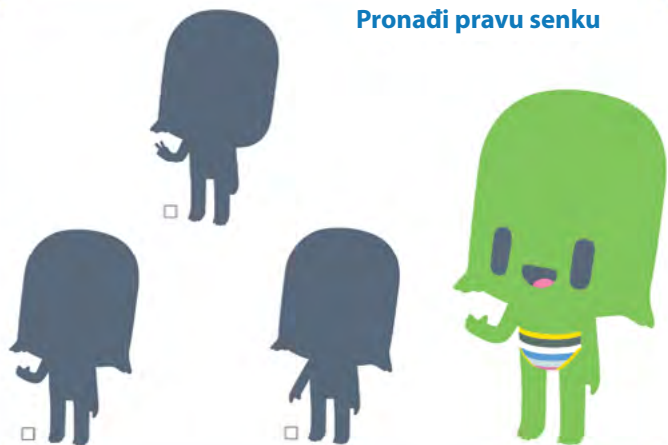
.....
.....



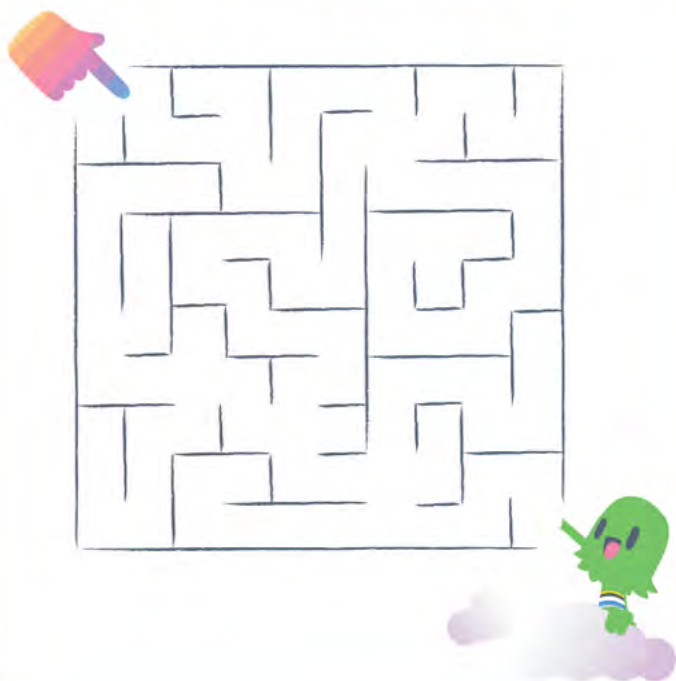
Pronađi pet razlika



Pronađi pravu senku



Pomozi Kiku da pronađe ruku



Poveži pravu reč sa pravim delom Kikovog tela

- Stopalo
- Oko
- Ruka
- Glava
- Usta
- Gaćice



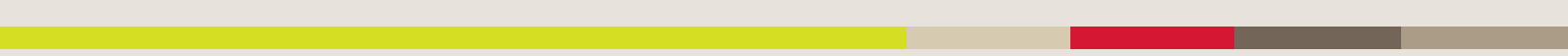
SUDOKU

	4		
			3
		1	
2			

			1
3			
	4		
		2	

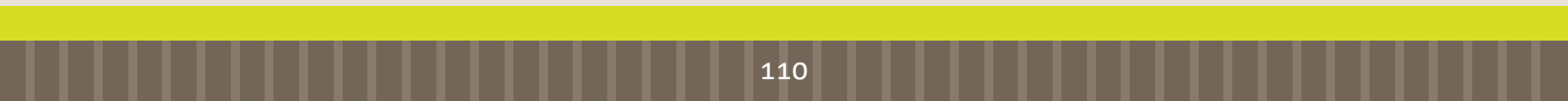
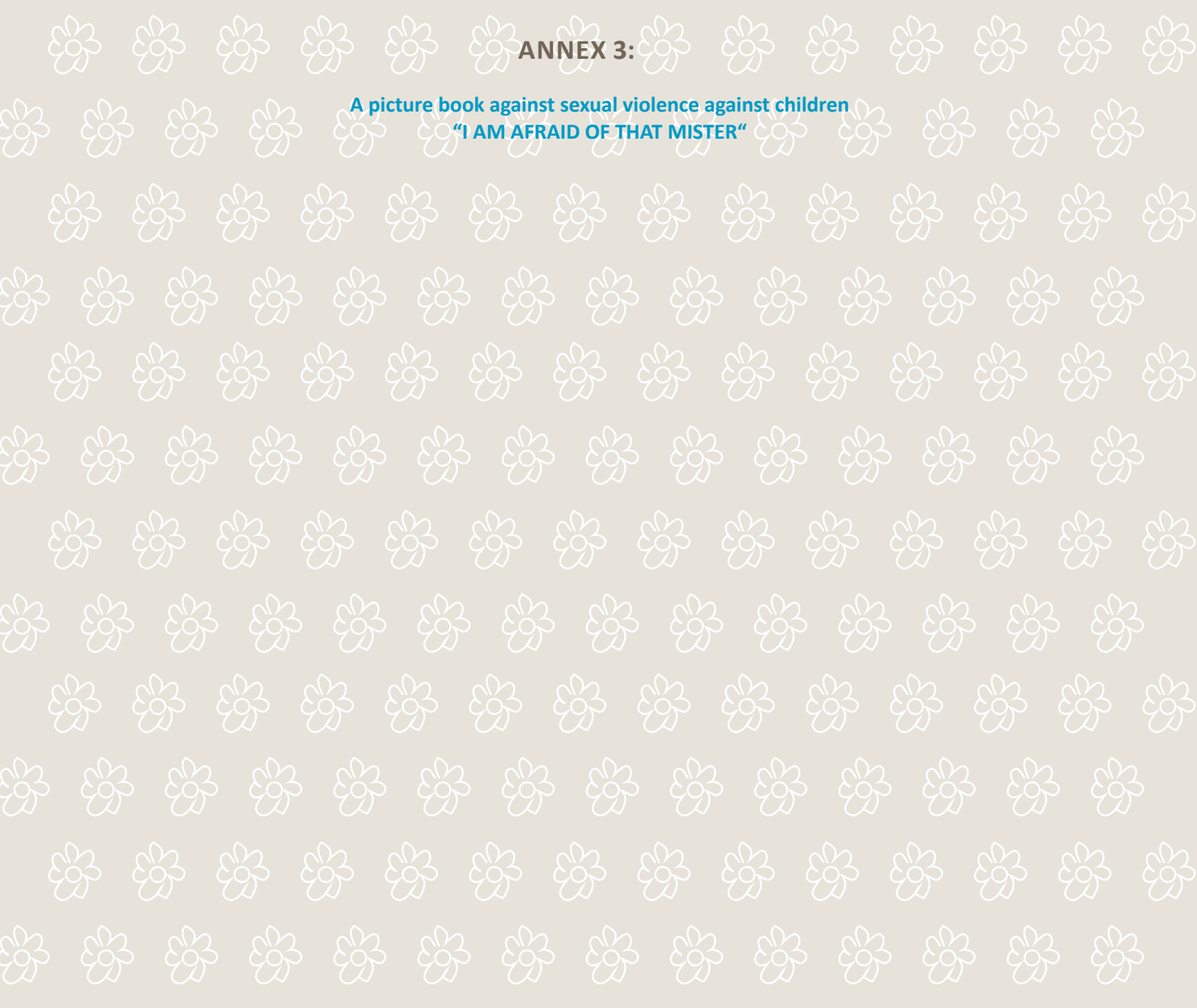
	4	3	
3			
			1
	1	2	

**IGRAJ SE SA
KIKOM**



ANNEX 3:

**A picture book against sexual violence against children
"I AM AFRAID OF THAT MISTER"**



VIRGINIE DUMONT

I AM AFRAID OF THAT MISTER

Illustrated by
MADELEINE BRUNELET



Knjiga za decu
da nauče da strahove
iskažu rečima
i za roditelje
da nauče da slušaju,
razumeju i postave
prava pitanja.

VIRGINIE DUMONT

I AM AFRAID OF THAT MISTER

Illustrated by
MADELEINE BRUNELET

Published by Incest Trauma Center – Belgrade
supported by
The Embassy of the Kingdom of the Netherlands in Belgrade.



INCEST TRAUMA CENTER – BELGRADE

Support group for sexually abused children,
survivors of incest and survivors of war

Address: 8, Nusiceva St.
11000 Belgrade, Yugoslavia
Phone/fax: 381 (0)11 3243 963
Email: itcentar@EUnet.yu

Original title: J'ai peur du monsieur
1997 Actes Sud, France
1997 Virginie Dumont, script
1997 Madeleine Brunelet, illustrations

1998 Van Buuren Uitgeverij BV
Postbus 10356
6000 GJ Weert, the Netherlands

2002 Incest Trauma Center – Belgrade
8, Nusiceva St. 11000 Belgrade, FR Yugoslavia

Edited and translated from Dutch: Dusica Popadic
Page make-up and design: Aleksa Zdero, 064/1107051
Print: MarDox stampa, 064/1162328
Proofreading: Stanislava Lazarevic
Second edition
Circulation: 1,000 copies

All rights reserved by the Publisher. Any use, copying or placing in the market requires the consent of Incest Trauma Center – Belgrade.

FOREWORD

Every child is sometimes terrified when adults act strangely. You do not dare even speak about the fear which overwhelms you, afraid that someone might tell you “Stop that nonsense”. Today, as a child, you have the right and you should talk about it, and that’s why this book is important for children. That way you show that you can trust your parents and that they should understand your fear. They should take you seriously.

The power of this book is in helping children voice their fear with words, and it teaches parents to answer most sensitive questions. A good dialogue between parents and children about ‘sensitive topics’ is vital for our children’s upbringing and development.

Nathalie Baye

CHAPTER ONE



SOPHIE RETURNS FROM SCHOOL BY HERSELF

Sophie is eight; she is a playful girl who spends enjoyable time with her friends and likes cuddling with her parents. Like all kids of her age, she goes to primary school and now for the first time goes back home on foot, alone. She had been hoping for this all her life, but only recently have her parents agreed.

She is proud to finally be able to go home alone, like the big kids. It's not dangerous at all, she has taken that road a million times with her Mum and Dad, or with her elder sister. The streets she is supposed to take are very familiar to her.

