

EDUCATIONAL PACKAGE
FOR LEARNING ABOUT THE TOPIC OF SEXUAL VIOLENCE
AGAINST CHILDREN
FOR PRIMARY AND SECONDARY SCHOOLS IN SERBIA

FROM KINDERGARTEN
TO UNIVERSITY,
FROM TEXTBOOKS
AND IN VARIOUS
SUBJECTS, WE LEARN
TO COMBAT VIOLENCE
AGAINST CHILDREN
AND WOMEN!



Quiet Place to Study!

*Kar
Welp*



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ijasamuztebe.org.rs



**Reconstruction
Women's Fund**

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2024 New keynote address of the Incest Trauma Center - Belgrade

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.incestrauamacentar.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 Strasburg 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/). **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

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(2016) UNLOCK THE CHILD'S FUTURE!

You have before you the *Educational Package for Learning on the Topic of Sexual Violence against Children for Primary and Secondary Schools in Serbia*. In this way, the topic of sexual violence against children becomes part of the regular existing national curriculum. There is no more effective prevention of sexual violence against children than learning from kindergarten to university about how to recognise and confront violence.

The Educational Package reflects the common belief in and commitment to recognising the importance of the work on the topic of violence with children and youth, of the Ministry of Education, Science and Technological Development of the Republic of Serbia, based on its mandate, and us, Incest Trauma Center - Belgrade, service specialised for the social issue of sexual violence, with 23 years of experience in work (in the year of 2016). Once again, the Ministry of Education, Science and Technological Development of the Republic of Serbia hereby clearly sends a message to staff in primary and secondary schools, parents/caregivers and students **ON THE IMPORTANCE OF LEARNING ON THE TOPIC OF VIOLENCE FROM KINDERGARTEN TO UNIVERSITY**, while Incest Trauma Center - Belgrade proposes how to talk about the topic of violence, especially sexual violence.

The approach how the topic of sexual violence will be discussed is extremely important, given that in 2015 the First National Study on the Child Sexual Assault Issue in the Republic of Serbia showed that 49% of children and young people aged 10 to 18 had discussed this topic for the first time precisely in the context of the National Study. The data suggest that adults have "forgotten" this part of their responsibilities. In 37.9% of cases, the adolescent who experienced sexual violence turned to a friend, which is why special attention is dedicated to the alliance through peer support.

At the age of 10 to 18, there are 4 children in each class in Serbia who experienced a certain form of sexual violence and 4 other children who know someone to whom that has happened. At this moment, 2 children from each class are exposed to sexual violence. In primary school, children first disclose to their families, who, as a rule, do not believe them. Young people in secondary schools often tell friends, who are more inclined to believe them. Relating to 2/3 of children who tell what happened to them, more than half of the persons to whom they disclosed violence do nothing. Only 7% report the case to the competent authorities.

Source: First National Study on the Child Sexual Assault Issue in the Republic of Serbia (2015); Incest Trauma Center - Belgrade in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women's Health Promotion Centre.

Adopted and implemented recommendations provided by the Incest Trauma Center - Belgrade within the first National Study:

1. Strategy in Education for Preventing Child Sexual Abuse in the Republic of Serbia (2016-2020), adopted; authors: Ministry of Education, Science and Technological Development of the Republic of Serbia (Group for Protection from Violence and Discrimination) and Incest Trauma Center - Belgrade. November 2015.
2. Educational Packages for Learning on the Topic of Child Sexual Abuse for preschool institutions, primary and secondary schools; Incest Trauma Center - Belgrade in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia (Group for Protection from Violence and Discrimination). November 2016.
3. Remaining recommendation: A comprehensive study on attitudes toward child sexual abuse is required.

The content of this Educational Package is designed so as to "build up knowledge" on the topic of sexual violence against children from one grade to another, in a coordinated manner through 10 subjects and min. 75 lessons, as an integral part of respective regular, existing teaching units - i.e., horizontally making progress from one subject to another within the same grade, as well as vertically from one grade to another. Also, the content is suitable for students who have not come across the topic until their current age, and is aligned with reality in our country.

The Educational Package respects and follows the capacities of the child, but also encourages the participation of each child. The content is designed so as to respond to the potential concern of adults (teachers and parents/caregivers) that the subject of sexual violence will scare or perturb students. Experience in implementation has shown that children are happy to participate in activities, that they empower them, instil self-esteem, boost their self-confidence so that they are able and allowed to defend themselves against violence and learn how to do it. At the same time, activities carefully respond to the children's need to love and trust those adults who love and cherish them, care for them and raise them.

Methodologically speaking, this material is rich in diversity and contains a wealth of resources that have proven to be interesting to children and young people. In addition to the basic content for each teaching unit/lesson providing defined *Goals and Objectives*, it explains in detail the *Method*, provides *Work Material* in the form of annexes and slides and publications, points to easily accessible audio and video material, supporting material is also included in the form of the *Recommended Resources* for teachers to enhance their knowledge, and especially important are *Lessons Learned* passing on the experience concerning what was learned when that lesson was conducted (or the main elements of the lesson). 62% of the entire Educational Package has been piloted.

The subjects for which lesson plans have been prepared are: 1. Serbian language (mother tongue) 2. World Around Us 3. Nature and Society 4. Physical Education and School Sports 5 Musical Education 6. Civic Education 7. Biology 8. Sociology, 9. Constitution and Civic Rights 10. Psychology. It is worth reminding that the Ministry of Education, Science and Technological Development of the Republic of Serbia has recognised in its relevant documents that each subject is a potential place for public discussion about the topic of sexual violence against children. Our recommendation is to familiarise yourself with the contents of all subjects offered here, as a wealth of valuable methods and carefully designed approaches to learning related to this topic have been provided.

There are 27 authors of the Educational Package, two thirds of whom have experience in mainstream teaching and have prepared lesson plans. They include lower-grade teachers, subject teachers and expert associates. One third of authors have for years been involved in the field of violence against children and women, in formal terms outside the education sector, and they have prepared supporting written resources. The authors who are employed in primary and secondary schools have completed a series of accredited programmes on the topic of violence against children and women and have for many years worked in this area within regular school activities.

According to the *Strategy in Education for Preventing Child Sexual Abuse in the Republic of Serbia (2016-2020)* (see Section 4), children and young people learn the following via the lesson plans offered and supporting written, audio and video resources:

- Value system against violence and discrimination
- Concept of child and youth sexual abuse
- Identifying warning signs, recognising risks and naming sexual violence against children within the family and by accomplices
- Responding when there is suspicion or knowledge that a child is exposed to sexual violence
- Diversity
- Gender
- Violence against children in history
- UN Convention on the Rights of the Child
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention)
- Feelings of the child/young person survivor of sexual violence
- Trauma and sexual trauma
- Good and bad secrets, good and bad touches
- My personal safety plan
- Child trusting his/her feelings
- Adults believing the testimony of a child
- Peer believing his/her peer when he/she discloses his/her experience of sexual violence
- Child not giving up trying to find help until something changes
- Reproductive and sexual health
- Research, public advocacy and social awareness raising campaigns
- Sexual violence against a child is a criminal offense
- Responsibility of the child sexual abuse offender
- Responsibility of observers in the situation of violence
- Ethical media coverage on the issue of sexual violence against children
- Broader framework: emotional, physical, sexual violence against children and women.

In many years of practice of Incest Trauma Center - Belgrade, parts of this Educational Package have been used in preventive activities, but also in working with children who have experienced sexual violence. **Because they did not have this knowledge in advance, the children survivors of sexual violence were easy targets for the offenders.**

Instead of a conclusion - this is just the beginning!

This *Educational Package* is "preceded" by the *Educational Package for Learning on the Topic of Sexual Violence against Children for Preschool Institutions in Serbia*, parents and caregivers that enables learning on the topic for children of the youngest age, from 3 to 7. They are complementary and follow, with necessary knowledge step by step, the child from enrolment in the preschool institution until the completion of secondary school. If your lower-grade students did not have the opportunity to learn in the preschool institution about the topic of sexual violence against children, it is recommended that in addition to this material, you also apply the Educational Package for Preschool Institutions during homeroom lessons.

Another resource complementary to the Educational Package for Primary and Secondary schools is the *Healthy Choices for Children - Violence Prevention Programme of Incest Trauma Center - Belgrade*. Following the Golden Rule of Prevention, it is intended for teachers, parents/caregivers and children to be applied during homeroom lessons, in designing and conducting school campaigns and local community campaigns.

By carefully studying all the resources developed, you will note that for children currently enrolling in preschool institutions, the foundations are set precisely at that period, which are reinforced during the lower grades of primary school. Certain sub-topics are developed and practical contents leading to civic responsibility, personal activism through school campaigns and local community campaigns implemented later in order to influence the change of views necessary for the best interests of the child.

There are 3 specialised accredited training courses of Incest Trauma Center - Belgrade based on the Minister's decision, which are available as support to employees in (pre)school institutions in developing a climate of continuous public discourse against sexual violence and successfully implementing the Educational Packages:

- Basic level: Gender-based Violence from the Perspective of Children and Adults Survivors of Trauma (2016-); earlier accreditation in the 2010-2014 period, based on the decision of the Institute for the Improvement of Education).
- Advanced level: Healthy Choices for Children - Violence Prevention Programme of Incest Trauma Center - Belgrade (2016-); earlier accreditation in the 2010-2014 period based on the decision of the Institute for the Improvement of Education);
- Advanced level: Preparation of Teachers for Classroom Work on the Topic of Sexual Violence (2013-);

All of the above content is designed to be the start and inspiration so that, over time, gradually, new content is created by colleagues who will, from now on, implement the Educational Package daily in their classes. Because there are many other quality ways to talk publicly about sexual violence in order to prevent it!

Therefore, unlock the future of the child! Apply the Educational Package!

Incest Trauma Center - Belgrade

1. WORK ETHICS OF TEACHERS – “RED STRINGS” OF PREVENTION AND INTERVENTION IN THE FIELD OF SEXUAL VIOLENCE AGAINST CHILDREN ARE:

- A) Focus on the child
- B) Emphasis on diversity
- C) Understanding the emotional component

The above (A-C) is part of the competency standards for the colleagues engaged in this field and at the international level.

A) CINDERELLA LAW

In the context of “red string” related to the **need to focus on the child**, we will begin by providing the correct perspective related to the child’s pain caused by emotional abuse.

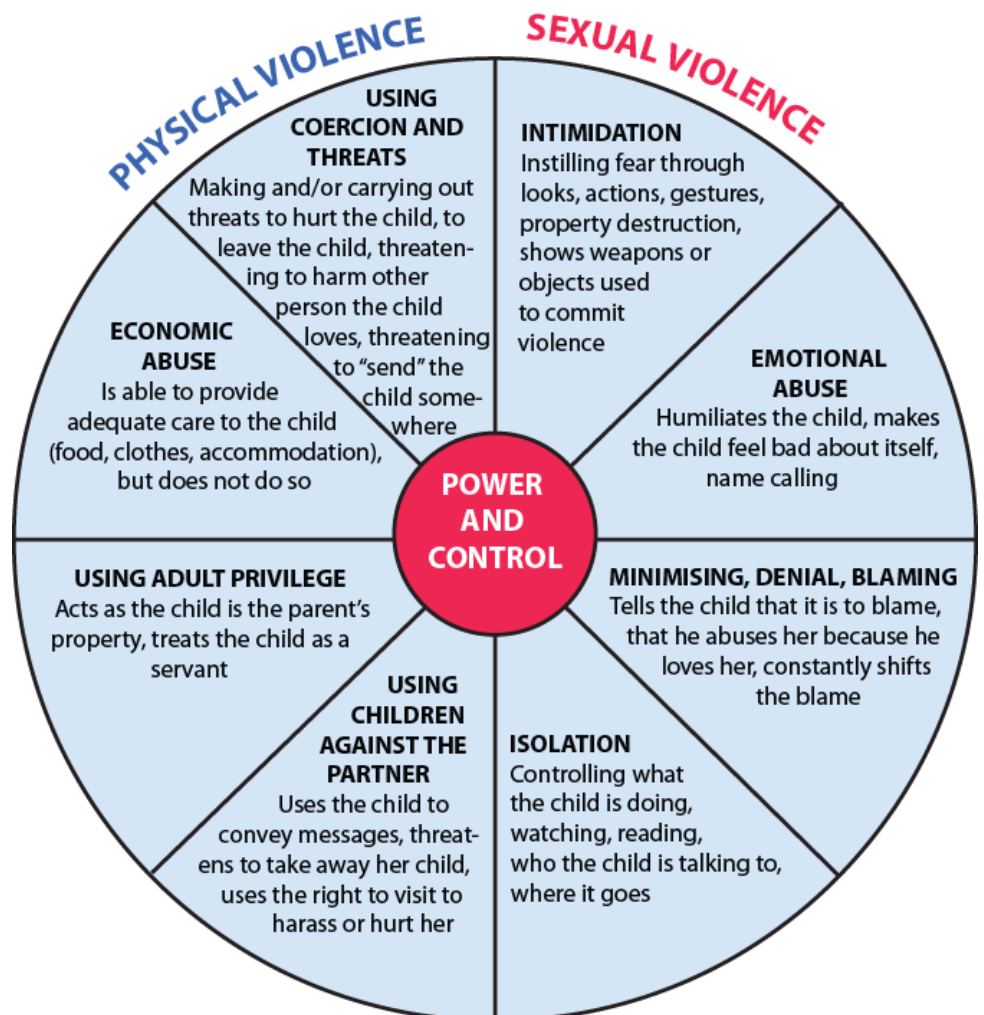
Sexual violence against the child always involves emotional abuse. The offender always manipulates the child’s feelings. Emotional abuse goes hand in hand with sexual abuse. In our country, emotional abuse is still taken and treated as less serious.

According to the Special Protocol for the Protection of Children and Students from Violence, Abuse and Neglect, a binding document of the Ministry of Education, Science and Technological Development of the Republic of Serbia, the emotional abuse of the child is clearly defined as a behaviour leading to the temporary or permanent endangerment of mental and emotional health and dignity of the child/student. It also relates to situations where adequate and supportive environment for healthy emotional and social development in accordance with the potential of the child/student is not provided.

Furthermore, in the Criminal Code of Serbia, since 2002, emotional abuse has been defined under the criminal offense of Domestic Violence, where paragraph 1 dealt with emotional and mental pain and provided for punishment for this act.

VIOLENCE AGAINST CHILDREN POWER AND CONTROL WHEEL

- Goal
- Tactics
- Serves to implement tactics and achieve the goal



In the UK, which is considered to be one of the models for the quality of child protection from violence, in June 2014, Cinderella Law was presented as part of the Queen's traditional public speech, clearly demonstrating the importance attached to preventing and punishing the emotional abuse of children.

Cinderella Law prescribes that parents in Great Britain who deliberately deprive their children of their love, face up to 10 years in prison. In the educational programmes of Incest Trauma Center - Belgrade, equal marks of emotional, physical and sexual abuse of children are discussed. We know that from our experience in everyday work. This is most often first met with hesitancy on the part of participants, as the previously learned views prevail and own perceptions of types of violence are introduced, with a common tendency to grade trauma. Trauma must never be measured by own "reading", because the child will know we do not understand them. The UK Cinderella Law highlights precisely this, by equating emotional cruelty to the existing crimes of physical and sexual violence against the child. They arrived at that step based on cases reported to the National Society for the Prevention of Cruelty to children (NSPCC, UK).

The practice of underreporting emotional abuse is still prevalent in the general public in Serbia because it is first not recognised or, when recognised, it is not considered as significant (i.e. "as bad") as physical and sexual violence. It is necessary to know that sexual abuse of the child does not go hand in hand with physical violence (in Serbia, according to the data of Incest Trauma Center - Belgrade, in only 18% of cases, physical force is applied) - but emotional abuse is an integral part of any other form of child abuse, both physical and sexual. The offender always manipulates the child's feelings. As the British law states in one of its articles, "emotional abuse may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another (adult) person".

In Serbia, the most common educators on the issue of violence are, unfortunately, the media that are lacking training in this area. They are followed by education institutions, tasked with conveying a clear message that emotional abuse is not a minor criminal offense but an equally serious crime. **How should this message be delivered? Exclusively by reporting emotional abuse of a child!** It most often takes place within the family, by parents, and the Special Protocol of the Ministry of Education provides for mandatory action in such cases.

B) DIVERSITY

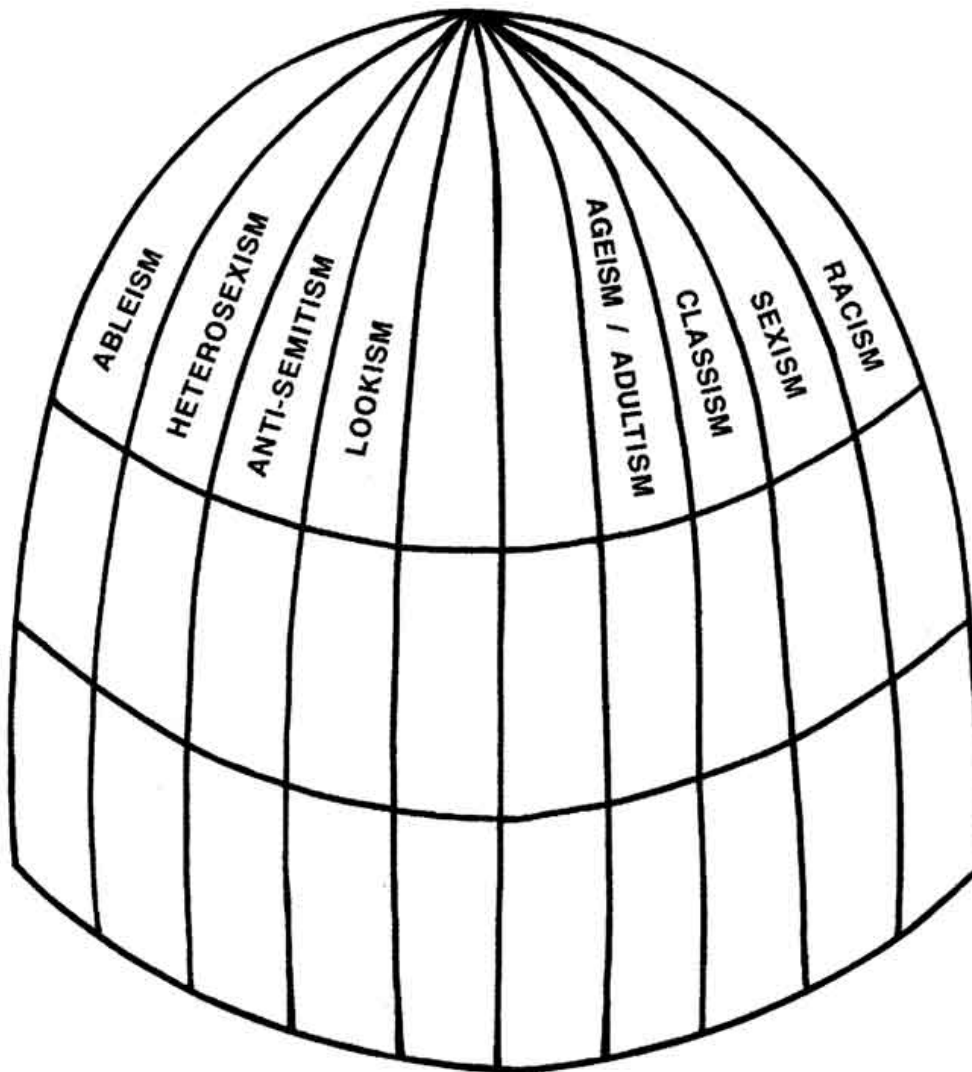
WITHOUT KNOWLEDGE OF DIVERSITY, THE TOPIC OF SEXUAL VIOLENCE AGAINST CHILDREN CANNOT BE COVERED

The value system in the field of sexual violence must be based on the best interests of the child/student exposed to violence. Personal views in the field of diversity shape the work of teachers on the prevention of sexual violence and protection from sexual violence (prevention and intervention). In order to apply this Educational Package properly, it is necessary to review one's own views, recognise own prejudices, not to pass on prejudice as "truth" (myths, in fact), listen to students and develop together with them.

Although we do not call it that, unfortunately, while growing up, we are most often taught to discriminate against a person who is different, not the same as the majority.

Recognise the specific ways you take due account of diversity in all its forms. The role of teachers is to be role models publicly for their students through their views and behaviour.

CAGE OF OPPRESSION



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C) EMOTIONAL COMPONENT

Yes, the topic of sexual violence against children evokes different feelings in us.

That goes for the entire area of violence against children and women. Proper action requires a familiarity with and management of our feelings in each segment of this area.

Recognise how your prehistory affects the kind of teacher you are today. Statistics in Serbia show that each of us has a person in our immediate environment who has survived some form of violence: emotional, physical, sexual.

Recognise when your prehistory or prehistory in your family "creates obstacles" for you to recognise violence or respond urgently and successfully.

Stop any prehistory of failing to respond to violence in your institution.

The priority for adults is often their own comfort zone. Instead, the child must be in the center of our attention.

Ensure your Team for the Protection of Children from Violence and you have professional support in the form of intervention and supervision. Do not remain isolated.

GENDER GLOSSARY

Author: Stanislava Otašević, MD, Women's Health Promotion Centre

Gender subordination does not arise from poverty per se, although a strong association between gender and poverty is often formed

Women make up most of the poor

'Poverty has the face of a woman -- of 1.3 billion people living in poverty, 70 percent are women'

Gender equality is not a "women's" but a social issue

Focus on poverty in the area of women's health provides an opportunity to expand understanding what makes the health needs of women more comprehensive than the current focus on reproductive health

*"One is not born, but rather becomes a woman. It is not up to society to develop the potential of women, it is up to women to develop the potential of society."
Simone de Beauvoir (20th century)*

GENDER GLOSSARY

People are born female or male, and then they learn to be girls and boys who grow up to be women and men. This learned behaviour determines our gender roles. Gender refers to characteristics that are biologically determined. The word "gender" is used to describe the characteristics of women and men that are socially constructed. Gender equality means equal treatment of women and men in law and policies and equal access to resources and services within the family, community and society as a whole – the absence of discrimination based on the person's gender, in terms of opportunities and allocation of resources or benefits or access to services.

DEFINITION OF GENDER

World Health Organisation: The word "gender" is used to describe the characteristics, roles and responsibilities of women and men, boys and girls, which are socially constructed. Gender is linked to how others perceive us and how we are expected - as women and men - to think and act, because of the manner in which society is organised and not because of our biological differences.

Health Canada: Gender refers to the area of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the sexes on a differential basis. Gender is a relational category - gender roles and traits do not exist in isolation, but are defined in terms of mutual relationship and through relations between women and men, girls and boys.

GENDER ROLES

Socially constructed roles and socially learned behaviours and expectations related to the male and female positions in society.

Three types:

Reproductive roles - the construct is based on and is derived from the biological capacity of women to give birth – it is assumed that raising children and running a household is a woman's job.

Productive roles – informal economic activities that are not considered productive but still contribute to society – through this construct, the term "women's invisible labour" is recognised – work performed by women in the role of homemakers taking care of their families.

Social roles – men mostly dominate in leadership and political roles, while women usually perform services or activities defined by their environment – a construct of an uneven distribution of power is easy to recognise.

These roles and behaviours are learned, subject to change over time and broadly variable within one or different cultural patterns.

GENDER SENSITIVITY

The process of recognising differences, inequalities and specific needs of women and men and acting in line with this awareness.

GENDER DISCRIMINATION

Any differentiation, exclusion or limitation made on the basis of socially-constructed gender roles and standards that prevent a person from enjoying full human rights.

"The Law prohibits discrimination based on race, skin colour, citizenship, nationality or ethnic origin, language, religious or political beliefs, **sex, gender identity**, sexual orientation, property, birth, genetic characteristics, health, disability, marital or family status, convictions, age, appearance, membership in political, trade union and other organisations, as well as other factual or presumed personal characteristics."

GENDER EQUALITY

It denotes equity and justice in the distribution of profits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and processed in a way that corrects gender imbalance. This often requires specific programmes focused on women and policies aimed at ending existing inequalities.

Gender equality concerns and implies equal rights, responsibilities and opportunities for women and men, girls and boys. This term implies taking into account interests, needs and priorities of both women and men - recognising the diversity of different groups of women and men. It also means equal presence, empowerment and participation of both sexes in all areas of public and private life.

GENDER EQUALITY

Gender equality is a fundamental value that must be reflected in available options for individuals, development and institutional practices.

Gender equality is not a "female" but a social issue.

Gender equality is the opposite of gender inequality, not gender differences.

GENDER ANALYSIS RELATED TO HEALTH

The process of gathering information by sex, often referred to as "sex-disaggregated data"

World Health Organisation: Gender analysis identifies, assesses and informs actions to address inequalities that come from different roles of women and men, or unequal power relations between and among them, and the consequences of these inequalities on their life, health and wellbeing. The way the power is distributed in most societies indicates that women have less access to resources and control over them, for the purpose of protecting their health, and are less likely to be involved in decision-making. Gender analysis in health often sheds light on how inequalities negatively affect women's health, the limitations they face in attaining health, and raising the issue of these limitations and overcoming them. Gender analysis also reveals health risks and issues men face as a result of their socially constructed roles.

Health Canada has a gender-based analysis policy: "Gender-based analysis is an analytical tool which uses sex and gender as an organising principle or a way of conceptualising information – as a way of looking at the world. It helps to bring forth and clarify the differences between women and men, the nature of their social relationships, and their different social realities, life expectations, and economic circumstances. It identifies how these conditions affect women's and men's health status and their access to, and interaction with, the health care system."

GENDER PLANNING

The process of implementation of gender analysis results to bridge the identified gap reflecting gender inequality.

GENDER MAINSTREAMING

The process of consistently embedding sensitivity to gender differences in policy, planning, budgeting and implementation of programmes and projects for the purpose of overcoming inequalities between women and men, boys and girls.

Gender mainstreaming in health has the potential to transform existing policies and provision of health services into those that will ensure that no one is denied the fundamental right to health because of their gender.

The United Nations Economic and Social Council (ECOSOC), in response to the *Beijing Platform for Action approved in 1995*, adopted the definition of gender mainstreaming as "...the process of assessing the implications for women and men on any planned actions, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

World Health Organisation: **Gender mainstreaming** is shorthand for strategies and processes that can change the way institutions function in relation to the power and privilege associated with actions of the government both for men and women.

We use the word "**mainstream**" to show that gender inequality issues should be addressed in every aspect of organisational structure and programming, and not as a separate, additional activity.

In other words, **gender equality should be mainstreamed into the organisation and programming. The full phrase should read: "mainstreaming attention to gender equality in institutional structures and their programming."**

"Mainstreaming gender is both a technical and political process which requires changes in organisational cultures, ways of thinking, goals, structures and resource allocation... Mainstreaming gender requires changes at different levels within institutions, in agenda setting, policy making, planning, implementation and evaluation. Mainstreaming tools include new human resource and budgetary practices, training programmes, policy procedures and guidelines.."

GENDER INEQUALITY AND POVERTY

DFID, 1999: Gender inequality is a structural barrier to the eradication of poverty. It is in everyone's interest to remove it.

Poverty and a human rights-based approach described *in the UK White Paper on International Development (DFID, 1997)* provides for a clear commitment to gender equality as a central issue under the poverty eradication strategy. It is recognised that both women and men must contribute fully and participate under equal conditions in the process of development and fight against poverty. Poverty is multidimensional and, despite mitigation measures, a lack of income and poverty lines, masks the true measure of poverty, especially for women and children.

"Human development" should be understood as a **process of increasing people's choices.**

Gender subordination does not arise from poverty as such, although a strong association between gender and poverty is often made. Women make up the majority of the poor.

"Poverty has the face of a woman -- of 1.3 billion people living in poverty, 70 percent are women."

"The feminisation of poverty" is often observed - **poverty among women is growing faster than poverty among men.**

The standard data on income/expenses fail to encompass the complexity of gender gaps related to poverty. Therefore, it can be helpful to explore the broader indicators of prosperity:

Law on the Prohibition of Discrimination of the Republic of Serbia, 2009:

- Health indicators, e.g. nutrition, average life span, maternal mortality
- Access to resources, e.g. participation in employment and wages, property rights, access to potable water, sanitary and health measures

The standard data reflect more the results of decisions related to income /expenses than the way in which wellbeing has been achieved, and the income-based measure of poverty does not correlate with gender-differentiated wellbeing assessment.

The World Bank's data show the following:

- 70% of the poorest people on the planet are women
- Women account for two-thirds of the humanity's working hours
- One tenth of the world's income is owned by women
- One percent of world assets is owned by women
- Current political and economic trends contribute to women's poverty and their exposure to various social and economic issues
- Social conditions where women perform a productive and reproductive role very often inflict upon them poverty, heavy work burden, health risks, etc.

Health determinants:

1. Income and social status
2. Employment
3. **Education**
4. **Social environment**
5. Physical environment
6. **Healthy child development**
7. Personal health practices and methods of coping with life situations
8. Health services
9. Social support networks
10. Biological and genetic predisposition
11. **Gender**
12. Culture

GENDER PERSPECTIVE

Means the implementation of regulations, laws, policies and programmes that are gender sensitive and lead to ensuring equality and equity in all areas of life.

Here are only two reasons why gender perspective is extremely important:

- It recognises the need for equal participation of women and men in decision-making
- It assigns equal value to the knowledge, values and experience of women and men

ADAPTING ACCESS TO EDUCATION OF STUDENTS FROM VULNERABLE GROUPS

MILENA JEROTIJEVIĆ AND SNJEŽANA MRŠE

CONTENTS

- 1.1 AUTISM SPECTRUM DISORDERS
- 1.2 ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)
- 1.3 INTELLECTUAL DISORDERS
- 1.4 PHYSICAL DISABILITY
- 1.5 HEARING IMPAIRMENT
- 1.6 VISION IMPAIRMENT
- 1.7 SPECIFIC LEARNING DIFFICULTIES
- 1.8 DIFFICULTIES DUE TO LIVING IN A SOCIALLY UNSTIMULATING ENVIRONMENT
- 1.9 OTHER DISORDERS AND DIFFICULTIES

1.1 Autism spectrum disorders

- PRIMARILY AFFECT COMMUNICATION AND SOCIAL INTERACTION
- MANIFEST DIFFERENTLY - FROM MILD TO SEVERE FORMS.

WHAT NEEDS TO BE BORNE IN MIND

- *THE STUDENT CAN FUNCTION SUCCESSFULLY AT SCHOOL, IF PROVIDED WITH CONSISTENCY AND ROUTINE.*
- *IT IS NECESSARY TO PLAN LEARNING SOCIAL INTERACTION SKILLS IN THE SAME WAY OTHER SCHOOL SKILLS ARE LEARNED.*
- *THIS STUDENT DOES NOT ACQUIRE KNOWLEDGE AND SKILLS BASED ON STANDARD PROCEDURES AND SEQUENCE, NOR DO THEY EXHIBIT THEM IN THE SAME WAY AS MOST OF THEIR PEERS.*
- *THE STUDENT'S REACTIONS ARE ALWAYS A RESPONSE TO A SITUATION AND ALWAYS CARRY AN IMPORTANT MESSAGE FOR US – TO LOOK FOR THE REASON FOR SOME BEHAVIOUR IN THE SITUATION THAT CAUSED IT (NOT TO ATTRIBUTE IT TO THE DISORDER).*

The student can be recognised based on frequently:

- Having difficulties getting involved in social situations and understanding their rules and purpose. Avoiding interaction and not engaging in group activities. Making contact with adults more easily than with peers.
- Having less developed speech, using it occasionally in shortened forms. Not responding to long and complex verbal expressions, or to mimic expressions and gestures. Understanding what is said literally, not understanding metaphors and not recognizing what has not been said, but it implied (e.g. If the student is told to "wet the sponge", they just wet it, but do not wring it out.)
- Following instructions to the letter and finding it difficult to "tear themselves" away from what they started, to change direction, approach, or to move to new activity until the previous one is completed
- Being very upset about a change in the standard sequence or routine
- Being frightened by strong and unpleasant sounds
- Being particularly attracted to bright and shiny objects
- Liking to spin, swing, rock, flap their arms, bounce...

At the same time, a student with autism spectrum disorders often:

- Learns numbers and letters and learns to read faster than their peers (even when they do not speak)
- Handles the computer skilfully and spontaneously and uses it independently to explore and learn content of interest to them
- Shows extraordinary persistence and precision when dealing with the area of their interest
- Learns foreign languages independently and very early on – by watching favourite TV shows (from cartoons, entertainment shows and series, to science documentaries)
- Has an extraordinary ability to detect details (even the smallest changes) in pictures, maps or space
- Has an extremely developed spatial orientation and can perfectly remember the path once taken
- Has an inclination towards (and many have a talent for) music or painting.

Actions the teacher can take:

- Allow the student to get fully acquainted with the new space
- Allow the student to walk around, perform one of his ritual actions and then return the activity in progress. Over time, it will be possible for you to agree in advance on the rules when the activity can be interrupted.
- Establish rules of conduct, schedule and order of activities and follow them consistently (place the schedule in plain view)
- Announce any change or deviation from the standard schedule and prepare the student accordingly

- Use simple, short sentences (instructions) and give one instruction at a time (not the entire set of instructions at once), and use visual tags or graphic symbols if necessary
- Ensure that the activity that the student has started is not interrupted, and if necessary, guide them to complete it faster.

1.2 Attention deficit/hyperactivity

- **ARISE FROM DIFFICULTIES IN UNDERSTANDING, ACCEPTING AND CONSISTENTLY APPLYING THE REQUIREMENTS AND RULES SET BY THE SOCIAL ENVIRONMENT**
- **MAY BE OF DIFFERENT SEVERITY, AND MANIFEST ALREADY AT THE EARLIEST AGES.**

WHAT NEEDS TO BE BORNE IN MIND

- *THE STUDENT SHOULD BE MADE TO FEEL ACCEPTED BY THEIR PEERS AND THAT THE STUDENT IS PART OF THE CLASS, THE GROUP.*
- *CONDITIONS SHOULD BE CREATED WHERE THE STUDENT CAN EXPRESS THEIR POTENTIAL AND ACHIEVE A NOTABLE SUCCESS*
- *PUNISHMENT AND SCOLDING DO NOT WORK WITH THESE STUDENTS - ALWAYS HIGHLIGHT WHAT THE STUDENT DOES WELL AND WHAT THEY SHOULD DO AGAIN IN THE FUTURE.*
- *THE STUDENT NEEDS TO FEEL THAT TEACHERS HAVE CONFIDENCE IN THEM AND THAT THEY ASSIGN TO THEM IMPORTANT ROLES AND TASKS.*

The student can be recognised by:

- Constantly moving, switching from one activity/content to another - often clumsy, knocking things down, breaking them, getting hurt
- Inability to become interested in certain activities/content, while showing interest in and steady attention to other
- Finding it difficult to delay needs and what they have set out to do – thus, slowly learning the rules and not being always able to abide by them
- Noisy and impulsive response to being denied - quick to get angry, complain, give up, but also quick to forget
- Changing moods quickly
- Not being sensitive to physical injury, appearing to feel less pain than others - making it harder to draw lessons from own experience
- Difficulty recognising other people's feelings and learning compassion
- At a younger age, not understanding danger and not being afraid of heights, the dark, traffic, or if lost in an unknown area. At an older age, in order to be accepted by peers, getting into trouble (gullible and impressionable).

At the same time, the student with hyperactivity often:

- In relation to peers, shows above-average capabilities for visual and constructive activities, such as finding one's way in space and on maps, constructing legos, doing puzzles, etc.
- Has an exceptional factographic memory – e.g. he/she can fully memorise content that interests him/her after reading it just once
- Spontaneously and directly expresses his/her opinions and views, is not prone to deception, deceit or lies.
- Demonstrates an exceptional interest in specific content and pursues it persistently (e.g. insects, comic book characters, historical events, cities and countries, etc.).

Actions the teacher can take:

- Create conditions in which a student can stand, walk around, change places without disturbing the class guide them to gradually establish self-control
- Place the daily work plan in plain sight, and announce each change and allow time for completing the previous activity
- Determine the areas of interest of the student and use them as a starting point in as many subjects as possible.

- Set the rules of conduct in the class by also incorporating in them those that respect the particular preferences of this student, and use non-verbal signs (cards, squeakers, hand movement, etc.) to prevent unwanted behaviour
- Put in place specific arrangements for unwanted actions and behaviours and help them understand the consequences of different socially unacceptable behaviours
- Enable them to learn to recognise their own and other persons' feelings through various workshops and exercises.

1.3 Intellectual difficulties

- RELATE TO LEARNING DIFFICULTIES THAT ARE REFLECTED IN ALL COGNITIVE AREAS
- ARE CAUSED BY NEUROLOGICAL AND OTHER ORGANIC ISSUES THAT SLOW DOWN AND LIMIT THE COGNITIVE AND SOCIO-EMOTIONAL DEVELOPMENT.

WHAT NEEDS TO BE BORNE IN MIND

- *IT IS ALWAYS IMPORTANT TO SEE AND DISCOVER WHAT THE STUDENT CAN DO - OUR BELIEF THAT THEY CANNOT DO SOMETHING WILL LEAD TO SUCH AN OUTCOME!*
- *KNOWLEDGE AND SKILLS LEARNED MAKE SENSE ONLY IF THEY ARE APPLICABLE IN REAL LIFE AND CONTRIBUTE TO INTEGRATION IN COMMUNITY.*
- *GROWING UP IN A NATURAL PEER GROUP, WHERE THE CHILD IS ACCEPTED BY ADULTS AND PEERS, IS A CONDITION WITHOUT WHICH THERE CAN BE NO FULL DEVELOPMENT*
- *WHEN DECIDING ON THE PREPARATION OF THE INDIVIDUAL EDUCATION PLAN (IEP) AT YOUNGER AGES, EXTREME CAUTION IS REQUIRED - THE RECOMMENDATION IS TO PROCEED WITH IT ONLY AT THE END OF THE FIRST FOUR-YEAR PRIMARY SCHOOL CYCLE.*

The student can be recognised by:

- Mastering the material more slowly and demonstrating lower educational achievements
- Showing less self-reliance in everyday life situations
- Mastering social interaction and communication skills more slowly
- Difficulties in generalising the acquired knowledge, difficulties in mastering abstract terms and predicting the consequences of the current event as well as future events
- Learning more slowly to delay own need, as well as to understand and respect the needs of others.

At the same time, a student with intellectual difficulties is often:

- Direct and even naively open in communication with peers and adults
- Persistent and diligent in fulfilling agreed tasks and obligations
- Aware of their own position in the peer group – they are very proud of every, even the smallest, progress in learning and shows great joy if others give them credit for it (peer applause, good grades or teacher's commendation, etc.)
- Sociable, eager to have honest relationships and respect of peers
- Cooperative, happy to participate in joint activities – performs assigned tasks with pleasure and correctly and looks forward to being commended for what they have done well

Actions the teacher can take:

- Evaluate strengths and interests of students and set appropriate learning objectives for each subject (and adjust achievement standards if necessary)
- Also set objectives for learning social and communication skills, as well as self-reliance and self-care
- When defining learning objectives (knowledge and skills), pay attention to their applicability and significance for the everyday life of the student
- Systematically adjust the approach (conditions, organisation, teaching, etc.), monitor the results and adjust the procedures
- Use experiential active learning and step-by-step learning
- Frequently use work on clear, concrete materials and situations – try out different materials (candy, banknotes, animal figures, heroes, etc.) and work with those that lead to progress (or when learning the rules of conduct, use real-life situations through stories, drama, sketches etc.)
- Continuously support any learning progress and create conditions for obtaining such support from peers as well.

1.4 Physical disability

- CAN BE PRESENT SINCE BIRTH OR ARISE AT EARLY AGE OR LATER
- MOST COMMONLY MANIFESTS AS: A LACK OF ONE/BOTH ARMS/LEGS OR DIFFICULTY IN USING ARMS/LEGS (MOVEMENT BY USING A WHEELCHAIR); MULTIPLE DIFFICULTIES (USUALLY AS A RESULT OF CEREBRAL PALSY OR ILLNESSES/INJURIES).

WHAT NEEDS TO BE BORNE IN MIND

- *WHEN ALL EXTERNAL BARRIERS ARE REMOVED, DISABILITY IS NOT AN OBSTACLE TO LEARNING (EVEN SPORTS SKILLS, ETC.)*
- *IT IS IMPORTANT THAT THEY ATTAIN SUCCESS IN THE DOMAINS TO WHICH THEY ARE PARTIAL, BUT ALSO TO BE INCLUDED IN ACTIVITIES TO WHICH THEY HAVE NO PREDISPOSITION – PARTICIPATION IN THEM IS ALREADY A SUCCESS*
- *THEY USUALLY DO NOT LACK KNOWLEDGE OR INTELLECTUAL STIMULATION, BUT REGULAR SOCIALISING, PARTICIPATION IN SOCIAL EVENTS AND PUBLIC APPEARANCES*
- *INSISTING ON CORRECTIVE ACTIVITIES AND EXHAUSTING EXERCISES USUALLY LEADS TO RESULTS OPPOSITE OF WHAT IS EXPECTED.*

Students may be recognised based on how often:

- They may be unable to independently perform day-to-day activities taking care of themselves (personal hygiene, eating, (un)dressing, packing and carrying school supplies, going to school, etc.)
- They may be quiet, withdrawn, insecure, even scared (especially if they have not previously been accepted by their environment)
- They perform different skills and activities more slowly (depending on the type of disability), they can perform some activities only with the help of aids or assistants.
- They may have different speech impediments. Their speech may be soft, slow, unintelligible, incomprehensible, or non-existent.
- They may be lonely because of circumstances that have always kept them apart from others.

At the same time, students with physical disabilities often:

- Have average or above-average intellectual capacities and are successful at school and during their professional career.
- If they are gifted in a domain, they find alternative ways to build and realise their gifts (e.g. a person who has no arms paints with feet or mouth, designs architecturally and draws with the help of aids, etc.)
- They can become literate although they are unable to speak and can communicate with their environment in writing.
- They like the company of their peers, they are sociable and communicative, like to attend and participate in cultural or sports events, if accessibility is provided.

Actions the teacher may perform:

- Adjust the access to the school (e.g. curb cuts, ramps for stairs, handrails for stairs and hallways etc.) as well as the overall school space where the student moves and performs activities (e.g. get an appropriate table and chair, pushing furniture aside and using it for leaning and support, lowering the board etc.).
- If necessary, provide a personal companion for the activities for which that is absolutely necessary.
- Provide adequate movement aids (wheelchairs, walkers, chairs with wheels) and other assistive technologies and learning aids.
- Create conditions in which the student will feel welcome and accepted both by peers and all school staff.
- Plan the necessary support for performing some activities, as well as the extended run time
- Adjust tasks and test methods and plan extended time for the test - for assessment, choose the form of expression at which the student is the strongest (and support other ones).

1.5 Hearing impairment

- MAY MANIFEST AS BEING HARD OF HEARING OR DEAFNESS SINCE BIRTH OR LATER
- DIRECTLY AFFECTS THE DEVELOPMENT OF SPEECH THAT CAN BE COMPLETELY ABSENT OR INCOMPLETE (DEPENDING ON THE DEGREE OF IMPAIRMENT AND THE AGE WHEN IT OCCURS).

WHAT NEEDS TO BE BORNE IN MIND

- *THINKING, CONCEPTS, EVEN SPATIAL ORIENTATION, DEVELOP PRIMARILY THROUGH SPEECH AND LISTENING, I.E. HEARING – HEARING IMPAIRMENT IS THE GREATEST OBSTACLE TO COGNITIVE DEVELOPMENT.*
- *CAREFUL ASSESSMENT AND CONSISTENT APPLICATION OF ADJUSTMENT MEASURES IS THE KEY TO SUCCESS - EVERYTHING SIGNIFICANT MUST BE “HEARD”*
- *STUDENTS WHO ARE HARD OF HEARING OFTEN GIVE WRONG ANSWERS OR DO NOT ANSWER AT ALL –FIRST MAKE SURE THEY UNDERSTAND THE QUESTION*
- *LACK OF HEARING MAKES UNDERSTANDING AND MASTERING NEW THINGS HAPPEN MUCH MORE SLOWLY – IT IS CRUCIAL THAT THE NEW CONCEPT ALWAYS BE LINKED TO FAMILIAR CONCEPTS*
- *THE TEACHER SHOULD NOT BE AFRAID IF AT FIRST HE OR SHE DOES NOT UNDERSTAND THE STUDENT –THESE OBSTACLES DISAPPEAR OVER TIME.*

The student can be recognised by:

- More or less speaking incomprehensibly for the wider environment, making most of the sounds unintelligibly, may speak more loudly and, as a rule, the voice has no resonance
- Often turning or tilting head to one side, not starting work immediately, but watching what other students are doing, for longer verbal instructions persistently looking at the teacher or tuning out, not laughing when jokes are told, often asking for something to be repeated or said more loudly
- When in a smaller group and when interlocutors are close and turned towards the student, more actively following and participating in the work
- Responding more carefully and with greater accuracy to written tasks
- May be withdrawn, very quiet, avoiding participation in verbal activities or stubborn and tense because the student finds it difficult to follow what is happening around them or is disturbed by certain sounds (e.g. air conditioning, sounds from the street and yard, echo, etc.)
- May complain frequently about ear pain, colds, sore throat or tonsillitis.

At the same time, students with hearing impairment often:

- Interpret well facial expressions, body movements, and other cues in the environment, allowing them to understand a situation, and often to come to conclusions that cannot be reached on the basis of speech alone
- Over time, develop lip-reading skills to such an extent so they can follow and participate fully in communication
- Love music and can learn all types of dances by feeling the rhythm on the basis of vibrations
- Can fully realise their talent (if they possess it), with adjustments, including in the music domain (e.g. playing an instrument, singing in a choir or solo singing).

Actions the teacher can take:

- Eliminate disrupting background noises
- Before communicating, attract the attention of the student and make sure they are following
- Ensure that the student sees the face and mouth of the persons talking and that the student chooses and changes the seat on their own
- Point out the person talking - to know where to focus
- If someone talks with their back to the student - make sure what was said is repeated or provide the way the student can follow
- Use visual aids as much as possible – clear view, no covering or blocking (e.g. writing on the board, computer, PPT, etc.)
- Give the student work material in advance and provide him or her with good notes – the student cannot lip-read and take notes at the same time

- Speak slowly, naturally and clearly, and repeat the new terms several times in a different context
- Ensure that the student successfully participates in the class and verbal activities
- Assess based on written tests and support other forms of expression

1.6 Visual impairment

- **MAY MANIFEST AS PARTIAL OR COMPLETE BLINDNESS, WHICH EXISTS FROM BIRTH OR ARISES LATER**
- **AFFECTS MOST INDEPENDENT NAVIGATION IN SPACE AND INDEPENDENT PERFORMANCE OF DAILY LIFE ACTIVITIES.**

WHAT NEEDS TO BE BORNE IN MIND

- *IT IS IMPORTANT THAT, IN ADDITION TO LEARNING CONTENT, STUDENTS ALSO LEARN SKILLS THAT ENABLE THEM TO MOVE AND TAKE CARE OF THEMSELVES INDEPENDENTLY*
- *DO NOT DENY THEM VISUAL EXPERIENCES - WITH DETAILED VERBAL DESCRIPTIONS, THEY PROVIDE IMPORTANT INFORMATION TO THEM*
- *AS THEY BASE THEIR VISUAL PERCEPTION ON TOUCH - PROVIDE THREE-DIMENSIONAL MODELS OR ACTUAL OBJECTS, RAISED DRAWING LINES, EMBOSSED IMAGES, TABLES/CHARTES, ETC.*
- *WORDS LIKE: THERE, HERE, THIS, LIKE THIS AND THE NAMES OF COLORS, DO NOT HAVE MEANING FOR THEM AND SHOULD NOT BE USED - OFTEN USE WORDS DENOTING DIRECTION OF MOVEMENT OR PLACE WHERE SOMETHING IS LOCATED.*

The student can be recognised by often:

- Bringing a book/notebook close to their eyes, closing or covering one eye, tilting or turning the head and watching at a special angle, while reading or doing something that requires precise vision, often rubbing eyes, squinting, blinking, scowling when multiple items are on the desk, finding it difficult to identify the one that is required, finding it difficult to detect and grasp a small object
- Can be bothered by standard light, so closing eyes or squinting
- When writing, unable to keep to the line or to write within the given space
- Finding it hard to get oriented in large and open spaces - thus avoiding playgrounds, courts, large halls, streets
- Due to reduced physical activity, often slouching (incorrect posture) - a sign of weakening muscles.

At the same time, students with visual impairment often:

- Quickly get to know the space around them and learn to move independently in it, and over time, with the help of assistive technology, and if physical barriers are removed, they can also master independent movement in a large city
- Over time, develop hearing to such an extent that they can perfectly identify, for example, who is coming, only based on the person's steps
- Love music and can learn to play different instruments
- Often like to read, without or without the help of assistive technology, so they often study languages and literature
- With adjustments, can realise their gift (e.g., painting, sculpting, designing, sewing).

Actions the teacher can take:

- Mark important places in school by Braille or embossed signs, define the standard spatial layout – and introduce the student to it
- Find a place for sitting with adequate lighting and at adequate distance from the board – so that the student can follow classes with minimum effort
- Speak up when entering and leaving the classroom and say the student's name asking them a question or directing attention to something
- Accompany all the visual material, and what others do, by a verbal description, read everything that is written and repeat new concepts and words several times, clearly and in a different context

- Mark similar items, which cannot be told apart by touch (e.g. notebooks) by Braille or embossed signs
- Enable the use of various assistive technologies (e.g. computers with sound software, Braille, voice recorder, magnifying glass, additional lighting, large print on contrast background, 3D liners, spacers, etc.)
- Adapt the written test methodology – the use of assistive technology, upper-case letters, and more space for writing, etc.

1.7 Specific learning difficulties

- RELATE TO DIFFICULTIES IN READING, WRITING AND CALCULATING
- DIFFICULTIES IN READING AND WRITING (DYSLEXIA) ARE MUCH MORE FREQUENT THAN DIFFICULTIES IN CALCULATING (DYSCALCULIA).

WHAT NEEDS TO BE BORNE IN MIND

- *DYSLEXIA DOES NOT MANIFEST UNTIL STARTING SCHOOL, WHEN READING/WRITING BEGINS - IT HAS ONLY RECENTLY BEEN RECOGNISED*
- *ALTHOUGH THE DIFFICULTIES MAY SEEMS MINOR, THE STUDENT MAY SUFFERS GREATLY DUE TO THEM*
- *BUILD UP THEIR SELF-CONFIDENCE*
- *THE USE OF UPPER-CASE LETTERS, LARGE SPACING BETWEEN THE LINES AND SHORT TEXTS BRINGS GREAT RELIEF*
- *WHEN TESTING/ASSESSING, USE VERBAL EXPRESSION, I.E. THE FORM THROUGH WHICH THE STUDENT CAN BEST DEMONSTRATE ACQUIRED KNOWLEDGE AND SKILLS, ALLOW ADDITIONAL TIME AND THE USE OF AIDS.*

DYSLEXIA

The student can be recognised by:

- Having difficulty in acquiring reading and writing skills (from slow reading and/or writing, to the inability to recognise letters)
- Unconfident when reading and writing letters similar in shape (e.g. b/d, p/l, E/Z and others)
- Having a problem with writing and reading longer words, switching places of letters/figures (e.g. war - raw; 78 - 87), and writing the same word in different ways, using the upper case in the middle of a word/sentence, mixing the Cyrillic and Latin alphabet
- Writing in only one section of paper (top or bottom, left or right), messy handwriting (e.g., crossing out, deleting, not writing along the lines, etc.)
- Having large handwriting with a badly shaped letters or small handwriting with illegible letters
- Showing tension/jitters when reading loudly, reading slowly and not know the content of what was read, not knowing where they stopped reading, reading the same line twice or skipping the entire row
- Facing difficulties drawing tables and charts, having difficulty with right-left orientation
- Finding it hard to remember information given in a series (e.g. phone number, multiplication table, alphabet, days of the week or months of the year)
- Successfully completing the task one day, but not the next
- Having a problem with memorising consecutive instructions
- Poor at orientation and time management, so failing to complete written tasks on time
- Investing a great effort and concentrating hard to overcome these difficulties - getting overtired, easily annoyed, and sometimes quitting

At the same time, students with dyslexia:

- There are usually no difficulties in thinking, understanding the language and verbal expression (even when there are pronounced difficulties in reading and/or writing)
- May very quickly and completely master the material only by listening to lectures, discussions, or when someone reads to them
- Their academic achievements are considerably lower than expected based on their results in intelligence tests

- May have extraordinary abilities in some domain, which are usually realised only at an older age, when they learn to cope with their difficulties (e.g. a person who failed to graduate from secondary school due to dyslexia, is a successful poet today, a person with the same difficulties teaches at university today and works as a translator, a student who has significant difficulties in writing achieves outstanding results in mathematics).

Actions the teacher can take:

- Design different modalities of initial literacy acquisition (e.g. shaping clay or stick letters..., colouring already written letters, verbal training by separating the initial sound/letter in words, first reading two-letter words, then three-letter ones... etc.)
- In the process of learning reading and writing, plan work so that the student has enough time to master each step without tension or uncertainty
- First accept the specific appearance of the written text, then gradually and cautiously correct - together with the student explore and test various ideas and procedures (e.g. drawing margins, etc.)
- Allow the student to read in front of the class only after properly mastering the text, using the reading guide (ruler)
- Provide instructions and tasks step by step and regularly check whether the student has written down or memorised them
- Base assessment on verbal tests and adjust the written test format and/or allow more time
- Allow the student to use a printed multiplication table, calendars, calculator, voice recorder, as well as a computer
- Whenever possible, use peer support, both in learning and during tests and assessments

DYSCALCULIA

The student can be recognised by:

- Having difficulties in performing basic calculations (addition, subtraction, multiplication and division), mastering them much more slowly than peers and in a manner that is specific to this student and different from the usual.

At the same time, the student with dyscalculia often:

- Has no other difficulties, not even in mathematical reasoning. The student understands the task and what has to be done to solve it, but because of the described difficulties, they are unable to complete it.

1.8 Difficulties due to living in a socially non-stimulating environment

- THEY ARE CAUSED BY POVERTY, LIVING IN REMOTE RURAL AREAS, ISOLATION DUE TO SPECIFIC LANGUAGE/CUSTOMS, ABSENCE OF PARENTS (CHILDREN LIVING IN A HOME) AND NEGLECT OR ABUSE
- LIFE ON THE MARGINS OF SOCIETY BRINGS THESE CHILDREN INTO AN UNEQUAL POSITION RELATIVE TO OTHER CHILDREN.

WHAT NEEDS TO BE BORNE IN MIND

- *THE ONLY CORRECT COURSE OF ACTION IS TO CREATE ENABLING CONDITIONS FOR LEARNING AND THRIVING IN SCHOOL – A MISTAKE OF ATTRIBUTING TO THE CHILD DIFFICULTIES THE CHILD DOES NOT HAVE, MUST NOT BE MADE.*
- *FACTORS THAT HAVE LED TO THESE DIFFICULTIES OFTEN CANNOT BE ELIMINATED – SUPPORT MUST BE CAREFULLY PLANNED, SYSTEMATIC AND CONTINUOUS*
- *THE SCHOOL IS OFTEN THE ONLY PLACE TO OFFER DIVERSE DEVELOPMENT STIMULI TO THESE STUDENTS – ENABLE THE STUDENTS TO TRY OUT VARIOUS THINGS, BECOME FAMILIAR WITH NEW TECHNOLOGIES – AND TO ACHIEVE SUCCESS!*
- *BECAUSE OF PREJUDICE, THESE STUDENTS ARE OFTEN NOT ACCEPTED BY THEIR PEERS – MAKE THEM MORE ATTRACTIVE AS POTENTIAL FRIENDS.*

The student can be recognised by:

- Often being scared, insecure, withdrawn, finding it hard to join other children, not speaking up in class or answering in a barely audible manner... rarely, disrupting class and teasing other children
- Having different habits than other children (e.g. being on a first-name basis with everyone, refusing food or help, etc.) or having no experience
- Having very little knowledge and a poor vocabulary – coming across many phenomena for the first time at school (e.g. electricity, TV, toys)
- Despite having no developmental disabilities, slow in attaining reading and writing skills, because of coming across these skills for the first time at school
- Often not bringing to school or not having textbooks or school supplies and not doing homework
- With increased school demands, increasingly lagging behind peers – incorrect conclusion that the student has lower abilities
- Being alone during school breaks, not joining games or activities
- Often missing school (poverty, house chores, etc.) and if not fitting in his or her class, preferring to stay at home
- As a rule, dropping out of school early

At the same time, a student from a non-stimulating environment:

- Wants to be successful, just like any other student
- Once in a stimulating and supportive environment, learns fast and thrives - sometimes faster than peers
- May excel in logical reasoning and discussions
- In practical life situations, shows a higher degree of independence and skill than peers
- Gladly accepts reasonable and sincere support and honours all agreements
- May have extraordinary abilities in a domain, which are difficult to express because of living in non-stimulating circumstances

Actions the teacher can take:

- Ensure that the student has a sense of belonging to the group, where solidarity and cooperation are prevalent – involve the student in all activities
- Devise a discrete manner of getting familiar with school premises and mastering the use of different tools and devices the student comes across for the first time
- Through acceptance and a series of small achievements, increase the student's self-confidence and trust in the environment
- Design workshops, games and situations through which the student will learn and adopt new habits
- Monitor and identify the student's abilities, knowledge and skills and give them support and praise for those
- Plan interesting and motivating remedial classes (based on the step-by-step and active teaching method) to make up for the knowledge gap
- Develop different modalities of attaining initial literacy
- Include the student in advanced classes so that the student can test own abilities and explore own preferences.

Behavioural problems (1) - usually manifest as:

- Aggressive behaviour and aggressive responses to others
- Bullying, threatening, or intimidating others
- Physical and sexual abuse of others
- Intentional destruction or theft of other people's property.

Actions the teacher can take:

- Give the student honest and immediate feedback on the behaviour and create an opportunity for the student to rectify his or her mistake
- Together with students, set the rules and allow for assessment and self-assessment in respect of compliance with the rules

- Where appropriate, ensure that the student practises desirable behaviour, offer activities that reduce aggression
- Be patient, sensitive, fair and consistent with all students
- Show respect for and confidence in the student's abilities
- Plan activities and give increasingly demanding tasks in which the student will be successful, commending good behaviour and progress
- Ensure support and recognition from other students
- Not expect a quick change in behaviour, work based on long-term perspective
- Reward more than punish and change inefficient rewards
- Make an effort for the student to overcome his or her aversion to some activities, it usually stems from fear or a lack of experience

Emotional difficulties (2) - usually manifest as:

- Irritability, impulsiveness, poor self-control
- Impediments in some areas, especially in learning
- Listlessness, indifference, fatigue, etc.
- Withdrawal, absenteeism, social isolation.

Actions the teacher can take:

- Be sensitive, calm and considerate in contact with the student
- Project a sense of certainty regarding the outcome, which is not offered as a ready-made solution - but is designed together with the student and in time adapted to the situation
- Provide enhanced peer-to-peer tutoring and support, and, if necessary, organise effective remedial classes
- Regularly monitor the student's progress and respond immediately to any signs of delay
- Use different forms of adjusting testing and assessment, and, where necessary, provide additional methods of completing the grade (e.g. supplemental examination taken in parts or at a time that suits the student).

Health problems (3) - usually manifest as:

- Longer absenteeism or shorter presence in class
- Difficulty following all or only some subjects, achievement deterioration

Actions the teacher can take:

- Adjust the conditions and organisation of work, including the schedule of classes, so that the treatment regimen is implemented smoothly and that the student misses classes as little as possible
- Organise effective remedial classes and, if necessary, provide peer-to-peer tutoring and support or organise classes at the hospital or at home
- Introduce remote classes (online) so that a student who must stay at home can attend regular classes virtually. Online teaching is an economical form of learning - it involves one-time investment in preparation and can be performed many times and delivers good results.
- Use all forms of adjustment of testing and assessment, and, where necessary, enable additional methods of completing the grade (e.g. taking supplemental examination in parts or at a time that suits the student).

* Based on: Jerotijević, M. I Mrše, S. (2013) Priručnik za prilagođavanje pristupa učenicima iz osetljivih grupa sa primerima dobre prakse. Beograd: Ministarstvo prosvete / DILS projekat

For the purpose of preparing Draft Strategy in the Area of Education for the Prevention of Child Sexual Abuse in the Republic of Serbia, public consultations were conducted in the September-October 2015 period, covering the following towns: Belgrade, Subotica, Prijepolje, Nova Varoš, Tutin, Novi Pazar, Niš, Zrenjanin, Kragujevac, Kruševac, Novi Sad, with the participation of 392 staff from different sectors and 161 students (553 persons in total). The draft was available for comment by the interested members of the public and professional community via the internet from 04 to 11 November 2015.

**STRATEGY IN THE AREA OF EDUCATION
FOR THE PREVENTION OF CHILD SEXUAL ABUSE IN
THE REPUBLIC OF SERBIA
(2016-2020)**

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1. Background

Child abuse is a social issue that exists in all societies, all cultures and all regions of the world. Millions of children are exposed to abuse every day. Child abuse is a gross violation of the rights of the child, which causes child suffering, seriously jeopardises the development, well-being, as well as the life of the child, and its effects are serious and long-term.

In the Republic of Serbia, the prevention and combating of child sexual abuse are regulated and implemented based on several legal and strategic documents, which rely on insufficient research material, insufficient and not always transparent data. Valid data on the prevalence of sexual violence against children in the Republic of Serbia was first obtained in 2015, as part of the first National Study on the Social issue of Child Sexual Abuse in the Republic of Serbia (2015©Incest Trauma Center - Belgrade). The National Study represents the first systemic study of child sexual abuse, which includes, in addition to the data on the incidence of child sexual abuse, the examination of the views of children, youth, and parents concerning sexual abuse. At the same time, the National Study informs the general public and professional community of the prevalence of child sexual abuse and its characteristics as a phenomenon that is still insufficiently recognised in our community.

In the Republic of Serbia, there is no integrated system of recording and monitoring this social issue, and institutions tasked with addressing this issue use different parameters to analyse and register child sexual abuse, complicating data comparison and use.

In addition, numerous national documents have been developed so far concerning the protection of the child from different forms of violence, while the prevention of child sexual abuse is the least considered area. It is recognised that prevention is not yet understood in society as a serious measure not only aimed at raising public awareness, but also as a measure to combat sexual violence, i.e. an intervention measure. Its methods of practical implementation are unknown and require the definition of and learning and investment in this area, as well as prescribed obligatory implementation.

As a natural place in which children and students grow and develop, the education system is the first place where systemic solutions should be used to prevent child sexual abuse. To this end, the Strategy in the Area of Education for the Prevention of Child Sexual Abuse in the Republic of Serbia is adopted as the first strategy in the country with this aim.

The Strategy in the Area of Education for the Prevention of Child Sexual Abuse in the Republic of Serbia (hereinafter: the Strategy) relies on the existing international and national documents. Sexual violence is a form of gender-based violence and defined as a hate crime.

The right to protection from all forms of violence is a fundamental right of every child established by the Convention on the Rights of the Child and other documents of the United Nations, the Council of Europe and other international organisations, ratified by Serbia as a member of these organisations.

By ratifying the Convention on the Rights of the Child (hereinafter: the Convention), in 1990 our country committed to taking measures to prevent child abuse and to ensure the protection of the child from all forms of domestic violence, violence in institutions and general social environment. Serbia has taken on commitments arising from the special provisions in the Convention on the rights of the child relating to physical, mental and moral integrity: protection of the child from physical and mental abuse, maltreatment and neglect (Article 19), protection from all forms of sexual exploitation and sexual abuse (Article 34), abduction and trafficking of children (Article 35), all other forms of exploitation prejudicial to any aspect of the child's welfare (Article 36), inhuman and degrading treatment and punishment (Article 37). Also, the provision of Article 39 of the Convention introduces the obligation of the state to provide measures to promote physical and psychological recovery and social reintegration of a child survivor of violence.

In 2002, the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and the Optional Protocol on the Involvement of Children in Armed Conflict were ratified, with the Republic of Serbia taking on the obligations arising from these protocols.

The General Comment of the Committee on the Rights of the Child no. 13: The right of the child to freedom from all forms of violence is of particular importance.¹

¹ adopted 10/4/2011

Article 19 of the Convention on the Rights of the Child states the following: “States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child”. “Shall take” is a term which leaves no leeway for the discretion of state parties. Accordingly, state parties are under strict obligation to undertake “all appropriate measures” to exercise the right of the child to protection from violence².

- Appropriate measures include both legislative measures at all levels and in all areas, including the budget and the implementing and enforcing measures. “They comprise national, provincial and municipal laws and all relevant regulations, which define frameworks, systems, mechanisms and the roles and responsibilities of concerned agencies and competent officers”³.
- Some of the measures that states, according to the Committee’s assessment, must implement immediately include:
 - Ensure the protection of child victims and witnesses and effective access to redress and reparation;
 - Ensure that relevant legislation provides adequate protection of children in relation to media and ICT, and
 - Provide adequate budget allocations for the implementation of legislation and all other measures adopted to end violence against children⁴.
- The Committee strongly recommends that the State party develops
 - “safe, well-publicised, confidential and accessible support mechanisms for children, their representatives and others to report violence against children⁵ ,
 - The system of investigation of instances of violence based on “a child rights-based and child-sensitive approach. Rigorous but child-sensitive investigation procedures will help to ensure that violence is correctly identified and help provide evidence for administrative, civil, child-protection and criminal proceedings”⁶ ,
 - An investigation system which “avoids subjecting the child to further harm through the process of investigation”⁷ ,
 - The child monitoring system, where it is clear who has responsibility for the child and family, the aims of any course of action taken, details, deadlines, mechanisms for the review⁸ etc.
- The Committee proposes to the state parties to adopt a national framework for child protection from violence based on a child-centric approach, the gender dimension of violence against children, responsibility, prevention, primary role of family in the protection of the child, understanding of the factors of risk, resilience and protective factors, special attention to children in potentially vulnerable situations. The national framework must be based on good financial and other resources and contain functional coordination mechanisms⁹ .

In 2010, the Republic of Serbia ratified the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, adopted in 2007 (the Lanzarote Convention). In Chapter II of this Convention - “Preventive measures” (Articles 5, 6, 8, 9 and 12) and Chapter IV – Protective measures and assistance to victims (Article 12), the guidelines for the prevention and protection of children against sexual abuse are given, binding the parties to undertake legal and other measures for the purpose of their implementation.

The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence adopted in 2011, and ratified by the Republic of Serbia in 2013, in its Chapter II — Integrated policies and data collection (Article 11) and Chapter III (Articles 13 and 14), also introduces the obligation to collect data and conduct research in the field of violence, as well as raise awareness and provide education in this field.

Respect for human rights, and in particular the rights of the child, and eradication of all forms of violence against children, were also highlighted as priorities of the Council of Europe at the Third Summit of Heads of State and Government in Warsaw and operationalised in the programme Building a Europe for and with Children.

2	Section 37
3	Section 40
4	Section 41
5	Section 49
6	Section 51
7	Section 51
8	Section 53
9	Section 72

The Strategy also relies on the priorities, requirements and recommendations of the European Union¹⁰.

The commitment of Serbia to respecting the rights and promoting the position of children, and in particular to preventing and protecting children from abuse, is reflected in numerous strategic documents of the Government and laws adopted by the National Assembly of the Republic of Serbia, as well as in the reform processes in the area of social and health care, education, justice and police, as well as in other areas.

In the National Plan of Action for Children, drafted by the Council for the Rights of the Child and adopted by the Government of the Republic of Serbia in 2004, which defines the general policy of the country toward children for the period up to 2015, child protection from all forms of abuse, neglect, exploitation and violence is highlighted as one of priority objectives.

In terms of national context, the country's policy towards child violence is one of the priorities of the National Plan of Action for Children (2004-2015) In the National Action Plan for Children, drafted by the Council for the Rights of the Child and adopted by the Government of the Republic of Serbia in 2004, which defines the general policy of the country towards children for the period of up to 2015, child protection from all forms of abuse, neglect, exploitation and violence is highlighted as one of priority objectives.

Towards the end of 2007, the Council for the Rights of the Child of the Government of the Republic of Serbia established a working group with the task of drafting the National Strategy for the Prevention and Protection of Children from Violence. By developing and adopting the National Strategy for the Prevention and Protection of Children from Violence (2008-2015) (Official Gazette of RS, no. 122/2008) as one of the important documents, priority issues were identified and two strategic goals were set out: 1. Development of a safe environment for children's growth and development and 2. Establishment of a national system of prevention and protection of children from all forms of abuse, neglect and exploitation, with the definition of mechanisms for a multisectoral approach to this issue.

In 2007, the document titled the National Millennium Development Goals in the Republic of Serbia was adopted. For each global Millennium Goal, eight national goals were set out, i.e. targets to be achieved by 2015. Under Millennium Goal 3, related to the promotion of gender equality and the improvement of women's position, the reduction of violence against women and children was set as one of the goals, with the recommendation to adopt and implement the National Plan of Action against Violence in Everyday Life and introduce gender-sensitive statistics on victims of violence.

For the first time in 2008, the Government adopted the National Youth Strategy as the first step towards a systemic resolution of the position of the youth and one of the priorities of the Government and the Ministry of Youth and Sports. In February 2015, the Government adopted a new National Youth Strategy (2015-2025), defining the basic principles for improving the social position of young people and creating conditions for the exercise of the rights and interests of young people in all areas, in which one part is dedicated to the protection of children and youth from violence (Section 4.5. Youth Security, Objective 4: Improved programmes for working with youth victims of violence).

In addition to these documents, it is important to mention the following: 1. Poverty Reduction Strategy; 2 Social Protection Strategy (2005), aimed at improving the social status of citizens at a personal, family and wider social level; 3. Strategy for the Prevention of and Protection from Discrimination (2013-2018), aimed at prohibiting discrimination against a person or a group of persons in respect of his/her personal characteristic, and in particular prohibiting discrimination against vulnerable social groups and children; 4. Action Plan for the Implementation of the Strategy for the Prevention of and Protection from Discrimination of the Republic of Serbia (2014-2018).

The Strategy for the Prevention of and Protection from Discrimination (2013-2018) presents a harmonised system of public policy measures, conditions and instruments that the Republic of Serbia should implement in order to prevent and reduce all forms and special instances of discrimination, especially against certain persons or groups of persons in respect of their personal characteristic, among which children are recognised as one of the vulnerable social groups at increased risk, with the supporting Action Plan, which is aligned with the relevant action plans in the process of the Republic of Serbia's accession negotiations with the European Union (with Negotiation Chapters 23 and 24). The Council for Monitoring the Execution of the Action Plan for the Implementation of the Strategy for the Prevention of

10 *EIDHR Strategy Paper; EU guidelines on: HR defenders, Recommendations for Gender-Specific Implementation of the EU Guidelines on Human Rights Defenders; EU guidelines on HR dialogues with third countries, on children and armed conflict; Guidelines on Promoting compliance with International Humanitarian Law; Convention for the Protection of Human Rights and Fundamental Freedoms; EU Treaties (Art. 6, 11.1), ECT (181a and 177.2); Regulation (EC) No 1889/2006; Convention for the Protection of Human Rights and Fundamental Freedoms((Protocols ETS No. 005, 1 (ETS No. 009), 4 (ETS No. 046), 6 (ETS No. 114), 7 (ETS No. 117), 12 (ETS No. 177), 13 (ETS No. 187, 14 (ETS No.194)); CEDAW - Framework for a human rights approach to women's health.

and Protection from Discrimination was established as an occasional working body of the Government, with the task of monitoring progress in the implementation of measures and activities, compliance with the set deadlines and warning in a timely manner of challenges in the implementation of the Action Plan.

For the purpose of realisation of the rights of the child provided for in the Convention, but also the goals set out in the National Plan of Action for Children, in 2005 the Government of the Republic of Serbia adopted the General Protocol for the Protection of Children from Abuse and Neglect. Authorities are obliged to act in line with this protocol which provides guidance for actions of all service providers dealing with children and family, so that they can all work together to protect children from abuse and neglect, in accordance with the best interests of the child. In line with the General Protocol, a number of special protocols were developed, elaborating internal processes and procedures within individual institutions, as follows: the Special Protocol for the Protection of Children in Social Protection Institutions from Abuse and Neglect (2006), the Special Protocol on the Actions of Police Officers in Protecting Minors from Abuse and Neglect (2012), the Special Protocol for the Protection of Children and Students from Violence, Abuse and Neglect in Education Institutions (2007), the Special Protocol on the Actions of Judicial Authorities in the Protection of Minors from Abuse and Neglect (2009) and the Special Protocol of the Health Care System for the Protection of Children from Abuse and Neglect (2009).

The Ministry of Education, Science and Technological Development of the Republic of Serbia made a step forward in 2010 and adopted the Rulebook on the Protocol of Action in Institutions in Response to Violence, Abuse and Neglect, thereby raising the Special Protocol in its sector to the level of legally binding document - regulation.

A number of laws have also been adopted which govern the area of protection of the rights of the child (Family Law, amendments to the Criminal Code and Criminal Procedure Code, Law on Juvenile Offenders and Criminal Law Protection of Juveniles, Law on Education System Framework, Law on the Prohibition of Discrimination, Law on Health Care, Law on the Protection of Persons with Disabilities from Discrimination, Law on the Police, Law on Social Care, Law on Patient Rights, Law on Health Insurance, Law on Public Information and Media, Law on Electronic Media, Law on Advertising). In all these documents, child abuse appears as one of the priority issues. However, child sexual abuse is treated only as part of the issue of violence against children.

The adoption of the Law on Special Measures for the Prevention of Criminal Offences against Sexual Freedom against Minors, known to the public as the Maria's Law, which, in its provision referring to other laws, connects the provisions to criminal offences against sexual freedom. Although these are criminal offenses of sexual character, an extramarital union with a minor and incest are not criminal offenses within this group of criminal offenses, which requires a change of "organisation" of criminal offenses, and until then the Law is not applied in relation to these two criminal offenses. Maria's Law regulates that there is no statute of limitations for sexual offenses against a child, which was a result of a joint initiative of the Women's Parliamentary Network and Incest Trauma Center Belgrade in 2013, whereby the Republic of Serbia became, after Great Britain, the second country in Europe to recognise and acknowledge the long-term effects of trauma in a child and ensure the possibility of initiating criminal proceedings, all for the purpose of the child's recovery.

In 2012 the Republic of Serbia joined the Global Alliance against Child Sexual Abuse Online. The Alliance aims to bring decision makers across the world together by establishing international cooperation in a more efficient and effective identification of victims, increasing the chances of saving them and stopping revictimisation, as well as finding and prosecuting the offenders. This is achieved through multi-level activities, such as raising the awareness of children and adults about online risks, reducing the availability of online materials depicting child abuse, reducing child revictimisation, providing the necessary assistance to, support and protection of victims.

In addition to the legal framework, different mechanisms for protecting children from violence have been established in the Republic of Serbia: The Council for the Rights of the Child (re-established in 2014), the Ombudsperson, the National Mechanism for the Coordination of Activities and Designing Policy against Human Trafficking, line ministries and sectorial mechanisms (General and special protocols), which are described in detail in the National Strategy for the Prevention and Protection of Children from Violence.

The government is working to fulfil its obligations arising from international documents adopted under the auspices of the United Nations and the Council of Europe and ratified by the Republic of Serbia. However, in the European Union's Serbia Progress Report for 2014, the following is noted as requiring further improvement:

Chapter 23

Pages 80-81, Women's Rights and Gender Equality - the Council of Europe Istanbul Convention and "there are no centres for victims of sexual violence (funded by the government)"

Page 81, Children's Rights - "A new national strategy for the prevention of and protection from violence against children should be designed."

Under the **Action Plan for Chapter 23**, the following points are highlighted:

3.6 – Principle of non-discrimination and the position of socially vulnerable groups

3.6.2.24 Analysis of the results achieved and identification of obstacles to the implementation of the National Strategy for the Prevention and Protection of Children from Abuse (2008-2015)

3.6.2.25 Preparation a new multi-year strategic framework for the prevention and protection of children from violence

3.6.2.26 Preparation of a new national programme and monitoring mechanisms for its implementation

3.6.2.27 Improvement of the General Protocol for the Protection of Children from Abuse and Neglect

3.6.2.28 Preparation of new special protocols and strategies of preconditions for their mandatory application in the judicial system, police, education, health and social protection

Furthermore, in the area of child-friendly justice*¹¹

3.6.2.15 Defining practical guidelines based on the application of good EU practice and ensuring conditions for the uniform application of protection in order to protect child victims/witnesses in criminal proceedings from secondary victimisation

3.6.2.16 Conducting training on the protection of child victims/witnesses in criminal proceedings for police officers, public prosecutors, deputy prosecutors, CSW and the distribution of educational material for the purpose of avoiding secondary victimisation

3.6.2.21 Introducing post-traumatic counselling and support for child victims/witnesses in criminal proceedings within the Witness Assistance and Support Service

2. Definitions of basic concepts

Definition of a child

The Constitution of the Republic of Serbia did not provide a definition of the term child, nor does such a definition exist in national legislation. The Constitution states that "Upon coming of age, all persons shall become capable of deciding independently about their rights and obligations. A person comes of age after turning 18." (Article 37). Since international treaties are directly applicable in Serbia and have supremacy over the laws, the definition of the United Nations Convention on the Rights of the Child is applied in the Republic of Serbia.

The definition of the child is given in Article 1 of the Convention: "a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier".

It is in relation to this definition that the Family Law, the Law on Education System Framework, the Labour Law, the Law on Health Care and the Law on the Prevention of Discrimination against Persons with Disabilities are also viewed.

The provisions of Article 64, paragraphs 1, 3 and 5 of the Constitution of the Republic of Serbia (Official Gazette of RS, no. 98/06) proclaim that children enjoy human rights suitable to their age and mental maturity. Children are protected from psychological, physical, economic and any other form of exploitation or abuse. Children under 15 years of age may not be employed, nor may children under 18 years of age be employed at jobs detrimental to their health or morals, according to Article 66, paragraph 4 of the Constitution.

The Law on Education System Framework, which was enacted in 2009 (Official Gazette of RS, nos. 72/09, 52/11, 55/13, 35/15 other regulation, 68/15), recognises the difference between the term child and student.

According to the criminal legislation of the Republic of Serbia, there are three terms: "a minor" refers to persons from 0 to 18; the term "child" refers to persons from 0 to 14; the term "juvenile" refers to persons from 14 to 18.

¹¹ *The concept of child-friendly justice is an international obligation of the Republic of Serbia.

Definition of child sexual abuse

In the first National Study on the Social issue of Child Sexual Abuse in the Republic of Serbia (hereinafter: the National Study), the definition of the Council of Europe was used, which defines child sexual violence as the following:

- a) Engaging in sexual activities with a child who, according to the relevant provisions of national law, has not reached the legal age for sexual activities;
- b) Engaging in sexual activities with a child where use is made of coercion, force or threats; or abuse is made of a recognised position of trust, authority or influence over the child, including within the family; or abuse is made of a particularly vulnerable situation of the child, notably because of a mental or physical disability or a situation of dependence.
- c) Child prostitution and child pornography such recruiting a child into prostitution or causing a child to participate in prostitution; coercing a child into prostitution or profiting from or otherwise exploiting a child for such purposes; having recourse to child prostitution; producing child pornography; offering or making available child pornography; distributing or transmitting child pornography; procuring child pornography for oneself or for another person; possessing child pornography; knowingly obtaining access, through information and communication technologies, to child pornography.

With the aim of covering all forms of sexual violence against children, the National Study operationalised the definition by selecting a larger number of characteristics and defined that the presence of each one of them represents child sexual violence.

The operationalised characteristics defined by the National Study are the following and appear in the chapter with the basic questionnaire for children and young people, where it is investigated what violent sexual acts the child was exposed to: an adult or person who is more than 2 years older than the child asked the child to do one or more of the stated actions or coerced the child to:

- Look at this person naked or this person's sexual organs;
- Remove the child's clothes and show the child's sexual organs;
- Requested that the child touch the person's sexual organs;
- Watch the person masturbate;
- Caress the person's body or let the person caress the child;
- Stand naked in front of that person's camera, video camera or mobile phone (or in case of secondary school students, stand together with a partner);
- Watch pictures, movies, pornographic magazines with the person;
- Sent letters, notes, text or online messages with sexual content (email, Facebook and other social networks);
- Requested or coerced the child to place fingers or objects in the child's sexual organ;
- Used threats, blackmail and similar and coerced the child into sexual intercourse with two sexual organs coming into contact;
- Applied force to have sexual intercourse with the child;
- Gave the child alcohol and/or narcotics, thus coercing the child into sexual intercourse;
- Gave others alcohol and/or narcotics and encouraged them to have sexual intercourse with the child;
- Offered the child money in exchange for sexual intercourse;
- Bought and gave the child gifts in exchange for sexual intercourse with this or other persons;
- Other.

3. Vision and principles of the Strategy

Vision

The vision of the Strategy in the Area of Education for the Prevention of Child Sexual Abuse in the Republic of Serbia (hereinafter: the Strategy) is that all education institutions in the Republic of Serbia introduce and implement prevention programmes and measures that enable every child to grow up in an environment safe from any form of sexual violence.

Basic principles

In drafting the Strategy, the fundamental message of the United Nations Secretary-General's Study on Violence against Children that no form of violence against children is justified and that all forms of violence against children are preventable, was taken on board.

The basic principles on which the Strategy is based are derived from the value system contained in the Convention on the Rights of the Child and the Constitution of the Republic of Serbia. These are:

1. The right of the child to life, survival and development;
2. Non-discrimination;
3. The best interests of the child;
4. Participation of the child.

The Strategy applies to all children, without discrimination, i.e. regardless of family status, ethnic origin and any other social or individual characteristics of the child (sex, language, religion, nationality, mental, the physical or other specific characteristics of the child and the child's family), in full compliance with the Law on the Prohibition of Discrimination and with special attention to the protection of the rights of children from marginalised social groups.

The Strategy relates to children in all settings: In the family (biological, foster, adoptive), in institutions where children reside temporarily or permanently (schools, preschool institutions, camps, day-cares, boarding schools, homes for children and other institutions), in the street, at sports or other events and other places where children are and/or stay.

The value term "the best interests of the child" means that the interests of the child have precedence over the interests of the parent or caregiver, institution or community, in situations where these interests differ from the interests of the child.

Participation of the child means providing conditions for children to be consulted, to obtain adequate information and the possibility to express freely their wishes, views and opinions on all matters concerning them and at all stages of the protection process (including taking preventive measures for the purpose of protection), and in a manner aligned with their age and developmental capacities.

4. Description and analysis of the situation

1. Demographic data on children in the Republic of Serbia

For primary school, data at the beginning of 2014/15 school year
For secondary school, data at the beginning of 2013/2014 school year

	Total	Students (F)	Students (M)
Primary school	558869	271875	286994
Secondary school	270356	134092	136264

Estimated population of Serbia by age group and gender as at 30 June 2014

Age groups	M	F	Total
0-6	238778	224533	463311
7-10	143135	135528	278663
11-14	145233	137219	282452
15-19	193464	182061	375525
	720610	679341	1399951

2. Education system data on violence against children

A survey on the prevalence of gender-based violence (GBV) in primary and secondary schools in Serbia which was conducted in December 2013 (cooperation among the Ministry of Education, Science and Technological Development, UNICEF, Institute for Psychology of the Faculty of Philosophy of the Belgrade University and the Faculty of Political Sciences of the Belgrade University), gave the following results:

- In primary school, female students are most often exposed to vulgar movements as a form of GBV - 55%, with the fact that the exposure to physical sexual harassment is increasing being of particular concern, so female students are exposed to this form of violence at the level of 25% in the 6th grade, 35% in the 7th grade and 37% in the 8th grade, so exposure to this form of GBV increases in the higher grades of primary school. Students in primary school are also exposed to vulgar movements - 51%, with the fact they are also exposed to violent clothing removal, which is most widespread in the 8th grade at 29%, being of particular concern.
- In secondary school, the highest percentage of male students at 40% and female students at 50% are exposed to sexual objectification as a form of GBV. The exposure to vulgar movements is as high in secondary school as in primary school, at 43% of male students and 39% of female students. Physical sexual harassment is a cause for concern in secondary school as well, as is at the highest level in the 3rd grade of secondary school (boys are more often exposed to this form of violence in secondary school than girls - 26% of boys and 14% of girls). At the same time, approximately the same percentage of boys and girls are exposed to forced kissing as a form of GBV, at 24% and 25%, respectively.
- Seventy-five percent of primary school staff and 68% of secondary school staff expressed their willingness to participate in training on GBV and gender equality. At the same time, 77% of students in primary school, and 69% of students in secondary school agreed with the proposal that this topic should be discussed more at school.

The full survey on gender-based violence in Serbian schools can be downloaded at www.sbn.rs

3. Data on reported cases of child sexual abuse in the Republic of Serbia

Data of the Ministry of the Interior of the Republic of Serbia

Sexual exploitation, abuse and trafficking of juveniles and maltreatment of juveniles for sexual purposes

Criminal offenses with the element of sexual abuse and sexual exploitation of children and juveniles include criminal offenses against sexual freedom, two criminal offenses - "cohabitation with a juvenile" and "incest" from the group of offenses against marriage and family, and if there was sexual exploitation, the criminal offense of "human trafficking" from the group of offenses against humanity and other goods protected by international law.

A quarter of the criminal offenses in this group are violent, i.e. they were committed with the use of violence or threats of violence. The other 75% of criminal offenses are committed by abusing the relationship of trust, dependence or exploitation of various physical conditions of infirmity of the victim, his or her mental state, level of development or poor family circumstances. Regarding the most severe form of sexual violence, it should be noted that **of the total number of rape victims - a third or 33% are minors.**

Annually, **200-250 juvenile victims of sexual criminal offenses** are registered, **about 100 female juveniles exploited for cohabitation and in cases of human trafficking - 10 to 15 victims of sexual exploitation** (for prostitution or forced marriage). There are sporadic cases of incest (according to police records - cases of incest are not reported or detected every year).

Most criminal offenses against sexual freedom against minors were reported in the territory of Belgrade (15 to 20%) and Novi Sad (about 10%), as well as Smederevo (6.4%), but also in the territory of police departments in Nis, Pančevo, Kikinda, Sremska Mitrovica, Šabac (4% to 4.2%); Leskovac and Požarevac (3.6%).

An analysis of the age structure of the reported offenders of crimes against sexual freedom committed against minors shows that juvenile offenders account for about 17.8% (juvenile offenders typically commit sexual offenses also against children or juveniles, and, on average, commit annually about 5-10 rapes, 10-12 sexual intercourses with a child and a certain number of illicit sexual activities, etc., while adults commit 82.2% (18-30 years - 31.5%, 30-50 years - 27% and over 50 - 23.7%).

In the case of the criminal offense “cohabitation with a juvenile”, most offenders are of 18 to 30 years of age, who account for nearly 85%, and those of 30 to 50 years of age - 15% (it should be noted that criminal charges are not only filed against persons cohabiting with a juvenile, but also against parents/adoptive parents or the caregiver who facilitated or induced the juvenile to cohabit). Regionally, most of these offenses were reported in the territory of police departments in Novi Pazar (11.8%), Zrenjanin (9.5%), Šabac (8.7%), as well as Vranje, Niš and Požarevac (about 6%).

In the above period, in the wider territory of Novi Sad, one person was reported for the criminal offense of “incest”. It was a father who had been sexually exploiting his daughter for a prolonged period of time (when sexual exploitation began, the victim was eight years old). Additionally, in the past six years, since 2010, three criminal offenses of incest have been reported to the police.

Most human trafficking cases against minors were perpetrated in Belgrade and Novi Sad, and during 2013 in the territory of Smederevo, as well. Among the victims of sexual exploitation, the most numerous are older juveniles (16-18 years of age).

Sexual abuse and exploitation of a minor in the family

Sexual crimes in which the victims are juveniles and the offenders are family members are particularly egregious. Based on the Analysis of Sexual Abuse of Minors in the Family Environment (Mol, Analytics Directorate, 2014), in a five-year period from 2009 to 2013, 181 minors were recorded as victims of criminal offenses against sexual freedom and the criminal offense of incest, perpetrated in the family environment. About 60% of these criminal offenses were committed in urban areas and 40% in rural areas. In terms of the location where the crime was committed, in 87.5% of the cases, the crime was committed in houses or apartments, and the rest in yards, vehicles and hotels. The criminal offense was committed once in 42% of cases, while in 38% of cases it was repeated several times, and 20% of cases were of prolonged duration.

The analysis of the circumstances in which these acts were committed found that in 50% of the cases, the situation was used, which refers to the abuse of position reflected in the failure to perform parental duty, and additionally the use of close relations with the victim in order to sexually abuse him or her. The situation is similar concerning the use of the victim’s trust, which was registered in 20% of the cases. It is important to note that in 10% of cases, the victim’s psychophysical immaturity was used, laying greater responsibility on the shoulders of the offenders. About 85% of all the consequences relate to inflicted emotional distress, and the other 15% are the consequences of direct physical violence (light and severe bodily injuries).

Based on the data collected over the past five years, the offenders of criminal offenses from a group of criminal offenses against sexual freedom and the criminal offense of incest, committed against juveniles in the family environment, have been issued 71 judgements.

Criminal offenses against sexual freedom committed against juveniles in the Republic of Serbia

		Total CO against sexual freedom	Article 178 of the CC		Article 179	Article 180	Article 181	Article 182	Article 183	Article 184	Article 185	Article 185a	Article 185b
			Committed CO	Attempted CO									
Repub. of Serbia	2012	254	39	6	7	51	11	112	1	3	12	11	1
	2013	195	25	7	3	44	7	87	1	6	7	7	1
	2014	202	55	4	6	49	6	95	4		15		1
	I-IX 2015	151	20	8	4	24	3	70	2		14	3	2

Criminal offenses against sexual freedom
Chapter XVIII of the Criminal Code (hereinafter: the CC)

Rape (Article 178 of the CC)

Sexual intercourse with a helpless person (Article 179 of the CC)

Sexual intercourse with a child (Article 180 of the CC)

Sexual intercourse through abuse of position (Article 181 of the CC)

Illicit sexual activities (Article 182 of the CC)

Arranging and facilitating sexual intercourse (Article 183 of the CC)

Mediation in prostitution (Article 184 of the CC)

Displaying, procuring and possessing pornographic materials and pornographic exploitation of a minor (Article 185 of the CC)

Inducing a minor to witness sexual activities (Article 185a of the CC)

Misuse of computer network or communication by other technical means with an intent to commit criminal offenses against sexual freedom perpetrated against a minor (Article 185B of the CC)

Other criminal offenses with the element of sexual exploitation of minors in the Republic of Serbia

		CO against marriage and family		CO against humanity and other goods protected by international law
		Cohabitation with a juvenile Article 190 of the CC	Incest Article 197 of the CC	Human trafficking Article 388 of the CC (cases of sexual exploitation - prostitution or forced marriage)
Republic of Serbia	2012	112		15
	2013	109	1	17
	2014	101		8
	I-IX 2015	57		3

Number of minors against whom criminal offenses against sexual freedom and other criminal offenses were committed with the element of sexual exploitation in the Republic of Serbia

Republic of Serbia		2012			2013			2014			I-IX 2015		
CO against sexual freedom (Article 178 to 185B of the CC)		Total	M	F	Total	M	F	Total	M	F	Total	M	F
		Children up to 14	146	19	127	114	11	103	129	21	108	85	15
Juveniles 14-18 years of age		113	16	97	69	3	66	67	5	62	65	7	58
Total minors		259	35	224	183	14	169	196	26	170	150	22	128
Criminal offenses against marriage and family		Ukupno	M	Ž	Ukupno	M	Ž	Ukupno	M	Ž	Ukupno	M	Ž
Article 190 of the CC "Cohabitation with a juvenile"	Children up to 14	10		9	7		7	10		70	2		2
	Juveniles 14-18 years of age	95		95	99	2	97	83	1	82	53		53
	Total minors	105		104	106	2	104	93	1	92	55		55
Article 197 of the CC "Incest"	Children up to 14				1								
	Juveniles 14-18 years of age												
	Total minors				1								

Republic of Serbia		2012			2013			2014			I-IX 2015		
CO against hu- manity and other goods protected by international law		Total	M	F	Total	M	F	Total	M	F	Total	M	F
		CO against hu- manity and other goods protected by international law	Children up to 14	4		4	6		6				
	Juveniles 14- 18 years of age	10		10	11		11	7		7	4		4
	Total minors	14		14	17		17	1		7	4		4

The experience of the Ombudsperson of the Republic of Serbia

The Ombudsperson is an independent government body that protects the rights of citizens and supervises the work of public administration bodies, bodies responsible for the legal protection of the property rights and interests of the Republic of Serbia, as well as other bodies and organisations, enterprises and institutions vested with public powers (hereinafter: administration bodies). He or she ensures the protection and promotion of human and minority freedoms and rights (Article 1 of the Law on the Ombudsperson (Official Gazette of RS, nos. 79/2005 and 54/2007; hereinafter: LoO). He or she is authorised to supervise the respect of the rights of citizens, to establish the violations by the documents, actions or non-action of the administration bodies, whether the national laws, other regulations and general enactments have been violated. He or she is authorised to supervise the legality and compliance of the work of administration bodies and has no authority to supervise the work of the National Assembly, the President of the Republic, the Government, the Constitutional Court, the courts and public prosecutor's offices (Article 17 of the LoO).

The Ombudsperson supervises the legality and compliance of the work by acting on complaints from citizens or on his or her own initiative (Article 24 of the LoO), when, based on own information or information obtained from other sources, he or she assesses that a document, action or non-action of an administration body violated human freedoms or rights (Article 32 of the LoO). The Ombudsperson is authorised to access all data at the disposal of the administration bodies which are of importance to the proceedings conducted or for achieving the objective of his or her preventive action, regardless of the level of their secrecy, except when this is contrary to the law (Article 21 of the LoO). The administration bodies must respond to all requests from the Ombudsperson, and provide all requested information and documents within the time limit set by the Ombudsperson (Article 28 of the LoO).

The data from the supervisory procedures that the Ombudsperson conducted to assess the legality and compliance of the work of the bodies in protecting children from violence, abuse and neglect, indicate that the process of establishing a functional, multidisciplinary and efficient child protection system, which was initiated by the adoption of the General Protocol for the Protection of Children from Abuse and Neglect, has not been completed and requires further efforts in the legislative area and practice. The response of the child protection systems has been improved in relation to some forms of child abuse (above all, physical), while in relation to other forms of abuse (sexual abuse, digital violence) it is burdened by numerous shortcomings. The fact that child sexual abuse is a violence which, due to its characteristics, is difficult to detect, is an additional aggravating factor and requires a more specific approach in building a system of its identification and action in line with its devastating impact on the child.

The Ombudsperson's practice has shown that sexual abuse is not always reported when there is suspicion that it has occurred or is occurring, often because of the belief that only physical traces and evidence can confirm sexual abuse. For the same reasons, reports are sometimes dismissed and remain unprocessed, despite professionals' suspicion of abuse. Professionals acting in the protection of children and persons working with children often lack sufficient knowledge of sexual violence against children and its prevalence, forms of sexual violence, measures of protection and rehabilitation. Sexual violence often remains unrecognised, and the behaviour of experts is often burdened with prejudice and stereotypes (especially in relation to marginalised children) and mistrust in what children disclose (when they do disclose something) as their experience. In a large number of cases, sexual abuse and exploitation mechanisms are not known to professionals working with child victims, so it is often not recognised unless it is accompanied by traces and evidence of physical force, and is, instead, given a qualification of voluntary participation even at an age below the limit of voluntary consent to sexual intercourse.

The regulations of the Republic of Serbia contain provisions concerning the protection of the child from secondary trauma. They are insufficient for adequate protection, and even rarely applied. The child is rarely examined outside the court's premises, modern communication methods and special premises intended for taking the statements of child victims are rarely used, the child is usually examined before the competent authorities several times. The procedures of professional preparation of the child for court proceedings, or the support services for the child before, during and after the proceedings, and the specific child rehabilitation services in order to reduce the adverse consequences of child abuse, have not been developed. It is not rare that a case of child sexual abuse is publicised by the media in a way that does not ensure the protection of the child's identity, integrity and dignity, and the child is exposed to new trauma. Such a method of reporting generally does not lead to a reaction of the authorities responsible for the supervision over the application of and enforcement of media laws which, in fact, contain a number of provisions on child protection.

The normative system requires numerous additional improvements, in order to be aligned with the Convention on the Rights of the Child, the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography to the Convention on the Rights of the Child, the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, other international documents ratified by the Republic of Serbia and internationally accepted standards. These improvements should address existing shortcomings that prevent the functional and efficient protection of the child from sexual abuse and exploitation, such as: lenient penal policy, inadequate definition of criminal offense, lengthy court proceedings and unfavourable position of the child in them, different position and degree of protection of the child victim depending on age, lack of support and rehabilitation measures, lack of protection measures during proceedings, insufficient protection of identity, integrity and dignity of the child victim, lack of multidisciplinary access and other.

Statistical data and analysis of Incest Trauma Center - Belgrade

SUMMARY OF STATISTICAL DATA

of Incest Trauma Center - Belgrade concerning reported cases of child sexual violence in the territory of Serbia from 2009 to 2014

Incest Trauma Center - Belgrade was appointed, for the Republic of Serbia, as the official implementing agent of the Council of Europe campaign titled 1 OUT OF 5. An agreement was signed between the Council of Europe in Strasbourg and Incest Trauma Center - Belgrade regarding the Council of Europe campaign against child sexual abuse, based on the Lanzarote Convention. The name of the campaign, 1 OUT OF 5, was given in line with the Council of Europe's official data that one out of five children in Europe was exposed to sexual violence. Incest Trauma Center - Belgrade, a women's non-governmental service specialised for the social issue of sexual violence, with 21 years of work experience - the oldest of its kind in Serbia - was appointed as the official implementing agent for the full duration of the campaign. It has in its structure a crisis centre, a training centre and a sexual violence prevention centre. Permanent strategic focus is on the prevention of sexual violence. More on www.incestrauacentar.org.rs and www.ijasamuztebe.org.rs.

** The sample is representative and based on an average of 7 reported sexual violence cases per week. The age of survivors of sexual violence in childhood ranges from 2 years and 5 months to 63 years. The above data present the average for the stated period for the regularly monitored parameters. The text was taken from the report for the 2009-2014 period.*

** For the 1994-2009 period, the summary of statistical data of Incest Trauma Center - Belgrade concerning reported cases of sexual violence in childhood from the territory of Serbia was included in the National Strategy for the Prevention and Combating Violence against Women and Domestic Violence of the Ministry of Labour, Employment and Social Policy of the Republic of Serbia in June 2011. See at www.incestrauacentar.org.rs/Statistika.*

The database of Incest Trauma Center - Belgrade shows that of five children who were sexually abused, four were girls and one was a boy. Boys were exposed to sexual violence in 16.78% of cases. Gender structure of the offenders of child sexual abuse: 90.19% are male and 9.81% female. In 42.15% of cases, the offender in the cases of child sexual violence is the biological father (the most common form of incest is father-daughter), while in 50.64% of cases, the offender is the father figure (overall order of frequency: father, stepfather, foster parent, adoptive parent). In 21.61% of cases, the offender is a person outside the family known to the child (family friend, neighbour, tutor), while in 10.02% of cases, it was juvenile offenders who committed sexual violence (primarily committing abuse within the peer group, then within the family and in the social protection institutions where children are placed permanently). In the 2009-2014 period, 100% of the offenders were known to the child. The following violent sexual acts were used: obscene

phone calls, showing otherwise covered body parts, voyeurism, caressing, making pornographic photos, attempted sexual intercourse, rape, incest and child prostitution. Although the most frequent abuse was done to one child by one offender and one offender most often abused one child, it is worth noting that one child was abused by 3 and more offenders in 7.48% of cases and that one offender abused two children in 6.17% of cases and three and more children (series) in 9.22% of cases. The average age at the time of the first sexual violence incident was 5 years and 4 months. The recorded abuse lasted for several months in 30.73% of cases and for several years in 69.27% of cases. On average, the multi-year abuse lasted for over six years. Physical coercion was used in 23.07% of cases against adolescents or in families where the father figure is violent emotionally and physically toward the mother. In 57.69% of cases, the report was made during an acute situation (ongoing sexual violence). The period between the first incident and reporting of abuse is 8 years and 5 months. Sexual violence was reported most often by the following: in 54.34% of cases by the survivor and in 30.60% of cases by the mother of the child. Mothers most frequently reported on behalf of children under 12 years of age, reported an acute situation, which resulted in ending the violence. Persons outside the family reported sexual violence against a child in 5.33% of cases. Reporting to government institutions prior to coming to Incest Trauma Center - Belgrade was recorded in 44.35% of cases. Those institutions were, in the order of frequency, the following: centre for social work, police, prosecutor's office, health care, etc. Incest Trauma Center - Belgrade provided its psychological assistance services in 84.13% of cases through personal contact in a short or long period of time, 7.08% by phone and 8.79% by email/Skype. Services were provided to children/adults abused in childhood, as well as to (non-violent) persons supporting a child.

GENERAL ASSESSMENT OF INCEST TRAUMA CENTER – BELGRADE BASED ON PUBLISHED STATISTICAL DATA (2009-2014)

In the September 2009 - September 2014 period, Incest Trauma Center - Belgrade recorded an average of 7 reported cases of child sexual violence per week. In 100% of cases, the offender was known to the child (the same as in 2005-2009). In 78.39% of cases, the offender is a member of the family, usually the biological father. Girls are most frequent targets, at 83.22%. In 55.65% of cases, this service was the first place the cases were reported. In 92.11% of cases, no criminal proceedings were initiated. In cases in which judgements were passed and all involving children under 12 years of age, criminal proceedings took an average of 3 years and 3 months. On average, the sentence was 1 year and 2 months. The age of persons who experienced sexual violence in childhood ranged from 2 years and 5 months to 63 years. 48.42% of the total number of people who contacted Incest Trauma Center - Belgrade to report sexual violence in this five-year period, were adults who experienced sexual abuse in childhood. For 31.41% of all persons who contacted the centre, the period between the first incident of abuse and incident reporting was 13 years and 7 months.

61.28% of the total number of reported cases are from the Belgrade area. In relation to the geographical area, education, race or any other specific characteristic, no specific characteristic or greater prevalence of sexual violence against children can be identified. The same as in the period since 1994, when Incest Trauma Center - Belgrade started publishing annual statistics included in several government documents, in this five-year period, the data clearly indicate that in urban areas and, basically, among highly educated population - the secret was kept longer and sexual violence was not spoken about longer before it was revealed, rather than indicating greater prevalence in any specific communities.

In the September 2012 - September 2014 period, 36.26% were abuse cases involving children up to 10 years of age. On average, the abuse of the youngest children lasted for 3 years and 2 months (almost a third of their lives and these are the cases that most frequently resulted in very lengthy criminal proceedings later, directly preventing the child from moving on). These cases are most often characterised by prior violence in partner relations where the mother of the child was exposed to violence by the partner and, at some point, decided to leave the union and protect herself and the child. Unfortunately, in practice, violence survived by the mother is an aggravating circumstance for her, for instance, in court, as her testimony regarding child abuse is seen as less credible.

During this period there was an increase in reporting of sexual abuse occurring within the peer group (juvenile offenders) and this form of abuse was aided by modern technologies and social networks. In 4.15% of cases, it was a (repeated) gang rape of a girl by her peers known to her, with the wall of silence being extremely strong because of her fear of condemnation in her environment. Girls first assessed whether to disclose the abuse based on their prior knowledge of reactions in their surroundings through social networks, as well as the reaction of family members to another life difficulty concerning which they had previously come to them. In both options, they said they expected to be blamed, which prevented them from exposing the offenders and seeking help, leaving them vulnerable to revictimisation.

In 6.19% of reported cases of abuse within foster and adoptive families, we note that those were primarily cases where

a child was in foster care and that foster carers were not provided timely information that the child had previously been exposed to sexual violence, so they learned about it: a) when the period of adaptation of the child in the new environment was completed and the child started to feel as a member of the family and felt safe enough to speak up or B) when the foster carer saw warning signs, mostly changes in the behaviour of the child. At that time, although in a completely new situation, the foster carers immediately reported to centres for social work and asked for help. In cases where sexual violence among children who are in foster care in the same family was reported, it was the abuse of girls by boys, and in resolving those cases, clear and consistent action by centres for social work is required. Furthermore, in the process of preparing families for foster care and adoption, the following is missing: 1. a detailed assessment of future carers, whether they are able to abuse children (risk assessment matrix instrument in regular use) and 2. training of future carers on the subject of violence against children and women. In the social protection system, the aim of presenting the process of deinstitutionalisation as a successful model at any cost needs to be replaced by the responsible assessment and monitoring of future carers (foster carers, adoptive parents). Protected child makes the model successful.

In this five-year period, it was noted that adults who were exposed to sexual violence in childhood were additionally encouraged to talk about their experience and actively work towards recovery, often stating that a valuable prompt for them was a film by Incest Trauma Center – Belgrade titled *Have I Told You I've Been Abused*, based on true testimonies of eight brave women who had previously contacted this service. The permanent rights to broadcasting the film were assigned to RTV B92, so it is regularly broadcast and used in regular classes in secondary schools in Serbia. It is worth reminding that in 2010, Incest Trauma Center - Belgrade received the National Award for its film "for special contribution to raising awareness of the unacceptability of sexual and gender-based violence" from the Ministry of Social Policy of the Republic of Serbia.

The fact that in the majority of reported cases (78.39%) the offender was a family member, is perceived by Incest Trauma Center - Belgrade as a demonstration of invaluable trust of its clients.

Legislation

In April 2013, the Parliament of the Republic of Serbia approved the initiative of Incest Trauma Center - Belgrade to eliminate the statute of limitation for sexual offenses committed against children, making Serbia the second country in Europe, after UK, where the legislator acknowledges the long-term effects of sexual trauma (unlike the previous regulations that prescribed that the offender could only be prosecuted six years after the last incident of sexual violence against a child) and allows a person who has survived sexual violence in childhood to report it when such person has mental strength and social power to participate more equally in criminal proceedings. Incest Trauma Center - Belgrade officially submitted its initiative and contributed to this historic legal change through intensive work. In cooperation with the Women's Parliamentary Network, the Committee for Human and Minority Rights and Gender Equality and the Committee for the Rights of the Child, the achieved outcome was that the measure to eliminate the statute of limitations was included in the *Law on Special Measures for the Prevention of Criminal Offenses against Sexual Freedom against Minors (known in the public as Maria's Law)*. There are concerns about the lack of public information on the implementation of this law.

Cohabitation with a minor and incest are not criminal offenses classified in the group of offenses against sexual freedom. This exclusion is not justified, because those are punishable activities of sexual nature. Apart from the unjustifiability, there is a serious implication of such classification of criminal offenses, as Maria's Law does not apply to these two criminal offenses, as its provisions refer to criminal offenses against sexual freedom. Thus, the offenses they refer to do not include cohabitation with a minor and incest.

Reforms in education

There is no more efficient prevention of sexual violence than learning about this social issue from kindergarten to university. In the coming period, Incest Trauma Center - Belgrade will continue its engagement under our initiative to introduce the topic of sexual violence into the daily life of preschool institutions, school curriculum of primary and secondary schools and relevant textbooks, as well as the supporting Special Protocol of the Ministry of Education for the Protection of Children and Students from Abuse and Neglect. This is a sphere in which regular monitoring by the Serbian Parliament is needed - because it is a systemic solution that requires time and continuous monitoring so that in the following school years, from preschool institutions to universities, a systemic solution would be reached within which when children in Serbia start preschool, primary and secondary school, they regularly learn to recognise sexual

violence and confront it. For the purpose of implementation of this specific measure in education, starting in 2007, Incest Trauma Center - Belgrade brought together in writing an official, signed alliance of a total of 121 government institutions and NGOs (of which 59 government institutions, including 5 ministries). In addition, on a regular basis, in accordance with the Special Protocol of the Ministry of Education of Serbia, it produces resources for use within 11 regular subjects in primary and secondary schools, as well as resources for use in preschool institutions, since the youngest children are the easiest targets for sexual abuse. In this regard, the establishment of the Unit for the Prevention of Violence within the Ministry of Education, Science and Technological Development of Serbia is of great importance (in the first quarter of 2012), through whose work, for the first time in the country, the topic of sexual violence has been put on the public agenda of primary and secondary schools. The current name of the Unit for the Prevention of Violence is the Group for the Protection from Violence and Discrimination.

Media coverage

The media need to:

- Understand that they are the main educators in society on the topic of sexual violence, together with education institutions, and that they bear responsibility for it
- Learn about ethical reporting – which is only possible if you learn about trauma
- Report ethically – meaning that the media protect a child/adult who has experienced sexual violence
- Report ethically – meaning to teach the public about trauma, warning signs, risks, proper first reaction to disclosures by a child, sources of assistance and recovery
- Report in continuity on the topic of sexual violence -- constantly (and not when harassment has already occurred)
- Inform the public about the outcome of criminal proceedings (verdict and sentence whose publication acts as a deterrent) – so far, public information has been limited to the detection of cases
- Teach the public that recovery is possible (not the opposite)
- Report:
 - Without revealing the identity of the victim and his or her immediate family members
 - Without revealing and detailing which violent sexual activities were performed by the offender (this is particularly cruel and degrading for victims and their closest support persons)
 - Without exploiting in public individual cases
 - With sensationalism, because that deters citizens from thinking about the subject of sexual violence and engaging in combating sexual violence.

Obligation to report

During the 2009-2014 period, persons outside the family reported sexual violence against a child in 5.33% of cases. Thus, the situation was the same as in the period before 2009 - only 5% of citizens of Serbia are ready to report sexual abuse of the child in the family they know. The said 5% include the professional community.

Contacting government institutions before going to Incest Trauma Center - Belgrade was registered in 44.35% of cases. In terms of frequency, abuse survivors contacted institutions in the following order: the centre for social work, the police, prosecutor's office, health care system, etc. There is a lack of positive practice of reporting first to the police in order to interrupt sexual violence, introduce protection measures for the child and punish the offender. Instead, by reporting to the centre for social work first, the initiation of criminal proceedings is postponed, with even an uncertainty whether a report will be filed with the police at all. The same inadequate practice exists among staff in education institutions, health care institutions and other social protection institutions. It is essential that everyone - citizens and employees in institutions to which children are entrusted for care – first of all, report sexual violence to the police, as it is a criminal offense.

Regarding the obligation to report and sanction the failure to fulfil this obligation, the legislator prescribes the following:

*- The provision of **Article 263, paragraph 3** of the Family Law (Official Gazette of the Republic of Serbia, no. 18/059) provides for the right and duty of all child care, health care, education or social protection institutions, judicial and other government bodies, associations and citizens to inform the public prosecutor or the guardianship authority of the reasons for the protection of the rights of the child. The Criminal Procedure Code (Official Gazette of the Republic of Serbia, nos. 46/06, 49/07). in Article 253, states that all government bodies, bodies of territorial autonomy or local government bodies, public enterprises and institutions are obliged to report criminal offenses which are prosecuted ex officio, of which they have been notified or learned in other ways. The duty referred to*

in paragraph 1 of this article belongs to all individuals and legal persons, who, under the law, holds certain public powers or are professionally engaged in the protection and security of people, property, treatment and health care of people, or in the care or education of minors, if they have learned about such criminal offense in connection with their activities.

- Failure to report a criminal offense and a criminal offender (Article 332)

(1) Any person who is aware that a person has committed a criminal offense punishable by thirty to forty years' imprisonment or is only aware that such an offense has been committed, and fails to report that before the offense or the offender are discovered, shall be punished by imprisonment for up to two years. (2) An official or responsible person who knowingly fails to report a criminal offense of which he or she has learned in the course of performing his or her duties shall also be punished as provided in paragraph 1 this article, if such an offense is punishable by law by five years' imprisonment or a more severe sentence. (3) An official or responsible person who knowingly fails to report a criminal offense committed by his or her subordinate, who committed it in the course of performing his or her official, military or work service, if such an offense is punishable by law by thirty to forty years' imprisonment, shall be punished by imprisonment for a term from six months to five years. (4) A person who is a spouse of the offender or with whom he or she permanently cohabits or to whom the offender is a blood relative in the direct line, brother or sister, adoptive parent or adoptive child, or a spouse of any of the above persons, or a person with whom any of the above persons permanently cohabit, as well as a person who is a defence attorney, doctor or religious confessor of the offender, shall not be punished for failing to report the criminal offense or the criminal offender referred to in paragraphs 1 and 2 of this article.

5. National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia

*2015; The First National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia (owned, led and commissioned by Incest Trauma Center - Belgrade; partners: Ministry of Education, Science and Technological Development of the Republic of Serbia (Unit for the Prevention of Violence / Group for Protection from Violence and Discrimination) and Center for the Promotion of Women's Health from Belgrade (www.centarzdrazavljezena.org.rs)). The following text was taken from the eponymous publication published by Incest Trauma Center - Belgrade.

GOAL AND OBJECTIVES, KEY RESULTS AND BACKGROUND

The overall goal of the National Study was to assess the degree of presence of sexual violence against children and young people in Serbia by determining its incidence and prevalence in the school children target group. Thus, we were interested in how many children in Serbia experience sexual violence (prevalence) during their lives and how many children were exposed to sexual abuse in Serbia in the past year (incidence).

The objectives were the following:

A) Identification of:

- Environmental and other factors that may be associated with the risk of sexual violence
- The most common forms and duration of sexual violence against children
- Who the most frequent child sexual violence offenders are
- The frequency and types of consequences of sexual violence on children, according to their statements
- The frequency of children requesting assistance
- The number of children who turned to someone for help in connection with sexual violence
- The types of response of persons to whom the child turned for help
- The number of persons who reported sexual violence after a child turned to them
- How informed children are about the issue of sexual violence
- The views of parents and children about sexual violence

B) Provision of recommendations in the field of prevention and protection of children from sexual violence, intended specifically for the area of education.

OVERVIEW OF KEY RESULTS – WHAT DID THE NATIONAL STUDY SHOW?

The National Study was conducted on a representative sample of 2053 children aged 10 to 18 from 97 schools, 61 primary and 36 secondary schools from 51 towns in Serbia. The sample was designed using the database of the Ministry of Education, Science and Technological Development of the Republic of Serbia. A total of 11 tools were used in the entire process of interviewing children from the fourth grade of primary school to the third grade of secondary school (e.g. information on the National Study, informed consent form, Questionnaire, Attitude Scale, Notes of Appreciation). In addition to the basic questionnaire on the experience of sexual violence (personal and others) - in primary schools, the contribution to the survey of views on sexual violence was also provided by parents whose children participated in the National Study, and in secondary schools, by the young people who also participated in the main interview part.

Main questionnaire for children and young people

In the age group from 10 to 18, there are 4 children in each class in Serbia who survived a certain form of sexual violence and 4 other children who know someone who has experienced it. At this moment, 2 children from each class are exposed to sexual violence. In primary school, children disclose to their families first, who, as a rule, do not believe them. Young people in secondary schools usually tell their friend, who is more inclined to trust them. Of two thirds of children who tell what happened to them, more than half of persons in whom they confide do not do anything. Only 7% of them report the case to competent authorities.

It is incredibly important that the National Study has clearly demonstrated, through a series of results, the gender component, i.e. how sexual violence affects girls and how it affects boys, and that the proper understanding of sexual violence as one of the forms of gender-based violence where girls are more often targeted, has been clearly confirmed. Of 5 children who experienced sexual abuse, 4 are girls and 1 is a boy.

Children survived violent sexual acts listed above in the operationalisation of the definition under Key Terms. **An adult or a person who is more than 2 years older than the child asked the child to perform one or more of the above-mentioned acts or forced the child to do so.**

The findings suggest that, of all the questions, the children found it most difficult to disclose who the sexual violence offender was. 62.1% of the children who survived violence decided not to identify the offender. This is not unusual, given that the experience of Incest Trauma Center - Belgrade in practical work shows a strong presence of shame, fear, guilt and low self-esteem. Moreover, the children here found it “easier” to disclose which violent sexual activities they experienced. In half of the cases, the violence was repeated.

The most common location where violence occurred was home, in 32% of cases, and certainly a cause for concerns are also social networks with 22%, where the child received and was exposed to explicit sexual content. The data showed that acute sexual violence (ongoing violence) was more common among children in primary schools. Notably, regarding secondary schools, in 7.4% of cases, schools were mentioned as the scene, whereby the youth alerted us to the need to develop measures for preventing, for example, date rape and other forms of sexual violence.

The average age when sexual violence took place was 14 and it took children up to 2 years on average after the abuse to muster courage to tell us that they had survived trauma. During the interview, the survey team expressed special gratitude to each child who had disclosed their experience or experience of a friend.

The National Study strongly confirms that children do talk about experiencing sexual violence and persistently search for a trusted person. In this regard, it is of great concern that the person in whom the child confided most often did nothing to protect the child. Equally concerning is the fact that family members were not the first trusted point of contact for a child who always makes the best assessment to whom to speak.

Importantly, the children did not find it easy to talk about the effects of sexual violence, and how violence had left a mark on them. One third stated that they would not like to say anything about it. Among those who provided answers, young people often cite anger and rage as effects (74.1%), followed by the feelings of fear (69.3%), shame and guilt (55.8%) among children and young people.

The educational character of the National Study is also reflected in the finding that 49% of children spoke for the first time on the topic of sexual violence during our interview.

On the other hand, this information points to the concerning practice of years of silence and persistent observance of the taboo topic during (possibly the entire) period of growing up of the child. Those who observe the taboo, the data show, include parents (51.1% of them did not broach this topic) as well as the education system (10.2% of schools broached the topic). For children who had talked about sexual violence with their parents, in accordance with the patriarchal pattern, the mother was as the main person informing the child (48.6%) and continued to carry the main burden of responsibility for the welfare of the child. After mothers, both grandmothers and sisters provided information – so the old pattern of women’s responsibility had been expanded. The data showed that the child they had spoken to learned full information about sexual violence that might also be perpetrated by family members and family friends and that, if violence happened, they should always inform the person whom they trust most. Outside the family, the persons children most frequently talked to were friends (30.2%), reconfirming the importance of education of students and peer support.

For the purpose of responsible, preventive action, as part of the regular procedure for carrying out the National Study, a support mechanism was established in the form of “emergency person” to be activated in the event of any immediate need for assistance to the child during or after the interview. This mechanism was not used at all for the entire duration of the survey activities in schools, as there was no need for it.

At the same time, regardless of whether a child would request assistance or not, part of the regular procedure of the National Study was the educational nature of the information provided by the survey team to each child individually during the interview, regardless of whether the children stated they had experienced violence. During the basic initial presentation, the child was provided information about the main activity of Incest Trauma Center – Belgrade, and at the end of the interview each child received a note of appreciation with our contact information and encouragement that he or she could always contact us on his or her own behalf or on behalf of a friend facing in a situation of violence.

The degree of comfort of children and young people during interviews was demonstrated by the fact that 80.4% of them said that they felt relaxed during the interview, 13.9% were surprised by the topic and 7.1% were uncomfortable. The conclusion is that, with the proper approach resulting from training, the topic of sexual violence does not need to be avoided and that it is quite possible to speak about it with children in the school context.

Attitude Scale - parents and youth

A total of 1039 young people in secondary schools and 532 parents of primary school children filled in the Attitude Scale (see Chapter 4).

The term “correct attitude” (later on, the research term “desirable response”) means that in a person expressing it recognises the specificities of existence of a child sexual abuse survivor and that the attitude reflects an alliance in the form of understanding the dynamics of violence, encouragement and taking action to protect the child. It is very important to point out that, among the 23 attitudes offered, parents provided more desirable responses regarding most attitudes, or had somewhat more correct attitudes than young people.

Both young people and parents fall into the trap of blaming the child victim, stigmatise the girls and already vulnerable social groups of children living in homes and in streets, as well as children with disabilities.

There are answers from both sides saying that “sex between an adult and a child has no consequences for the child” and “if a child is sexually mature, it is okay for an adult to have sex with her/him”.

Young people recognise more clearly than their parents that sexual violence offenders are most frequently males. Numerous parents do not recognise girls as the primary targets of offenders. It is observed that there is a willingness to report to the competent authorities in the following attitudes: “When you suspect or know that a child has been sexually abused, this should always be reported to the police” (parents 91.6%; youth 83.4%); and “Persons who sexually abuse children should go to jail” (parents 91.1%, youth 90.8%); while, at the same time, it is worth reminding (find above) that the main part of the interview through the children’s and youth questionnaire showed that only 7.1% of the persons who became aware of sexual violence against children, actually reported the criminal offense. It appears that only lip service is paid to willingness to report.

The data show that parents believe less than young people that the recovery of a child who experienced sexual violence is possible. In a very high percentage, both young people and parents agree that “the topic of child sexual abuse should be taught from kindergarten to university so that children can recognise violence and protect themselves”.

BACKGROUND

The backdrop against which the National Study was conducted was characterised by the following:

- Most schools properly presented to their employees, parents and children the goal, utility and procedure of conducting the National Study, and fully implemented the procedure.
- Within the school system there is a need for further raising of awareness of the need for public discourse on the topic of child sexual violence and the implementation of the National Study in Serbia (44 schools refused to participate, whereby their staff primarily prevented children from participating and expressing themselves (17 in Vojvodina, 12 in Belgrade, 2 in Valjevo, 2 in Čačak, 2 in Kraljevo, 2 in Novi Pazar, an introductory parent meeting was held in 7 primary schools, in line with the procedure, resulting in 0 or up to 5 parental consents, which was insufficient for these schools). Frequent explanations include “such cases have not been recorded in our midst, so there is no need for the National Study to be conducted here”, “We have a school competition in a month”, at the end of the survey period also “We are starting to test first-graders”, etc.). It is worth noting that the maximum recorded duration was 6 working hours needed for the 3-member survey teams to complete interviewing one selected class at each school.
- Complex circumstances in social terms, such as a prolonged strike in schools, the response of staff to recent pay cuts.
- In a number of participating schools, uncertainty was present about how to present the topic to school staff, parents and children. Incest Trauma Center - Belgrade and the Ministry of Education, Science and Technological Development of the Republic of Serbia (Group for Protection from Violence and Discrimination) provided assistance regarding content.
- In a number of schools, in addition to the agreement reached in accordance with the instructions for school coordinators and written rules, there was difficulty in providing conditions for unhindered work (entering the premises during the interview, rushing students and the survey team, request to relocate to another room while the interview was ongoing, etc.). In addition, the survey team occasionally came across a situation that the children had been told that they would participate in “testing”, “would be examined...”, “it would be difficult...”, “it was an odd topic” and the perception that the study was scary and so on.

In schools where children speak Hungarian, interviews were conducted in Hungarian.

RECOMMENDATIONS IN THE AREA OF EDUCATION

Incest Trauma Center - Belgrade, as the official lead implementing agent of the Council of Europe campaign for the Republic of Serbia, titled 1 OUT OF 5, provided recommendations based on the results of the National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia, carried out in the spring of 2015. The recommendations aim to urgently ensure that the competent government bodies in real life - primarily the Ministry of Education, Science and Technological Development of the Republic of Serbia - treat sexual abuse of children as a priority social issue.

1. It is essential that the Ministry of Education, Science and Technological Development of the Republic of Serbia develop the first long-term National Strategy for the Prevention of Child Sexual Abuse in the Education System. The National Strategy should take into account the specificities of our country, using the results of the National Study. Special segments are the following: a) involvement in developing and implementing mechanisms for early detection of sexual violence in the education system, and b) adoption of procedures for child-friendly representation in prosecuting child sexual violence offenders - thus ensuring interdepartmental links in the prevention of and protection from child sexual violence.
2. There is no more efficient prevention of child sexual abuse than the integration of thematic content in the area of prevention, as well as the recognition of sexual violence and protection of children who experienced sexual violence, in preschool education curricula and regular programmes of the national school curricula, as well as regular relevant textbooks and other materials used in the education system. Therefore, the Ministry of Education, Science and Technological Development should be even more actively engaged in fulfilling the internationally assumed commitments under the Lanzarote Convention, as well as the obligations set out in the existing national regulations, each containing this guidance.

3. A comprehensive study on attitudes toward child sexual abuse is required. The results will be used to practice and promote the primary prevention of sexual violence against children, and to change the habits, behaviour and existing social stereotypes.

6. Legal framework

IMPLEMENTATION OF THE RECOMMENDATIONS DENOTES THE RESPECT AND PRACTICAL IMPLEMENTATION OF INTERNATIONAL CONVENTIONS AND NATIONAL LEGAL PROVISIONS

By signing or ratifying the following legal documents, the Republic of Serbia has imposed the obligation to comply with and implement all of them. Here we focus specifically and especially on presenting the extracts that regulate the introduction and implementation of measures to prevent sexual violence in the area of education.

Since the proper implementation of preventive measures always encourages the disclosure of sexual violence, basic comments on the legal obligation to report sexual violence without which violence cannot be eliminated, are included.

Each of the below documents contains highly significant guidelines for all those responsible for the prevention and protection of children from sexual violence, and the National Study is a significant source of data from which a number of recommendations can be drawn for each of the competent sectors.

It is worth noting that this is not an exhaustive list of regulations, international and national, which indicate the obligation to act in the interest of a child survivor of sexual violence.

LANZAROTE CONVENTION

The Lanzarote Convention (Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse) was adopted in 2007. In 2010, the Republic of Serbia ratified the Convention.

CHAPTER II – PREVENTIVE MEASURES

Article 5 Employment, education and awareness raising of children

1. Each Party shall take the necessary legislative or other measures to encourage awareness of the protection and rights of children among persons who have regular contacts with children in the education, health, social protection, judicial and law-enforcement sectors and in areas relating to sport, culture and leisure activities.
2. Each Party shall take the necessary legislative or other measures to ensure that the persons referred to in paragraph 1 have an adequate knowledge of sexual exploitation and sexual abuse of children, of the means to identify them and of the possibility mentioned in Article 12, paragraph 1.
3. Each Party shall take the necessary legislative or other measures, in conformity with its internal law, to ensure that the conditions to accede to those professions whose exercise implies regular contacts with children ensure that the candidates to these professions have not been convicted of acts of sexual exploitation or sexual abuse of children.

Article 6 Education for children

Each Party shall take the necessary legislative or other measures to ensure that children, during primary and secondary education, receive information on the risks of sexual exploitation and sexual abuse, as well as on the means to protect themselves, adapted to their evolving capacity. This information, provided in collaboration with parents, where appropriate, shall be given within a more general context of information on sexuality and shall pay special attention to situations of risk, especially those involving the use of new information and communication technologies.

Article 8 Measures for the general public

1. Each Party shall promote or conduct awareness raising campaigns addressed to the general public providing information on the phenomenon of sexual exploitation and sexual abuse of children and on the preventive

measures which can be taken.

2. Each Party shall take the necessary legislative or other measures to prevent or prohibit the dissemination of materials advertising the offences established in accordance with this Convention.

Article 9 Participation of children, the private sector, the media and civil society

1. Each Party shall encourage the participation of children, according to their evolving capacity, in the development and the implementation of state policies, programmes or others initiatives concerning the fight against sexual exploitation and sexual abuse of children.
2. Each Party shall encourage the media to provide appropriate information concerning all aspects of sexual exploitation and sexual abuse of children, with due respect for the independence of the media and freedom of the press.

Article 12.

1. Each Party shall take the necessary legislative or other measures to ensure that the confidentiality rules imposed by internal law on certain professionals called upon to work in contact with children do not constitute an obstacle to the possibility, for those professionals, of their reporting to the services responsible for child protection any situation where they have reasonable grounds for believing that a child is the victim of sexual exploitation or sexual abuse.

CHAPTER IV – PROTECTIVE MEASURES AND ASSISTANCE TO VICTIMS

Article 12 Reporting suspicion of sexual exploitation or sexual abuse

1. Each Party shall take the necessary legislative or other measures to encourage any person who knows about or suspects, in good faith, sexual exploitation or sexual abuse of children to report these facts to the competent services.

ISTANBUL CONVENTION

The Istanbul Convention (Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence) was adopted in 2011. In 2013, the Republic of Serbia ratified it.

CHAPTER II – INTEGRATED POLICIES AND DATA COLLECTION

Article 11 Data collection and research

- 1b. Support research in the field of all forms of violence covered by the scope of this Convention in order to study its root causes and effects, incidences and conviction rates, as well as the efficacy of measures taken to implement this Convention.
2. Parties shall endeavour to conduct population-based surveys at regular intervals to assess the prevalence of and trends in all forms of violence covered by the scope of this Convention.

CHAPTER III – PREVENTION

Article 13 Awareness raising

1. Parties shall promote or conduct, on a regular basis and at all levels, awareness-raising campaigns or programmes, including in co-operation with national human rights institutions and equality bodies, civil society and non-governmental organisations, especially women's organisations, where appropriate, to increase awareness and understanding among the general public of the different manifestations of all forms of violence covered by the scope of this Convention, their consequences on children and the need to prevent such violence.

Article 14. Education

1. Parties shall take, where appropriate, the necessary steps to include teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and at all levels of education.
2. Parties shall take the necessary steps to promote the principles referred to in paragraph 1 in informal educational facilities, as well as in sports, cultural and leisure facilities and the media.

STRATEGY FOR THE PREVENTION OF AND PROTECTION FROM DISCRIMINATION OF THE REPUBLIC OF SERBIA (2013-2018)

The prohibition of discrimination against children and minors is regulated by the Family Law (2005), the Law on Primary Education System (2009), the Law on Juvenile Criminal Offenders and Criminal Law Protection of Minors (2009), the Law on Gender Equality (2009) and the Youth Law (2011).

ACTION PLAN FOR IMPLEMENTATION OF THE STRATEGY FOR THE PREVENTION OF AND PROTECTION FROM DISCRIMINATION OF THE REPUBLIC OF SERBIA (2014-2018)

IV – SPECIAL AREAS

4.1. Education and professional training

Goal: Significant reduction and elimination of cases of discrimination in the pre-university and university education system, and conducted training of public sector employees to prevent cases of discrimination in the course of communication between the members of vulnerable social groups with public authorities

4.1.1 Introduce into the education system different content and forms of work that promote anti-discrimination behaviour and values and develop competencies for living in a democratic society

NATIONAL YOUTH STRATEGY OF THE REPUBLIC OF SERBIA (2015-2025)

4.5 4.5 YOUTH SECURITY

Objective 1

- Develop and support activities to prevent and combat gender-based, sexual and partner violence against young women.
- Support research that deals with gender basis of risks and threats, as well as specific risks for young women and men.

Objective 2

- Promote programmes for respect for human and minority rights, gender equality, acceptance of diversity and development of tolerance.
- Support research, activities and programmes that include different and frequent stereotypes and prejudice in society.

ACTION PLAN FOR IMPLEMENTATION OF THE NATIONAL STRATEGY FOR ENHANCING WOMEN'S POSITION AND IMPROVING GENDER EQUALITY IN THE REPUBLIC OF SERBIA (2010 - 2015)

Objective 5: Preventing and combating violence against women and improving the protection of victims

5.2.2.2 Providing adequate education staff for the introduction of training on the impermissibility of violence into the education system

5.4.2 Introducing knowledge of the issue of violence against women in education programmes at all levels

Training of future education staff at all levels of education, including continuous professional development in the area of gender-based violence against women, gender equality, non-violent communication and (women's) human rights

5.4.2.1 Introduction of compulsory training on the impermissibility of violence and courses for non-violent communication into the formal education system at all levels of education in order to establish appropriate attitudes in children and young people

5.4.2.2 Introduction of programmes on human rights, children's rights and gender equality in all levels of education, as well as specific information on persons and institutions providing assistance to victims of violence

LEGAL OBLIGATIONS LAID DOWN IN THE DOCUMENTS OF THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGICAL DEVELOPMENT OF THE REPUBLIC OF SERBIA (adopted in 2007-2010)

Legally binding documents are the Law on Education System Framework (LESF), Special Protocol of the Ministry of Education and Science of the Republic of Serbia for the Protection of Children and Students from Violence, Abuse and Neglect in Education Institutions (2007), the Manual for the Implementation of the Special Protocol for the Protection of Children and Students from Violence, Abuse and Neglect in Education Institutions (2009) and the Rulebook on the Protocol on Institutional Response to Violence, Abuse and Neglect (2010).

The Ministry of Education, Science and Technological Development defined the prevention of violence, abuse and neglect in the Rulebook on Continuous Professional Development and Advancement of Teachers and Expert Associates as one of the priorities in education and prescribed that it should be provided for in the development plan and that it is an integral part of the annual work plan.

Furthermore, priority areas related to professional development of education staff, of importance for the implementation of the recommendations of the National Study, are the prevention of violence, abuse and neglect, the prevention of discrimination and the inclusion of children;

Manual for the Implementation of the Special Protocol for the Protection of Children from Violence, Abuse and Neglect in Education Institutions (2009, pp. 21-22) lists 11 regular subjects in primary and secondary schools which are intended to be used for the prevention of violence:

"Serbian Language (mother tongue) and Foreign Languages, World around Us, Physical Education and School Sports, Civic Education, Religious Instruction, Geography, History, Biology, Philosophy and Sociology, Constitution and Form of Government, and Psychology. Only some subjects are mentioned as examples, with a possibility to find room for preventive activities in any content". To date, this process has not been initiated in a systemic manner and requires urgent future efforts of the line ministry.

CONCLUSION

By implementing the Recommendations arising from the National Study, the Ministry of Education, Science and Technological Development of Serbia will show readiness to fulfil the commitments already assumed by the Republic of Serbia under signed or ratified relevant international conventions and national regulations in the real life of children, youth, parents and (pre)school staff. The results and recommendations of the National Study are available for use by all social actors responsible for the prevention and protection of children from sexual violence.

7. Protection of children from violence in the Republic of Serbia

1. National institutional mechanisms

1. The Council for the Rights of the Child of the Government of the Republic of Serbia, advisory body of the Government, was established in 2002. Following a break in its work, a session of the Council for the Rights of the Child of the Government of the Republic of Serbia was held in a new composition in November 2014, deciding to initiate the adoption of the Law on the Child Ombudsperson in 2015. The Council's tasks include initiating measures to align the Government policy related to children and youth (health care, education, culture, social affairs), initiating measures to build a comprehensive and coherent policy towards children and youth, defining recommendations for reaching important social indicators in the field of child care, and proposing policies aimed at the exercise of children's rights in accordance with the UN Convention on the Rights of the Child, analysing the effects of measures taken by the competent authorities on children, youth, families with children and birth rate, monitoring the realisation and protection of the rights of the child in our country.

2. The Ombudsperson, who ensures the protection and promotion of human freedoms, has been put in place as part of the legal system in the Republic of Serbia since 2005. He or she chooses one of the deputies for the area of protection of the rights of the child. In AP Vojvodina, independent supervision of the protection of the rights of the child is also conducted by the Deputy Ombudsperson specialised for the rights of the child. Also, the Decision on the Local Ombudsperson for the City of Belgrade prescribes that the local Ombudsperson designate his/her deputy specialised for carrying out tasks related to the protection of the rights of the child.

3. Based on the 2009 Law on the Prohibition of Discrimination, the institution of the Commissioner for the Protection of Equality was established. The tasks of this government body are to prevent all forms, types and cases of discrimination, to protect the equality of individuals and legal persons in all areas of social relations, to supervise the application of the anti-discrimination legislation, as well as to improve the realisation and protection of equality.

4. A national mechanism for coordinating activities and designing a policy to combat human trafficking was established in 2003. It consists of the Anti-Human Trafficking Council, the Co-ordinator for Combating Human Trafficking and the Republic Anti-Human Trafficking Team (strategic level) and the Service for the Coordination of Protection of Human Trafficking Victims (established in 2004), together with the police and judicial authorities (operational level). The Council coordinates national and regional activities to combat human trafficking, reviews reports by relevant international bodies on human trafficking, takes positions and proposes measures for the implementation of recommendations by international bodies in combating human trafficking.

5. In 2012, the Government of the Republic of Serbia established the Centre for the Protection of Victims of Human Trafficking, Belgrade, and a hotline available 24/7: 063/610 590.

The Center for the Protection of Victims of Human Trafficking, established as a social protection institution, performs the assessment of the situation, needs, strengths and risks of human trafficking victims, performs identification and provides adequate assistance and support to human trafficking victims for the purpose of their recovery and reintegration. The Centre coordinates activities of the provision of social protection services to human trafficking victims, cooperates with centres for social work, accommodation facilities, other bodies, services and organisations, with the aim of ensuring the best interests and safety of human trafficking victims.

Furthermore:

The Statistical Office of the Republic of Serbia is an institution of special importance that collects data at the national level; the reform of this field is under way, as well as the implementation of the concept of gender-sensitive statistics.

The line ministries in charge of social policy, health care, education, the interior, justice, youth and sports, culture, local self-government, are important mechanisms for the protection of children from abuse and neglect, each within its area of competence.

Mechanisms for protecting children from violence in the Republic of Serbia exist in all relevant sectors, to a greater or lesser extent, but a multi-sectoral approach is developed intensively only as part of reform processes in the area of social and health care, education, justice and police, and other areas.

According to the regulations in force in the education system, education institutions are obliged to build an external protection network, which means that they should work closely and intensively on preventive and intervention activities with other systems relevant to the protection of children: police departments, prosecutor's offices, centres for social work, health care institutions and civil society organisations.

Service financed from budget funds: SOS National Children's Line, NaDel, 0800/123456 or 0800/116111. (special numbers for helping children, SOS telephone - number harmonised with other countries in the world that have this number as an SOS number), toll free calls from all landline phones and telephone booths in the Republic of Serbia established in 2005. Ministry of Labour, Employment and Social Policy, Ministry of Health, Ministry of Education and Sports, People's Office of the President of Serbia, Foundation of Princess Katherine Karađorđević and Telekom Srbija. It started as a project activity, which has grown into a service financed by budget funds (Ministry of Labour and Social Policy), as the only telephone line of this kind at the national level. This line provides twenty-four-hour advisory services to children from the age of four and young people, as well as to adults concerned about children, and is available 365 days a year. Calls are answered by specially trained telephone advisors, of different primary professions: psychology, (special) pedagogy, social work, rights and health.

2. Education as a mechanism for preventing child sexual abuse

Prevention of violence in education institutions aims to improve the security and safety of students, increase the quality of work in education institutions and in the long run, ensure the acquisition of socio-emotional skills by all persons working with children.

A joint, efficient action of the education system is required in order to reduce violence in institutions, in which all necessary resources of society will be activated (efficient prevention programmes, systemic and institutional mechanisms and measures) both in education and in other sectors that should support these activities (police, social protection, health, local self-government, civil sector).

Based on the Law on Education System Framework (LESF; Official Gazette of RS, 72/2009, 52/2011, 55/2013 and 35/2015) students are entitled to: protection from discrimination, violence, abuse and neglect, information on rights and obligations, exercise of all rights, protection, fair treatment of the student by the school when a violation provided for by the law is identified.

On the basis of the LESF, the General and Special Protocol, the Rulebook on the Protocol of Actions in Response to Violence, Harassment and Neglect (Official Gazette of RS, No. 30/10) was adopted.

This Rulebook is binding for all staff in education institutions.

In the implementation of the Rulebook on the Protocol, the institution is required to provide safe and enabling conditions for the growth and development of children and students, protection from all forms of violence, abuse and neglect, and social reintegration of children and students who performed or were exposed to violence, abuse or neglect. Each institution is obliged to establish a team for protection from violence, abuse and neglect, to adopt a protection programme and to document, analyse and report cases of violence against children and staff in its institution.

The prohibition of violence, abuse and neglect in the institution relates to everyone - children, students, staff, parents, as well as other persons, with the education institution being a safe place for all children and students and for the work of staff.

The Rulebook on the Protocol prescribes the mandatory actions of the education institution whenever there is suspicion or knowledge that a child or student is exposed to violence, abuse or neglect, regardless of who does it, where it happened, occurs or is prepared.

The Rulebook recognises sexual violence and abuse as "a behaviour by which a child or a student is harassed, induced or forced to participate in sexual activities the child does not want, does not understand, or for which the child has not attained the appropriate development level, or is used for prostitution, pornography and other forms of sexual exploitation".

The Manual for the Implementation of the Special Protocol for the Protection of Children and Students from Violence,

Abuse and Neglect, provides examples for 11 regular subjects and teaching contents that can be used for the prevention of violence (Ministry of Education and Science, UNICEF and the British Council, 2009, pp. 21-22). The homeroom lessons are suitable forms for the implementation of content for preventing sexual violence against children and empowering children to react. Free and extracurricular activities should be adapted to the needs and interests of children and should be directed towards constructive and creative development and contribute to the quality use of time outside the institution as well. Free and extracurricular activities are an important resource for working on the prevention of sexual and all other forms of violence.

In February 2012, the unit for the prevention of violence was established in the Ministry of Education, Science and Technological Development. In the Rulebook on Internal Organisation and Job Classification of the Ministry, it is classified as the Group for Protection from Violence and Discrimination. It is tasked with coordinating, planning, developing, implementing and monitoring activities that will strengthen systemic protection from violence and discrimination in education institutions. The Group also coordinates the School without Violence programme, which was implemented by UNICEF until the establishment of the unit for the prevention of violence. The programme provides concrete knowledge on how the issue of violence can be resolved by learning behaviour techniques and conflict resolution procedures. The programme contributes to creating a safe and non-violent environment for children to grow up in, encourages building and maintaining friendly relations, tolerance and healthy lifestyles. So far, 274 primary and secondary schools have been included in the programme. As part of their training in the School without Violence programme, parents receive the Parents' Manual: What Happened at School Today. For all other parents, the Manual is available at www.sbn.rs and serves to empower parents to develop parental skills that are used to prevent and protect children/students from violence.

An SOS hotline for reporting of violence 0800/200 201 in the education system has also been established, where students and young people, parents and staff can report violence and obtain information on procedures at the level of education institutions and psychological support for overcoming difficulties.

The Institute for the Improvement of Education and its Centre for Professional Development issue the Catalogue of Professional Development Programmes for Education Staff, which includes accredited programmes focused on developing non-violent communication, respect for diversity and protection of children from violence, neglect and abuse.

In primary and secondary schools, students may choose an elective subject of Civic Education. The subject contains teaching units related to developing a culture of non-violence and socio-emotional learning skills focused on protecting students from all forms of violence.

In addition, schools can opt for the implementation of content that is consistent with children's needs and community requirements through optional parts of the programme itself.

The Group for Protection from Violence and Discrimination developed the Manual for the Prevention of Gender-based Violence intended for staff in education institutions, parents and students in primary and secondary schools in 2015. The Manual was prepared under the United Nations-sponsored Integrated Response to Violence against Women in Serbia project.

A new online service has also been established - SOS via Facebook, where children/students and young people who are exposed to violence through social networks can report violence and will receive support to overcome the difficulties they face.

Several programmes aimed at improving child security are implemented in cooperation with different ministries, faculties, institutes, associations and civil sector.

3. Local and international non-governmental organisations

Numerous local and international NGOs have in their focus the issue of protecting children and students from all forms of violence, abuse and neglect. In addition to the fact that NGOs increasingly cooperate with the government sector in Serbia, they also present a significant source of data on violence against children in Serbia.

The main focus of the work of NGOs is on empowering students to recognise and report violence, as well as empowering

experts working with children to strengthen their competences for timely response in situations of violence. The first SOS support lines for persons exposed to violence, as well as shelters for women and children exposed to violence, have in fact been established precisely owing to the contribution of national and international NGOs.

Non-governmental organisations actively participate in initiating the adoption of laws and bylaws, standards based on the rights of the child, and advocate for the implementation of the adopted international conventions, as well as other legal measures in situations of violence or violation of the rights of the child.

Today, a large number of NGOs are contributing to the efforts of the government sector to ensure long-term solutions in the area of prevention of violence and abuse against children and students. In addition, the contribution of the non-governmental sector is also in the implementation of various types of research in this area and the establishment of different resources made available to those exposed to violence, abuse and neglect.

At this moment, a large number of organisations are conducting activities related to the protection of students and developing different support resources in the event of exposure to violence (Autonomous Women's Centre is a women's NGO that deals with the empowerment of women in overcoming trauma resulting from domestic violence, partner violence and/or sexual violence through psychological and legal professional support, as well as through sensitisation and training of professionals in institutions concerning violence against women, women's human rights and institutional procedures for protection from violence, prevention of all forms of violence against women and promotion of women's human rights; the Counselling Centre for Combating Domestic Violence provides protection via telephone calls, direct interviews with women, with free legal and psychotherapy support, runs a safe house for accommodation of victims of violence, and participates in combating human trafficking as part of the Republic Anti-Trafficking Team; ASTRA (Anti-trafficking Action) is a non-governmental organisation dedicated to the eradication of all forms of human trafficking, especially of women and children, and works to create a society free of all types of exploitation, violence, discrimination, economic and social inequalities; the Center for the Rights of the Child advocates respect for children's rights and is focused on the implementation of the Convention on the Rights of the Child and exercise of the rights of the child through direct work with professionals, and implemented a significant number of important projects aimed at amendments to legislative practice, spreading the idea of protecting the rights of the child, reviewing the situation of children and the situation of vulnerable groups of children, etc.; Incest Trauma Center - Belgrade is a women's NGO committed to providing psychological support to children and women who have survived sexual violence, preventing sexual violence and training professionals working to protect children and women from domestic violence and sexual abuse; ATINA has been implementing comprehensive social inclusion programmes for victims of human trafficking and other forms of exploitation, training and capacity building for professionals, as well as institutions for policy-making in this area and implementation of possible good-practice mechanisms in the area of social inclusion; CENTAR E8 as a youth organisation is focused on working with young people to develop healthy lifestyles and improve mental and reproductive health, gender equality through youth programmes, prevention of violence and the importance of youth participation in different social spheres; as well as many other non-governmental organisations across the Republic of Serbia).

As in the previous period, it is worth noting that good cooperation between the governmental and non-governmental sector is crucial to ensure adequate support for all those exposed to gender-based violence, but also to provide a strong and consistent institutional response in situations of violence.

8. Prevention of child sexual abuse

1. The concept of primary, secondary and tertiary prevention

Prevention of sexual abuse can be realized on 3 levels:

a) **Primary prevention** - includes working to raise public awareness through media messages that sexual abuse, as well as all forms of child sexual abuse, are the responsibility of each of us and a social issue of the entire community. Education of parents and children on healthy development of sexuality and basic rules of sexual conduct is equally important.

b) **Secondary prevention** - is aimed at social groups that are at high risk, such as children whose parents are divorced, whose parents are addicts, children who have experienced different stressful situations, who are in conflict with the law, who are exposed to early sexual relations... It consists of creating support groups for vulnerable children and vulnerable adults, e.g. in centres for social work, primary health care centres, homes for children without parental care, foster care and adoption centres, etc.

c) **Tertiary prevention** - refers to treatment, both of victims and of offenders, in order to break the cycle of abuse. It is particularly important to integrate prevention programmes in preschool institutions and schools, existing social and health care services.

2. Effective prevention programmes and the value framework of the Strategy

The concept of an effective prevention programme

A programme of child sexual abuse prevention is effective when it contains learning about key concepts that strengthen power and control in the hands of the child and is characterised by a design that facilitates learning and evaluating the process and knowledge acquired. The programme targets individuals, relationships, community and society and is developed at the primary, secondary and tertiary level. The “golden rule of prevention” is respected, which requires that employees in preschool institutions, primary and secondary schools first acquire knowledge and skills, then parents and caregivers, and finally children and young people. This rule ensures that adults are ready to demonstrate their full alliance-based attitude to the child.

An effective programme includes learning about:

- Healthy relationships and healthy choices, including learning about autonomy in decision-making, differences in power (between sexes) and the concept of consent
- Key concepts, such as “your body belongs to you”, “say NO”, about the body, about sexuality, about personal boundaries, about violence and that the risk factor for violence to occur is sex (sexual violence is a form of gender-based violence), about trusting one’s intuition, about good and bad secrets, about good and bad touches, that recovery from sexual trauma is possible, that the child is never wrong and responsible for the sexual violence to which the child is exposed
- The multiple risk facing children from socially marginalised groups and care for the specific characteristics of different types of earning a livelihood
- Sources of assistance that are safe for the child and demonstrate trust in the child’s statement, including criteria for the selection of a trusted adult in whom the child can confide
- The skills how a child can respond to different life situations requiring the preservation of power in the hands of the child and the control and management of own life
- Disclosing sexual violence in a safe context
- Security in cyberspace

The effective programme design contains:

- Caring for the feelings of a child
- Customisation to the age of the child and the context in which the child lives

- Different learning methods, with an emphasis on active involvement of children
- Continuity of at least four school periods during the school year
- An approach that is understandable to parents and caregivers, who continuously receive information from education staff (before, during and after the implementation of the programme)
- Education staff are competent to plan, implement and evaluate the programme, in particular to evaluate social attitudes of importance for understanding the topic of sexual violence
- Education staff informed the competent child protection services of the planning, implementation and evaluation of the programme in a timely manner, so that these services could plan and prepare their adequate response in the event of disclosure of sexual violence against children
- Education staff have the competencies to conduct an intervention when a child discloses that it was exposed to sexual violence
- The mechanism of connecting the preschool institution and school with the services responsible for child protection and provision of specialised assistance immediately.

An effective programme for the prevention of sexual violence against children focuses on:

1. Individuals (primarily children and young people as potential victims, then adults, young people and children who are at risk of committing sexual violence or have already committed it)
2. Relationships (observers, relations within peer groups, parents)
3. Community (preventing situational crime)
4. Society (media campaign that engages the general public and professional community)

Programmes that address the stated target groups should be developed at the primary, secondary and tertiary levels. In addition, the security of children in cyberspace cuts across several areas of the prevention matrix.

Examples of programmes for the prevention of violence against children whose structure corresponds to the above criteria include School without Violence, dealing in depth with the topic of violence within the peer group (UNICEF), and Healthy Choices for Children, which comprehensively addresses the topics of gender, domestic violence, diversity, building self-respect and self-confidence (Incest Trauma Center - Belgrade).

The Strategy encourages in particular the design, practical application and evaluation of different programmes for the purpose of exchanging experiences.

VALUE FRAMEWORK OF THE STRATEGY

The Strategy focuses on sexual violence against the child:

1. In the family
2. At the preschool institution and school, by a staff
3. Within the peer group

As long as sexual violence is not discussed clearly and openly in society or by the government, gender equality cannot be achieved.

The value framework of the Strategy responds to the need to establish and implement effective prevention.

The National Study confirmed that the elements of successful prevention of sexual violence are as follows:

A) Understanding the gravity of importance and impact of preventive measures and activities

- Active and continuous policy-making by decision-makers, in the interest of a child who survived sexual violence
- The will of policy makers and decision makers to plan, execute and evaluate preventive measures and activities
- The will of policy makers and decision makers to invest funds in preventive measures and activities
- Continuous learning of all social actors how to plan, execute and evaluate prevention
- Active participation of education staff in amending legislation in the interest of the child who survived sexual violence

- Active participation of education staff in initiating change in order to achieve justice through a child-friendly system
- Active participation of education staff in training in the area of media relations, learning about public relations, as well as education staff providing training for the media
- Integrating thematic content in the area of sexual violence in preschool curricula and syllabus of regular subjects in primary and secondary schools, prescribed in other documents of the Ministry of Education, Science and Technological Development of the Republic of Serbia
- Learning about diversity, especially the gender component
- Learning about the gender component of sexual violence and that sexual violence is a hate crime
- Learning about misogyny and a) blaming a child who was exposed to sexual violence, b) an alliance of persons from the environment of the child towards the sexual violence offender
- Learning about the harm violent sexual acts cause to the child
- Learning about the effects of blame on the child, the harm of the “myth of reciprocity” between the offender and the victim,
- Learning that sexual violence can happen to anyone and in any family
- Encouraging self-organisation of children and parents, and active assistance to this process (emphasis on building of alliance attitude of all actors surrounding a child who survived sexual violence)
- Continuous work to change personal attitudes, habits, behaviour and existing stereotypes in order to carry out prevention and protection in the interest of the child who was exposed to sexual violence
- Special work on changing personal attitudes paying lip service to representation of the interests of a child who was exposed to sexual violence
- Studying predominant attitudes in society and their importance through systemic, comprehensive research

B) Preventive measures and activities encourage disclosure, so it is necessary to ensure:

- Engagement in the development and implementation of mechanisms for early detection of sexual violence within the education system
- Continuous work on raising awareness of the general public and professional community about the fulfilment of the legal obligation to report suspicion and/or knowledge that a child has been exposed to sexual violence
- Implementation of the Council of Europe Lanzarote Convention fully, in particular Chapter II (Preventive measures), Article 12 putting an end to keeping “professional secrets” at the expense of the child.
- The full implementation of the Council of Europe Lanzarote Convention in respect of the legal obligation to report and prosecute criminal offences in the area of sexual offenses against children
- Active participation of education staff in a child-friendly justice system
- Adoption of the procedures for the child-friendly representation in the prosecution of offenders of child sexual violence, thus achieving intersectoral alliance in the prevention and protection of children from sexual violence.

3. Multi-sectorial approach to prevention

In order to realise the rights of the child to protection from sexual abuse and neglect, it is necessary to establish an effective and efficient system for the prevention of child sexual abuse and, at the same time, enable a rapid and coordinated intervention procedure to end the abuse without delay and ensure the recovery and safe subsequent development of the child.

Services from all sectors are equally responsible for the prevention and protection of children from violence. All social actors engaged in these areas must be provided working conditions that contribute to the fulfilment of their objectives and personal security. It is important to raise awareness of staff in all sectors of their active participation in creating and implementing preventive measures, activities and programmes, as well as raise awareness about intersectoral links. Some of the directions for connecting can be to advocate legislative changes that encourage prevention or to point to monitoring of the implementation of established procedures and measures (for example, introducing tougher penalties for sexual violence offenders, etc.).

Connection between prevention and protection

Prevention and intervention are always linked. A comprehensive approach is a complex process requiring the establishment of good and continuous multisectoral cooperation among experts from all areas responsible for the

welfare of the child in education, social protection, health care, police, justice, NGOs and the media. As prevention programmes provide room for the disclosure of experiences of abuse, the capacities of all sectors and the continuous learning process for the purpose of specialisation in this field are needed.

For intersectoral cooperation on the prevention of child sexual abuse to be established and function properly, which means in the interest of the child, it is necessary to ensure that: 1. all participants have a clearly defined objective and role in preventing child sexual abuse; 2. they are familiar and practice in a positive manner: 2.1 their role and roles of other sectors in prevention and protection; 2.2. professional obligations and powers within the framework of their role in the system, the basic roles of other participants in the chain and existing regulations, and 2.3 communication, and how to exchange information within and between sectors (written documents, feedback, etc.).

The practice so far has shown that the basic obstacles to efficient child protection include insufficient familiarity with professional obligations / steps in the process of prevention and protection, unclear definition of the role of staff in the above sectors and non-implementation of the prescribed regulations due to the absence of legal sanctions for a failure to act in the interest of the child.

At this point in time, a lack of regulation can no longer be considered the main cause of inadequate action in the context of prevention and protection of children from violence, including sexual abuse, but a lack of their implementation within the system. The second cause is the need to raise awareness of the general public additionally in order to identify and adequately address child sexual abuse as a social issue, in accordance with legal procedures. In relation to both causes, the National Study showed that they are rooted in deeply internalised personal views of the general public and professional community, which do not follow the interest of the child exposed to sexual abuse.

In order to prevent secondary traumatising which can be caused by inappropriate treatment of the child and its support persons by institutions they contact for assistance, a multisectoral approach to prevention and protection of children from violence, including sexual abuse, should be developed, which means that at the systemic level, it is necessary to determine the price of violence, i.e. calculate the cost of violence against children / child sexual abuse, for the government. In the EU member states and US, this calculation put a stop to the prejudice that the cost of prevention was high, and showed that the funding invested by the system and the victims themselves after child abuse had already occurred - was alarming. According to the European Report on Preventing Child Maltreatment, the return on each dollar invested in the prevention of violence amounts to of 2 to 17 dollars through "savings" in the form of absence of the need to engage various protection and rehabilitation systems.¹²

Cases of child abuse and child sexual abuse reported in Serbia are cases of the highest emergency level. The situation of violence is a crisis situation and requires immediate resolution with the primary objective of ending violence and provision of permanent and safe care for the child. The cases show that the high cost of violence is particularly a result of difficulties on the side of the relevant services in meeting the principle of urgency. Within the time limits set by the law and other relevant documents and procedures of conduct, all sectors must exercise their powers, without waiting for other services and/or other sectors to do so. Specifically, it is necessary to fulfil the legal obligation to report suspicion and/or knowledge that a child was sexually abused, first of all to the police, without whose participation there is no interruption and permanent termination of the situation of violence. The practice of reporting to the police is particularly relevant for the staff in preschool institutions, primary and secondary schools and student residence halls that are the first line of everyday work with children. As part of exercising its powers, each sector is equally responsible for developing and building a culture of communication and of cooperation.

The welfare of the child is a priority of any preventive and intervention measure. This is why it is important to adjust previous habits in intersectoral communication and cooperation that were not aligned with the best interests of the child, especially of a child survivor of sexual abuse.

Each segment of intersectoral cooperation requires efforts in order to build personal attitudes of staff in the best interests of the child. However, each staff is obliged and responsible to act according to the law, which entails urgently applying prescribed actions and procedures, where his or her personal views cannot influence the exercise of powers and enforcement of the law.

Determining the cost of violence for the government and society, in particular the cost of child sexual abuse, is a preventive measure affecting intervention that is economical and cost-effective. Efficient preventive measures include the application of articles of laws calling for appropriate sanctions when gender-based violence is not treated as a case of the highest emergency level by competent authorities.

12 http://www.euro.who.int/data/assets/pdf_file/0019/217018/European-Report-on-preventing-child-Maltreatment.pdf=1, p. 70;

The multisectoral approach to prevention specifically highlights the role of the media in ethical reporting on the topic of sexual violence that involves full protection of the child, with special emphasis on regular reporting on activities aimed at preventing sexual violence (e.g. awareness raising campaigns, participation of teachers, parents and children), as well as continuous reporting, rather than ad hoc and sensationalist, disclosing personal data of the victim and other participants in the case. It is important to raise awareness of media outlets and their staff that the minimum is equally important news that affects the prevention of violence against children compared to the news when violence against children has already happened. The role of the media is recognised, inter alia, through their reporting on sentences imposed on offenders and measures provided for in *the Law on Special Measures for the Prevention of Criminal Offenses against Sexual Freedom against Minors* (known in the public as the Maria's Law), enacted in 2013.

The General Protocol for the Protection of Children from Abuse and Neglect provides for a model of multisectoral cooperation by formulating the role of all actors in the protection process, as well as steps within this process. Special protocols regulate internal procedures within the systems and within institutions, such as preschool institutions and schools, centres for social work, police, judiciary and health care institutions, as well as procedures related to other participants in the process.

In the education sector, the Rulebook issued in 2010 raised the Special Protocol to the level of a legally binding document, i.e. regulation.

4. Priority tasks

Based on the current situation in this area in the Republic of Serbia, the following priorities stand out in the prevention of child sexual abuse:

- Raising awareness of citizens about the prevalence of sexual abuse of children and its characteristics, zero tolerance to various forms of violence against children and in particular sexual abuse of children;
- Adoption of comprehensive strategies, systemic mechanisms and instruments for prevention and response in the cases of child sexual abuse;
- Strengthening the competences of education staff in the area of prevention and protection of children and students from violence and discrimination
- Full implementation of the Recommendations of the first National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia, as instruments for preventing child sexual abuse:
 1. Integrating thematic content in the field of prevention as well as recognition of sexual violence and protection of children exposed to sexual violence, in preschool education programmes and regular programmes of the national curriculum of school institutions, as well as regular relevant textbooks and other materials used in the education system.
 2. Conducting a comprehensive study on attitudes toward sexual abuse of children, in order to form a representative picture at the national level, with a view to changing habits, behaviour and existing social stereotypes.
- At the systemic level, the determination of the cost of violence for the government and society, in particular the cost of child sexual abuse, as a preventive measure affecting intervention that is economical and cost-effective.
- Organisation of future surveys in the area of child sexual abuse involving staff in education institutions, parents and children/students
- Development of an information system for gathering data on violence against children, in particular on child sexual abuse, and development of procedures for general and intersectoral cooperation in prevention and reporting on the state of play;
- Further development of legislation in this area, mechanisms for its implementation and monitoring, definition and adoption of relevant instruments for prevention and protection of the rights of the child;
- Development of a guide/manual for the prevention of child sexual abuse in different sectors in order to ensure efficient intersectoral cooperation;

Goal and Objectives of the Strategy for the Prevention of Child Sexual Abuse

1. Goal and Objectives

Goal: Improving regulations and introducing education programmes and measures for the prevention of sexual violence against children and young people by adults and peer sexual violence.

Objectives:

Objective 1: Improving legal frameworks and institutional rules and procedures that regulate child care, protection of children's rights and the attitude of different education institutions and professions towards children.

Measures to achieve Objective 1:

- 1.1 Putting in place a Code of Conduct for education staff sensitive to the topic of child sexual abuse
- 1.2 Introducing mandatory procedure for vetting applicants for employment in education institutions regarding the risk of sexual violence
- 1.3 Developing a special instruction for education institutions on the actions of different actors in case of suspicion and/or knowledge of sexual abuse of children in and out of the family
- 1.4 Improving policies and regulatory frameworks to ensure that prevention and protection of children from online abuse are adequately represented in strategic documents (strategies), sectoral legislation (child protection, education, health care, justice, police, media) and mechanisms for their implementation (general and special protocols).

Objective 2: Improving the knowledge, skills and attitudes of key actors in education, primarily those employed in education institutions, parents and children/students – concerning gender roles, sexual violence, diversity and discrimination.

Measures to achieve Objective 2:

- 2.1 Continuous learning for all employees, especially preschool and school teachers, on the forms of and punitiveness of sexual abuse of children within and outside the family
- 2.2 Continuous learning for all parents and caregivers on the forms and punitiveness of sexual abuse of children within and outside the family
- 2.3 Continuous learning for all children and students on the forms and punitiveness of sexual abuse of children within and outside the family
- 2.4 Continuous learning for local and national media on forms and punitiveness of sexual abuse of children within and outside the family
- 2.5 Improving the capacities for combating child neglect, violence, abuse and exploitation via the internet, with a special focus on protecting children from digital sexual violence, conducting activities related to informing and raising awareness of the opportunities and risks of children's presence on the internet.

Objective 3: Improving preventive educational programmes and measures (accredited training for preschool and school teachers, workshops programmes with parents and students, etc.), as well as the competencies of education institutions to apply them, monitor and improve their implementation.

Measures to achieve Objective 3:

- 3.1 In preschool institutions, primary and secondary schools, within the Team for the Protection of Children from Violence, Abuse and Neglect, establishing and training a three-member unit specifically responsible for the prevention of sexual abuse of children composed on persons of trust for children and young people
- 3.2 In preschool institutions, primary and secondary schools, adopting the Special Instruction on Action in the Event of Suspicion and/or Knowledge of Sexual Abuse of a Child/Student Within and Outside the Family
- 3.3 Accrediting at least two mandatory basic-level programmes for staff in preschool institutions, primary and secondary schools on the prevention of sexual abuse against children/students within and outside the family
- 3.4 Designing an educational package of workshops for parents and caregivers on the prevention of sexual abuse of children / students within and outside the family
- 3.5 Designing an educational package of workshops for students included in 11 regular school subjects in accordance with the Manual for the Implementation of the Special Protocol of the Ministry of Education,

Science and Technological Development. Designing an Educational Package that would be an integral part of regular activities in preschool institutions. Training at least 20 selected members of the teams for conducting mandatory basic-level programmes for staff in preschool institutions, primary and secondary schools (training of trainers for conducting mandatory programmes)

- 3.6 Designing an educational package of workshops for students, parents and caregivers on opportunities and dangers online and how to report digital violence, with a particular focus on sexual violence; developing a technical/methodological guide.