Now she can at least have a chat with her friends after school, before they all go their own way.



She can even show the way to people who get off track.

“Tell me, little girl, do you know where I can find a pharmacist?”

“No, I only know where the bakery is”.

Sometimes she helps older persons carry their heavy bags.

When she gets home, if Mum, Dad or elder sister are there, she tells them about the experience she has gained that day.

If there is nobody home, she knows that she needs to call her Mum on the phone.

“It’s me, I’m home and all went well today. Will you come home late?”

“Don’t worry, we’ll be home before lunch.”

Sophie is not upset, unlike her mother who always wants to know if she has made it home safely. She just doesn’t like the idea of being home alone.



Once, she didn't call immediately, because she walked her friend Anne home, and everybody started panicking right away: Mum called Dad, he called Granny and Grandpa. The phone kept ringing and ringing!



“What happened? Did you get lost?”

“No way, I took a longer way to walk Anne home, that’s nothing bad, right?”

“Yes, it is, because you got us worried sick.”

Sophie didn't quite get this; she was together with Anne, so there was no reason to worry.

"It's just five minutes away and I don't even need to cross the street. And I am old enough, I really can do it."

"Yes, but not without telling us beforehand."

Ever since, Sophie never forgets to call as soon as she gets home, because she doesn't like keeping everybody worried.



CHAPTER TWO



THERE APPEARED A STRANGE GENTLEMAN WALKING

For a couple of days already, Sophie and her friends have been hearing about a strange event: kids at school say there is a gentleman walking down the street and showing his “pee-pee” to passers-by.

“What a pig.”

Actually, no one has really seen him well, but they know what he looks like: he’s got a big hat on his head and a grey raincoat, exactly like the ‘villains’ in thriller movies.

And what if everything has been made up?

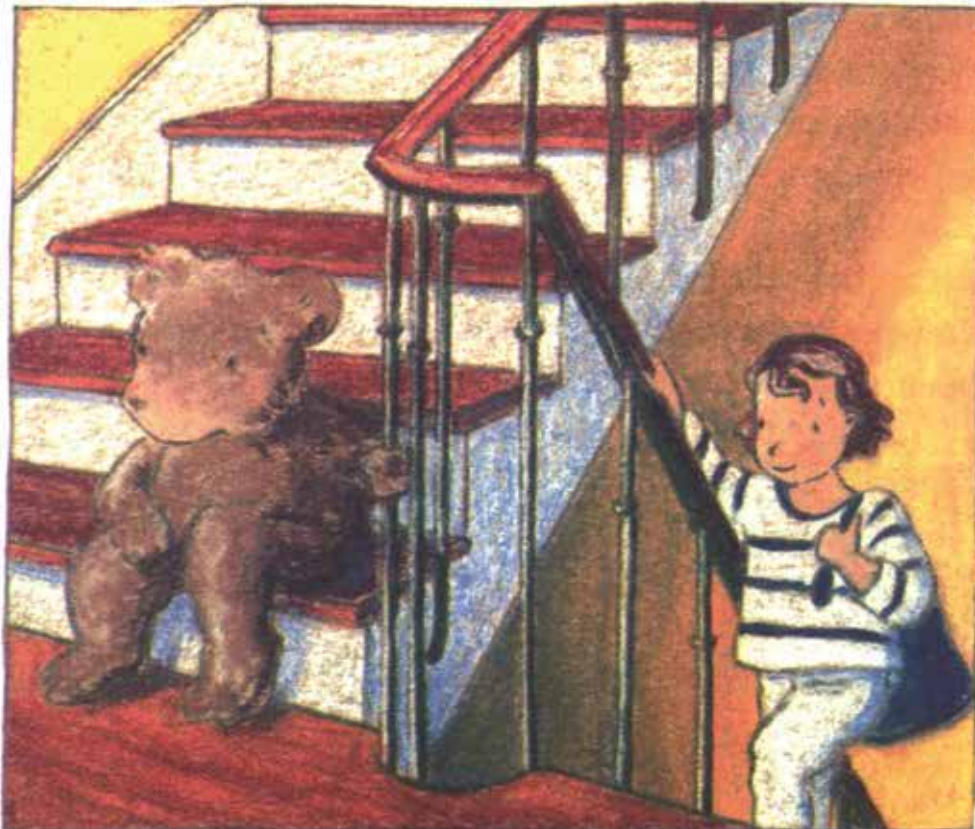
She very well knew that the things people talk are sometimes not true, they only serve someone who wants to show off.



Last year, a girl said that she had found a brown teddy bear at the landing of her building's staircase. She took it with her, but nobody was allowed to see it because it was very shy. And of course nobody has ever seen it. If someone asks her about the bear now, she says she has returned it to its own country.

That, of course, is possible, but still...

But they just couldn't believe this thing about the 'gentleman'.



You never get to see adults walk the street that way. At home, of course you can walk naked if you're about to take a shower or bath in the bathtub. When she was little, Sophie used to bathe together with her Mum and Dad in the bathtub, without thinking it strange in the least. Now she thinks about that somewhat differently and personally she thinks that it's not nice if someone watches her naked: she feels embarrassed a little.



Feeling embarrassed means that you want to keep something all to yourself because you think others might find it unusual. That's precisely why you don't let the people you don't even know see your 'pee-pee'.



Sophie and her friends think someone has made it all up. A couple of days later, nobody mentioned that anymore. On top of it, Christmas was fast approaching. At this time of the year, there are other things to think about: what presents should I choose? The house has to be decorated, and all you do is wait to see what kind of presents you'll get...



CHAPTER THREE



SOPHIE WANTS TO HELP A PUSSY CAT

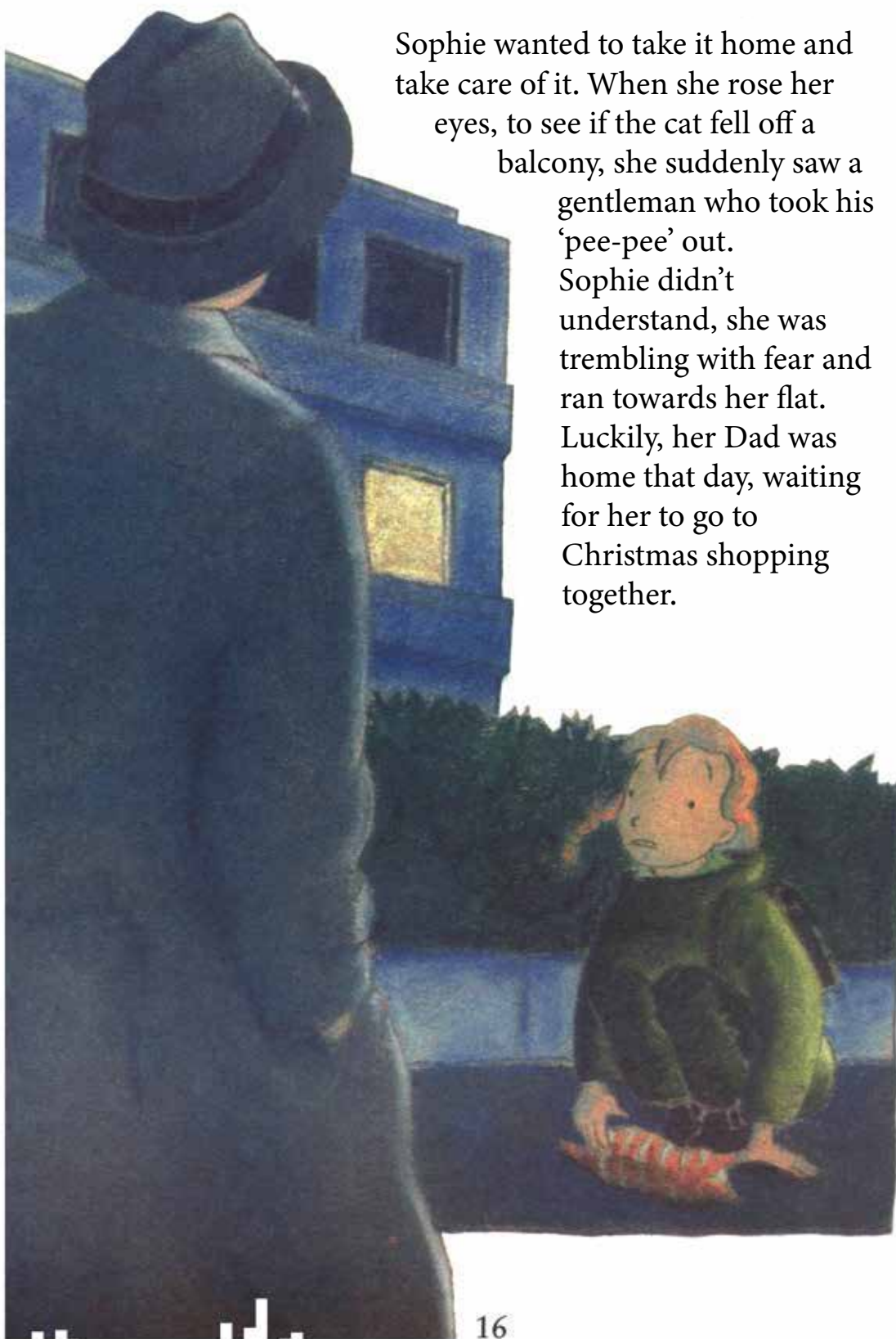
Weeks have gone by, and Sophie felt more and more secure in the street.

Sometimes she would take a little round way by the candy shop, to buy some candies.

And then, one afternoon, when it was already getting dark because days are shorter in December, Sophie got terribly scared. Her heart was beating, and her knees were shaking. She had just said good-bye to her friends at the corner of her street because she wanted to get home quickly, as it was dark already and very cold.

When she was very near home, she saw a little injured cat on the ground.





Sophie wanted to take it home and take care of it. When she rose her eyes, to see if the cat fell off a balcony, she suddenly saw a gentleman who took his 'pee-pee' out. Sophie didn't understand, she was trembling with fear and ran towards her flat. Luckily, her Dad was home that day, waiting for her to go to Christmas shopping together.

When he opened the door, he immediately noticed that something was going on. Sophie was unable to utter a word. He took her in his arms so that she could calm down and take a breath.

Pulling herself together in her father's big and safe arms, she burst out crying and didn't say a word for long.

She closed her eyes so that she couldn't see the image of the 'gentleman'.

When she reopened them, she immediately thought of the cat which had remained outside.



“What cat? Come, if you want, we’ll go get her”.

“No, I am not going with you.”

“Then I am going”, Dad suggested.

“No, I am not staying alone, I’m afraid of that mister.”

“What mister? Tell me, I’m clueless”.

Sophie tried to explain to her father what happened in her own words: the stories told at school she didn’t believe, the injured cat and the gentleman with his ‘pee-pee’.

As she was talking, she was still scared to death.

“You see, I had to look at it and now I cannot pretend I haven’t seen it”.

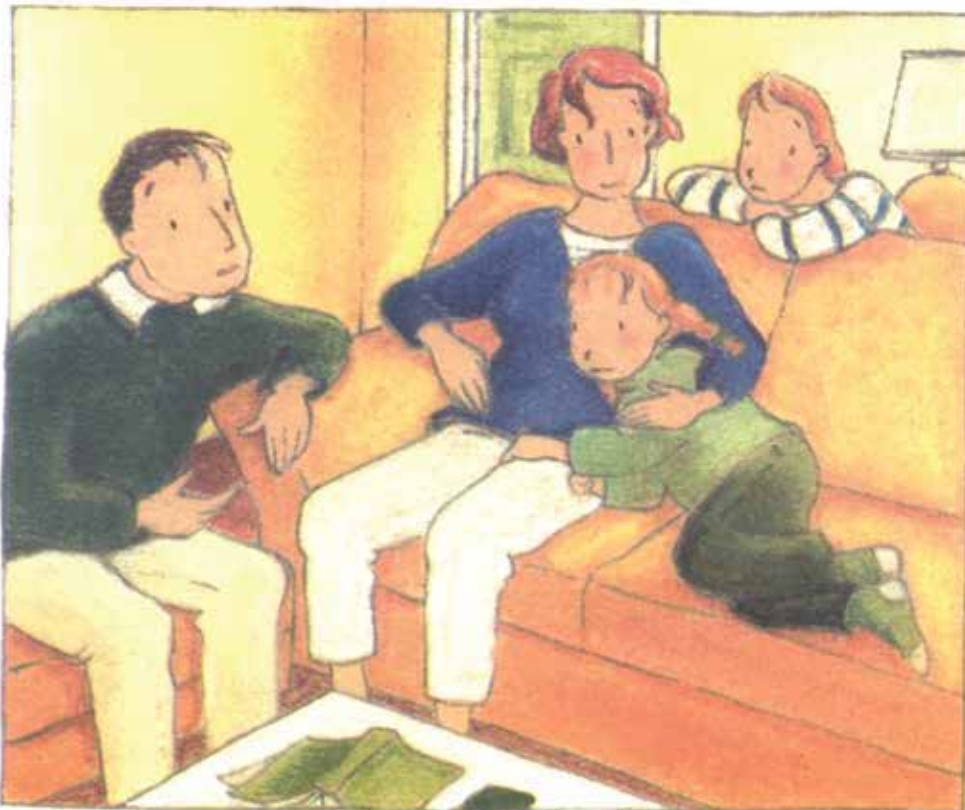


CHAPTER FOUR



WORDS DIFFICULT TO UNDERSTAND

Since that day, Sophie's life has not been the same anymore. Everybody at home understood that she was having many difficulties related to that. They explained to her that it was not her fault, and that the gentleman was an 'exhibitionist'.

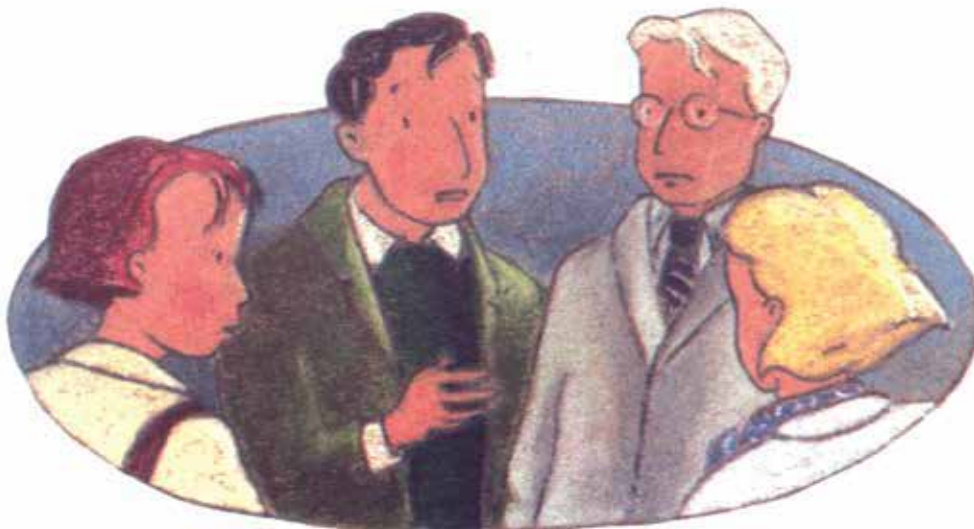


Her Dad went to the police to report what happened.
“That mustn’t happen again to you or other kids”.
But, for Sophie, everything was very confusing:
“Dad, why are people afraid of that? Why are there people who do it? He hasn’t done anything to me, but I feel like he has hurt me!”
For a little girl, it is very difficult to understand expressions like “sexual aggression” or “exhibitionism”. Also, it is very difficult to an adult to explain it in simple words.
Naturally, Sophie did not think about this all the time; yet, she didn’t return from school alone any longer, because she was afraid, and also because her parents didn’t want her to; she didn’t want to stay alone in the evening and always asked for little light to remain on at night.





“I used to be afraid of ghosts and dragons, but I very well knew they didn’t exist. It’s different now, this is real”.
Of course, at school everybody talked about that, although Sophie didn’t want to discuss it. Her Dad and Mum told her teacher and principal about this, and they informed all the parents. Besides, the principal decided to have this event discussed for half a day in all classes.



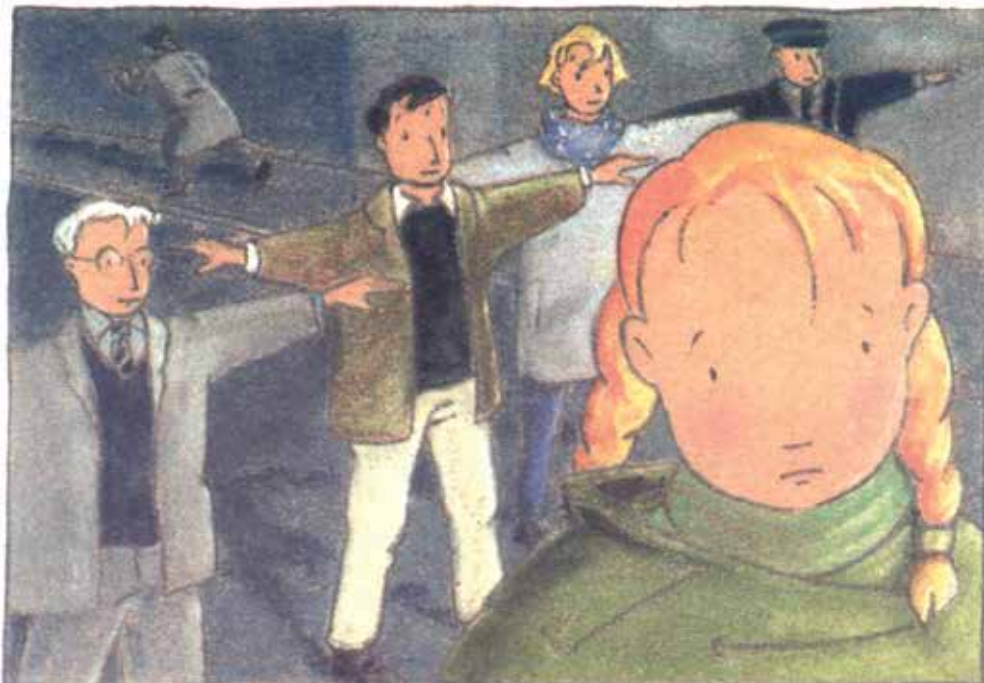
The whole thing has become so important that Sophie felt relieved, but also ashamed.

She felt a relief because she knew she didn't have to be afraid anymore. The gentleman who scared her will not come back, with so many police officers in the neighbourhood; surely he knows how stupid he was and that he will be punished if he does it again.

She felt shame, because she wanted to forget about the event and not hear a word about it ever again.

That way, maybe everything would be as it used to be and she could think about animals, Santa Claus and dictations which she hated so much.

But, her parents said it should be discussed, there was nothing to be ashamed of...



CHAPTER FIVE



A LESSON DIFFERENT THAN USUAL

The last day before Christmas holidays, as there were usually no units taught on that day, Sophie went to school without her bag. Of course, her Mum took her there. Normally, the teacher would play a video for them to watch, or the children would bring video games to play. But this time, the principal proposed they should discuss ‘sexual aggression’ that morning.