Objective 4: Improving the knowledge and skills of education staff, parents and children/students on the prevention of child sexual abuse (in order to create an environment safe from sexual abuse risk, recognise intentions and risks and respond adequately)

Measures to achieve Objective 4:

- 4.1 Training of homeroom teachers, subject teachers and expert associates through compulsory accredited basic-level programmes for education staff
- 4.2 Providing parents / caregivers with information on child sexual abuse in the family and ways to respond at least once a year (a workshop is conducted by the homeroom teacher and/or expert associate)
- 4.3 Providing children and students information each semester on child sexual abuse in the family and ways of responding (a workshop is conducted by the homeroom teacher and/or expert associate)
- 4.4 Providing information to students within each of the 11 prescribed regular school subjects in accordance with the Manual for the Implementation of the Special Protocol of the Ministry of Education, Science and Technological Development, during each semester on the topic of child sexual abuse in the family
- 4.5 Training homeroom teachers, subject teachers and expert associates through compulsory accredited basic-level programmes for education staff on opportunities and dangers online and how to report digital violence, with a particular focus on sexual violence.

Objective 5: Improving the prevention of peer sexual violence and sexual violence against children and young people by an adult through peer learning and youth mobilisation in the local community.

Measures to achieve Objective 5:

- 5.1 In primary and secondary schools, establishing and training student parliaments and/or peer teams against sexual violence by a trained adult who is a member of the Team for Protection
- 5.2 Integrate in class and school rules additional rules that regulate peer relations in the area of sexuality (the process is implemented by student parliaments and/or peer teams against sexual violence)
- 5.3 Informing all students on the topic of peer sexual violence (implemented by student parliaments and/or peer teams against sexual violence)
- 5.4 Conducting at least two campaigns a year to prevent peer sexual violence and sexual violence against children and young people by an adult (implemented by student parliament and/or peer teams against sexual violence)
- 5.5 Informing all students in the school on the topic of digital violence among peers by promoting the reporting and support service for this type of violence

2. Monitoring and evaluation of realisation of the objectives

To monitor achievements in the realisation of the set goal and objectives of the Strategy, it is recommended to monitor at the national level, at annual intervals **at least the following indicators**, i.e. data on children by age and sex, as well as other data that help prevent violence against children, **with a focus on child sexual abuse**:

- Number of recorded cases of violence against children, by type of violence, sex and age of the child;
- Number of children registered as victims of violence (of the total number of recorded cases, in percentage terms) by the location where violence occurs (home, school and other) and by offender's type (adults, peers) and sex;
- Number of recorded cases of child abuse and neglect (of the total number of cases recorded, in percentage terms) resulting in court decisions or other measures;
- Number of children victims of abuse and neglect (of the total number of cases recorded, in percentage terms) who received assistance or counselling during recovery and who provided the service;

- Number of children victims of sexual abuse, sexual exploitation, prostitution, pornography and human trafficking;
- Number of children victims of sexual abuse, sexual exploitation (of the total number of cases recorded, in percentage terms) who received assistance and counselling in the recovery process and who provided the service;
- Number of children exploited for child labour;
- Number of children living in the street – “street children”;
- Number of reported criminal offenses committed by persons under 18 years of age; Number of persons under 18 years of age reported for committing criminal offenses;
- Number of pronounced measures of supervision over the exercise of parental rights;
- Number of parents partially and completely deprived of parental rights; Number of procedures implemented for family law protection of children from domestic violence;
- Number of prosecuted criminal offenses committed against children, with a focus on sexual criminal offenses;
- Number of abused and neglected children who have been appointed a guardian ad litem or temporary representative.

Data on the functioning of the mechanisms for prevention and protection of children from violence prescribed by the Strategy should also be provided and monitored annually.

A significant indicator to be monitored at the annual level are also the funds allocated for the prevention and protection of children from the budget, both at national and local levels, with a focus on prevention and protection of children exposed to sexual violence.

It is necessary to carry out periodic evaluation of the results achieved in the realisation of the Strategy’s goal and objectives, certainly the first comprehensive one after two years, as the basis of further alignment of measures and activities with the goal and objectives set. The final evaluation will be carried out at the end of the period foreseen for the implementation of the Strategy (2020).

9. Responsible institutions and organisations

The responsibility of the government for implementing the Strategy and undertaking all necessary measures stems from the commitments made by the ratification of the United Nations Convention on the Rights of the Child and other international and national documents.

Since prevention and protection of children from violence can only be successfully implemented in partnership with all sectors of society - government institutions, international and national NGOs, local government bodies, scientific institutions and public media – all relevant stakeholders need to be engaged and support the process of implementing the Strategy. The Ministry of Education, Science and technological Development should play the coordination function in this process

10. Sources of funding and costs of implementation of the Strategy

Funds for the implementation of measures and activities foreseen by the Strategy will be provided from the budget of the Republic of Serbia. The allocation of funds from the budgets of local self-government units, from donors and international partners, including the private sector, will also be encouraged. For the coordination function of the Government Council for the Rights of the Child, funds will be provided from the budget of the Republic of Serbia. They will act in accordance with the General Comment of the Committee on the Rights of the Child No. 13.

11. Drafting of the Action Plan of the Strategy

Future activities on the development of the Strategy document will include drafting an Action Plan that defines concrete measures, activities, implementing agents, deadlines for the implementation of activities and necessary funds. The goal and objectives set out in this document will be implemented through the implementation of the Action Plan.

SUBJECT: SERBIAN LANGUAGE

1. Confront the abuser, violence must be reported - Dragan Kuveljić
2. Good secrets make us happy, bad secrets DO NOT - Dragan Kuveljić
3. Keep your hands off my home – keep your hands off my body - Dragan Kuveljić
4. Say NO - Sexual abuse by a person known to the child - Neca Jović
5. I HAVE A VOICE, TOO! - Neca Jović
6. Tom’s, Huckleberry’s and Becky’s gender box - Ivana Stjepanović
7. Domestic violence is a bad secret - Ivana Stjepanović
8. The risk of sexual violence - Ivana Stjepanović
9. Respect diversity and you will prevent violence! - Ivana Stjepanović
10. Hasanaginica as an offered framework for analysing gender roles that make up the basis for domestic violence - Anita Ugrenović
11. Antigone as an offered framework for analysing the topic of sexual violence in the family - Anita Ugrenović
12. Describing an event based on a series of images as an offered framework for identifying and responding to a situation of sexual violence – Anita Ugrenović
13. When Pumpkins Were in Bloom as an offered framework for analysing the topic of sexual violence and the feelings of survivors - Anita Ugrenović
14. Have I Told You I’ve Been Abused - Anita Ugrenović
15. News text as an offered framework for analysing the topic of sexual violence in an institution/ organisation - Anita Ugrenović
16. Crime and Punishment as an offered framework for analysing the topic of sexual violence
- 17-18. I speak publicly against child sexual violence! - Anita Ugrenović

SUBJECT:	SERBIAN LANGUAGE
GRADE:	FIRST
TOPIC:	LITERATURE - PROSE
TEACHING UNIT:	Toma Slavković: Rabbit and Wolf
LESSON TITLE:	Confront the abuser, violence must be reported
GOALS:	
<ul style="list-style-type: none">• Reading comprehension.• Capacitation for experiencing, versatile interpretation and evaluation of literary and art works.• Taking own position on the characters' actions.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students know what violence is and what types of violence exist2. The students are encouraged to say NO and respond adequately in situations of violence3. The students know that girls are more often in danger of sexual violence	
CONTENT	
A/1 – Violence and types of violence	
<ul style="list-style-type: none">• Analysis of the Rabbit and Wolf text and finding sentences about violence• Analysis of the plot with emphasis on recognising violence in it and the type of violence through sentences: <p><i>What are you doing here; Speak up, or I'll pull your ears off; Right, right, I know your kind; You're lying through your teeth, buddy; He then tugs his ear; Get out of my sight. I don't want to see you ever again.</i></p> <p>The teacher adds that there are some behaviours of adults that confuse us and make us uncomfortable, which we define as sexual violence.</p>	
A/2 - Role play, foruming	
Forum theatre on the Rabbit and Wolf text and on the situations in which children feel insecure, scared and uncomfortable.	
A/3- Designing ways of reacting in situations of adult sexual violence against children (girls).	
METHOD	
The children sit in small groups all the time.	
A/1 – Violence and types of violence	
After the children listen to the Rabbit and Wolf text – talk about first impressions.	
What feelings this story brings up in them. What the characters are like, what the rabbit is like in the story and what the wolf is like.	
Task for groups: <i>You will now find sentences in the text that are about violence.</i>	
<i>- The students, first individually, underline the sentences in the text and then, agree as a group on the sentences that are about violence. The groups write down the underlined, agreed upon sentences on a piece of paper.</i>	
<i>- The groups read from the papers (each group reading one and taking turns) the selected sentences; reading the text, the teacher offers encouragement if there are any sentences they missed, and writes on the board or large paper, placing them under an appropriate type of violence.</i>	

Invite the children to add, if they can think of any other form of violent behaviour they may have heard of, which is not described in the text and to classify it. If there are no suggestions since these are first-graders, the **teacher lists examples of sexual violence against children.**

A/2 – Role play, Forum theatre

The students, within the groups, agree on how best to act out this text. Then each group presents its idea.

The task for all students: *Carefully monitor the developments on the small stage. At the moment violence occurs in the scene, if any student has a solution, an idea, how the character exposed to violence could react or how to help that character, this student can say stop, enter the stage and role-play their solution! The solution should contain a positive non-violent method. We keep going till the end, until we find an amicable solution to each violent situation.*

A/3 – Designing a way of responding in sexual violence situations

While talking with the children, the teacher emphasises the message of the story that teaches us that even the weaker (rabbit) can resist the stronger (wolf) and that this is particularly **important in cases when a child is in danger of sexual violence by an adult. They are mostly persons known to the child and can also be family members.** When an adult does something, talks or touches a child so that the child is confused, scared or uncomfortable, that is a case of child sexual abuse, to which girls are more often exposed than boys.

Based on the above-mentioned experiences, in their groups, the students **indicate ways of saying NO, defending oneself, avoiding and reporting sexual violence, in the situations,** examples the teacher wrote down on the board.

- When someone touches them on the private parts of the body
- When someone records them or watches them or demands that they take off their clothes
- ... (add to the list of violent sexual activities from the [Introduction](#))

The teacher uses comments from the children to highlight possible ways of responding, which contribute to stopping sexual violence, such as:

- **Running away from the scene**
- **Calling older people, trusted people to help you**
- **Speaking to their parents (provided that one of them is not the offender)**
- **Speaking to the teacher**
- **To the duty teacher, member of the Team for Protection from Violence, whose name is put up in a visible place in the hall.**
- **Avoiding risky places, situations, people**
- **Not being alone at risky places, in risky situations, with risky people**
- **Being able to say NO, that is courage**
- **And REPORTING all unpleasant experiences**
- **Not giving up until they find an adult who will believe them**

***Before showing the list of possible ways of reacting, check whether the school team for the protection of children from violence has put up the names of its members in a visible place in the hall, together with the mobile phone numbers at which children and parents/caregivers can contact the Team fastest.**

TYPES OF VIOLENCE

PHYSICAL: He then tugs his ear

PSYCHOLOGICAL: Speak up or I'll pull your ears off! Right, right, I know your kind... Give me your ID! Do you at least have your report card?

VERBAL: OK, boy, what are you doing here? What are you mumbling... You are lying through your teeth, buddy!

SOCIAL: Don't eat me, I'll be good! The rabbit felt sorry from him. Get out of my sight! I don't want to see you ever again!

SEXUAL: Looking at an undressed child, or at the child's sex organs. Having the child undress and show his or her sex organs, [continue the list from the Introduction](#).

LESSONS LEARNED:

The forms of violence are entwined: emotional / psychological, verbal, social and sexual. Experience from work shows that emotional violence is always present. It is hard to classify violence into a single category, so the teacher is expected to be sensitive about this.

WORK MATERIAL

- Primer with the Rabbit and Wolf story, one for each student
- A piece of paper to write down sentences from the text about violence
- A pin board/slide indicating the types of violence and possible ways of reacting to in a sexual violence situation

Sexual violence is a form of gender-based violence

Forms of sexual violence against children or sexual violence occur when:

An adult or person who is two or more years older than the child, asked the child to do one or more of the listed actions or forced the child to:

- Watch him or her naked or his or her sexual organs
- Undress and show his or her sexual organs
- Touch his or her sexual organs
- Watch him or her masturbate
- Caresses his or her body or let him or her caresses the child
- Stand naked in front of the video camera, camera or that person's mobile phone
- Watch pictures, movies, magazines with pornographic content with him or her
- Sent letters, notes, messages with sexual content via SMS, the internet
- Place fingers or objects in the child's sexual organ
- Used threats, blackmail and the like and coerced the child into sexual intercourse with two sexual organs coming into contact
- By applying force, this person had sexual intercourse with the child
- Gave the child alcohol and/or narcotics and encouraged them to have sexual intercourse with the child
- Offered the child money in exchange for sexual intercourse
- Bought and gave the child gifts in exchange for sexual intercourse with him or her or other persons

The **MOTIVE FOR** violence is **POWER** and **CONTROL!**

***SEXUAL VIOLENCE IS GENDER-BASED VIOLENCE**

VIOLENCE against **WOMEN** and **CHILDREN** is caused by
UNEQUAL DISTRIBUTION OF POWER

"The state of a society is reflected in the position of female children and later adult women in it."

*Ksenija Atanasijević (Belgrade, 05 February 1894 – 28 September 1981)
philosopher, translator and the first assistant professor in the Kingdom of SCS
who received her Ph.D. from the Belgrade University (1922)*

CHILDREN HAVE THE RIGHT TO DECIDE WHO MAY AND WHO MAY NOT TOUCH THEIR BODY

- In a situation where someone touches them against their will or in a way that makes them uncomfortable, they can say "NO"
- They can leave/escape and tell a trusted adult
- Sexual abuse is never their fault
- If someone touches them in a way that makes them uncomfortable, they should tell a trusted person
- They should not keep a secret about anyone who touches them, making them uncomfortable
- They should find reliable adults who will believe that sexual abuse has taken place and protect the child
- They have the right to be believed by adults and will still be loved if they disclose what happened
- They can use names for body parts so that they can describe exactly what happened to them...

CHILDREN SHOULD REACT

- Recognise dangerous situations
- Deny access to the abuser
- Stop the interaction
- Call for help
- Not feel guilty
- Say NO, if someone touches them inappropriately
- Leave the situation
- Tell a trusted adult what happened
- Not stop talking until something changes and they feel good!

In cases of gender-based violence, the work of education institutions is reflected also in the recognition and efficient and adequate response in cases where there is suspicion that the child is exposed to violence. In the process of protection from violence, education institutions are obliged to provide adequate assistance to children and to ensure constructive and quality cooperation with the child's family and other relevant services in this process.

Responding to sexual abuse in the best interests of the child means believing the child, because children do not lie about sexual violence!

When we work with children, we should respond to domestic violence:

- Because home and family are not always a safe place for children.
- Because sexual violence is a criminal offense. Because domestic violence is the society's issue, not the victim's issue.
- Because there is no excuse for violence against women and children.
- Because domestic violence remains invisible for a long time.
- Because it is our obligation, if we work in an education institution, to listen to the child and recognise the signs of violence.
- Supporting a child or a student should be planned and systematic. In view of the sensitivity of the issue, in preparing the plan, during its implementation and monitoring, it is necessary to take into account the confidentiality of the data, the best interests of the child, the safekeeping of the documentation.

RECOMMENDED RESOURCES

1. Augusto Boal – founder of the Theatre of the Oppressed | Framework (Okvir)
www.okvir.org/augusto-boal-osnivac-teatra-potlacenih/
2. Duhaček, Dr Daša (2015): Study of gender-based violence in Serbian schools. Belgrade: Centre for Gender and Policy Studies, Faculty of Political Sciences of the Belgrade University
3. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	SECOND
TOPIC:	LITERATURE – LYRIC POETRY
TEACHING UNIT:	Miroslav Antic: Secret
LESSON TITLE:	Good secrets make us happy, bad secrets DO NOT
GOALS:	
<ul style="list-style-type: none">• Reading comprehension.• Understanding the intentions and feelings contained in the text.• Taking own position on the character's actions.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students note that there are good (useful) and bad (harmful) secrets.2. The students recognise situations of sexual violence when it is important to say "NO".3. The students realise that girls are more often at risk of sexual violence.4. The students know how to react in situations of sexual violence.	
CONTENT	
A/1 - Good and bad secrets	
<ul style="list-style-type: none">• Analysing the poem Secret and finding the words that talk about what kind of secrets there are• Classifying secrets into the category of GOOD SECRETS and the category of BAD SECRETS	
A/2 - Situations in which children feel confused and uncomfortable	
<ul style="list-style-type: none">• Analysing the story about adult behaviour, which contains forms of sexual violence against a girl• Designing a way to respond in situations of adult sexual violence against children	
METHOD	
The children sit in small groups all the time.	
A/1 – Good and bad secrets	
When children listen to the poem Secret – talk about first impressions, how this poem makes them feel and if there is anything they did not understand.	
Task for the groups: <i>You will now find words in the poem that describe what kind of secrets there are.</i>	
<ul style="list-style-type: none">• <i>You will split the task so that each student gets one of the first 5 stanzas in which they will underline words relating to the secret.</i>• <i>Copy the words you underlined, so that each description is on a separate piece of paper.</i>• <i>Now, you will together sort the written pieces of paper into two columns, one will contain the GOOD ones, while the other column will contain the BAD ones.</i>	
Now the groups take turns reading one description each from the GOOD SECRETS column and then BAD SECRETS column. Invite the children to add their own description if they have an idea - what other GOOD/BAD SECRETS there are ...	
Good secrets can be kept, bad ones should be told. When you want to tell a bad secret about violence, do not give up until you find an adult who believes you. That is your trusted person. If the first adult did not stand by you right away, said or did something that did not make you feel good, look for the second, third one, until you find the one to whom you say what you need to say and feel good!	

A/2 – Situations in which children feel confused and uncomfortable

Share a different story with each group – a brief description of the behaviour of an adult, which contains forms of sexual violence against a girl (**Annex 1**). Each story ends differently: *the girl disclosed the secret when the mother divorced her stepfather; *the girl would tell, but she is unsure to whom and how; *the girl is still keeping the secret, because she thinks what happened to her is her fault ; *the girl must not say, because she is afraid that no one will love her anymore; the girl whose parents tis her fault as well; *the girl does not dare tell, because she is afraid no one will love her anymore; the girl who was treated as less worthy and important by her parents has become an easy target for the abuser, but still managed to confide in her grandmother.

When discussing each situation, **it must be emphasised that treating children as less important in the family and society is called discrimination. Sometimes this behaviour is towards children with disabilities, children without parental care, Roma children, children from a poor family, children who do not live with both parents, street children, etc.**

Task for the groups: *Read carefully the provided description and comment within the group how this story makes you feel.*

- What is wrong in the story? Design a strategy, what advice would you give the child from the story. You can also use some of the ideas on this pin board / slide...

CHILDREN SHOULD REACT

- **Recognise dangerous situations**
- **Deny access to the abuser**
- **Stop the interaction**
- **Call for help**
- **Not feel guilty**
- **Say NO, if someone touches them inappropriately**
- **Leave the situation**
- **Tell a trusted adult what happened**
- **Not stop talking until something changes and they feel good!**

Invite the children to say, all together, before reporting, who their character in the story is: a girl or a boy?

Since all children will say that a girl - the teacher comments that sexual violence is a form of gender-based violence – which means girls are more likely to be exposed to sexual violence than boys.

Now the groups take turns reporting by reading the story, and then presenting its strategies to offer to the girl.

The teacher uses the children's comments to emphasise possible ways of reacting, which contribute to stopping sexual violence, e.g.:

CHILDREN HAVE THE RIGHT TO DECIDE WHO MAY AND WHO MAY NOT TOUCH THEIR BODY

- **In a situation where someone touches them against their will or in a way that makes them uncomfortable, they can say "NO"**
- **They can leave/escape and tell a trusted adult**
- **Sexual abuse is never their fault**
- **If someone touches them in a way that makes them uncomfortable, they should tell a trusted person**
- **They should not keep a secret about anyone who touches them, making them uncomfortable**
- **They should find reliable adults who will believe that sexual abuse has taken place and protect the child**
- **They have the right to be believed by adults and will still be loved if they disclose what happened**
- **They can use names for body parts so that they can describe exactly what happened to them...**

Annex 1

Stories of sexual abuse of girls

Story 1

J.S. is an 8-year-old girl. She lives with her stepfather and her mother. Her mother works, so J.S. often stays at home with only her stepfather.

Her stepfather always finds something to do in the bathroom while the girl is taking a shower. He insists on helping her dry off, touching her and leaving her feeling uncomfortable and confused. Her stepfather notices that and tells her it is just a game about which she should not tell anyone. That lasted for years, until her mother got divorced because they fought a lot.

The girl told her secret to her mother when she divorced her stepfather.

Story 2

B.T. is a girl who lives with her father and mother. She is a first-grader. Her parents are very caring towards her. Her father often caresses her while she sits on his lap. Once when she was alone with him, he caressed her body and said he loved her the most in the world. He touched her in places she had learned at school were “private parts of the body”. She did not know what to do, because she believed her father loved her.

The girl cannot tell what happened to her, because she is afraid neither her daddy nor anyone else will ever love her again.

Story 3

M.R. is a girl who is 8. She lives with her father and mother. A cousin from out of town came to visit them. She brought M.R. a lot of nice presents, mostly summer dresses.

When the parents went to work, the cousin asked the girl to try on the dresses, saying that she would record her. The girl said yes. However, the cousin then suggested to record her without clothes. The girl was confused and did not know how to react.

The cousin left, and the girl is still keeping the secret, because she thinks what happened to her was her fault.

Story 4

V.Š. is 9 years old, and lives alone with her mother. The mother takes care of the girl and gives her all the attention. She noticed the girl had talent for music.

They went together to a teacher, who was kind and very patient. He suggested she play the violin. The mother left the girl with him, and agreed to pick her up in an hour.

When they were left alone, the teacher put the girl on his lap, to best show her how to hold the violin. He squeezed and touched her, making her was very uncomfortable.

The girl was very confused, thinking about who to tell and how.

Story 5

G.A. is 8 years old, living with her parents, and she is not happy. She is often told she is fat, because of the glasses they bought her, she is told she is ugly, she is laughed at for not managing to learn how swim, she is an embarrassment because she does not have excellent grades. A neighbour from downstairs told the girl he was a retired gym teacher, that he was sorry that her parents treated her like that and suggested they start training so that she would lose weight. Every time she did a shoulder stand, she heard him making strange moaning sounds, and when he asked her to take off her shirt, she thought “this is wrong” and pushed him away.

In the evening, she told this to her grandmother over the phone because she could not wait to see her.

LESSONS LEARNED

Children are curious, they are active, accept easily and understand what is wrong with the situation. They understand that a “bad secret” should not be kept and they apply that to in finding a “solution” for children involved in the situations covered during the lesson.

WORK MATERIAL

- A reader with the poem Secret for each student
- Stickers for writing words from the poem that tell what kind of secrets there are
- Stories - brief description of an adult’s behaviour, containing forms of sexual violence ([Annex 1](#))
- A pin board / slide indicating possible ways of reacting in a sexual violence situation

Sexual violence is a form of gender-based violence

Forms of sexual violence against children or sexual violence occurs when:

An adult or person who is two or more years older than the child, asked the child to do one or more of the listed actions or forced the child to:

- Watch him or her naked or his or her sexual organs
- Undress and show his or her sexual organs
- Touch his or her sexual organs
- Watch him or her masturbate
- Caresses his or her body or let him or her caresses the child
- Stand naked in front of the video camera, camera or that person's mobile phone
- Watch pictures, movies, magazines with pornographic content with him or her
- This person sent letters, notes, messages with sexual content via SMS, the internet
- Place fingers or objects in the child's sexual organ
- Used threats, blackmail and the like and coerced the child into sexual intercourse with two sexual organs coming into contact
- By applying force, this person had sexual intercourse with the child
- Gave the child alcohol and/or narcotics and encouraged them to have sexual intercourse with the child
- Offered the child money in exchange for sexual intercourse
- Bought and gave the child gifts in exchange for sexual intercourse with him or her or other persons

The database of Incest Trauma Center - Belgrade shows that of five children who were sexually abused, four were girls and one was a boy. Boys were exposed to sexual violence in 16.78% of cases. Gender structure of the offenders of child sexual abuse: 90.19% are male and 9.81% female. In 42.15% of cases, the offender in the cases of child sexual violence is the biological father (the most common form of incest is father-daughter), while in 50.64% of cases, the offender is the father figure (overall order of frequency: father, stepfather, foster parent, adoptive parent). In 21.61% of cases, the offender is a person outside the family known to the child (family friend, neighbour, tutor), while in 10.02% of cases, it was juvenile offenders who committed sexual violence (primarily committing abuse within the peer group, then within the family and in the social protection institutions where children are placed permanently). In the 2009-2014 period, 100% of the offenders were known to the child.

The **MOTIVE FOR** violence is **POWER** and **CONTROL!**
***SEXUAL VIOLENCE IS GENDER-BASED VIOLENCE**
VIOLENCE against **WOMEN** and **CHILDREN** is caused by
UNEQUAL DISTRIBUTION OF POWER

"The state of a society is reflected in the position of female children and later adult women in it."

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 philosopher, translator and the first assistant professor in the Kingdom of SCS
 who received her Ph.D. from the Belgrade University (1922)*

In cases of gender-based violence, the work of education institutions is reflected also in the recognition and efficient and adequate response in cases where there is suspicion that the child is exposed to violence. In the process of protection from violence, education institutions are obliged to provide adequate assistance to children and to ensure constructive and quality cooperation with the child's family and other relevant services in this process.

Responding to sexual abuse in the best interests of the child means believing the child, because children do not lie about sexual violence!

When we work with children, we should respond to domestic violence:

- Because home and family are not always a safe place for children.
- Because sexual violence is a criminal offense. Because domestic violence is the society's issue, not the victim's issue.
- Because there is no excuse for violence against women and children.
- Because domestic violence remains invisible for a long time.
- Because it is our obligation, if we work in an education institution, to listen to the child and recognise the signs of violence.
- Supporting a child or a student should be planned and systematic. In view of the sensitivity of the issue, in preparing the plan, during its implementation and monitoring, it is necessary to take into account the confidentiality of the data, the best interests of the child, the safekeeping of the documentation.

RECOMMENDED RESOURCES

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

This will be of use to me the next time I teach this lesson...

SUBJECT: SERBIAN LANGUAGE

GRADE: SECOND

TOPIC: Literature - PROSE

TEACHING UNIT: Leo Tolstoy: The Sparrow and the Swallow

LESSON TITLE: Keep your hands off my home - keep your hands off my body

GOALS:

- Reading comprehension.
- Understanding the intentions and feelings contained in the text.
- Taking own position on the character's actions.

OBJECTIVES:

1. The students understand that home and the body are property, which no one is allowed to touch without their consent
2. The students know that violence against home and body is a punishable criminal offense.
3. The students realise that girls are more often at risk of sexual violence.

CONTENTS

A/1 - Homes and bodies are sacred and must be guarded and defended

- Analysing The Sparrow and The Swallow text and finding sentences that talk about forced occupation of the swallow's home and its violent takeover.
- Using the analogy between home and body as private property

A/2 – Violence against home and body is a punishable hate crime

- Analysing sentences that talk about punishing the sparrow (walling in the sparrow in the stolen nest)
- Colouring parts of home and body that are private, personal, intimate... on a drawing

A/3 – The swallow/female person/ is the victim, the sparrow/male person/is the abuser

- Analysing sentences that define the behaviour of the sparrow (the one committing violence) and the swallow (the one exposed to violence). Point out that girls are more often potential victims.

METHOD

The children sit in small groups all the time.

A/1 - Homes and bodies are sacred, to be guarded and defended

After the children listen to the text of The Sparrow and the Swallow - talk to all students about first impressions, how this story made them feel and if there is anything they did not understand.

Task for the groups: You will now use a pen to underline sentences in the text that describe the sparrow's forceful occupation of the swallow's nest.

The students first underline sentences by themselves in their readers, and then exchange within the group. The groups report, list sentences in the text that talk about the violent behaviour of the sparrow and comment how they perceive the behaviour of the sparrow and of the swallow.

A new task for the groups: For and Against – Divide the children into two groups: those representing the behaviour of the sparrow and those representing the behaviour of the swallow. The participants confront arguments and facts, representing or challenging the behaviour of the sparrow and the swallow in the text. **Conclude in the end that THERE IS NO justification for violence (for the sparrow's behaviour)!**

A/2 – Violence against home and body is a punishable hate crime

On a prepared sheet of paper, each student colours "private body parts" that no one must touch without the student's consent. Children get the Body Maps. Girls get the contours of a female silhouette and boys get the contours of a male silhouette (Annex 1).

Then, students indicate in groups which rooms at home they do not share with others. Those that provide them with privacy protection (Annex 2).

The teacher guides the work of children, inspires, motivates and encourages them.

A/3 The swallow/female person/is the victim, the sparrow/male person/ is the abuser

Within their groups, and based on the events in the text and other experiences, the students brainstorm, listing the behaviours of those who commit violence and those who are exposed to violence. The teacher writes on the board, or the pin board. Everybody reads and comments together. The teacher uses comments to emphasise the behaviour of the abuser and the behaviour of the victim. Point out that girls are more often exposed to violence than boys and that it is important to always believe a child who is exposed to violence. The child may be touched inappropriately by the adult caregiver as well, such as the parent, teacher, godfather, family friend, etc. Listen and trust your inner little voice saying "that is wrong".

Final game: Hands, hands

The teacher claps three times, then tells the students to put his or her hands on a certain part of his or her body (hands on the hands, hands on the head, on the knees, hips, ears, stomach). Then, the teacher gives an instruction out loud, but does something else. For example, the teacher says "Hands on your head," and put his or her hands on the knees. The task for children is to do what the teacher says, not what she does.

LESSONS LEARNED

Experience shows that the children will immediately after reading the story name the sparrow as the abuser because he invaded someone else's home. During the exchange, they may be unsure: "He may have got lost", "broke his wing, so he had to come in as he was sick", "he had nowhere to go". The same is observed when adults start to justify and feel sorry for the abuser. It is important to present a clear view of this and relate the story immediately to humans. Explain to the children that the most important thing is to think about how someone who is exposed to violence feels, instead of focusing on someone who commits violence and his feelings. Make it clear to the children that adults fall into the same trap as well.

The children are happy to mark private body parts on the Body Map, with occasional laughter that is quite expected at this age. This does not require special attention and further questions.

WORK MATERIAL

- A reader with The Sparrow and the Swallow story for each student
- Body Maps (Annex 1)

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CHILDREN SHOULD REACT

- Recognise dangerous situations
- Deny access to the abuser
- Stop the interaction
- Call for help
- Not feel guilty
- Say no, if someone touches them inappropriately
- Leave the situation
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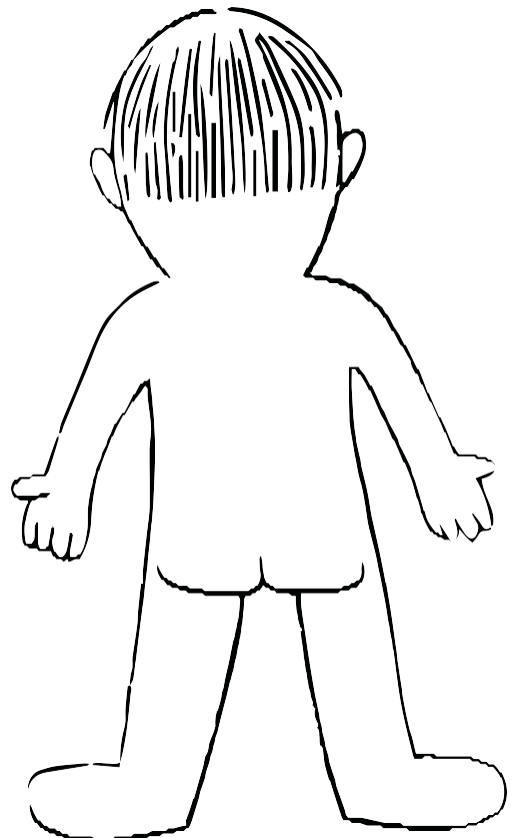
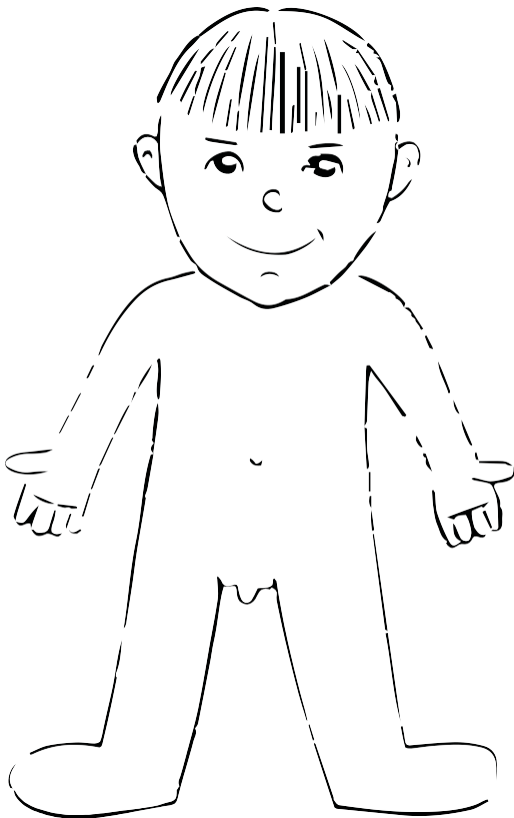
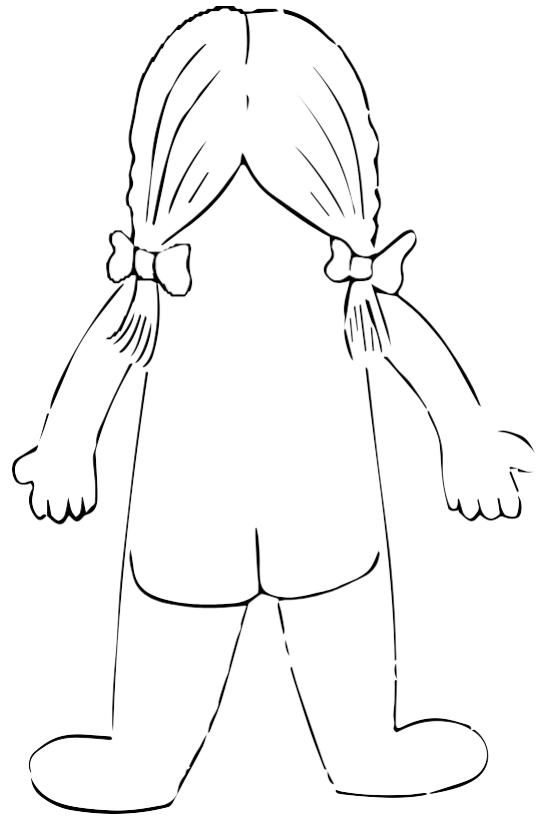
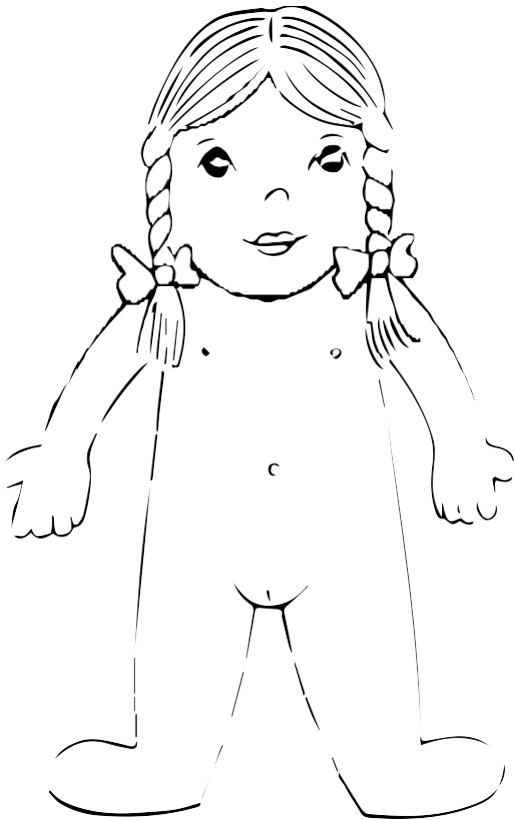
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RECOMMENDED RESOURCES

1. Grujić, Smiljana (2015): Manual for the prevention of gender-based violence, Belgrade: Ministry of Education, Science and Technological Development of the Republic of Serbia and UNICEF
2. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre



This will be of use to me the next time I teach this lesson...

SUBJECT: SERBIAN LANGUAGE

GRADE: THIRD

TOPIC: LITERATURE - PROSE

TEACHING UNIT: Folk fable: The Wolf and the Lamb

LESSON TITLE: Say NO - Sexual abuse by a person known to the child

GOALS:

- Reading comprehension.
- Observing the characteristics of the details of the character's behaviour.
- Understanding the intentions and feelings contained in the text.

OBJECTIVES:

1. The students are sensitised to be able to identify the intentions of sexual violence offenders.
2. The students know the desired ways of responding in sexual violence situations.
3. The students know who they can turn to and get protection and help.

CONTENTS (brief description of steps/activities - WHAT we will do)

Step 1: Recognising the danger from a potential abuser

Talk about the characters. The children use the previous knowledge about the characters appearing in the fable, based on which they assess their intentions and risk exposure.

Step 2: Identifying the desired way of responding in situations of violence

Analysing the characters' actions in the text indicating hidden intentions of the abuser and desirable ways of reacting for the purpose of protection in situations that may be dangerous.

METHOD (description of steps/activities - HOW we will do it)

The children participate in the conversation, guided by the teacher's questions, and then, working in small groups, they translate the fable to relations between people, those who are a source of danger and those who can/cannot protect themselves.

Step 1: Recognising the danger from a potential abuser

After introducing the content of the fable to the students and explaining any unknown words, the teacher encourages discussion via the following questions:

What did you learn about the wolf before, and what did you learn about lambs? Why are lambs protected by a fence and guarded by a shepherd? Who do wolves and lambs represent in the human world? Assess the characters' intentions and risk exposure!

The following text serves as an orientation for the teacher in finding the link between the contents of the fable and the topic of threats and the manner of reacting to sexual abuse:

The children KNOW the wolf is dangerous to the safety of the lambs. The lambs are SMALL and CANNOT handle the dangerous wolf BY THEMSELVES. Whoever takes care of them PARTIALLY PROTECTED them – by putting up a FENCE. The wolf uses the fact that the lambs KNOW him and tries to get CLOSE TO them IN A NICE WAY. The lambs have been TAUGHT that the wolf PRESENTS A THREAT and **protect** themselves by TELLING EVERYTHING the person who TAKES CARE of them/the person who can PUNISH the offender.

Announcing the topic: Sexual abuse by a person known to the child - using the following content:

Have you heard/ You have probably heard/ You know - that there are adults who use the familiarity and closeness with children, as well as their authority to gain access to children beyond the boundaries of decency... To say or show something or touch children - so they feel uncomfortable and confused!

Such actions are defined as **sexual abuse of children** and are punishable because they constitute a CRIMINAL OFFENSE!

***ANYONE AT ANY TIME can be a victim and an offender!

***Sexual violence can be committed by ANYONE against ANYONE!!

Offenders may be, for example, parents, babysitters, teachers, family friends, relatives, priests, coaches and any other person the child trusts and who takes care of the child.

The place where sexual abuse occurs may be home, the school, a sports club, a park, a friend's home, the kindergarten, etc.

Sexual violence can happen to any child. It most often happens to girls. Sometimes it also happens to boys who find it hard to tell someone, because everyone expects them to be strong and tough, never to cry or complain. There are children who find it hard to defend themselves: children with disabilities, Roma children. This is because in society and family they are not treated as equally valuable or important, since because of skin colour, physical and/or intellectual impairments, they look different from most or speak differently, move differently, they cannot see, they cannot hear. Children without parental care, children of poor parents, children who do not live with both parents, street children also face equal injustice.

Step 2: Identifying the desired way of reacting in situations of violence

The children are now given the task of linking, within small groups, a part of the fable text with the given text that relates to the real-life situation in which sexual violence against children occurs.

Each group gets 3 plus 3, i.e. each member of the group gets one piece of paper, either green or red, and should link them by matching the characters and contents which relate to the same situation: WOLF – ABUSER; LAMB - CHILD.

Each group in its mix has two questions to indicate that the child is *confused, incredulous, insecure, inapt, inexperienced, dependent...* Based on the answers the children try to give, a discussion develops that leads to understanding the need to empower children to recognise a violent person in their environment and to react properly in situations of violence....

Strips for group (A)

(A) The WOLF is intent on finding the lambs and satisfying his hunger!	(A) A VIOLENT person has every intention of finding a child to abuse sexually.
(A) The LAMB is not confused by the behaviour of the wolf!	(A) Is the CHILD confused by the behaviour of the abuser?
(A) The LAMB is sure that the person it turns to will believe and protect it!	(A) Is the CHILD concerned whether the person he or she turns to will believe and protect him or her?

Strips for group (B)

(B) The WOLF knows where to find suitable prey, and that is the pen where the lambs are enclosed!	(B) A VIOLENT person knows where to find a child, which is most often his or her own home, home of his or her relatives, friends, at work (if working with children)!
(B) The LAMB is protected in its pen!	(B) Is the CHILD protected at his or her home?
(B) The LAMB is able to recognise the wolf's intentions!	(B) Is the CHILD able to recognise the intent of an abuser?

Strips for group (C)

(C) The WOLF uses his acquaintance with the lambs and refers to good relations!	(C) The ABUSER uses his or her acquaintance with the child and refers to good relations!
(C) The LAMB knows that the wolf is dangerous!	(C) Does the CHILD know which person is dangerous?
(C) The LAMB is capable of refusing the wolf's request!	(C) Can the CHILD Deny access to the abuser and say "No"?

Strips for group (D)

(D) The WOLF presents himself as well-intentioned and initially asks for a favour that is acceptable!	(D) The ABUSER presents himself/herself as well-intentioned and initially asks for a favour that is acceptable!
(D) The LAMB is small, and unable to handle the wolf by itself!	(D) Is the CHILD small and is the CHILD able to handle the abuser by himself/herself?
(D) The LAMB knows exactly who to turn to for help!	(D) Does the CHILD know who to turn to for help?

LESSONS LEARNED

When talking about the victim and the abuser, it is always important to maintain the priority and focus on the child exposed to violence and feelings of the child. A common trap that adults fall into, and then they pass that message on to children, involving very intense and lengthy "dealing" with the abuser, why the abuser commits violence, how the abuser feels. It is necessary to avoid this trap that provides legitimacy to violent behaviour and insufficiently validates the child's feelings.

WORK MATERIAL

- The fable text from the reader for each student
- Strips for groups (A) / (B) / (C) / (D), each to be cut into 6 sections

Supplementary material for empowering the teacher to cover this topic successfully:

The text of the fable and parallel with real life where child sexual abuse takes place

<p>Characters from the fable <i>The Wolf and the Lamb</i></p>	<p>Characters in real life where sexual violence against children occurs</p>
<p><i>The WOLF "suddenly gets hungry and could not catch lunch for himself anywhere...</i></p>	<p>The dangerous ABUSER, mostly male, wants to molest a child sexually, mostly a girl, and is looking for a victim...</p>
<p><i>...crawled close to a pen where some lambs were enclosed...</i></p>	<p>The ABUSER knows where to find a SUITABLE PREY - a victim, most often in a "protected zone" – AT THE ABUSER'S OWN, RELATIVES' or FRIENDS' HOME or WHERE THE ABUSER WORKS, where there are children...</p>
<p><i>...was unable to jump in, so he called them: "Oh, my little darling lambs! For the sake of our special love, could perhaps one of you come and take out the bone that is lodged down my throat.</i></p>	<p>The ABUSER finds strategies TO GET CLOSER TO THE CHILD in the safest way, referring to love - a friendly relationship, expecting that the child will not resist because the abuser is asking for help.</p>
<p><i>The LAMB: - We'd love to, if the pen were open, so we'll go and call the shepherds to open it and they would be most suited and skillful at removing that bone.</i></p>	<p>The CHILD - potential victim, SHOULD KNOW when there is potential DANGER, BE ABLE TO REACT confidently, FEEL PROTECTED and should recognise a RELIABLE PERSON in whom the child CAN CONFIDE and who will PROTECT the child!</p>

RECOMMENDED RESOURCES

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	FOURTH
TOPIC:	Literature - PROSE
TEACHING UNIT:	Hans Christian Andersen: Ugly Duckling
LESSON TITLE:	I HAVE A VOICE, TOO!
GOALS:	<ul style="list-style-type: none">• Reading comprehension and interpretation.• Observing the characteristics of the details of the characters' behaviour.• Understanding the intentions and feelings contained in the text.• Taking own position on the character's actions.• Identifying and interpreting messages in the text.
OBJECTIVES:	<ol style="list-style-type: none">1. The students are sensitised to gender roles.2. The students recognise the causes and different forms of violence.3. The students understand that gender is a sexual violence risk factor.4. The students are introduced to the proper ways to react in situations of sexual violence.
CONTENT (brief description of steps/activities - WHAT we will do)	
Step 1: Identifying gender roles <p>After one lesson of analysing the fairy tale, in this lesson we will continue the analysis through conversation with the children – directing discussion towards identifying and interpreting gender roles that appear in the text.</p>	
Step 2: Identifying the causes and various forms of violence <p>Finding/analysing the events in the text that point to the causes and different forms of violence to which the "ugly duckling" was exposed.</p>	
Step 3: Gender as a risk factor for sexual violence <p>Raising the topic of sexual violence and pointing out that gender is a risk factor for violence, because sexual violence is a form of gender-based violence.</p>	
Step 4: How to respond to different life situations <p>Connecting the events in the fairy tale to the corresponding reactions and outcomes in real life:</p> <ul style="list-style-type: none">• The unwillingness of the "ugly duckling" to tolerate violence;• The positive outcome – the "ugly duckling" becomes a white swan; <p>By using a pin board / slide, provide information on the theme and guide the children towards the proper way of reacting in sexual violence situations.</p>	
METHOD (description of steps/activities - HOW we will do it) <p>This lesson cannot be executed without the teacher studying in detail the text from the Introductory Part on diversity.</p> <p>The children work in small groups all the time and agree on the positions they will present, except when their teacher asks them to say or show individually what they think...</p>	

Step 1: Identifying gender roles

Start the discussion by setting the following tasks:

- Task 1:

a) Find the part in the text that suggests that: **A woman admires her husband, despite his lack of participation in caring for the offspring!**

b) What do the following lines in the text tell you: *...And look at the others. They are the most beautiful ducklings I've ever seen! **They all look like their father, the rascal who never even came to see me!**...*

What do you conclude from these sentences - does the duck admire the father of her ducklings and does she expect the father to take care of his children... What do you think about that...?

- Next task:

a) Find the part in the text that says: **Girls can only succeed in life if they are beautiful, while that does not apply to boys, they can make it because they have other qualities!**

b) What do the sentences in the text tell you: *...**He is not good-looking, but he has a kind heart and swims very well like the others... Besides, he's a male duck, so it will not be a big problem for him. I think he will grow stronger and get through life somehow!***

What can you conclude from these sentences - what qualities are boys expected to have to be successful in life and what about girls... What do you think about that...?

Step 2: Identifying causes and different forms of violence

Continue to analyse the fairy tale through discussion - with tasks pointing to the types of violence the duckling experienced.

Start the discussion with the question:

Why was the duckling exposed to violence by those around her? Why didn't they accept it in the family or in the community?... Does that *happen in the world of humans? Is that okay?*

- Next task:

a) Find the parts in the text that tell that: **The ugly duckling is exposed to different forms of violence...**

b) Distribute to the children, in small groups, three pieces of paper with the following sentences from the fairy tale and give them stickers in different colours – on which the types of violence (physical, psychological, social, as well as sexual violence) are written – to match with the appropriate part of the text.

- Invite the children to report on what they have done and which sticker remains "unmatched"...

*...But the poor ugly duckling was **beaten, hit...** The ducks **bit** it, the chickens **hit** it, and the girl... **shoved** it **with her foot** - (physical violence)*

*... and both ducks and chickens **made it look like a fool...** The poor duckling didn't know what to do or where to go, it was desperate because it was so ugly and **mocked** by the entire duck society... The poor duckling **was terrorised** by everyone... (psychological violence)*

*...even its brothers were very mean to it and always said: **If only a cat would grab you, you ugly creature!** Even its mother would sometime say: **I wish you were gone.**" (social violence)*

The group can mock you or treat you with contempt and insult you based on your personal characteristics that make you different and unlike the most: you are short (you are a child and you may also be short), you wear glasses, they call you names, because you do not want to fight and you are a boy, or you play football and you are a girl, you are chubby, you do not have an expensive cell phone, you do not have a large allowance, etc.

Step 3: Gender as a risk factor for sexual violence

Build on the fact that the "ugly duckling" was exposed to various types of violence, from physical, social to psychological... and based on the following questions, raise the topic of sexual violence:

- What kind of violence could the "ugly duckling" also be exposed to if it were **female**!?!)
- What is a female person afraid of when she finds herself alone and unprotected in a strange place?
- Who is more frequently exposed to sexual abuse, girls or boys?

Have you heard/ You have probably heard/ You know - that there are adults who use the familiarity and closeness with children, as well as their authority to gain access children beyond the boundaries of decency... To say or show something or touch children - so they feel uncomfortable and confused!

- Such actions are defined as **sexual abuse of children** and are PUNISHABLE because they constitute a CRIMINAL OFFENSE!!!

***ANYONE AT ANY TIME can be a victim and an offender!
***Sexual violence can be committed by ANYONE against ANYONE!

Step 4: How to react to different life situations

Show children pin boards / slides containing the following:

Pin board / Slide 1

Drawing a parallel between the content of the fairy tale and a real-life situation

- The duckling did not want to tolerate violence, summoned its courage and left. = **The child should not tolerate violence; instead, he or she should take control of his or her own life!**

- The duckling went through various hardships, but in the end still grew into a white swan = **Recovery from sexual trauma is possible, with the support of those who understand and respect the child!!!**

***Optional request:** Ask the children to copy the contents of Slide 1 into a notebook or at least the part related to the real-life situation ...

Pin board / Slide 2

No one has the right to touch you in a way that makes you feel UNCOMFORTABLE!!!

Sexual abuse of children is a CRIME!
Abuse becomes a CHRONIC ISSUE if the child does not get help!
Children suffer the CONSEQUENCES of sexual abuse!
Children DO NOT VOLUNTARILY CONSENT to sexual activities with adults.

While showing Pin board / Slide 2, tell the children that they will individually assess whether each piece of information provided is: NEW or already FAMILIAR to him or her - if it is NEW, they will raise two fingers, if FAMILIAR – they will wave with both hands... The child who raised two fingers is entitled, if they wish to do so, to ask an additional question regarding the piece of information that was being evaluated...)

Pin board / Slide 3

Children have the right to DECIDE who may and who may not touch their bodies!

Is it okay, when you are uncomfortable, to say "NO" and RUN AWAY?

Is sexual abuse the CHILD'S FAULT?

Do you need to REPORT what is happening to you to someone you trust?

Do you need to KEEP A SECRET about who does things that make you uncomfortable?!

When showing Pin Board / Slide 3, tell the children that each of them will answer the question: If they think that the answer is YES – they should stand up; and if they think the answer is NO – they should remain seated and fold their arms. For every question, offer the children the opportunity to explain, if they want, why they think so.

(Especially ask for an argument, if someone said something/demonstrated something by a movement, contrary to the expected response!)

LESSONS LEARNED

Experience shows that children are open to the topic. Sometimes a child giggles when you say the word "sexually". This should be disregarded, as during the workshop they begin to realise how important the topic is for their growth and take it seriously and with interest.

WORK MATERIAL

- One fairy tale text from a reader per group
- Three pieces of paper for each group, with sentences written on them/each group of sentences written on a separate piece of paper / from the fairy tale about the violence to which the duckling was exposed (Step 2/variant b)
- Stickers of different colours with forms of violence written on them: **physical, social, psychological, sexual**, also for each group
- **Pin board / Slide 1** – A parallel drawn between the content of the fairy tale and a real-life situation (Step 4)
- **Pin board / Slide 2** - Nobody has the right to touch you in a way that makes you UNCOMFORTABLE!! (Step 4)
- **Pin board / Slide 3** - Children have the right to DECIDE who may and who may not touch their bodies! (Step 4)

Supplementary material for empowering the teacher in covering this topic:

- **Gender roles - what is GENDER or what is SEX**

Sex - biological, anatomical and physiological characteristics distinctive to women and men

Gender - a set of socially-conditioned characteristics of members of a sex, which was created probably with the original division of labour, and survived despite losing its original function as a sex policy instrument, while, owing to its seeming natural quality, being recreated in every individual in the process of growing up and upbringing.

GENDER	SEX
*woman taking the children for a walk	*pregnant woman
*woman making lunch	* breastfeeding woman
*man driving a car/*pursuing politics	*man undergoing voice change/ has a beard
GENDER roles:	SEX roles:
- are learned	- are acquired by birth
- are imposed by the environment:	- are biologically determined:
*parents, *peers, *THE SCHOOL SYSTEM, *media, *market laws, *religion, *art	*chromozomes, *hormones, *external and internal genitals

- **Sexual violence is a form of gender-based violence**

The database of Incest Trauma Center - Belgrade shows that of five children who were sexually abused, **four are of female and one is of male sex**. Boys were exposed to sexual violence in 16.78% of cases. The gender structure of the offenders who committed child sexual abuse: in 90.19% of cases, they were male and in 9.81% female. In 42.15% of cases, the offender who committed child sexual violence is the biological father (the most common form of incest is father-daughter), while in 50.64% of cases, the offender is the father figure (overall, by order of frequency: father, stepfather, foster parent, adoptive parent). In 21.61% of cases, the offender is a person outside the family who is known to the child (family friend, neighbour, tutor), while in 10.02% of cases, juvenile offenders committed sexual violence (primarily abuse within the peer group, then within the family and within the social protection institutions where children permanently reside). In the 2009-2014 period, 100% of the offenders were known to the child.

Diversity	Dominant group	Vulnerable group
APPEARANCE	"Beautiful"	"Ugly"
SEX	Male (48%)	Female (52%)
RACE	White	Roma, Chinese, migrants
RELIGION	Orthodox	Muslim, Catholic, atheist
SEXUAL ORIENTATION	Heterosexual	LGBTIQ...
ETHNICITY	Serbian	Other
PHYSICAL/ INTELLECTUAL ABILITY	Standard	Physical and intellectual difficulties
FINANCIAL STATUS	Wealthy/powerful	Poor
AGE	18–65 years of age	Under 18 / over 65 years of age

The **MOTIVE** for violence is **POWER** and **CONTROL!**
***SEXUAL VIOLENCE IS GENDER-BASED VIOLENCE**
VIOLENCE against **WOMEN** and **CHILDREN** is caused by **UNEQUAL DISTRIBUTION OF POWER**

MALE DOMINANCE is present in most areas of life:

FAMILY, LEGAL SYSTEM, RELIGION...
this dominance is **THE FOUNDATION OF VIOLENCE**

CHILDREN SHOULD REACT

- **Recognise dangerous situations**
- **Deny access to the abuser**
- **Stop the interaction**
- **Call for help**
- **Not feel guilty**
- **Say no, if someone touches them inappropriately**
- **Leave the situation**
- **Tell a trusted adult what happened**
- **Not stop talking until something changes and they feel good!**

CHILDREN HAVE THE RIGHT TO DECIDE WHO MAY AND WHO MAY NOT TOUCH THEIR BODY

- **In a situation where someone touches them against their will or in a way that makes them uncomfortable, they can say "NO"**
- **They can leave/escape and tell a trusted adult**
- **Sexual abuse is never their fault**
- **If someone touches them in a way that makes them uncomfortable, they should tell a trusted person**
- **They should not keep a secret about anyone who touches them, making them uncomfortable**
- **They should find reliable adults who will believe that sexual abuse has taken place and protect the child**
- **They have the right to be believed by adults and will still be loved if they disclose what happened**
- **They can use names for body parts so that they can describe exactly what happened to them...**

RECOMMENDED RESOURCES

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	FIFTH
TOPIC:	LITERATURE
TEACHING UNIT:	The Adventures of Tom Sawyer by Mark Twain
LESSON TITLE:	Tom's, Huckleberry's and Becky's gender box
GOALS:	
<ul style="list-style-type: none">• Analysis of the novel read by the students, literary theory concepts, review of the main and supporting characters	
EDUCATIONAL ASSIGNMENTS	
<ul style="list-style-type: none">• Reading, understanding, experiencing the text• Mastering new literary theory concepts (literary genre: prose, literary form: novel, main characters, supporting characters)• Linking the realities of life to the subject of the literary work in question	
FUNCTIONAL ASSIGNMENTS	
<ul style="list-style-type: none">• Capacitating the students to read, understand, experience and interpret the novel• Capacitating the students to separate the relevant from the secondary	
UPBRINGING ASSIGNMENTS	
<ul style="list-style-type: none">• Developing love for reading novels• Capacitating the students for logical understanding and critical assessment of the characters' actions in the novel	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are introduced to the term "gender roles"2. The students understand that stereotypical gender roles are the breeding ground for all types of gender-based violence, including sexual violence	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Introductory part of the lesson	
- The students are introduced to the novel Tom Sawyer - they are introduced to the theme of the work, the main and supporting characters, the main motif.	
A/2 Discussion about the situations of violence in the novel - the main body of the lesson	
- The students are introduced to the concept of gender roles and understand that stereotypical gender roles are the breeding ground for all types of gender-based violence	
A/3 Gender inequality leads to violence – concluding the lesson (5')	
- The students understand that sexes do not have equal power in their "gender box" and that this gender inequality leads to violence.	
METHOD (description of steps/activities - HOW we will work)	
A/1 Introductory part of the lesson (10 min)	
- The teacher introduces the teaching unit being covered to the students. - The teacher writes the name of the novel and the author on the board. Discussion about the first impressions. Define the theme of the work, the main and supporting characters, the main motif.	
A/2 Discussion about gender roles in the novel – the main body of the lesson (30 min)	

A/2 .1 Gender roles

- Who is the main character in the novel? What is the novel about? How does the main character behave? Who is his best friend? Why did they keep getting into trouble?

- Explain to the students that the concepts of gender and sex are not the same. Sex is a biological characteristic assigned at birth, **and gender are the behaviours we learn in the family, at school, in the environment in which we grow up, the religious community...**

Gender roles are closely linked to violence. Victims of violence are most often and predominantly girls and women, and according to statistics, abusers are most often boys/men. **Be sure to point out to the students that not all men are abusers and that not all women are victims.**

A/2 .2 Stereotypical gender roles

- Boys are unruly, naughty, spend their time outside. Adventurous and inquisitive spirits (Tom and Huckleberry).

- Girls are nice, stay at home, help their mothers with the housework (Becky).

Attracting attention by rough behaviour and insults, a confrontation between Becky and Tom (physical and emotional violence).

- Explain to the students that these behaviour patterns are actually moulds, i.e. "gender boxes" that impose and limit us to act, feel, decide only "as a boy" or "as a girl". We adopt them from the earliest age and then later we apply them in life as adults.

- The teacher draws on the board two "gender boxes". One is named the "Becky's box" and the other one "Tom and Huckleberry's".

The teacher asks the following questions:

"How do Tom and Huckleberry behave, what do they do and what are they allowed to do?"

"How does Becky behave, what does she do and what is she not allowed to do?"

- The children give answers and "fill gender boxes". The teacher notes down the answers about Tom and Huckleberry in the "gender box" with their names, and those about Becky in the "gender box" with her name.

- The teacher repeats what is in Tom's and Huckleberry's box and says it is the **gender box for boys**. That box tells us: "Well, that is how boys can behave!"

- The teacher repeats what is in Becky's box and says: "Becky's box is called the **gender box for girls**." And that box tells us: "That is how girls can and may behave."

- Pointing at the boxes, the teacher asks: "Who is more powerful here?"

The expectation is that the children will say it is Tom and Huckleberry.

A/3 Gender inequality leads to violence – concluding the lesson (5')

- The teacher concludes: "Genders do not have equal power in their "gender boxes".

Boys have more power; girls have less power. "Gender boxes" are sometimes so strong, as if made of iron, and you stay in them until you grow up and, when you grow up, you keep behaving like that. Gender inequality leads to violence."

Writing on the board:

The Adventures of Tom Sawyer by Mark Twain (1835-1910)

Literary genre: prose

Literary form: novel

Theme: The Adventures of Tom Sawyer

Major characters: Tom, Huckleberry, Becky

Supporting characters: Aunt Polly, Tom's brother, the Indian, the teacher

LESSONS LEARNED

When the subject of violence is raised, the students are fully committed to it and the teacher directs and keeps them to the topic, making sure they do not digress. Before covering the topic of gender roles, the teacher should review his or her views in this area, recognise his or her prejudice acquired while growing up and, without fear, as a role model for children, share them in class, thus becoming their role model, demonstrating that the change of views is a positive and desirable experience that helps you become an authentic ally to marginalised social groups.

Note: About gender roles - it is important that the teacher remind the students that in epic poetry, female characters most often do not have a name, are faceless or are called by their father's or husband's name. They belong first to their father, and when they marry, to their husband. In epic poetry, a female person is the property of a man and is often treated as a "commodity". If she is a mother, she only exists as a mother. In this sense, epic poetry offers a lot of possibilities for analysing gender roles and influencing stereotypes, in order to change them in the present time. There are frequent examples of epic poetry supporting violence as a response to violence (the works from the sixth, seventh and eighth grade: Hasanaginica (The Wife of Hasan Aga), Marko Kraljević Abolishes the Bride Tax, Young Radojica, The Death of the Jugovics' Mother", etc.).

WORK MATERIAL

- The Adventures of Tom Sawyer, a novel by M. Twain

RECOMMENDED RESOURCES:

1. Ministry of Education, Science and Technological Development (2015). Manual for the prevention of gender-based violence; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	FIFTH
TOPIC:	LITERATURE
TEACHING UNIT:	When Your Father Hits You by B.V.Radičević
LESSON TITLE:	Domestic violence is a bad secret
GOALS:	<p>Literary theoretical interpretation of the poem.</p> <p>EDUCATIONAL ASSIGNMENTS</p> <ul style="list-style-type: none">• Reading, understanding, interpreting and expressing views and feelings• Mastering new literary theory concepts (rhyme, alternate and enclosed rhyme, quatrain)• Linking the realities of life to the subject of the literary work• Observing the difference between the lyric subject and the poet (author) <p>FUNCTIONAL ASSIGNMENTS</p> <ul style="list-style-type: none">• Capacitating the students to read, understand, experience and interpret the lyric poem• Practicing the expressive reading of verses <p>UPBRINGING ASSIGNMENTS</p> <ul style="list-style-type: none">• Developing love of poetry• Capacitating students to interpret poems• Developing critical opinion, curiosity and inquisitive spirit in students
OBJECTIVES:	<ol style="list-style-type: none">1. The students differentiate between the concepts of a good and bad secret.2. The students differentiate between the types of violence.3. The students understand the concept of domestic violence.4. The students know how to react and who to contact in a domestic violence situation.
CONTENT (brief description of steps/activities - WHAT we will do)	<p>A/1 Introductory part of the lesson</p> <p>- The students are introduced to the poem When Your Father Hits You by B. Radičević</p> <p>A/2 Discussion about family secrets and domestic violence - the main body of the lesson</p> <p>- The students are introduced to the concepts of family secret and domestic violence and understand the link between violence and gender.</p> <p>A/3 Responding to violence - the final part of the lesson</p> <p>- The students understand that it is very important not to keep a secret, that there is always someone who can help them.</p>
METHOD (description of steps/activities - HOW we will work)	<p>A/1 Introductory part of the lesson (5 min)</p> <p>- The teacher introduces the students to the teaching unit being covered. He/she writes on the board the name of the poem and the author. In a few sentences, the teacher talks about the author and his book of poems.</p> <p>- Expressive reading of the poem. Discussion about the poem.</p> <p>- Explain the concept of lyric subject. Identify stylistic devices, rhyme type.</p>

A/2 Discussion about secrets and situations of violence - the body of the lesson (35 min)

A/2.1 The concept of secret

- How does the poem start? Why does the poet say that the hand that was rough becomes nice? Can a hand that hits be nice?

- The teacher stresses that **violence is never an expression of love for a child and is never for the child's good. The hand that hits a child is never nice.**

- Think about the verses:

"But since the secret has to be kept anyway:
The father does not, in fact, hit at all.
A secret is a secret..."

- The teacher asks:

"What can be the reasons for someone who experiences violence to hide it?"

Answers are written on the board.

- Encourage the students through leading questions to learn the concept of secret (good and bad). Do children often hide what really goes on at home? Is that kind of secret good? Who teaches us to keep secrets?

- Show the students that **there are good and bad secrets**. That they should not hide it if anyone abuses them in any way, because it is not a good secret, it is a bad secret. **Point out to them that they are not alone in this, that violence is something that can happen to anyone.**

- In particular, point out that **it is not the fault or responsibility of the victim of violence, the only person responsible is the person who commits violence. Abusers often use physical violence to intimidate their victims and force them to keep the secret.**

A/2.2 Domestic violence

- Where does the violence take place in this poem? Who beats the son? Who is more often violent in the family and who is protective? Have you been taught that boys do not cry and girls do not fight? Is the gender relevant when it comes to a certain kind of behaviour?

(Based on the leading questions, the students identify that violence is related to gender. Explain the concept of gender.)

- **Point out that it is not a rare occurrence that children experience violence in the family, but that they are taught from an early age not to talk about it.** Point out that, according to statistics, abusers are more often men than women. Also, according to statistics, women and children are the most frequent victims of violence.

- How does the poem end? Can fathers react in any other way?

(The students cite verses that show that there are fathers who behave in a "protective" and caring manner - "I'm not a joker to keep it to myself: sometimes fathers irretrievably become like mothers, forgive their son, and – pull out their own ear").

- What does the poet want to say with the following verses:

"You would fare the same,
As your mother's son,
If your mother suddenly did an about-face..."

- Do mothers sometimes "beat" their children?

- It is very important that the teacher here points out that a **mother who beats her children:**

- Is often a victim of violence by her partner (violence against women is hidden; just as a mother hides her bad secret, the children are also taught to hide a bad secret about violence)
- Some mothers beat their children, because they experienced violence by their dads and moms, and already learned to keep a bad secret that should not get out
- Not all mothers who have experienced violence become violent against their children.

A/2.3 Types of violence

- *What types of violence have you heard of? What is, in fact, violence?*

Any type of one-time or repeated verbal or non-verbal behaviour that results in actual or potential damage to the health, development and dignity of the child is violence.

- *What types of violence have you heard of?*

- After eliciting answers, explain to the students what types of violence exist: verbal, physical, emotional, sexual, social, digital (explain in one sentence each form of violence)

A/3 Response to violence – the final part of the lesson (5 min)

- Point out to the students that they need to speak to a trusted person. That it is very important not to keep a secret, that there is always someone who can help them. **Point out that it takes courage to speak to someone, but that is the only right thing to do.**

- Also, **say that helpers must not betray confidence.** Children should always speak to trusted adults and not try to solve the issue by themselves, they should not mock the victim or tell others what they have been told in confidence, except to professionals in or outside the school.

They can always reach out to someone from school, police, centre for social work, Incest Trauma Center - Belgrade.

Writing on the board:

"When the father hits you" Branko V. Radičević (1925-2001)

The lyric subject is a protagonist of the artistic world and is not the same as the poet.

Rhyme: full rhyme at the end of the verse

Rhyming couplets

Alternate

Enclosed

Homework: Identify the theme, poetic imagery, stylistic devices in the poem

LESSONS LEARNED

When the topic of violence is raised, the students are fully committed to it and the teacher directs and keeps them to the topic, making sure they do not digress. Before covering the topic of gender roles, the teacher should review his or her views in this area, recognise his or her prejudice acquired while growing up and, without fear, as a role model for children, share them in class, thus becoming their role model, demonstrating that the change of views is a positive and desirable experience that helps you become an authentic ally to marginalised social groups.

Note: About gender roles - it is important that the teacher reminds+ students that in epic poetry, female characters most often do not have a name, are faceless or are called by their father's or husband's name. They belong first to their father, and when they marry, to their husband. In epic poetry, a female person is the property of a man and is often treated as a "commodity". If she is a mother, she only exists as a mother. In this sense, epic poetry offers a lot of possibilities for analysing gender roles and influencing stereotypes, in order to change them in the present time. There are frequent examples of epic poetry supporting violence as a response to violence (the works from the sixth, seventh and eighth grade: Hasanaginica (The Wife of Hasan Aga), Marko Kraljević Abolishes the Bride Tax, Young Radojica, The Death of the Jugovics' Mother", etc.).

WORK MATERIAL

- Text from Art of Words reader, pp. 166–168
- Z. Mrkalj, Teaching Theory and Practice 1, published by Klett, Belgrade, 2008
- B. V. Radičević, Poems about mother, Nolit, Belgrade, 1991

RECOMMENDED RESOURCES:

1. KIKO poster of Incest Trauma Center - Belgrade - Good Secrets Make You Happy, Bad Secrets Do Not (print for each child or send to anyone by email)

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	SIXTH
TOPIC:	Literature
TEACHING UNIT:	Vanka by A. P. Chekhov
LESSON TITLE:	The risk of sexual violence
GOALS:	
Analysis of the extract read by the students, literary theory concepts.	
EDUCATIONAL ASSIGNMENTS	
<ul style="list-style-type: none">• Reading, understanding, experiencing the text read by the students• Mastering new literary concepts (literary genre: prose, literary type: short story, first-person narrative)• Connecting the realities of life to the subject of the literary work	
FUNCTIONAL ASSIGNMENTS	
<ul style="list-style-type: none">• Capacitating the students to read, understand, experience and interpret the short story• Capacitating the students to distinguish the significant from the secondary	
UPBRINGING ASSIGNMENTS	
<ul style="list-style-type: none">• Developing the love of reading• Developing critical opinion, curiosity and inquisitive spirit in students	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students understand the concepts of physical and sexual violence.2. The students understand the risk of sexual violence.3. The students know how stereotypical gender roles affect the disclosure of sexual violence.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Introductory part of the lesson	
- The students are introduced to the short story Vanka by A. P. Chekhov.	
A/2 Discussion about family secrets and domestic violence - the main body of the lesson	
- The students are introduced to the concepts of family secret and domestic violence and understand the connection between violence and gender.	
A/3 Responding to sexual violence - the final part of the lesson	
- The students understand that sexual violence must be reported and one must not keep quiet about it.	
METHOD	
A/1 Introductory part of the lesson (10 min)	
<ul style="list-style-type: none">- The teacher introduces the teaching unit being covered to the students.- The teacher writes the name of the short story and the author on the board. Discussion about first impressions. Identifying the literary genre, form, the story teller, the main motif.	
A/2 Discussion about physical and sexual violence - the main body of the lesson (30 min):	
A/2.1 Physical violence	
- After reading an extract, initiate a discussion with the students about the first impressions.	

What is the extract about? Who is telling the story? In what form? What is Vanka talking about?

- What do you think of the following passages:

"Last night I got beat up. The boss grabbed me by my hair and pulled me out into the yard, hit me with a shoemaker belt because I had been rocking their little baby in the crib and accidentally fell asleep. And last week, his wife ordered me to clean a herring, I started from the tail, and then she grabbed the herring, and she started to shove its head up my nose..."

- *Is the behaviour of the boss and his wife acceptable? What do you call this kind of violence? (Response: Physical)*

- *Is there a situation in which the use of physical violence is justified? (Answer: No)*

- *What do you think about the phrase "It is for your own good..." (Response: There is never a justified reason or cause for violence and violence never leads to anything good.)*

- *Do you know anyone who is exposed to physical violence? Do you know that the victim should always seek help and that it is important not to be silent? Is Vanka's letter to his grandpa a cry for help? Why is he writing to his grandpa?*

(Response: The students should conclude that it is necessary to seek help from a trusted adult.)

A/2.2 Sexual violence

- Children who are in a situation like Vanka (who is already exposed to one form of violence, with no one to protect him and not believed as a child) are an easy target for sexual violence offenders. These are mostly girls, but boys can also be victims of sexual violence.

Society imposes an obligation on boys to be strong and tough, never to complain or cry, which makes it difficult for them to tell if exposed to sexual violence.

- Sexual violence, in a fifth of the cases, is accompanied by physical violence. The child is intimidated by beating, in order to keep a secret. The abuser uses his or her power and the child's fear. Sexual violence, unfortunately, is part of our reality, and it is happening "here and now".

Any kind of communication with a child with sexual content, touching private parts, displaying pornographic content (including via mobile phones or social networks) is sexual violence. According to statistics in Europe, one child in five is a victim of sexual violence in some way, and four out of five of those children are girls.

- Explain to students that adults are those who commit sexual violence, at first children trust them, because they are people in their immediate environment. Abusers are less frequently "unknown men and women offering candy".

A/3 Responding to sexual violence – the final part of the lesson (5 min)

Sexual violence is a criminal offense and must be sanctioned.

- Sexual violence must be reported, one must not keep quiet about it.

- Sexual violence is never the child's fault. Guilt is always on the side of the person committing violence.

- The child must reach out to a trusted adult, who could be someone from school.

- The services whose responsibility is to protect children from violence are the police, prosecutors, centres for social work, courts, the National Children's Line 116 111 (toll-free), Incest Trauma Center - Belgrade, and others.

Writing on the board:

Vanka by A.P. Chekov (1860-1904)

Literary genre: prose

Literary form: short story

Theme: the boy's letter to his grandpa

First-person narrative

LESSONS LEARNED

When the subject of violence is raised, the students are fully committed to it and the teacher directs and keeps them to the topic, making sure they do not digress. Before covering the topic of gender roles, the teacher should review his or her views in this area, recognise his or her prejudice acquired while growing up and, without fear, as a role model for children, share them in class, thus becoming their role model, demonstrating that the change of views is a positive and desirable experience that helps you become an authentic ally to marginalised social groups.

Note: About gender roles - it is important that the teacher remind students that in epic poetry, female characters most often do not have a name, are faceless or are called by their father's or husband's name. They belong first to their father, and when they marry, to their husband. In epic poetry, a female person is the property of a man and is often treated as a "commodity". If she is a mother, she only exists as a mother. In this sense, epic poetry offers a lot of possibilities for analysing gender roles and influencing stereotypes, in order to change them in the present time.

There are frequent examples of epic poetry supporting violence as a response to violence (the works from the sixth, seventh and eighth grade: Hasanaginica (The Wife of Hasan Aga), Marko Kraljević Abolishes the Bride Tax, Young Radojica, The Death of the Jugovics' Mother", etc.).

WORK MATERIAL

- The text Vanka from the reader.

RECOMMENDED RESOURCES:

1. Study the Introduction in detail.

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	EIGHTH
TOPIC:	LITERATURE
TEACHING UNIT:	Children by Ivo Andric
LESSON TITLE:	Respect diversity and you will prevent violence!
GOALS:	
Analysis of the short story read by the students.	
EDUCATIONAL ASSIGNMENTS	
<ul style="list-style-type: none">• Reading, understanding, experiencing the text read• Mastering new literary theory concepts (literary genre: prose, literary form: short story, motif, characters)• Connecting the realities of life to the subject of the literary work	
FUNCTIONAL ASSIGNMENTS	
<ul style="list-style-type: none">• Capacitating the students to read, understand, experience and interpret the folk story• Capacitating the students to distinguish the significant from the secondary	
UPBRINGING ASSIGNMENTS	
<ul style="list-style-type: none">• Developing love for reading literary works• Developing critical opinion, curiosity and inquisitive spirit in students	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students understand the concept of gender roles.2. The students expand their knowledge of the concept of gender role and sexual violence.3. The students understand the connection between diversity and the risk of sexual violence and that the offender, in order to abuse the child, uses the vulnerability of the child caused by the child's diversity.4. The students know how to react to prevent violence, to whom to turn when violence occurs and not to remain in the role of observers.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 The introductory part of the lesson	
- The students are introduced to the short story Children by I. Andrić.	
A/2 Discussion about diversity and sexual violence - the main body of the lesson	
- The students are introduced to the concept of diversity and sexual violence and understand the relation between sexual violence and gender.	
A/3 Responding to sexual violence - the final part of the lesson	
- The students understand that sexual violence is a criminal offense and that it must be sanctioned.	
METHOD	
A/1 The introductory part of the lesson (10 min)	
- The teacher introduces the teaching unit being covered to the students. The teacher writes the name of the story on the board. Discussion about first impressions. Identify the literary genre, form, characters, main motif.	

A/2 Discussion about diversity and sexual violence - the main body of the lesson (30 min):

After reading the story, initiate discussion about first impressions with the students.

What is the story about? Who is the main character?

A/2.1 Gender roles in the story

- We mentioned previously the importance of gender roles in analysing literary works, determined their link with certain stereotypical behaviours.

- In this story, the characters are a group of boys, who, in line with their learned gender roles, act as strong, powerful, fearless, willing to fight with anyone they do not like. They spend their days outside, looking for a chance to bully children who are different from them.

What is the name of this type of violence?

- The students are shown that there is no justification for physical violence. The bully uses his physical superiority to intimidate the victim, thus establishing power over him or her. The victim feels fear, which makes it even harder for him or her to get out of the cycle of violence.

A/2.2 Diversity in the story

- Who did this group of boys choose to attack? Is the fact that the boy is Jewish the reason for him to be bullied and physically assaulted? Do we respect diversity? Do you sometimes mock someone because they are different? In what situations did you find reasons to tease someone, because they have cheaper sneakers or the phone? What is the name of this type of violence?

(introduce the relevant concepts: **social violence / discrimination / bullying**).

- Explain that the offender (irrespective of their age) uses the vulnerability of the child caused by a certain diversity to abuse the child.

- Have you ever witnessed a child being beaten, just because they have a different colour of skin (in Serbia, the target of attacks are the Roma, Chinese, migrants)?

- Explain to the students that the fact that someone is different from the majority in terms of any personal characteristic means that they are persons like everyone else. **The Law on the Prohibition of Discrimination** prescribes that they must not be targeted by any form of violence and that it is a criminal offense.

- There are individuals who know how to handle the burden of being different, and deserve praise for their courage. It is not courage, and it is easy to blend in with a group and hide behind it when you hurt someone else belonging to a minority in society and is weaker than the dominant majority.

- It is particularly important here to emphasise the **role of observers in the peer group**, since this role bears enormous responsibility.

Observers can prevent violence and stop violence when it has already started. Observers can be allies with the child who is exposed to violence by seeking together with them adult assistance to report sexual violence to the police and be with the child during the recovery process.

- Help does not entail keeping a "bad secret", but disclosing and reporting sexual violence so that the offender would be punished and prevented from harming the next person. It is important that children who assist children who are exposed to violence, as allies and helpers, play openly and publicly that role, that everyone knows that they stand by their friend and are against violence.

A/2.3 Sexual violence

- Find in the text the part that refers to childhood scars.

- Introduce the following sentences:

"The little people we call "children" have their great pain and long suffering, which afterwards they forget as adults and wise people... Down there, from that angle, that pain and that suffering live on and still exist as any reality.

Try to imagine the pain of a child who experienced sexual violence. How does the child feel? How does the child cope with their feelings?

- Show **Slide 1**.

- Although at first glance it seems unreal and we think that sexual violence does not happen against children, or within peer groups (it is called gang rape), it is part of everyday reality and is happening here and now, not somewhere in some far-away Western countries.

- Show **Slide 2**.

- There is very little talk and little knowledge about this subject. If there is no talk, violence cannot be prevented, the victim will not know how to react and to whom to turn. It is not a rare occurrence that children who are victims of sexual violence think that it happens in other families as well, because the abuser constantly convinces them that it is normal and that it is nothing to be embarrassed about and that it is just play. The fact is that sexual violence against children is unacceptable, as is against anyone else, and that one must not be silent about it.

- Sexual violence can happen to anyone, it is not related to education, age, intellectual or physical ability, class, race.

Any kind of communication with a child with sexual content, touching intimate parts, displaying pornographic content (including via mobile phones or social networks) is sexual violence.

According to statistics in Europe, one child in five is a victim of sexual violence in some way, and four out of five of those children are girls.

A/3 Response to sexual violence – the final part of the lesson (5 min)

- **Sexual violence is a criminal offense and must be sanctioned. It is important to set boundaries, say NO.**

- **You are now entering a period when you will start relationships and it is very important to be able to recognise any form of violence and react properly to protect yourselves and remove yourself from a violent relationship.**

- The services whose responsibility is to protect children from violence are the police, prosecutors, centres for social work, courts, the National Children's Line 116 111 (toll-free), Incest Trauma Center - Belgrade, and others.

Writing on the board:

Children by Ivo Andrić (1892-1975)

Literary genre: prose

Literary form: short story

LESSONS LEARNED

This moment is a tremendous opportunity to contribute to the value system of your students. Seize the opportunity and use it. Teach them that every being is equally valuable.

Note: About gender roles - it is important that the teacher remind students that in epic poetry, female characters most often do not have a name, are faceless or are called by their father's or husband's name. They belong first to their father, and when they marry, to their husband. In epic poetry, a female person is the property of a man and is often treated as a "commodity".

If she is a mother, she only exists as a mother. In this sense, epic poetry offers a lot of possibilities for analysing gender roles and influencing stereotypes, in order to change them in the present time.

There are frequent examples of epic poetry supporting violence as a response to violence (the works from the sixth, seventh and eighth grade: Hasanaginica (The Wife of Hasan Aga), Marko Kraljević Abolishes the Bride Tax, Young Radojica, The Death of the Jugovics' Mother", etc.).

WORK MATERIAL

- The text of Children from a reader
- Slide 1
- Slide 2

The contents of Slide 1 and Slide 2 must be printed and a personal copy provided for each student to take home.

Slide 1

Social violence/discrimination/bullying can have as one of its factors sexual violence. Sexual violence entails humiliating the victim in a cruel manner and is also referred to as a hate crime (Article 54 of the Law on the Prohibition of Discrimination of the Republic of Serbia).