“You’ve got to learn how to defend yourselves from such threats. And that you cannot do if you don’t learn anything about them first”,

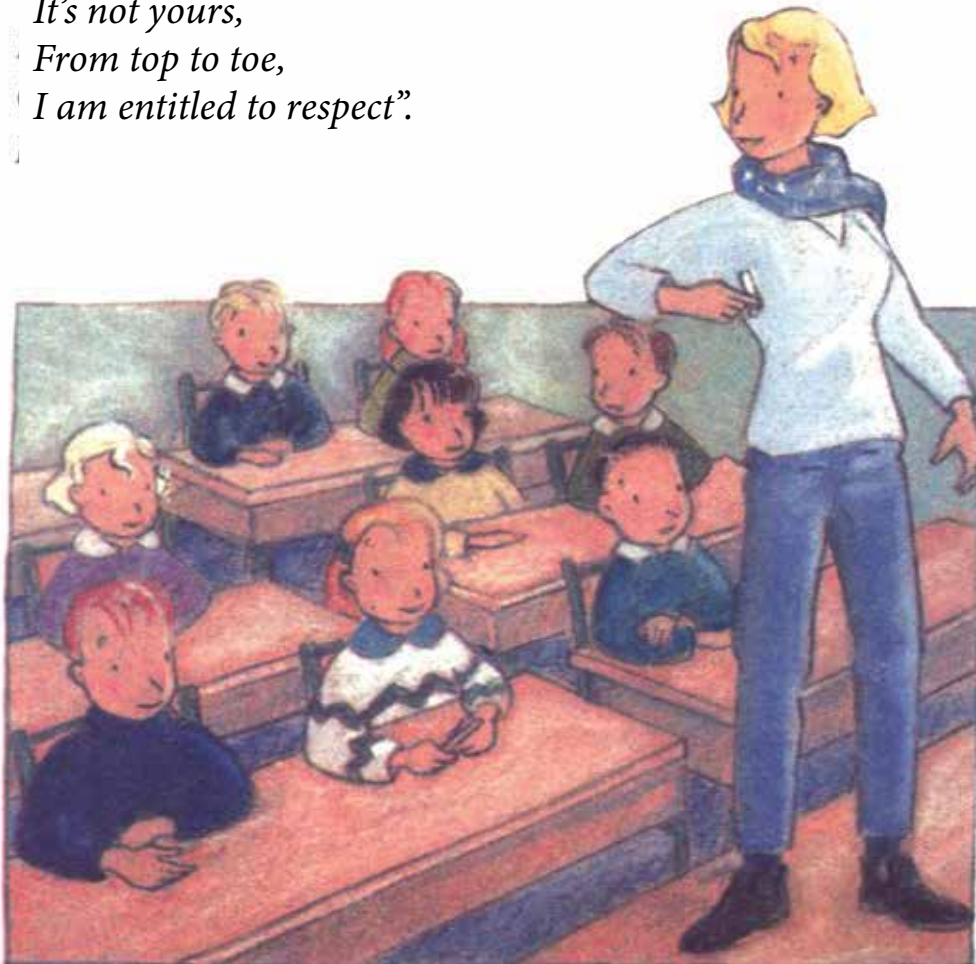


he explained to the children who were slightly disappointed because they could not have fun...

In Sophie's class, the teacher decided to talk about body; She knows a song which children in Canada learn. She lived in Canada for two days and the kids like listening about that.

She writes on the blackboard:

*“My body belongs to me,
It's not yours,
From top to toe,
I am entitled to respect”.*



First she sings it once, then everybody sings it together with her. It's catchy and the melody is merry. Then she explained that everybody is the master of their own body, that it's valuable, unique and to be taken a good care of and respected; that's why you've got to wash it, dress it warm when it is cold outside... "You need to take a good care of your body when it's healthy and cure it when it's ill". Then the teacher explained that it meant to respect oneself and others.



“Children respect adults:

They do not splash them with tomato sauce or push their way to stand in front of them, they do not step on their toes, offend them, not even when they are very angry. And they normally take a good care of you and do their best for you to feel safe, so that you could respect children when you grow up. Everything that lives has the right to respect and all the people should learn to say ‘no’ when someone intends to treat them ill. Children should learn to protect themselves.”

When all the kids understood correctly what ‘*my body belongs to me*’ meant and what ‘*respect*’ was, she discussed with them sexual aggression by adults.



CHAPTER FIVE



WHO ARE GOOD GUYS, AND WHO ARE BAD GUYS?

Certainly, the first example she gave them was the event when Sophie had to see the genitals/private parts of the gentleman in the street.

“That’s aggression, because that gentleman showed Sophie what she didn’t want to see.”

“Exactly”, says Sophie, “I didn’t want that.”



The teacher appeased Sophie and says that she did the right thing when ran away and told all about it to her parents. She explains that some people suffer from an illness you cannot see.

“Such people describe children as objects: they use them.”

“But, if you cannot see it, how can you tell if they are ill?” asks the girl sitting next to Sophie.

“That, of course, is difficult”, replies the teacher. “There are adults with bad intentions towards you, which you cannot know of”.

“But”, speaks the little girl, “those are always unknown people. My mother says I shouldn’t talk to unknown people or take candies from them in the street.”



“That is not true at all”, says the teacher, “some children are the victims of aggression of someone whom they know little or even very well and whom they trust: for instance, a neighbour or a friend of their parents”.

“Does that mean that you should be afraid of everyone and that all adults can do you harm?”, ask the children, with a growing concern.

The teacher explains that we should by no means suspect everybody. You just need to know certain rules in order to feel safe.

“If someone asks you to come with them, for five minutes or the whole afternoon, you can do one of the following



two things: you either feel the need to do it or you feel the need to avoid it. If you want it, you need to ask yourself two questions:

“If I go, will my Mum and Dad know where I am?” and

“If I get in danger, will someone be able to help me?”

If the answer to one of these two questions is ‘no’, you need to say, without a least of embarrassment:

“That would be very nice, but I need to ask my parents first”.

If you still feel at least a little insecure, despite all the caution, do not hesitate to talk about it.



CHAPTER SEVEN



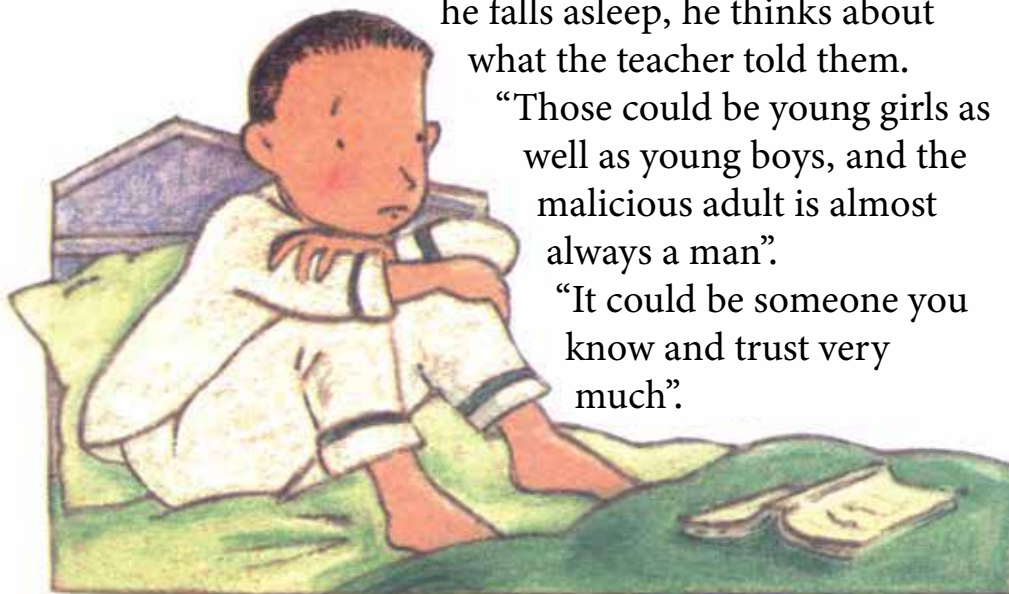
IAN IS NOT ALL THAT SURE

That day, Sophie and her classmates learned a lot of what makes life very complicated, but the teacher also soothed them again and told them what they are supposed to do. Luckily, Christmas is coming in three days and most kids just want to forget all about this and think only about gifts under the Christmas tree...

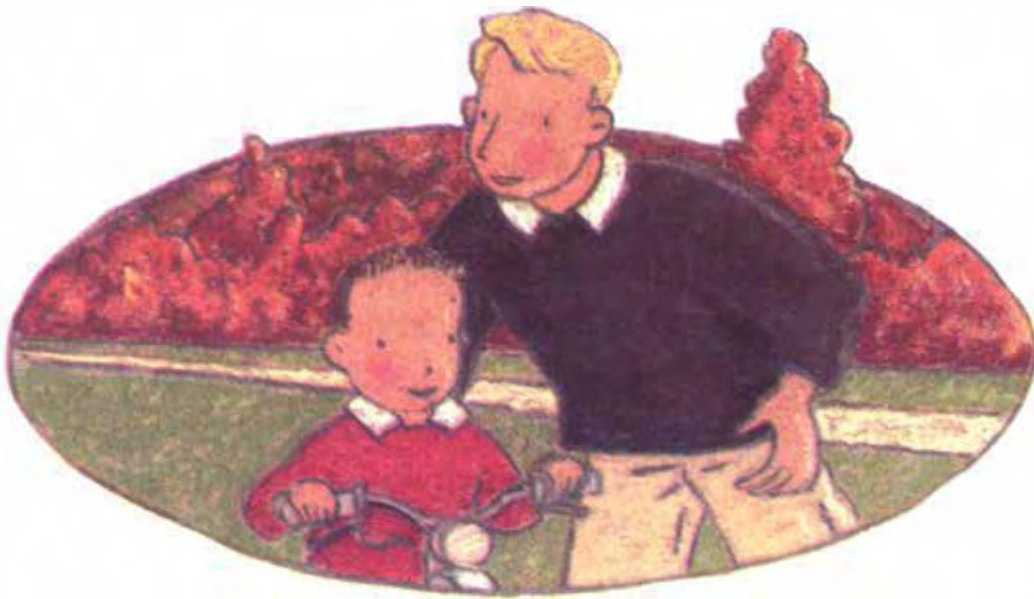
All except Ian. Every night before he falls asleep, he thinks about what the teacher told them.

“Those could be young girls as well as young boys, and the malicious adult is almost always a man”.

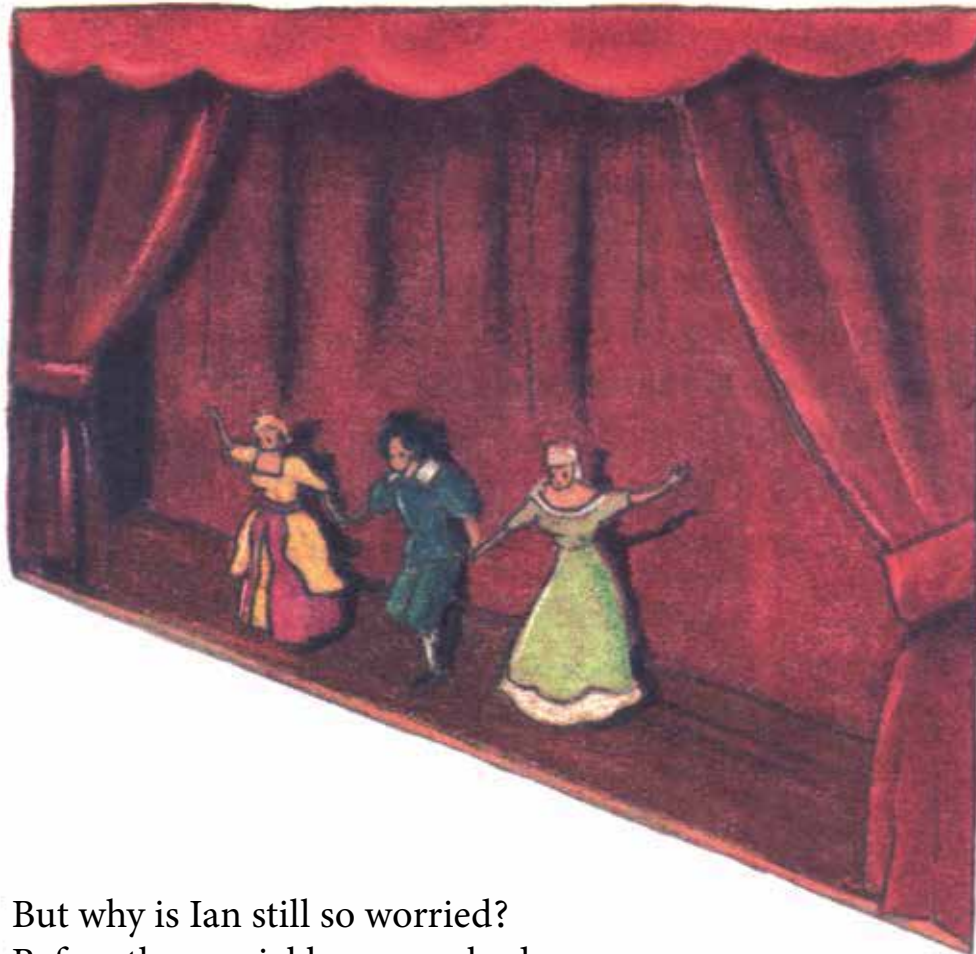
“It could be someone you know and trust very much”.



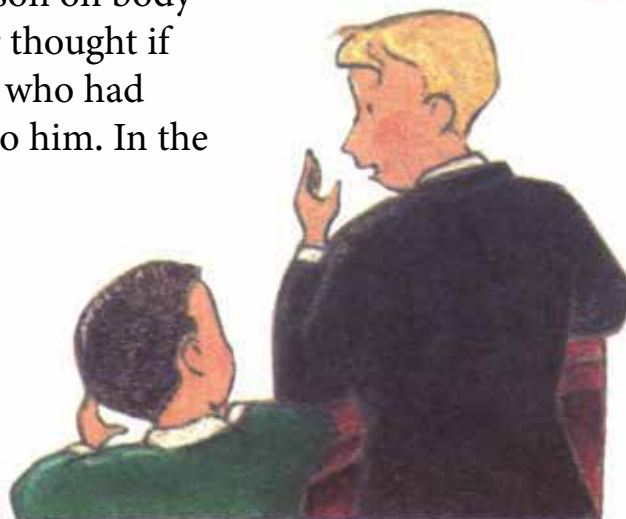
Every Sunday, Ian has a good time with his Uncle Anthony, as his parents work on Sundays. His Uncle Anthon has no children and always has plenty of time to spend with Ian, who has no siblings. When he was younger, he used to ride a bike or go to circus with him. Now they often go to cinema on Sunday.



Once he took him to a theatre performance. That was lovely: a play with actors wearing beautiful costumes. There were lights everywhere and there was a real, big red curtain. In the end everybody stood up to applaud. His Uncle Anthony promised him to go again and Ian liked that very much.



But why is Ian still so worried? Before the special lesson on body and respect, he never thought if could trust his uncle, who had always been so kind to him. In the street, he sometimes draws him by the shoulders and kisses him just like that.

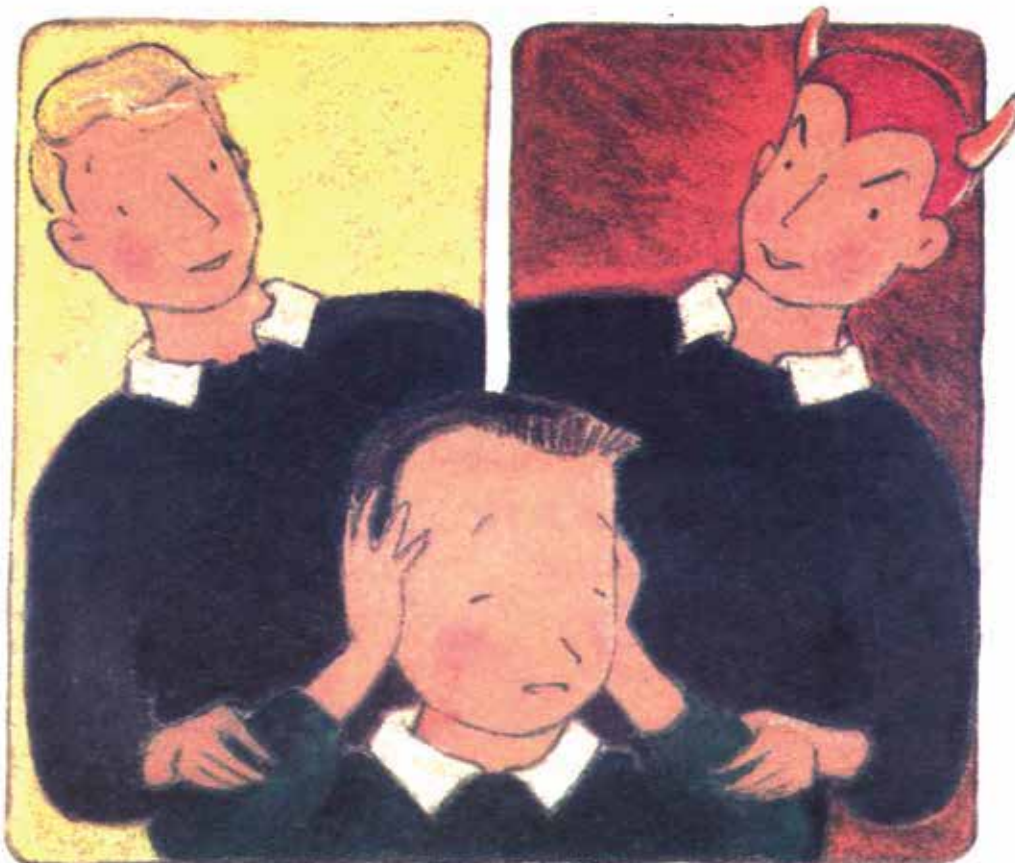


Do these things belong to 'sexual aggression' the teacher told them about?

Does his uncle have weird ideas? Does he suffer from an illness you cannot see?

Ian is not sure anymore and in the following weeks he does not feel comfortable at all, but he doesn't dare talk about it to someone.

After what he has heard, he's got an impression that it all got mixed up: dream and reality, adults and little ones, kind and angry people, good and bad...



CHAPTER EIGHT



BEING ILL IS NOT THE SOLUTION

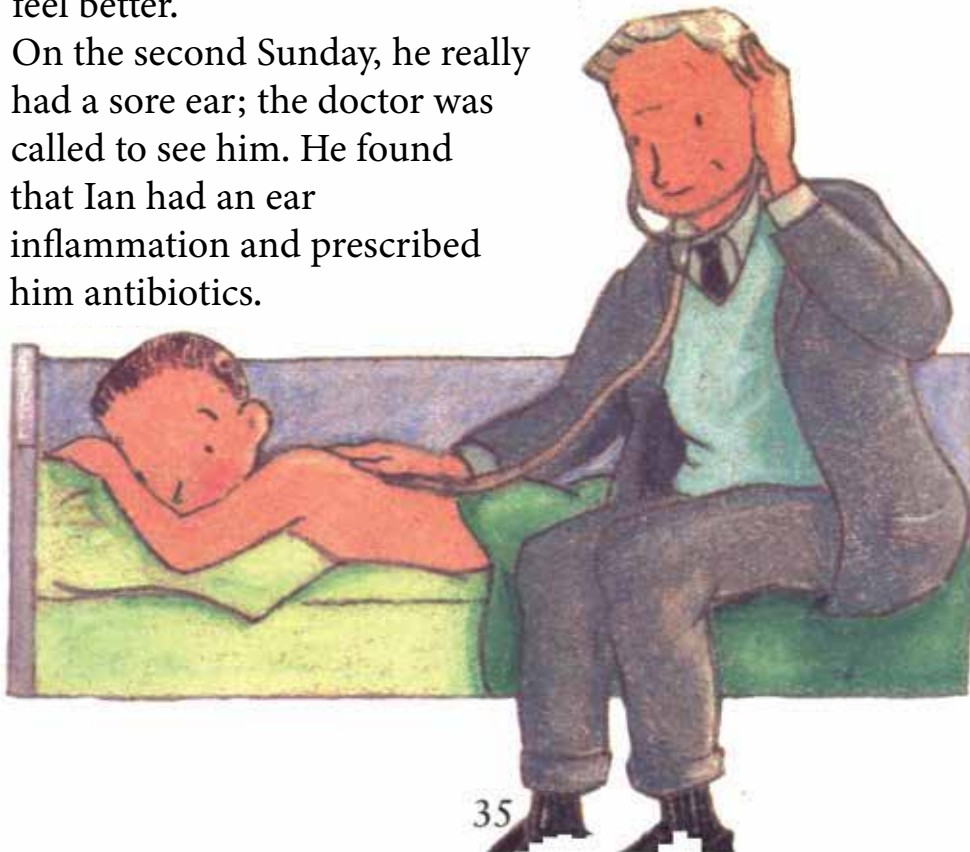
Then Ian, not knowing how to talk about it, started falling ill every Sunday.

He new very well that, when ill, Mum always makes sure he stays at home.

So, he feels very unwell on the first Sunday in a row.

Everybody says he has eaten too much chocolate for Christmas and after one day nicely spent at home, he will feel better.

On the second Sunday, he really had a sore ear; the doctor was called to see him. He found that Ian had an ear inflammation and prescribed him antibiotics.



His Uncle Anthony came to see him and gets very worried.

“What a pity, you’re always ill on Sundays!”