Slide 2

The first National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia draws attention to the fact that in secondary schools in 7.4% of cases, the school is designated as the place where sexual violence occurs, whereby young people are alerting us to the need to develop measures for preventing, for example, date rape and other forms of sexual violence. (2015 Incest Trauma Center – Belgrade; in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women's Health Promotion Centre)

Annual statistical data of Incest Trauma Center - Belgrade for 2009-2014 show, based on reported sexual violence cases, that in that period there was an increase in the reporting of sexual abuse occurring within the peer group (juvenile offenders) and that this form of abuse is assisted by modern technologies and social networks. In 4.15% of cases, it was a (repeated) gang rape of a girl by her peers known to her, and that the wall of silence was extremely strong because of her fear of revenge and judgment of people around her. Girls assess whether to disclose that they experienced sexual violence based on the prior knowledge of reactions of people around them through social networks, as well as the reaction of family members to other life difficulties concerning which she previously reached out to them. In both options, girls say they expect to be blamed, which prevents them from exposing the offenders and seeking help, leaving them vulnerable to repeated victimisation/violence.

RECOMMENDED RESOURCES:

1. [Law on the Prohibition of Discrimination of the Republic of Serbia](#)
2. [Article 54 of the Law on the Prohibition of Discrimination of the Republic of Serbia \(HATE CRIME\)](#)
3. Incest Trauma Center – Belgrade (2014). How to prevent violence in adolescent love relationships – A guide for teenagers and adults who care for them. Manual for application in the regular curriculum of primary and secondary schools. Authors: Ljiljana Bogavac, MD, and Dušica Popadić

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	FIRST - secondary school
TOPIC:	LITERATURE
TEACHING UNIT:	Hasanaginica (The Wife of Hasan Aga)
LESSON TITLE:	Hasanaginica as an offered framework for analysing gender roles that make up the basis for domestic violence
GOALS:	
<ul style="list-style-type: none">• Acquiring knowledge about the specific features of the folk ballad.• Introduction to the translation and interpretation history of Hasanaginica.• Reading, interpreting, and understanding the Hasanaginica ballad.• Capacitating students to distinguish folk ballads from other types of oral works.• Improving expressive reading.• Introducing modern readers to specific features of the patriarchal conventions and morals.• Moral assessment of actions by male and female characters.• Encouraging students to read, experience and interpret the literary work on their own.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students recognise different forms of violence2. The students are introduced to the effects/marks left by violence on the person exposed to it.3. The students learn the concept of gender roles and their impact on the possibility of violence occurring.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Hasanaginica - Introduction	
- The students are introduced to the theme and basic facts about the Hasanaginica poem.	
A/2 Gender roles and violence in the Hasanaginica poem - the main body of the lesson	
- The students are introduced to the concept of gender roles and their influence on the possibility of violence occurring through the analysis of the Hasanaginica poem.	
A/3 Voice against violence against children and women - the final part of the lesson	
- The students understand that it is always important to challenge stereotypical gender roles on which violence against children and women is based.	
METHOD	
<ul style="list-style-type: none">• During the entire lesson, it is necessary to be particularly sensitive to the students, pay attention to their reactions; bear in mind the statistics showing how many children in each class in our country have been exposed to sexual abuse - one of the students may be a victim of some form of violence!• Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions.	
A/1 Hasanaginica - Introduction (5-10 minutes)	
- Introduce the students to the basic information about the Hasanaginica poem:	
<ul style="list-style-type: none">• Our best-known folk ballad• Our first oral work translated into foreign languages, whose beauty was most frequently subject of writing, as a jewel of our folk literature• It was first published in 1774 in the book of Alberto Fortis, Italian travel writer, titled Journey to Dalmatia	

- It was also translated by Goethe, Pushkin, Anna Akhmatova

- Questions for the students:

- *How did Vuk Stefanović Karadžić classify folk (oral) poetry?*

The **answer:** Vuk, as the students know, classified folk poems into **heroic (epic), female (lyric) and borderline (lyric-epic).**

This is also the right time to talk to students about what way Vuk burdened this classification with gender stereotypes!

- *What are the features of a poem called a ballad? You can draw an analogy with the term ballad we use for contemporary music.*

Answer: Ballads are characterised by a sad ending.

- *Where would you classify ballads: as lyric, epic or lyric-epic poems?*

Answer: After the students provide different answers, we summarise: these are lyric-epic poems. Their plot is full of emotions, which makes ballads similar to lyric poems. They also have a developed plot, a variety of characters, rich dialogues and monologues, which brings them close to epic poetry as well.

- Expressive reading of the Hasanaginica poem (5 minutes)

A/2 Gender roles and violence in the Hasanaginica poem - the main body of the lesson (25 minutes)

- Through group discussion, answers are sought to the following questions:

P 1 - How did you feel when you listened to the poem? What affected you most? How does Hasanaginica's tragedy begin? What actually happened?

Here it is often necessary to explain to the students the very beginning of the poem – Hasanaginica's husband throws her out of their home because she did not visit him at the battlefield, despite knowing that rigid patriarchal norms at the time did not allow a woman to come without an invitation and permission.

P 2 - What do you think of that? What was the position of the woman like according to this poem? How can you tell?

(Hasanaginica was too demure to go among men on the battlefield, she leaves home without protest after Hasan Aga's message that he should not find her waiting for him at their home or homes of his relatives, her brother forces her to marry...)

P 3 - Do you recognise that there is violence in this poem against Hasanaginica? Identify the verses.

(A very severe threat from Hasan Aga - emotional violence, she has no voice or choice, she must abandon her children because of the fear of her husband's wrath - emotional violence, fear is so severe that when she thinks she hears the sound of Hasan Aga's horses' hooves, she runs as fast as she can to the tower - emotional violence, her brother's treatment of her as an object - he marries her off to a rich cad out of self-interest, against her will - emotional violence, Hasan Aga insults her when she passes by his home, touching Hasanaginica's sore spot – her children - emotional violence.

P 4 - How does Hasanaginica feel as a victim of violence?

She is desperate, helpless, fear, guilt, pain.

P 5 - What are the consequences of her suffering?

(At the very end, she dies, heart-broken).

- The teacher invites the children to discuss how the messages we receive in childhood affect our willingness to confront domestic violence. Do these messages make it difficult or easier to resist? The teacher proposes brainstorming common messages that are often heard in the form of a proverb or saying, and writes them down on the board.

- To encourage the process, the teacher starts with examples. As a child gives an example, the teacher asks him or her to explain what specific message it carries for a child or woman exposed to violence and adds to ensure proper understanding in the context of violence and violence dynamics.
- **Messages we receive in childhood that support violence (some examples):**
 - *Keep private matters private. (Don't air our dirty laundry in public.)* - helps keep a bad secret about violence for a long time.
 - *"Those who hit each other, love each other".* – supports the "myth of reciprocity", implying that the victim and the offender hit each other; instead, when there is violence, there is a clear "point of violence" where it is always clear who the victim is and who the offender is, who hits and whose jaw is broken.
 - *Grin and bear it!* – supports keeping bad secrets and obedience for a long time.
 - *Spare the rod, spoil the child. This (violence) is for your own good so that you can grow up to be a good person. They beat me, too, and I turned out great.* - promoting and legitimising corporal punishment with a "justified" purpose.
 - *As long as you live under my roof, you'll do what I say.* – an adult/caregiver as the master of the child's life.
 - *A wife's place is beside her husband.* - supports promoting the duty of stoic suffering.
 - *I had to hit her because she let her tongue run away with her.* – "the myth of reciprocity" (see above), the introduction of "causality" that "because she did something, HE had to" ... supporting the view of the abuser that he is right, that the woman (or child) did something justifies his endangering and punishing her.
 - *Should be seen, not heard.* - supports obedience.
 - *Better children weep than old men.* - supports and promotes corporal punishment of children, normalises violence as a form of behaviour that has a "justified" objective.
 - *"A female child belongs to another family."* - supports low valuation of a female child and after she marries, parents waive responsibility for her life.

- Write the prepared list of messages that we receive in childhood and support violence on a poster and keep in a visible place in school, where the staff, parents/caregivers and students usually pass.

- **Gender roles are stereotypes in society that prescribe: 1. how girls and boys, women and men should feel, 2. what they should think 3. how they should behave.** These are very narrow frameworks that do not provide or afford the same opportunities to both sexes, but give more power in society to one sex than to the other (female). Gender roles also include the possibility and social permission for the male sex to use its greater power against the female sex. The gender role forces girls and women to accept this endangerment and be obedient.

- Stereotypical gender roles support all forms of violence by appointing the (male) "head of the household", determining what a male person can do in the family (father, brother, etc.) and what girls and women in the family cannot do, that the violence that is most often perpetrated by men should not be aired publicly and outside help should not be sought, that responsibility is transferred to the wife and child, even though the abuser is always responsible for violence.

- When it comes to (sexual) domestic violence, gender roles affect the feeling of low perception of own value, low self-esteem, low self-confidence. It is harder to give yourself permission to tell someone that violence is happening to you and to seek help.

- The teacher shows **Slide 1**, which is prepared in advance in hard copy as well, a copy for each child to take home. The teacher only reads the contents of the slide.

A/3 Voice against violence against children and women – the final part of the lesson (5 minutes)

- The teacher closes the lesson by concluding that it is always important to confront old-fashioned gender roles on which violent relationships are based, which support, justify and promote them.

- The teacher calls on each child to complete the phrase "I will not tolerate..." out loud and to raise their voice against violence against children and women.

LESSONS LEARNED

The poster Messages We Receive in Childhood that Support Violence is a powerful tool to raise awareness of the need to form and express views in the interest of the child and women who are exposed to violence. Views are a necessary mechanism for preventing, as well as stopping violence. Our views also determine our responsibility and participation in the recovery process.

WORK MATERIAL

- Poem Hasanaginica **Slide 1**

VIOLENCE MUST NOT HAPPEN; IT IS A CRIMINAL OFFENSE!
IT IS NEVER THE VICTIM'S FAULT; IT IS ALWAYS THE ABUSER'S FAULT!

THE VICTIM'S FEELINGS ARE SERIOUS, THEY CAN BE OVERCOME WITH THE HELP OF PEOPLE WHO BELIEVE,
CARE AND ARE READY TO HELP.
THE CONSEQUENCES OF VIOLENCE ARE SERIOUS, CAN BE FATAL TO A PERSON EXPOSED TO IT UNLESS
VIOLENCE IS INTERRUPTED.

IT IS IMPORTANT TO SEEK HELP.
THERE IS ALWAYS SOMEONE WHO WILL BE ABLE AND WILLING TO HELP.
IT TAKES A LOT OF STRENGTH FOR A PERSON WHO IS EXPOSED TO VIOLENCE TO TALK ABOUT IT.
IF SOMEONE HAS CONFIDED IN YOU, BE GRATEFUL BECAUSE THEY DEMONSTRATED GREAT TRUST IN YOU.

IT IS OUR CIVIC DUTY TO REPORT IT IF WE ARE AWARE THAT SOMEONE IS EXPOSED TO VIOLENCE.

RECOMMENDED RESOURCES:

1. A text from the Reader with literary theory concepts for the 1st grade of secondary school
2. Milija Nikolić, Serbian language and literature teaching methodology, Institute for Textbooks and Teaching Aids, Belgrade, 1992
3. Ministry of Education, Science and Technological Development (2015). Manual for the prevention of gender-based violence; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	FIRST, secondary school
TOPIC:	LITERATURE
TEACHING UNIT:	Analysis of the ancient tragedy Antigone
LESSON TITLE:	Antigone as an offered framework for analysing the topic of sexual violence in the family
GOALS:	
EDUCATIONAL GOALS:	
<ul style="list-style-type: none">• Introducing the students to the myth about Oedipus• Interpreting myths on which the tragedy is based• Interpreting the essence of the dramatic conflict	
FUNCTIONAL GOALS:	
<ul style="list-style-type: none">• Reinforcing the students' habit to support their claims and impressions about the work by examples from the text• Developing the ability of students to connect previously mastered material about drama to new information about tragedy• Expanding the knowledge of myths	
UPBRINGING GOALS:	
<ul style="list-style-type: none">• Moral valuation of actions of the characters in tragedy• Discovering universal meanings of this work and universal messages in myths• Motivating students to read other works of ancient literature• Developing literary sensibility of the students.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are introduced to the concept of sexual violence.2. The students are introduced to the effects/marks that violence leaves on the person exposed to it.3. The students recognise situations of unequal power distribution as a key factor for the possibility of violence occurring and unfolding.4. The students know how to react in sexual violence situations.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Antigone - introduction	
- The students are introduced to the theme and basic facts about the Antigone tragedy.	
A/2 Myth of Oedipus and sexual violence - the main body of the lesson	
- The students are introduced to the myth of Oedipus, which forms the basis of Antigone and to the concept of sexual violence.	
A/3 Sexual violence - the final part of the lesson	
- The students are introduced to the procedures for responding to sexual violence situations.	
METHOD	
<ul style="list-style-type: none">• During the entire lesson, it is necessary to be particularly sensitive to the students, pay attention to their reactions; bear in mind the statistics showing how many children in each class in our country have been exposed to sexual abuse - one of the students may be a victim of some form of violence!• Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions.	

A/1 Antigone - Introduction (5 minutes):

- As this is the second lesson of covering this teaching unit, the students are already familiar with the theme and basic facts about the Antigone tragedy. We repeat the details from the previous lesson, seeking answers to the following questions:

What is the main theme of the Antigone tragedy? Where does tragedy originate from as a literary form and when was it created? Why do the characters of the ancient tragedies die?

Antigone depicts a tragic fate as a result of unrestricted rule of one man, embodied in the character of Creon, who defies divine laws. Creon represents the government authority, and with his decision not to bury properly Polynices, as an enemy of Thebes, he defies the older and more important divine law. The dramatic conflict that ensues represents, in fact, conflict between law and justice, which are not necessarily the same thing. However, this tragedy also presents a conflict of two principles: the principle of undisputed irrational power (male principle), embodied in the character of Creon, and the principle of love (female principle), represented by Antigone.

The tragedy dates back to the emergence of theatre in Greece, in the fifth century BC. The causes of the demise of tragic heroes of ancient tragedies were most often not related to a moral transgression, but rather a result of an error (*hubris*), an inadvertent transgression or a view directing their behaviour or simply announced. The most significant authors of ancient tragedies were Aeschylus, Sophocles, and Euripides.

A/2 Myth of Oedipus and sexual violence - the main body of the lesson (35 minutes)

- Through group discussion answers are sought to the following **8 questions**:

Q 1 - Where did the Greek dramatists get their inspiration for their tragedies?

The Greek dramatists most often found inspiration in Homer's or Hesiod's myths.

Q 2 - What are myths? Do you know any other myth?

A myth (Greek - *mythos* = story) is a basic form of ideological creativity in a two-class society.

While a legend presents the experiences of heroes and human beings who are more endowed with anything than ordinary people, a myth is deals more with deities. In the hunter and gatherer cultures, it is most often a story, whose theme is the origin of the world, gods, some objects, natural phenomena, celestial bodies, animals, plants, religious ceremonies, significant social institutions.

The Hellenic myth is the first and fundamental frame in which the Hellenistic tribes thought; the great poetry in Homer's and Hesiod's name preserved the main Hellenic myths and gave boost to many others.

For a poet and artist, a myth is the ideal mirror of human life. As its wealth is inexhaustible, it is an endless source of material for new artistic representation.

Q 3 - What myth is the basis for Sophocles' Antigone?

Antigone is based on the myth of Oedipus.

The student who was, during the previous lesson, given the assignment to read the myth of Oedipus tells the other students about its content.

Q 4 – What is Oedipus' fate, and what is Jocasta's after learning about incest?

Oedipus gauges his eyes out, and Jocasta hangs herself.

Q 5 - What is your impression about the myth you just heard? What is Oedipus' error (hubris)?

Oedipus's inadvertent error was that he unknowingly killed his father and married his mother, had children with her.

Q 6 - What would we call today what happened to Oedipus with his mother?

It is called *incest*.

Incest is a criminal offense. Incest is not discussed enough in our society; it is still a taboo topic. It becomes a topic when it already happens to a child.

P 7 - What do we mean by incest?

There are two definitions of incest: the legal one and the one from the point of view of trauma for the child.

The second definition is a postulate in the work of helpers in this area and is based on the understanding of sexual trauma for the child.

1. The Criminal Code of the Republic of Serbia says: An adult who engages in sexual intercourse or an act of equal magnitude with an underage relative by blood in direct line, or an underage sibling, shall be punished by imprisonment for a term between six months and five years. (Direct line: father, mother, grandfather, grandmother; collateral line: brother or sister;)

However, children are not only abused by blood relatives and that is not the only or crucial factor to determine the severity of trauma. Children are most often sexually abused by adults who know the child and have easy access to them. **An adult who intends to abuse a child, establishes a relationship of attachment PRECISELY SO that they would abuse that relationship later.**

2. From the perspective of trauma, incest is sexual abuse of a child by an adult who has the power, authority and trust of a child.

The key components are a demonstration of power and authority and a betrayal of trust.

This definition was globally developed by individuals who survived sexual violence in childhood.

Q 8 - Incest is a form of child sexual abuse. Do you know what is meant by sexual abuse?

Sexual abuse of children is any form of exploitation of a child under 18 with the aim of sexual abuse and enjoyment of an adult. It includes: obscene phone calls, showing otherwise covered body parts, voyeurism, caressing, taking pornographic photos, attempting to have sexual intercourse, rape, incest and child prostitution.

The First National Study on the Child Sexual Abuse Issue in RS (2015©Incest Trauma Center - Belgrade) showed that:

- At the age of 10 to 18, there are 4 children in every class in Serbia who experienced a certain form of sexual violence and 4 other children who know someone to whom that has happened. At this moment, 2 children from each class are exposed to sexual violence.
- Secondary school students survivors of sexual violence most often disclose, tell their experience to a peer. Children most often confided in a friend (37.9%). Because of this, teenage girls and boys must know how to act at that moment, believe their friend and, as an ally, together, seek adult assistance of a trusted adult.

A/3 Sexual violence - the final part of the lesson (5 minutes)

VIOLENCE MUST NOT HAPPEN; IT IS A CRIMINAL OFFENSE!
IT IS NEVER THE VICTIM'S FAULT; IT IS ALWAYS THE ABUSER'S FAULT!

THE VICTIM'S FEELINGS ARE SERIOUS, THEY CAN BE OVERCOME WITH THE HELP OF PEOPLE WHO BELIEVE,
CARE AND ARE READY TO HELP.
THE CONSEQUENCES OF VIOLENCE ARE SERIOUS, CAN BE FATAL TO A PERSON EXPOSED TO IT UNLESS
VIOLENCE IS INTERRUPTED.

IT IS IMPORTANT TO SEEK HELP.
THERE IS ALWAYS SOMEONE WHO WILL BE ABLE AND WILLING TO HELP.
IT TAKES A LOT OF STRENGTH FOR A PERSON WHO IS EXPOSED TO VIOLENCE TO TALK ABOUT IT.
IF SOMEONE HAS CONFIDED IN YOU, BE GRATEFUL BECAUSE THEY DEMONSTRATED GREAT TRUST IN YOU.

IT IS OUR CIVIC DUTY TO REPORT IT IF WE ARE AWARE THAT SOMEONE IS EXPOSED TO VIOLENCE.

LESSONS LEARNED

Explain to the students that the legislator in our country has criminalised incest in order to prevent the health consequences of sexual intercourse between family members. Remind them that, due to the low level of awareness in society, in some literary works, these sexual contacts are romanticised, with sexualisation, and as if it were a "love story", and that it is actually inappropriate literary content that ignores the abuse of power within a family derived from gender roles and age as hallmarks of diversity.

WORK MATERIAL

- The literary work of Antigone.

RECOMMENDED RESOURCES:

1. Milija Nikolić, Serbian language and literature teaching methodology, Institute for Textbooks and Teaching Aids, Belgrade, 1992
2. Ministry of Education, Science and Technological Development (2015). Manual for the prevention of gender-based violence; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	SECOND - secondary school
TOPIC:	LITERATURE
TEACHING UNIT:	Describing events based on a series of images
LESSON TITLE:	Describing an event based on a series of images as an offered framework for identifying and responding to a situation of sexual violence
GOALS:	
EDUCATIONAL GOALS: <ul style="list-style-type: none">• Developing and connecting content• Practicing grammatically correct expression• Practicing the logical connection of shorter thought units• Interpreting expressive behaviour	
FUNCTIONAL GOALS: <ul style="list-style-type: none">• Capacitating the students to perform successfully as speakers• Capacitating the students to improvise on a given topic• Capacitating the students to move from concrete towards abstract topics in their speech	
UPBRINGING GOALS: <ul style="list-style-type: none">• Encouraging the students to value proper and successful speech• Reinforcing a habit among the students to reflect critically on their own results• The students taking intellectual and emotional positions concerning socially important topics• Strengthening the students' speaking culture	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are introduced to the concept of sexual violence.2. The students are introduced to the effects/marks that violence leaves on the person exposed to it.3. The students recognise situations of unequal power distribution as a key factor for the possibility of violence occurring and unfolding.4. The students know how to react in sexual violence situations.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Introduction	
- The students are introduced to the topic and the method of work.	
A/2 Discussion about the social issue of violence - the main body of the lesson	
- The students are introduced to the types of violence, the situation of unequal distribution of power due to strictly defined stereotypical gender roles and what is meant by sexual violence and how to respond to sexual violence against children and women.	
A/3 I am telling a story about sexual violence -- the final part of the lesson	
- The students understand that it is always important to confront violence and the abuser – and that there is always someone who will know how and is able to help.	

METHOD

Dialogue and monologue as the method of working with the text.

During the entire lesson, it is necessary to be particularly sensitive to the students, paying attention to their reactions; bear in mind that in each class in primary and secondary schools in Serbia, four children aged 10 to 18 years have experienced sexual violence at some point in their lives, additional four of them have a friend who had this experience and two children in each class have been exposed to sexual violence in the past 12 months (current violence) - some of the students may be exposed to some form of violence!

Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions, they are useful only when making a point relating to abuse: Has the child ever deserved this? NO! etc.

A/1 Introduction (5 minutes):

- In today's lesson, we will be dealing with the development of verbal expression by discussing a very important social issue.

- Each pair of students sharing a desk will get a set of 3 drawings that are numbered, so you know their order.

- Think about those drawings.

What do you see in each drawing? What is happening?

How do you think this story goes?

Who are the people in the drawing? What is their relationship like?

What is happening in drawing no. 1, what about drawing no. 2? What is happening in the last drawing?

How do the people in the pictures feel? Why?

Write down your observations and tell the story.

We give students papers with drawings, a set of 3 drawings for each desk, and we write key questions on the board. We have 3 groups of three drawings (A, B, C), so we will get 3 groups of students, depending on the story they come up with. The drawings are presented in [Annex 1](#).

A/2 Discussion about the social issue of violence – the main body of the lesson (35')

After 10 minutes, we start talking with the students based on the questions we asked at the beginning of the lesson.

Several students verbally present the content of the story they came up with based on the set of drawings (15 minutes).

Before the student starts, each of them says which group of drawings they had.

As the student speaks, the teacher walks around with the drawings, showing them to other students, or, if possible, uses the projector to display the drawings so that all students can see them.

After exchanging opinions and analysing the feelings based on the pictures, we start talking about violence (10 minutes).

- *Is there a scene of violence in the group A drawings?*

The students may have different, even conflicting opinions. That is good, because stories will be developed in different directions. When talking about violence, the teacher explains if necessary: no violence is presented in group A. Mother saves her son from a dangerous game with fire and explains to him what might have happened.

- Is there a scene of violence in the group B drawings?

The boy took his sister's doll. He should have been explained that he was wrong and that toys should be shared. His father hit him hard and the boy was left with a bruise on his face. It is physical violence.

The teacher should carefully monitor the students' responses and summarise everything the students say that relates to violence (the feelings of the victim are difficult, the person is suffering, is afraid to seek help...).

WHEN VIOLENCE OCCURS, THERE IS ALWAYS AN UNEQUAL DIVISION OF POWER BETWEEN THE ABUSER AND THE VICTIM, WHICH ALLOWS VIOLENCE TO HAPPEN.

IT IS NEVER THE VICTIM'S FAULT; IT IS ALWAYS THE ABUSER'S FAULT. VICTIMS OFTEN FEEL GUILTY, BUT IT IS NEVER THEIR FAULT.

VIOLENCE IS A CRIMINAL OFFENCE.

IT IS IMPORTANT TO PUT A STOP TO VIOLENCE.

- Is there a scene of violence in the group C drawings?

The man in the drawing wants to touch the girl because he likes it. He is trying to convince her and says she will enjoy it too, even though he knows it will upset and hurt her. In exchange for her silence, he brings gifts. This is sexual violence.

- Is there unequal distribution of power between the girl and the man in the picture, or are they equally powerful?

His and her power is not even close. The man is an adult and responsible for his actions, and she is a child.

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PERSONS WHO COMMIT SEXUAL VIOLENCE ARE PREDOMINANTLY (90%) TRUSTED PERSONS AND SOMEONE CLOSE TO THE VICTIM, WHICH IS WHY THE VICTIM FINDS IT HARD TO DECIDE ON THEIR OWN TO REPORT VIOLENCE (GUILT, MIXED FEELINGS TOWARD THE ABUSER, FEAR THAT THEY WOULD NOT BE BELIEVED).

THE FEELINGS OF THE VICTIM ARE SERIOUS, IT IS POSSIBLE TO OVERCOME THEM WITH THE ASSISTANCE OF PEOPLE WHO BELIEVE, CARE, ARE READY TO HELP.

THE CONSEQUENCES OF VIOLENCE ARE SERIOUS, CAN BE EVEN FATAL FOR THE PERSON EXPOSED TO VIOLENCE UNLESS IT IS INTERRUPTED.

- In your opinion, how should this story end? How would you help this person if you were one of the characters?

IT IS IMPORTANT TO SEEK HELP.

THERE IS ALWAYS SOMEONE WHO WILL BE ABLE AND WILLING TO HELP.

IT TAKES A LOT OF STRENGTH FOR A PERSON WHO IS EXPOSED TO VIOLENCE TO TALK ABOUT IT.

IF ANYONE CONFIDES IN YOU, BE GRATEFUL AS THEY HAVE DEMONSTRATED GREAT TRUST IN YOU.

IT IS OUR CIVIC DUTY TO REPORT IT IF WE KNOW SOMEONE IS EXPOSED TO VIOLENCE.

A/3 I am telling a story about sexual violence - the final part of the lesson (5 minutes)

We give the students the task to write down the story they composed at home by adding their version of the ending. More talented and diligent students may even add pictures to illustrate their vision of the ending.

Save the students' work and present it at an exhibition organised by the school on 18 November, *the European Day on the Protection of Children against Sexual Exploitation and Sexual Abuse*, as well as upload it the school website. Works are always welcome to be displayed on the official website of Incest Trauma Center – Belgrade www.incesttraumacentar.org.rs.

Writing on the board:

Telling events based on a series of pictures

Research questions:

- What do you see in each drawing?
- What is happening, how do you think this story goes?
- Who are the characters in the drawing; what is their relationship?
- What is happening in drawing no. 1, what about drawing no. 2; what is happening in the last drawing?
- How do the people in the drawing feel?

LESSONS LEARNED

Experience shows that children who are talented at drawing and painting can contribute significantly in the future to display the topic of violence in an innovative way and draw the attention of a large number of people. Sometimes, writing, painting and other creative techniques are a simpler way of expression when the child decides to disclose that they have experienced a trauma.

WORK MATERIAL

- Milija Nikolić, Serbian language and literature teaching methodology, Institute for Textbooks and Teaching Aids, Belgrade, 1992.
- **Annex 1:** Drawings used in this lesson (1-9); author: Aleksandar Momaković Bednar, B.A. in textile design.

RECOMMENDED RESOURCES:

1. Ministry of Education, Science and Technological Development (2015). Manual for the prevention of gender-based violence; edited by: Smiljana Grujić

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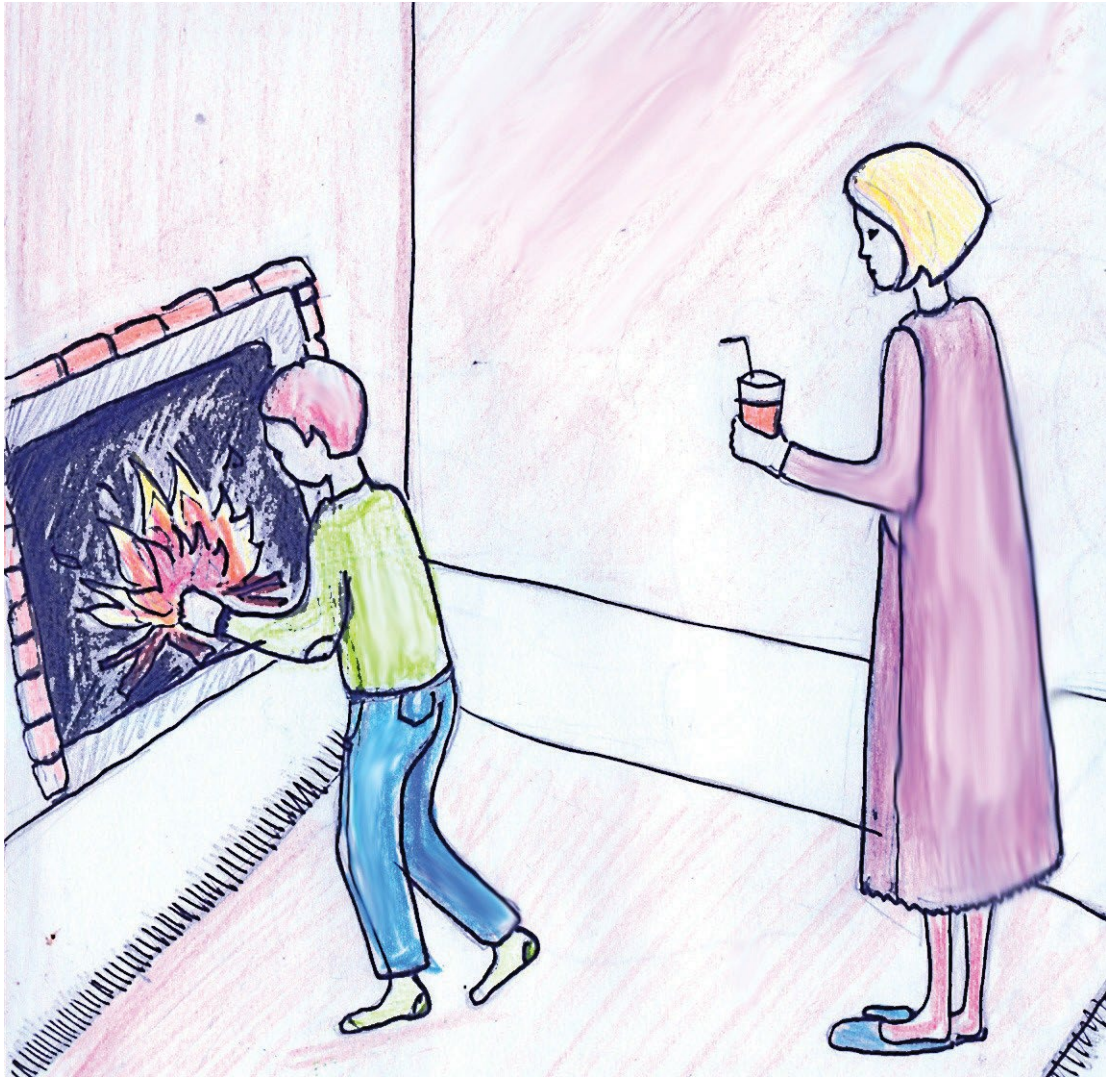
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Annex 1



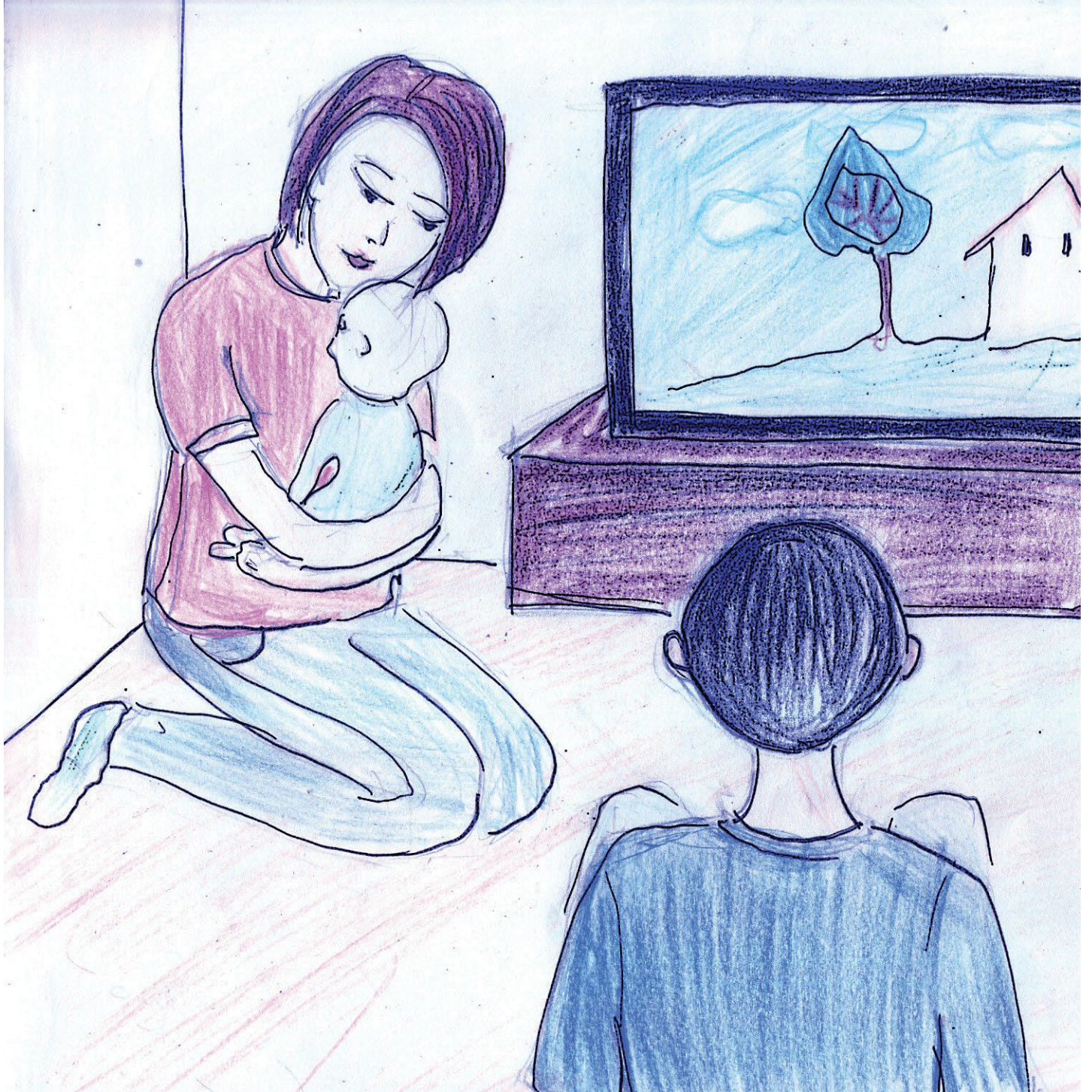
















This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE
GRADE:	SECOND - secondary school
TOPIC:	Literature
TEACHING UNIT:	When Pumpkins Were in Bloom - Dragoslav Mihajlović
LESSON TITLE:	When Pumpkins Were in Bloom as an offered framework for analysing the topic of sexual violence and the feelings of survivors
GOALS:	
EDUCATIONAL GOALS:	
<ul style="list-style-type: none">• Capacitating the students for rational insights and critical analysis of manifested characters, actions, ideas, positions, world views• Analysis of the conceptual-thematic layer (individual, psychological and general, social aspects of interpretation of the work)• Encouraging the students to read, experience and interpret a literary work on their own	
FUNCTIONAL GOALS:	
<ul style="list-style-type: none">• Reinforcing the habit of supporting artistic impressions by examples from the text• Capacitating the students to analyse the literary text based on solid arguments• Capacitating the students to apply the learning through concrete text analysis• Capacitating the students for formal analysis of the work	
UPBRINGING GOALS:	
<ul style="list-style-type: none">• Critical analysis of the manifested characters, actions, ideas, positions, world views• Critical analysis of the impact of the family and the environment on the character and outlook on life• Encouraging the students to discover the universal meanings of the work• Moral evaluation of the characters' actions• Motivating the students to work continuously on the study of literature• Encouraging the students to express their own views and feelings concerning the literary work• Developing the reader's interest in the Serbian literary works.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students recognise different types of violence.2. The students are introduced to the concept of sexual violence.3. The students are introduced to the effects/marks that sexual violence leaves on the person exposed to it.4. The students know how to react when it comes to sexual violence.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Introduction	
- The students are introduced to the main character of the work When Pumpkins Were in Bloom.	
A/2 Discussion about situations of violence in the novel - the main body of the lesson	
- The students are introduced to the types of violence, which is implied by the term sexual violence, and in particular the various situations categorised as sexual violence, which its effects/marks are, and how to respond to sexual violence against children and women.	
A/3 Say NO to sexual violence - the final part of the lesson	
- The students understand that it is always important to confront violence and the abuser – and that there is always someone who will be able and willing to help.	

METHOD

Dialogue and monologue as methods of working on the text.

*During the entire lesson, it is necessary to be particularly sensitive to the students, pay attention to their reactions; bear in mind the statistics showing how many children in each class in our country have been exposed to sexual abuse - one of the students may be a victim of some form of violence!

*Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions.

A/1 Introduction (10 minutes):

As this is the second lesson analysing *When Pumpkins Were in Bloom*, we continue to analyse and repeat the key concepts. During the previous lesson, we talked about the writer, his work, the movement to which the work belongs (modernism and postmodernism); the students presented their impressions about the work, topic and motives, story-telling procedures, composition, time and localisation.

- *We are going to talk about the family of Ljuba the Champion. How does his family affect his life?*

Ljuba comes from a working-class family. Father Andra and brother Vlada are politically active, revolutionaries. They are arrested for their loyalty to the idea of communism by their former comrades. Women's characters are shown in the background: the mother and the sister. Because of the arrest of his father and brother, Ljuba confronts the president of the boxing club and is sent off to do military service for three years. During that time, terrible changes occur in the family.

- *What is Ljuba's most striking childhood memory?*

Ljuba describes most vividly the scene of a gang rape organised by Stole the Scoundrel.

- *How is the life in Belgrade in the 1940's and 50's described? What was the night like in the streets?*

Listing popular nightclubs, fights and arguments over girls, the time of Stole the Scoundrel: violence, rivalry, street law – dominance of the stronger, assaulting girls who find themselves alone in the street.

- *How do you think such socio-historical circumstances affected the formation of our character, Ljuba the Champion?*

Since his earliest childhood, he learned to fight hard for survival, he adopted the principle of dominance of the stronger; all this has affected poor interpersonal relations - a superficial relationship with girls and lack of connection, a lonely life where everyone is left to their own devices to manage by themselves.

A/2 Discussion about situations of violence in the novel - the main body of the lesson (30 minutes)

- *We conclude that the novel shows the brutal life in the streets of Belgrade during post-war years. There is a lot of violence and a struggle for bare survival.*

- *Think about the situations of violence presented and mentioned in the novel. **Try to remember and write down the situations of violence you have recognised.***

- *The row of desks by the window will be the first group, the middle row the second group, the row by the door will be the third group. Each group will go to a paper at one end of the classroom and record the situations of violence they remember from the novel. You have 5 minutes to write them down. Select in each group a student who will do the writing. After 5 minutes, I will announce that the groups will move clockwise to the second paper. Thus, you will all have an opportunity to add your observations on the paper if the groups before you have not already listed everything.*

The following is written on large papers: **EMOTIONAL VIOLENCE, PHYSICAL VIOLENCE, SEXUAL VIOLENCE**. The teacher distributes the papers in three corners of the classroom, so that the groups have enough room. The teacher clarifies the students' doubts about the situations they want to list.

After 15 minutes, the students go back to their seats. One rapporteur from each group reads what the students have written.

- *As you have had the opportunity to observe, there are many types of violence.*
- *What other behaviours would we also classify under emotional violence? What other behaviours would be classified as physical?*
- *We will focus on the concept of sexual violence. It is not discussed enough in society, and it is often thought to refer to only the most obvious form - rape, as exemplified in this novel as well. What behaviours do we also classify as sexual abuse?*

If the students do not mention them, the teacher explains:

SEXUAL VIOLENCE IS NOT JUST RAPE OR SEXUAL ACTS INVOLVING PHYSICAL VIOLENCE. SEXUAL VIOLENCE INCLUDES ANY INDUCEMENT, BLACKMAIL, SOLICITATION TO ENGAGE IN SEXUAL ACTIVITY AGAINST ONE'S WILL, TOUCHING THE INTIMATE PARTS OF THE BODY.

PERSONS WHO COMMIT SEXUAL VIOLENCE ARE PREDOMINANTLY (90%) TRUSTED PERSONS AND SOMEONE CLOSE TO THE VICTIM, WHICH IS WHY THE VICTIM FINDS IT HARD TO DECIDE ON THEIR OWN TO REPORT VIOLENCE (GUILT, MIXED FEELINGS TOWARD THE ABUSER, FEAR THAT THEY WOULD NOT BE BELIEVED).

- *What are the consequences of sexual abuse on the victim? What happened to Ljuba's sister Dušica?*

Dušica hanged herself in the woods the same night after she was raped.

Feelings: shame, guilt, fear, despair.

IT IS NEVER THE VICTIM'S FAULT; IT IS ALWAYS THE ABUSER'S FAULT. VICTIMS OFTEN HAVE THE FEELING OF GUILT, BUT IT IS NEVER THEIR FAULT.

- *Who are most frequently the victims of violence?*

The weaker, women, children.

WHEN VIOLENCE OCCURS, THERE IS ALWAYS AN UNEQUAL DIVISION OF POWER BETWEEN THE ABUSER AND THE VICTIM, WHICH ALLOWS VIOLENCE TO OCCUR. FOR THE CRIME COMMITTED, THE ABUSER MUST BE PUNISHED BY LAW.

- *What was the position of women at the time that was described in the novel *When Pumpkins Were in Bloom*? How did you reach that conclusion?*

Female characters in the family of Ljuba the Champion are depicted as supporting characters. Women of that time do not play an important role at home or in the social life. They were unprotected and left to chance (the situation of gang rape of a waitress from Ljuba's childhood, harassing girls in the street). The words of the Ljuba's mother directed to him and his father when they visit her in the mental hospital best illustrate their dire situation:

"I had one good kid and I lost that kid. And all because I was stupid. My woman's head says: Take care of the men, they come first. Take care of the men: they are fools, they are not smart, they are weak, but they are still in charge. How will you manage without them in the house? So I just focus at you and this old man. I thought, she is a girl, she is pretty, she is smart, she will manage by herself... I thought, she will graduate from school, find herself a husband. And there you go. It was men who broke her. I was careless.

THE UNEQUAL POSITION OF WOMEN IN SOCIETY ALLOWS VIOLENCE TO OCCUR, BECAUSE THERE IS AN UNEQUAL DIVISION OF POWER.

LIFE ISSUES FACING A SURVIVOR OF SEXUAL VIOLENCE

- TRUST
- (LOSS OF) CONTROL
- BOUNDARIES
- FEELING OF GUILT
- FEELING OF SHAME
- LOW SELF-ESTEEM
- LOW SELF-CONFIDENCE
- MINIMISING / DENIAL
- FEAR, PHOBIAS
- CONFUSION
- ISOLATION
- AMBIVALENCE
- SELF IMAGE
- BODY IMAGE
- ANGER / FURY
- EATING DISORDERS (BULIMIA, ANOREXIA)

- SLEEP DISORDERS
- INSOMNIA
- DEEPLY UPSETTING DREAMS, NIGHTMARES

- FLACKBACKS

- FORMS OF SELF-DESTRUCTIVE BEGAVIOUR:
- SELF-HARM
- SUICIDAL THOUGHTS/ATTEMPTS
- USE OF PSYCHOACTIVE SUBSTANCES

- ISSUES IN THE AREA OF:
- INTIMACY
- SEXUALITY
- ENTERING INAPPROPRIATE RELATIONSHIPS (CHOICE OF FRIENDS, PARTNERS)
- BUILDING RELATIONSHIP OF DEPENDENCY

- REVICTIMISATION
- RECURRENCE OF THE SAME FORM OF VIOLENCE:
- RAPE IN ADOLESCENCE, RAPE IN MARRIAGE

- ATTITUDE TOWARDS CHILDREN
- PARENTING SKILLS

- *REPPRESSED MEMORIES

A/ Say NO to sexual violence – the final part of class (5 minutes)

VIOLENCE MUST NOT HAPPEN; IT IS A CRIMINAL OFFENCE!
IT IS NEVER THE VICTIM'S FAULT; IT IS ALWAYS THE ABUSER'S FAULT!

THE FEELINGS OF THE VICTIM ARE SERIOUS, IT IS POSSIBLE TO OVERCOME THEM WITH THE ASSISTANCE OF PERSONS WHO BELIEVE, CARE, AND ARE READY TO HELP.
THE CONSEQUENCES OF VIOLENCE ARE SERIOUS, AND CAN BE EVEN FATAL FOR THE PERSON EXPOSED TO VIOLENCE UNLESS IT IS INTERRUPTED.

IT IS IMPORTANT TO GET HELP.
THERE IS ALWAYS SOMEONE WHO WILL BE ABLE AND WILLING TO HELP.
IT TAKES A LOT OF STRENGTH FOR A PERSON WHO IS EXPOSED TO VIOLENCE TO TALK ABOUT IT.
IF SOMEONE HAS CONFIDED IN YOU, BE GRATEFUL BECAUSE THEY DEMONSTRATED GREAT TRUST IN YOU.
IT IS OUR CIVIC DUTY TO REPORT IT IF WE ARE AWARE THAT SOMEONE IS EXPOSED TO VIOLENCE.

Writing on the board:



LESSONS LEARNED

The way the lesson is set up significantly contributes to the unambiguous value system in favour of children and women survivors of violence.

WORK MATERIAL

- Dragoslav Mihailović, *When pumpkins were in bloom*, Institute for Textbooks: NIN, Belgrade, 2007

RECOMMENDED RESOURCES:

1. Miodrag Pavlović, *Reader – Textbook for the 2nd grade of grammar schools and secondary vocational schools*, Klett, Belgrade, 2013
2. Miodrag Pavlović, *Literature in the 2nd grade of grammar schools and secondary vocational schools*, Klett, Belgrade, 2014
3. Milija Nikolić, *Serbian language and literature teaching methodology*, Institute for Textbooks and Teaching Aids, Belgrade, 1992
4. Ministry of Education, Science and Technological Development (2015). *Manual for the prevention of gender-based violence*; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE AND LITERATURE
GRADE:	THIRD - secondary school
TOPIC:	Culture of expression
TEACHING UNIT:	Presentation of a film
LESSON TITLE:	Have I Told You I've Been Abused
GOALS:	
EDUCATIONAL GOALS:	
<ul style="list-style-type: none">• Expanding knowledge of the types of newspaper texts• Practising journalistic writing style• Determining whether the students have done their homework	
FUNCTIONAL GOALS:	
<ul style="list-style-type: none">• Developing the ability of the students to apply what they learned in writing• Directing the students to use language expressions carefully• Developing thinking when applying what was learned• Awakening interest in the films we learn about indirectly	
UPBRINGING GOALS:	
<ul style="list-style-type: none">• Developing interest in quality films• Encouraging the students to share their knowledge with others	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are introduced to the concept of sexual violence.2. The students are introduced to the effects/marks violence leaves on the person exposed to it.3. The students are introduced to the concept of gender roles and their impact on the possibility of violence occurring.4. The students understand the situations of unequal power distribution as a key factor for the possibility of violence occurring and unfolding and know how to react when it comes to sexual violence.	
CONTENT (brief description of steps/activities - WHAT we will do)	
A/1 Film - Have I Told You I've Been Abused- Introduction	
- The students are introduced to the topic and basic facts about the film Have I Told You I've Been Abused (2009©Incest Trauma Center - Belgrade).	
A/2 Film reviews by the students - the main body of the lesson	
- The students draft a review of the film Have I Told You I've Been Abused in teams.	
A/3 Key words against sexual violence -- the final part of the lesson	
- The students understand that it is always important to confront the abuser, seek help and stop violence.	
NOTE: This lesson can be executed in two periods. The second can be executed by hosting Incest Trauma Center – Belgrade in the school - in the format of a discussion, forum for children, parents, school staff.	
METHOD	
<ul style="list-style-type: none">• During the entire lesson, it is necessary to be particularly sensitive to the students, pay attention to their reactions; bear in mind the statistics showing how many children in each class in our country have been exposed to sexual abuse - one of the students may be a victim of some form of violence!	

- Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions

A/1 Film – Have I Told You I've Been Abused - Introduction (5 minutes):

- The students were assigned a homework to watch the documentary/feature film *Have I Told You I've Been Abused*. The film can be viewed on the website of Incest Trauma Center - Belgrade, and all students were able to get it from the teacher on a flash drive.

- **The teacher will assign the homework by announcing the film as follows:**

This is a film about sexual violence against children and it is based on the true testimonies of actual child sexual violence survivors. They live in our country, around here, among us.

The film *Have I Told You I've Been Abused* was created by Incest Trauma Center – Belgrade in 2009. This organisation was contacted by the girls featuring in the film for psychological help. After that, they summoned the courage to speak publicly about their experience in the film, wanting to change the world.

In order to protect their identity, their experiences were relayed verbatim by the students of Professor Mirjana Karanović. In the film, they also shared how they “mastered the roles” and lived through each character. For that reason, it is a documentary-feature film.

Incest Trauma Center - Belgrade received for this film the National Award "for special contribution to raising public awareness of the unacceptability of sexual and gender-based violence", which was presented for the first time ever in our country in 2010.

- The students come to class and the expectation is that most of them have done their homework.

- Questions for the students:

- *What are the characteristics of journalistic writing style?*
- *What kind of newspaper articles are you familiar with?*

A/2 The students' film reviews – the main body of the lesson (30 minutes)

- We write on the board a quote by Miroslav Krleža:

"Writing is practically equivalent to thinking. Disorder in sentences is a consequence of disorder in thoughts, disorder in thoughts is a consequence of disorder in the mind, and disorder in the mind is a consequence of disorder in the environment and the state of that environment. If someone has decided to engage in writing a review, which means that they want to create order out of disorder in sentences, thoughts, minds, people, and environments, then such a subject must not be disorderly in sentences, mind, or thoughts."

Miroslav Krleža

- *Did you watch the film assigned as homework? In groups of three, you will be writing a review of the film you saw.*

- We divide the students in groups so that those students who may not have seen the film are also included.

- **Pay attention to the order and content of the reviews. You can write a theatre play review in the same way.**

- We give each group a printed paper with instructions on writing a film or theatre play review:

A film review should contain the following:

1. A good title
2. Basic information about the film (director, actresses/actors, year of production, type of film, why this film is interesting for the audience...)
3. Plot (what the basis of the story in the film is, who the main character is, who the supporting characters are, where it takes place...)
4. Theme, motives (what the main theme is, what different motives are presented)
5. Characters (characterisation, relationships between the characters)
6. Film and actresses/actors (something about actresses/actors, how they played their roles, set, costumes, how the atmosphere was depicted)
7. Message (what you have learned from this story, what others will learn)
8. The intention of the director and the audience (what the intention was and whether the director was successful, to what group of people you would recommend the film)
9. Recommendation (what you like and do not like about the film; why; specify the scenes and details; whether the movie is worth watching, to whom you would recommend it)
10. Conclusion (assessment of the film - whether it is good or not; present your arguments, present your impression, without repeating what has been said; what is important for future viewers to know).

- The students have 15 minutes to draft a review of the film they watched. Some people will manage to write a complete review.

- We all go back to the big group and discuss (15 minutes) how they managed, what was easy, what was hard.

- *What is the theme of the film? What is your impression? How did you feel when you watched the film? What left the strongest impression on you?*

- The teacher listens to and collects the students' impressions. It is necessary to be very sensitive to the group, because the theme is very serious and the film is disturbing.

- **Sexual violence is a very important topic that is not discussed enough.**

- *What did you hear in the film: how do offenders sexually abuse children?*

The teacher adds the types of sexual violence the students failed to mention.

- *What did you learn from this film about sexual violence? Who are the most common offenders? How do victims feel? Is it easy to confide in someone if we experience sexual violence?*

A/3 Key words against sexual violence – the final part of the lesson (10 minutes)

- We write on the board the important sentences the students highlight. The teacher adds key information. The students hand in their reviews that the teacher will comment on in writing and return to them the next day.

- The teacher closes the lesson by showing **Slide 1**, whose content was prepared on paper in advance, a copy for each child to take home.

Writing on the board:

Have I Told You I've Been Abused - review of the film -

- A documentary film
- Produced by: Incest Trauma Center - Belgrade (2009)
- In 2010, won the National Award, first ever given in our country, "for a special contribution to raising public awareness of the unacceptability of sexual and gender-based violence"
- THE ABUSER IS ALMOST ALWAYS SOMEONE KNOWN TO THE CHILD
- VICTIMS ARE AFRAID TO REPORT SEXUAL VIOLENCE
- FEAR, GUILT, HOPELESSNESS
- IT IS IMPORTANT TO BELIEVE A PERSON TALKING ABOUT VIOLENCE

LESSONS LEARNED

Watching the film *Have I Told You I've Been Abused*

WORK MATERIAL

- 2009©Incest Trauma Center - Belgrade. The film *Have I Told You I've Been Abused* (93 minutes).

Slide 1

SEXUAL VIOLENCE IS A CRIMINAL OFFENSE.

PERSONS WHO COMMIT SEXUAL VIOLENCE ARE PREDOMINANTLY (90%) TRUSTED PERSONS AND SOMEONE CLOSE TO THE VICTIM, WHICH IS WHY THE VICTIM FINDS IT HARD TO DECIDE ON THEIR OWN TO REPORT VIOLENCE (GUILT, MIXED FEELINGS TOWARD THE ABUSER, FEAR THAT THEY WOULD NOT BE BELIEVED).

IT IS NEVER THE VICTIM'S FAULT; IT IS ALWAYS THE ABUSER'S FAULT! VICTIMS OFTEN FEEL GUILTY, BUT ARE NEVER GUILTY.

WHEN VIOLENCE OCCURS, THERE IS ALWAYS AN UNEVEN DIVISION OF POWER BETWEEN THE ABUSER AND THE VICTIM, WHICH ALLOWS VIOLENCE TO HAPPEN.

IT IS IMPORTANT TO SEEK HELP.

THERE IS ALWAYS SOMEONE WHO WILL BE ABLE AND WILLING TO HELP.

THE FEELINGS OF THE VICTIM ARE ALWAYS SERIOUS, IT IS POSSIBLE TO OVERCOME THEM WITH THE ASSISTANCE OF PEOPLE WHO BELIEVE, CARE, AND ARE READY TO HELP.

IT TAKES A LOT OF STRENGTH FOR A PERSON WHO IS EXPOSED TO VIOLENCE TO TALK ABOUT IT.

IF SOMEONE HAS CONFIDED IN YOU, BE GRATEFUL BECAUSE THEY DEMONSTRATED GREAT TRUST IN YOU.

IT IS OUR CIVIC DUTY TO REPORT IT IF WE ARE AWARE THAT SOMEONE IS EXPOSED TO VIOLENCE.

RECOMMENDED RESOURCES:

1. V. Lompar, A. Antić, Grammar book for the 3rd grade of secondary school, Klett, 2015
2. Milija Nikolić, Serbian language and literature teaching methodology, Belgrade, 1992
3. www.ijasamuztebe.org.rs Visit the Peer Club of Incest Trauma Center -Belgrade in 3D format!
4. Brochure of Incest Trauma Center –Belgrade -I Am Here for You, Too!, 2015
5. Film by Incest Trauma Center –Belgrade, Let's Talk About Sexual Violence (8 minutes); 2015

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE AND LITERATURE
GRADE:	THIRD - secondary school
TOPIC:	Culture of expression
TEACHING UNIT:	Types of news texts
LESSON TITLE:	News text as a offered framework for analysing the topic of sexual violence in an institution/organisation
GOALS:	
EDUCATIONAL GOALS:	
<ul style="list-style-type: none">• Consolidating and improving knowledge of the journalistic style• Introducing the students to different types of news texts• Preparing the students to recognise certain types of news texts	
FUNCTIONAL GOALS:	
<ul style="list-style-type: none">• Developing the students' ability to recognise knowledge acquired in written form• Instructing the students to use linguistic expressions cautiously• Thinking critically about what one reads	
UPBRINGING GOALS:	
<ul style="list-style-type: none">• Fostering the culture of writing• Fostering the culture of reading	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are introduced to the concept of sexual violence.2. The students are introduced to the effects / marks that violence leaves on the person who experiences it.3. The students understand situations of unequal distribution of power (the impact of gender roles) as a key factor for the possibility of violence occurring and unfolding.	
CONTENT (brief description of steps/activities WHAT we will do)	
A/1 Introduction	
- The students are reminded of the rules of writing and types of news texts.	
A/2 Informing the public about sexual violence - the main part of the lesson	
- The students are introduced in more detail to the types of news texts and how they can be used to inform the public about the social issue of sexual violence against children and women.	
A/3 How the media reports on sexual violence - the final part of the lesson	
- The students understand that it is always important to confront violence and the abuser – and that it is important to speak publicly about sexual violence.	
METHOD	
<ul style="list-style-type: none">• Dialogic, monologic method of working on a text.• During the entire lesson, it is necessary to be particularly sensitive to students, pay attention to their reactions; bear in mind the statistics showing how many children in each class in our country have been exposed to sexual abuse – one of the students may be a victim of some form of violence!• Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions.	

A/1 Introduction (5 minutes):

We consolidate the previously-acquired knowledge with the students:

- *What are the characteristics of the news (journalistic) style?*
- *What rules apply to writing news texts?*
- *What types of news texts do you know?*

A/2 Informing the public about sexual violence - the main part of the lesson (35 minutes)

- In today's journalism, the most common texts are: news, articles, interviews, reports and columns. These are prose works that serve to inform the public about different topics.

We ask the students to define each type of text, then we summarise the answers:

- **News** is the most nonsubjective form of information presentation. In order to be complete, news must answer six basic questions, which are determined by the rules for good narration that Cicero presented in 86 BC in his work titled *De Inventione*: quis (who), cur (why), ubi (where), quando (when), quemadmodum (how), quibus adminiculis (by what means). Today, the 5W+H principle is also common: what - what happened, where - where it happened, when - when it happened, who - who participated, why it happened, how – how it happened. News strives to present information in a concise manner.
- **An article** is a text published in a daily or weekly newspaper, scientific or literary journal, professional publication or lexicographic publication. An article is a work that is objective in nature and more closely deals with a fact or topic, or may be a response to a topical issue. Considering that it is a text that deals with the details of a particular topic, it mostly consists of one or more pages.
- **An interview** in journalism serves to inform the public about a topic from the perspective of a particular person, who is most often competent to comment on the area. It consists of questions and answers, with an established etiquette and manner of formulating questions in general, which must be observed to ensure a proper interview.
- **A report** is a news text that serves to inform the audience about an event. When writing a report, it is crucial to attend the event from beginning to end, in order for the reporting to be complete and comprehensive. The most common technique for writing a report is the so-called WHAT reporting rule: W (what) - what happened is written in the introduction, H (how) - how it happened (provide the background of the event, list witnesses and/or participants), A (amplify) - briefly describe the main points of the event and arrange them chronologically, T (tie up) - connect all the previous parts of the text.
- **A column** is classified in terms of genre as an opinion article and is a text written in the first person singular, interwoven with the author's subjective views. Column means pillar in Latin and this type of news text was so named because of its pillar-like format on paper. A column is characterised by periodic publication, as well as by standing topics in the area of social affairs which the columnist covers in his or her texts.

We give students a printed copy with the definitions of all news texts (**Annex 1**).

We give students a prepared article to analyse – an interview from the Danas daily newspaper – How I Was Sexually Abused by My Coach. All students receive the same article, one for each table (**Annex 2**).

Read the news article in pairs. I would like to inform you in advance that the topic is a situation of violence, which we will discuss after analysing the text. You have 10 minutes. Answer the questions together (while the students read the text, the teacher writes questions on the board):

- *What type of news text is it?*
- *How did you come to that conclusion, what parameters from the definition do you see?*
- *About what subject does the journalist want to inform the public?*

In a **big group**, we discuss the questions that are written on the board. After the exchange, we continue our discussion using the following questions:

- *Why was this person chosen for the interview?*
- *Was etiquette observed when asking questions?*
- *Was there an equal distribution of power in the coach-player relationship?*

WHEN VIOLENCE OCCURS, THERE IS ALWAYS UNEQUAL DISTRIBUTION OF POWER BETWEEN THE ABUSER AND THE VICTIM, WHICH MAKES IT POSSIBLE FOR VIOLENCE TO OCCUR.

- *Are there any other situations where sexual violence occurs, or other types of violence (emotional, physical) where there is also unequal distribution of power?*

If the students do not state them, we list different cases: younger/older person; employee/boss, student/teacher; woman/man, child/adult.

- *What behaviours, other than the above, are also sexual violence?*

SEXUAL VIOLENCE IS NOT ONLY RAPE AND SEXUAL ACTS INVOLVING PHYSICAL FORCE. SEXUAL VIOLENCE ALSO REFERS TO ANY INDUCEMENT, BLACKMAIL, SOLICITATION TO ENGAGE IN SEXUAL ACTIVITY AGAINST ONE'S WILL, TOUCHING OF INTIMATE BODY PARTS.

A LARGE PERCENTAGE OF PERSONS WHO COMMIT SEXUAL VIOLENCE (90%) ARE PERSONS WHOM THE VICTIM TRUSTS AND PERSONS WHO ARE CLOSE TO THE VICTIM, WHICH IS WHY IT IS DIFFICULT FOR THE VICTIM TO DECIDE TO REPORT THE VIOLENCE ON THEIR OWN (FEELING OF GUILT, MIXED FEELINGS TOWARD THE ABUSER, FEAR THAT THEY WILL NOT BE BELIEVED).

- *What do we learn from the interview, what are the feelings of a person experiencing sexual violence? What are the consequences?*

IT TAKES A LOT OF STRENGTH FOR A PERSON EXPERIENCING VIOLENCE TO TALK ABOUT IT. IF SOMEONE HAS CONFIDED IN YOU, BE GRATEFUL BECAUSE THEY DEMONSTRATED GREAT TRUST IN YOU.

THE VICTIM'S FEELINGS ARE SERIOUS, THEY CAN BE OVERCOME WITH PEOPLE WHO BELIEVE, CARE AND ARE READY TO HELP.

THE CONSEQUENCES OF VIOLENCE ARE SERIOUS, CAN BE FATAL TO A PERSON EXPOSED TO IT UNLESS VIOLENCE IS INTERRUPTED.

- *What do you think, should this topic be discussed more?*

SEXUAL VIOLENCE IS INSUFFICIENTLY DISCUSSED IN PUBLIC. IT IS IMPORTANT THAT WE TALK AND LEARN ABOUT THE TOPIC, BECAUSE IN DOING SO, WE ALSO ENCOURAGE THOSE EXPERIENCING IT TO STOP THE ABUSE. WE SUPPORT THEM AND WE CAN HELP THEM IN THE RIGHT WAY.

A/3 How do the media report on sexual violence - final part of the lesson (5 minutes)

VIOLENCE MUST NOT HAPPEN, IT IS A CRIMINAL OFFENCE!

IT IS NEVER THE VICTIM'S FAULT, IT IS ALWAYS THE ABUSER'S FAULT!!

IT IS IMPORTANT TO SEEK HELP.

THERE IS ALWAYS SOMEONE WHO WILL BE ABLE TO AND WILLING TO HELP.

IT IS OUR CIVIC DUTY TO REPORT IT IF WE KNOW THAT SOMEONE IS EXPERIENCING VIOLENCE.

Homework for the students: Find examples from newspapers for the remaining types of news texts. (In order to prevent the promotion of unethical reporting on violence against children and women, instruct the students to search the web pages of the following newspapers: Danas daily newspaper, NIN and Vreme weekly newspapers. If there are students who cannot search online, it is recommended that the teacher deal with this issue in the following manner: e.g. print a certain number of reports from the above-mentioned websites, including assigned content on different forms of violence and distribute them to the students so they can do the assignment.)

LESSONS LEARNED

Key to learning is a selection of media posts that promote ethical reporting. We are inundated by media posts that violate the dignity and integrity of the victim of violence, whether they are a child or a woman. Particularly unethical reporting can be seen when it comes to sexual violence. It is important to learn the rules of reporting in this area and observe them consistently.

WORK MATERIAL

- V. Lompar, A. Antić – Grammar book for the 3rd grade of secondary school, Klett, 2015
- J. Diković (2015), How my coach sexually abused me, Danas, 19.11.2015, p. 5 (section: Society)

RECOMMENDED RESOURCES:

1. Study in detail the chapter of the Educational Package for the subject of Physical Education.
2. Lesson titled Before Newspapers Go to Print! in the chapter of the Educational Package for the subject of Civic Education, 4th grade of secondary school.
3. Lesson titled Media – Educators in the Interest of the Child Survivor of Sexual Trauma in the chapter of the Educational Package for the subject of Civic Education, 4th grade of secondary school.
4. www.incesttraumacentar.org.rs (special attention should be paid to the Frequently Asked Questions (FAQ) section)
5. www.ijasamuztebe.org.rs

Annex 1

Types of news texts

- **News** is the most nonsubjective form of information presentation. In order to be complete, news must answer six basic questions, which are determined by the rules for good narration that Cicero presented in 86 BC in his work titled *De Inventione*: quis (who), cur (why), ubi (where), quando (when), quemadmodum (how), quibus adminiculis (by what means). Today, the 5W+H principle is also common: what - what happened, where - where it happened, when - when it happened, who - who participated, why it happened, how – how it happened. News strives to present information in a concise manner.
- **An article** is a text published in a daily or weekly newspaper, scientific or literary journal, professional publication or lexicographic publication. An article is a work that is objective in nature and more closely deals with a fact or topic, or may be a response to a topical issue. Considering that it is a text that deals with the details of a particular topic, it mostly consists of one or more pages.
- **An interview** in journalism serves to inform the public about a topic from the perspective of a particular person, who is most often competent to comment on the area. It consists of questions and answers, with an established etiquette and manner of formulating questions in general, which must be observed to ensure a proper interview.
- **A report** is a news text that serves to inform the audience about an event. When writing a report, it is crucial to attend the event from beginning to end, in order for the reporting to be complete and comprehensive. The most common technique for writing a report is the so-called WHAT reporting rule: W (what) - what happened is written in the introduction, H (how) - how it happened (provide the background of the event, list witnesses and/or participants), A (amplify) - briefly describe the main points of the event and arrange them chronologically, T (tie up) - connect all the previous parts of the text.
- **A column** is classified in terms of genre as an opinion article and is a text written in the first person singular, interwoven with the author's subjective views. Column means pillar in Latin and this type of news text was so named because of its pillar-like format on paper. A column is characterised by periodic publication, as well as by standing topics in the area of social affairs which the columnist covers in their texts.

Patrik Sjöberg, former world record holder in the high jump, openly talks to Danas about how he survived childhood violence.

How my coach abused me sexually

That happened when I went to a competition outside my hometown for the first time. It was strange that I was sharing a room with him. In the evening, he took off his jersey, shorts and shirt, and then grabbed me by the crotch. I was terribly scared... I thought, it's not possible that this is happening to me - the former world record holder in high jump, Patrik Sjöberg, tells Danas about the sexual abuse he experienced at the hands of his then coach Vilje Nousijainen. The autobiography titled "What you didn't see", in which he talks about it, was published in 2011. Sjöberg came to Belgrade as a guest of the Incest Trauma Center - Belgrade on the occasion of the upcoming Sexual Assault Prevention Week.

Many people ask him, our interlocutor points out, why he didn't react when it happened to him the first time, screamed or ran away, and he always answers that he was only 10 years old and that he was terrified. When asked how he decided to speak publicly about his experience, he says that he made the decision after a sportsman called Kristijan contacted him and asked him if he knew that Nousijainen was a pedophile.

Record-breaker

From 1985 to 1992, Patrik Sjöberg was the holder of the world record in the high jump (2.42 cm) and the world record in the indoor jump (2.41 cm), and he was also the European record holder. He has three Olympic medals and to this day he is the only high jumper who has won a medal in more than two Olympics. Today he is 50 years old and his world record from 1987 is the fourth best jump in the history of this sport.

- **What did that athlete tell you?**
- He told me what he did to him and others, that he had abused more than 200 boys. I felt anger and hatred. I found out that he used my name with the other boys, telling them that if they did everything I was doing, they would set a world record. When I stopped, I just wanted to forget it all. By the way, he preferred younger boys and I grew up rapidly, so he stopped. I told him I would report him and beat him up.
- **Well, did you beat him up?**
- Yes, twice. There were times when I wanted to kill him. I'm glad I didn't. Although, since he died in 1999, before I said what he'd been doing to me, he did not pay the price of his crimes. When I published my autobiography,

they asked me if I was OK with talking like that about someone who has been dead for a long time, someone who can't defend himself. Why would I lie about something like that? And is it okay for an adult to abuse a ten-year-old boy who cannot defend himself?

- **Why didn't you change the coach?**
- Somehow he

convinced everyone that he was the best coach in the world, that I could not succeed without him. I wanted to change him, but I didn't. I started drinking, staying up late at clubs just because I knew he hated it. Now I know that it was a mistake, that I could've been even better. It is interesting that, when I was writing my autobiography, I found out that he'd never attended a coaching school, that he didn't have a diploma, that he'd lied about everything... His whole life is an enigma. I also contacted his family, who wanted to sue me for everything I'd written, but after I sent them questions, such as what he had been doing from 1966 to 1970 and whether the rumors were true that he'd been abusing a relative, they dropped the lawsuit and apologized to me.

- **At what point did you decide to write an autobiography?**
- When I held my daughter in my arms for the first time. I started to remember everything and thought about how I would protect her from it.
- **What does she think about your experience?**
- She is now 15 years old and we haven't talked much about it. She didn't even read the book. I know that it was difficult for her that I used drugs, cocaine, because she was told at school that I was a drug addict.
- **How important is it to talk publicly about such terrible experiences?**
- I thought that if I reached one person, I succeeded. However, I received thousands of letters. A 92-year-old man approached me at the book signing, cried and said that he would give the book to his wife and sons and then tell them what had happened to him when he was little. That really touched me. However, I also understand those who do not want to talk about it. It is a private matter and it is not easy.
- **How to protect boys and girls in sports?**
- We need stronger laws, checking of coaches, securing stadiums, sports clubs... Parents to be more careful.

Jelena Diković

Patrik Sjöberg, bivši svetski rekorder u skoku u vis, otvoreno za Danas govori o tome kako je preživio nasilje u detinjstvu

Kako me je trener seksualno zlostavljao

Uveče je skinoš dres sa sebe, a potom me je uhvatio za međunožje. Bilo sam užasno uplašen



...Kako sam prvi put došao u Belgradu...
...Kako sam prvi put došao u Belgradu...
...Kako sam prvi put došao u Belgradu...

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE AND LITERATURE
GRADE:	FOURTH - secondary school
TOPIC:	LITERATURE
TEACHING UNIT:	F. M. Dostoevsky: Crime and Punishment
LESSON TITLE:	Crime and Punishment as an offered framework for analysing the topic of sexual violence

GOALS:

EDUCATIONAL GOALS:

- Identifying the elements of a psychological novel
- Analysing the conceptual-thematic layer (religious, psychological, social aspects of the interpretation of the work)
- The author's view on the work's subject. The novel's motto
- Developing an investigative and critical attitude toward the world
- Developing an investigative and critical attitude toward literary works
- Analysis of the system of characters (motivations, characters)

FUNCTIONAL GOALS:

- Reinforcing the habit of supporting artistic impressions with examples from the text
- Capacitating the students to analyse a literary text based on arguments
- Capacitating the students to implement what they have learned through concrete text analysis
- Capacitating the students to do a formal analysis of a work

UPBRINGING GOALS:

- Developing aesthetic sensibility
- Encouraging students to discover the universal meanings of a work
- Moral evaluation of the characters' actions
- Motivating the students to continuously work on studying literature
- Encouraging the students to express their own views and feelings about a literary work.
- Develop the readers' interest in the works of European realism

OBJECTIVES:

1. The students are introduced to the concept of sexual violence.
2. The students are introduced to the effects / marks that violence leaves on the person who experiences it.
3. The students understand situations of unequal distribution of power (the impact of gender roles) as a key factor for the possibility of violence occurring and know how to respond when it comes to sexual violence

CONTENT (brief description of steps/activities WHAT we will do)

A/1 Crime and Punishment - Introduction

- The students are introduced to the topic and basic facts about Crime and Punishment.

A/2 Sexual violence in Crime and Punishment - the main part of the lesson

- The students are introduced to the impact of gender roles on the possibility of sexual violence occurring through an analysis of the characters in Crime and Punishment.

A/3 Sexual violence is a punishable crime - the final part of the lesson

- The students understand that it is always important to confront the abuser and report sexual violence against children and women.

METHOD

- During the entire lesson, it is necessary to be particularly sensitive to the students, pay attention to their reactions; bear in mind the statistics showing how many children in each class in our country have experienced exposed to sexual abuse – one of the students may be a victim of some form of violence!
- Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions.

A/1 Crime and Punishment - Introduction (5 minutes):

- We repeat what we said about Crime and Punishment in the previous lessons (literary theory determinants - movement, social context, about the writer, basic theme...)

- This is the third lesson on the subject. At the end of the previous lesson, the students received a piece of paper with research assignments which we will use during today's lesson.

- *In today's lesson, we will focus on analysing the characters in more detail. They are vessels for the writer's thoughts and most important messages in the work. Which characters convey the writer's most important messages?*
- *Which female character made a special impression on you?*
- *We will be thinking about Sonya Semyonovna Marmeladova and through her character, we will be discussing another very important topic.*

A/2 Sexual violence in Crime and Punishment - the main part of the lesson (35 minutes)

A/2.1 – Homework: We divide the students into 2 groups according to which questions they received as homework. Each group discusses how they answered the questions, they exchange the quotes they have prepared. (6 min)

Group 1 - questions:

- *What do you like about Sonya's character, what traits?*

Support your answer by stating a situation in the novel to support your claim; find a quote.

- *What do you like about Sonya's behaviour?*

Support your answer by stating a situation in the novel to support your claim; find a quote.

Group 2 - questions:

- *Who led Sonya into prostitution, and how?*

Support your answer by stating a situation in the novel to support your claim; find a quote.

- *How did her father, Marmeladov Senior, respond to Sonya's engaging in prostitution to feed the whole family?*

Support your answer by stating a situation in the novel to support your claim; find a quote.

Return to the big group. Each group reads their notes. The teacher writes a summary on a flip chart. (5 min)

A/2.2 – Second assignment: The students return to their groups and receive the same task:

- *How does Sonya feel; what feelings of Sonya's are a product of the situations you have listed? (5 min)*

Return to the big group. We list the feelings on a flip chart. Discussion. (5 min)

- Do you notice a situation of violence in the story about Sonya?
- What is the stepmother-stepdaughter power dynamic? Who has more power?
- What is the father-daughter power dynamic? Who has more power?

Sonya was a child in that family. Her stepmother persuaded her to engage in prostitution to provide for her brothers and sisters. Her father would take the money that Sonya brought in and spend it at the pub. Through his unresponsiveness and carelessness, he also induced her to engage in prostitution against her will.

- Sonya is a victim of violence. What is that form of violence called?

- The teacher summarises all the answers, we establish that there are different forms of violence: emotional, physical, sexual. **This is sexual violence.**

A/2.3 – Third assignment: We now divide students into 3 groups. Each group goes to one end of the classroom where there is a piece of paper containing the questions the answers to which they will write down. Each group has 3 minutes to write them down.

When the teacher says that the time is up, they take turns clockwise and go to the other piece of paper, so that each group has an opportunity to answer all the questions and add their answers on the papers.

Each group has a different marker, so it is visible who has written what.

Group A

- What are all the things we mean by the term child sexual abuse? List all forms of behaviour that you believe fall under child sexual abuse.

Group B

- What feelings may a child / adult who has survived sexual abuse during childhood have?

Group C

- What may be the effects / marks left on the survivors of sexual abuse during childhood?

- Discussion in big group (5 min).

We list everything the students have written down. The teacher supplements it if the students have omitted anything.

- E.g. apart from rape, we also mention other forms of sexual violence: touching of genitals, solicitation to engage in sexual activity, exposure to pornography, blackmail, taking photographs, sending lascivious messages...;

- **we list feelings** if they have been omitted: guilt, fear, shame;

- **possible effects / marks:** isolation, sexualised behaviour, self-harm, prostitution, suicide, drug abuse, repeat rape in adulthood...

For Group A, the teacher uses the official definition of Child Sexual Abuse used in this subject in 1st grade (literary work Antigone).

For Group C, the teacher uses **Annex 1** the content of which is prepared in advance on a piece of paper and gives each child a copy to take home.

In providing feedback, the teacher uses **Slide 1**.

A/3 Sexual violence is a punishable crime - the final part of the lesson (5 minutes)

- The teacher concludes the lesson with the question:

- *Did anyone help Sonya? Who do you think should have helped her?*

The students may have different opinions, but in the end the teacher unequivocally explains and shows **Slide 2**.

- At the end of the lesson, children **take home all the Work Material**, made possible by the teacher preparing in advance a copy for each child.

LESSONS LEARNED

It is the teacher's responsibility to relay his or her knowledge of the proper understanding of the dynamics of violence and counter any victim-blaming attitudes that may manifest themselves in different forms.

WORK MATERIAL

- **Annex 1** - Life issues facing sexual violence survivors
- **Slide 1**
- **Slide 2**
- **Annex 2**
- **Annex 3**

RECOMMENDED RESOURCES:

1. Text from Reader with literary theory concepts for the 4th grade of secondary school
2. Milija Nikolić, Serbian language and literature teaching methodology, Institute for Textbooks and Teaching Aids, Belgrade, 1992
3. www.ijasamuztebe.org.rs

Annex 1

LIFE ISSUES FACING A SURVIVOR OF SEXUAL VIOLENCE

- TRUST
- (LOSS OF) CONTROL
- BOUNDARIES
- FEELING OF GUILT
- FEELING OF SHAME
- LOW SELF-ESTEEM
- LOW SELF-CONFIDENCE
- MINIMISING / DENIAL
- FEAR, PHOBIAS
- CONFUSION
- ISOLATION
- AMBIVALENCE
- SELF-IMAGE
- BODY IMAGE
- ANGER / RAGE
- EATING DISORDERS (BULIMIA, ANOREXIA)

- SLEEP DISORDERS
- INSOMNIA
- DEEPLY UPSETTING DREAMS, NIGHTMARES

- FLASHBACKS

- FORMS OF SELF-DESTRUCTIVE BEHAVIOUR:
- SELF-HARM
- SUICIDAL THOUGHTS / ATTEMPTS
- USE OF PSYCHOACTIVE SUBSTANCES

- ISSUES IN THE AREA OF:
- INTIMACY
- SEXUALITY
- ENTERING INAPPROPRIATE RELATIONSHIPS (CHOICE OF FRIENDS, PARTNERS)
- BUILDING RELATIONSHIP OF DEPENDENCY

- REVICTIMISATION
- RECURRENCE OF THE SAME FORM OF VIOLENCE:
- RAPE IN ADOLESCENCE, RAPE IN MARRIAGE

- ATTITUDE TOWARD CHILDREN
- PARENTING SKILLS

- *REPPRESSED MEMORIES

Slide 1

AS WE HAVE SEEN ON THE PIECES OF PAPER YOU WROTE ON, SEXUAL VIOLENCE IS NOT ONLY RAPE AND SEXUAL ACTS INVOLVING PHYSICAL FORCE. SEXUAL VIOLENCE ALSO REFERS TO ANY INDUCEMENT, BLACKMAIL, SOLICITATION TO ENGAGE IN SEXUAL ACTIVITY AGAINST ONE'S WILL.

A LARGE PERCENTAGE OF PERSONS WHO COMMIT SEXUAL VIOLENCE (90%) ARE PERSONS WHOM THE VICTIM TRUSTS AND PERSONS WHO ARE CLOSE TO THE VICTIM, WHICH IS WHY IT IS DIFFICULT FOR THE VICTIM TO DECIDE TO REPORT THE VIOLENCE ON THEIR OWN (GUILT, MIXED FEELINGS TOWARD THE ABUSER, FEAR THAT THEY WILL NOT BE BELIEVED).

Slide 2

IT IS NEVER THE VICTIM'S FAULT, IT IS ALWAYS THE ABUSER'S FAULT! VICTIMS OFTEN HAVE FEELINGS OF GUILT, BUT IT IS NEVER THEIR FAULT.

WHEN VIOLENCE OCCURS, THERE IS ALWAYS UNEQUAL DISTRIBUTION OF POWER BETWEEN THE ABUSER AND THE VICTIM, WHICH MAKES IT POSSIBLE FOR VIOLENCE TO OCCUR. FOR THE CRIME THEY HAVE COMMITTED, THE ABUSER MUST BE PUNISHED IN ACCORDANCE WITH THE LAW.

Annex 2

- In what situations can violence occur, where do we see instances of unequal distribution of power?
Answer: Family (unequal position of women and men due to gender roles); school, company (unequal power: teacher-student, employee-boss).
- *Who are the most common victims of violence?*
Answer: Those who are weaker, women, children.
- *Who are the offenders? Mostly men.*
In this case, it is a stepmother. There are women who are violent. However, statistics suggest that out of 5 abusers, 4 are men and 1 is a woman. Violence occurs due to the unequal distribution of power between men and women.

Annex 3

VIOLENCE MUST NOT HAPPEN, IT IS A CRIMINAL OFFENCE!

IT IS IMPORTANT TO SEEK HELP.

THERE IS ALWAYS SOMEONE WHO WILL BE ABLE TO AND WILLING TO HELP.

THE VICTIM'S FEELINGS ARE ALWAYS DIFFICULT, THEY CAN BE OVERCOME WITH PEOPLE WHO BELIEVE, CARE AND ARE READY TO HELP.

IT TAKES A LOT OF STRENGTH FOR A PERSON EXPERIENCING VIOLENCE TO TALK ABOUT IT.