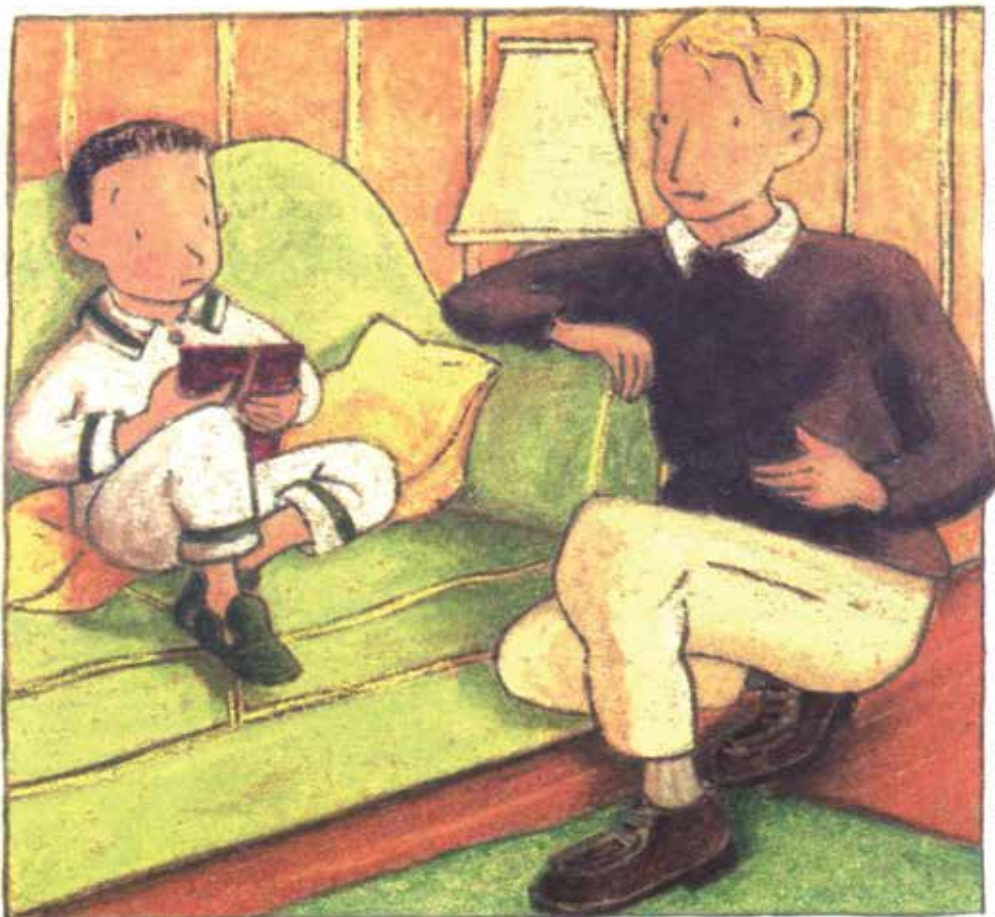
“Not at all”, replies his Mum, “rather that than on school days.”

On the third Sunday, the ear inflammation, cured during the week, started recurring.

The doctor was surprised.

“This is strange, antibiotics are usually enough protection.”

He warned Ian: “If it starts again, you need to do an X ray at the hospital so we can see what it is about.”





Ian was wondering if an X ray of one's ears could show what's inside the head.

“Maybe they will see my thoughts, small thought towers, around my ears!”

And Ian doesn't want his thoughts to be seen: he'd rather keep them to himself, because he loves his Uncle Anthony very much, despite the things that he has heard and that have confused him.

On the fourth Sunday, he had a stomach-ache, but didn't say a word.

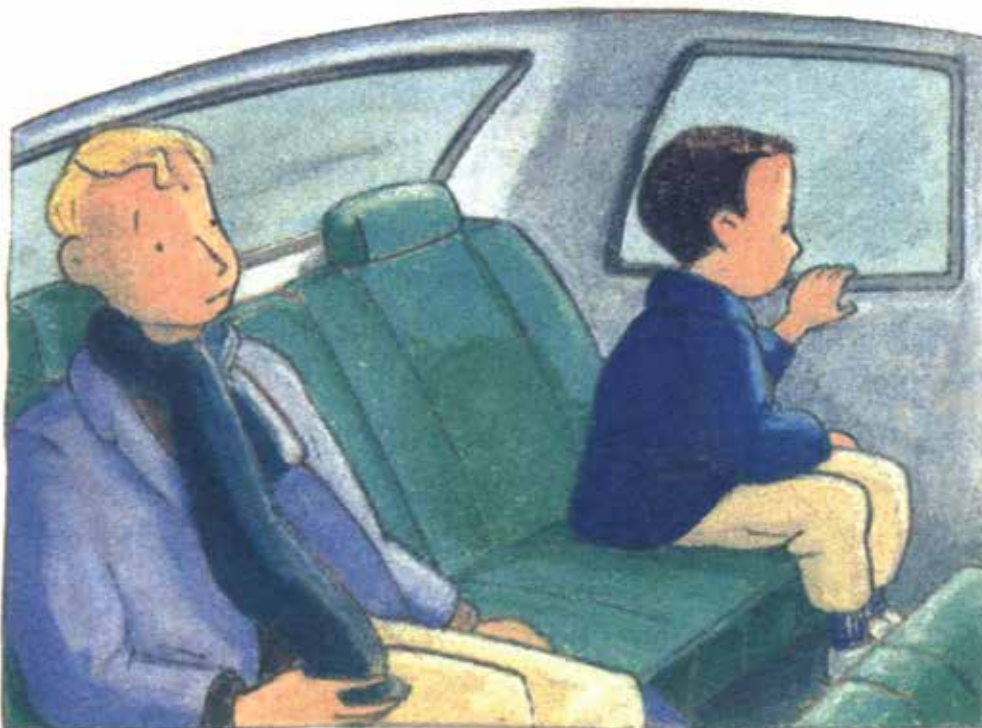
So, when his uncle came and told him they were going to see a theatre play again, to celebrate that he feels better now, Ian found it difficult to be truly happy.

“You’re gonna like it, you’ll see; it’s a theatre play with music.”

In the cab, Ian was avoiding sitting next to his uncle the way he used to.

“What’s the matter? You seem to be afraid of me”, says Anthony worriedly, because his nephew looked so sad and down in the mouth.

Then Ian understood that he feared something that he just thought to be the case. He decided to discuss this with him, because he actually completely trusted his uncle.