IF SOMEONE HAS CONFIDED IN YOU, BE GRATEFUL BECAUSE THEY DEMONSTRATED GREAT TRUST IN YOU.

IT IS OUR CIVIC AND LEGAL DUTY TO REPORT IT IF WE KNOW THAT SOMEONE IS EXPERIENCING VIOLENCE.

This will be of use to me the next time I teach this lesson...

SUBJECT:	SERBIAN LANGUAGE AND LITERATURE
GRADE:	FOURTH - secondary school
TOPIC:	Culture of expression
EDUCATIONAL UNIT:	Speech (oration)
LESSON TITLE:	I speak publicly against child sexual violence! (DOUBLE PERIOD)

GOALS:

EDUCATIONAL GOALS:

- Practising successfully presenting on a given topic
- Practising grammatically correct expression
- Practising logically connecting short thought units
- Practising generalising specific observations related to a given topic
- Practising a time-limited public speaking

FUNCTIONAL GOALS:

- Enabling the students to perform successfully as speakers
- Enabling the students to improvise on a given topic
- Enabling the students to move from concrete topics to abstract ones in a speech

UPBRINGING GOALS:

- Encouraging the students to value proper and successful speech delivery
- Reinforcing the students' habit of self-critically reflecting on their results
- Enabling the students to intellectually and emotionally position themselves in relation to socially important topics
- Reinforcing the students' speaking culture.

OBJECTIVES:

1. The students are introduced to the concept of sexual violence.
2. The students are introduced to the effects / marks that violence leaves on the person who experiences it.
3. The students understand situations of unequal distribution of power as a key factor for the possibility of violence occurring and unfolding and know how to respond when it comes to sexual violence.

CONTENT

PRE-PERIOD

A/1 Research on the topic of sexual violence against children – homework

- The students researched in teams the subject of sexual violence against children and gathered facts and data needed to prepare a public speech/oration.

FIRST PERIOD

A/1 On rhetoric and oratory - Introduction

- The students are introduced to the characteristics of a good oration.

A/2 Preparation of an oration on sexual violence - the main part of the lesson

- In teams, the students prepare, write and practise a five-minute public oration on sexual violence against children intended for parents / caregivers, peers and teachers.

SECOND PERIOD

A/1 Delivering an oration on the topic of sexual violence - the main part of the lesson

- In teams, the students deliver prepared five-minute public orations on sexual violence against children intended for parents / caregivers, peers and teachers.

A/2 Joint analysis of orations - the main and final part of the lesson

- Through a joint analysis of the orations delivered, the students note the characteristics of a good oration and the importance of the existence and constant conveying of strong messages against child sexual violence.

METHOD

- During the entire lesson, it is necessary to be particularly sensitive to the students, pay attention to their reactions - one of the students may be a victim of some form of violence!
- Ask open-ended questions, with as many answers as possible that need to be explained; avoid closed-ended questions.

PRE-PERIOD

A/1 Research on the topic of sexual violence against children – homework

The children prepare for this lesson by listening, during the previous lesson, to the teacher's explanation of the task that awaits them.

- Our next topic is speech, oration. We will cover it by publicly speaking against child sexual violence. This is a serious issue in our society and we will prepare to draw the attention of our peers, parents / caregivers and teachers to it.
- We will split into teams of 3 to 5 students. One or two teams will each prepare a speech for peers, one or two for parents / caregivers, and one or two for teachers. (When deciding, depending on the total number of students, it is acceptable to have only one left for teachers, with equal priority given to forming teams for addressing parents / caregivers and peers.)
- **It is important that you be creative, and that everything you speak about be based on facts and data and that you clearly advocate change in society that will improve the situation of children survivors of sexual violence, and you will do so first in your immediate environment which you can influence.**
- As a team, you prepare a 5-minute speech together. Once you finish it and are supposed to perform it in front of others, each member of the group says the part they are assigned. Thus, we all actively participate!
- We need to agree on who wants to be on which team. Who would like to be part of a team preparing a speech for teachers / parents / caregivers / peers?

- In order to prepare, you will now receive the Work Material. Share the Work Material with them (see all the things it consists of in the eponymous section below).
- Right at the start of the next lesson, you will all sit down with your teams and begin preparing speeches. Until then, it is very important that you read the Work Material and be ready to use it.

FIRST PERIOD

A/1 On rhetoric and oratory - Introduction (5 minutes)

- We remind ourselves of the basic concepts of rhetoric and oratory with our students.

- *What is rhetoric?*

Rhetoric is the skill of beautiful speech delivery, the technique of oratory, the part of stylistics that deals with spoken and written speech. Aristotle considered rhetoric to be theory and knowledge, and oratory – practice.

- We encourage the students to think about what would be important for the speaker.

- *What makes a good speaker? For what occasions do we write speeches (orations)? Have you ever heard a speech? Did you like it? Why?*

A/2 Preparation of an oration on sexual violence - the main part of the lesson (40 minutes)

A/2.1 - We introduce students to some facts about what a good speech should contain (10 minutes).

A good speech needs to meet the following criteria:

- It needs to develop an ethical dimension, to encourage people to do something moral and important
- It must be logical and well-argued, the flow of thought must be clear and evident, so that the message (idea) that the author wants to convey can be discerned
- It should portray the speaker as an eloquent person, as someone who can stylistically and aesthetically shape beautiful expressions; speeches are works of art and only human souls prepared by beautiful words can embrace logical and moral judgements
- There must be a dramatic charge, by which the speaker wins over the listeners, convinces them of their views (not vulgar)
- The speech is delivered orally – the speaker needs to show the beauty of verbal expression accompanied by appropriate facial expressions and gestures, in order to be as convincing as possible to the audience they are addressing
- Sequence:
 1. Write a summary: introduction, body, conclusion
 2. Choose the main message – which runs from the beginning to the end
 3. Verified information and facts
 4. Be clear and simple.

A/2.2 - *We will deal with a very important topic: sexual violence – how to recognise it, what its causes are, how to respond.*

- The teacher repeats the assignment and the method of work. The teacher addresses the teams already formed and reminds them to use the Work Material they received during the previous lesson.

- Depending on the number of children, each target group for which a speech is intended will be covered by one or two teams. We assign to each group a different target group for which they will prepare a speech on sexual violence:

1. Speech for peers

The teacher emphasises that their goal is to explain to their peers that it is important that the child always trust their feelings, that sexual violence is never the child's fault, that it is important for the child to tell a trusted adult, not to give up until they find one who is a true ally and ask that person to help.

2. Speech for their peers' parents / caregivers

The teacher emphasises that their goal is to explain how a child survivor of sexual violence feels, how this experience has long-lasting effects on their life and what the child needs from an adult who takes care of them in order to protect the child from violence.

3. Speech for teachers

The teacher emphasises that their goal is to explain to teachers what kind of teacher would be a reliable trusted person whom the child can tell that he or she is experiencing sexual violence and ask them to help. It is necessary to specify the criteria (characteristics) based on which a given teacher will earn the child's trust, be unequivocally on the child's side and protect the child.

- We encourage them to be creative, free. We will first practise writing the speech, and then also delivering it. Once they have written the speech, they divide it amongst themselves so that everyone gets to speak. They have 20 minutes to write a summary and 20 minutes to practice delivering the speech.
- All information on the topic of sexual violence found in the annex is completely accurate and true. If they need any guidance or clarification regarding the topic, the teacher is there to help.
- The teacher encourages the children also to practice delivering the speech between the two lessons, before they officially address their audience, i.e. "step onto the stage" next time.

SECOND PERIOD

A/1 Delivering the oration on sexual violence - the main part of the lesson (25 minutes)

- Each team uses their 5 minutes to deliver the speech (25 minutes in total).
- Both before and during the delivery, the teacher carefully makes sure that nothing disrupts the speakers' concentration.
- While the teams are taking turns, it is important that there be no exchanges and that, instead, everyone help each other keep their focus on the assignment.

A/2 Joint analysis of the orations - the main and final part of the lesson (20 minutes)

- Once all the speeches are over, the teacher opens up the discussion by giving each team an opportunity to say how they felt during the preparation and delivery of the speech and how team cooperation unfolded.
- Together we analyse whether the criteria of a good speech have been met.
- The teacher underlines that sexual violence is a criminal offence, that it is important to report it and help end violence.
- The teacher thanks everyone individually for sending a powerful message against child sexual violence. The teacher closes "their oration" by motivating them to keep on conveying the message in real life to their peers, parents, teachers and other adults who take care of them.

Writing on the board:

Speech (oration)

Rhetoric: oratory

Speech:

- Ethical
- Reasoned
- Clear message
- Dramatic charge
- Beautiful verbal expression, a speech as a work of art

LESSONS LEARNED

It is very inspiring to hear students who, with a proper understanding of gender roles, the dynamics of violence and areas of diversity, are investing efforts to ensure that those closest to them become true or the best possible allies to a survivor of sexual violence.

WORK MATERIAL

- **Annex 1** consists of a package that includes the following materials:
- Annexes and slides from Crime and Punishment
- Important statistics
- Incest Trauma Center – Belgrade (2015). I am here for you, too! brochure of the Peer Team Against Sexual Violence.
- 2015©Incest Trauma Center – Belgrade. **Let's Talk about Sexual Violence** film (8 min.)

IMPORTANT STATISTICS

(First National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia; 2015©Incest Trauma Center – Belgrade; The National Study was prepared in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women's Health Promotion Centre)

In the age group from 10 to 18, in each class in Serbia there are 4 children who have experienced a certain form of sexual violence and another 4 children who know someone to whom it has happened. At this moment, 2 children from each class are exposed to sexual violence. In primary school, children first disclose it to their family, who, as a rule, do not believe them. Young people in secondary school most often tell a friend, who is more inclined to believe them. Of the 2/3 children who tell others what happened to them, more than half of the persons in whom they confided do nothing. Only 7% of them report the case to the competent services.

It is incredibly important that the National Study has clearly demonstrated, through a series of results, the gender component, i.e. how sexual violence affects girls and how it affects boys, and that the proper understanding of sexual violence as one of the forms of gender-based violence where girls are more often targeted, has been clearly confirmed. Of 5 children who experienced sexual abuse, 4 are girls and 1 is a boy.

The most common location where violence occurred was home, in 32% of cases, and certainly a cause for concerns are also social networks with 22%, where the child received and was exposed to explicit sexual content. The data showed that acute sexual violence (ongoing violence) was more common among children in primary schools. Notably, regarding secondary schools, in 7.4% of cases, schools were mentioned as the scene, whereby the youth alerted us to the need to develop measures for preventing, for example, date rape and other forms of sexual violence.

Importantly, the children did not find it easy to talk about the effects of sexual violence, and how violence had left a mark on them. One third stated that they would not like to say anything about it. Among those who provided answers, young people often cite anger and rage as effects (74.1%), followed by the feelings of fear (69.3%), shame and guilt (55.8%) among children and young people.

The educational nature of the National Study is also reflected in the finding that 49% of children spoke for the first time about the topic of sexual violence during our interview, and, on the other hand, this points to the worrying practice of years of silence and persistent keeping of the topic taboo during (possibly the entire) period of growing up. Those who observe the taboo, the data shows, are parents (51.1% did not broach this topic) as well as the education system (10.2% of schools broached the topic).

Among those in whom the child confided outside the family, the most common interlocutors are friends (37.9%), which reaffirms the importance of educating students on the topic and peer support.

RECOMMENDED RESOURCES:

1. Milan Šipka, *Speech culture*, Prometej, Novi Sad, 2008
2. Milija Nikolić, *Serbian language and literature teaching methodology*, Institute for Textbooks and Teaching Aids, Belgrade, 1992
3. Ministry of Education, Science and Technological Development (2015). *Manual for the prevention of gender-based violence*; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

SUBJECT: THE WORLD AROUND US

19. You have the right to a life free from violence – Jelena Milenović and Snežana Vujić

20-21. A child has the right to feel safe – Ana Zimonjić

22. My body belongs to me! – Ljiljana Bogavac, MD, Jelena Milenović and Snežana Vujić

23. Who can be abusers – Jelena Milenović and Snežana Vujić

24. My personal safety plan – Jelena Milenović and Snežana Vujić

SUBJECT:	THE WORLD AROUND US
GRADE:	FIRST
TOPIC:	I and others
TEACHING UNIT:	Children's rights
LESSON TITLE:	You have the right to a life free from violence
GOALS:	<ul style="list-style-type: none">- Consolidating knowledge of children's rights.- Expanding knowledge of children's rights.
OBJECTIVES:	<ol style="list-style-type: none">1. The students know what violence is and what forms of violence exist.2. The students know it is necessary to protect oneself from sexual abuse.
CONTENT (brief description of steps/activities WHAT we will do)	
A/1 Violence against children in the Convention on the Rights of the Child	<ul style="list-style-type: none">- The students are introduced to the UN Convention on the Rights of the Child and its articles concerning the topic of violence against children.
A/2 Identifying the different forms of violence and articles of the Convention	<ul style="list-style-type: none">- The students are introduced to the different forms of violence against children (physical, emotional, sexual) by reading Articles 19, 34 and 37 and poems from the Children Are Special People - Civic Education Primer relating to those three articles.
A/3 It is necessary to protect oneself from sexual violence	<ul style="list-style-type: none">- The students understand that violence against children most commonly occurs in the family, that there are many children who feel isolated and find it difficult to talk about the violence, that it is important that they trust their feelings, that they know that they are not responsible for the violence and to seek help.
METHOD	
A/1 Violence against children in the Convention on the Rights of the Child	<ul style="list-style-type: none">- The teacher prepares in advance the Working Material consisting of three articles of the Convention on the Rights of the Child, each illustrated by one poem from the Children Are Special People - Civic Education Primer. Each child gets a copy of the Work Material to take home.- At the beginning of the lesson, the teacher informs the children that there is a United Nations document that protects the rights of the child, that it contains 42 different articles and that each article obliges adults to treat children with respect.- The teacher focuses on 3 articles concerning violence against children. The teacher presents, one after another, Article 19, followed by Article 34 and Article 37. The teacher does so by first reading out the poem relating to Article 19 (each child has the poem in front of him or her). The teacher asks the children to underline those words in the poem that describe why the child feels unhappy.
A/2 Identifying different forms of violence and articles of the Convention	<ul style="list-style-type: none">- The children read what they have underlined and the teacher identifies the forms of violence. <p>"Hits", "maltreats", "beats up" – physical violence. <i>"This is physical violence, do you recognise any other examples of physical violence?"</i></p>

The teacher can help the children by reminding them of the examples stated in the Power and Control Wheel (**Annex 2** to be used by the teacher)

"How does the boy feel?" - "unhappy," "there is no one to protect me" (and how does the child feel when there is no one to protect them)

Here the teacher adds examples of emotional abuse stated in the Power and Control Wheel (**Annex 2** to be used by the teacher)

Then, the teacher reads out **Article 19** and identifies emotional and physical violence again.

- The teacher starts discussing Article 34 by reading out a poem on the topic of sexual violence against children.

The teacher explains to the children, "When someone looks at or touches your private body parts, even when they are covered by clothes, tells you or does to you things that make you feel like you have a bad secret that makes you feel ashamed and upset, that is called sexual violence. The person may do it gently, caress you and say nice things to you or it may sometimes hurt you, but all of it is sexual violence." Then, the teacher reads out **Article 34**.

- The teacher continues reading out the poem relating to **Article 37**. After finishing it, the teacher also presents **Article 37**.

A/3 It is necessary to protect oneself from sexual violence

- The teacher, additionally, emphasises:

"It is important that we pay attention to the last stanza of the poem because violence against children most commonly occurs in the family. It is not discussed much, but it is important that you know that there are a lot of children who feel isolated and find it difficult to talk about it. They think they are the only ones in the world to whom it is happening. That is not true, and this is why adults who care about children developed our Convention on the Rights of the Child - in order for children to be protected."

- The teacher ends the lesson by showing **Slide 1** seeking to encourage children to trust their feelings, to know they are not responsible for the violence and to seek help.

LESSONS LEARNED

Using poems makes it easier to present the topic of violence. Poems can be read out loud together and the teacher can encourage children to do so louder and louder, whereby children practice a confident attitude. Acting as a group, children reinforce peer support.

WORK MATERIAL

- **Annex 1** (to be used by the children and everyone gets their own copy): 2004 Ljubivoje Ršumović: *Children are special people Civic education primer*; Publisher: People's Book.
- The Convention on the Rights of the Child (**Article 19**) states that: **States Parties shall protect children from all forms of physical or mental violence, maltreatment or exploitation.**

*I have to be unhappy
Because I am neither a mouse nor a dog
There is no one to protect me
When an adult beats me*

*But the law is not to be trifled with
My rights are expanding
No one is allowed to hit me
Nor maltreat me*

*Dad is also beginning to understand
The essence of children's rights
Between us, there are fewer and fewer fights
My voice is being heard*

The Convention on the Rights of the Child ([Article 34](#)) states that: [States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.](#)

*I dislike the way they look at me
Those old people who touch me
Whose eyes are all over me
And who pinch me*

*I dislike the way they coo at me
Nudge me rudely
And make me verses
And offer me sweets*

*I dislike the way they smile
And talk nonsense
'Cause I know they are making nasty mistakes
One day, they will pay for them*

Convention on the Rights of the Child ([Article 37](#)) states that: [State Parties shall ensure that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.](#)

*In the school of life a science
beautiful and true is taught
No one is allowed to torture me
Nor treat me degradingly*

*May whoever enjoys fighting
Tease the tiger or the lion
Bother the wolf a bit
And punish the elephant*

*On me, my sister or brother In
our joy or troubles
Not even mum and dad
May lay hands*

- [Annex 2](#) (to be used by the teacher): Violence against children - Power and Control Wheel

- [Slide 1](#)

[Violence is never the child's fault.](#)

[Trust your inner little voice when something does not feel right. Your inner little voice always tells you best when something is wrong. Listen to it and trust it!](#)

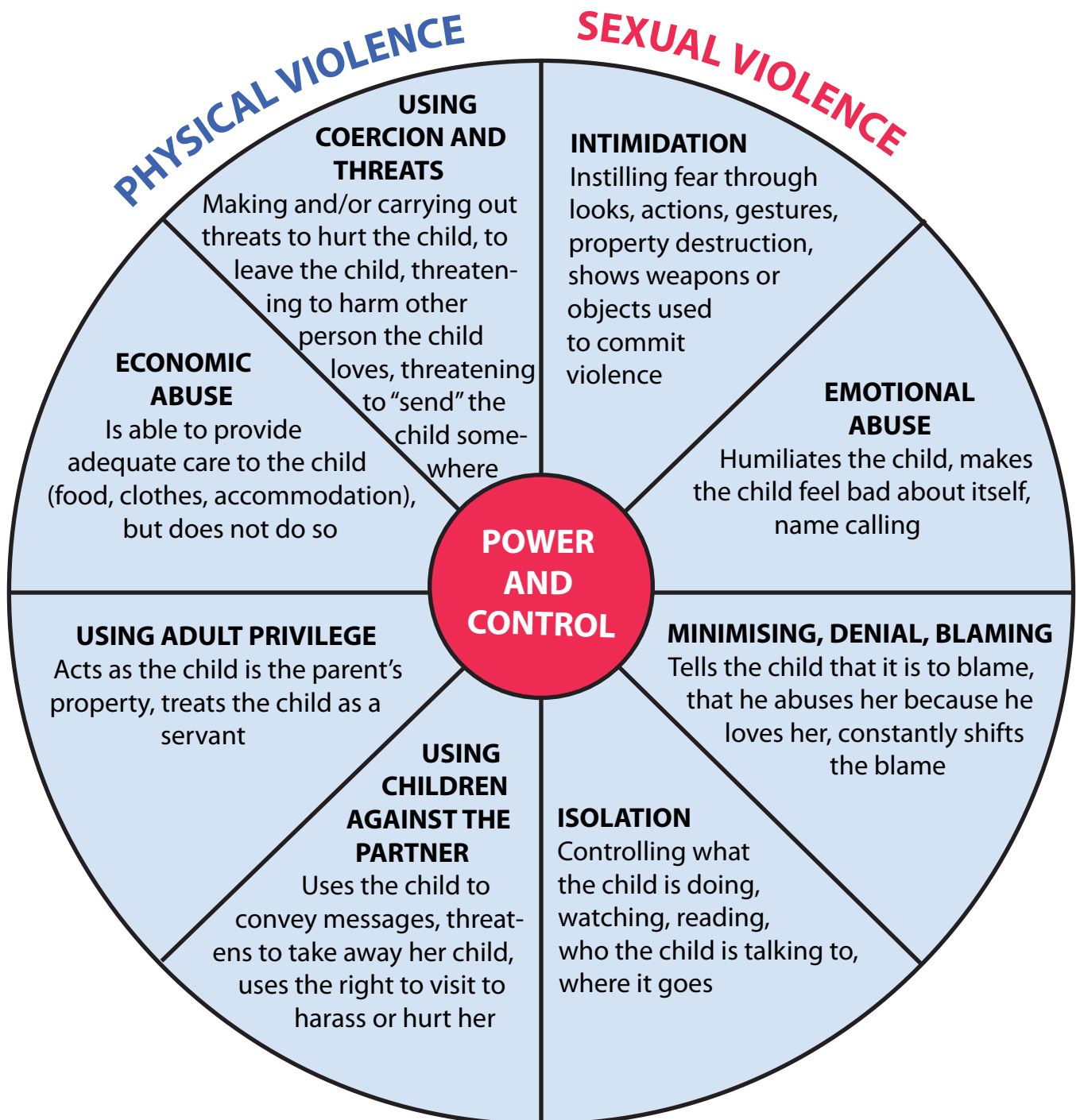
[Always tell a bad secret!](#)

[Find your trusted adult and tell them what is happening to you.
If you are not comfortable with their response, find another one!](#)

RECOMMENDED RESOURCES:

1. Ršumović, LJ. (2004). Civic education primer. Children Are Special People. Publisher: People's Book.

THE WHEEL: POWER AND CONTROL



○ Goal

➤ Tactics

○ Serves to implement tactics and achieve the goal

This will be of use to me the next time I teach this lesson...

SUBJECT:	THE WORLD AROUND US
GRADE:	FIRST
TOPIC:	I AND OTHERS - We are similar and different
TEACHING UNIT:	Satisfying one's own needs and feelings while respecting the needs and feelings of others
LESSON TITLE:	A child has the right to feel safe (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">- Identifying similarities and differences between individuals in terms of appearance, age and interests.- Distinguishing between one's own feelings and needs and the feelings and needs of others.- Developing a responsible attitude toward oneself and respecting others.
OBJECTIVES:	<ol style="list-style-type: none">1. The students recognise forms of violence and warning signs that sexual violence is happening.2. The students are introduced to the proper ways to respond to situations of sexual violence
CONTENT (brief description of steps/activities WHAT we will do)	<p>A/1 Activating the students' knowledge</p> <ul style="list-style-type: none">- The students express their feelings by miming through the game "Today I feel..." <p>A/2 Noting and recognising feelings</p> <ul style="list-style-type: none">- The students recognise non-verbal signs of different emotions using cards with "emotion faces": happiness, sadness, anger, fear, shame, confusion (Annex 1). <p>A/3 Introduction to the concept of gender roles</p> <ul style="list-style-type: none">- The students note the different ways in which boys and girls are taught to express their feelings by recognising expectations and messages from adults. The students realise that there are also other differences in expectations of boys and girls which are used to explain to them the concept of gender roles. <p><i>Both girls and boys have the same right to express their feelings and fulfil their needs. However, in society it is often prescribed what is appropriate for girls and boys, respectively, what they should feel, how they should think and how they should behave.</i></p> <ul style="list-style-type: none">- The teacher emphasises that children's needs are the same regardless of their sex... <p><i>One of the most important needs of each child is the need for love and affection through beautiful words of praise and touch, but not touch that hurts or causes bad feelings: shame, guilt and fear.</i></p> <p>A/4 Recognising forms of violence and feelings – hand in hand</p> <ul style="list-style-type: none">- The students note different forms of violence: emotional, physical, sexual, social, using the photos in Annex 2 of Work Material and by viewing the <i>KIKO and the Hand</i> video clip (30 sec.) and the <i>KIKO and the Hand</i> short film (4 min.).

METHOD

A/1 Activating the students' knowledge

- The game **Today I feel...** The students stand in a circle and one of them begins by showing, without words, just by their facial expressions and movements (miming) how they feel today. Other children guess what feeling it is. The person who guesses correctly is the next one to show own feelings today. If a child guesses right twice, a child who wants to go next shows how they feel today. This process happens quickly, the children take turns and the process should be repeated not more than 5 times.

A/2 Noting and recognising feelings

- The teacher prepares in advance **Annex 1** of the Work Material consisting of **"emotion faces"** displayed in 2 ways: 1. drawn on a piece of paper that each child receives and 2. a **"STOP sign"** for the 6 selected emotions that the teacher presents one after another. The children can make the "STOP signs" on their own during one of the previous art lessons.

- Ask the children to say what feelings they recognise through the "emotion faces". The teacher shows, one after another, "emotion faces": happiness, sadness, anger, fear, shame, confusion. The children name the feelings and describe how they recognise them by facial expressions.

For example, what the eyes look like (wide open when you are surprised, smile when you are joyful), what the mouth does (it smiles along with your eyes, so your teeth also show; they shrink into a line when you are angry), what the nose does (it crinkles up when you dislike something, when something does not smell good), what the hair does (it bristles when you are angry, it stands on end when you are afraid), eyebrows (rise when you are surprised), cheeks (blush when you are ashamed), how your forehead buds (frowns and joins your mouth and hair in anger), etc.

- Thank each child, praise them, and repeat what feelings they have talked about so far.

A/3 Introduction to the concept of gender roles

- The teacher announces that, in this step, what will be discussed is whether all feelings are equally allowed for girls and boys, and that, in fact, girls and boys have equal needs.

"Now let's talk about whether girls and boys are allowed to show their feelings in the same way!"

We are born as girls or boys, female or male. But what is expected of girls and boys, what professions to choose, what household chores to do, what hobbies to have, how they are allowed to express their feelings - those are all things that are determined by adults and by our environment. One often hears:

"boys don't cry", "crying is for girls", "boys are strong and tough", "girls should be pretty, nice, quiet", "anger is not allowed for girls", etc.

What is expected of girls and what of boys, when they grow up? What kind of house chores are they supposed to do? What professions are they supposed to pursue?

The children who want to, offer their answers, which the teacher proceeds to write on the board.

It is important to show children what gender roles are through examples:

The girl is sad because they will not let her play football.

The boy is happy because he attends dance school.

- The teacher emphasises that children's needs are the same regardless of sex. Some examples of needs: the need for a "safe base", the need for a connection with an important person / persons in the environment where the child lives and grows, the need for acceptance, for belonging, for predictability, for stability, or safety; the need for autonomy, the child's need to be respected, to have freedom of choice, the need to master knowledge and skills, etc.

- Both girls and boys have the same right to express their feelings and fulfil their needs. However, in society it often happens that it is prescribed what is appropriate for girls and for boys, what they should feel, how they should think and how they should behave.

- One of the most important needs for each child is the need for love and affection through beautiful words of praise and touch, but not touch that hurts or causes bad feelings: shame, guilt, fear.

A/4 Recognising the forms of violence and feelings – hand in hand

- Show photographs from **Annex 2** of the Work Material to the children. Ask the children "What do you see in the photo and how does the child feel?". After each answer, the teacher names a form of violence.

- Then, show and explain **Slide 1** whose content each child also receives as a paper copy that they will take home.

- Close the lesson by showing the *KIKO and the Hand* video clip (30 sec.) and the *KIKO and the Hand* short film made by children from the kindergarten attached to Đura Daničić Primary School in Belgrade (4 min.).

Finally, the teacher announces that the next lesson will be devoted to KIKO (and uses Part 3 of the Educational Package for Kindergartens).

LESSONS LEARNED

Each of the work tools for this lesson provides an abundance of feedback on children. Use the tools with dedication, take your time. Feelings are an important lesson for children at this age, which you can teach them.

WORK MATERIAL

- **Annex 1:** Emotion Faces 1 drawn on a piece of paper that each child receives and 2 a STOP Sign for the 6 selected emotions
- **Annex 2:** Sources: Poster for healthcare workers of the Institute of Mental Health, Belgrade (2013)
- **Slide 1**

VIOLENCE IS NEVER THE CHILD'S FAULT.

TRUST YOUR LITTLE INNER VOICE WHEN SOMETHING DOES NOT FEEL RIGHT. YOUR LITTLE INNER VOICE ALWAYS TELLS YOU BEST WHEN SOMETHING IS WRONG. LISTEN TO IT AND TRUST IT!

ALWAYS TELL A BAD SECRET!

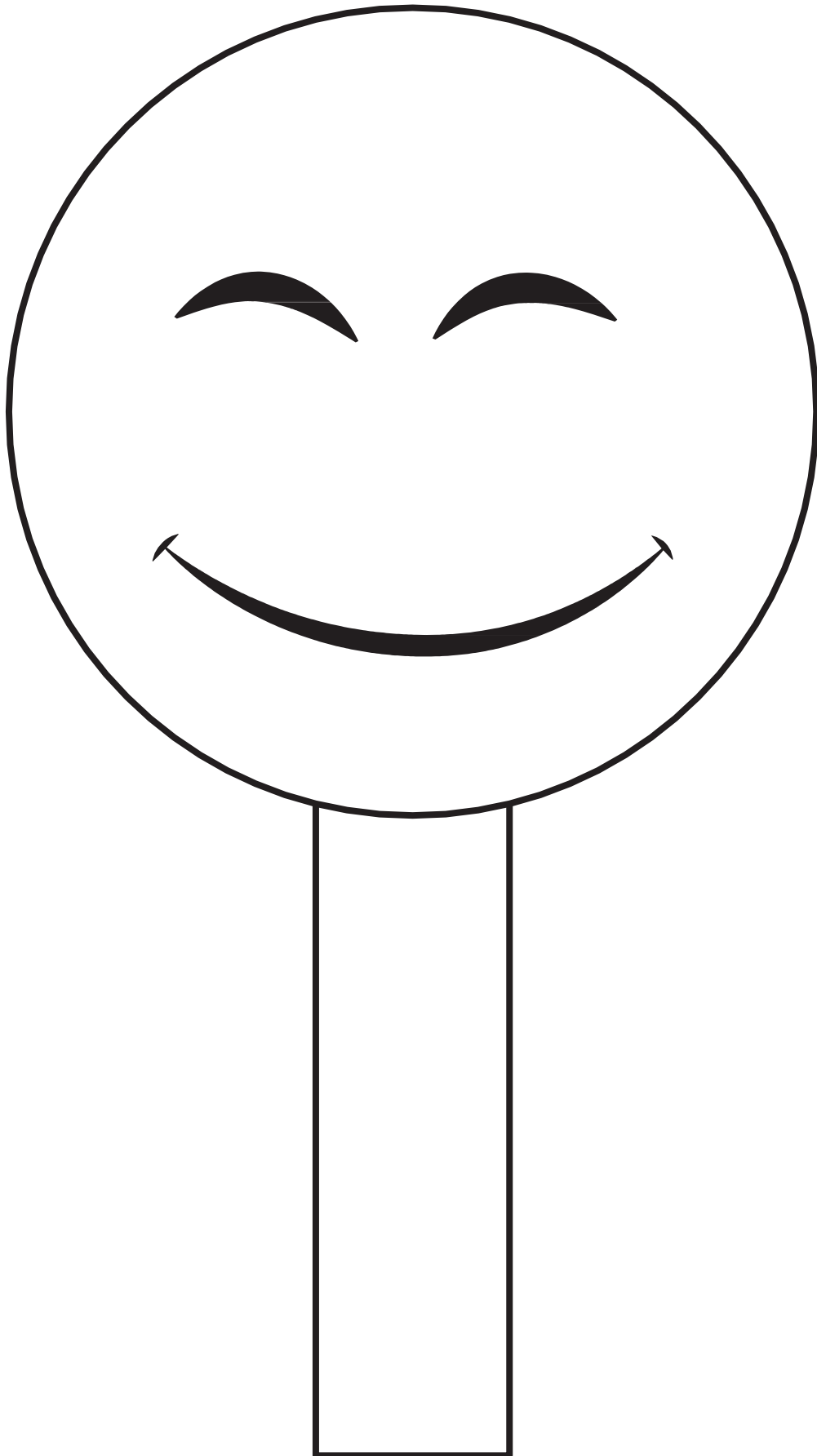
FIND YOUR TRUSTED ADULT AND TELL THEM WHAT IS HAPPENING TO YOU.
IF YOU ARE NOT COMFORTABLE WITH THEIR RESPONSE, FIND ANOTHER ONE!

- **KIKO and the Hand video clip** (30 sec.)
- **KIKO and the Hand film** made by children from the kindergarten attached to Đura Daničić Primary School in Belgrade (4 min.)

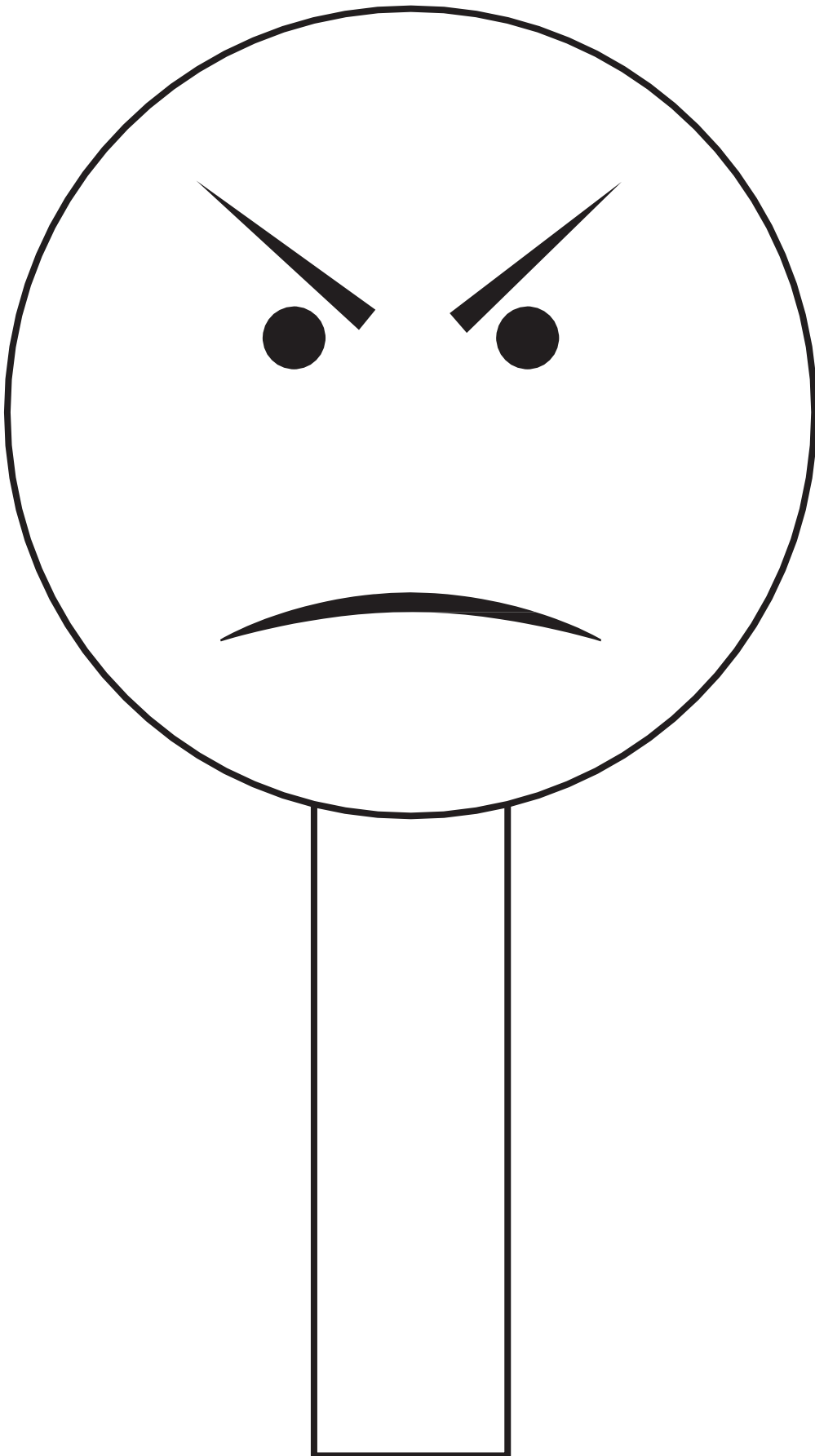
RECOMMENDED RESOURCES:

1. Incest Trauma Center – Belgrade (2016). Educational Package for Learning About the Topic of Sexual Violence Against Children for Kindergartens in Serbia, Parents and Guardians. Author: Ljiljana Bogavac, MD

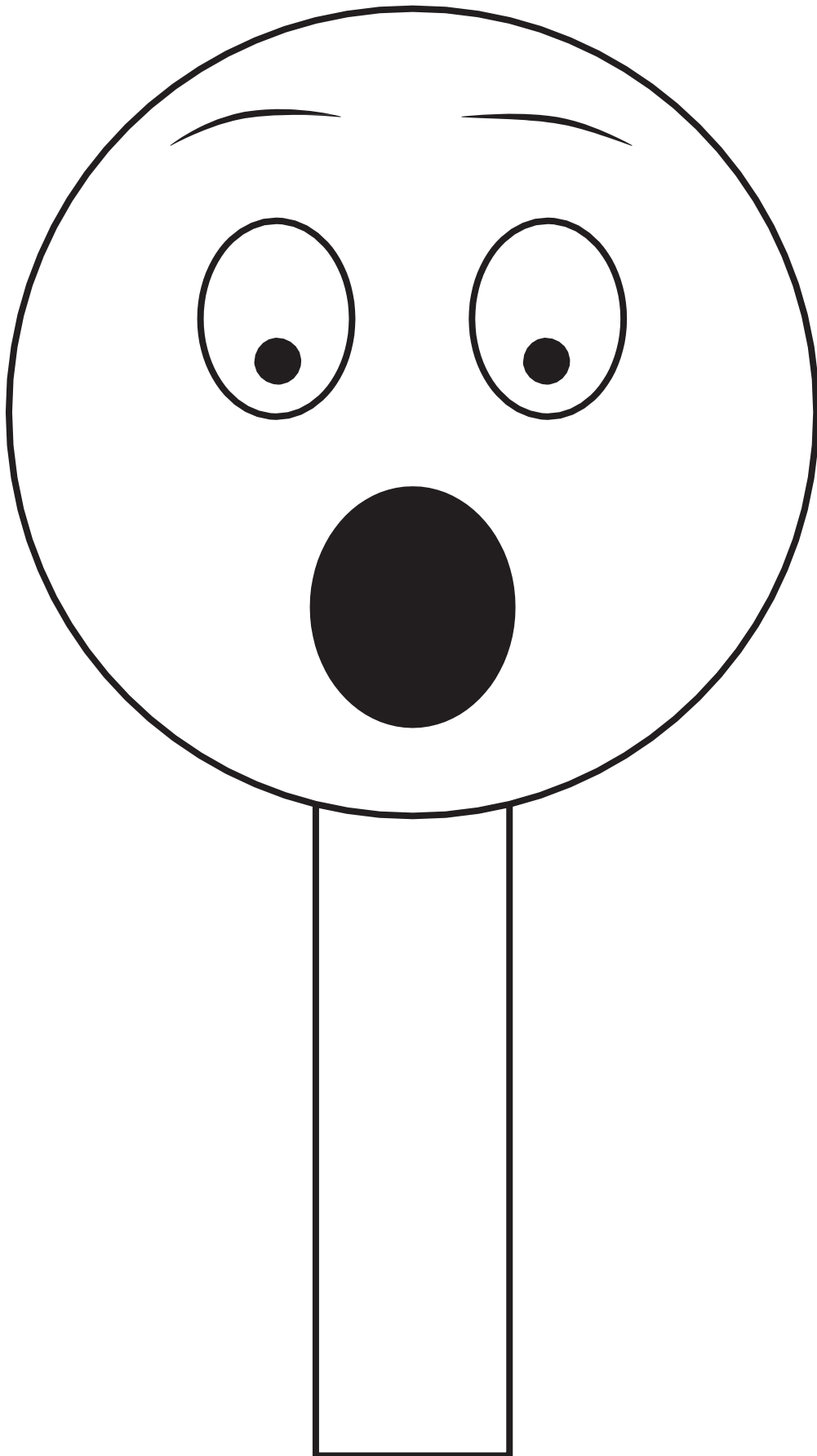
HAPPINESS



ANGER



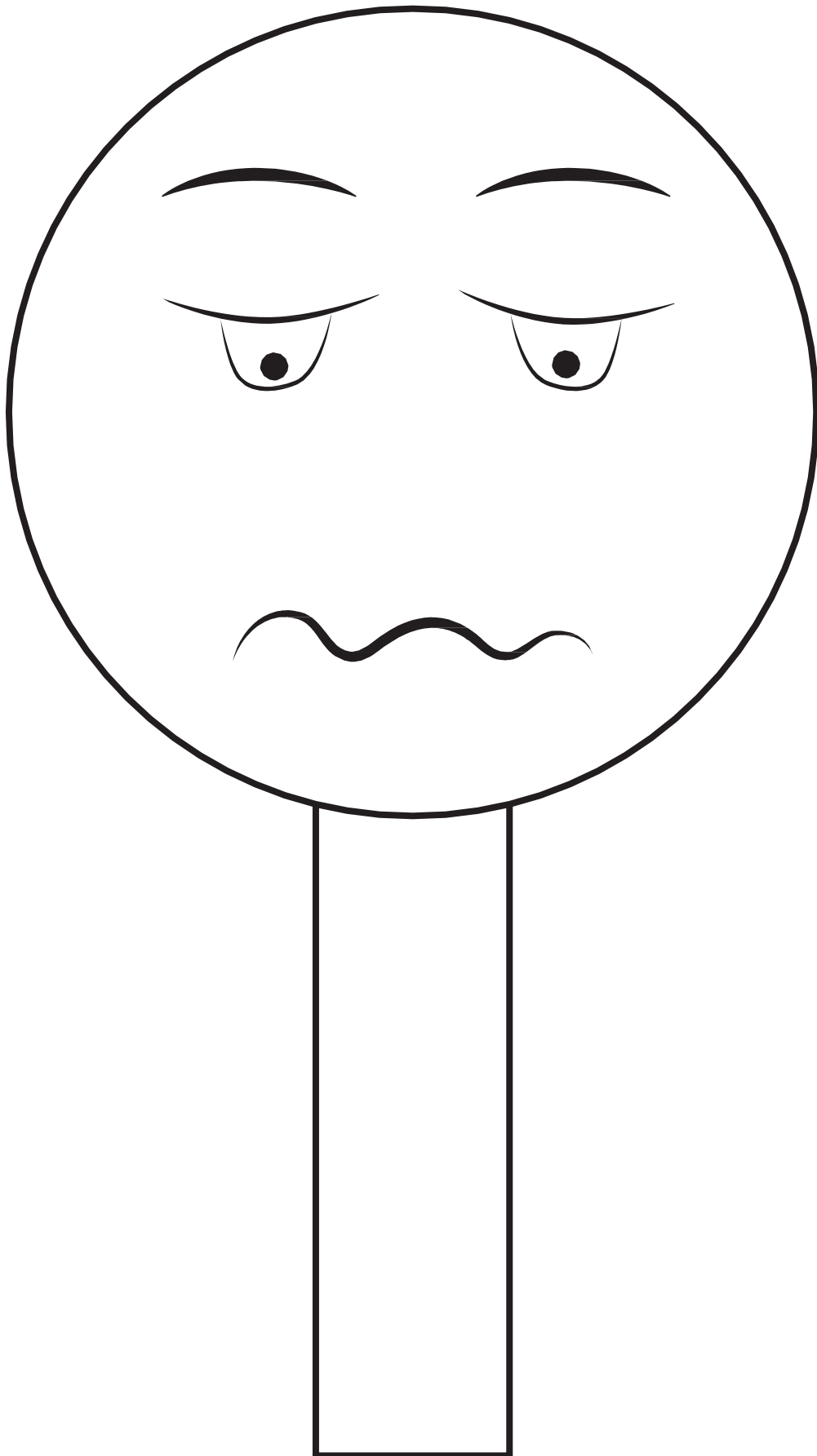
FEAR



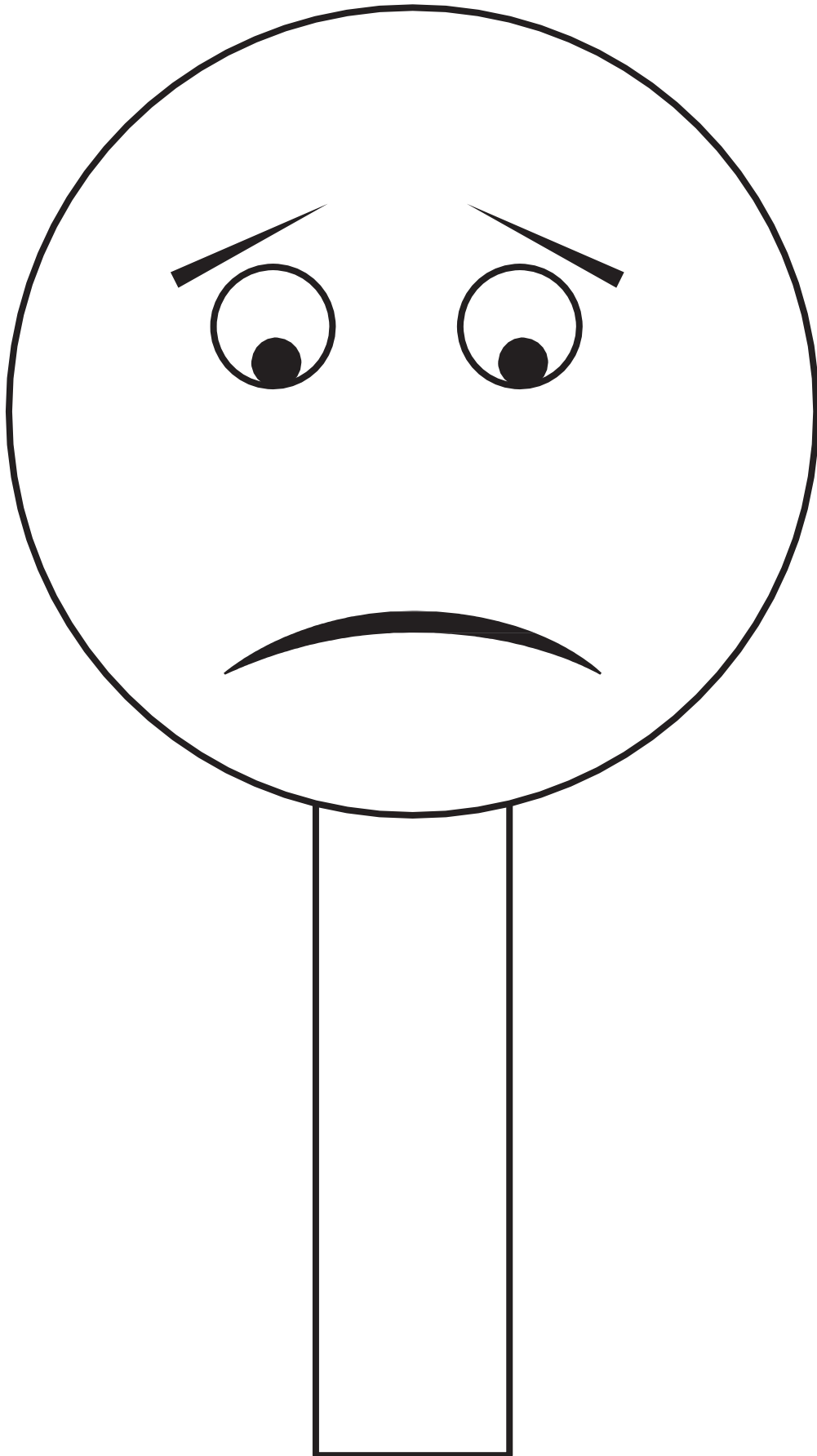
SADNESS



CONFUSION



SHAME



CHILDREN

THE ABUSE AND NEGLECT OF

LET'S STOP

What is child abuse?



WHEN ADULTS BEAT YOU



WHEN ADULTS EXPLOIT YOU



WHEN ADULTS MOCK YOU



WHEN ADULTS VERBALLY ABUSE YOU (YELL AT YOU OR INSULT YOU)



WHEN PARENTS ARGUE ANGRILY AND FIGHT PHYSICALLY IN YOUR PRESENCE



WHEN ADULTS LEAVE YOU UNSUPERVISED



WHEN ADULTS IGNORE OR NEGLECT YOU



WHEN THEY MAKE YOU OR ENCOURAGE YOU TO LOITER, BEG OR TO SELL YOUR BODY



WHEN ADULTS BELITTLE YOUR EFFORTS



WHEN ADULTS NEGLECT YOUR HEALTH NEEDS



WHEN SOMEONE SHOWS YOU PORNOGRAPHIC MATERIAL



WHEN THEY FORBID YOU TO GO TO SCHOOL



WHEN ADULTS MAKE YOU TOUCH THEM IN INAPPROPRIATE PLACES



WHEN ADULTS LEAVE YOU HUNGRY, DIRTY OR INADEQUATELY DRESSED



WHEN SOMEONE TOUCHES YOU WHERE YOU DO NOT WANT TO BE TOUCHED



IF ANY OF THESE THINGS MAY BE HAPPENING TO YOU, TELL YOUR DOCTOR OR NURSE, THEY WILL KNOW HOW TO HELP YOU.



Project funded by the EU in partnership with UNICEF

This will be of use to me the next time I teach this lesson...

Authors:

Ljiljana Bogavac, MD, Incest Trauma Center - Belgrade

Jelena Milenović, social worker

Snežana Vujić, special education teacher-typhlologist

SUBJECT:	THE WORLD AROUND US
GRADE:	FIRST
TOPIC:	Living nature
TEACHING UNIT:	Our body. We are similar, but we are also different
LESSON TITLE:	My body belongs to me!
GOALS:	<ul style="list-style-type: none">- Getting to know the human body: the similarities and differences between girls and boys.- Noting the hazards that threaten the body and possibilities of protecting it.- Good and bad touch, good and bad secrets.
OBJECTIVES:	<ol style="list-style-type: none">1. The students recognise private body parts.2. The students distinguish between good touch and bad touch and know that no one is allowed to touch their private body parts.
CONTENT (brief description of steps/activities WHAT we will do)	<p>A/1 How we treat our body</p> <ul style="list-style-type: none">- The students recognise activities that preserve our body and health. <p>A/2 Private body parts of girls and boys</p> <ul style="list-style-type: none">- The students are introduced to the private body parts of boys and girls. <p>A/3 NO ONE IS ALLOWED TO TOUCH your private body parts!</p> <ul style="list-style-type: none">- The students distinguish between good touch and bad touch and know that they should not allow bad touch to anyone.
METHOD	<p>A/1 How we treat our body</p> <ul style="list-style-type: none">- Determining how we should treat our body.- Discussing activities that preserve our body and health - personal hygiene, proper and healthy nutrition, doing sports, spending time in nature, sun protection, regular doctor's and dentist's appointments...- From pre-prepared Work Material, the teacher gives (Annex 1) on a piece of paper to each child. <p><i>"From a series of images, mark those that show what is good for our body and health."</i></p> <p>A/2 Private body parts of girls and boys</p> <ul style="list-style-type: none">- The teacher introduces this step: <i>"Our body can be threatened by other persons and their actions."</i>- The teacher shows a picture of two identical stickpeople. (Annex 2) <p>Ask the children to say how they know who the boy is and who the girl is. It is expected that the children will say they are the same and that we cannot know exactly. At this point, the teacher can ask them if they know how a girl and a boy differ. The teacher writes the answers on the board.</p>

Then, the teacher shows the **Body Maps (Annex 3)**. "These are two children who have just got out of the tub after a bath. Which one is a girl and which one is a boy?" It is expected that the children will now know the answer. The teacher asks:

*"If the boy had long hair, would that, then, make him a girl?" and
"If the girl had short hair, would that, then, make her a boy?"*

It is expected that children will give negative answers.

- This is the moment when the teacher raises the issue of private body parts.

Each child receives a Body Map in accordance with his or her official sex. **In the drawing, the teacher shows and circles the genital area for both boys and girls and says, "These are private body parts."**

The teacher encourages the children to circle the same thing on their Body Map. **The teacher encourages them to say if they know any other private body parts. If children are hesitant or do not know, the teacher points to, names and circles the chest, navel and butt areas on the map.**

The teacher emphasises **"Private body parts are those covered by briefs, a bathing suit and the belly button."**

A/3 NO ONE IS ALLOWED TO TOUCH your private body parts!

- The teacher shows and explains **Slide 1**.

- Next, the teacher should **teach the children the poem MY BODY BELONGS TO ME (Annex 4)**, which serves to boost their confidence and enable them to defend themselves in the event of an attack on their body.

It is important that they speak the verses loudly, with determination, and with rhythm, while emphasising the last words of every verse. The children can stand up, show with their hands the meaning of each verse. The poem is short, so it is expected that they will memorise it and recite it on their own after repeating it a few times. What remains "as a homework assignment" is for them to bring their copy of the poem, to revise it for next lesson and the teacher announces that they will all together symbolically open the next lesson with this poem.

NOTE: In the event that the children have not come across KIKA so far - The lesson ends by the children watching the KIKO and the Hand film, which was made by the kindergarten attached to the Đura Daničić Primary School, Belgrade, at the end.

LESSONS LEARNED

The main part of this lesson on the topic of sexual violence against children is covered in a detailed and broad manner in the Healthy Choices for Kids - Violence Prevention Program of Incest Trauma Center – Belgrade. At the same time, Body Maps are always a useful work tool that is easily adaptable to preschool as well as school children.

WORK MATERIAL

- **Annex 1:** A series of images that show what is good for our body and health.



- **Annex 2:** Two stickpeople
- **Annex 3:** Body Maps
- **Slide 1**

There is good touch and bad touch.

If anyone tells you anything or does anything to you that has to do with your body and/or that person's body,
AND THEN TELLS YOU NOT TO TELL ANYONE – THAT IS A RED FLAG!

If a person kisses you on the hair or neck and talks about sex
 If someone kisses you on the mouth with their tongue
 If a person asks you to take off your briefs
 If a person touches you in any way that makes you uncomfortable

IMMEDIATELY TELL AN ADULT YOU TRUST!

- **Annex 4:** MY BODY BELONGS TO ME!

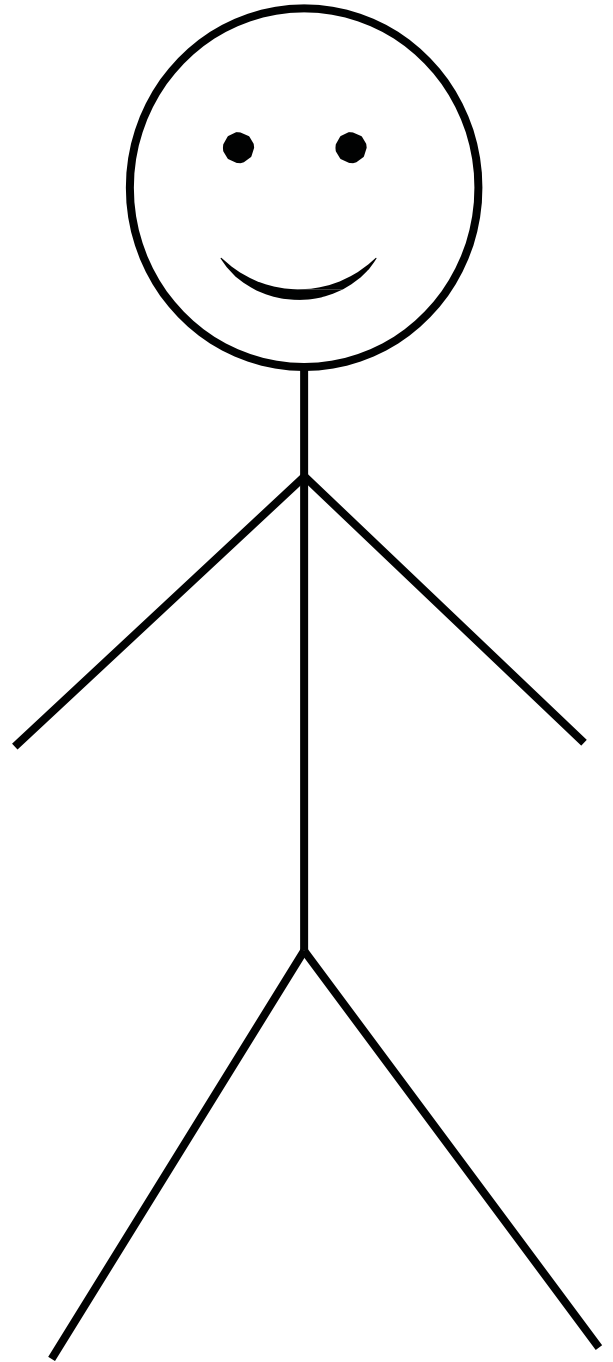
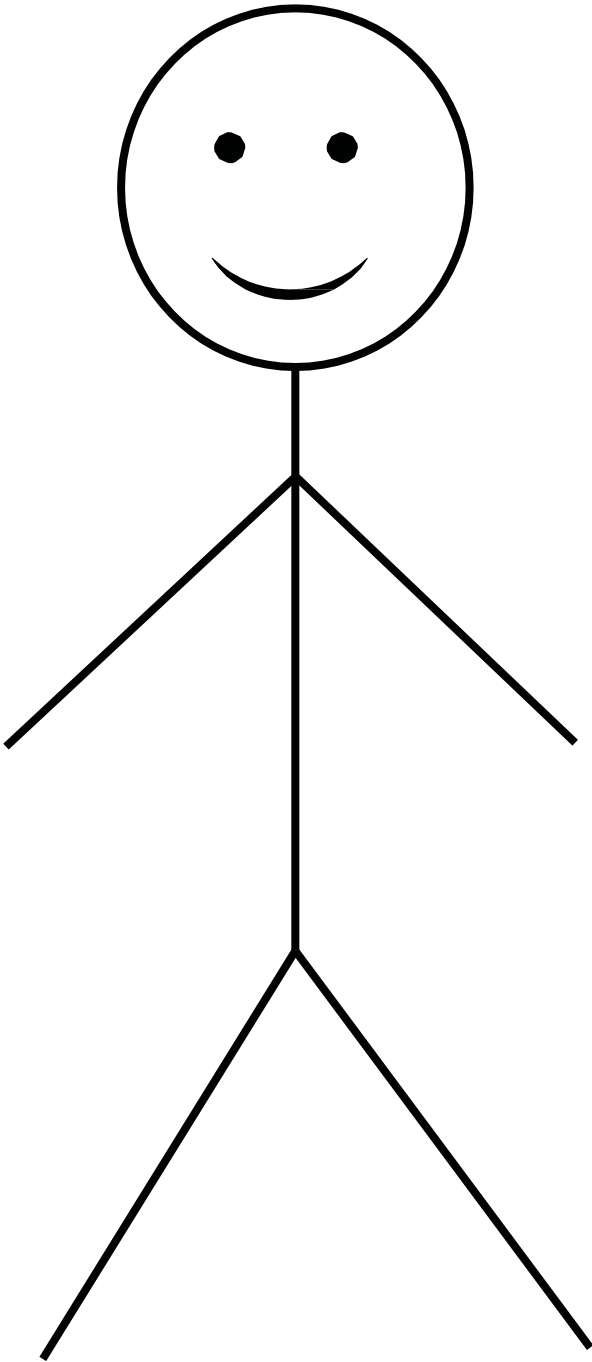
MY BODY BELONGS TO ME
 IT IS NOT YOURS!!!
 FROM HEAD TO TOE
 I HAVE THE RIGHT TO BE RESPECTED!

- **Annex 5:** KIKO and the Hand video clip (30 sec.)
- **Annex 6:** KIKO and the Hand film (4 min.), which was made by the kindergarten attached to the Đura Daničić Primary School, Belgrade.

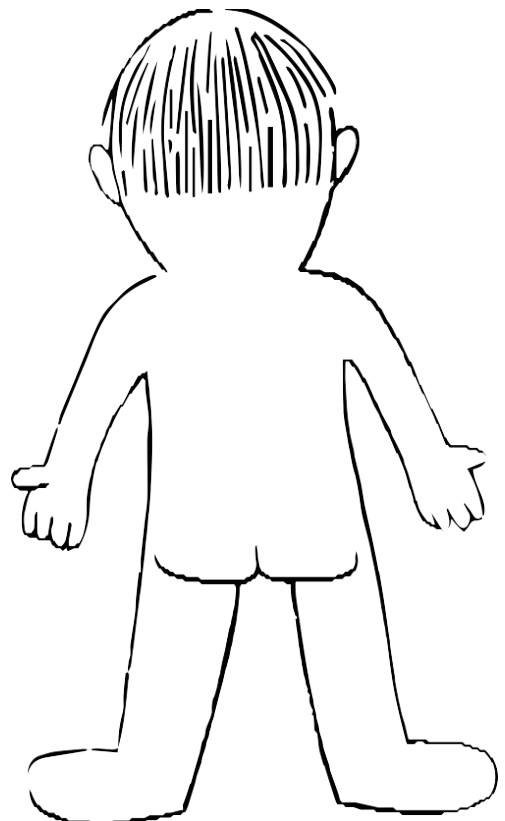
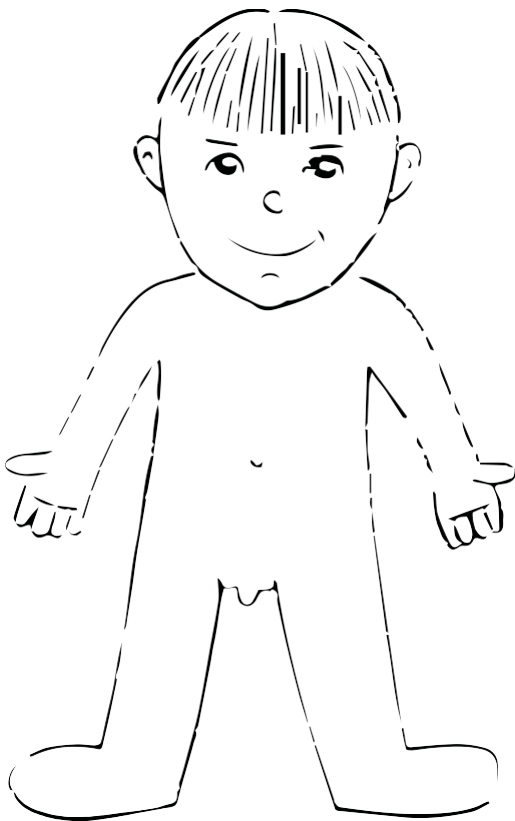
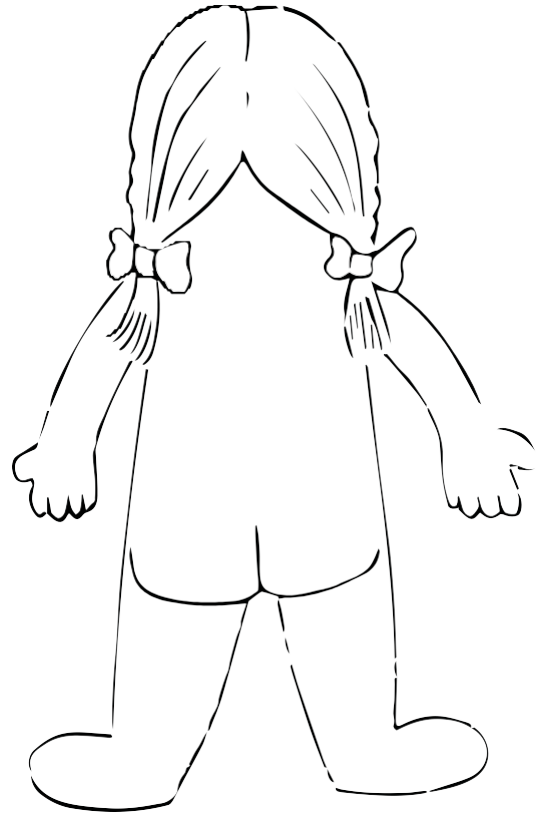
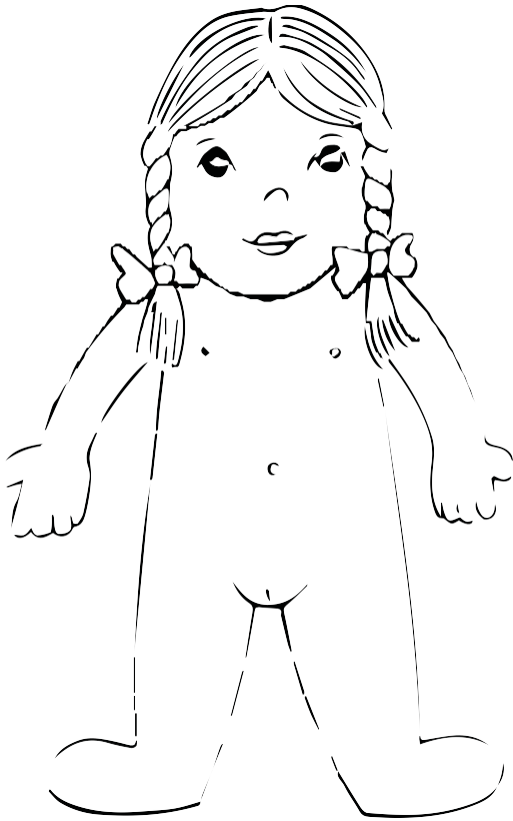
RECOMMENDED RESOURCES:

1. Incest Trauma Center – Belgrade (2016). Educational Package for Learning About the Topic of Sexual Violence Against Children for Kindergartens in Serbia, Parents and Guardians. Author: Ljiljana Bogavac, MD.
2. Incest Trauma Center – Belgrade (2016). Healthy choices for kids; Violence prevention program of the Incest Trauma Center – Belgrade for teachers, parents/guardians and children (manual and advanced specialist training). Authors: Ljiljana Bogavac, MD, and Dušica Popadić

Stickpeople



Body Maps



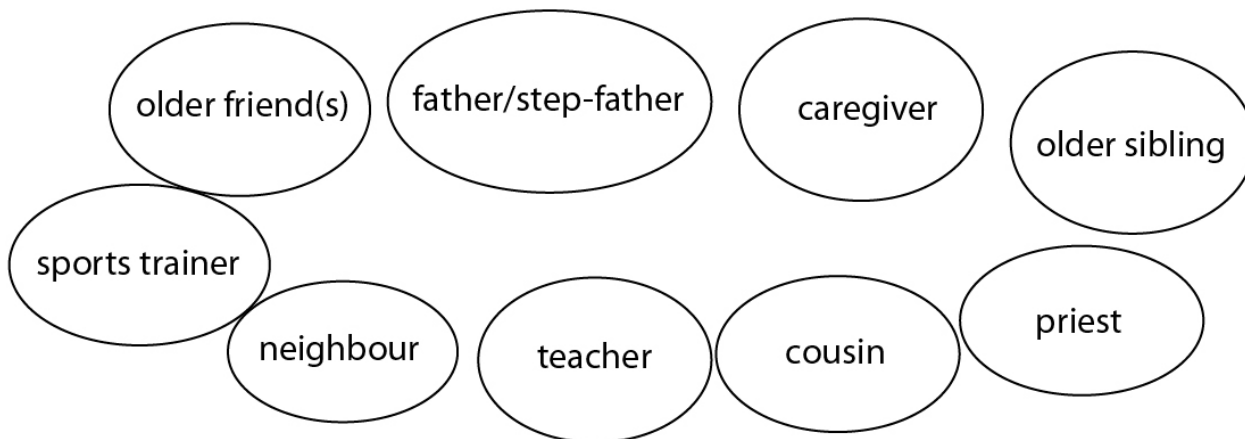
This will be of use to me the next time I teach this lesson...

Authors:

Jelena Milenović, social worker

Snežana Vujić, special education teacher-typhlologist

SUBJECT:	THE WORLD AROUND US
GRADE:	FIRST
TOPIC:	I and others
TEACHING UNIT:	Other people and I
LESSON TITLE:	Who can be abusers
GOALS:	<ul style="list-style-type: none">- Perceiving oneself as a member of the social community and a member of different social groups.- Assessing one's experiences with persons from one's environment.- Assessing the experiences of others and adopting appropriate attitudes toward phenomena in one's environment.
OBJECTIVES:	<ol style="list-style-type: none">1. The students understand that sexual violence is dangerous and should be confronted.2. The students know who sexual abuse offenders can be
CONTENT (brief description of steps/activities WHAT we will do)	<p>A/1 Participation mapping (groups in one's environment)</p> <ul style="list-style-type: none">- The students are introduced to different groups that form their environment and to which they directly or indirectly belong (family, class, school, peer group, teams, clubs, etc.). <p>A/2 Identifying relevant representatives of groups in one's environment</p> <ul style="list-style-type: none">- The students are introduced to important representatives of different groups and positive and negative experiences with them. <p>A/3 Who abusers can be</p> <ul style="list-style-type: none">- The students understand that anyone can be a child sexual violence offender and that such violence must be exposed.
METHOD	<p>A/1 Participation mapping (groups in one's environment)</p> <ul style="list-style-type: none">- A brief conversation about relationships with other people - What people make up our environment and to what groups do we belong? (The children are expected to note that they are part of their family, their class, members of school clubs, groups of peers with whom they spend time outside school, members of a sports team, etc.) <p>A/2 Identifying relevant representatives of groups in one's environment</p> <ul style="list-style-type: none">- Assessing one's experiences with persons from one's environment by writing in the circles pleasant events and experiences (or at least one pleasant event), and outside the circle what they experienced as bad and unpleasant (or at least one unpleasant event). The labelled circles are contained in Annex 1 (the teacher prepares this Work Material in advance). <p>It is expected that the children will state very different experiences and the teacher's task is to group the statements into several categories. The basic distinction is between pleasant and unpleasant experiences, and then within it also by type of event.</p> <p>It is not expected that children will simply, in the group, state any experience of sexual violence, therefore, the teacher needs to introduce it as one of the possibilities.</p>



A/3 Who abusers can be

- "These are all persons whom the child trusts, whom the child loves and they are often their role models. They help the child when the child needs something. An abuser can be anyone!

Sometimes when someone is taking care of a child, this person takes advantage of the child's trust and love to hurt the child sexually.

The child does not know why it is happening to her/him/them. The child is confused, because the child loves the abuser, but the child does not love abuse."

The difference between a trusted adult and an abuser is the following:

- A trusted adult is your "SUNSHINE PERSON", and the abuser is a "RAINCLOUD PERSON"
- With a trusted adult, the child feels happy, carefree, safe.
- With an abuser, the child feels scared, confused, sad, unsafe.
- For more information about the difference between a trusted adult and an abuser, see: [Educational Package for Learning on the Topic of Child Sexual Violence for Preschool Institutions in Serbia, Parents and Caregivers.](#)

- The teacher ends the lesson by showing Slide 1 which instructs the child to trust own self and disclose abuse.

LESSONS LEARNED

Special attention needs to be paid to distinguishing between an abuser and a trusted person and it should be emphasised that, even in a group of persons whom the child otherwise trusts, there can be an abuser.

WORK MATERIAL

- [Annex 1](#): Circles from Step 1
- [Annex 2](#) (to be used by the teacher): Process of child sexual abuse by an adult (specialist training programme material of Incest Trauma Center – Belgrade)
- [Annex 3](#): Circle of sexual abuse (specialist training programme material of Incest Trauma Center - Belgrade)
- [Slide 1](#)

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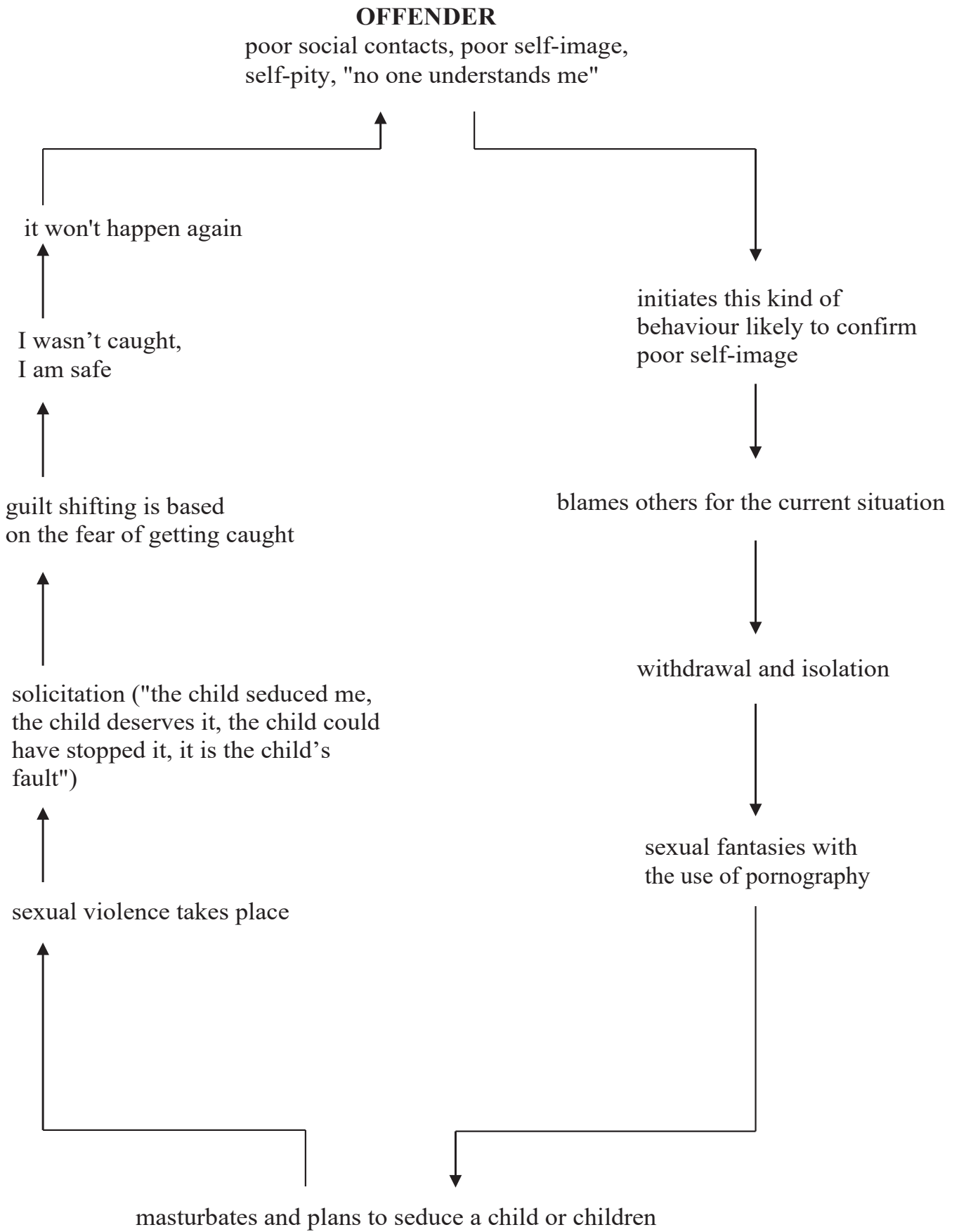
FIND YOUR TRUSTED ADULT AND TELL THEM WHAT IS HAPPENING TO YOU.

IF YOU ARE NOT COMFORTABLE WITH THEIR RESPONSE, FIND ANOTHER ONE!

RECOMMENDED RESOURCES:

1. Attending specialist basic-level training programmes of Incest Trauma Center - Belgrade.
2. Incest Trauma Center – Belgrade (2016). Educational Package for Learning About the Topic of Sexual Violence Against Children for Kindergartens in Serbia, Parents and Guardians. Author: Ljiljana Bogavac, MD

SEXUAL ABUSE CYCLE



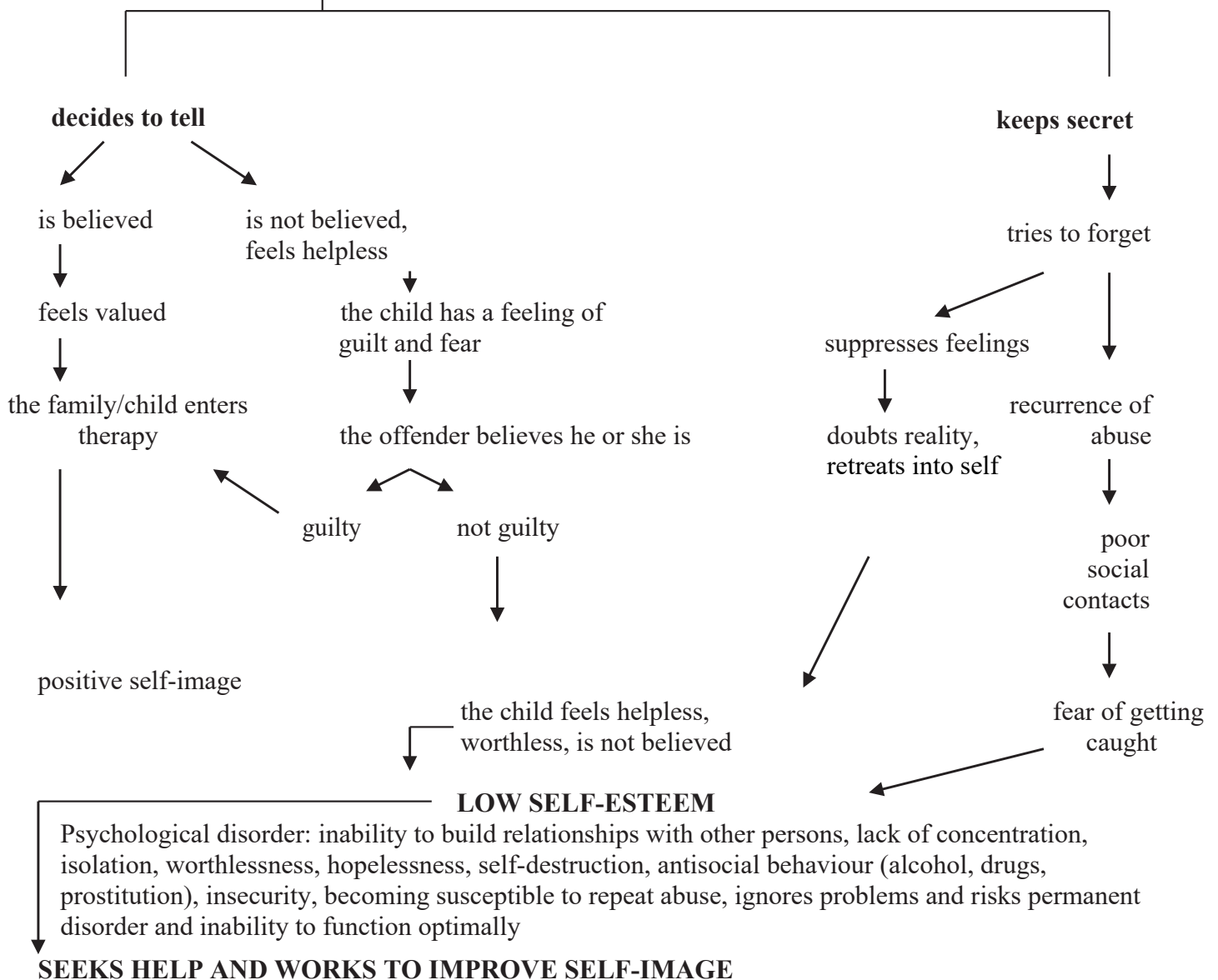
PROCESS OF CHILD SEXUAL ABUSE BY PERSONS KNOWN TO THE CHILD

OFFENDER

- chooses the child-victim and plans the process of abuse
- builds relationship with the child
- uses tricks, bribes, blackmail
- initiates sexual activity
- starts with threats, secrecy, possibly violence
- isolates the child from other people
- increases the child's feeling of helplessness
- develops the child's feeling of guilt

CHILD

- feels disoriented, confused, shocked
- feels trapped due to the secret
- is afraid of getting in a lot of trouble if he or she tells, because it is unpleasant, secret and strange, means you are "bad" and that nobody loves you
- tests the responses of trusted adults



This will be of use to me the next time I teach this lesson...

Authors:

Jelena Milenović, social worker

Snežana Vujić, special education teacher-typhloglist

Author of drawings: Aleksandar Momaković Bednar, B.A. in textile design

SUBJECT:	THE WORLD AROUND US
GRADE:	FIRST
TOPIC:	Culture of living
TEACHING UNIT:	Situations that endanger life, health and the environment – prevention and proper behaviour
LESSON TITLE:	My personal safety plan
GOALS:	<ul style="list-style-type: none">- Noting different situations in our environment that can endanger us- Noting possibilities and methods of protection
OBJECTIVES:	<ol style="list-style-type: none">1. The students recognise sexual abuse as a form of hazard and threat.2. The students know how to protect themselves in case of sexual abuse and make a Personal Safety Plan.
CONTENT (brief description of steps/activities WHAT we will do)	<p>A/1 Safety and threat</p> <ul style="list-style-type: none">- The students are introduced to the concepts of safety and threat. <p>A/2 Potential hazards in the environment</p> <ul style="list-style-type: none">- The students are introduced to potential hazards in their environment (traffic, improper use of home appliances, tools and various materials, natural disasters). <p>A/3 Making a personal safety plan</p> <ul style="list-style-type: none">- The students design a personal safety plan for a situation of sexual violence.
METHOD	<p>A/1 Safety and threat</p> <ul style="list-style-type: none">- Determine whether and to what extent the children are familiar with the concept of safety through a brief conversation about what it means to be secure or threatened, and in what situations they felt threatened. <p>A/2 Possible hazards in the environment</p> <p>Determine potential hazards in the environment through the following activities:</p> <ul style="list-style-type: none">- Pair-matching activity: object-hazard (Annex 1) <p>The teacher invites the children to answer:</p> <p><i>"What can happen if: we improperly handle matches or a knife/forget to turn off the tap?"</i></p> <p>Expected responses are matches-burn/fire, knives-a cut and a tap-flood.</p> <p>Then, the teacher emphasises, <i>"We may hurt ourselves or cause damage. Sometimes people can die."</i></p>

- **Activity:** Clarify what the potential hazards are if we are not careful in traffic and all the things we need to be mindful of so as not to endanger our own or others' safety.

Show pictures ([Annex 2](#)) among which the children should recognise threatening situations and how to avoid them.

"Always cross the street at a pedestrian crossing when the light is green, and before you do, always look to the left and to the right, and if there are no vehicles, only then cross the street."

"Never cross the street outside a pedestrian crossing."

"A car is always a weapon in drivers' hands. Because of careless drivers, it is easy to die. This is why drivers are notified by a special sign that there is a school nearby. Nevertheless, make sure to always look at the traffic light, to the left and to the right, and never rush to cross the street."

The teacher closes this step by repeating that there are many different hazards in traffic.

A/3 Making a personal safety plan

"You may find yourself in some dangerous situations caused by adults, most often those you know and trust. Now we are going to talk about what you can do to protect yourself."

Situation 1: You are returning from school. A car slows down next to you. The driver opens the door and says he is on his way to your second-floor neighbour's, and since he is already going that way, he offers to give you a ride.

Situation 2: You are in English class with your private tutor. You are sitting at the table and writing the lines he gave you. He stands behind you, starts kissing you on the neck and puts his hand in the back of your briefs. Everybody says you are a big boy, but now you are scared.

Situation 3: Your uncle is visiting and you are all having a good time. As last time, while you are sitting at the table, he places you on his lap and because no one can see, he moves your butt and you hear him breathing funny. It is very quiet, so only you know.

"You are scared. What will you do in such a situation?"

- The teacher has a conversation with the children about the above situations with the aim of each child making their own Personal Safety Plan ([Annex 3](#)).

It needs to contain the telephone numbers of the police (192), ambulance (194) and fire department (193), as well as the teacher's telephone number so that the children can call her directly at any time.

A child should write in the bubbles what they need to do if they are scared.

Some suggestions:

"Loudly yell out "NO"!"

"Run away!"

"Say I need to go to the bathroom!"

"Get up, move (go to another room where there is someone else)"

"Say I must let a friend know that we have homework." etc.

IT IS ALWAYS IMPORTANT TO INCLUDE THE FOLLOWING IN THE BUBBLE: "I will tell an adult I trust."

- At the end of the lesson, the teacher notes that it is important to always carry the Personal Safety Plan with you, e.g. to put it in a compartment in your school bag and use it if necessary.

LESSONS LEARNED

It is necessary to distinguish clearly what/who the cause of various forms of child endangerment is. It is a thread that needs to be followed gradually.

WORK MATERIAL

- **Annex 1:** Pair matching: object-danger



flood

cut

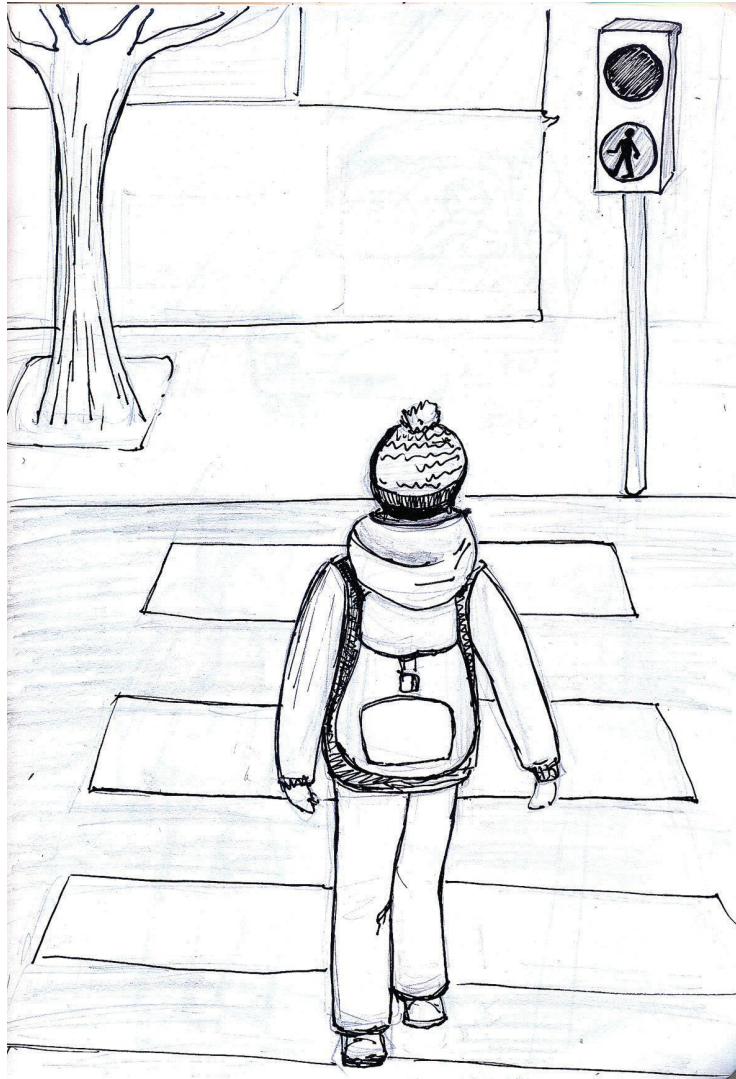
burn

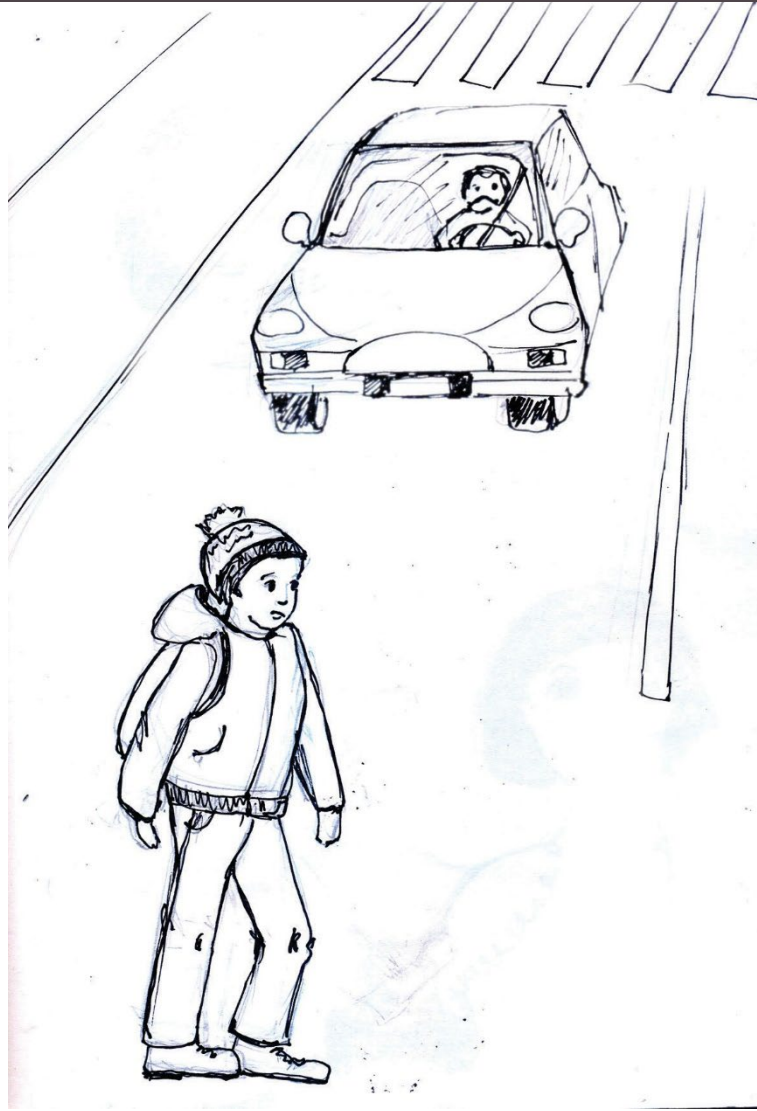
fire

- **Annex 2** Pictures-traffic
- **Annex 3:** My personal safety plan

RECOMMENDED RESOURCES:

1. National Children's Line (NADEL) 116 111 – toll-free number.

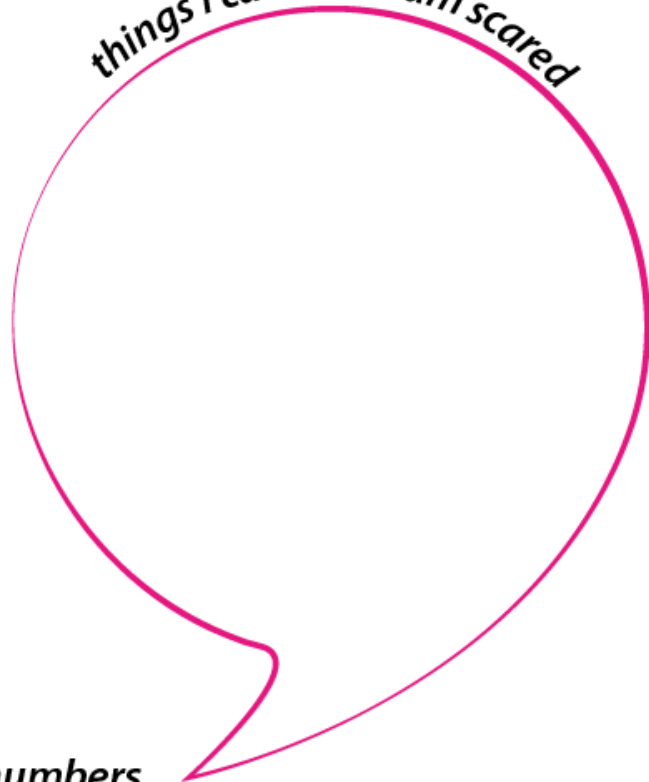




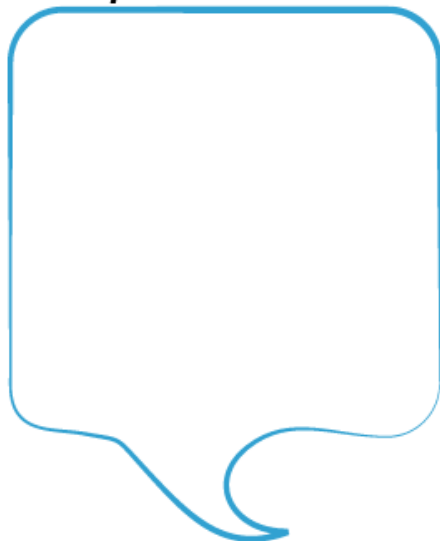
people I can call



things I can do if I am scared



telephone numbers



I know I have the right



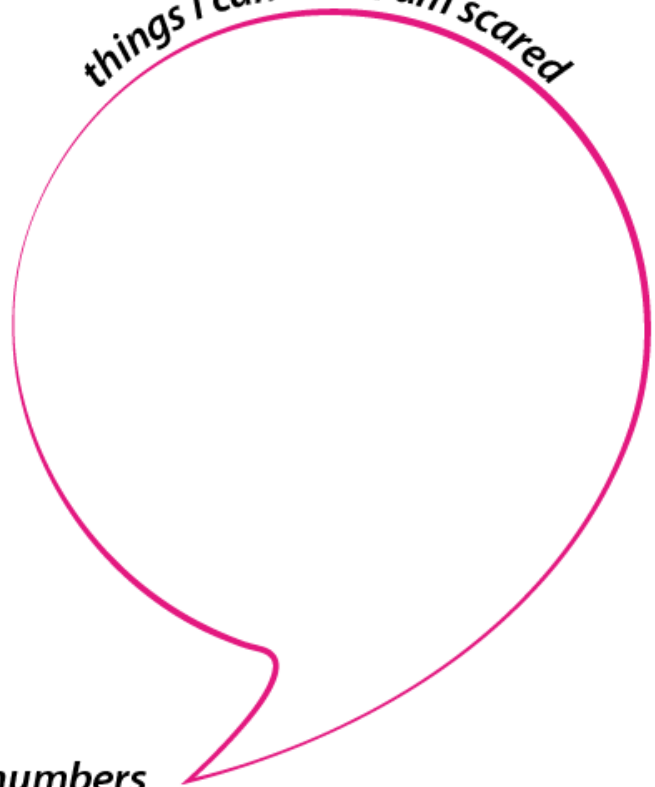
to be safe.

PERSONAL SAFETY PLAN FOR BOYS

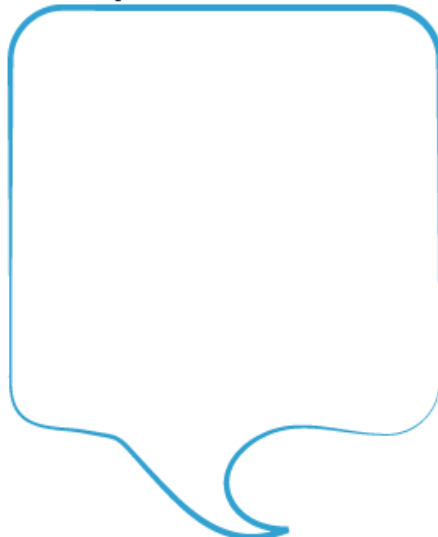
people I can call



things I can do if I am scared



telephone numbers



I know I have the right to be safe.

This will be of use to me the next time I teach this lesson...

SUBJECT: Nature and society

25-26. Article 34 of the Convention on the Rights of the Child – Neca Jović

27-28. Tradition - what to foster and what to renounce – Neca Jović

29. Personal views – a universal barrier to the protection of children from sexual violence – Smiljana Grujić and Gordana Medenica

SUBJECT:	NATURE AND SOCIETY
GRADE:	THIRD
TOPIC:	HUMAN ACTIVITY
TEACHING UNIT:	Rights of the child – knowing, respecting and living in accordance with them
LESSON TITLE:	Article 34 of the Convention on the Rights of the Child (DOUBLE PERIOD)
GOALS:	
<ul style="list-style-type: none">- Developing a responsible attitude toward oneself and one's environment.- Developing the ability to change one's environment and adapt it to one's needs and the needs of the groups to which one belongs.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are introduced to the concept of sexual abuse.2. The students note an appropriate way of responding to situations of violence.3. The students know how to recognise a trusted adult who will protect them.	
CONTENT (brief description of steps/activities WHAT we will do)	
Step 1: Group of PROTECTIVE RIGHTS	
Highlighting the group of protective rights from the offered 24 rights cards by Bob, whose content is inspired by the Convention on the Rights of the Child (there is a total of 6 such cards – relating to: the right to be protected from...)	
Step 2: Situations in which the rights are (not) respected	
Recognising the situations in which the rights are respected and those in which the rights of the child are threatened and matching with the rights cards to which the situation pertains.	
Step 3: Developing strategies to respond to sexual violence	
Identifying an adequate way to respond to the situation – related to child sexual abuse.	
Step 4: Who a trusted person is to me	
Recognising a trusted adult, whom the child would tell if they found themselves at risk of sexual violence or knew that it was happening to someone.	
METHOD	
The teacher monitors the children's pace in their class and decides accordingly how much of the content they will cover during the first period, and how much of it will be left over for the second period.	
Children work in groups of six, and then when each child takes a card related to protective rights under the Convention on the Rights of the Child, they work individually and sit in a circle - carrying their card with them; at the end, they return to their groups again...	
Step 1: Group of PROTECTIVE RIGHTS	
Each small group gets a set of 24 rights cards by Bob. In second grade, the children have already been introduced to the rights and now they consolidate that knowledge by reading, as part of small groups, the text on the cards. Their task is to identify those cards containing the word: protected – that is the group of PROTECTIVE RIGHTS – under the Convention on the Rights of the Child. Each member of the group will take one protected rights card each (6 cards for 6 group members)	

Information for the teacher:

The cards, of which there are 6 and which pertain to protection, correspond to the following rights: - protection from violence (Article 19); - protection in a foreign country (Article 22); - protection from drugs (Article 33); - **protection from all forms of sexual exploitation and abuse (Article 34)**; - protection from abduction of, the sale of or traffic in children (Article 35); - protection from torture, degrading treatment and punishment (Article 37) – Convention on the Rights of the Child.

Step 2: Situations in which the rights are (not) respected

- Each child has in its hand one protective rights' card each now and they all sit down in a circle.
- The teacher reads out one of the situations (they will read out the situation relating to sexual exploitation and abuse last). The students' assignment is to listen carefully to what the teacher is reading so that they can recognise whether it corresponds to respect for or violation of the rights of the child. The children who think that it corresponds to rights violations – will squat and cover their head with their hands, and if the rights are respected – they will stand up and joyfully wave their hands. Briefly comment on what it corresponds to, then the children with the relevant card should raise it and say the number of the Convention article. If they have all lifted the relevant card, one of them will read out the text on the card. If not, it is necessary to explain what is correct, in order for the children to understand to what the situation corresponds. Descriptions of situations are contained in the Work Material – [Annex 1](#).
- At the end, the teacher reads out the situation relating to the violation of the right to protection from sexual violence. The teacher first asks the students whether it corresponds to respect for or violation of the rights of the child? (All children are expected to squat and cover their head with their hands.) Then, when they agree that it corresponds to a rights violation, children who have the relevant card will raise it and say at the same time the number of the Convention article. One of them needs to read the text from the card.

Step 3: Developing strategies to respond to sexual violence

- Once they have matched the situation to the remaining card, they return to their groups again. There is a list of possible ways to respond to a situation of sexual violence on the table waiting for them. Their task is to agree on and think up what a child should do and how to respond – when they are at risk of sexual violence...

A LIST OF POSSIBLE WAYS TO RESPOND TO SEXUAL VIOLENCE

- Recognising dangerous situations
- Denying access to the abuser
- Stopping the interaction
- Calling for help
- Not feeling guilty
- Saying NO, if someone touches them inappropriately
- Leaving the situation
- Telling a trusted adult what happened

- Each group will present its own way to respond to a situation relating to sexual abuse.

Step 4: Who a trusted person is to me

- Each child writes on a sticker who their trusted person would be if the child feels at risk of sexual violence or knew that it was happening to someone. The child states their trusted person by name and the role the person plays in their life (e.g. aunt Vera, pedagogist Maja, Dr. Zoran, etc.). The teacher collects the stickers and sticks them on a board with a shield drawn on it symbolising safety and protection. The teacher then reads out who their "shields" are.

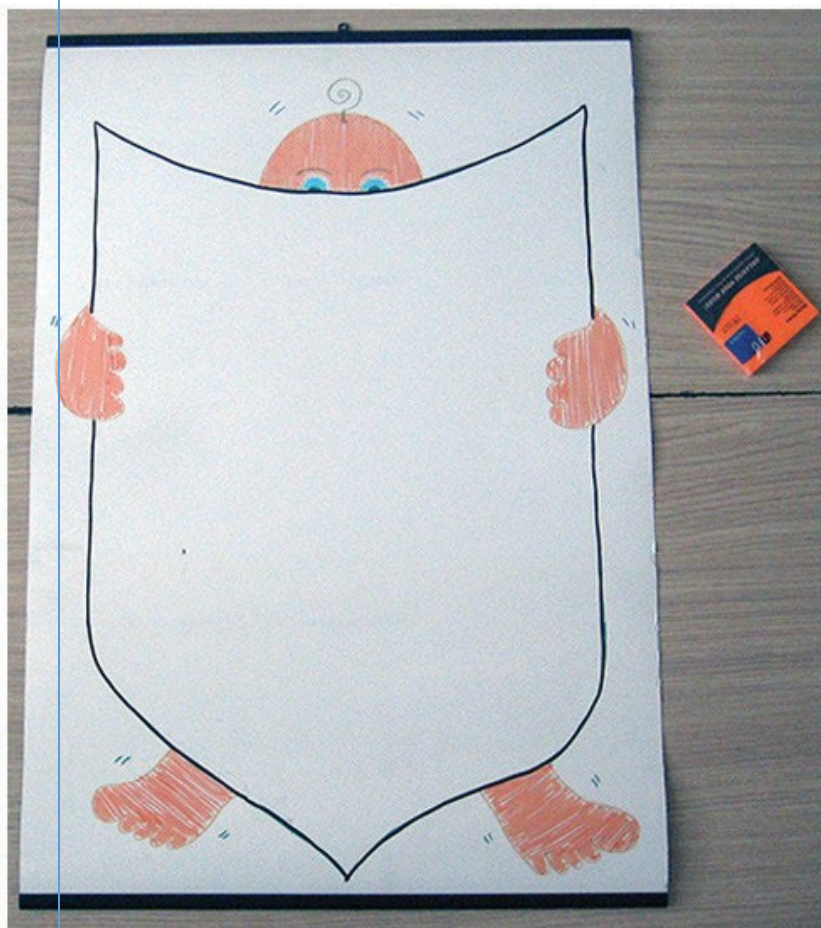
- The teacher asks the children what positive traits an adult needs to have in order to become their trusted person. The teacher writes this on the shield between the stickers, so that the shield ultimately contains an abundance of names, roles and characteristics that make up the children's selection criteria for a trusted adult.

Emphasise the importance of the fact that if someone is themselves experiencing sexual violence or knows that it is happening to someone, it CAN BE STOPPED, if told to A TRUSTED ADULT!

LESSONS LEARNED

Experience has shown that children know how to recognise situations in which child rights are violated and identify them clearly. They are active, light-spirited and "combative" in their response to sexual violence. They state that it is important to report violence, to tell an adult they trust or that they would run away to safety.

Personal rights / The right to development / Participatory rights / The right to protection



WORK MATERIAL

- Sets of child rights cards by Bob - a set of 24 cards for each group
- **Annex 1** - situations of (non-)respect of the right of the child to protection from ...
- A list of possible ways to respond to sexual violence (one for each group)
- Label stickers: who a trusted person is
- A pin board with a shield drawn on it onto which stickers will be stuck

Article of the Convention on the Rights of the Child to which the description relates	Annex 1 – situations of (non-)respect for the rights of the child to protection from... (the teacher reads out the situations)
34 (endangers)	The child is in the presence of a familiar, close person. This person starts the "game" by caressing the child all over child's body (including in places covered by "underwear"). This person asks the child to caress them back. The child is confused, scared, uncomfortable!!!
19 (respects)	When a child complains that someone is ridiculing, scaring, insulting, threatening or beating, harassing or excluding them – adults respond immediately to protect the child!
37 (respects)	There are rules of behaviour in school. Also, measures that are taken if someone does not comply with the rules. These measures must not violate the child's dignity or treat the child degradingly. That is how things are supposed to be in the family as well!
22 (respects)	We never leave a child alone in an unknown place. There is always someone with the child who can protect them from dangerous situations. Children's safety is important for healthy development.
33 (respects)	In school, children are often told about the dangers of drugs. They are shown films in which they can see all the terrible things that happen to persons who use drugs.
35 (respects)	The child is safe with their parents. They take care of the child's health, education... The parents protect them, so that no one can abduct or sell the child.

RECOMMENDED RESOURCES:

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

Article 1

My right to be a child until I am eighteen years old



Article 15

My right to spend time with other kids freely



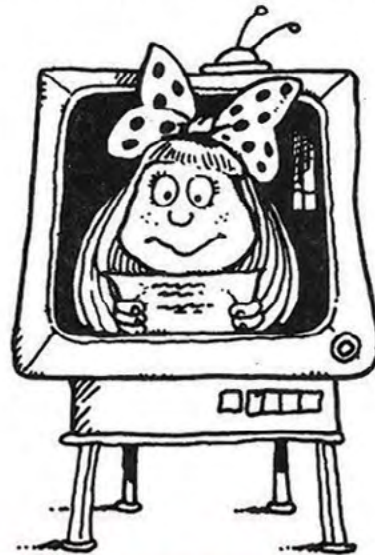
Article 28

My right to go to school and get an education



Article 12

My right to express my opinion freely



PARTICIPATORY RIGHTS

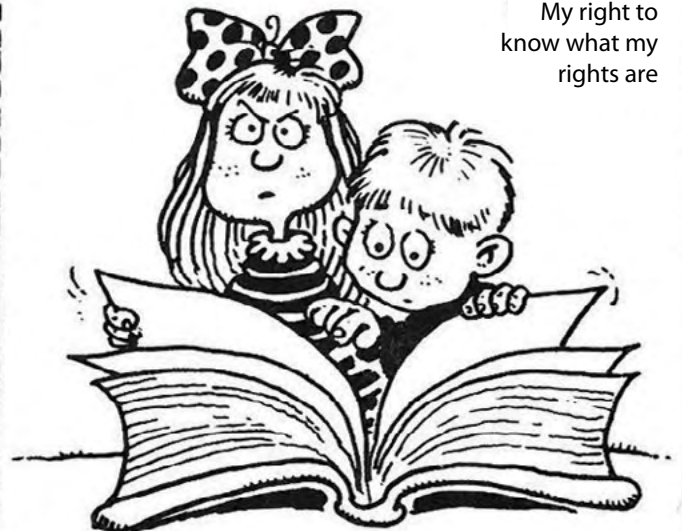
Article 17

My right to be informed and read newspapers and children's books



Article 42

My right to know what my rights are



Article 30

My right to my culture, faith and language in the country I live in



Article 2

My right to be respected for who I am, the way I am and where I am from



Article 7

My right to my name and my parents



Article 14

My right to believe and to have my faith



PERSONAL RIGHTS

Article 16

My right to be myself and to protect my honour and reputation



Article 11

My right to live in my own country



Article 27
My right to a standard and life suited to a child



Article 31
My right to play, rest, free time and leisure activities



Article 32
My right not to do what is dangerous and disrupts my education and development



Article 6
My right to live, grow and to develop



RIGHT to DEVELOPMENT

Article 24
My right to be treated if I am sick

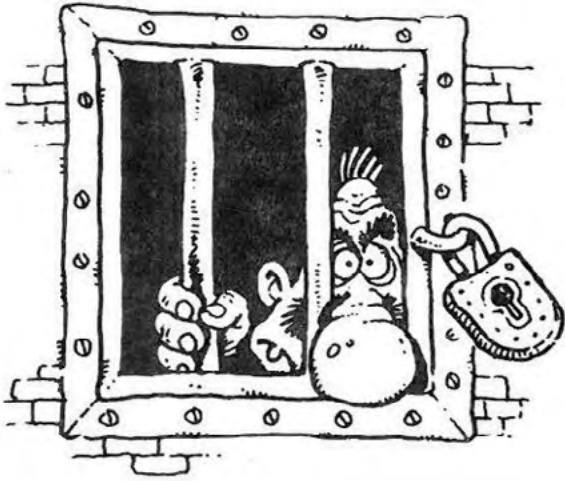


Article 9
My right to be with my parents



Article 19

My right to be protected from violence



Article 33

My right to be protected from drugs



Article 22

My right, even though I am not at home or in my neighbourhood, to be protected



Article 37

My right to be protected from torture, degrading treatment and punishment



RIGHT to PROTECTION

Article 35

My right to be protected from abduction, sale of and traffic in children



Article 34

My right to be protected from all forms of sexual exploitation and abuse



There are adults who use familiarity and closeness with children, as well as their power of authority to get close to children beyond the boundaries of decency... To say, show things or touch children – so they feel uncomfortable and confused!!!

- Such acts are defined as child **sexual abuse** and it is PUNISHABLE because it is a CRIMINAL OFFENCE!!!

**The Victim and the Offender – can be ANYONE at ANY TIME!
Sexual violence can happen to ANYONE and be committed by ANYONE!!!**

STRATEGY IN THE AREA OF EDUCATION FOR THE PREVENTION OF CHILD SEXUAL ABUSE IN THE REPUBLIC OF SERBIA (2016-2020)

The right to protection from all forms of violence is a fundamental right of every child set out in the Convention on the Rights of the Child and other documents of the United Nations, the Council of Europe and other international organisations, ratified by Serbia as a member of these organisations. By ratifying the Convention on the Rights of the Child (hereinafter: Convention), our country undertook, in 1990, the commitment to take measures to prevent child abuse and to ensure the protection of the child from all forms of violence in the family, institutions and the broader social environment. Serbia undertook commitments arising from the Convention which sets out special provisions on the rights of the child relating to physical, mental and moral integrity: the protection of the child from physical and mental abuse, maltreatment and neglect (Article 19), **protection from all forms of sexual exploitation and sexual abuse** (Article 34), abduction of and traffic in children (Article 35), all other forms of exploitation prejudicial to any aspects of the child's welfare (Article 36), inhuman or degrading treatment or punishment (Article 37). Also, a provision of Article 39 of the Convention sets out the obligation of the State to take measures to promote the physical and psychological recovery and social reintegration of a child victim of violence. In 2002, the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and the Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (OPAC) were ratified, whereby the Republic of Serbia undertook the commitments arising from these protocols. Of special importance is the General Comment of the Committee on the Rights of the Child No. 13 - The right of the child to freedom from all forms of violence - **Article 19 of the Convention on the Rights of the Child prescribes: "States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child"**. The wording "shall take" is an expression that leaves no room for discretionary action by the State... instead, the States are strictly obliged to "take all appropriate measures" to ensure the exercise of the right of the child to protection from violence...

Forms of sexual violence against children or sexual violence are when:

An adult or a person that is two or more years older than the child, asked the child to perform one or more of the stated actions or forced the child to do so:

- Watch the child naked or their sexual organs
- Undress and show their sexual organs
- Asked the child to touch the person's sexual organs
- Watch the person masturbate
- Caress person's body or let the person caresses the child
- Stand naked in front of the camera or mobile phone
- Watch pictures, films, magazines with pornographic content with the person
- Sent letters, notes, messages with sexual content via SMS, the Internet
- Requested or coerced the child to put the fingers or an object into the child's sexual organs
- Used threats, blackmail, etc. and coerced the child into sexual intercourse with two sexual organs coming to contact
- By applying force, the person performed sexual intercourse with the child
- Gave the child alcohol and – or drugs and encouraged them to have sexual intercourse with the child
- Offered the child money for sexual intercourse
- Bought and gave the child gifts in exchange for sexual intercourse with this person or other persons

This will be of use to me the next time I teach this lesson...

SUBJECT:	NATURE AND SOCIETY
GRADE:	THIRD
TOPIC:	OUR HERITAGE – Past and present
TEACHING UNIT:	Determining the recent and distant past – family and school life in the past and present
LESSON TITLE:	Tradition - what to foster and what to renounce (DOUBLE PERIOD)
GOALS:	
<ul style="list-style-type: none">- Introducing the students to traditional family relations in the past and present.- Introducing the students to the method of work in our schools in the past and present.- Developing responsible attitude toward oneself, one's environment and cultural heritage.- Using different social skills, knowledge and know-how in one's immediate environment.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students note the good and bad sides of our tradition.2. The students do not accept traditions that cause them pain/harm; instead, they know how they can respond to situations of sexual violence.3. The students know how to recognise a trusted person to whom they can turn.	
CONTENT (brief description of steps/activities WHAT we will do)	
Step 1: Tradition – what I like and what threatens me	
<ul style="list-style-type: none">- Noting what is good and what they dislike about our tradition.- Noting gender roles and violence in descriptions of family and school life in the past and present.- Noting the unequal distribution of power as a cause of violence against women and children arising and unfolding.	
Step 2: Strategies to overcome what interferes with my growth and development	
<ul style="list-style-type: none">- Thinking of possible ways to respond to a situation of child sexual violence committed by adults.	
Step 3: Mapping trusted adults who can protect me	
<ul style="list-style-type: none">- Choosing an adult or adults, as helper(s)/a shield, in a situation where a child is exposed to sexual violence or has knowledge of child sexual violence committed by adults.	
METHOD	
Children work in groups, participate in the discussion and individually choose a trusted person.	
Step 1: Tradition – what I like and what threatens me	
A/1 - Distribute to the groups the cards that show what makes up our tradition in family relations and school relations - in the past. One piece of information per card (Annex 1).	
Also share with each group several other blank stickers of the same size as the cards – on which children can write something additional, if there is anything else they have learned in conversation with members of their household about family and school life in the past that is NOT already on the cards!	
Give the children an opportunity to exchange / read out to others in a big group – what else they have added on the blank cards...	
A/2 – They sort the cards into two columns: I LIKE and I DISLIKE	
A/3 – The groups exchange with others what they have singled out as something they DISLIKE and explain why...	

The teacher then leads the exchange about two types of cards – **GENDER ROLES** and **VIOLENCE** and how this could be threatening... The teacher launches a discussion with the following questions:

- *Do adults still use force to teach children a lesson?*
- *Is using force/beating a good way for children to grow up to be good persons?*
- *How do beatings affect children? (they can cause them to become rebellious and stubborn, or they can cause children to become submissive, insecure, scared...)*
- *What are the consequences of that? (rebelliousness and stubbornness lead to conflicts with the environment in the family and school, and low self-confidence leads to the child being unable to deal with the bad things that can happen to them...)*
- *Today, are there still family relations where a man has more power and has the say?*
- *Is the idea of "the man being the head of the household" supported by the majority of men and women, as well as by the society in which we live?*
- *How does this affect the position of women and children in the family? (there is a risk of women and children becoming victims of violence in such a family...)*

Set aside time to comment on relations of unequal distribution of power – which is precisely a cause of violence, in all its forms, including sexual violence against women and children (more often girls) in the family and everywhere else.

Now the topic of violence is introduced and it is announced that we will be dealing with child sexual violence... (The content for the topic announcement can be derived from the Work Material: Supplementary material for empowering the teacher in covering this topic.)

Step 2: Strategies to overcome the difficulties that interfere with my growth and development

A/1 – The children will get one situation relating to child sexual violence committed by adults - **Annex 2**.

The groups should now come up with strategies what a girl could do to protect herself in the given situation. All proposed responses should lead to the same goal: the child telling a trusted person that he or she is exposed to violence as soon as possible.

The teacher reads out the situation, divides the children into 3 groups and provides each group with a piece of paper containing this situation's scenario. He or she goes around the groups giving additional instructions and guiding the students' work.

A/2 – The groups present the results of their work.

The teacher briefly comments on the work they have done – **focusing on the fact that, if anyone is personally experiencing sexual violence or knows that it is happening to someone else, it CAN BE STOPPED, if told to a TRUSTED PERSON!** To recap, use **Slide 1**.

Step 3: THE SHIELD AGAIN! - Mapping trusted persons who can protect me

A/1 – Ask the children to look again at the Shield they made during the lesson on Article 34 of the Convention on the Rights of the Child. Ask them to write down what they will have for **homework**. For the next 7 days, the Shield consisting of trusted persons (names, roles and characteristics) will stand in a visible place in the classroom. The children need to look again at their choice of persons to list and decide whether they would add or cross out anyone. **This is important feedback for the teacher.**

LESSONS LEARNED

This is an important lesson that teaches that the concept of tradition can be good but that violence and discrimination must never be ignored "under the mantle" of tradition. Violence and discrimination are criminal offences and they are punishable by law.

WORK MATERIAL

- **Annex 1:** Cards showing what makes up our tradition in family relations and school relations - in the past (one description per card).
- Stickers of the same size as cards for writing additional information about our traditional relations both in the family and school in the past.
- **Annex 2:** Description of a situation relating to child sexual violence committed by adults.
- **Annex 3:** "Shield".

RECOMMENDED RESOURCES:

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

Annex 1

1. the father was the head of the household and everyone had to do what he said	2. the mother was required to do all the housework and to be submissive	3. children were not allowed to contradict their parents - they had to be quiet and obedient
4. bad things that happen in the family are not to be discussed	5. girls could not choose their boyfriends; instead, their family would chose for them	6. young men would come to propose to girls at their parents' house
7. the bride had to obey and to tolerate everything that happened to her in her new home	8. sons were privileged because they carried on their fathers' bloodline	9. students often had to walk for a long time to get to school
10. keep quiet and suck it up!	11. the teacher was strict and the children were afraid of their teacher	12. students were beaten at school, when they misbehaved or did not study
13. students had no one to complain to if they were unhappy with something	14. parents approved that their children could be beaten in school	15. the teacher was one of the most educated people in the place where they worked
16. children spent time playing outside, there were no video games in their time	17. parents did not send their daughters to higher education – they stayed at home	18. parents would only educate their male children to be able to work and earn money

Annex 2

Scenario

TOPIC: PROTECTION FROM SEXUAL VIOLENCE

In July, when M. was 7 years old, her mum had to spend several weeks in hospital. During that period, M. was looked after by her uncle and aunt. M. loved her uncle, he could ride a bike with no hands and he was the best storyteller she had ever met. The toilet behind the yard was used by everyone who lived in the apartment, and M. didn't like using it because of the horrible smell, millions of fleas and the tall and big seat onto which she could not climb and she was scared of falling in. That is why someone had to go with her every time. When her aunt was at work, her uncle did so. One such time, her wee-wee (as she called it herself) became itchy. Her uncle shouted, "Somebody help, you have fleas! Don't worry, I'll find them!". The uncle put M. on the seat and, as "the flea buster", as he called himself, started searching for them across her belly, butt, and between her legs.

Annex 3

The Shield made during the lesson on [Article 34 of the Convention on the Rights of the Child](#)

Annex 1/a – for the teacher to more easily group descriptions of relations in the past:

DESCRIPTION OF GENDER ROLES

DESCRIPTION OF UNPLEASANT EVENT/VIOLENCE

DESCRIPTION OF POSITIVE THINGS

1. the father was the head of the household and everyone had to do what he said	10. keep quiet and suck it up!
2. the mother was required to do all the housework and to be submissive	11. the teacher was strict and the children were afraid of their teacher
3. children were not allowed to contradict their parents - they had to be quiet and obedient	12. students were beaten at school, when they disobeyed or did not study
4. bad things that happen in the family are not to be discussed	13. students had no one to complain to if they were unhappy with something
5. girls could not choose their boyfriends; instead, their family would chose for them	14. parents approved that their children could be beaten in school
6. young men would come to propose to girls at their parents' house	15. the teacher was one of the most educated people in the place where they worked
7. the bride had to obey and to tolerate everything that happened to her in her new home	16. children spent time playing outside, there were no video games in their time
8. sons were privileged because they carried on their fathers' bloodline	17. parents did not send their daughters to higher education – they stayed at home
9. students often had to walk for a long time to get to school	18. parents would only educate their male children to be able to work and earn money

All cards except 15 and 16 talk about endangerment and the messages listed provide a basis for violence against women and children to unfold. Having this in mind, the teacher leads a discussion.

The Strategy in the Area of Education for the Prevention of Child Sexual Abuse in the Republic of Serbia relies on existing international and national documents. Sexual violence is a form of gender-based violence and is defined as a hate crime.

The right to protection from all forms of violence is a fundamental right of every child set out in the Convention on the Rights of the Child and other documents of the United Nations, the Council of Europe and other international organisations, ratified by Serbia as a member of these organisations. By ratifying the Convention on the Rights of the Child (hereinafter: Convention), our country undertook, in 1990, the commitment to take measures to prevent child abuse and to ensure the protection of the child from all forms of violence in the family, institutions and the broader social environment. Serbia undertook commitments arising from the Convention which sets out special provisions on the rights of the child relating to physical, mental and moral integrity: the protection of the child from physical and mental abuse, maltreatment and neglect (Article 19), protection from all forms of sexual exploitation and sexual abuse (Article 34), abduction of and traffic in children (Article 35), all other forms of exploitation prejudicial to any aspects of the child's welfare (Article 36), inhuman or degrading treatment or punishment (Article 37).

• Gender roles – what is GENDER and what is SEX

Sex – biological, anatomical and physiological characteristics distinctive to women and men

Gender - a set of socially-conditioned characteristics of members of a sex, which was created probably with the original division of labour, and survived despite losing its original function as a sex policy instrument, while, owing to its seeming natural quality, being recreated in every individual in the process of growing up and upbringing.

GENDER	SEX
*woman taking the children for a walk	*pregnant woman
*woman making lunch	*breastfeeding woman
*man driving a car/pursuing politics	*man undergoing voice change / has a beard
GENDER roles: - are learned - are imposed by the environment: *parents, *peers, *THE SCHOOL SYSTEM, *media, *market laws, *religion, *art	Sex roles: - are acquired by birth - are biologically determined: *chromosomes, *hormones, *external and internal genitals

• Sexual violence is a form of gender-based violence

The database of Incest Trauma Center - Belgrade shows that of five children who were sexually abused, four are of female and one is of male sex. Boys were exposed to sexual violence in 16.78% of cases. The sex structure of the offenders who committed child sexual abuse: in 90.19% of cases, they were male and in 9.81% female. In 42.15% of cases, the offender who committed child sexual violence is the biological father (the most common form of incest is father-daughter), while in 50.64% of cases, the offender is the father figure (overall, by order of frequency: father, stepfather, foster parent, adoptive parent). In 21.61% of cases, the offender is a person outside the family who is known to the child (family friend, neighbour, tutor), while in 10.02% of cases, juvenile offenders committed sexual violence (primarily abuse within the peer group, then within the family and within the social protection institutions where children permanently reside). In the 2009-2014 period, 100% of the offenders were known to the child.

The TARGET of violence are VULNERABLE PERSONS in terms of some characteristics, such as:

Diversity	Dominant group	Vulnerable group
APPEARANCE	"Beautiful"	"Ugly"
SEX	Male (48%)	Female (52%)
RACE	White	Roma, Chinese, migrants
RELIGION	Orthodox	Muslim, Catholic, atheists
SEXUAL ORIENTATION	Heterosexual	LGBTIQ...
ETHNICITY	Serbian	Other
PHYSICAL/		
INTELLECT. ABILITY	Standard	Physical and intellectual difficulties
FINANCIAL SITUATION	Wealthy/powerful	Poor
AGE	18–65 years of age	Under 18 / over 65 years of age

The **MOTIVE** for violence is POWER and CONTROL!!!

***SEXUAL VIOLENCE IS GENDER-BASED VIOLENCE**

VIOLENCE against WOMEN and CHILDREN is caused by
UNEQUAL DISTRIBUTION OF POWER

MALE DOMINANCE is present in most areas of life:

FAMILY, LEGAL SYSTEM, RELIGION...

this dominance is the FOUNDATION OF VIOLENCE

There are adults who use familiarity and closeness with children, as well as their power of authority to get close to children beyond the boundaries of decency... To say, show things or touch children – so they feel uncomfortable and confused!!!

- Such acts are defined as **child sexual abuse** and it is PUNISHABLE because it is a CRIMINAL OFFENCE!!!

The Victim and the Offender – can be ANYONE at ANY TIME!

Sexual violence can happen to ANYONE and be committed by ANYONE!!!

A LIST OF POSSIBLE WAYS TO RESPOND TO SEXUAL VIOLENCE

- Recognising dangerous situations
- Denying access to the abuser
- Stopping the interaction
- Calling for help
- Not feeling guilty
- Saying NO, if someone touches them inappropriately
- Leaving the situation
- Telling a trusted adult what happened

Forms of child sexual violence or sexual violence are when:

An adult or a person who is two or more years older than the child, asked the child to perform one or more of the actions listed or forced the child to:

- Watch the child naked or their sexual organs
- Undress and show their sexual organs
- Asked the child to touch the person's sexual organs
- Watch the person masturbate
- Caress person's body or let the person caresses the child
- Stand naked in front of the camera or mobile phone
- Watch pictures, films, magazines with pornographic content with the person
- Sent letters, notes, messages with sexual content via SMS, the Internet
- Requested or coerced the child to put the fingers or an object into the child's sexual organs
- Used threats, blackmail, etc. and coerced the child into sexual intercourse with two sexual organs coming to contact
- By applying force, the person performed sexual intercourse with the child
- Gave the child alcohol and – or drugs and encouraged them to have sexual intercourse with the child
- Offered the child money for sexual intercourse
- Bought and gave the child gifts in exchange for sexual intercourse with this person or other persons

This will be of use to me the next time I teach this lesson...

Authors:

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Gordana Medenica

Ministry of Education, Science and Technological Development of the Republic of Serbia,

Group for Protection from Violence and Discrimination

SUBJECT:	NATURE AND SOCIETY
GRADE:	FOURTH
TOPIC:	My homeland - a part of the world
TEACHING UNIT:	We are children of one world
LESSON TITLE:	Personal views – a universal barrier to the protection of children from sexual violence
GOALS:	<ul style="list-style-type: none">- Developing a responsible attitude towards one's homeland, oneself and to the environment in which the students live.- Using different social skills, knowledge and know-how in own immediate environment.- Developing the students' ability to change their own attitudes toward their environment and adapt them to the needs of the groups to which they belong.
OBJECTIVES:	<ol style="list-style-type: none">1. The students recognise sexual violence as a social issue.2. The students distinguish between behaviours that fall under the concept of sexual violence.3. The students know how to recognise and protect themselves from sexual violence.
CONTENT (brief description of steps/activities WHAT we will do)	<p>This lesson, like any other in the Educational Package, is applicable anywhere on the planet. On every continent, a lesson with this content could be taught. Personal views that are deeply internalised in us, most often interfere with the understanding and mastering of the topic of sexual violence. In the course of growing up, unfortunately, we learn to deny or minimise the fact that child sexual abuse exists, and not to be the child's ally in the process of recovery. The messages we learn at an early age, but also later on, most often introduce us to the role of observer of sexual violence. They prevent us from learning about trauma in order to be useful to a friend when the friend is at risk of violence happening to them or if it has already happened to them. This is so everywhere on the planet when it comes to gender-based violence, and this is our good opportunity to learn about this topic and to take our views that do not help the abused child – and change them! We learn that views are not a compromise at the child's expense, that it is necessary to have clear views that will enable us to recognise sexual violence and to respond to it as the child's allies.</p> <p>A/1 Views on sexual violence</p> <ul style="list-style-type: none">- The students are introduced to typical stereotypes and prejudice on the topic of child sexual violence committed by adults <p>A/2 Views that encourage sexual violence</p> <ul style="list-style-type: none">- The students understand that stereotypes and prejudice encourage sexual violence or that they can easily lead to sexual violence. <p>A/3 How to protect oneself from sexual violence</p> <ul style="list-style-type: none">- The students know how to protect themselves from sexual violence.
METHOD	<p>A/1 Views on sexual violence</p> <ul style="list-style-type: none">- The teacher says to the children that they are interested in their views on some important issues. The teacher announces to the children that it will be read out to them several statements and that their task will be to think about whether they agree with the statement read. If they agree, they will stand at one end of the classroom, and if they do not agree with the statement read, they will stand at the other/opposite end of the classroom. The idea is for the children to sort themselves into two groups depending on whether they agree with the statement read.

- The statements are read one by one and after each statement is read, the teacher asks the students to give arguments for why they agree, or if they do not, why they do not, and discusses what the students have said. It is important that the teacher clearly emphasise why one should agree with a particular statement and disagree with another (e.g. the behaviour in the statement "It is okay for an adult to play films with sexual content for us and ask us not to tell anyone else about it", falls under the category of sexual violence without sexual contact. The teacher emphasises: Adults must not expose children to inappropriate content that threatens the mental/physical integrity of the child, nor do they have the right ask or blackmail the child to stay silent about the violence).

Examples of statements that can be read out to the students:

1. It is dangerous for a child to tell a trusted adult that the child's neighbour touched the child's body and that it made the child uncomfortable.
2. Children need to know to whom they can turn in case of difficulties.
3. Girls who wear short skirts give cause to others to touch them and call them names.
4. There is nothing wrong with getting ready for gym class and changing in the locker room, while the janitor peeks and watches you.
5. It is okay for an adult to play films with sexual content for us and ask us not to tell anyone else about it.
6. It is okay for your dad to buy you a present for the end of the school year, because you had excellent grades.
7. When an adult touches a girl's chest or buttocks, it is just a joke.
8. There is nothing wrong with a stepfather showing his daughter photos or films with inappropriate/pornographic content.
9. It is okay for a private tutor to tell his teenage student that he is in love with her and that he wants to kiss her.
10. It is okay for an adult to sometimes ask the child to caress the adult's body or for the adult to caress the child.
11. There is nothing wrong with a sports coach asking a child to undress and show their intimate body parts.
12. It is okay for adults to sometimes buy children presents and, in return, ask to take naked pictures of the child or record the child naked.
13. Children should always support their friend who is discriminated against.

Important note: In the offered sentences, in addition to the existing one, two more examples were inserted which describe a situation without violence so that all the children would, in some of the offered cases, have an opportunity to align themselves in the same way and agree on something solely positive.

A/2 Views that encourage sexual violence

- After this activity is completed, the teacher divides the students into small groups and gives them the task of reformulating all the statements so that everyone can agree with them.

(For example, if the statement reads: "It is okay for a private tutor to tell his teenage student that he is in love with her and that he wants to kiss her.", It can be reformulated so that it reads: "It is not okay for a private tutor to tell his teenage student that he is in love with her and that he wants to kiss her").

The following are listed "*solutions*" to the task for the teacher, i.e. reformulated sentences:

1. It is not dangerous for a child to tell a trusted adult that the child's neighbour touched the child's body and that it made the child uncomfortable.
2. Stays the same - does not change.
3. Girls who wear short skirts never give cause to anyone to touch them and call them names.
4. It is forbidden and bad if the janitor peeks and watches you while you are getting ready for gym class and changing in the locker room.
5. It is forbidden and not okay for an adult to play films with sexual content for us and ask us not to tell anyone else about it.
6. Stays the same – does not change.
7. It is never a joke when an adult touches a girl's chest or buttocks.
8. It is forbidden and bad for a stepfather to show his daughter photos or films with inappropriate/pornographic content.

9. It is forbidden and not okay for a private tutor to tell his teenage student that he is in love with her and that he wants to kiss her.
10. It is forbidden and never okay for an adult to ask the child to caress the adult's body or for the adult to caress the child.
11. It is forbidden and bad for a sports coach to ask a child to undress and show their intimate body parts.
12. It is forbidden and never okay for adults to buy children presents and, in return, ask to take naked pictures of the child or record the child naked
13. Stays the same – does not change.

The teacher invites the students to stick the reformulated statements on the board and invites group representatives to read them out.

- After that, the teacher integrates key learning points, emphasising that **all the previous inappropriate statements describe forms of sexual violence.**

A/3 How to protect oneself from sexual violence

The lesson ends with **Slide 1.**

LESSONS LEARNED

Children like activities where they can express their opinion: what is dangerous for them or not, whether something is okay or not. When dilemmas arise, it is important that the teacher clearly identify what violence is and take a clear personal stand against violence.

WORK MATERIAL

- **Slide 1**

VIOLENCE IS NEVER THE CHILD'S FAULT.

Trust your little inner voice when something does not feel right. Your little inner voice always tells you best when something is wrong. Listen to it and trust it!

Always tell a bad secret!

Find your trusted adult and tell them what is happening to you.

If you are not comfortable with their response, find another one!

RECOMMENDED RESOURCES:

1. Ministry of Education, Science and Technological Development (2015). Manual for the prevention of gender-based violence; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

SUBJECT: PHYSICAL EDUCATION

30. Physical education in the function of protecting children from sexual violence
- Biljana Lajović and Goran Petrović, M.A.

Recommendation: Safe sport events, activities and competitions (National Society for the Prevention of Cruelty to Children, United Kingdom; NSPCC Child Protection in Sport Unit, UK; 2013)

Authors:

Biljana Lajović, school psychology specialist

Goran Petrović, M.A., physical education teacher

PHYSICAL EDUCATION IN THE FUNCTION OF PROTECTING CHILDREN FROM SEXUAL VIOLENCE

Characteristics of physical education and school sports

Physical education belongs to a group of subjects that are included in the education system continuously from the beginning of primary education - from the first grade of primary school to the end of secondary school. We base the potential coverage of children and young people by physical education and school sports on the fact that, in Serbia, there are about one million and a half children and young people up to 19 years of age who are included in the education system from preschool, through primary school, ending with secondary school. They account for about 22% of the total population, which is a significant percentage and great responsibility to ensure their proper development.

The aim of physical education is to contribute, through varied and systematic motor activities, in connection with other educational areas, to the integral development of students' personality (cognitive, affective, motor), motor skills development; to the acquisition, improvement and application of motor skills, habits and necessary theoretical knowledge in everyday and specific conditions of life and work.

Physical education is structured through different organisational forms of work: physical education classes, corrective pedagogical work, leisure activities, cross-country running, camping, winter camps, sport activities of importance for the social environment, school and other sport competitions.

In the curriculum of primary and secondary schools, physical education is offered in the form of two classes a week. A chosen sport, as a compulsory elective course starting from school year 2007/08, is offered as one period a week in the second cycle of compulsory education.

Apart from schools, preschool institutions also include daily physical exercise as part of regular activities.

Generally speaking, this school subject contributes to overall physical but also mental development and, through its specific, very significant role, it is intended to develop in students a positive attitude toward their own body and healthy life.

Why is physical education and doing sports important?

The World Health Organisation defines health as comprehensive physical, mental and social well-being, not merely the absence of disease. Therefore, the harmonious development of all three of these components is important for achieving health, and imbalance leads to health disorders. To achieve physical well-being from an earliest age, it is particularly important to:

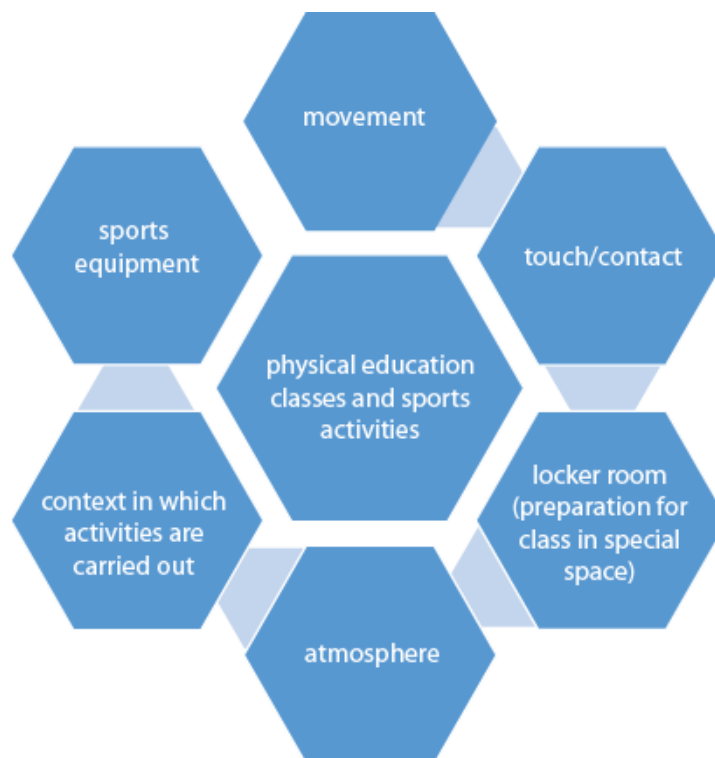
- Provide conditions for proper growth and development
- Develop healthy lifestyles
- Raise awareness and develop a positive attitude toward one's own body and others' bodies, as well as to body boundaries
- Not neglect one's body
- Accept the characteristics of one's body, its capabilities and development
- Have the right to body care, preservation and development
- Understand the link between the body/physical component and a human being's mental and social component.

All of this is an essential, integral part of the goals and objectives of physical education classes and doing sports.

In addition to the above, physical education classes are intended to develop:

- Students' self-confidence
- Social skills and a sense of belonging to a team
- Human values, which is an important component in preventing violent behaviour
- Getting to know oneself and others in potentially risky situations and showing initiative and creativity
- Accepting responsibility solely for one's own actions
- Persistence
- Values and rules of fair play
- Respect for the capacity of all participants in sports, developing the value of "sports for all"
- Respect for peers, teammates, judges, teachers and spectators, thus gaining positive models of behaviour in establishing positive relations.

Physical education classes and sport activities in institutions are characterised by some specificities that distinguish them from other school subjects:



In addition to the regulations and documents governing the area of protection of children/young people from all forms of violence applicable in the education system, we emphasise that the area of recreational and sports activities also has two documents / recommendations that specifically relate to protection from violence in sports with a special focus on protection from sexual violence. These are:

1. [Code of Sports Ethics](#) - it is a recommendation adopted by the Committee of Ministers of the Council of Europe and sent to its State Parties by the Treaty Body conducting oversight, i.e. continuously reviewing progress in the implementation of the Convention on the Rights of the Child and its optional protocols.

The Code of Sports Ethics is a very important document in this area, as it outlines the goals and responsibilities of all actors in sports, ensuring fair play and protection from undesirable phenomena in sports. It devotes special attention to young people and children in sports. Fair play "incorporates the concepts of friendship, respect for others and always playing within the right spirit... it incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), the sexual harassment and abuse of children, young people and women, exploitation, unequal opportunities, excessive commercialisation and corruption".

2. [Model Protocol on the Protection of Children and Youth From Violence in Recreational and Sporting Activities](#) / Child Rights Centre, Belgrade, 2014.

It is important to note that this document defines violence as any behaviour **transgressing the rules of the concrete sport which harms the child or group of children / young athletes and leads to actual or potential damage to child's health, development or dignity, i.e. every form of neglect, abuse and exploitation of the child / young athlete.**

Sexual harassment is particularly considered to be violence. It includes: "lascivious comments, labelling, spreading rumours, touching (except as help, or protection during training and/or performance of any sporting element of technique or tactics in any sport branch), sending messages, taking photographs, phone calls, etc.; encouraging or forcing young athletes to participate in sexual activities, either contact sexual activities (sexual intercourse, sexual touching, etc.) or contactless activities (exposure to sight, exhibitionism, etc.); demanding sexual favours as precondition for the selection into team or other privileges; sexually degrading rites of passage and other acts of inclusion of the young athlete into sexual activity that they fail to fully comprehend, does not accept and/or is not able to agree to, and which has a purpose to provide pleasure to or satisfy the needs of another person."

PREVENTION ACTIVITIES RELATED TO PROTECTION FROM SEXUAL VIOLENCE AGAINST STUDENTS THAT THE TEACHER CAN APPLY IN HIS OR HER WORK

Some suggestions:

- Developing a safety culture: introducing children to existing rules of behaviour, establishing certain procedures, explaining the importance of complying with safety rules and procedures, which creates a feeling of personal security in students, but also of responsibility for their own behaviour;
- Positive, constructive personal communication with children: monitoring student development, being genuinely interested in them, addressing students with respect, not commenting on the physical characteristics of students, encouraging them to participate in activities, emphasising the positive capabilities of students, starting from what the child can do, rather than insisting on what the child cannot do, praising students' efforts and achievements/progress, etc.;
- Following professional teaching methodology: well-designed, professional, properly organised and implemented teaching;
- Using the appropriate vocabulary, controlling one's own negative emotions without offensive words, threats, without labelling someone as "incompetent, clumsy, you are "all thumbs", without using unprofessional terms (especially for certain body parts; for example: do not say "spread your legs" but rather "assume the legs apart position"), without shouting...;
- Developing students' capacity to be aware of their right to say **NO** to any touch that is unpleasant, that is disturbing, to stop the situation and to use this right: familiarising students with their rights, the freedom and the right to respond, to their own protection, the importance of turning to a trusted person;
- Application of martial arts and self-defence as part of regular teaching or clubs;
- Educating them on the basic principles of health and hygiene and human anatomy.

INTERVENTION

This is one of the particularly delicate situations requiring a response that takes special care not to violate the child's integrity, to avoid further traumatising the child.

In the event of suspicion / knowledge that the child is a victim of sexual violence, the teacher should contact the Team for Protection from Violence or the psychologist, pedagogist, principal, in order to inform them of the suspicion / knowledge they have, so that they can proceed with the prescribed steps.

POTENTIALLY RISKY SITUATIONS

A particularly sensitive and delicate area is teachers' conduct in some specific situations which are characteristic of physical education classes and doing sports.

A question that can be asked is: how can we ensure that we help a student when practising, demonstrating elements of the game, without the risk of the teacher's touch having an unwanted (sexual) connotation?

In physical education classes, physical contact / touch is only necessary in implementing teaching content from the cycle of floor exercises and exercises on equipment.

Spotting and helping is carried out by applying a clearly defined and precise method which primarily serves to ensure the safety of the athlete and does not have any sexual connotation.

Spotting refers to the procedure by which the teacher is in close proximity to the student at all times during the performance of the exercise and keeps the student safe from any injury.

Helping or assisting refers to the teacher's obligation and competencies to help the student in a timely manner when performing exercises.

Helping consists of a light, brief touch at a critical moment during the performance of an exercise, when it is necessary to compensate for a lack of strength, momentum on the part of the athlete and direct their movement in the right direction, strictly in line with the methodology (manner, point / place of touch on the body).

The execution of all other teaching content is done by demonstration, which can be done by the teacher themselves or by a student who has mastered a particular exercise or element, and verbally (detailed explanation).

The teacher should behave solely in accordance with the methodology of their profession, which clearly specifies the manner of spotting and helping the student when performing exercises.

EXAMPLES

• Assistance during exercising / floor exercise

Forward roll – the teacher crouches on the mat next to the student. At the moment of assuming the starting position for performing the forward roll, the teacher places one hand on the student's back of the head / neck to help with the rotation of the child's body. At the moment when the student is on the mat (facing the mat), a brief touch above the knee is performed to signal additional movement – momentum in the right direction of performing the exercise.

• Assistance during exercise / apparatus exercise

Vault over vaulting buck (squat through vault) – the teacher stands facing the vaulting buck at a right angle, when the student arrives in front of the apparatus and places their hands on the vaulting buck, the teacher supports the student's forearm with one hand and their upper arm with the other, helping the student during the vault. So there is no need for any other touch except for these that are envisaged by the methodology and help to perform the exercise. The teacher can advise the children regarding technique and explain to them that the priority is not force but technique without touching them.

• Demonstration of elements of sports game / volleyball

Method of bouncing the ball off the forearms - "the bump." The teacher explains the basic volleyball stance and the position of the whole body, especially the arms. The student is told that the arms must be extended at the elbows.

Mistakes that students make in learning this element do not have to be corrected by touching the student's arms, but rather through persistent explanation and correction (it can be shown visually based on the example of one's own movement – by striking one's elbow with the left hand to emphasise the necessity of keeping the arm extended).

No physical contact between the teacher and the student is **necessary**, only a demonstration and explanation are **sufficient** ("the fingers of one hand are joined and placed at a ninety-degree angle over the fingers of the other hand that are placed in the same way, the hands close, and the thumbs are side by side; the bump is performed with the arms extended forward and with a motion from the shoulder joint (principle of the lever), following the motion of the entire body").

If a child is unable to perform an exercise, the teacher **should not go beyond the boundaries of prescribed assistance / raise, touch body parts that are not directly related to carrying out the exercise in order to enable the exercise to be performed.**

The teacher can divide the entire exercise into elements so that the child can gradually master one element at a time. The teacher can use teaching aids which reduces the need for direct teacher involvement (for example: when it comes to the hands stance, the children can practise against the wall or wall bars).

If a child is unable to do the exercise in that way either, the teacher should accept that and enable the child to do what they have the capacity to do. It is important that the teacher motivates the child to try, to do their best, to not give up.

This principle also applies during assessment, which is clearly defined by the Rulebook on Student Assessment in Primary Education (Article 5 "Assessment in subjects (music culture, visual arts, physical education–chosen sport is carried out based on the student's abilities, level of agility and skill. If a student does not have advanced level abilities, the assessment also takes into account individual progress relative to their own previous achievements, capabilities and student engagement in the teaching process.").

A PARTICULARLY DELICATE PLACE are the locker rooms in which students prepare/change for class.

It is important that there be clear rules that are known to everyone regarding the use of and stay in a locker room (only students who have the class use the locker room, one is solely for boys, another for girls; the door is closed during changing, no one stays in the locker room during class, during that time the doors are locked, etc.).

If there is a need for a teacher to enter the locker room, the teacher should first knock and announce that they are entering.

In some special situations (incident, peer violence, student injury, etc.), the teacher may enter the locker room together with other children or, if he or she deems it necessary, with a colleague – another physical education teacher, homeroom teacher, expert associate.

Student safety comes first.

Any touch/contact/behaviour must be aimed solely at providing prescribed and safe conditions for exercising and preventing any injuries.

There is no place for touching that deviates from the above-mentioned conditions.

SUBJECT: Musical education

31. Music as a path to emotional freedom – Aleksandra Kovač

It is recommended to organise, as part of this subject during lessons, the implementation of special “projects” / “case studies” during which the students will research Campaigns Against Sexual Violence around the world that have contributed to raising awareness about this social issue and have encouraged and contributed to achieving concrete and significant results in the area of legislation and other areas.

One of significant case studies is certainly in a different way internationally well known “case of Michael Jackson” which can be organized as one of research projects looking into a number of its aspects.

MUSIC AS A PATH TO EMOTIONAL FREEDOM

The voice reveals all the emotional needs, fears, insecurities, issues and blockages of a person.

As one of humanity's most precious inventions, music has always been an inseparable part of our lives, and today in the 21st century, it is a mass, global phenomenon that has a power and influence like no other art. Humankind has always sought to define and comprehend music throughout its entire history of development, and precisely the fact that music is a subjectively perceived phenomenon we, on the one hand, experience as art, which ennobles, educates and lifts us up, and, on the other hand, as a daily irreplaceable form of entertainment that brings us enjoyment and relaxation, amply illustrates the importance of music in the development of humans and their spirit. Music relaxes us, makes us laugh and cry, and in listening to and performing music we feel and release our deepest emotions. Music is also a mental release, argues Estonian musicologist Karl Leichter. He believes the origin of music and musical expression stems from inner mental tensions, which strive towards relaxation through music. According to Leichter, the main goal of expressing, performing or understanding music is mental relaxation.¹ This proposition could explain why music and music performance brings such emotional relief to both the performer and the listener.

One of the best explanations for the phenomenon of music was bestowed on us by French poet, playwright and leader of the romantic movement in literature, Victor Hugo. "Music expresses that which cannot be expressed in words and that which cannot remain silent." It is because of its value and impact on humans and their emotional and psycho-physical makeup that music is irreplaceable in the classroom, where as a pedagogical tool, it can bridge all language barriers, especially when it comes to topics that require complete freedom of verbal expression and are neither simple nor pleasant, those that are still considered taboo in our community but are of immense importance for the safety and health of our children and young people. One of these topics is also the topic of sexual violence. Music can become a mediator between a pedagogist and students, and can more easily, quickly and more comprehensively convey and express the most important facts and messages related to this topic and help students express what they feel. This work will deal with music, primarily song and singing, as pedagogical tools that a music pedagogist can use to familiarise young people with the topic of sexual violence. Today, through music therapy, music helps children who have experienced trauma to understand their emotions in a safe way, and I will also discuss the way the topic of violence is dealt with in music and musical works, and how music can best introduce the public to this issue.

MUSIC IS THERAPY

Today music is used for therapeutic purposes through music therapy, which is defined as "a systematic process of intervention wherein the therapist helps the client promote health, using music experiences and the relationships that develop through them as dynamic forces of change".² Modern music therapy is based on the premise that we are all innately musical, and that this musicality is deeply rooted in our brain, surviving even significant neurological trauma.³ The American Music Therapy Association defines music therapy as "the prescribed use of music by a qualified person to effect positive changes in the psychological, physical, cognitive, or social functioning of individuals with health or educational problems."⁴

Music therapy and art therapy can help children who have survived trauma to experience and understand their emotions in a safe way. "As part of a multidisciplinary program, music therapy with children who have experienced sexual violence helps the child build new patterns of existence with themselves and others, and to break the path of destruction caused by early trauma."⁵ Art therapy is a common practice around the world in working with victims of violence, as well as in the detection of sexual violence. According to art therapists, pedagogists and mental health specialists, art therapy is the most appropriate and least stressful technique for diagnosing and working on the recovery of children who are victims of sexual violence.⁶ Children feel more comfortable making drawings related to a traumatic

1 Leichter, C. (1984). Musiikki taidemuotona. Synteesi 3, 1-2, 42-43.

2 Bruscia, K.E. (1998). Defining music therapy. Gilsum, NH: Barcelona Publishers.

3 Darnley-Smith, R., & Patey, H. (2003). Music therapy. London: SAGE Publications.
www.musictherapy.org

5 Robarts, J. (2006). Music Therapy with Sexually Abused Children, in UK Clinical Child Psychology and Psychiatry, Vol 11(2): 249-269.

6 Powell, L. (1990). Treating sexually abused latency age girls, in The Arts in Psychotherapy, vol.17 (1), 35-47.

experience than verbalising those experiences.⁷ Problems related to working with children who have survived sexual violence have to do with their inability to verbalise the emotions and thoughts that arise due to abuse.⁸ Children tend to feel overwhelmed and intimidated by the verbal expression of their experience.⁹ For precisely these reasons, art provides children with a safe way to seek help, express emotion and describe trauma, and of all the arts, music is one of the most important forms of expression and release. According to the philosopher Susanne Langer, “music expresses the forms of feelings that the individual is not able to express otherwise, experiences that are not lingual and non-discursive, such as bodily rhythms and other experiences anchored to the early childhood of the individual as well as to unconscious and traumatic experiences.”^{10 11} She adds that “music is the tonal analogue of emotive life”¹². This is one of the reasons why music is so important in pedagogy, and why it is necessary to work tirelessly with children on music education, the development of creativity and musicality, and listening and interpreting music that stimulates the psycho-physical and, most importantly, emotional development of children.

THE ROLE OF A MUSICAL PEDAGOGIST

The duty of every pedagogist who has taken upon herself the responsibility of working with children and young people is to help them to best understand themselves and the world they live in, to provide emotional support and create a relationship of trust and understanding. A music education pedagogist has at her disposal many resources and solutions, creative and imaginative, which she can use to help children understand reality and the good and bad phenomena that are an integral part of life, the most useful of which are song and singing. When it comes to the topic of sexual violence, the pedagogist needs to have basic knowledge on this topic, in order to be able to talk to her students about prevention, but also about the help available to victims of sexual violence. Perhaps most importantly, the pedagogist needs to know how to detect potential warning signs in her students, but also any emotional problems, in order to respond in time and help the child. A pedagogist who teaches music education can use song and singing as pedagogical instruments in class, whether in primary or secondary school, which she will use to present the topic of sexual violence to students. Also, based on her students’ singing and vocal expression, the pedagogist can learn a lot about their emotional state.

“Our bodies are blueprints of our emotional and mental well-being, or the lack thereof.”¹³ Voice coach Jennifer Hamady notes that in the voice itself, just as in the body, somatic expressions of emotional and psychological tendencies and needs are detected and manifest themselves, which are conditioned by our conscious and unconscious beliefs and perceptions. Our present, past and expected experiences constitute our emotional and psychological being. There are different vocal manifestations of specific emotional states, and those emotional states can be caused by different factors. Some of the most common vocal manifestations of various emotional states, which vocal pedagogists encounter in working with children and young people, are the following:

- Children and young people who are insecure, who feel unaccepted and inadequate, will most often have the need to prove themselves and exhibit perfectionism, in order to be liked by others and gain the impression of belonging to the community. These children will often use too much energy in voice production. Straining and tightening of throat muscles, tension of the vocal cords, inadequate and inefficient breathing and vocal control, and raising of the larynx will be just some of the consequences of such emotional intentions, and the voice will sound tense, tight, limited in range and rough. Very often, in children who put too much effort in voice production, this also manifests itself as the tightening of the neck muscles and jugular vein, pain in the neck area and vocal cords, and frequent laryngitis.

- Children who struggle with feelings of guilt, shame, blame, fear, anger and rage, can transform these emotions in different ways into physical manifestations, including vocal ones. Anger and rage are often disguised as an insecure, quiet, timid voice and vocal shyness, which the child unconsciously uses to keep such emotions under control or out of an unconscious fear of the consequences of expressing such emotions. One can also often observe emotional distancing of the child during singing, which again helps the child to keep his or her emotions under control.¹⁴

7 Dufrene, Phoebe (1994). Art Therapy and the Sexually Abused Child, in Art Education, Vol. 47, No. 6, 6-11

8 Zinni, V.R. (1997). Differential aspects of sand play with 10- and 11-year-old children. Child Abuse and Neglect, 21, 657-668.

9 Killian, B., & Brakarsh, J. (2004). Therapeutic approaches to sexually abused children. In L. Richter, A. Dawes, & C. Higson-Smith (Eds), Sexual abuse of young children in Southern Africa Cape Town. HSRC Press, 367-394.

10 Langer, S. (1953). Feeling and Form. New York: Charles Scribner's Sons.

11 Langer, S. (1967). Mind, An Essay on Human Feeling. Baltimore: John Hopkins Press.

12 *ibid.*

13 Hamady, Jennifer (2012). Learning to sing. Jennifer Hamady copyright.

14 *ibid.*

TALKING TO CHILDREN IS OF IMMENSE IMPORTANCE

Understanding problems and fears is an excellent way for a pedagogist to enable the connection between an emotional experience that a child is going through and a desired solution. It is extremely important that as pedagogists, we help children understand their emotions, where they come from and why they exist and emphasise the importance of expressing them. The help of a musical pedagogist to a child who does not know how to express what they feel, and struggles with emotions that they do not understand, can begin by providing the child with relief through song and music. When we talk to children about a topic such as sexual violence, a song that talks about it can serve to overcome the discomfort children would feel in verbal expression.

SINGING, LISTENING TO AND WRITING SONGS

Music, in the form of singing, can enable children to express their emotions. As a therapeutic tool in the recovery of children who have experienced sexual violence, singing is important, because it represents the expression of emotions by voice and helps children express previously unexplored and unknown emotions, such as rage, anger, shame, blame or fear¹⁵. Considering that this level of training in music schools is still lacking in our country, it is necessary for a musical pedagogist to work together with a professional who can provide psychological assistance to the child and for the child / young person to feel supported by both.

However, singing can also help students and the music pedagogist to understand the topic of sexual violence, through lessons in schools. Sabina Hadžibulić, M.A. in solo singing and Ph.D. in sociology, believes that “singing is a profound psychological process in which we use that which is conscious, rational (vocal technique) and that which is unconscious, irrational (artistic extension and personal style) and use conscious methods to relieve our subconscious mind.”¹⁶ Singing is a form of personal introspection, but also form of opening up emotionally before another person. The singer uses his or her voice, an abstract formation that comes from within, from the depths of one’s being, to convey and express the deepest emotions, views, decisions, and an idea and perception of one’s own identity. Thus, singing becomes one of the most important pedagogical instruments in working with children and releasing their emotions.

The emotional connection between the child and the song they are interpreting depends on how strongly they can relate to the emotion or person in the song. Children need to perform songs that will develop feelings of empathy and emotionally engage them. In the course of working with students during music education classes, in primary and secondary school, in addition to singing and interpreting, but also listening and analysing songs that deal with the topic of sexual violence, the pedagogist may suggest to the students that they write a song on the topic. This type of expression involves combined expression - verbal and musical. With the help of a pedagogist, students can embark on this creative process by writing phrases and sentences that they can later melodically shape, on the topic of violence. Through discussion with students, it is necessary to determine the main messages and emotional context of lyrics and songs. They can condemn violence, send a message of support and compassion to victims of violence, explore the emotions that persons who have experienced violence (do not) display, etc. Listening to songs that deal with this topic can be very useful, because in doing so, one analyses how music can draw attention to this very important topic, especially when it is composed and performed by artists who have experienced sexual violence themselves and have spoken publicly about their experience.¹⁷

POPULAR MUSIC IS A POWERFUL METHOD OF RAISING SOCIAL AWARENESS OF SEXUAL VIOLENCE

Musicians, composers and performers have always played a key role in spreading a message on social issues through their song lyrics, using sing-along and catchy musical phrases that the listener instantly remembers, thus gradually accepting and understanding the message intended. Music is an extremely convenient means of raising public awareness about different social issues. It is a universal language, everyone understands it and it is available to everyone. It can raise questions and provide answers, demystify and destigmatise, and enable the listener to relate to the emotion it generates. Today when we talk about using music to introduce a wide audience to social issues and societal problems, including the topic of sexual violence, we first think of popular music, as the most prevalent music of today. This music

15 Gil, E. (1991). *Healing power of play: Working with abused children*. New York, NY: The Guilford Press.

16 Hadžibulić, Sabina (2013). *Pedagogical forum*. Workshop “Use of vocal technique in different musical genres”.

17 Artists like Lady Gaga, Fionna Apple, Mary J. Blige, Axl Rose, Rufus Wainwright, Madonna, Ozzy Osbourne, Queen Latifah are survivors of sexual violence and they publicly spoke on their experiences. In that way they supported victims and paid public attention to the topic of sexual violence.

is created for the purposes of mass consumption and commercialisation, and distributed through mass media - a form of entertainment created according to the tastes of a mass audience.

In his book titled *Studying Popular Music*, Richard Middleton argues that “popular music can only be properly understood within the context of the whole musical field... and this field, together with its internal relations, is never at rest - it is always in motion.”¹⁸ Popular music has evolved and changed over time, as technology developed, undergoing a long process of evolution.

The history of popular music begins with the emergence of songs composed for the bourgeois market, titled “popular songs” in the first half of the 19th century, followed by Music Hall¹⁹ products in the UK and songs created in Tin Pan Alley²⁰ in New York. It was precisely the mid-19th century that was extremely important for connecting popular music and social issues. One of the interesting examples were also the famous Hutchinson Family Singers in the US who used music to address important social phenomena, from pacifism to women’s rights, in the mid-19th century. Popular music in that era quickly responded to societal issues and demonstrated its ability to express what persons feel and about what they think.

Today, what we mean by popular music are commercially exploited hits by global music stars that only confirm the fact that popular music has become a force of massive proportions, which has a strong impact on our lives, way of thinking and living.

Throughout its history, popular music, like all forms of music, has served not only as a mirror to the time in which it was created, but also as a catalyst for social change. Every era and society dealt with certain issues, whether social, emotional, cultural or political, and, therefore, also produced music that dealt with the same issues. The musical anti-war protest that brought together the biggest names in pop and rock music of the 1960s and 1970s (Bob Dylan, John Lennon, Jimmy Hendricks and others), which fought against the war in Vietnam, is an excellent example of music used for social purposes.

A large number of musical styles and individual artists that offer examples of songs that contain social commentary or criticism of an issue also influence the social visibility of sexual violence. One of the most famous and successful is certainly the song *Luka* by singer-songwriter Suzanne Vega²¹. The song is about a nine-year-old boy named Luka, who is a victim of abuse. When one listens to it for the first time, it comes across as a fast-paced, American folk-rock style song, with a memorable chorus, but when you listen to it more closely, you find lyrics that subtly yet undoubtedly point the listener to the topic of abuse.

One of the more recent popular music songs dealing with sexual violence is a song by renowned singer-songwriter and pop star Lady Gaga, *Till It Happens To You*, whose message is universal and relates to any kind of loss and violence. Lady Gaga wrote this emotional ode to victims of sexual violence together with composer Diane Warren, for the documentary film *The Hunting Ground* (2015), which deals with the topic of sexual assault and rape of women at US colleges. Lady Gaga, who has spoken publicly about her personal experience of rape, wholeheartedly accepted the offer, thus helping with public discussion of the topic and, ultimately, the adoption of a new legal provision in the US, which entered into force in July 2015 and helps to eradicate “rape culture” at US universities.

Many songs of modern popular culture deal with the topic of domestic violence, sexual abuse and violence against women, whereby music achieves its pedagogical, sociological and practical value and transmits messages to a mass audience. Christina Aguilera, who has experienced domestic violence herself, has had for years one song on each of her albums that talks about this topic. The song *Fighter*²² is an anthem of victims of violence who have resisted their abusers and found strength in confronting trauma. From folk-rock artist Tori Amos, the rock band Aerosmith, the heavy metal band Mötley Crüe, to indie rock singer-songwriter Morrissey, to present-day pop icons such as Pink, Madonna, Eminem and others, musicians have spoken out against violence with their powerful songs and lyrics and personal engagement in the fight against violence.²³

18 Middleton, R. 1990. *Studying Popular Music* (Milton Keynes)

19 Music Hall is a kind of British theatre which was popular starting from early Victorian times (approx. 1850) and to 1960 and included popular songs, comedy, specialised performances and various entertainment.

20 Tin Pan Alley is called the group of NY music publishers and composers of the songs which dominated American pop music at the end of XIX and beginning of XX century.

21 Song “Luka” was out in 1987 on 2nd album of Suzzane Vega, titled „Solitude standing“.

22 Song “Fighter” was out in 2002 on 4th album of Christina Aguilera titled “Stripped”, and composed by Christina Aguilera and Scott Storch.

23 List of pop songs concerned with the violence issue is in Annex 1.

Today, as an instrument of mass education and influence, music can directly, smoothly and quickly educate and influence a mass audience. As an auditory stimulus, it manages to establish values and conventions, and teach us how to think, feel, function and exist. Today music succeeds where civic education and social responsibility fail, and becomes a strong and influential instrument of control and education, especially of young people.

STOP THE SILENCE!

In 2010 when I received an invitation from Incest Trauma Center - Belgrade^{24 25}, which was the National Leader of the National Campaign against Child Sexual Abuse titled The Me Nobody Knows, to take part in the Campaign, I had no idea to what extent we can use music that talks about social issues to have an impact on the public, especially young people. After I composed and recorded a song that fights against child sexual violence called Prekinimo ćutanje! (eng. Stop The Silence!), it became the official song of the National Campaign and was accompanied by a television advertisement and radio jingle. Two years later, in its capacity as implementing agent of the Council of Europe's Campaign ONE in FIVE²⁶ for the Republic of Serbia, Incest Trauma Center – Belgrade invited me to record Stop the Silence! in English and proposed to the Council of Europe in Strasbourg that the song Stop the Silence! in English become the official song of the Campaign ONE in FIVE at the European level. In September 2012, through our joint efforts we achieved this and I performed the song Stop the Silence! at the Council of Europe in Strasbourg. My work with Incest Trauma Center - Belgrade has continued all these years.

The song Stop the Silence! demands that we “never look away” from child sexual violence that we know is happening, but rather to report it, and that it is time to “stop the silence” on this topic that is very little discussed in our media, families, schools and public. With its positive message, the song gave comfort and strength to those who have experienced sexual violence, and helped by musical means to convey the emotions they feel – fear, rage, anger, blame, sadness, shame.

However, writing a song on the topic of sexual violence is no easy task. It requires you to put yourself in the position of an abused child and feel at least part of the emotions that the child feels. I wanted to bring listeners at the very beginning of the song into the story with images that would paint the emotional life of a child experiencing sexual violence and point to the persons who know that the abuse is happening yet do nothing to help. It was important for me that the listener identify with the child, feel the emotional suffering, but gain the strength and will to do something to help. I recorded the song with the vocal accompaniment of the children's choir of my singing school Belgrade Voice, musical and talented children, who contributed with their voices and emotional vocal performance to the overall impression that this song leaves on every person who hears it. I have had the honour of performing the song at many events aimed at educating young people and preventing violence, but most importantly, of addressing the public and drawing attention to the issue.