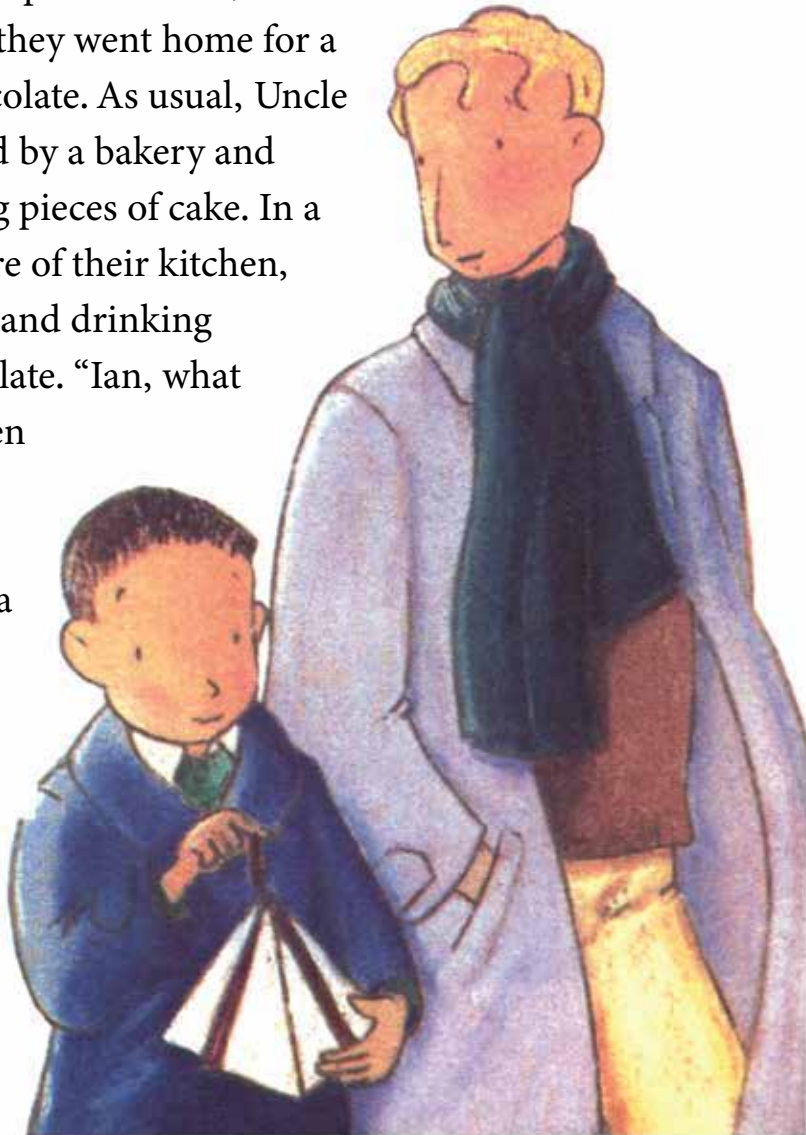


CHAPTER NINE

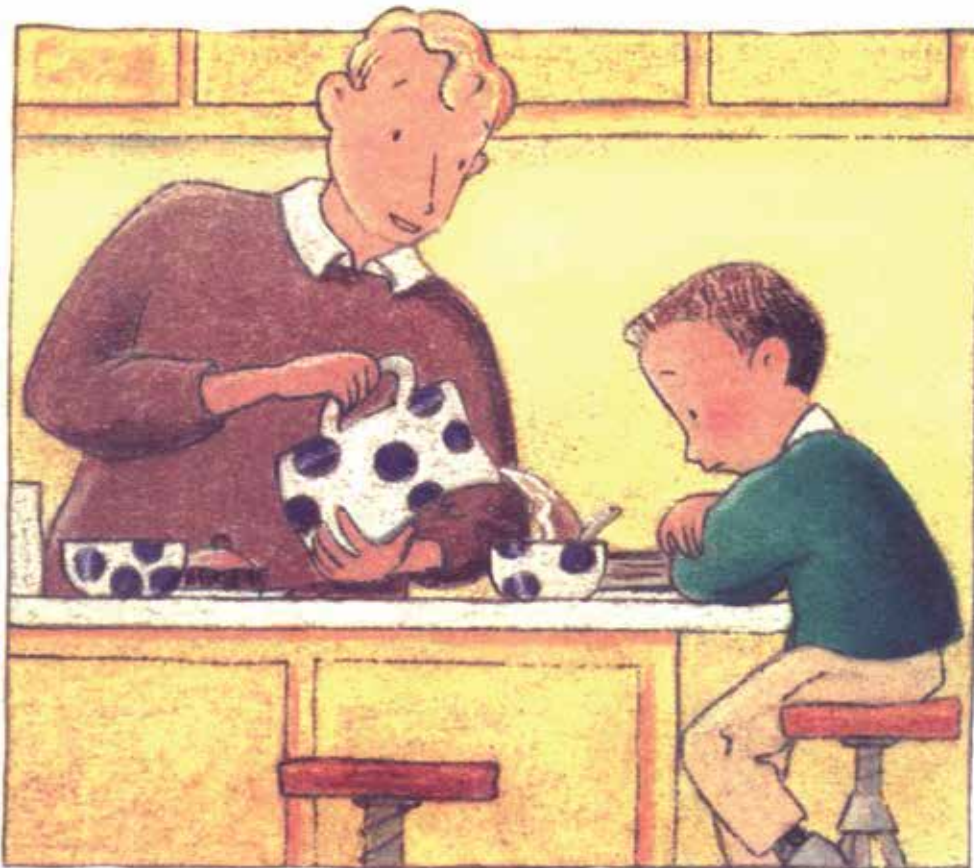


TALKING IT THROUGH OVER A CUP OF HOT CHOCOLATE

After the theatre performance, which Ian liked a lot, they went home for a cup of hot chocolate. As usual, Uncle Anthony passed by a bakery and brought two big pieces of cake. In a cosy atmosphere of their kitchen, they are sitting and drinking their hot chocolate. “Ian, what is it? You’ve been ill for a month now and looks like it isn’t just a sore ear.”



“How should you know?” asks his nephew.
“It’s simple, because I myself get tired more quickly,
become vulnerable and fall ill when I have worries.”
Then Ian tried to tell his uncle about adults who have no
respect for children. And when you are only eight, it all of
a sudden gets so complicated.
“Adults often do not know that you come to think they are
all bad and that you’re afraid because you are little.”
“But with all those horrendous cartoons you watch on TV,
you should’ve got used by now!”



“That’s not the same: because you know a film or a cartoon is not real, you can safely be afraid.”

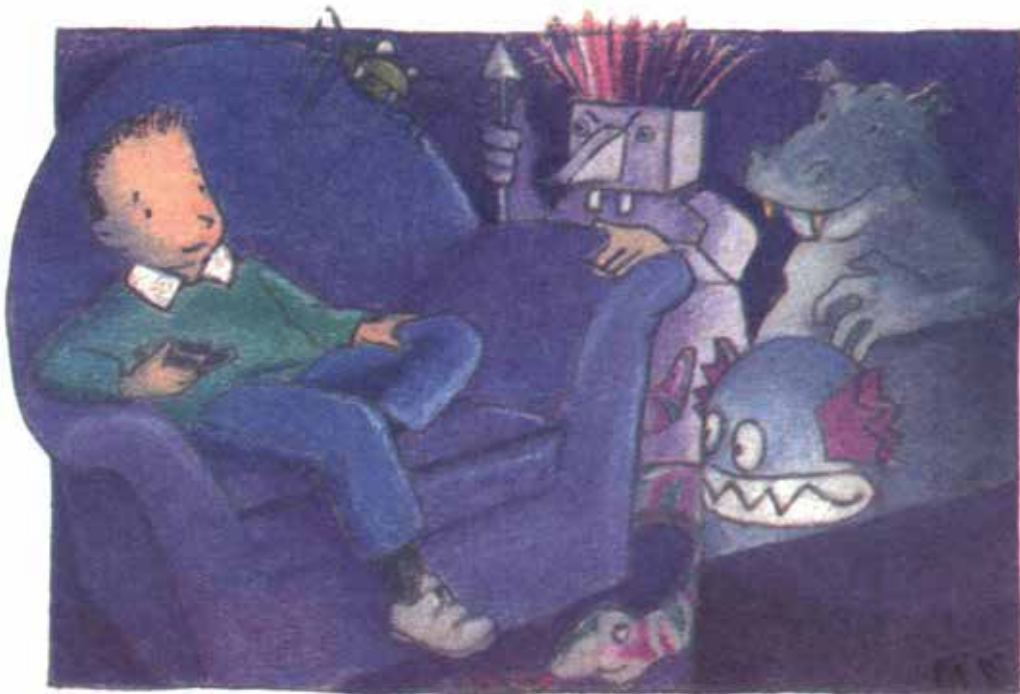
Uncle Anthony is trying to understand what’s bothering his nephew.

“Have you got a feeling that I wasn’t nice to you, that I want to hurt you?”

“No, no, of course you’ve been terribly nice.

But...sometimes...I dunno. The teacher told us that even little boys... huh... can be followed by gentlemen who do strange things with their pee-pee. And she also said, ‘My body belongs to me, it’s not yours!’ Ian is trying to spell it out, blushing.

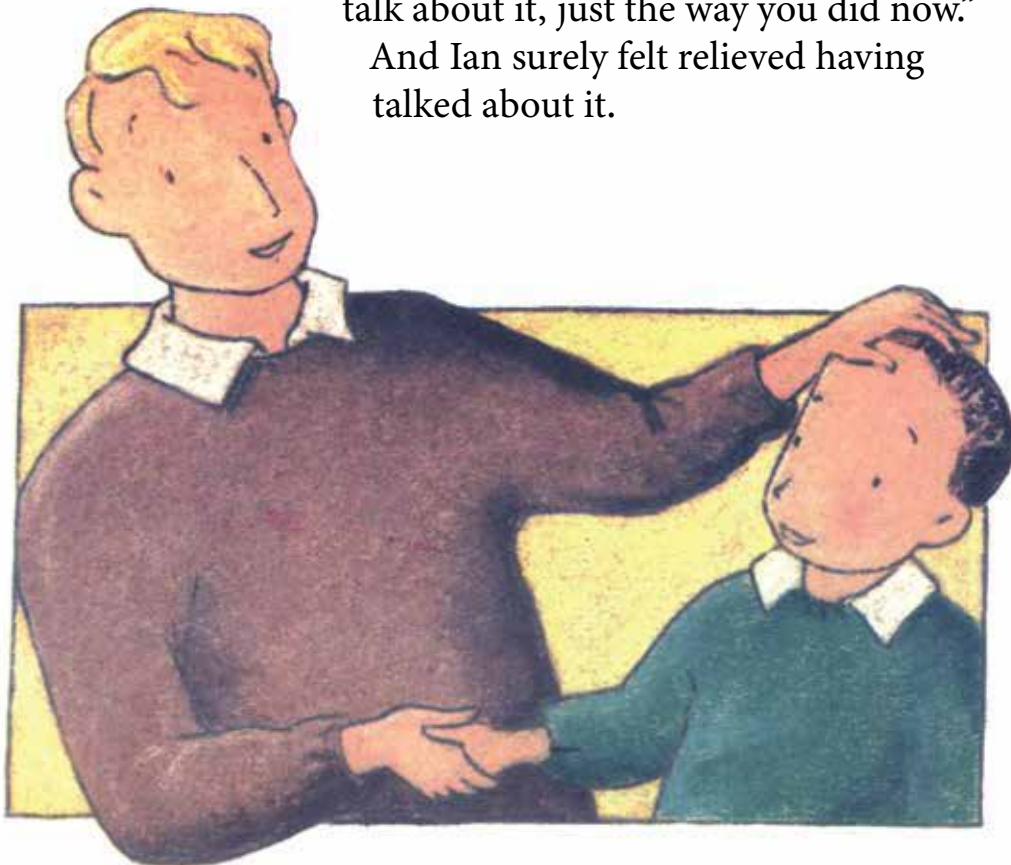
Little by little, it dawned on Uncle Anthony! Ian told him about what happened to Sophie and then



about the morning session on body and respect, as well as on own fears.

“You know, when you draw my shoulders strongly, I know it’s the usual thing, but, at the same time – now that she has told us all those things, I am not sure what to think about it.”

“Listen, Ian: expressing tenderness between adults and children is most often natural and makes you feel good. But the moment you feel unease with a person, family member or friend, the best thing to do is talk about it, just the way you did now.”
And Ian surely felt relieved having talked about it.



CHAPTER TEN



IAN AND SOPHIE UNDERSTOOD IT ALL

It's been a few months since the 'adventure with the gentleman'; kids are still telling stories about it... Nobody has seen him afterwards and life at school has restored the usual routine. Ian continued having a good time on Sunday afternoon with his uncle.



Sophie again returns home from school alone. Sometimes she is still a little afraid, but then she remembers the teacher's song... It makes her feel very strong.

And to make sure she will not forget about the song, she sometimes sings it: for example, when she is not in the mood for washing or when she is up to wearing her skirt and flower-design shirt or bust.

One day, at the end of the schoolyear, a reporter came to school to interview the children: a similar thing happened somewhere else, and everybody was talking about it, on TV, radio and in newspapers.



Nobody knew how the reporter had tracked down the ‘adventure with the gentleman’, but he was well versed, and he went straight to Sophie.

“Can you tell us what happened and what followed after?” he asked.

Sophie gave her teacher a very shy look, and she immediately took the hint:

“Sophie, now’s the time to show that children are entitled to saying ‘no’ to adults when something serious is at stake.”

Encouraged by these words, Sophie replied:

“No, I don’t want to talk about that”.

Apparently baffled, the reporter kept insisting:





“Would someone else perhaps like to say something?”

“Yeah, I’ve got something to say”, Ian shouted out.

“It’s very good to talk about such things in order to protect ourselves. Because, at the age of eight, even later, you’re not a grown-up yet. You want to carry on dreaming, you still think all adults are nice and happy. So, when you know too many of these things, you don’t want to grow up at all.”

The whole class applauded to Ian, together with the teacher and reporter, because he had the courage to say it.

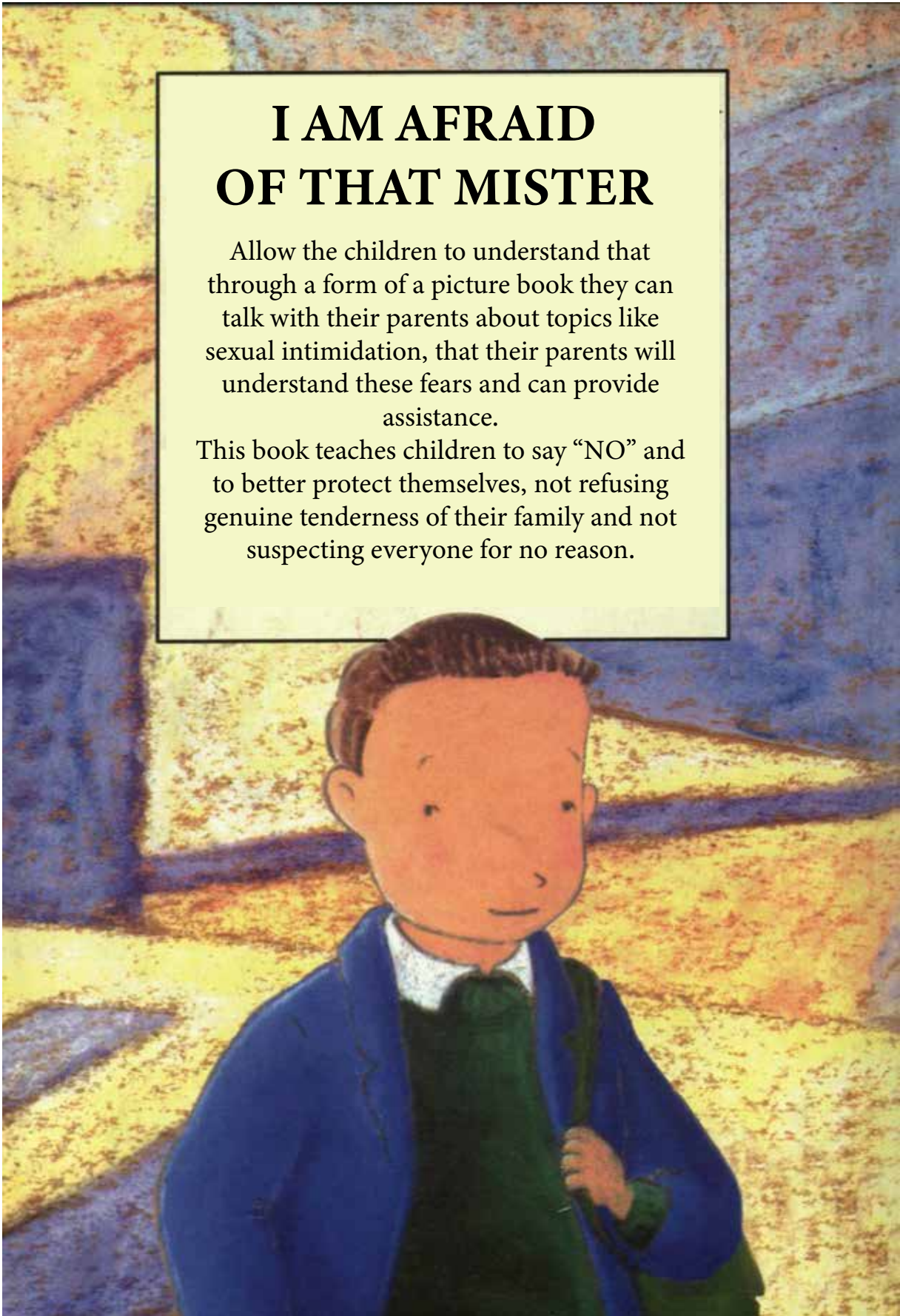
And guess what they all sang together...?

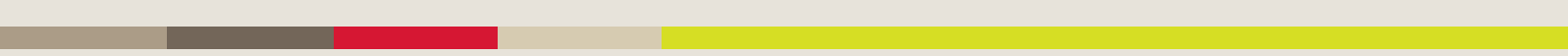


I AM AFRAID OF THAT MISTER

Allow the children to understand that through a form of a picture book they can talk with their parents about topics like sexual intimidation, that their parents will understand these fears and can provide assistance.

This book teaches children to say “NO” and to better protect themselves, not refusing genuine tenderness of their family and not suspecting everyone for no reason.

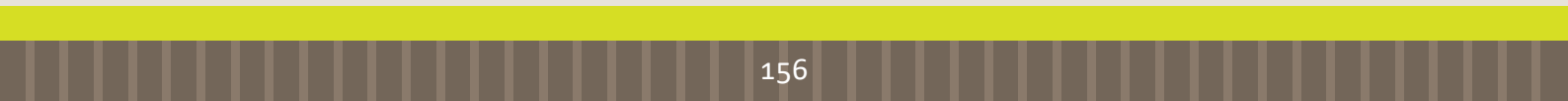
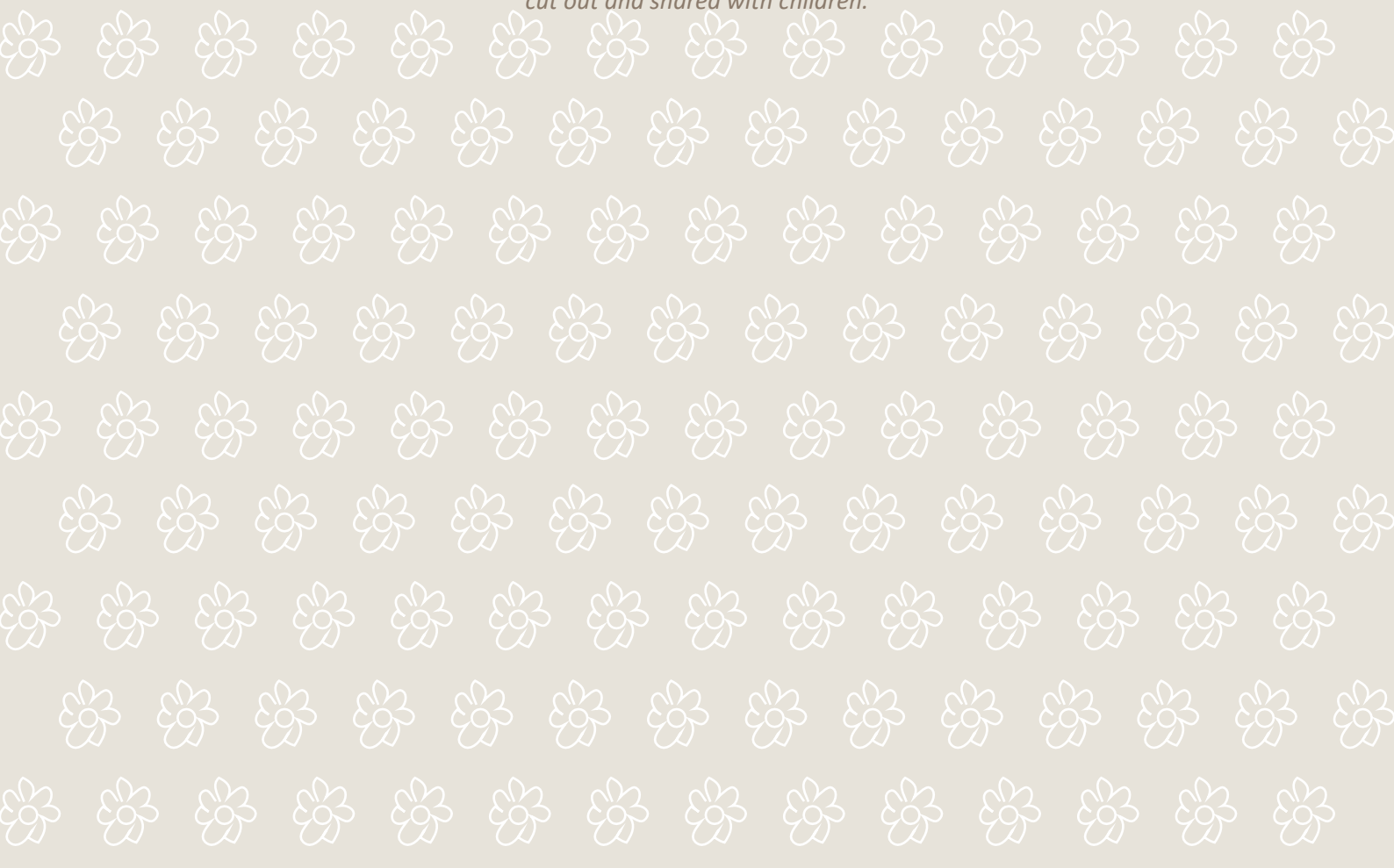




ANNEX 4:

A print picture, as a reward to children after slide 16

To print more easily, there are 6 pictures on the page to be cut out and shared with children.





**FOR
A CHILD IT IS
IMPORTANT TO SHARE
ITS CONCERN AND BE
HEARD BY ADULTS. THIS
IS HOW THE CHILD
STAYS SAFE.**



**FOR
A CHILD IT IS
IMPORTANT TO SHARE
ITS CONCERN AND BE
HEARD BY ADULTS. THIS
IS HOW THE CHILD
STAYS SAFE.**



**FOR
A CHILD IT IS
IMPORTANT TO SHARE
ITS CONCERN AND BE
HEARD BY ADULTS. THIS
IS HOW THE CHILD
STAYS SAFE.**



**FOR
A CHILD IT IS
IMPORTANT TO SHARE
ITS CONCERN AND BE
HEARD BY ADULTS. THIS
IS HOW THE CHILD
STAYS SAFE.**



**FOR
A CHILD IT IS
IMPORTANT TO SHARE
ITS CONCERN AND BE
HEARD BY ADULTS. THIS
IS HOW THE CHILD
STAYS SAFE.**



**FOR
A CHILD IT IS
IMPORTANT TO SHARE
ITS CONCERN AND BE
HEARD BY ADULTS. THIS
IS HOW THE CHILD
STAYS SAFE.**

**ALWAYS TRUST YOUR
INNER LITTLE VOICE.
SEEK HELP.**



incestrauacentar.org.rs
ijasamuztebe.org.rs



**Reconstruction
Women's Fund**