The topic of sexual violence is a topic that most people, cultures and communities cannot easily confront and speak openly about. This topic is often veiled in silence and shame, and is most often a taboo subject. Therefore, people are silent on sexual violence. Ignorance and silence make it more difficult to eradicate and stop violence. This is why activists and organisations fighting against sexual violence often have to be extremely creative in order to emphasise how serious sexual violence is and its impact on the development of society and communities.

CONCLUSION

When we look at the different possibilities that one musical education lesson gives us to send quality, morally correct and positive messages to children and young people, using language that everyone understands - music, along with creativity, imagination and intelligence, then we can help children to get to know the world as it is and to change that very same world for the better.

- **Annex 1**

Some examples of popular music songs that deal with the topic of physical, psychological and sexual violence against children and women:

“Luka” - Suzzane Vega

“Till it happens to you” - Lady Gaga

24 <http://www.incestraucentar.org.rs/> i <http://www.ijasamuztebe.org.rs/>

25 Incest Trauma Center-Belgrade is the women's NGO and specialised service of sexual violence issue which provides psychological counseling to child and adult survivors of sexual violence and their supportive persons.

26 <http://www.incestraucentar.org.rs/> i <http://www.ijasamuztebe.org.rs/>

"Fighter" - Christina Aguilera
 "Janie's got a gun" - Aerosmith
 "Cherry wine" - Hozier
 "Dirty laundry" - Kelly Rowland
 "Millie put a pistol on Santa" - De La Soul
 "No son of mine" - Genesis
 "Sleep like a baby tonight" - U2
 "Fire on Babylon" - Sinead O'Connor
 "The story of beauty" - Destiny's Child
 "Me and a gun" - Tori Amos
 "Long way to happy" - Pink
 "Girl" - Destiny's child
 "Behind the wall" - Tracy Chapman
 "Love the way you lie" - Eminem
 "Kiss with a fist" - Florence and the machine

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SUBJECT: Civic education

- 32. Beating sadness – I respond to a sexual violence situation! Dragan Kuveljić
- 33. The shame belongs to the abuser – HE SHOULD BE ASHAMED – Neca Jović
- 34. When parents violate children's rights – Neca Jović
- 35-36. If you were silent about sexual violence that happened to you, it means you were scared – Smiljana Grujić and Gordana Medenica
- 37-38. Protection from violence – Smiljana Grujić and Gordana Medenica
- 39-40. Convention on the Rights of the Child – a universal law for the benefit of the child – Ljiljana Jović
- 41-42. Views and the value system and reporting – WHAT I HAVE LEARNED – Snežana Rakić
- 43-44. Responsible and active citizen – Project Unbreakable – Ljiljana Jović and Snežana Rakić
- 45-46. The best interests of the child – Snežana Rakić and Ljiljana Jović
- 47-48. The truth about child sexual abuse – I AM HERE FOR YOU, TOO! – Dušica Đorđević
- 49. Responsibility of school life actors in responding to child sexual abuse – Melita Ranđelović
- 50. Responsibility of local community actors in responding to child sexual abuse – Melita Ranđelović
- 51. Before newspapers go to print! – Nada Banjanin Đuričić
- 52. Media – educators in the interest of the child who has experienced sexual trauma – Melita Ranđelović

SUBJECT:	CIVIC EDUCATION
GRADE:	FIRST
TOPIC:	UNDERSTANDING ONE'S OWN FEELINGS AND NEEDS
TEACHING UNIT:	Sadness (Lesson 24 in the CE Manual / 1st grade)
LESSON TITLE:	Beating sadness – I respond to a sexual violence situation!
GOALS:	<ul style="list-style-type: none">- Capacitating the students to recognise and understand their own feelings and needs.- Improving the students' abilities and developing a strategy to overcome sadness.- Improving the students' abilities and developing skills to protect themselves and meet their needs.
OBJECTIVES:	<ol style="list-style-type: none">1. The students recognise that in a sexual violence situation, it is important that the child be freed from feeling guilty.2. The students know how to respond when it comes to sexual violence – they understand that it is important that the child tell a trusted adult that sexual violence happened to him or her and who the abuser is.
CONTENT (brief description of steps/activities WHAT we will do)	<p>Step 1: What makes us sad (5')</p> <ul style="list-style-type: none">- Recognising and defining the feeling of sadness. <p>Step 2: Sexual violence is never the child's fault (20')</p> <ul style="list-style-type: none">- Learning that sexual violence is never the child's fault and recognising the connection that bad secrets cause feelings of sadness and guilt. <p>Step 3: Beating sadness – I respond to a sexual violence situation! (20')</p> <ul style="list-style-type: none">- Introduction to possible ways to respond to a sexual violence situation.
METHOD	<p>Content of the Sadness scenario, which is found in the CE Manual - 1st grade, has been revised and supplemented with the topic of child sexual violence committed by adults.</p> <p>All children sit on chairs arranged in a circle together with the teacher, then sit at the table when completing the assignments.</p> <p>Step 1: What makes us sad (5')</p> <ul style="list-style-type: none">- The teacher introduces the topic by asking the children the following questions:<ul style="list-style-type: none">- <i>Where in the body do you feel sadness?</i>- <i>If sadness had a colour, what colour would it be?</i>- The teacher emphasise: <i>"It is perfectly all right for the child to feel sad. It takes great courage to say you are sad."</i>- The children who want to do so, answer.

- Then, each child gets a Body of Emotions ([Annex 1](#)), goes to the table and marks, with a chosen colour, where in the body they feel sadness most.

- The teacher continues, in order to make working on the assignment easier: *"When you feel sadness, what does it do to you in the body? Does it sting you, does part of your body go numb or as if electricity were running through you, a tingling sensation, do you feel like there is a balloon inside that is going to burst, does it hurt or do you feel that something is empty and you do not know what it is?"*

- The teacher continues the conversation with the children, who now return to the circle, with the questions:

- *What do you usually do when you are sad?*
- *Do you like to be alone or do you ask your trusted person to be with you?*
- *Whom do you usually choose and why?*

- After each question, an exchange in the circle ensues.

- Now the teacher asks the question: What? or Who makes you sad?

- Whoever in the group wants to do so, answers. The teacher monitors the students' responses and gives them an opportunity to say it, if they want, during recess, at any time, this or another day, and in any place, and to choose a trusted person (e.g. a teacher)

- Asked *"What? or Who makes you sad?"*, the students can, if they want to, answer with a drawing or write the name on a sticker (that is when they sit at the desks), and then, if they want to, submit them to the teacher.

- The teacher, all the while, with his or her comments and actions, encourages the students to work together and builds trust.

Step 2: Sexual violence is never the child's fault (20')

In this step, it is important that the teacher explain aloud to the children the connection that it is okay for a child to feel sad when having a bad secret and – already as preparation for Step 3 – to state that it is important not to keep the bad secret to yourself, but rather to tell it, and that doing so will reduce the feeling of sadness or cause it to disappear altogether.

- The teacher now explains to the children, also relying on material from [Annex 1](#) covered in the previous step:

"Bad secrets often cause us to feel sad. Bad secrets make our whole body or parts of our body freeze with sadness. The feeling of guilt is often the reason why we keep bad secrets and why we do not want others to find out what happened, and that is how we keep the sadness inside us!!!"

"When a child feels both sadness and guilt, it is very confusing and they wonder "How can I be both guilty and sad?". Children often feel guilt in their stomach."

"A bad secret can be that a child is exposed to sexual violence that is most often done to them by a person known to the child. It can be an adult you trust and love, and yet this person's behaviour hurts you, and that is why you have a lot of sadness within you."

"To overcome the sadness caused by a bad secret about sexual violence, we need to learn that sexual violence is never the child's fault."

- The teacher reads out the following events and emphasises that in some situations, a child may accidentally contribute to an unpleasant event (situations 1, 4 and 6), and that in situations where sexual violence occurs, it is never the child's fault (2, 3, 5 and 7):

1. The chandelier broke when the boy was playing with the ball in the living room.
2. A family friend asked the girl to take naked photos of her.
3. A relative suggested to the boy to caress each other's private body parts, and private body parts are those covered by underwear or a bathing suit.
4. Mark broke a tooth when a girl, running down the hall, ran into him.
5. Granddad offered his granddaughter money to let him touch her inappropriately.
6. A firecracker exploded in the boy's hand and injured his fingers.
7. A father asked his daughter to look at porn videos, photos and magazines with him.

Step 3: Beating sadness - I respond to a sexual violence situation! (20')

- The teacher asks the children to form small groups (4 in total). On the table, there is a description of one of the sexual violence situations numbered 2, 3, 5 and 7 waiting for them. They get a list of possible ways to respond to a sexual violence situation. Their task is to agree on and choose, out of the proposed ones, the three most appropriate solutions - what the child should do, how to respond - when the child is in danger of being exposed to the sexual violence described.

A LIST OF POSSIBLE WAYS TO RESPOND TO SEXUAL VIOLENCE

- Recognising dangerous situations
- Denying access to the abuser
- Stopping the interaction
- Calling for help
- Not feeling guilty
- Saying NO, if someone touches them inappropriately
- Leaving the situation
- Telling a trusted adult what happened
- And not stopping talking until something changes and they feel well!

- Each group will read out the three most appropriate ways to respond that they have chosen.

Note: in the process of choosing three solutions, the children have an opportunity to think about each action and get to know them well – which is the primary objective of this exercise, and then also to highlight the three most appropriate ones in a given situation of violence.

If we have completed the previous step correctly, children are expected to choose: **not feeling guilty**. Also, if no one chooses the option **calling for help / telling an adult**, the teacher needs to underline the importance of not keeping bad secrets, which cause sadness, but rather telling a trusted person, because it is a condition for violence to be stopped! The teacher emphasises the importance, significance and necessity of reporting sexual violence and the abuser. That this is the only way to stop violence, to help a person who is exposed to violence, and to punish the offender!

- The teacher once again particularly emphasises how important it is to overcome sadness and to not feel guilty, but rather to deny access to the abuser, to stop the interaction, to leave the situation and call for help from a trusted adult who will protect them!!!

- If the child's sadness does not decrease after telling the first trusted adult, it is a sign that the child should seek out and find a new trusted adult as soon as possible (a second one, third one, next one...).

Closing the lesson:

- The teacher reads out the following sentence and tells the children to think about, based on what they know now, what advice they would give to a child who says the following:

*I can't tell anyone what happened, because I think I am also to blame for sexual violence happening to me!
I am sad, because I am keeping this bad secret...*

- Give the children a little time to think about it, and then ask them to assess how much they now feel they can properly help someone else or themselves to overcome their sadness due to a bad secret and to free themselves from the feeling of guilt, and respond properly to sexual violence situations:
- If they think there is nothing stopping them from applying what they have learned so far – they will stand up and clap their hands over their heads;
- If they are only partially ready to use the proposed ways to respond – they will assume the legs apart stance, with their hands on their hips;
- If they think they are going to need a lot more strength and support to be able to respond properly in sexual violence situations – they will stand up and stretch out hands in front of them, as if they were asking for someone to accept them.

- The teacher unobtrusively observes the children as they assess what they have learned and who still needs support (without commenting on the objectivity of the children's self-assessment).

- **Praise all of the children** for their sincere and open participation, and especially thank the children who are "in the second and third groups in line". Repeat to everyone that it is okay to feel sad and remind them that it takes a lot of strength to talk about sadness and to defeat it. The teacher asks them once again to make sure, starting now, when they are sad, to find an adult whom they will tell about their sadness.

LESSONS LEARNED

In the exchange with the children, a democratic type of teacher should prevail. It is necessary to create an atmosphere full of trust, openness, acceptance and respect. Keep in mind that there are no correct and incorrect answers here. The children's participation in discussion / exchange and the best interests of the child are the basic principles that guide us in this way of work.

The teacher also participates in the exchange with the children, taking a clear stand against violence.

If the teacher notices discomfort, unease, blushing, any signs of distress on a child's part, there should be no insisting on an answer, but rather moves on.

For this topic and other such topics, the teacher is expected to be a person who is reliable and consistent: a guide, associate, motivator, instructor, and supporter.

WORK MATERIAL

- **Annex 1:** The Body of Emotions, one for each child and pens of various colours.
- A4 sheet - for each child and drawing materials - if they choose to draw solutions as part of Step 1
- Description of each of the sexual violence situations in Step 2 (situations 2, 3, 5 and 7)
- 4 lists of possible ways to respond to a sexual violence situation in Step 3

RECOMMENDED RESOURCES:

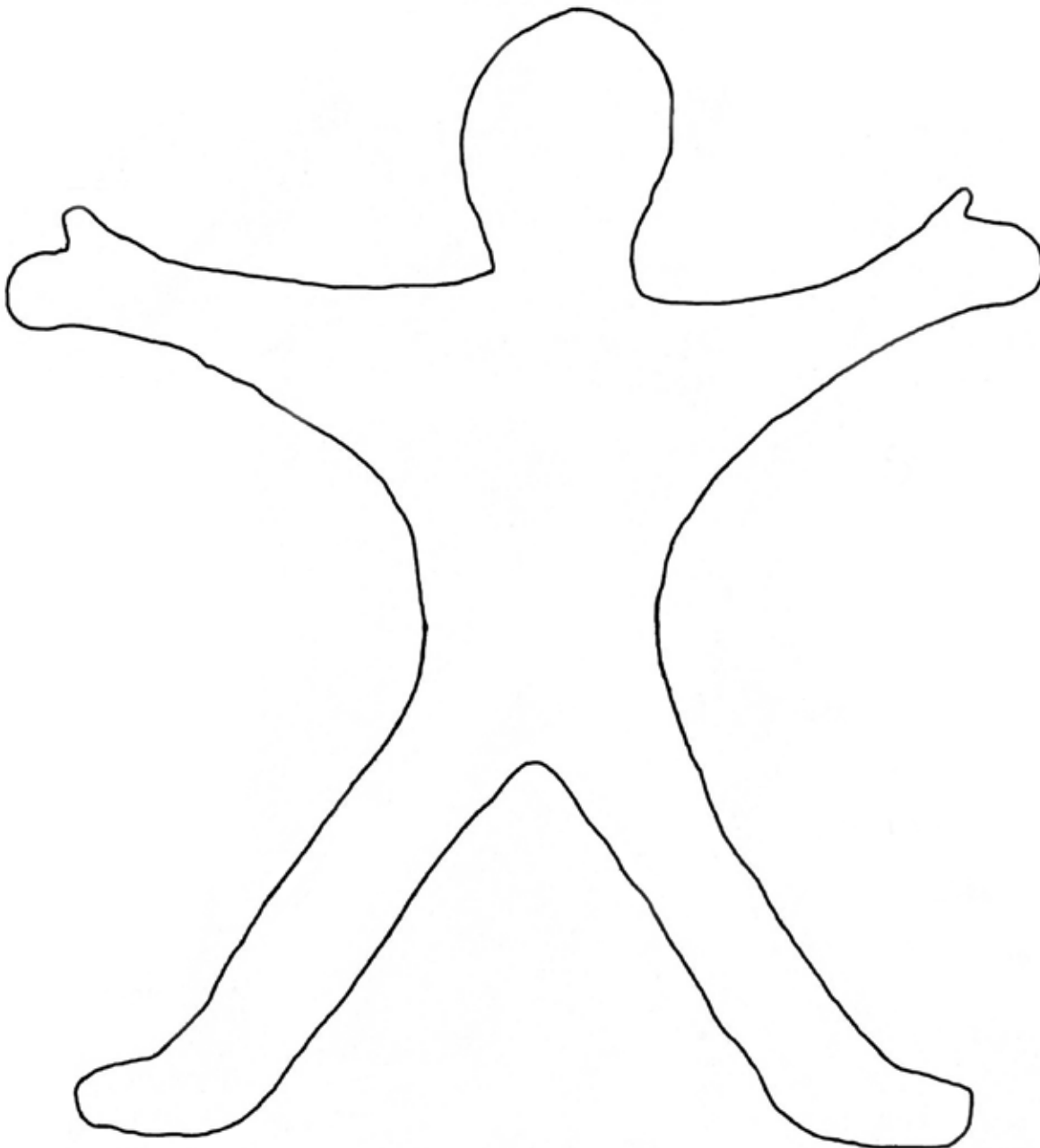
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Feelings are something you feel in your body

Colour the places where you feel them, when you are:

SAD
SCARED
GUILTY
ANGRY
ENRAGED
JEALOUS
JOYFUL
HAPPY
NERVOUS

sad - **blue**
scared - **black**
guilty - **brown**
angry / enraged - **red**
jealous - **green**
joyful / happy - **yellow**
nervous - **orange**



This will be of use to me the next time I teach this lesson...

SUBJECT:	CIVIC EDUCATION
GRADE:	SECOND
TOPIC:	UNDERSTANDING ONE'S OWN FEELINGS AND NEEDS
TEACHING UNIT:	About Shame and Embarrassment (Lesson 8 in the CE Manual / 2nd grade)
LESSON TITLE:	The shame belongs to the abuser – HE SHOULD BE ASHAMED
GOALS:	<ul style="list-style-type: none">- Capacitating the students to recognise and understand their own feelings and needs.- Developing the students' abilities to protect themselves and meet their needs.- Understanding the protective role of shame.
OBJECTIVES:	1. The students know how the feeling of shame can be overcome when they are in danger of sexual violence.
CONTENT (brief description of steps/activities WHAT we will do)	<p>Step 1: Talking about shame and embarrassment</p> <ul style="list-style-type: none">- Recognising the feeling of shame and embarrassment and their consequences in situations where we cannot say what is important to us. <p>Step 2: What if</p> <ul style="list-style-type: none">- Predicting the further course of events in situations in order to summon the strength not to be ashamed, but rather to say what is important to us – what it would look like in a negative scenario versus in the best-case scenario and recognising the feelings that accompany such situations. <p>Step 3: From a personal perspective</p> <ul style="list-style-type: none">- Children who want to do so provide examples of when they were ashamed. Finally, they do a self-assessment of what they have learned
METHOD	<p>Note: See the content of the About Shame and Embarrassment scenario, which is found in the CE Manual - 2nd grade.</p> <p>Children sit in a big circle and sit in groups at the table - while working on their assignments.</p> <p>Step 1: Talking about shame and embarrassment</p> <p>A/1 – Reading the poem <i>About Shame and Embarrassment</i> by Dušan Radović - from the CE Manual / 2nd g. with this addition that talks about sexual violence:</p> <p><i>One girl was ashamed to say "No" when an adult touched her inappropriately. So what changed? Nothing. She lived in fear!</i></p> <p><i>One girl was ashamed to tell a trusted person what happened. So what changed? Nothing. She experienced sexual violence for years!</i></p> <p>A/2 – A discussion about the text read:</p> <ul style="list-style-type: none">- <i>What happened? How did the characters who were ashamed end up feeling? (whoever wants to do so, answers)</i>

Step 2: What if

A/1 – The children sit down at five tables – on which there is part of the text and an assignment related to a given situation – which, through a drawing, each child will complete on one own, i.e. individually.

Assignment:

Read your verse again carefully. Then fold the sheet you received in half and draw on each half a possible ending to the situation, namely, in TWO directions:

1. What negative things could happen to a girl who is ashamed?

A) What negative things could happen to a girl who is ashamed to ask where the toilet is?

B) What negative things could happen to a girl who is ashamed to say "no" to an adult touching her inappropriately?

C) What negative things could happen to a girl who is ashamed when the same person tells her that they love her and asks her to watch this person undress?

D) What negative things could happen to a girl who is ashamed to tell her trusted person that violence has happened to her?

2. What could have been a "happy" solution if he or she had not been ashamed to...

A) What could be a "happy" solution if she were not ashamed to ask where the toilet is?

B) What could be a "happy" solution if she were not ashamed to say "no" to an adult touching her inappropriately?

C) What could be a "happy" solution if she were not ashamed when the same person tells her that they love her and asks her to watch this person undress?

D) What could be a "happy" solution if she were not ashamed to tell her trusted person that violence has happened to her?

In the drawing, above the character, in both situations, they draw a bubble and mark it with a colour to indicate how the character feels in a given negative or happy situation.

A/2 – The groups take turns presenting, first, the **negative consequences**, followed immediately by **"happy" solutions**.

- After each group reports on the negative consequences, the teacher comments: *Now we see all the things that adults can do and say to make us feel uncomfortable and that is when a feeling called shame appears. We use it to defend ourselves from things that make us uncomfortable, that trouble and bother us. Because of shame, we then do not tell our troubles. Shame helps us to defend ourselves, but it, most of all, prevents us from seeking help.*

- The teacher then comments on the happy solution, immediately after each group reports back: *What we have heard encourages us to overcome shame, because we feel comfortable when we stop being ashamed and say what we want.*

The teacher particularly highlights examples relating to sexual violence (see tasks b, c and d) – how important it is then to overcome shame and to not feel guilty, but rather to deny access to the abuser, to stop the interaction, to leave the situation and call for help from a trusted adult who will protect them!!!

A/3 - The teacher closes this step by indicating how society most often views the responsibility of the abuser and that condemnation of the abuser's behaviour may fail to materialise. Instead, shame is attributed to the child because violence happened to the child, yet it is the abuser who should be ashamed. The teacher says, "Sometimes people do not understand that such behaviour is shameful and against the law", and shows **Slide 1**:

THE SHAME DOES NOT BELONG TO YOU:

- IF SOMEONE TOUCHES YOU ON YOUR PRIVATE BODY PARTS
- IF SOMEONE ASKS YOU TO TOUCH THEIR SEXUAL ORGAN
- IF SOMEONE ASKS YOU TO KEEP A BAD SECRET
- IF SOMEONE ASKS YOU TO WATCH PORN FILMS, PICTURES AND MAGAZINES WITH THEM
- IF SOMEONE ASKS YOU TO UNDRESS AND TAKES PICTURES OF YOU
- IF SOMEONE OFFERS YOU MONEY TO LET THEM TOUCH YOU INAPPROPRIATELY

THE SHAME ALWAYS BELONGS TO THE ABUSER!

Step 3: From a personal perspective

A/1 – The children who want to do so, provide their own examples of when they were ashamed to say, ask, or do something, and then regretted it.

A/2 – The children assess to what extent it seems to them now that they have learned something that will help them find their happy solution in situations where they need to overcome shame in order to meet their basic needs. They write their assessed level on the board on a line from 1 to 10.

LESSONS LEARNED

Avoid the trap: when talking about the abuser, the most important thing is to ensure that the abuser does not become "our priority". The child who was abused and how the child feels is the focus of our attention.

WORK MATERIAL

- The text of the poem About Shame and Embarrassment by Duško Radović, with two stanzas added, cut into five parts for five groups
- Slide 1: The shame does not belong to you.
- A4 sheet - one for each child and drawing supplies / board and chalk for the assessment line

RECOMMENDED RESOURCES:

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

This will be of use to me the next time I teach this lesson...

SUBJECT:	CIVIC EDUCATION
GRADE:	SECOND
TOPIC:	THE RIGHTS OF THE CHILD
TEACHING UNIT:	When parents violate children's rights (Lesson 28 in the CE Manual)
LESSON TITLE:	When parents violate children's rights
GOALS:	<ul style="list-style-type: none">- Capacitating the students to get to know and respect their rights- Developing the ability to actively participate in the exercise of the rights of the child
OBJECTIVES:	<ol style="list-style-type: none">1. The students see that there are situations where parents/adults violate the rights of the child.2. The students know how to protect themselves from sexual violence.
CONTENT (brief description of steps/activities WHAT we will do)	<p>Step 1: Parents' behaviour that scares me and how to respond</p> <ul style="list-style-type: none">- The children experientially go through a situation of fear and ways to respond (the "bogyman" game).- They evoke different situations where parents behave in a way that scares them or upsets them.- They find / come up with their strategies – how to protect themselves in situations of fear. <p>Step 2: Adults' upsetting behaviour and how to respond</p> <ul style="list-style-type: none">- Coming up with protection / response strategies, in situations of child sexual violence committed by adults.
METHOD (description of steps/activities HOW we will work)	<p>The children are in a big circle, sit at the table while they write, or form small groups in circles.</p> <p>Step 1: Parents' behaviour that scares me and how to respond – child's choice Step 1 is similar to the scenario found in the CE Manual - 2nd grade</p> <p>A/1 - When I am scared of parents:</p> <ul style="list-style-type: none">- Each child receives a sheet of paper showing the silhouette of an adult – with an empty bubble above their head, and the silhouette of a child – who is scared. They recall situations where parents behaved in a way that made them very scared and upset. Individually, on their own, each child writes in the bubble what their parent says or does that makes them scared or upset. <p>A/2 – Exchange in a circle about situations that scare them: Children who want to do so read the text they wrote in the bubble, and explain what parents' behaviour scares and upsets them.</p> <p>A/3 – Exchange in a circle about protection strategies: The teacher asks the children the question: <i>What can you do to protect yourselves in this situation?</i> The children exchange strategies.</p> <ul style="list-style-type: none">- The teacher notes that they can say, "Stop, mum (or dad), this scares me a lot, I want us to understand each other..." <p>It is expected that in these situations, no behaviour of parents indicating child sexual abuse will appear – it is time to move on to Step 2!</p>

Step 2: Behaviour of adults that is upsetting and how to respond – teacher’s choice

A/1 - The teacher introduces the next activity by talking about the fact that there are adults who use familiarity and closeness with children, as well as their power and authority to get close to children beyond the boundaries of decency. They show their sexual organs or touch children’s private body parts, they send them proposals and compliments that have to do with sex, which absolutely must not be directed at children – so they feel uncomfortable and confused!!! Such acts are defined as *child sexual abuse* and it **PUNISHABLE**, because it is a **CRIMINAL OFFENCE!!!**

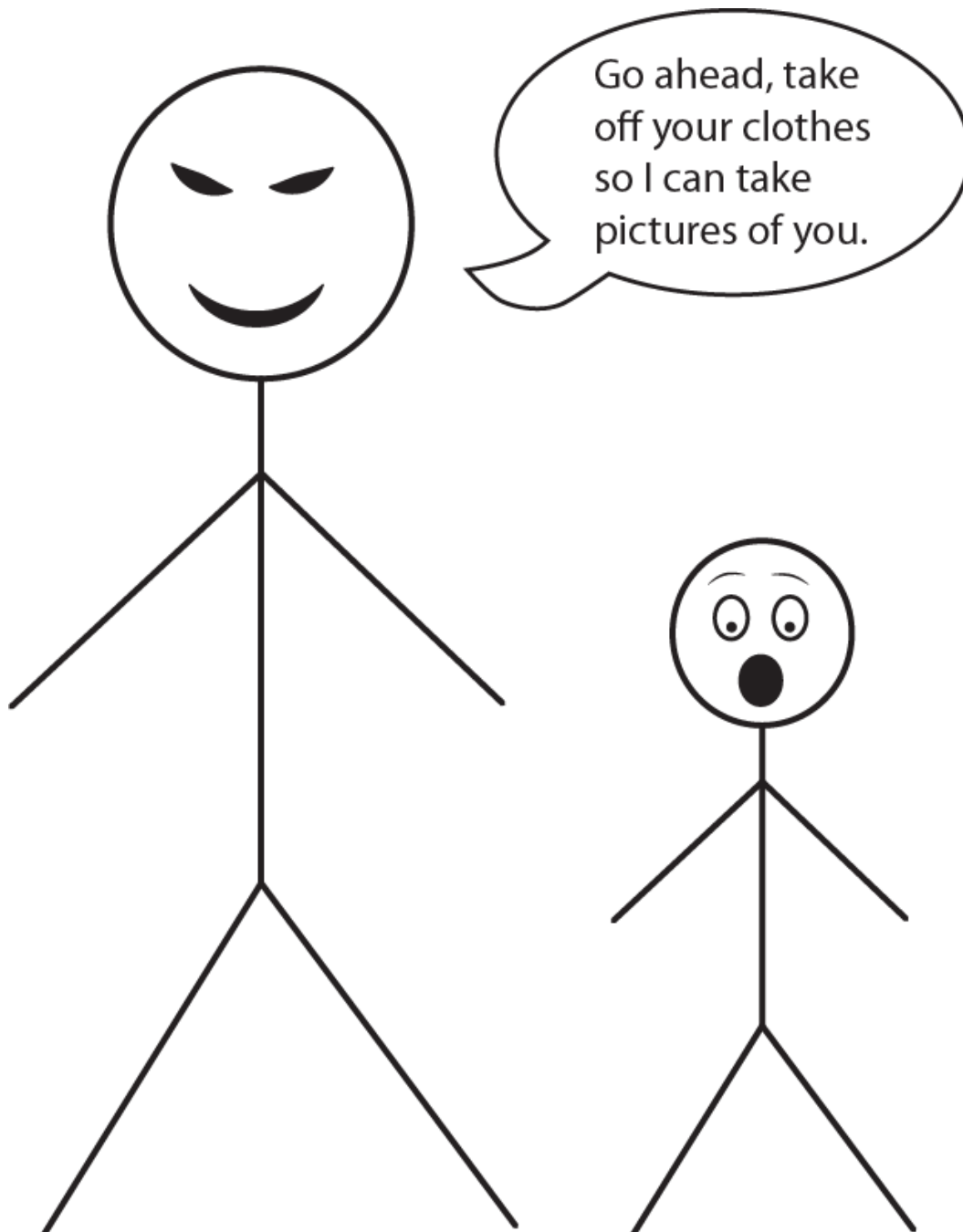
Sexual violence can be committed by **ANYONE** at **ANY TIME!**

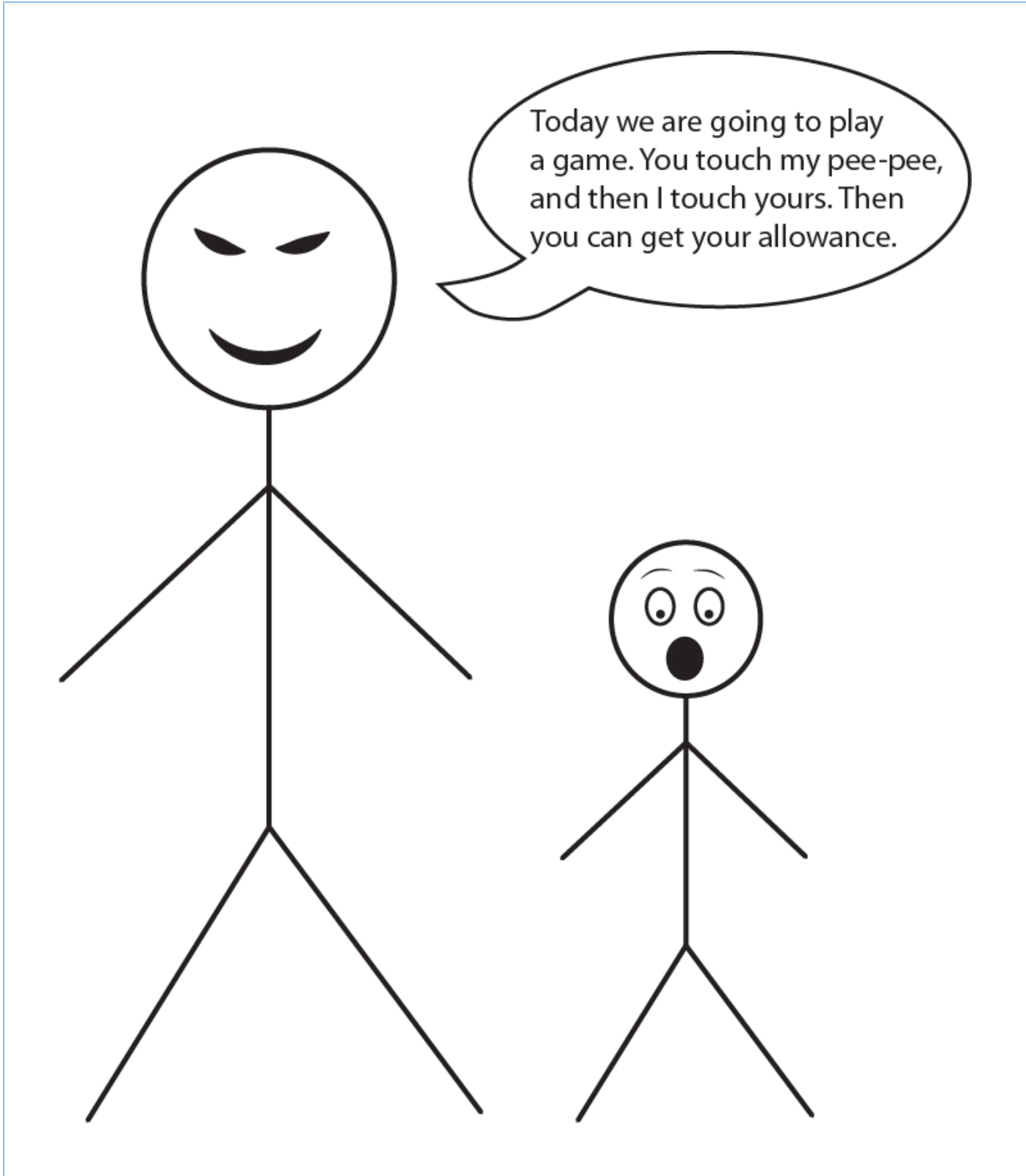
Sexual violence can happen to **ANYONE** and be committed by **ANYONE!!!**

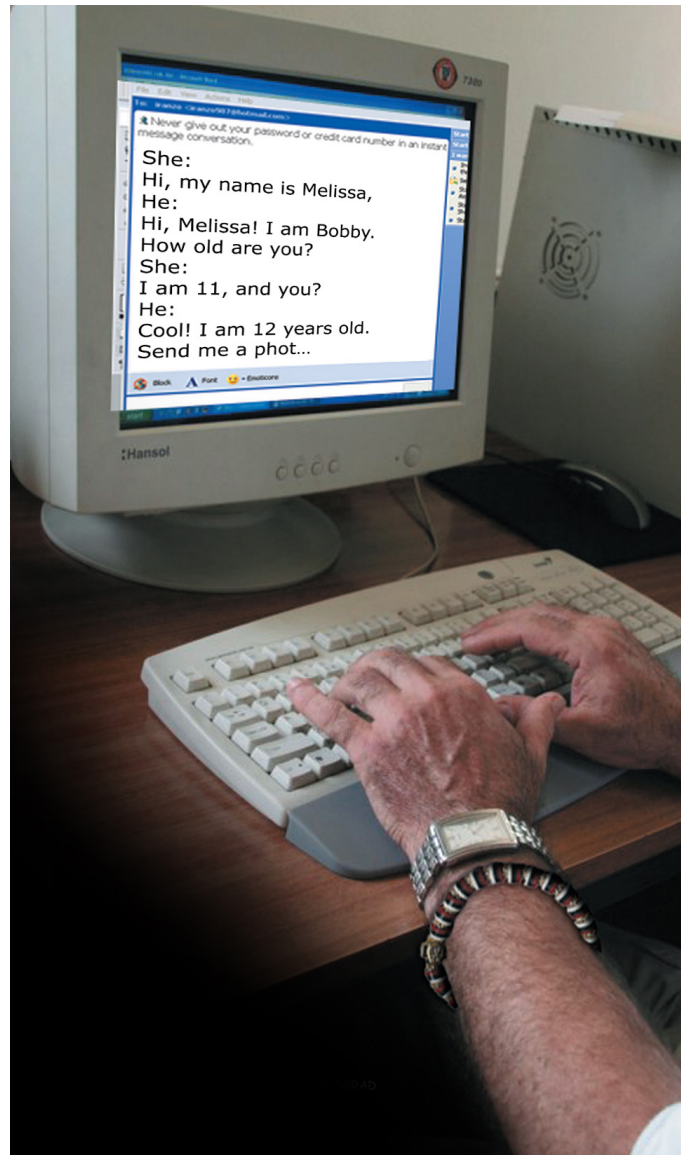
The teacher says it can be, apart from a parent (most often the father/stepfather), also someone else close to the child – a cousin, family friend, teacher, someone the child knows and who is the child’s authority figure...

- Emphasise that the Convention on the Rights of the Child, under **Article 34**, states: *The right of the child to be protected from all forms of sexual exploitation and abuse.*

A/2 – The teacher groups children into small circles now and gives each group a drawing of an adult person’s silhouette talking to a scared child (write text in bubble – different content for each small group).







A/3 – The assignment for children in small groups is to read, from the piece of paper they received, what it says in the bubble and to agree on what they would do in such a situation...

A/4 – Now each group presents its way to respond to the situation – relating to child sexual abuse committed by adults.

- The teacher writes the children's reformulated and clarified ideas on the pin board, and then presents a list of possible responses and comments on what they have already included in their ideas. The list can take the form of **Slide 1**.

A LIST OF POSSIBLE WAYS TO RESPOND TO SEXUAL VIOLENCE

- Recognising dangerous situations
- Denying access to the abuser
- Stopping the interaction
- Calling for help
- Not feeling guilty
- Saying NO, if someone touches them inappropriately
- Leaving the situation
- Telling a trusted adult what happened

- **Lastly, emphasise** the importance of talking about this openly, because suspicion of sexual violence or knowledge that it is happening to someone **CAN RESULT IN ITS INTERRUPTION**, if told to **A TRUSTED ADULT**, who will respond to protect the child.

LESSONS LEARNED

My experience shows that children are very interested and actively participate, have lively discussions with each other about what parents do that scares them and how. When they need to come up with what they would do to protect themselves (if they found themselves in situations discussed during this lesson), they are very vocal and full of ideas: they would report it to the police, they would flee the risky situation. Most children say they would immediately find an adult in whom to confide.

WORK MATERIAL

- A sheet of paper for each child showing the silhouette of an adult with an empty bubble above the child's head and a silhouette of a child – who is scared
- As many drawings as there are groups of a silhouette of an adult talking to a scared child (the text written in the bubble, different content for each group)
- A PIN BOARD for writing ideas, how to respond and a PIN BOARD with a List of possible ways to respond (Slide 1).

RECOMMENDED RESOURCES:

1. Jović, N. and Kuveljić, D. (2015): How to create a pleasant atmosphere for learning – Treasure trove of games. Belgrade: Creative Centre

This will be of use to me the next time I teach this lesson...

Authors:

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Ministry of Education, Science and Technological Development of the Republic of Serbia,

Group for Protection from Violence and Discrimination

SUBJECT:	CIVIC EDUCATION
GRADE:	Third grade of primary school
TOPIC:	Protection from violence
TEACHING UNIT:	Sexual violence and harassment
LESSON TITLE:	If you were silent about sexual violence that happened to you, it means you were scared (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• Capacitating the students to use in their daily life the knowledge gained about the forms of violence and how they manifest themselves in behaviour.• Improving the students' abilities to collect, analyse, organise, critically assess, apply and transmit relevant information.• The students develop a realistic perception of themselves and the world around them, their responsibility toward themselves and other people.
OBJECTIVES:	<ol style="list-style-type: none">1. The students are introduced to the concept of sexual violence.2. The students recognise different forms of sexual violence.3. The students know how to respond when it comes to sexual violence.
CONTENT (brief description of steps/activities WHAT we will do)	<p>A/1 Introduction – What sexual violence is</p> <p>- The students are introduced to the concept of sexual violence.</p> <p>A/2 Understanding different sexual violence situations – exercise</p> <p>- The students are introduced to 3 situations of sexual violence against girls and, by working in small groups and then through a plenary discussion, they discuss with the teacher:</p> <p><i>What should be done in this situation, How the child feels, Whom she could tell what is happening, Who is responsible for sexual violence and why, What will happen if the child does not tell anyone what is happening to her, What she needs to do if an adult in whom she has confided does not believe her.</i></p> <p>A/3 Key messages in the area of sexual violence – final activity</p> <p>- The students are introduced to the key messages in the area of sexual violence.</p>
METHOD (description of steps/activities HOW we will work)	<p>A/1 Introduction – What sexual violence is (5')</p> <p>- The teacher introduces the students to the topic emphasising that during the next two periods, they will be introduced to the social issue of sexual violence, as well as with ways to protect themselves from this form of violence.</p> <p>A/2 Understanding different sexual violence situations – exercise (60')</p> <p>- The teacher divides the students into groups (the number of groups depends on the number of students; if the teacher divides them into more than 3 groups, different groups can work on the same situations).</p>

- Each group receives a piece of paper describing one situation and questions they should answer within their group.

3 pieces of paper containing a description of a situation and questions for students (as well as answers for the teachers):

Note: The answers listed for story 1 are also applicable to and can be used for stories 2 and 3.

Situation 1 - Marianne

Marianne plays sports. She enjoys hanging out with her friends who train with her, she likes learning to concentrate, it relaxes her. Her coach is a little odd. He often calls her into his room, where it is just the two of them, and touches her body, in places where she thinks he should not and tells her she should not tell anyone. Marianne told her parents she did not want to attend practice anymore, but she is ashamed to say what happens at practice. She comes up with the excuse that she often has a stomach ache before practice and that she wants to stop attending practice. She loves the sport and regrets that she will have to make this decision.

What the coach is doing to Marianne is called...?

Answers to this question should include that it is sexual violence, that the coach's intention is to sexually abuse Marianne (touching intimate body parts, asking her to keep a secret that is bad in this case) and he uses his position and Marianne's trust to do what he wants. An adult who abuses children in this way must be punished.

What does Marianne need to do in this situation?

Some of the answers should include that Marianne needs to refuse to do what the coach asks of her, as well as to tell someone whom she trusts what is happening at practice, she should not keep it secret nor keep this kind of secret. This kind of secret should never be kept even if Marianne promised not to tell.

How does Marianne feel in this situation?

Answers to this question: Marianne may have the following feelings in this situation: fear, shame, confusion, and this is why it is important that children learn that they should not be silent about sexual abuse. Answers to this question should include the message that abuse is never children's fault. Those who commit violence know that they are doing something bad and often ask children not to tell anyone what is happening. An adult might say, "This will be our little secret." But even a child is told this by someone the child knows very well, a child should tell one of the adults whom he or she trusts what is happening.

Whom could Marianne tell what is happening?

Answers to this question should include that Marianne must have in her environment a persons who is willing and ready to help. The child only needs to choose whom she will tell and it should be someone whom the child deems to be a trusted person (an adult such as a parent, caregiver, a relative, teacher, someone from the school's professional service, a sibling). It is never easy for children to talk about sexual violence, especially that which happens in the family, which is why it is necessary to support the children in writing a message for their mum or dad or another person they live with and who takes care of them on a daily basis, explaining how they feel and what they are going through. If they are being abused by their parents or close relatives, it is necessary to support the child in finding an adult whom they will tell what is happening.

Who is responsible for the sexual violence that is happening and why?

Answers to this question should include that the responsibility is solely on the coach who is aware that what he is doing is bad for the child. Those who commit violence are always the sole culprits of the violence and there is no justification for it. Any person who forces a child to perform a sexual act or action is committing a criminal offence and must be held accountable for it before the law. Every child has the right to a life free from violence.

What will happen if Marianne does not tell anyone what is happening to her?

Answers to this question should include that in this case, the coach will continue to do what he has done so far and that Marianne will, by continuing to keep the bad secret, feel increasingly scared, guilty, unsafe and that she is a bad child. As time goes by, these feelings will make it more difficult for her to tell someone what is happening to her.

Note for the teacher: May have effects / leave marks on mental and physical health. Some of the consequences faced by survivors of sexual violence may include a feeling of guilt, rejection, condemnation, non-acceptance, confusion, impaired self-esteem.

If Marianne tells an adult what is happening to her, and that person does not believe her, what should she do in that situation?

Answers to this question should include that it is always difficult for a child to talk about his or her experience, particularly if a person close to the child sexually abused the child. In such situations, the child should be supported in finding another person who can support the child in telling and is willing to help take measures to ensure that the person committing sexual violence is held accountable before the law.

Situation 2 - Anne

Anne lives with her parents and has an older sister. She enjoys spending time with her friends. When her parents are not at home, a cousin comes to their house to look after her. That is when they play and her cousin asks her to sit on his lap. He tells her she has grown into a real girl, that she looks great in short skirts, that she has nice legs. That makes Anne very uncomfortable, scared, upset and extremely embarrassed. Mum and dad work a lot, they are tired and they sacrifice a lot for her and her sister, they grant them all their wishes. Anne is afraid to tell her parents what is happening because she does not want to burden them further.

What does Anne's cousin want in this situation? What the cousin is doing to Anne is called...?

What should Anne do in this situation?

How does Anne feel in this situation?

Whom could Anne tell what is happening?

Who is responsible for the sexual violence that is happening and why?

What will happen if Anne does not tell anyone what is happening to her?

If Anne tells an adult what is happening to her, and that person does not believe her, what should she do in that situation?

Situation 3 - Theresa

Theresa likes to play computer games in an Internet café near her apartment. Her parents let her go there alone, it is near the apartment, they think nothing bad can happen, they know how much she enjoys playing video games. They plan to buy her a computer but never quite get around to it. The man who works there invites her to come with him to the other room to show her some more video games. That is when he asks her to sit on his lap and says she looks like his niece. He touches her entire body and tells her she must not tell anyone. She is confused, everyone says that the man who works there is a good person, that he loves children and that he is kind. He often gives children small gifts.

What does he want in this situation? What he is doing to Theresa is called...?

What should Theresa do in this situation?

How does Theresa feel in this situation?

Whom could Theresa tell what is happening?

Who is responsible for the sexual violence that is happening and why? What will happen if Theresa does not tell anyone what is happening to her?

If Theresa tells an adult what is happening to her, and that person does not believe her, what should she do in that situation?

- After working in groups, the representative of the group reads out the situation, and the teacher leads a group discussion using the questions that the groups answered.

A/3 Key messages about sexual violence – final activity (25')

- The teacher distributes a sheet of paper to the children with the task of filling in the blanks in the sentences before them.

At the end of each sentence, there are scrambled letters and it is the students' task to make the words to complete the sentence.

Example: It is not your _____ if someone is sexually abusing you. (U F T A L) or (A L F T U).
So the answer would be: It is not your FAULT if someone is sexually abusing you.

Exercise sheet

1. I have the right to be _____. (A F S E)
2. It is _____ too late to tell a trusted adult. (E E R V N)
3. Tell someone you _____. (T U T S R)
4. Your _____ belongs to _____. (Y D O B) (O Y U)
5. You have the _____ to say _____. (H G T I R) (O N)
6. If the adult in whom you have confided does _____ you, find another one. (T O N) (E L V E B I E)
7. There are bad and good secrets. No one must ever make you keep a _____ secret. (A D B)

Teacher's note - Test solutions are: safe, never, trust, body-you, right-no, not-believe, bad.

What is important for children to understand and learn during this lesson:

- One of the basic human needs is the **need for love**. Different persons express their love by holding hands, exchanging hugs and kisses. For most people, touch is an important part of everyday life. We need to distinguish between that kind of touch and the inappropriate touch from other people which we recognise by the fact that we do not like it and it makes us uncomfortable, which scares us and makes us sick to our stomach.
- **Not all adults are dangerous**, most are well-intentioned, respectful of children, like to play with them in a way that is appropriate and consistent with children's needs.
- Regardless of age and kinship with a certain person, **no one**, whether young or old, **has the right to insult, humiliate, intimidate, and ask children not to tell anyone what is happening between them and the children**.
- **An adult who loves a child** will not take the child anywhere until this person has informed the child's parents. This adult **will never** threaten a child, nor will they ask the child not to say what is happening between them. When an adult acts like this, the child should know that the adult wants to advantage of the child, that this adult seeks to harm the child, and achieve their own satisfaction and interest. In that situation, an adult can say nice things to you, be kind, buy you something you like very much and want to have but do not, but an adult like that **DOES NOT HAVE GOOD INTENTIONS**. In that situation, it is very important that we teach children to tell another person they trust what is happening. If that person does not believe them, they should not give up but rather find another person they trust who will do something.
- An adult **must not take the child to secret places**, ask the child to undress, try to touch the child's body, especially body parts covered by a bathing suit, ask the child to touch this person's body parts, take naked pictures of the child, give inappropriate compliments regarding the child's appearance, clothes, body...
- An adult who does this to satisfy own sexual needs performs illicit actions and **such behaviour is punishable by law**. The situations described on which the groups worked constitute a violation of the law and the offenders who performed those acts face severe punishment. That is why it is important to report such people.

- The children should be told emphatically that, even if they find themselves in a situation like this, **what is happening is never children's fault**. Adults have an obligation to protect children, and a basic right of a child is protection from sexual exploitation of any kind.
- **Where and who an abuser can be:** Sexual violence can happen anywhere (in school, at home, at practice, on the street...). Sexual violence can be performed by parents / caregivers, relatives, teachers, an older sibling, friend. An abuser can be anyone and it can happen in any family. Fortunately, it does not happen in every one and there are lot of adults whom a child can trust.

LESSONS LEARNED

The numerous layers of this lesson is a valuable asset. Devote yourselves to each segment.

WORK MATERIAL

- **Annex 1:** 3 pieces of paper with a situation description and questions for students

Situation 1 - Marianne

Marianne does sports. She enjoys hanging out with her friends who train with her, she likes learning to concentrate, it relaxes her. Her coach is a little odd. He often calls her into his room, where it is just the two of them, and touches her body, in places where she thinks he should not and tells her she should not tell anyone. Marianne told her parents she did not want to attend practice anymore, but she is ashamed to say what is happening at practice. She came up with the excuse that she often has a stomach ache before practice and that she wants to stop attending practice. She loves the sport and regrets that she will have to make this decision.

What the coach is doing to Marianne is called...?

What does Marianne need to do in this situation?

How does Marianne feel in this situation?

Whom could Marianne tell what is happening?

Who is responsible for the sexual violence that is happening and why?

What will happen if Marianne does not tell anyone what is happening to her?

If Marianne tells an adult what is happening to her, and that person does not believe her, what should she do in that situation?

Situation 2 - Anne

Anne lives with her parents and has an older sister. She enjoys spending time with her friends. When her parents are not at home, a cousin comes to their house to look after her. That is when they play and her cousin asks her to sit on his lap. He tells her she has grown into a real girl, that she looks great in short skirts, that she has nice legs. That makes Anne very uncomfortable, scared, upset and extremely embarrassed. Mum and dad work a lot, they are tired and they sacrifice a lot for her and her sister, they grant them all their wishes. Anne is afraid to tell her parents what is happening because she does not want to burden them further.

What does Anne's cousin want in this situation? What the cousin is doing to Anne is called...?

What should Anne do in this situation?

How does Anne feel in this situation?

Whom could Anne tell what is happening?

Who is responsible for the sexual violence that is happening and why?

What will happen if Anne does not tell anyone what is happening to her?

If Anne tells an adult what is happening to her, and that person does not believe her, what should she do in that situation?

Situation 3 - Theresa

Theresa likes to play computer games in an Internet café near her apartment. Her parents let her go there alone, it is near the apartment, they think nothing bad can happen, they know how much she enjoys playing video games. They plan to buy her a computer but never quite get around to it. The man who works there invites her to come with him to the other room to show her some more video games. That is when he asks her to sit on his lap and says she looks like his niece. He touches her entire body and tells her she must not tell anyone. She is confused, everyone says that the man who works there is a good person, that he loves children and that he is kind. He often gives children small gifts.

What does he want in this situation? What he is doing to Theresa is called...?

What should Theresa do in this situation?

How does Theresa feel in this situation?

Whom could Theresa tell what is happening?

Who is responsible for the sexual violence that is happening and why?

What will happen if Theresa does not tell anyone what is happening to her?

If Theresa tells an adult what is happening to her, and that person does not believe her, what should she do in that situation?

- **Annex 2: Exercise sheet**

1. I have the right to be _____ (A F S E)
2. It is _____ too late to tell a trusted adult. (E E R V N)
3. Tell someone you _____. (T U T S R)
4. Your _____ belongs to _____. (Y D O B) (O Y U)
5. You have the _____ to say _____. (H G T I R) (O N)
6. If the adult in whom you have confided does _____ you, find another one. (T O N) (E L V E B I E)
7. There are bad and good secrets. No one must ever make you keep a _____ secret. (A D B)

RECOMMENDED RESOURCES:

1. Ministry of Education, Science and Technological Development (2015). Manual for the prevention of gender-based violence; edited by: Smiljana Grujić

This will be of use to me the next time I teach this lesson...

Authors:

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Gordana Medenica

Ministry of Education, Science and Technological Development of the Republic of Serbia,

Group for Protection from Violence and Discrimination

SUBJECT:	CIVIC EDUCATION
GRADE:	FOURTH
TOPIC:	Children's rights are universal, equal for all
TEACHING UNIT:	Introducing children's rights in the classroom
LESSON TITLE:	Protection from violence (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• The students recognise stereotypical gender roles, and are introduced to the concept of gender roles and note the different gender roles and factors on which they depend.• The students know the concept of cyber violence and sexting and recognise potential risks and ways to protect themselves from cyber violence and harassment.
OBJECTIVES:	<ol style="list-style-type: none">1. The students know how to recognise the feelings of a child exposed to violence.2. The students recognise that boys can also be victims of violence.3. The students recognise risky situations concerning sexual violence and cyber violence and basics of child protection.
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD: CINDERFELLA	
A/1 Gender and sex in Cinderfella	
- The students are introduced to the concepts of gender and sex through Cinderfella	
A/2 Domestic violence	
- The students understand that "throughout history, children have always been subjected to domestic violence, girls and boys alike".	
SECOND PERIOD: A STORY AWAITING ITS END	
A/1 - How to protect oneself from sexual violence	
- Through <i>A Story Awaiting Its End</i> , the students are introduced to different ways to respond in order to avoid sexual violence situations	
METHOD (description of steps/activities HOW we will work)	
FIRST PERIOD	
A/1 - Gender and sex in Cinderfella – The teacher reads out Cinderfella and then distributes it to all of the children to have it in front of them on paper. The teacher asks them to read it for themselves once again and familiarise themselves with its content. Then the teacher starts the discussion by asking the following questions:	
<ul style="list-style-type: none">• Does this story remind you of a fairy tale?• What is the difference between a story written in this way and the one you knew previously?	
- Together with the students, the conclusion should be reached that the characters' roles in the story according to their sex were changed.	
A/2 - Domestic violence - The content of the story helps in an interesting way to raise the topic of domestic violence and provides the insight that just like girls, boys can also be exposed to violence.	

- Then, the teacher opens up a discussion about the situation described in the story: "Throughout history, children have always been subjected to violence, girls and boys alike."

- *How does the boy in this story feel?* (ask children to underline in the story some of the feelings they see and to add their comments on what they think the boy feels; the teacher writes it on the board)
- *What does the stepfather do? What is his behaviour called?* (the teacher identifies and writes on the board: domestic violence, emotional abuse)
- *Whom does the boy talk to about his feelings? To whom did he complain?* (cat)
- *Who can be the children's fairy in real life?* (a trusted adult; the teacher writes on the board that all of the adults whom the children recognise as persons whom they can trust who would be there for them when they need help; it is important to make the distinction that a cat or other pet or friend can listen to the child and "comfort" them in different ways, however, an adult can provide help and protection and that is why it is important to turn to them;)

- The teacher closes this period by announcing the next one: "*This story had a happy ending. During the next period, we will talk about whether, if a child feels lonely – the story can also have a different ending?*"

SECOND PERIOD

A/1 - How to protect oneself from sexual violence - The teacher reads out *A Story Awaiting Its End* and then distributes it to all of the children to have it in front of them on paper.

- After the students have also read the story for themselves, the teacher asks each child individually to end the story in the way they want regarding what Mary did. They write for 10 minutes.

- Then the teacher asks each child individually, "*What did Mary do?*" The teacher groups the answers by opening at least two categories on the board: happy and sad ending. The teacher will only write out the category names at the end once the last child has said how it ended the story.

Possible endings that fall under happy endings are: "*Mary told her parents and asked for help*", "*She changed her mind about meeting with John*", "*She left the house, went to meet John, got scared and went back instead*", "*When Mary saw how much older John was than her, she ran away*", etc.

Possible endings that fall under sad endings are: "*She went to meet John and got into his car*", "*John took Mary to his house*", "*She was surprised how much older he was and wanted to leave, and he said he would then send her pictures to everyone, especially her parents*", "*She tried asking her older sister for advice, but she told her she was annoying and did not have time to listen to her.*"

- Once all of the children have spoken, the teacher writes the category names "happy ending" and "sad ending" and identifies one category as representing correct actions and the other as incorrect actions. The second category indicates that it is a dangerous situation which carries a risk to the life and safety of the child and can be avoided by actions listed under the first category.

- This method is expected to enable children to hear a large number of ways to avoid a dangerous situation. The teacher will thank each of them for their proposed ending (because in this real situation, both a happy and a sad ending is possible) and praise all of the solutions that lead to a happy ending.

- The teacher ends the lesson with **Slide 1**. The teacher will prepare in advance the text from **Slide 1**, so that each child takes a printed copy home.

LESSONS LEARNED

This double period provides a great opportunity for a plenary discussion and it is important to carefully maintain focus, apply one's skills of facilitation and structuring exchange.

STORY 1: CINDERFELLA

Once upon a time, there lived an unhappy young man. His father had died, and his mother had brought home a new husband, a widower with two sons. His stepfather did not like the boy at all. All the good things, the kind words and sweets were intended only for his sons. They received stylish clothing, delicious food, and everything they wished for. But for the poor boy, there was nothing at all. There were no clothes, only his stepbrothers' old hand-me-downs. There were no special meals, only scraps of food. There were no privileges, not even rest, for he had to work hard all day, providing them with food, cooking, washing clothes, and cleaning the whole house.

It was not until late in the afternoon that he was allowed to sit down for a moment in the ash by the kitchen stove. During those long, lonely evenings, he would often cry and talk to the cat. The cat would say to him, "Meow," which really meant, "Keep your head up! You have something that none of your stepbrothers have, and that is beauty." And indeed it was so. Even dressed in rags and his face dirty from ash, he was a handsome young man, while his stepbrothers, despite their elegant clothing, were very unsightly and awkward.

One day, beautiful new clothing, shoes, and jewellery started arriving at their house. The queen was having a ball, and the stepbrothers were getting ready to attend the festivities. They stood in front of the mirror the whole time. The young man helped them get dressed. He did not even dare ask, "What about me?", because he knew the answer very well: "You? My dear boy, you are staying home to wash the dishes, scrub the floors, and make the beds for your stepbrothers. They will come home very tired and sleepy." After the brothers and their father had left for the ball, the boy wiped away his tears and said to the cat, "Oh God, I am so unhappy!", and the cat quietly said, "Meow."

Then a flash of light flooded the kitchen and a fairy appeared. "Fear not, young man!" said the fairy. "The wind brought me your sighs. I know you want to go to the ball. And indeed you will!"

"But how can I go like this, dressed in rags?" the boy replied sadly. "The servants will chase me away!". The fairy smiled. With a wave of his magic wand, the poor young man found himself in beautiful clothes, the finest the kingdom had ever seen.

"Now that we have resolved the issue of clothes," the fairy said, "we need to get you a nice carriage. A true gentleman never goes to the ball on foot! Quick! Bring me a pumpkin!" he commanded the boy. "Oh, of course!" he said to the fairy, hurrying to fetch a pumpkin. The fairy then turned to the cat: "You, bring me seven mice!". The poor young man soon returned with a pumpkin, and the cat with seven mice that it had caught in the cellar. "Good!" exclaimed the fairy. With one swish of his magic wand – lo and behold! – the pumpkin turned into a gleaming carriage, six mice into six white horses, and the seventh mouse became a coachwoman in a beautiful dress. The young man could not believe his eyes. "I will introduce you at the palace. Soon you will see that the princess, in whose honour the ball is being held, will be enchanted by your good looks. But do not forget! You must leave the ball at midnight and return home. That is when the spell breaks. The carriage will turn back into a pumpkin, the horses into mice, and the coachwoman will also turn back into a mouse. And you will be dressed in rags again and wearing clogs instead of these shiny dance shoes! Do you understand?". The young man nodded and said, "Yes, I understand!". When the young man entered the palace ballroom, silence fell. Everyone stopped mid-sentence to admire his elegance, his beauty, and his grace. "Who could this be?", people asked each other. The two stepbrothers also wondered who the newcomer was, as it would never have occurred to them that this handsome young man was their stepbrother who talked to cats! Then the princess noticed his beauty. She approached him and kindly asked him to dance. And to the great disappointment of all the other young gentlemen, she danced with him all evening. "Who are you, handsome young man?", the princess kept asking him. But the young man only said, "Does it matter who I am?! You will never see me again anyway." "Oh, but I will. I am quite sure of it!", she replied. The poor young man was having a wonderful time at the ball, but then, he suddenly heard the sound of the clock striking midnight. He remembered the fairy and without a word of goodbye, he tore himself from the princess's hand and ran down the stairs. As he was running, he lost one of his dance shoes, but he did not think for a moment to stop and pick it up. He ran away and disappeared into the night. The princess, who had fallen madly in love with him, picked up his shoe and declared that she would marry the man whose foot fits the dance shoe. She said to her women guards, "Go and search everywhere for the young man whose foot would fit this dance shoe. I will not be satisfied until you have found him!". So the women guards tried to put the shoe on all the young men who lived in the kingdom. When one of the women guards came to the house where the young man lived with his stepfather and stepbrothers, she asked that all the young men in the house try on the shoe.

The two stepbrothers could not even fit a toe in the shoe. When the woman guard asked if there were any other young men in the house, the stepfather answered there were not. However, it was just then that the cat got her attention, pulling her leg to the kitchen. There was a young man sitting on the ash. The woman guard tried to put the shoe on him and, to her surprise, it fit him perfectly. "That horribly scruffy young man cannot have been at the ball," the stepfather replied angrily. "Tell the princess she should marry one of my sons! Do you not see how ugly this young man is?!" Suddenly he fell silent, because a fairy appeared. "That is enough!", he shouted, lifting his magic wand. And in an instant, the young man appeared in a beautiful suit, glowing with youth and beauty. His stepfather and stepbrothers looked at him, with astonishment. And the woman guard said, "Come with me, handsome young man! The princess is waiting to propose to you with her engagement ring!". So the young man left with her gladly. The princess married him a few days later and they lived happily ever after. And as for the cat, it just said, "Meow!".

Source: *Cinderella stories*:www.ucalgary.ca/~dkbrown/Cinderella.html

STORY 2: A STORY AWAITING ITS END

Maria lives in a building on the third floor, she is in fifth grade, does acting. Everyone who knows her admires her beauty and everyone tells her she looks older than her age. She has a lot of friends, she is shy and does not share with them what is happening in her life. She cannot say she has a best friend. She spends her free time online. She lives with her parents who work a lot to make sure she has everything she wants. Recently she saw on Instagram that she was followed by a good-looking guy who, by her estimate, is slightly older than her and whom she liked instantly. He was open, he understood her and she could share with him everything that was happening in her life, which, in her view, no one else would understand. They quickly moved from Instagram to Facebook and exchanged countless messages on a daily basis there. She especially liked that he showed an interest in her feelings, hobbies, family, friends. He slowly became a part of her life and she realised that a single day without him made her feel empty and sad. With a smile on her face, she could say that she had fallen in love for the first time in her life. He was her first thought in the morning and last one at night.

John was someone with whom she wanted to share everything. A few days ago, John told her that he was in love with her, too, and asked to exchange some more intimate photos than usual. It seemed exciting to her and she wanted to do what he had asked her to do. First, she sent a topless photo of herself with which John was thrilled, and then he also asked her for one showing her completely naked. She thought it was very unusual and she was ashamed and afraid, but she nevertheless sent such a photo as well, because it meant a lot to John. She regularly sent him photographs and their correspondence continued at a more intense pace. Very soon after that, John asked for them to talk via Viber and to also start communicating in person. She liked that. She could not wait for that moment and decided not to share her impressions either with her parents or with her friends because she did not want anything to spoil her feeling of happiness.

John is 27 years old and lives in his big apartment. His father works abroad as a ship captain and John has everything he needs and more, because his father fulfils all his wishes and brings him things from all over the world, and his mother works all day. John is stylish, has the latest mobile phone model, motorcycle and car. His friends love him, because he shares everything he has selflessly. He has a Doberman named Loli. John is a programmer, very early in life he developed an interest in computers and there is nothing he cannot do on them. He likes extreme sports, fast motorcycles, skydiving, flying and paragliding. He is always surrounded by people, he often throws parties in his big apartment and those parties always draw a big crowd. Ever since he was a child, he has been passionate about computers, his interest in video games sparked his love of computers, which then led him to programming and the countless possibilities that the Internet brings him. He particularly enjoys connecting with young women online. When he meets a girl who meets his criteria of beauty, youth and willingness for open communication, he is very polite, kind and tells the girls what they want to hear. He connects with them by taking an interest in their lives, details about their families, friends, interests and fears. He is very thoughtful at the start of the communication and careful in terms of how he presents himself. It is important to him that the girls are comfortable with him and that he comes across as a trustworthy person who can keep a secret and will always be there whenever necessary.

How to avoid risks?

- Say "NO"- you have the right to say NO to anyone who tries to touch you in a way that will cause you to feel scared, uncomfortable, worried, uneasy
- Do not share personal information about yourself, your family or your friends even when you feel that someone has positive intentions - set safety measures to the highest possible level
- Never meet someone you have only met in the online world without being accompanied by an adult
- When signing up on social media, read the instructions on how to use it safely and protect your computer with antivirus programmes
- Some secrets should never be kept-no one has the right to ask you to keep a secret about abusive behaviour and harassment. People who do bad things to children often tell the children not to tell anyone about what happened
- If something is happening that worries you, tell an adult you trust. In your environment there is at least one adult whom you can trust and who can help you (parent/caregiver, family member, pedagogist, teacher, psychologist)

RECOMMENDED RESOURCES:

You can read more about the risks of online communication, sexting and online sexual harassment in the following manuals:

1. Ministry of Education, Science and Technological Development of the Republic of Serbia and UNICEF (2016). Digital violence – Prevention and response
2. Incest Trauma Center – Belgrade (2013). Tagged – Educational package: Film package (main film and 4 accompanying films) Manual for the protection of children and young people from cyber violence and application in the regular curriculum of primary and secondary schools

This will be of use to me the next time I teach this lesson...

SUBJECT:	CIVIC EDUCATION
GRADE:	FIFTH
TOPIC:	Getting to know the basic elements of the curriculum
TEACHING UNIT:	Rights and responsibilities
LESSON TITLE:	Convention on the Rights of the Child – a universal law for the benefit of the child (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• The students know what the UN Convention on the Rights of the Child is and recognise the state as the supreme guarantor of rights.• The students understand the key characteristics of the child's rights.
OBJECTIVES:	<ol style="list-style-type: none">1. The students understand child sexual violence as an example of a violation of the right of the child to protection from violence and protection from sexual exploitation and abuse.2. The students are introduced to the statistics on child sexual abuse (who the victims are, who the abusers are, how frequently it occurs in the general population).3. The students know that in the case of sexual violence, the responsibility always lies with the abuser and they recognise the importance of reporting the abuser.
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD	
A/1 The concept of human and children's rights	
<ul style="list-style-type: none">- The students are introduced to the concepts of human and children's rights- One of the key accomplishments of the modern world is the concept of human rights. The awareness and consensus in the world that it is necessary to define a required minimum of rights that will be guaranteed unconditionally to everyone in the world presents essential progress achieved after World War II. And a step further is recognising that for children this is not good enough, and that, instead, it is necessary to create a new list that recognises and respects children's specificities and the specificities of their needs. <p>This recognition led to the adoption of the <i>Convention on the Rights of the Child</i> at the United Nations General Assembly on 20 November 1989.</p>	
A/2 Key characteristics of the rights of the child	
<ul style="list-style-type: none">- The students understand that innateness, universality, indivisibility, inalienability are characteristics of the rights of the child and that all of the rights from the Convention belong to every child (universality) from the moment of birth (innateness) – the child does not have to "earn" them in any way. No one can take away any of the child rights for any reason (inalienability), nor grant them some rights but not others (indivisibility).	
A/3 Content of the Convention on the Rights of the Child	
<ul style="list-style-type: none">- The students understand that the Convention is a universal law that defines all rights of the child in one place and comprehensively. It contains 54 articles - all types of rights of the child which are intertwined. There are no more or less important rights, because together, they all make up a whole.	
SECOND PERIOD	
A/1 Concept of protective rights and child sexual abuse	
<ul style="list-style-type: none">- The students understand that the concept of protective rights refers to children being protected from all forms of maltreatment, neglect and abuse (child labour, sexual and economic exploitation of children, drug use, participation of children in armed conflicts, care for child refugees, juvenile delinquency, violence and physical abuse).	

- In *The Story of Jane*, the students recognise several forms of neglect and abuse, with a special emphasis on sexual violence.

- The students understand that **child sexual abuse** is any form of exploitation of a child under 16 or 18 years of age aimed at the sexual satisfaction and enjoyment of an adult, and includes: obscene phone calls, showing body parts that are otherwise covered and voyeurism, caressing, taking pornographic photos, trying to perform sexual intercourse, rape, incest and child prostitution. **Incest** is sexual abuse of a child by a trusted adult who is in a position of power and is an authority figure to the child.

A/2 Gender-based violence and sexual abuse

- The students understand the concept of gender-based violence.

- The students understand that **sexual violence** is **gender-based violence** – it is most often committed by men, and girls are exposed to it most often. The first National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia showed in 2015 that in every class – where children are between 10 and 18 years old – there are 4 children who have experienced some form of sexual violence during their lives. In addition, another 4 children in every class know a friend who has had this experience. During the past 12 months, 2 children in every school class have been exposed to sexual violence. But there is pressure not to talk about it. The pressure also consists of the fact that a majority in society maintains the picture that there is no child sexual abuse or that it happens sporadically, which is why a child who is exposed to sexual violence thinks that he or she is the only one and responsible for the violence. That is never true! It is always only the abuser who is responsible for the violence he or she is committing! There is nothing that a child can do that would justify abuse.

A/3 Protection from sexual abuse

- The students understand how they can protect themselves from sexual violence.

- The students understand that **a child does not lie about sexual violence!** The child should be praised for his or her courage in talking about it, encouraged to talk about it with an adult they trust. The child needs to be told that what happened is only the abuser's fault and that the abuser must be reported to the police. The child needs to be told that there are people who deal with this problem and who know how to help, that it is Incest Trauma Center – Belgrade and that the child should certainly also turn to them.

METHOD (description of steps/activities HOW we will work)

FIRST PERIOD

A/1 The concept of human and children's rights

- At the teacher's instruction, **the students come up with associations around the concept of a child**. Through the technique of association, we will mentally introduce them to the topic: a child, characteristics of a child, a child's position in society.

- If none of the children have mentioned them, the teacher asks if an association can also be "children's rights".

A/2 Key characteristics of children's rights

- Using their answers, the teacher shapes **basic information about the UN Convention on the Rights of the Child** (a list of children's rights that must be guaranteed to every child in the world from the moment of birth until they turn 18; the list was adopted at the UN in 1989 and our state is also party to it).

A/3 Content of the Convention on the Rights of the Child

- The teacher announces that they will now deal with rights, through play. The teacher splits students into teams of three and tells them that one member of the team will draw one article of the Convention from the bag and have 2 minutes to explain to the members of their team by miming which article the student drew. Each team receives a copy of the Convention and is told that they have 5 minutes to refresh their knowledge of the Convention and try to agree on some miming signs. Then the game begins.

- By playing charades in teams (explaining a randomly drawn right by miming), the children will explore the rights in more detail, see similarities between them (by looking for signs for recurring concepts), but also their diversity. At the same time, this will improve their teamwork, cooperation, non-verbal communication skills.
- After each article is revealed, the teacher comes up with a question about a situation in which the family does not ensure that the child can exercise that particular right – what happens then?
- Based on the students' answers, the teacher emphasises the state's role in controlling and ensuring the exercise of the rights of every child (e.g. the right to education – what if parents do not send their child to school, because they themselves do not understand that school is important: the school notifies the Centre for Social Work about non-attendance, the Centre for Social Work visits the family, advises, explains, monitors; if the child still does not attend school, the parents can be punished, even by imprisonment, their child can even be taken away from them...). Through this guided discussion, we try to guide students toward new, more advanced insights, e.g.: a family does not always act in the interest of the child and this needs to be recognised and met with a response; the state must always protect the child's rights, ensure their exercise - protect the child, if necessary, even from their family; we obtain the state's response by contacting its authorities – the most efficient method is to contact the police at 192.
- In the last five minutes of the first period, the teacher asks everyone to come up with and say an end to the sentence that the teacher starts. The sentence to finish: "**The right of the child to be safe means...**"

SECOND PERIOD

A/1 The concept of protective rights and child sexual abuse

- The teacher starts by asking that those who want to do so, finish the sentence: "Every child has the right to...". This makes it possible for us to list, in a very short amount of time (one or two minutes), a significant number of rights from the Convention and to return every child's mental focus to the issue of children's rights.
- The teacher announces that he or she will read out a story that will be discussed subsequently. Reading and commenting on *The Story of Jane* will encourage children to connect the rights from the Convention to life situations in which a particular child can find themselves. It will also help them see what is meant by the need for the state to be a guarantor of children's rights and intervene if the family is not doing its job properly. And, of course, the issue of child sexual violence will be broached, starting to break the taboo.
- Once the child has read out the story, the teacher will distribute a printed copy to each child. At the end of the period, each child takes the story home.
- The teacher asks for impressions of the story. The students who want to do so, comment. The teacher asks what types of violence we recognised, the children list them. The teacher also directs them to recognise witnessing violence (and how not to succumb to the role of mere observers) and ignoring violence as separate problems. The teacher asks them to state which of Jane's rights from the Convention were violated. If necessary, the teacher supplements their answers (the full answer is: Articles 19, 18, 12, 6).

A/2 Gender-based violence and sexual abuse

- The teacher asks how the girl felt, what they heard about her feelings in the story. Based on what did the psychologist conclude that something was going on with Jane? He or she asks them to underline it in the story. When the children are done, they read out what they have underlined, and the teacher identifies it: "**These are warning signs.**" Some children do not point to any signs, because they have learned to hide everything deep inside and not to show their feelings. **Just because we do not see any warning signs does not mean there is no sexual violence and that it did not happen.**
- The teacher defines child sexual abuse, lists basic statistics (how widespread it is, who the victims are, who the abusers are...)

A/3 Protection from sexual abuse

- The teacher emphasises the right of the child to be protected from sexual exploitation and abuse (Article 34) and of every child to have all of his or her rights, including this right, respected. The teacher asks them to recall what is done when the family does not ensure that and asks them to identify how the state is obliged to intervene.

- Based on this example, we see that the family did not protect the child. That is when the state which undertook the commitment to do so under the UN Convention, steps in to protect the child. In addition, it is important to know that the Republic of Serbia also ratified the Lanzarote Convention in 2010. This Convention especially deals with the prevention and protection of children from sexual abuse. Both conventions say that the following services are obliged to protect children: school, police, centre for social work, primary health care centre, civil society organisations working on the topic of violence, the prosecutor's office and the court.

- It is the task of the teacher to prepare in advance a list of contacts of services in the city (or in the municipality where the school is located) and to have a printed copy for each child. It is important to make sure that all phone numbers listed are currently valid and that all the information is valid. Each child takes their own copy home (along with The Story of Jane), with a note saying to use the contacts in case of need, for oneself or for someone else who needs them.

Notes:

During this period, the children will be provided with an opportunity to participate freely in the conversation and to present their thoughts on the topic, and to also ask for clarification and questions, but the teacher will be mindful of the time in order to manage to list, together with the children, the following:

- Basic defining and statistical facts about this phenomenon (see below: Lessons for teachers)
- Necessary response in case of knowledge of abuse.

We must not under any circumstances teach the lesson in such a way that, at the end, it remains unclear to the children whether it happens in their community at all, whether it has anything to do with gender characteristics, how to respond and whether to report the offender if we find out about this type of violence.

LESSONS LEARNED

- The application of charades in studying the Convention has proved to be excellent. Children find it very interesting, really enjoy playing, and learn in a much better way by spotting the nuances and recognising all of the aspects of the rights that appear. Nevertheless, I recommend that they be offered an opportunity to cover the Convention further in this way as part of a school club, because one period is realistically insufficient. There is even a possibility to organise a knowledge quiz about the Convention using this methodology. Our experiences with this are excellent.

- When it comes to responding to The Story of Jane, you can expect the children to be surprised, caught off guard, but also to accept, more openly and readily than you anticipated, the facts about child sexual abuse and to easily (much more so than adults) form an adequate attitude toward this phenomenon. I have had opportunities to hear children say they were pleased to discuss the topic. If disbelief arises, it most often has to do – not with the facts they hear about the topic itself, but rather with the fact that this may be the first period ever during which this topic is discussed openly.

- My experiences show that there is no reason to expect any difficulties in teaching a lesson planned in this way. Sometimes what happens is that children will say the topic is horrible and that they do not understand why are talking about something so terrible. We agree that it is not pleasant, but we explain that it is necessary to talk about child sexual abuse because it exists and is not rare, and when we are silent about it, we help the abusers stay undetected and make it more difficult for the victim to get out of the abuse situation. Children understand and accept that explanation.

- Sometimes what happens is that a child will ask to leave the room and this is a lesson where it should be allowed without questions or comments, regardless of our usual practice.

- Sometimes what happens is that someone will start making a joke or laugh in response to the topic (this is very rare). We stop it, we say that we assume it was not ill-intentioned, but that the statistics we talked about require us always to comment on the topic of child sexual abuse with the awareness that a child who is a victim is likely also listening to us right now. Children accept and respect this explanation without exception.

- Annex 1 - CHILDREN'S RIGHTS CARDS (from Priručnik za GV za 5. razred)

Annex 1. Rights cards

Article 1. You are a child and all rights from this Convention apply to you until 18 candles are lit on your birthday cake.

Article 2. All rights from the Convention apply to all children and all children shall be protected from all forms of discrimination.

Article 3. All actions concerning you shall be taken in your best interests and the State shall take care of you if your parents or caregivers do not do so.

Article 4. The State must ensure the exercise of your rights set out in this Convention.

Article 5. The State must respect the rights and responsibilities of parents to provide care and education that is appropriate to your evolving capacities.

Article 6. You have the right to life and the right to ensured development and survival.

Article 7. You have the right to a name and nationality, the right to know your parents and right to be cared for by them.

Article 8. The State has an obligation to protect your name, nationality and family ties.

Article 9. You have the right to live with your parents, unless it is not in your best interests, and even then, you have the right to maintain contact with them.

Article 10. If you are separated from your parents and you want to be with them, there are no national borders for you.

Article 11. The State must protect you from abduction and must help you if you wish to return to your country.

Article 12. You have the right to express your opinions freely, and have your opinions be taken into account in matters that affect you.

Article 13. You have the right to seek, obtain and provide information and ideas of all kinds, regardless of frontiers.

Article 14. You have the right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15. You have the right to freedom of association and freedom of peaceful assembly.

Article 16. You have the right to protection from interference with your privacy, family, home and personal correspondence, and the right to protection against attacks on your honour and reputation.

Article 17. You have the right to seek information that interests you, and the State must protect you from harmful materials and information.

Article 18. Parents should care for you together, and the State should help them in doing so.

Article 19. You have the right to be protected from all forms of neglect and abuse, and the State must ensure that.

Article 20. If you happen to lose your family, you have the right to special protection and appropriate care.



Article 21. If you find yourself in a situation where you need to be adopted, you have the right to adoption to be carried out in your best interest.

Article 23. If you are physically and/or mentally disabled, you have the same rights as others, and you also have the right to special care, education and training for work.

Article 25. If the State is caring for you directly, it must also check how you are doing.

Article 27. You have the right to an adequate standard of living that parents are supposed to provide you with, and the State should help them to do so.

Article 29. Education should develop your personality and abilities, it should prepare you for active participation in society and teach you to respect your own culture and the cultures of other peoples and groups.

Article 31. You have the right to free time, play and rest, as well as to participate in cultural and artistic activities.

Article 33. You have the right to protection from the use of drugs and exploitation in their production and sale.

Article 35. The State must protect you from abduction, the sale of or traffic in children.

Article 37. No one may torture you, treat or punish you cruelly, unlawfully arrest you or deprive you of liberty.
You are protected from the death penalty and life imprisonment. If you go to prison, you have the right to contact with your family and legal assistance.

Article 39. If you have been exposed to armed conflict, torture, neglect, abuse or exploitation, you have the right to assistance with physical and psychological recovery.

Article 22. If you find yourself in a situation where you are a refugee, you have the right to special protection.

Article 24. You have the right to the best health care.

Article 26. You have the right to social security and social insurance.

Article 28. You have the right to free primary education provided by the State and also to post-secondary education, if you wish, based on your abilities. School discipline shall be conducted in accordance with children's rights and human dignity.

Article 30. If you are a member of a minority, you have the right to your own culture, religion and language.

Article 32. You have the right to protection from work that is harmful to your health or interferes with your development and education.

Article 34. You have the right to protection from sexual exploitation and abuse, including pornography and prostitution.

Article 36. The State must protect you from any form of exploitation that is harmful to you.

Article 38. If you are less than 15 years old, you have the right not to participate in war, and in armed conflicts you have the right to special care and protection.

Article 40. If you come into conflict with the law, you have the right to be treated with dignity and respect



THE STORY OF JANE

The Story of Jane is not based on actual people; the author wrote it based on her many years of experience working as a school psychologist.

Jane is 11 years old, she lives in Belgrade and is in 4th grade. Her mother took her to see the psychologist and told her that there was domestic violence in the family. Bad things have been happening to Jane "for as long as she can remember", she said. Jane's dad makes her feel very bad. He is constantly threatening her, scaring her, blackmailing her, yelling, and even when he is not angry at her, he never says nice things to her, he is not gentle towards her. When he is not angry, he pretends Jane does not exist. Particular concern and fear in Jane and her mum are caused by her dad entering the bathroom while she was showering, asking to watch her naked, commenting on her appearance in a way that confuses and scares her. He tried to touch her intimate body parts, but she managed to avoid it.

The feelings that the psychologist noticed in Jane were fear, shame, distress, sadness, helplessness and losing hope that things would ever get better, but also the hope that going somewhere where the father will have difficulty finding them could be the only way out.

Behaviours that can be observed in Jane are social withdrawal, sleep disorders, lack of concentration and motivation (she is unable to study and go to school, she is too worried about her mother and brother, she feels guilty about the lies and secrets into which she is forced). Jane is in a "state of capitulation" - she does not complain, she agrees to everything, which is for her the only way to survive, as well as in "a state of constant alert" - she is easily startled, everything distresses and scares her, the kids at school say she is very fearful.

• Lessons for teachers:

About the Convention: (from the CE Manual for 5th grade)

The United Nations General Assembly adopted the Universal Declaration of Human Rights in 1948. This document also included the rights of the child. The particular needs of the child also require particular attention, therefore, the United Nations adopted the Declaration of the Rights of the Child in 1959. The Declaration has no legal effect; instead, it is a moral obligation. The Convention is a kind of law, a treaty that is legally binding on the countries that sign it or "ratify" it. Therefore, on 20 November 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. It entered into force in 1990.

The Convention on the Rights of the Child is a United Nations treaty that specifies all the rights that belong to children. It sets basic standards for the well-being of children at different stages of their development. The Convention is a universal law that defines all rights of the child in one place and comprehensively, rather than having the rights of the child addressed through a series of international laws and agreements. It rests on four fundamental principles:

1. The right to life, survival and development that the State must provide to every child to the maximum extent possible (Article 6);
2. Non-discrimination - all children are entitled to equal rights, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Article 2),
3. The best interests of the child – the best interests of the child shall be a primary consideration in all proceedings concerning the child (Article 3),
4. Respecting the child's opinion - the child's right to express his or her opinion in all matters and actions directly affecting him or her and to have his or her opinion be taken into account (Article 12).

The Convention contains 54 articles, which define different types of rights. We can distinguish four groups of rights: The right to survival — includes the right to life and the right to the satisfaction of basic existential needs (food, shelter, adequate standard of living, medical care);

The right to development - includes everything that is important for normal and complete development of all the child's potentials (the right to education, to play, free time and recreation, to cultural activities, to access to information and freedom of thought, expression and religion);

Protective rights — require that children be protected from all forms of maltreatment, neglect and abuse (child labour, sexual and economic exploitation of children, drug use, participation of children in armed conflicts, care for child refugees, juvenile delinquency, violence and physical abuse);

Participatory right — gives children an opportunity to be active participants in the life of their community (the right to express their opinion freely and to participate in decision-making in matters directly affecting them, the right to association and peaceful assembly).

The Convention aims to improve children's situation in society, emphasising that every child is first and foremost an individual to whom human rights belong since birth. It contains all types of children's rights that are intertwined. There are no more or less important rights, because together, they all make up a whole.

TRUTHS AND MISCONCEPTIONS ABOUT THE RIGHTS OF THE CHILD

(From the CE Manual for 5th grade)

Children have the right to do whatever they want!

INCORRECT. The rights of the child do not mean absolute freedom of action. Learning that they have the rights, a child learns that rights have their limitations, that the same rights also belong to others and that by exercising their own rights, the child must not endanger others in exercising their rights.

The greatest obligations in implementing the Convention on the Rights of the Child belong to the parents!

INCORRECT. The greatest responsibility and obligation belong to the state. The role of parents is the most significant and the state must respect parents' right and responsibility to guide their child according to their abilities. At the same time, the state must help parents to fulfil their responsibilities by ensuring the development of institutions, resources and services for child protection, and providing financial assistance when necessary.

More rights for children - fewer rights for adults!

INCORRECT. The purpose of the rights of the child is not to substitute authority or institute anarchy, but rather to create the preconditions for the exercise of the human rights of every individual, regardless of age. To respect the rights of the child is to ensure life and development in a safe and healthy environment that encourages the reaching of the child's potential to contribute to society both as a child and when they grow up.

Some rights are more important than others!

INCORRECT. There are no more or less important rights, there is no hierarchy of rights. It is just that any right in a particular situation for a particular child can become most important and that its exercise/protection becomes the priority.

We give children rights, but what about their responsibility!? Let them show they deserve their rights!

INCORRECT. First of all, we do not give children rights and rights are not earned; instead, they belong to them by birth. Secondly, by advocating the exercise of their own rights, children develop a sense of responsibility and respect for the rights of other individuals and groups. An environment that respects a child as a person and a partner also encourages responsible action at the same time.

Children are not mature enough to participate in making important decisions!

INCORRECT. We will only know whether a decision is important to a child once we have asked them. In the life of every child and at all ages, there are things that directly affect the child and are important to them. There are many topics and a lot of content in the family, school, community regarding which a child can and should be heard and the child's opinion respected. If the child's views are properly taken into account, both the opinions and decisions that are based on them will be more valuable and meaningful.

By imposing responsibility on children, the child's right to a peaceful and happy childhood is undermined!

INCORRECT. Creating circumstances under which children have an opportunity to speak, to act and to be appreciated does not by itself negate their childhood. The child having more control over their own life does not mean that they will have less time for play and more worries, and that, instead, his or her development will be more complete and richer.

RECOMMENDED RESOURCES:

1. Civic education manual for the 5th grade of primary school

This will be of use to me the next time I teach this lesson...

SUBJECT:	CIVIC EDUCATION
GRADE:	SIXTH
TOPIC:	Step one – seeing community issues
TEACHING UNIT:	Seeing social community issues and reporting and discussing issues
LESSON TITLE:	Views and the value system and reporting – WHAT HAVE I LEARNED? (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• The students note multiple issues that exist in the social community in which they live (country, city – town, settlement, school, family...).• The students learn, by gathering information and researching available material, to distinguish the important from the unimportant, they learn to think critically and form their own opinions on something.• The students who give presentations practise public speaking, oratory, arguing their case, and students who listen practise active listening, asking questions, critical thinking.
OBJECTIVES:	<ol style="list-style-type: none">1. The students understand that sexual violence is one of the issues that exist in every social community.2. The students learn, by analysing available material, about violence, types of violence, responding to situations of violence, responding to situations where a child who is exposed to violence confides in them, as well as ways to respond on the part of certain social institutions that should deal with this issue.3. The students note the responsibility of society, the state, authorities, schools, parents and other adults, as well as the possibility for the child to disclose violence and seek help.
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD: VIEWS AND VALUE SYSTEM	
A/1 Mapping social community issues	
- The students are introduced to the issues that exist in the social community in which they live.	
A/2 Researching the issue of violence against children	
- The students research, as teams, 4 selected social community issues: 1. Gender equality; 2. Cyber violence; 3. Human trafficking; 4. Child sexual abuse - through A) A visit to an organisation dealing with the selected topic and an in-depth study of its official website and B) Surveying at least five people from their own environment (family, school, sports club, etc.)	
A/3 Preparation of presentations of the issue they have researched	
- The students prepare, as teams, a presentation of the issue they have researched and they themselves choose how to collect information about the issue, present the results and present the research on the issue as a social community issue.	
SECOND PERIOD: REPORTING AND WHAT I HAVE LEARNED	
A/1 Presentations of students' research on the 4 topics assigned	
- The students present their research on a social community issue and their research findings.	
A/2 Discussion on social community issues assigned	
- The students discuss the topics assigned and the presentations.	

METHOD (description of steps/activities HOW we will work)

FIRST PERIOD

A/1 Mapping social community issues

- At the start of the period, the teacher tells the students that today they will explore certain phenomena in the social community in which we live and in society in general, namely, the existence of certain social issues.
- In preparing for the lesson, the teacher will watch each of the proposed films in advance, and choose one of them:
Streets (Ulice), available at: *Free Zone Festival*
Children from Leningradsky Station (Deca sa stanice Lenjingradski), available at: *Free Zone Festival*
Let's Talk about Sexual Violence produced by Incest Trauma Center – Belgrade (2015)
- The teacher shows the film, and after the film projection, a brief discussion ensues about the impressions that the content of the film left on them.
- The teacher proposes that the students list all the issues that they have noticed exist in the social community and are presented in the film. When the students mention the issue of violence, the teacher asks them to specify all the forms of violence they have seen in the film, what forms there are, and gives a definition of child sexual violence. (5 minutes)
- Then the teacher asks them if those issues also exist in our social community, country, city, town where they live, school, family... asking students to list examples they have heard of in any way (media, in conversation, in school...).
- With the help of the students and through a guided discussion, the teacher specifies the most important issues that exist in the social community and writes them on the board, with the issue of child sexual violence highlighted as a special issue.

A/2 Researching the issue of violence against children

- The following activity relates to the division of students into groups. Then, the teacher briefly explains that, in groups, the children will work on researching a social community issue and what their homework will be. *The topics are: 1. Gender equality 2. Cyber violence 3. Human trafficking 4. Child sexual abuse*
- Depending on the number of students in a group, we form 4-5 groups with 4 to 5 students per group. If we have 5 groups, 2 groups can deal with the issue of child sexual abuse, and the other 3 with the other issues proposed.
- Topics written on the pieces of paper are drawn from a hat and the teacher determines, for each topic, one student who will work on it. Then groups are formed by other students gathering around a chosen topic which they select themselves or are encouraged to do so by the teacher and join their peer already chosen by the teacher. (5 minutes).
- The students receive assignments and recommendations for working as part of their groups. Alone or with the help of the teacher, they distribute duties within groups and agree on next steps in the research and making of the presentation of the issue for the upcoming period.
- The **homework** consists of two stages during which the children search for answers defined in a pre-prepared Questionnaire:
 - A) A visit to an organisation dealing with the selected topic and an in-depth study of its official website
 - B) Surveying at least five (5) people from their own environment (family, school, sports club, extracurricular activity, etc.)

- In order to complete the assignment, the students need to visit an institution/organisation dealing with the topic assigned and study in depth their official website by the next period:

1. [Gender equality](#) – Center E8
2. [Cyber violence](#) – Net patrola
3. [Human trafficking](#) – ASTRA
4. [Child sexual abuse](#) – Incest Trauma Center – Belgrade

- The teacher takes care of contacting and making arrangements with representatives of the institution/organisation. It is necessary for the teacher to announce this to them at the start of the school year, to make sure that they are willing to participate and make precise arrangements regarding the manner of cooperation and their expectations in order for the children to receive all the necessary information on the spot.

[If any of the organisations listed are not located in your city, use alternatives in the following order:](#)

- a) Contact the organisation listed and ask whether it has a branch or a partner organisation that is active in your city. If the answer is yes, that is your destination.
- b) The assignment is for the children to study in depth the official website of the organisation and to search for answers in that way.

- The Questionnaire with questions that different stakeholders need to answer during the research will help them with their research. The questions are the following:

1. [Who are the most common victims, and the most common abusers? Why is that?](#)
2. [Why must we never blame the victim?](#)
3. [Why is "being a true ally" important for the victim?](#)

[A/3 Preparation of presentations of the issues they have explored](#)

- The assignment of each group is to prepare, for the next period, a presentation of the issue they researched. The students themselves choose how to present the findings from gathering information on the issue and how to present the research on the given issue as a social community issue. Potential ways of presenting the issue are proposed to them, such as: a pin board, power point presentation, comic book, a lecture with supporting drawings, photographs, a short film....

- Reminder of presentation rules (duration, manner, task distribution within group...)

Issue presentation rules:

- Issue presentation duration (5 -7 minutes per group),
- Questions to the student presenters are asked after the presentation ends, and a general discussion ensues once all issues have been presented,
- Do not interrupt the presenter – there is room for questions, comments after the issues have been presented (unless the presenter planned own presentation differently)
- Listening to all presentations carefully, actively, with full mutual respect of speakers and the audience, as well as for the topic covered, regardless of our personal agreement or disagreement with the views expressed.

- Activity of providing instructions on work, data sources, and assignments to groups - 10 minutes in total

- At the end of the lesson, a brief evaluation of the lesson. "[What I liked most during this lesson... because... and today I feel...](#)" (3-5 minutes)

SECOND PERIOD

[A/1 Presentations of the students' research on 4 topics assigned](#)

- The students present research on social community issues: [1. Gender equality](#); [2. Cyber violence](#); [3. Human trafficking](#); [4. Child sexual abuse](#).

- The teacher checks if all groups are ready to present issues. The teacher asks them how they feel ahead of their performance and **praises them for doing this very important assignment and tells them that someone who did not know much about the topic or found himself or herself at risk, will certainly learn more from them.**

- Recalling the short rules on how to present (which can be written down and clearly displayed in the classroom). The teacher informs the students of the order in which they will present the information they have gathered and what the main objective of the lesson is (to get to know social community issues in more detail).

Issue presentation rules (same as above).

- Presentation of the students' work by topic (30 - 35 minutes). After each presentation, short questions from the audience and explanations from the students with the teacher's help are allowed.

A/2 Discussion on 4 social community issues assigned

- After all the presentations, the teacher initiates a brief guided discussion on the information we have received during this lesson, guides the students to think about the importance of dealing with these issues, and devotes particular attention to the issue of child sexual abuse. The teacher reminds them that during the next period, they will choose the issue they will deal with during this school year and asks them to think carefully about everything they have heard today, to research an issue they are interested in by themselves and come ready to choose an issue next week. (7 - 10 minutes).

- The questions that the children asked each other can guide the teacher as to the direction to go in after the group discussion. It is important that the teacher devote more attention to the issue of child sexual abuse, relying on student presentations, but also the information the teacher themselves have about it, as well as the questions that the students raised on the topic.

- Finish the lesson with the sentence "The most important thing I have learned today..." or put a quarter of a B1-format poster paper on the door / board with this title, where students will write down the most important thing they learned that day at the end of the period.

LESSONS LEARNED

The scenario and preparation for this period are fully aligned with the sixth grade CE syllabus and include all activities that are already envisaged by the Teachers' Manual for this teaching subject and unit. What is new is that child sexual abuse is specifically highlighted.

By using film and video materials, we present community issues to the students in a way that is clear and accessible to them. The students may be surprised by the film and the topic being raised, but this is to be expected, because there is very little discussion about this in our community. It is necessary to explain to the students that this is an issue that exists, ask them to recall if they have ever heard anyone talk about it, read about it somewhere (in newspapers, on the internet..) and the students will very easily accept to talk about this issue, as well as other ones. Offer and show them the results of Incest Trauma Center - Belgrade, statistics and websites they can visit.

The students may respond emotionally to film scenes. And that is normal. Let them have a few minutes to compose themselves, then initiate the discussion.

If the teacher is unable to show the film, he or she can use the repertoire provided here from the Introduction or appropriate content proposed as part of other subjects, as well as the Manual of Incest Trauma Center – Belgrade titled Healthy Choices for Children, which is also suitable for homeroom lessons.

When choosing the issues that the students will research, the teacher should be careful and, knowing their students, propose issues that they think they will find interesting to research. For example, the teacher will propose to them, as an important and very present issue in society – the issue of violence, and within it, the teacher will highlight as special and important – the issue of child sexual abuse, and then ask the students what other issues are also present and important to solve in our society, city, settlement where we live, and thus encourage students to present their observations and interest in certain issues and include them as the 3rd or 4th issue that they will research and on which they will give a presentation during the next period.

Give the students the opportunity to consult you until the next period, to show you how far they have come, ask you questions, voice their doubts in order to come to the period as prepared as possible. Depending on you and the students themselves, communication can also be successfully carried out electronically, and you can also let them know when you have a break when you are at school.

Using the guided discussion method, we raise different matters and topics related to social issues, we guide the manner of assessment, analysis, expressing views, opinions, ideas on a given topic, while being particularly mindful when talking about child sexual abuse.

By being directed to research an issue, to gather information about an issue and by preparing a presentation for the next period, the students will go through the first phase of project development (gathering information, using different sources of information...), form their own view on the issue, learn about social issues, obtain new information about child sexual abuse and start thinking about this issue as something that is happening here and now, rather than somewhere far away. That is how they come to think about what can be done, and who can do it, to prevent, reduce, solve the issue and who all the people are in the social community in which they live who need to deal with this issue, and how.

The presentation of the students' independent work provides them with the opportunity to present their views on social community issues and on the issue of child sexual abuse. In their presentations, they will cover all important questions, research statistics and a certain degree of initiative and a proposal of next steps for what can be done in this area.

Student presenters have an opportunity to express their views and opinions on the importance of dealing with this issue, to point to the existence of the issue and the responsibility of the social community.

Through the presentation of other issues as well that were chosen for analysis during the previous period, the students will get an idea of the social community in which they live and issues that are present in the community, which are important and waiting to be solved. They will be able to compare information, to identify links between issues, as well as the mutual conditionality in their creation and resolution.

Pin boards, slides, lectures... or another product of the student groups is a product of research on an issue and students' teamwork and should contain all relevant information about the issue.

The students are very fond of these ways of working and gladly accept to present the results of their learning or research in this way.

It is necessary to ensure that the presentation rules and the planned time are observed. The teacher should be prepared to respond to any situation that is unclear or raises doubts on the part of the students during the discussion, when a question is asked to which the presenters do not have a completely clear and prepared answer.

The products of the work of student groups should, in agreement with the students, stay displayed in the classroom or in some other convenient place in the school, so that staff, parents and other students can see them and learn from them.

The teacher should have flyers/texts with short instructions prepared on what to do if... and internet addresses and telephone numbers of institutions to which they can turn.

My experience shows that children have great interest in the topic of child sexual violence and are very motivated to continue working on it.

WORK MATERIAL

- In preparing for the lesson, the teacher will watch each of the proposed films in advance, and choose one of them:

Streets (Ulice), available at: Free Zone Festival

Children from Leningradsky Station (Deca sa stanice Lenjingradski), available at: Free Zone Festival

Let's Talk about Sexual Violence produced by Incest Trauma Center – Belgrade (2015)

- The official website of the organisation that the students are supposed to visit
- www.ijasamuztebe.org.rs and www.incestrauacentar.org.rs

RECOMMENDED RESOURCES:

1. Civic education manual for the 6th grade of primary school (for teachers and students)

This will be of use to me the next time I teach this lesson...

Authors:

Ljiljana Jović, psychologist, civic education teacher

Snežana Rakić, B.A. in pedagogy

SUBJECT:	CIVIC EDUCATION
GRADE:	SEVENTH
TOPIC:	Citizen
TEACHING UNIT:	Responsible and active citizen and civic activism
LESSON TITLE:	Responsible and active citizen - Project Unbreakable (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• The students recognise the knowledge, skills, attitudes and actions displayed by a responsible and active citizen.• The students understand the importance of civic activism and taking responsibility for the development and improvement of society, with a special emphasis on civic activism in different situations of fundamental human and child rights violations.
OBJECTIVES:	<ol style="list-style-type: none">1. The students understand that sexual violence is one of the issues that exist in every social community.2. The students also learn about sexual violence by analysing available material.3. The students see the possibility for a child to disclose violence and seek help.
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD: RESPONSIBLE AND ACTIVE CITIZEN	
A/1 Creating the profile of a responsible and active citizen	
<p>- The students recognise the knowledge, skills, attitudes and actions displayed by a responsible and active citizen.</p> <p>- This activity aims to encourage, on the part of the students, active thinking and the exchange of ideas about a responsible and active citizen who will have the knowledge, will be informed about their rights and responsibilities, will have the skills (how, where, in what way...) and will have their attitudes and human values that will help them take on civic responsibility to respond properly to a situation of human / children's rights violations, and also to be involved in activities (independent or social community activities) aimed at preventing and reducing violence, promoting non-violence and respect for rights.</p>	
A/2 Presentations of the profile of a responsible and active citizen and discussion	
<p>- The students should arrive through discussion at the undisputed view that violence of any kind is PROHIBITED and has a weight that cannot and should not be measured and compared, and that is why all citizens should take a clear stand against violence. Through exchange, reporting and discussion, the students will have a clear picture of these issues at the end of the lesson and will be ready to deal with the issue of child sexual abuse in more detail and depth during the next period.</p>	
SECOND PERIOD: PROJECT UNBREAKABLE	
A/1 Presentation of the Project Unbreakable campaign	
<p>- The students understand that activism can also be demonstrated through a campaign aimed at raising awareness of a particular community social issue.</p>	
A/2 Photo analysis – the truth about child sexual abuse	
<p>- Through a guided discussion on the characteristics of child sexual violence based on the example of the woman in the photograph, the teacher encourages their students to make a connection between the teaching material and real life, fosters empathy, guides the students towards the right conclusions by breaking stereotypes and encouraging them to take action.</p>	

FIRST PERIOD

A/1 Creating the profile of a responsible and active citizen

- Introductory plenary part of the period during which the students will list the skills, knowledge and values of a successful basketball player on the first team.

What skills, knowledge and values should a basketball player on the first team have? – writing on the board / B-format poster paper / flip chart. (3 -5 minutes)

- Division into 4 small groups that will work by "station".

Four stations with four requirements:

1. The **knowledge** of a responsible and active citizen (everything that a responsible and active citizen needs to know, needs to be informed about - the situation of child violence, for example)
2. The **skills** of a responsible and active citizen (what skills and competencies he or she needs to possess)
3. The **attitudes and values** of a responsible and active citizen (what attitudes and values a responsible and active citizen needs to have and develop - the situation of child violence, for example)
4. **Citizen's actions** – Whether or not and how a responsible and active citizen should respond:
 - to a situation of suspicion or knowledge that a child was sexually abused
 - to situations of legal and human / children's rights violations?

- The groups go from station to station and write down their opinions that should differ from the previous one (no repetition, only new comments, ideas, observations are added...). Requirements from 1-4 will be written on larger-format papers on 4 desks / flip charts / boards / wall posters, and groups will take turns adding their ideas.

A/2 Presentations of the profile of a responsible and active citizen and discussion

- Once all of the groups have visited all of the stations, they stay next to the station that was the last for them and reporting begins from the first to the fourth station.

- The teacher leads the reporting and discussion using information, facts, arguments, ideas written by the students on the stations, what they said in the discussions, prompting them to think about what a responsible citizen is and what an active citizen needs to do in situations of human / children's rights violations, especially in situations of child sexual abuse.

- The students should arrive through discussion at the undisputed view that violence of any kind is PROHIBITED and has a weight that cannot and should not be measured and compared, and that is why all citizens should take a clear stand against violence. Through exchange, reporting and discussion, the students will have a clear picture of these issues at the end of the lesson.

- Upon completion of the reporting and discussion, the teacher gives a general conclusion on the topic and **refers the students to the legal framework**.

Regarding the obligation to report and punish the failure to fulfil this obligation, the legislator prescribes the following:

- Article 263 paragraph 3 of the Family Law (Official Gazette of the Republic of Serbia, no. 18/059) prescribes the right and duty of all children's, health and educational institutions, institutions for social protection, justice and other government institutions, organisations and citizens to inform the public prosecutor or guardianship authority on the need for protection of a child's rights. Article 253 of the Criminal Procedure Code (Official Gazette of the Republic of Serbia, nos. 46/06, 49/07) states that all government bodies, bodies of territorial autonomy or local government bodies, public enterprises and institutions are required to report crimes prosecutable ex officio, of which they are notified or learn about them in another way. The obligation referred to in paragraph 1 of this Article is incumbent on all individuals and legal persons, who, under the law, possess certain public authority or are professionally engaged in the protection and security of property, treatment and healthcare of people, and in the care or education of minors, if they learned about the criminal offence in connection with their activities.

- **Failure to report a criminal offence and offender (Article 332)**

(1) Whoever knows that a person has committed criminal offences for which the law may pronounce a prison sentence of thirty to forty years or only knows that such an act has been committed and does not report it before the act or offender has been discovered, shall be punished by imprisonment of up to two years. (2) The sentence referred to in paragraph 1 of this Article shall also be imposed on an official or responsible person who knowingly fails to report a criminal offence of which he or she learned in the performance of his or her duties, if the offence is punishable by imprisonment of five years or a harsher sentence. (3) An official or responsible person who knowingly fails to report a criminal offence of his or her subordinate, which the subordinate committed in the performance of his or her official, military or work duty, if the act is legally punishable by imprisonment of thirty to forty years, shall be punished by imprisonment of six months to five years. (4) For failure to report a criminal offence or an offender referred to in paragraphs 1 and 2 of this Article, a person shall not be punished to whom the offender is his or her spouse or a person with whom he or she lives in a permanent extramarital union, a blood relative in the direct line, sibling, adoptive parent or adopted child, or a spouse of any of the aforementioned persons, or a person who lives with any of them in a permanent extramarital union, or a defence counsel, doctor or the offender's religious confessor.

SECOND PERIOD: Project Unbreakable

Note: In preparing for this period, the teacher needs to study in detail the technical article by Vesna Brzev Ćurčić on offenders (in the Educational Package for the subject of Psychology).

A/1 Presentation of the Project Unbreakable campaign

- One of the ways to show your community activism are also campaigns aimed at raising awareness of a certain social issue. This is one of them.

- The teacher explains the Project Unbreakable campaign which was launched by an activist called Grace Brown in 2011, asking women and men to send in their photographs with a message addressed to them by the person who sexually abused them. Grace herself was surprised by the number of people who answered the call -- as many as 2,000 girls from around the world summoned the courage to join Project Unbreakable! Some chose to remain anonymous, but many of them sent photographs also showing their face along with a quote from the abuser.

A/2 Photo analysis – the truth about child sexual abuse -

One of the photos from the campaign is the following one:



"You can't tell or I'll kill your new baby brother." He was 52. I was 4.

- If it is technically feasible, the teacher displays the photo using the projector and leaves it on. If not, the teacher shows a printed version. Showing the photograph and analysing its aspects is intended to develop empathy with the victim and encourage action.

- The teacher asks what we undoubtedly know based on this photograph. The teacher guides the conversation further highlighting the aspects of what is displayed in the photo - the truth about child sexual abuse. The conversation flows in such a way that each segment begins with a question, children are encouraged to answer if they know, remember from the prior learning process, and if not, they say what they think and the final truth is underlined by the teacher.

- The teacher makes sure that after each question, it is completely clear what the answer is, that nothing remains unclear. Through a guided discussion on the characteristics of child sexual violence based on the example of the woman in the photograph, the teacher encourages their students to establish a connection between the teaching material and real life, fosters empathy, guides the students towards the right conclusions by breaking stereotypes and encouraging them to take action.

1. *The victim is female. Is that a coincidence?* No. Of 4 victims of child sexual abuse, 3 are girls.
2. *The abuser is a man. Is that a coincidence?* No. Of 10 child abusers, 9 are men.
3. *Why are abusers most often men and victims are most often girls?* Because society assigns us roles, sets stereotypical expectations regarding the behaviour of women and men, and thereby establishes a foundation for women to find themselves in the role of the victim, and for men to take on the role of the abuser. Namely, what is considered normal and "natural" behaviour of a man or woman often makes it more difficult to recognise violence, to identify and stop it in time. For example, if we think it is okay for a husband to "let" a woman walk somewhere or that a woman "should tolerate" something that does not suit her for the sake of peace in the home, then in so doing, we fail to recognise the abuse of the power that society gives to the man and the control of relationships at the woman's expense. This is how violence that "we do not see" arises and unfolds. When the situation is reversed, it immediately "stands out" and then the violence is prevented and stopped.
4. *The girl was 4 years old when she was exposed to sexual abuse. Is that an isolated incident?* Absolutely not. The First National Study on the Child Sexual Abuse Issue in the Republic of Serbia showed that, in the age group from 10 to 18 years, in every class in Serbia there are 4 children who have experienced some form of sexual violence in their life and another 4 children who know someone to whom it has happened. In every class, there are 2 children who have been exposed to sexual abuse in the last 12 months.
5. *The victim speaks English. Is this violence specific to foreign countries, especially Western countries?* No. Research shows that its prevalence around the world is very uniform and that global and European statistics have been confirmed in our country.
6. *The abuser used threats and intimidation to keep the child silent. Is that common?* Yes, it is.

We cannot tell from the photograph, but let us try to guess:

- What is the relationship between the abuser and the child? We are least likely to be wrong if we assume the abuser is a person close to the child who is in constant contact with the child, rather than some "paedophile from the park who attacked the child once never to reappear". Unfortunately, a child is much more likely to experience violence committed by this person for several months or several years. According to statistics, it is most often the child's father or father figure (stepfather, caregiver, adoptive parent), or another male relative (grandfather, paternal uncle, maternal uncle...). The second most common abuser is a person outside the family who is nevertheless known and close to the child (a family friend, coach, private tutor).
- At the end, the teacher concludes: the author of the campaign seeks to highlight the effects / marks the victims of assault carry and wants to encourage them to move on. One out of three women and one out of five men have been victims of some form of sexual violence at least once in their life - the data is even more concerning, since the statistics only record official data. A frightening statistic is that 15 out of 16 rapists have not spent a day in prison.

A/3 The teacher displays additional photos from the campaign and provides a translation of the messages (see at the end of the text). If this is not technically feasible, the students receive printed photographs with a translation, a copy for each of them to take home. It is also possible, for a certain period of time, for the entire material to be displayed on a pin board / poster in the classroom or another visible place in the school where people pass by most often.

LESSONS LEARNED

It is expected that the students will stay at some stations longer, so the teacher should be ready to help by providing additional explanations regarding the requirement of a particular station. If necessary, depending on the students' interests, the time for some activities may be extended or shortened. It is important that the students leave the lesson with clarity on what it means to be a responsible and active citizen, what rights, responsibilities the citizen has, what their obligations are and what they need to know and how they need to respond to situations of human / children's rights violations, especially to situations of violence against children.

WORK MATERIAL

Project Unbreakable

Women and men send in photos with a quote from the abuser. The global campaign was launched two years ago by activist Grace Brown (21).



"Stop struggling. You're only hurting yourself."



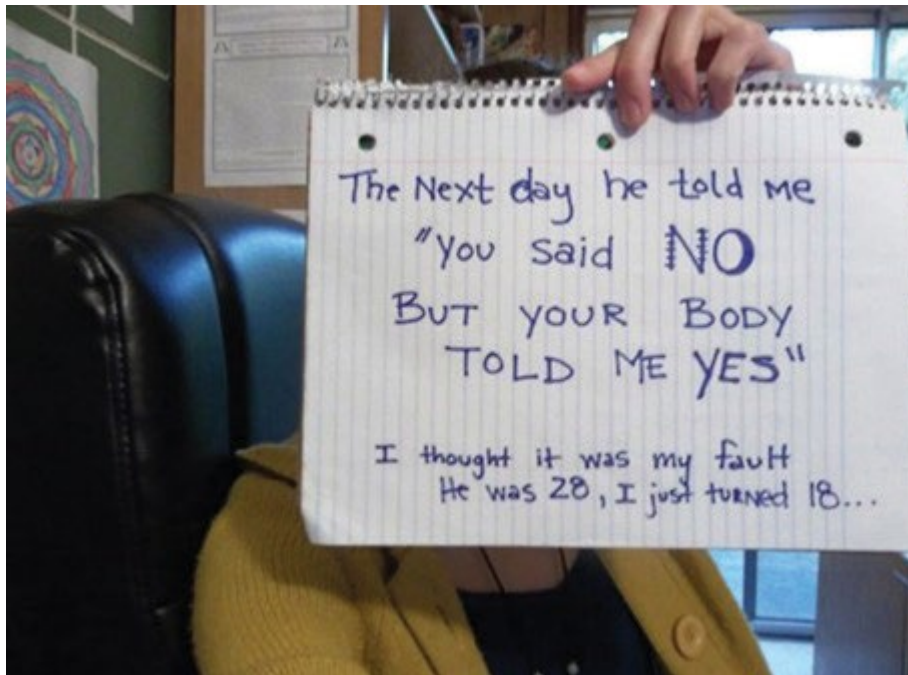
"You should thank me for giving you more experience than other girls your age"



"Can I write you a check to keep you quiet?"



"Don't worry. I won't tell anyone about this. He then told everyone that I begged him to have sex with me. He was my first boyfriend..."



*The next day he told me,
"You said NO, but your body
told me YES."
I thought it was my fault.
He was 28, I just turned 18...*

"You can't tell or I'll kill your new baby brother. He was 52, I was four"

"If you tell your parents, they won't love you anymore."

"I am an adult, you're a child. What makes you think I am wrong?"

"Stop struggling. You're only hurting yourself."

"Can I write you a check to keep you quiet?"

"They won't believe you"...

These are just some of the things abusers said before and after rape! As many as 2,000 girls from around the world have summoned the courage to join [Project Unbreakable!](#) The global campaign was launched two years ago by activist Grace Brown, with the aim of helping victims of sexual assault. She did not expect the kind of response it got, but dozens of abused girls send her photographs every day. Some of them do so anonymously, but many of them mustered the courage to show their face.

"You've done this before, there's no way you're a virgin. He was 48, he was a tennis coach. The girl was 15 at the time of the rape and she was a virgin. Her tears meant nothing to that monster" - says Grace.

RECOMMENDED RESOURCES:

1. Civic education manual for the 7th grade of primary school (for teachers and students)

This will be of use to me the next time I teach this lesson...

Authors:

Snežana Rakić, B.A. in pedagogy

Ljiljana Jović, psychologist, civic education teacher

SUBJECT:	CIVIC EDUCATION
GRADE:	EIGHTH
TOPIC:	Children in the modern world
TEACHING UNIT:	The best interests of the child
LESSON TITLE:	The best interests of the child (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• The students recognise violence and correctly name it, understand the dynamics of power and control in the family and other relationships.• The students understand that children are not responsible for violence – they will be reminded of the importance of reporting and prosecuting any type of violence.
OBJECTIVES:	<ol style="list-style-type: none">1. The students know basic information about child sexual abuse.2. The students empathically consider the specificities of the position of the child exposed to sexual abuse and recognise his or her best interest, as well as how it is determined and realised.3. The students know their responsibility at the time of disclosure of sexual violence and in the process of seeking help.
CONTENT (brief description of the steps/activities – WHAT we will do)	
FIRST PERIOD	
A/1 Actors and factors of the realisation of children’s rights – Film	
<p>- The students are introduced to the actors and factors in the realisation of children’s rights by watching a film (Punam or Kids+Money – Free Zone films).</p> <p>- These films provide an excellent basis for considering the role of the family, society, the state in the position of the child and recognising the importance of key factors for the exercise of children’s rights: tradition, culture, economic situation, government, etc.</p>	
A/2 Best interests of the child	
<p>- The students learn about the best interests of the child through discussion.</p> <p>- Short answers about the best interests of the child are listed using the work material in the CE Manual.</p>	
SECOND PERIOD	
A/1 Response in the best interests of the child - role play	
<p>- The students should place themselves in four different realistic situations (role-playing) and design and play out responses that are in the best interests of the child.</p>	
A/2 Response in the best interests of the child – discussion	
<p>- The students understand what a response in the best interests of the child should be like through a guided discussion after the role play.</p>	

FIRST PERIOD

A/1 Actors and factors of the realisation of children's rights – Film

- The students address the actors and factors that influence the realisation of children's rights by watching some of the excellent films of Free Zone – the recommendation is to watch Punam or Kids+Money.

A/2 The best interests of the child

- The students are introduced to the concept of the best interests of the child by opening a discussion on the question: *Are there general best interests of the child, who defines them and how?*

- The teacher writes on the board the title: **The best interests of the child** - and invites the children to think and decide what they will write down as key to this topic. So, what do the best interests of the child mean, what is of key importance to the child to make everything best for him or her, in his or her best interests? Everyone should write on the board what they chose as a concise, substantive answer. When asked to produce the key determinants of the best interests of the child, the students will consider the child's interests and evaluate their different segments. The title and what the children come up with will remain on the board.

- The principle of the best interests of the child is not defined in the Convention on the Rights of the Child, nor is it simple or unambiguous. It requires that when making every decision, all circumstances of each individual case must be taken into account and the decision must be made in the best interests of the child whose rights are decided upon. It is assessed according to the circumstances of each particular case, and some elements for assessing the child's best interests are: the age and sex of the child, the wishes and feelings of the child given the age and maturity of the child, the needs of the child, and others.

- A strong example of not having a “formula for an average child” to use to determine the best interests of each child is **sexual violence against children**. This violence is gender-based violence. It is an abuse of power and authority by a person very close to the child, usually the father. It is prevalent to such an extent that it always has to be borne in mind when it comes to the position of children – the first major research conducted in this country showed that at the age of 10 to 18 in each school class in Serbia there are 4 children who have experienced a certain form of sexual violence and 4 other children who know someone who has experienced it (from the National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia by Incest Trauma Center - Belgrade). The social pressure to remain silent about sexual violence and to deny it is enormous. If we succumb to that pressure, it makes it easier for abusers, and makes it difficult for children who have experienced sexual violence.

SECOND PERIOD

A/1 Response in the best interests of the child - role play

- The students are divided into 4 groups and use the role-playing method to show what they would do in the given situations. In situations 1 and 2 (domestic violence and peer violence), the students can also play out both the situation of violence and proposed solution to the situation in the best interests of the child. In situations 3 and 4 (relating to child sexual abuse), the situation will only be read and the response of the persons involved in the situation from the moment of disclosure of sexual abuse will be played out.

- The division into groups can be organised by the teacher who knows the students and their interests and decides who will be in which group, or may also ask who would like to role-play the given situation, thus ensuring a better motivation of the students for work.

- If some students do not wish to play, the teacher should not insist that they should do so. Assign them to a group and give them the task of participating in the way they want (reading the text, proposing, providing technical support or otherwise helping “actresses and actors”).

- **The actual situations of sexual abuse are never role-played, but only the conduct, the response of adults and children upon learning that the abuse has occurred!**

- The time scheduled for preparing the role play is 3-5 minutes, and 3 minutes per group for doing it.

- Each group receives a different assignment, i.e. a different situation, on a card.

SITUATIONS:

Situation 1: (domestic violence)

- In your neighbourhood, in the apartment on the floor above yours, lives a family consisting of a father, mother, daughter (9 years) and son (5 years). From their apartment, quarrelling, noise, shouting, crying and screaming are often heard, as well as the sound of door slamming, object throwing, etc. The father often comes home under the influence of alcohol and abuses everyone in the family, shouts at them, hits them, and a few nights ago he threw them out in the middle of the night.

What will the neighbours, adults, responsible people do? What would you do?

- **Task for the group:** Read the text carefully, think about the situation, agree on the actions of responsible neighbours, divide the roles and play out the situation and actions of responsible neighbours, passers-by, you – as the next-door neighbours.

Situation 2: (peer violence)

- Three girls walk into the locker room after a physical education period and comment:

Girl 1: I will never pass the ball to her again in my life.

Girl 2: Yes, the worst move.

Girl 3: I'm going to drink water.

- Two boys walking down the hall:

Boy 1: Oh, school was such a drag today...

Boy 2: Why, what happened?

Boy 1: I got an F on that stupid art assignment. I didn't hand it in, I didn't do anything.

Boy 2: Look, there's someone in the locker room. Let's shoot some videos!

Boy 1: Hurry up, they are going straight to YouTube!

- **Task for the group:** Read the text carefully, share the roles and agree on the outcome – what happened next? What was the sequence of events, the way out of the situation? What should be done in such situations?

By role-playing, playing out the situation and the way out of it, try to show the feelings of participants in a situation of violence, to show that it is impermissible and undesirable behaviour, to show the ways and possibilities how this situation can develop and who the trusted people in the school that students can turn to for help are.

Situation 3: (child sexual abuse)



In the cloud:
I don't want anyone to notice

Below:
Recognise the warning signs of sexual violence

- A schoolgirl showing signs of stress and illness in school, is often unwell, faints, freezes and unable to walk. The staff often call the ambulance, parents, medical examinations show that everything is physiologically fine, they say stress, puberty ... She goes to the developmental counselling unit...

One day the girl confides in her biology teacher that she was sexually abused in the family...

- **Task for the group:** Think about the situation, agree as a group what the biology teacher should do, acting in the best interests of the child. Divide the roles in the group and play out the situation from the moment the girl has already confided in the teacher, showing the actions of the biology teacher.

Situation 4: (child sexual abuse)

- Stephanie is 8 years old and has been practising karate. Her coach started acting strange, coming into the locker room while she is changing, as if to ask something, "accidentally" touching the intimate parts of her body during practice, looking at her persistently and strangely, it seems dangerous to her.

Today, when it was time to take her home after the practice, the coach entered the locker room and began to kiss and touch her. At that moment, the night watchman appeared and saw what was happening. Stephanie ran out of the locker room crying.

What happened next? What will the night watchman, parents / caregivers, Stephanie, the club management do?

Task for the group: Read the text carefully, think about the situation, agree as a group what should be done by the night watchman, parents / caregivers, the club management, acting in the best interests of the child. Divide the roles in the group and play out the situation from the moment Stephanie has already run out of the locker room, showing the response of the night watchman, parents/caregivers, the club management.

- After the preparation, the groups role-play the situations - the scheduled time is 3 minutes per group.

A/2 Response in the best interests of the child - discussion

- After each performance, the offered solutions are commented on, possibly corrected, supplemented. The teacher emphasises believing the victim unconditionally, praises the decision to confide in the teacher, emphasises the unequivocal responsibility of the abuser.

The focus is placed on finding a trusted adult to turn to or contacting the police (possibly anonymously, at 192) to report the abuser. It is also recommended to contact Incest Trauma Center - Belgrade (an organisation that has experts who help children - victims of sexual violence; they can be contacted by email, phone and in person; confidentiality is guaranteed and all services are free of charge; www.incestrauamacentar.org.rs, itcentar@eunet.rs).

- The teacher's conclusion on what everyone needs to do in a situation of suspicion or knowledge that a child is exposed to sexual abuse and a situation when someone who has been abused confides in you: everyone is introduced to the messages from the brochure of the Peer Team of Incest Trauma Center - Belgrade titled I Am with You, Too! (scheduled time: 3-5 minutes)

- The teacher now asks the children to go back to the start of the lesson and once again look at what is written on the board as key to determining the best interests of the child.

LESSONS LEARNED

A careful approach to how to divide into small role play groups has been learned through the authors' experience and testifies to the importance of caring for children's boundaries.

By playing the role of the teenage girl and the teenagers looking for a solution to the case of their sexually abused friend, the students will strengthen their readiness to respond appropriately in a real situation. They will learn and practise what is crucial when finding out about sexual violence against a child, and will have the opportunity to express during role play the emotions awakened in them during the lesson.

The 8th-graders seem to prefer verbal methods. They feel old enough and smart enough to discuss many serious topics, and they are at the age of challenging "truths", redefining attitudes, forming new conclusions and learning and understanding what the best interests of the child mean. They are willing to express their opinions and confront arguments. That is why we believe that guided discussion is the right method of working with them. It is very rewarding and efficient to deal with their stereotypes and prejudices in this way.

Regarding a topic charged with serious emotions, role-playing is very useful. We give the children an opportunity to "play out" the emotional part of their attitude, as well. If a child says in the course of a role-play that they will kill the abuser, that this or that should be done to the abuser, we do not attack that, but state that we understand the emotions of anger and rage that arise because the child is injured and is experiencing pain, with these emotions reflecting compassion for the child – and we go to what is legally required to be done in the best interests of the child – report the abuser and make an effort to put the abuser in jail.

Our experience in the execution of this double period shows that children express great interest, seriousness and motivation to continue to learn in this field.

WORK MATERIAL

- Cards with the situations of violence and assignments for groups (situations 1-4)
- The Incest Trauma Center – Belgrade Peer Team against Sexual Violence. Brochure: I Am Here For You, Too! is available at www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs.



www.ijasamuztebe.org.rs



EVROPSKA UNIJA



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ВЛАДА

КАБИНЕТАРИЈА ЗА САРАДЊУ СА ЦИВИЛНИМ ДРУШТВОМ



Hemofarm
Fondacija

- ***The principle of the best interests of the child***
(From the Civic Education Manual for the 8th grade)

The essence of the principle of the best interests of the child consists of the obligation of the government and all relevant institutions to take care of the child's best interests in all procedures concerning the rights of the child. This means that in making each decision, all circumstances of each individual case must be considered and the decision must be made in the best interests of the child whose rights are decided upon.

The content of the best interests of the child is not specified in the Convention on the Rights of the Child or in other documents, but is a legal standard that is assessed based on the circumstances of each particular case, with some of elements for assessing the best interests of the child being: the age and sex of the child, the wishes and feelings of the child given the age and maturity of the child, the needs of the child, etc.

The most important aspect of determining a child's best interests is to allow the child to determine their best interest. In this sense, the best interests of the child are closely related to the right of the child to participate, i.e. the right of the child to express their opinion on issues that concern them and have that opinion taken into account when making decisions.

In order to achieve the best interests of the child, it is also important to establish the opinion of the child and make a decision in an unbiased manner relating to all children, regardless of their sex, age, race, skin colour, religion, family status, ethnic, national or social background, property status and any other individual and social characteristics of the child or its parent or legal guardian.

In some situations, the best interests of one child may be in conflict with the interests of another child or group of children, so in these situations it is especially important to establish the opinion of each individual child in an unbiased and non-discriminatory manner in order to make the right decision (for example, in cases of peer violence in schools, when the school is obliged to pay attention to the best interests of each child, i.e. both the child who committed violence and the child exposed to violence).

RECOMMENDED RESOURCES:

1. Civic education manual for the 8th grade of primary school (for teachers and students)

This will be of use to me the next time I teach this lesson....

SUBJECT:	CIVIC EDUCATION
GRADE:	FIRST – secondary school
TOPIC:	Violence and peace
TEACHING UNIT:	Violence in our surroundings
LESSON TITLE:	The truth about child sexual abuse – I AM WITH YOU, TOO! (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• Capacitating the students to use the acquired knowledge of types of violence and their manifestation in behaviour in everyday life.• Enhancing the students' ability to collect, analyse, organise, critically assess, apply and transmit relevant information.• The students form a realistic image of themselves and the world around them, responsibilities to themselves and other people.
OBJECTIVES:	<ol style="list-style-type: none">1. The students are introduced to the concept of sexual violence2. The students are introduced to the prevalence and frequency of sexual violence, and the effects/marks that violence leaves on the person exposed to it3. The students understand the situation of a survivor of sexual abuse4. The students know how to respond when it comes to sexual violence.
CONTENT (brief description of the steps/activities - WHAT we will do)	
FIRST PERIOD - THE TRUTH ABOUT CHILD SEXUAL ABUSE	
A/1 Introduction: What is sexual violence	
- The students are reminded of the definitions and determinants of the topic of sexual violence.	
A/2 Truth and prejudice about sexual violence – exercise	
- The students are introduced to the correct and typical incorrect views (prejudice) about sexual violence.	
A/3 Key messages on sexual violence – summary	
- The students are introduced to the key messages of the Incest Trauma Center – Belgrade Peer Team on sexual violence and that there is always someone who will be able and willing to help.	
SECOND PERIOD: I AM HERE FOR YOU, TOO!	
A/4 Introduction	
- The students are reminded of the facts about sexual violence.	
A/5 Response to sexual abuse – exercise	
- The students understand that it is always important to confront violence and the abuser – and that there is always someone who will be able and willing to help.	
A/6 My message – summary	
- The students understand that they can find a way to help a person exposed to sexual violence.	

FIRST PERIOD

A/1 Introduction – What is sexual violence (10')

What is sexual violence?

- When we say sexual violence, we most often think of rape. Sexual violence, however, is not just rape. It can be based on various forms of manipulation: deception, blackmail, threats, abuse of office or authority... What is common to all types of sexual violence is that they are always based on an imbalance of power. Sexual abusers abuse the difference in age, experience, authority...
- Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of sexual gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.
- Sexual violence is often invisible to most in society, and official data on sexual violence is far removed from the actual situation, as not all cases have been reported. This is partly due to all cultures that often condemn victims, and the victim feels shame.
- Social attitudes about child sexual abuse make the child's life difficult. Most often, the facts are clouded: about the prevalence, who is the most common victim, who is the most common offender, where violence most commonly occurs and how long it lasts, about the multiple risk for a number of groups of children who are additionally vulnerable and about recovery.
- **By learning the truth about the life of a child who has been exposed to sexual abuse, we develop empathy and our active role as allies in the process of reporting this crime and in the process of recovery, instead of being observers who, in this role, support sexual violence and directly assist the offender.**

A/2 Truth and prejudice about sexual violence – exercise (25')

In the next step, the teacher uses [Section 1](#).

(The teacher prints in advance for each student a personal copy of this work material to be used in class and taken home later.)

- In class, the students read silently the claims from [Annex 1](#) and – thinking about a close friend – circle the answer they believe is correct.

- Then each statement is briefly discussed in class and after each statement the teacher concludes the discussion by saying the correct answer aloud.

Notes to the teacher: Below, as part of the work material, the correct answer is indicated for the teachers, while the students receive [Annex 1](#) as blank material in which they have to circle their answers. The teacher needs to familiarise themselves in detail with the results of the National Study on the Child Sexual Abuse Issue in the Republic of Serbia (2015©Incest Trauma Center – Belgrade) in order to effectively facilitate student discussion.

SECOND PERIOD

A/4 Introduction (5')

Briefly repeat the conclusions from the previous lesson:

- *What is sexual violence?*
- *Who to turn to? Trusted adult, school counsellor, homeroom teacher, Team for the Protection of Children from Violence, police, prosecutor's office, centre for social work, Incest Trauma Center – Belgrade.*

A/5 Response to sexual abuse - exercise (30')

- Ask the students to imagine a situation in which a friend confides to them that she was (or still is) a victim of sexual violence.

- Each student receives a Questionnaire ([Annex 2](#)), with the task of writing a YES (if the attitude is appropriate) or NO (if the attitude is not appropriate).

If there is a dilemma, or the solution could warrant either YES or NO, let them mark it YES/NO, and try to explain such an answer.

The teacher prints out for each student in advance the Questionnaire: Correct/incorrect behaviour when a friend confides in us that he or she has experienced sexual violence.

- After they all finish, the students read the item by item together and comment on why YES or NO.

- Then, the teacher uses the Key to the Questionnaire ([Annex 2a](#)) by reading:

Example:

Oh, such bad luck! Why is it always you?

Key: NO – because, in this way, you are shifting the blame from the abuser to the victim.

A/6 My message – summary (10')

- The teacher closes the lesson by showing [Slide 1](#).

- Tell the students that they will sometimes be the first step on the path of victims of sexual violence and that it is very important how they will react in this situation.

Homework: Give them homework to formulate their message they would give a friend facing a situation of sexual violence.

- At the end of the lesson, the teacher gives each student a personal copy of the Questionnaire key they can take home ([Annex 2a](#)).

LESSONS LEARNED

An interesting method, well-received by students, can cloud your priority for the lesson to clearly achieve the planned goals, so it is recommended to check several times during work whether you are gradually meeting your goals.

WORK MATERIAL

- Annex 1

1. A child who has been sexually abused is the only one to blame YES NO
2. Young people who start having intimate relations early are most often victims of sexual violence YES NO
3. Girls who dress provocatively are most often victims of sexual violence YES NO
4. Sex between an adult and a child has no effect on the child YES NO
5. Sexually abused children are most commonly those who live in a home or on the street YES NO
6. People who sexually abuse children should go to prison YES NO
7. Child sexual abuse is more frequent than people think or know YES NO
8. When a child says they are sexually abused, the child should be believed YES NO
9. People who sexually abuse children are most often male YES NO
10. Someone close to a child or family member would never sexually abuse a child YES NO
11. A child with disabilities would ever be abused by anyone YES NO
12. The recovery of a child who has been sexually abused is possible YES NO
13. A person who sexually abuses children is difficult to recognise in their environment YES NO
14. When you suspect or know that a child has been sexually abused, you should always report to the police YES NO
15. **Educational film** (8 minutes) - 2015©Incest Trauma Center – Belgrade; *Let's Talk About Sexual Violence*, www.incesttraumacentar.org.rs/Produkcija/Videoteka and www.ijasamuztebe.org.rs .

Source: *Incest Trauma Center – Belgrade (2015). First National Study on Child Sexual Assault Issue in the Republic of Serbia.*

Answers for the teacher: 1-NO; 2-NO; 3-NO; 4-NO; 5-NO; 6-YES; 7-YES; 8-YES; 9-YES; 10-NO; 11-NO; 12-YES; 13-YES; 14-YES.

- Chapter 2 - Questionnaire:

Correct/incorrect behaviour when a friend confides in us that they have experienced sexual violence

1	Such bad luck! Why is it always you?
2	THAT'S TERRIBLE! Ew!
3	I can't believe it!
4	I understand how you feel.
5	That could never happen to me!
6	What did he force you to do?
7	You can trust me, of course I won't tell anyone
8	I'll tell the homeroom teacher!
9	Why didn't you run away?
10	I will get our friends to beat him up, he will live to regret what he did
11	I know to whom you can turn
12	Poor you
13	Tell me everything, it will make you feel better
14	I will be there for you
15	Why didn't you defend yourself? Why didn't you kick him?
16	Why on earth did you go there
17	You are naïve
18	Come, let me give you a hug
19	Of course, when you wear such low-cut necklines. You're such a tease!
20	Do you want to report what happened to you?
21	Well, it's not that bad...
22	I told you to stay away from him!
23	What do you expect when you dress like that?

- SLIDE 1

It is appropriate to:

- Listen
- Accept
- Believe
- Try to understand
- Provide support
- Provide practical information

Inappropriate (avoid):

- Do not offer what is not requested!
- Do not make decisions instead of the child
- Never ever blame the child
- Do not act horrified (avoid words terrible, horror, awful, disgusting, unbelievable)
- Do not demonstrate cheap pity (poor you...)
- Do not rush the girl child to tell you...
- Do not ask for details
- Do not tell others what you were told in confidence
- No hindsight (why didn't you...).
- VIOLENCE IS NEVER THE FAULT OF THE ABUSED PERSON.

• Annex 2a – Questionnaire key

1	No, because that shifts the blame from the abuser onto the victim
2	No, because it only intensifies the negative feeling the victim already has
3	No, because the victim might regret saying anything to you
4	Yes, because the victim needs empathy
5	No, because that shifts the blame onto the victim
6	No, because you should not ask for details
7	Yes, because the victim needs trust and support
8	No, because you should not decide instead of the victim
9	No, because that is hindsight, which means nothing
10	No, because you should not decide instead of the victim, besides, you can only make the situation worse
11	Yes, this is how you give practical advice
12	No, because you should not demonstrate "cheap" pity
13	No, because you should not rush her
14	Yes, because the victim needs support
15	No, because that is hindsight, which means nothing
16	No, because that is hindsight and you are shifting the blame onto the victim
17	No, because you are shifting the blame onto the victim
18	YES/NO, please note that a victim of sexual violence is particularly sensitive. You may not want to touch them. It is normal to hug someone when we want to support them, but assess and respect the needs of the victim. If you listen carefully to the victim and feel what they are saying, you will know if they want to be touched (hugged) or not
19	No, because that shifts the blame onto the victim
20	Yes, because that demonstrates the seriousness of the problem and respects the needs of the victim
21	No, because that relativises the feelings and problem of the victim
22	No, because that shifts the blame onto the victim and presents hindsight
23	No, because that shifts the blame onto the victim

RECOMMENDED RESOURCES:

1. Incest Trauma Center –Belgrade (2015). I am here for you, too! – Brochure of the Peer Team Against Sexual Violence.

This will be of use to me the next time I teach this lesson....

SUBJECT:	CIVIC EDUCATION
GRADE:	THIRD - secondary school
TOPIC:	Civil and political rights, and the right to civil initiative
TEACHING UNIT:	Human rights 2
LESSON TITLE:	Responsibility of school life actors to respond to child sexual abuse

GOALS:

- The students improve their knowledge of human rights and sexual violence as one of the most serious forms of violation of human rights and child rights.
- The students note the obligation of the government and other institutions to protect human rights.

OBJECTIVES:

1. The students improve their knowledge of child sexual abuse.
2. The students recognise the institutions, organisations that are obliged to contribute actively to the system of prevention of sexual violence and intervene in situations where violence occurs.
3. The students recognise the importance of school and the personal role of students in the system of prevention of sexual violence and intervention when violence occurs.

CONTENT (brief description of the steps/activities - WHAT we will do)

A/1 Introduction – On child sexual abuse

- The students are introduced to the definition and prevalence of sexual violence against children.

A/2 Actors in the system of protection of children from sexual abuse – exercise

- The students know who is responsible in society to protect the child from sexual abuse and understand how parents are responsible and how students can react to prevent sexual abuse or protect the child/peer from sexual abuse.

A/3 Responsibility and obligations of the school – summary

- The students understand that the greatest responsibility lies with school staff, then with parents, and finally students.

METHOD (description of steps/activities HOW we will work)

Note: This lesson builds on the previous lesson, Human Rights 1. The information and the knowledge acquired during that lesson are the basis of the execution of this lesson.

A/1 Introduction – On child sexual abuse (10')

- The expectation is that most students do not know all types of sexual violence. For this reason, the text Child Sexual Abuse – Definition and Prevalence ([Annex 1](#)) has been prepared.

- Based on this text, the students should gain insight into the complexity of this type of violence. By reading the text, each student goes through a process of examining, on a personal level, how much he or she knows about this form of violence.

A/2 Actors in the system of protection of children from sexual abuse – exercise (30')

- The teacher writes down on the board the following categories and states that these are the actors in the system of protection of children from sexual violence:

State/ Government	Police and the judiciary	Social security system / insti- tutions, NGOs	Education system	Media	Local community and individuals
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- Use **Annex 2**: The role of the actors in the system of protection of children from sexual violence. (The teacher prints Annex 2 in advance and each student receives a personal copy to take home.)

- Then, the teacher announces that focus thereafter will be on the responsibilities and obligations of different school life actors towards the child regarding whom there is suspicion or knowledge that they have experienced sexual violence. The topic of discussion will be what teachers, parents and students should do in these situations.

- The students form 4 small groups. Two small groups work on the correct response of the parents, and two work on the correct response of the students. The assignment is the following:

- Groups 1 and 2: *When there is suspicion or knowledge that a child has been sexually abused, **how are parents responsible for protecting him or her?** What do they have to do?*
- Groups 3 and 4: *When there is suspicion or knowledge that a friend has been sexually abused, **how will you react in order to be his or her ally?** What are you going to do?*

- After completing the work in small groups, each group presents the results of its work. The discussion is on a plenary level.

A/3 Responsibility and obligations of the school – summary (5')

- Upon completing the discussion, the teacher summarises by showing

Slide 1: Responsibilities and obligations of the teacher.

- **He or she emphasises that all the actors of school life are important, but that the responsibility of school staff is the greatest, then the responsibility of parents, and finally of students.**

LESSONS LEARNED

- During the execution of the lesson, the students are expected to apply the knowledge acquired during the previous lessons.
- Although the students are expected to be engaged as much as possible working in small groups and at the plenary level, during work in small groups, in addition to following their work, the teacher needs to clarify and assist students so that they can complete the assignments. Also, at the plenary level, the teacher directs the discussion with the aim of fulfilling the requirements set.
- It is expected that some information from **Annex 1: Child sexual abuse – definition and prevalence** will be new for some students, and that they will hear the data for the first time. They will ask for an explanation. The teacher should be prepared to respond competently.
- **It is necessary to explain the hierarchy of responsibility for the prevention and suppression of violence against children starting from education institution staff, bearing the greatest responsibility as role models and educators towards parents and children. The teacher demonstrates by personal example how and in what way he or she carries this responsibility.**

- Annex 1:

Child sexual abuse – definition and prevalence

Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of sexual gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photos, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

At the age of 10 to 18, there are 4 children in each class in Serbia who have been exposed to a certain form of sexual violence and 4 more children who know someone who has experienced it. At this point, 2 children from each class are exposed to sexual violence. In primary school, children first disclose to their family members, who usually do not believe them. Young people in secondary school often tell a friend, who are more likely to believe them. Of 2/3 children who tell what happened to them, more than half of the people they confided in do nothing. Only 7% of them report the case to the competent authorities.

Source: The National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia (2015©Incest Trauma Center – Beograd). The National Study was conducted by Incest Trauma Center – Belgrade in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women’s Health Promotion Centre.

- Annex 2:

The role of actors in the system of protection of the child from sexual violence

The role of the state / government of a country is to ratify international documents important for the prevention of and combating sexual violence, the enhancement and implementation of laws, the adoption of strategies and action plans for the prevention of and combating sexual violence, cooperation with international institutions and other countries, willingness to deal systematically with factors that contribute to the risk of sexual violence.

The role of the police is to improve the detection and identification of victims of sexual violence, to organise an effective investigation against sexual violence offenders that will allow the judiciary to impose adequate sanctions.

The role of the judiciary is to prosecute cases of sexual violence.

The role of the social protection system is in prevention, the establishment of SOS lines, the training of professionals to recognise at-risk persons and victims of sexual violence and provide them with the necessary support.

The role of the education system is in prevention through education about sexual violence, in supporting children who are currently or have been victims of sexual violence.

The role of the local community and the individual is in prevention, support to people at risk, support to victims in the recovery process.

The role of citizens is to be informed about the issue of sexual violence in order to prevent, to report all situations where there is suspicion of sexual violence. **Through their association at the informal and formal level (civil society organisations), they can contribute to the prevention and suppression of sexual violence, i.e. protection from sexual violence.**

- SLIDE 1

Responsibilities and obligations of the teacher

- THE LEGAL OBLIGATION OF THE TEACHER IS TO REPORT SEXUAL VIOLENCE AGAINST A CHILD – IT IS A CRIMINAL OFFENCE!

- SEXUAL VIOLENCE IS FIRST REPORTED TO THE POLICE.

- This issue should be discussed publicly at school, actively impacting prejudice related to sexual violence.
- This issue should be addressed so that students can recognise real-life situations in which they may find themselves and which may put them at risk of sexual violence.
- The school, expert associates and teachers should build a relationship of trust with students, actively monitor and recognise when students/parents experience changes that may indicate they have a problem, if they suspect that a child is in a risky situation that may lead to sexual violence, they should know to whom they need to and can talk.

RECOMMENDED RESOURCES:

1. Incest Trauma Center – Belgrade (2016). Healthy choices for kids; Violence prevention program of the Incest Trauma Center – Belgrade for teachers, parents/guardians and children (manual and advance-level specialists' training). Second extended edition. Authors: Ljiljana Bogavac, MD, and Dušica Popadić

**The first chapter deals with the responsibility of education institution staff for the implementation of the Special Protocol for the Protection of Children from Violence, Abuse and Neglect (as well as the Manuals and Rulebook).*

This will be of use to me the next time I teach this lesson....

SUBJECT:	CIVIC EDUCATION
GRADE:	THIRD - secondary school
TOPIC:	Civil and political rights, and the right to civil initiative
TEACHING UNIT:	Citizens from my municipality 2
LESSON TITLE:	Responsibility of local community actors in responding to child sexual abuse
GOALS:	<ul style="list-style-type: none">• The students improve their knowledge of human rights and sexual violence as one of the most serious forms of violation of human rights and child rights.• The students note the obligation of the government and other institutions to protect human rights.
OBJECTIVES:	<ol style="list-style-type: none">1. The students improve their knowledge of child sexual abuse.2. The students recognise institutions, organisations that are obliged to contribute actively to the system of prevention of sexual violence and intervene in situations where violence occurs.3. The students recognise the importance of cooperation between the local community with the school and the possibility of cooperation and personal engagement in the network of prevention of sexual violence and intervention when violence occurs
CONTENT (brief description of the steps/activities - WHAT we will do)	<p>A/0 Preparation for the lesson – Presentations on the protection of children from sexual abuse</p> <p>- The students are familiar with the work of key institutions/organisations and have prepared presentations on their obligations and roles in protecting children from sexual abuse.</p> <p>A/1 Actors protecting children from sexual abuse in the local community - presentations</p> <p>- The students understand how key institutions and organisations in the local community (SOS telephone of the the Ministry of Education, civil society organisations, local institutions - police, centres for social work, etc., school team...) are responsible for protecting children from sexual abuse.</p> <p>A/2 Cooperation with the local community – summary</p> <p>- The students recognise the importance of cooperation with the local community and the possibility of personal engagement in the cooperation network.</p>
METHOD (description of steps/activities HOW we will work)	<p>Note: The lesson builds on the lessons Human Rights 2 and Citizens from My Municipality 1. During the preparation and execution of this lesson, the teacher relies on the knowledge and skills that the students have acquired during all previous lessons.</p> <p>A/0 Preparation for the class – presentations on the protection of children from sexual abuse</p> <p>- For the successful execution of this lesson, the teacher needs to prepare activities during the previous lesson, in agreement with the students, as some activities need to be implemented during the week between the lessons.</p> <ul style="list-style-type: none">• In the lesson <i>Citizens from My Municipality 1</i>, the teacher should announce the plan of activities for the next lesson and point out that the success of the next lesson depends on the execution of the activities by the students during the week until the next lesson. With the help of the teacher, the students will list institutions, organisations, individuals in the local community who actively participate and take measures to prevent sexual violence and intervene in situations where violence occurs.

- The students will be divided into several smaller teams and choose an organisation, an institution to contact, visit or explore their website. In order for the assignment to be successfully implemented, each team receives a Questionnaire (Annexes 1, 2, 3 and 4) with questions. The Questionnaire will provide guidance and help for discussion, searching the website and collecting data.
- Four questionnaires have been prepared depending on whom the students will interview: representatives of institutions: the police, centres for social work, SOS telephone of the Ministry of Education, Science and Technological Development of Serbia, schools, civil society organisations. The recommendation is to use resources in the form of contacts with individuals, institutions and organisations with which the school has cooperated through various programmes and activities, but also for the teacher to conduct a mini-survey among colleagues from other schools concerning the institutions / organisations with which they have good cooperation. Namely, the visit of small teams to selected institutions and organisations should be planned by the teacher arranging the visit and scheduling interviews.
- In case of a small community, the students should be referred to organisations dealing with this topic by searching the organisations' websites and collecting data and finding answers to questions from the Questionnaire. It is recommended to explore the websites of the following organisations: Group for Protection from Violence and Discrimination of the Ministry of Education, Science and Technological Development, Incest Trauma Center - Belgrade, ASTRA and Centre E8.
- In order to form an impression of the network of opportunities that exist within and outside the school, small teams should contact/speak with the coordinator of the Team for the Protection from Violence, Abuse and Neglect of students of their school, with the pedagogical advisor of the SOS line for reporting violence at the Ministry of Education, Science and Technological Development at 0800 200 201.
- The idea is for the small teams to bring completed questionnaires and materials for the *Citizens from My Municipality 2* lesson (promotional material they received during visits or while researching websites: flyers, posters, stickers, brochures, campaign videos, films...). These materials help each small team prepare their own pin board and present it to all other students.

A/1 Actors in the protection of children from sexual abuse in the local community – presentations (40')

- The students (small teams) present the obligations and roles of institutions/organisations in protecting children from sexual abuse.

- Each presentation lasts for 10 minutes and there is a possibility for other students and teachers to ask questions.

- A small team that needs to talk to the coordinator of the [school Team for the Protection of Children from Violence](#) performs its assignment during the class. The coordinator is invited by the students to attend the class and actively participate. The coordinator needs to listen to the information collected by the small teams during visits to services outside the school. After that, the small team that decided to talk to the coordinator asks their questions from the Questionnaire, and the coordinator gives answers, trying to describe the school's response to sexual violence as practically as possible.
- At the end of the lesson, this team also makes its own pin board and brings it to other pin boards that remain in the school hall so that all teachers, parents and students can view it.

A/2 Cooperation with the local community – summary (5')

- The teacher emphasises the importance of cooperation with the local community and the possibility of personal engagement of students in the network of cooperation.

LESSONS LEARNED

- During the lesson, the students are expected to apply the knowledge acquired in the previous lessons.
- For the successful execution of the lesson, the preparation of the teacher and organisation of the students are crucial. The students need to form a few small teams (the number of teams depends on the number of organisations, institutions they will interview and visit). It is recommended that the teams be formed by the students themselves. It is also recommended that the students choose who they will interview and visit. In this way, the highest level of motivation of the students is achieved, thus ensuring the success of the assignment undertaken.
- The assistance of the teacher is necessary with regard to arranging the meeting and visit to the institution or organisation. The recommendation is that the meeting be scheduled by the teacher contacting the organisation or institution in the presence of team members and arranging the meeting.
- It is usually not easy to organise a meeting with the representatives of the Ministry of the Interior. The teacher's task is to contact the competent police administration, the Department for Violent and Sexual Crimes and the Department for Juvenile Delinquency in writing and in a timely manner, and to request a visit to the school by a police inspector with long experience of direct work with victims of violence in the said departments.
- After this lesson, the topic is the launching of an initiative at school and/or in the local community. The teacher encourages those students who wish to continue to engage in the prevention and protection of children and women from sexual violence, to do so by designing a civil initiative / local action in their local community, based on the results of work from this lesson.

WORK MATERIAL

- The [work material](#) consists of Questionnaires ([Annexes 1, 2, 3 and 4](#)) and collected promotional material.

RECOMMENDED RESOURCES:

1. Official websites of recommended civil society organisations
2. Official website of the National Children's Line (NADEL) 116 111 (toll-free)
3. Incest Trauma Center – Belgrade (2016). Healthy choices for kids; Violence prevention program of the Incest Trauma Center – Belgrade for teachers, parents/guardians and children (Manual and advance-level specialists' training). Second extended edition. Authors: Ljiljana Bogavac, MD, and Dušica Popadić

*The first and the second chapter provide suggestions for connecting staff in education institution and parents / caregivers with other actors in the local community, as well as the organisation of local actions.

QUESTIONNAIRE

*For the interview with an advisor of the SOS line of the Ministry of Education, Science
and Technological Development of Serbia*

SOS line phone number: _____

Date of the conversation: _____

- When was the SOS line launched?
- What is the purpose of the SOS line?
- Who is the SOS line intended for?
- How does the SOS line work? (Is there a time when it is possible to call or is the line available 24/7? Are the calls toll-free?)
- Who is on the other side of the phone line when we call/what is the profession of the people who answer the calls?
- What does an advisor do when he or she receives a report of child sexual abuse?
- The number of reported cases of child sexual abuse to your service during last year, as well as since the establishment of the SOS line?
- (If the interlocutor states that they have not encountered these cases, it is necessary to remind them that the statistical data in the Republic of Serbia show that this social issue exists in every community, leading to the following question: How do you explain the fact that until now your service has not recorded any cases?)
- The number of cases of child sexual abuse reported to your service and prosecuted through criminal proceedings?
- Are you in contact with the persons who have reported child sexual abuse even after your part of the work in the protection system has ended?
- How did you personally help a child who has been exposed to sexual violence? Please, give us an example.
- In what ways does your service continuously foster media relations in order to increase the visibility of the social issue of sexual violence and correct media reporting?
- How do you keep your data confidential: Am I required to introduce myself when calling the SOS line? When a person who has experienced sexual violence tells you about their experience, who else will know? Is this conversation recorded? Is the experience that the person has disclosed recorded somewhere and where is the data stored?

QUESTIONNAIRE

For the interview with representatives/members of civil society organisations

Name of the organisation you visited: _____

Date of visit: _____

Name and surname of the person to whom you spoke: _____

Title/position of the interlocutor at work: _____

- When was the organisation founded?
- What does the name of the organisation mean?
- What are the goals/mission of the organisation?
- How do you carry out your activities?
- Who are the activities intended for?
- The number of child sexual abuse cases reported to your service during the previous year?
- (If the interlocutor states that they have not encountered these cases, it is necessary to remind them that the statistical data in the Republic of Serbia show that this social issue exists in every community, leading to the following question: How do you explain the fact that until now your service has not recorded any cases?)
- The number of cases of child sexual abuse reported to your service and prosecuted through criminal proceedings?
- Are you in contact with the persons who have reported child sexual abuse even after your part of the work in the protection system has ended?
- How did you personally help a child who has been exposed to sexual violence? Please, give us an example.
- In what ways does your service continuously foster media relations in order to increase the visibility of the social issue of sexual violence and correct media reporting?
- Have you conducted (a) campaign(s) to prevent sexual violence? Which ones?
- How do you cooperate with government institutions (police, prosecutor's office, centre for social work, health care system)?
- Do you cooperate with schools? In what way?
- How can a person get in touch with the organisation in case they need help, support, experience abuse, sexual violence? (by phone, SOS line, email, visit, counselling unit...)
- What are your steps in cases where you have information that a child is exposed to sexual violence?
- If the organisation has an SOS line, how does it work?
- How can students get involved in the work of your organisation?

QUESTIONNAIRE

For an interview with representatives of government institutions working directly to protect children from sexual violence

Name of the organisation you visited: _____

Date of visit: _____

Name and surname of the person to whom you spoke: _____

Title/position of the interlocutor at work: _____

- What documents (laws, regulations, protocols...) are binding in the area of protecting children from sexual violence?
- Is there a special service/team in your institution that deals with the issue of sexual violence against children?
- How do you carry out your activities?
- Who are the activities intended for?
- The number of child sexual abuse cases reported to your service during the previous year?
- (If the interlocutor states that they have not encountered these cases, it is necessary to remind that statistical data in the Republic of Serbia show that this social issue exists in every community, leading to the following question: How do you explain that your service has not recorded any cases so far?)
- The number of cases of child sexual abuse reported to your service and prosecuted through criminal proceedings?
- Are you in contact with people who have reported child sexual abuse even after your part of the work in the protection system has finished?
- How did you personally help a child who has been exposed to sexual violence? Please, give us an example.
- In what ways does your service continuously foster media relations in order to increase the visibility of the social issue of sexual violence and appropriate media reporting?
- Have you implemented a campaign aimed at preventing sexual violence? What campaign was it?
- Do you also cooperate with government institutions (police, prosecutor's office, centre for social work, health care system), non-governmental organisations and individuals in the field of protection of children from sexual violence?
- Do you cooperate with schools? In what way?
- How can an individual get in touch with your institution in case they need help, support, experience abuse, sexual violence (by phone, SOS line, email, visit, counselling unit).
- What are your steps in cases where you have information that a child is exposed to sexual violence?
- If there is an SOS line, how does it work?
- How do you see the cooperation between students and your institution?

QUESTIONNAIRE

For an interview with the coordinator of the Team for the Protection of Students from Violence, Abuse and Neglect of (their own) school that is conducted in class

Name of the organisation you visited: _____

Date of visit: _____

Name and surname of the person to whom you spoke: _____

Title/position of the interlocutor at work: _____

- When was the Team for the Protection of Students from Violence, Abuse and Neglect formed in your school? Who are the members of the team?
- What documents (laws, rulebooks, protocols...) are binding for the Team in the area of protecting children from sexual violence?
- How does the Team organise their work during the school year?
- Who are the activities intended for?
- The number of cases of child sexual abuse reported to the Team during the previous year, as well as since the formation of the Team?
- (If the interlocutor states that they have not encountered these cases, it is necessary to remind that statistical data in the Republic of Serbia show that this social issue exists in every community, leading to the following question: How do you explain that your Team has not recorded any cases so far?)
- The number of cases of child sexual abuse reported to your Team and prosecuted through criminal proceedings?
- Are you in contact with people who have reported child sexual abuse even after your part of the work in the protection system has finished?
- How did you personally help a child who has been exposed to sexual violence? Please, give us an example.
- In what ways does your Team continuously foster media relations in order to increase the visibility of the social issue of sexual violence and appropriate media reporting?
- Has the Team implemented any activities to prevent sexual violence? What activities?
- What steps do Team members take in cases where they have information that someone is experiencing sexual violence?
- How do you cooperate with government institutions (police, prosecutor's office, centre for social work, health care system), non-governmental organisations and individuals in the field of protection of children from sexual violence?
- Do students participate in the work of the Team and how?

This will be of use to me the next time I teach this lesson....

SUBJECT:	CIVIC EDUCATION
GRADE:	FOURTH - secondary school
TOPIC:	Media/deconstruction of media messages
TEACHING UNIT:	Media and gender-based violence
LESSON TITLE:	Before newspapers go to print!
GOALS:	<ul style="list-style-type: none">• The students improve their media literacy.• The students note and understand that the media convey the image of life, but they also contribute to the creation of that image.• The students recognise the link between discrimination in real life and discrimination in the media.• The students improve their knowledge of discrimination and gender-based violence.• The students recognise sexual violence and discrimination in the media.
OBJECTIVES:	<ol style="list-style-type: none">1. The students improve their knowledge of discrimination and gender-based violence.2. The students understand the concept of sexual abuse.3. The students recognise the existing way of reporting on sexual violence and discrimination in the media.4. The students understand the importance of ethical media coverage on the topic of child sexual abuse.
CONTENT (brief description of the steps/activities - WHAT we will do)	<p>A/1 Introduction – Ethical media reporting</p> <p>- The students are introduced to the rules of ethical media reporting on the topic of sexual abuse of children.</p> <p>A/2 Media and child sexual abuse – group discussion</p> <p>- The students understand the concepts of gender-based violence, discrimination, public opinion, misogyny, prejudice, stereotypes, as well as their association with the social issue of sexual violence.</p> <p>A/3 Response to unethical media reporting – the final part of the lesson</p> <p>- The students understand that unethical media reporting should be confronted.</p>
METHOD (description of steps/activities HOW we will work)	<p>A/1 Introduction – Ethical media reporting on sexual violence (10')</p> <p>- The teacher starts the lesson by showing Slide 1, whose content they have printed out in advance as a personal copy for each student to take home. In addition to Slide 1, each student should also have a printed Annex 1.</p> <p>- Slide 1 points to the rules of ethical media reporting on the topic of child sexual abuse.</p> <p>- The teacher asks the students whether, in their opinion, these rules are respected by the media in our country. (The students are expected to answer that this is most often not the case.)</p> <p>A/2 Media and child sexual abuse – group discussion (25')</p> <p>- Then, the teacher encourages discussion using the following questions:</p>

1. What do you see as the most common violations of ethical reporting?
2. Choose words and phrases that are offensive and humiliating to a child survivor of sexual violence?
3. The most common victims of sexual violence are girls. Reports of sexual violence are rife with misogyny. What are the most common stereotypes about women, what are the most common prejudices about women?
4. What is the connection between stereotypes, prejudices – discrimination and violence?
5. How much do the media contribute to the perpetuation and creation of stereotypes, then prejudices, and, consequently, discrimination and violence?
6. Street children, children with disabilities, Roma children and other children who are socially marginalised are at multiple risk of sexual violence. Because they are particularly vulnerable, they are believed less when they are sexually abused. Does anyone discriminate against members of a group or commit violence against them without having prior prejudice against that group?
7. Have you heard of the Code of Ethics of Journalists and what is it? Look it up on the internet, study it.
8. When you read or hear media news violating the rules of ethical reporting, do you feel that the author has violated someone's rights with their text?
9. Can violence also be verbal (swearing, insults, humiliation of the victim in the media)?
10. Do such texts constitute violence?
11. Does such texts encourage gender-based violence?
12. What is implicitly contained in the position of the authors of such texts?
13. Can you imagine if such a text were published in the newspapers tomorrow, would you react?

A/3 Response to unethical media reporting – the final part of the lesson (10')

- Discuss in two small groups:

1. Draft a negative comment that you would send to the newspaper office, editorial board and author.
2. Draft a complaint you would send to the Ombudsperson.

SUMMARY:

After analysing Slide 1 and key words, we have noted the connection between discrimination in real life and discrimination in the media. We have analysed the terms: child sexual abuse, stereotypes, prejudices, discrimination, misogyny, gender-based violence, marginalised groups and public opinion. We asked ourselves, who most often faces discrimination - marginalised groups, for example, women (as the largest marginalised group in the world), sexual minorities, drug addicts, psychiatric patients, AIDS patients, ethnic minorities, religious minorities; often individuals representing those groups, or assuming their symbolic role, or groups, professions that protect and defend them, and thus take "their side." We have examined the role of the media – the media reflect the situation in the world around us – if there is discrimination in it, the media report on it. But the media can also contribute to the emergence of new discriminatory actions by influencing the formation of views, stereotypes, spreading misogyny and shaping public opinion.

LESSONS LEARNED

The students actively contribute to this process. It is always important to make sure not to learn about ethical media coverage (exclusively) from negative examples of print and video media clipping. It is a risk that could turn the whole learning process into its opposite.

WORK MATERIAL

**BEFORE
NEWSPAPERS
GO TO PRINT...**



Check!

- ▣ Images of women and children are not degrading or humiliating
- ▣ Confidentiality of all victims has been maintained
- ▣ The stories are objective and factual
- ▣ The stories are not sensationalized
- ▣ Violence is not turned into entertainment

Maintain Professional Ethics!



Kingdom of the Netherlands

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- ANNEX 1

DISCRIMINATION (action, act) – is of the highest degree, the act of belittling, insulting or denying rights – it is preceded by prejudices

↑

PREJUDICES (attitude, opinion) – are extremely negative attitudes, coloured by hatred, opinions about certain groups; they always precede the act of discrimination

↑

STEREOTYPES (attitude, opinion) – are also simplistic overgeneralised views, which are always contained in prejudice.

Key concepts to be covered in class:

CONCEPT	DESCRIPTION OF THE CONCEPT
misogyny	Hatred towards the woman and contempt for all that is female, negating the woman and her values. It is ubiquitous, culturally pervasive and conditioned. It serves as a justification for excluding, hierarchising and exploiting women. It applies to “all women.” It has a long history and tradition in all nations across the world, as evidenced by the fact that men have committed mass crimes against women throughout history. It is passed on through cultural tradition; people are taught to diminish the value of everything that has to do with women, to ridicule the presence and contribution of women. In times of crisis and war, misogyny becomes one of the tools of manipulating public opinion.
gender-based violence	Various forms of violence or threats of violence that significantly characterise the concept of gender. Forms of violence affecting almost exclusively women: rape, genital mutilation, prostitution, women trafficking, forced marriage, forced pregnancy, forced abortion, forced sterilisation, male violence against women. Various violent practices, discriminatory against women, which are hidden and justified by customs and traditions: forced wearing of chador, hijab and abaya, denial of education, health care, professional work, disallowing public activity.
discrimination	Lat. discriminare = to separate, distinguish. It also denotes behaviour that follows prejudice (a form of practical action under the influence or on the basis of prejudice). It is a public manifestation of negative feelings toward members of a group or treating people in an unjust or disparaging manner, only because they belong to a group (gender, racial, ethnic, religious discrimination or discrimination based on political beliefs). It is a denial of rights to individuals and groups because of something that makes them different from the dominant majority. Despite legal provisions, i.e. the prohibition of open discrimination, various forms of covert, non-institutionalised discrimination often arise. Discrimination can be encouraged by prejudice.
public opinion	An important factor of social and political relations in modern society; it has a contradictory and complex character. As a rule, it is formed as a response to a particular event or occurrence. The passive position of public opinion is intensified by the effects of mass propaganda and agitation, by which it is formed, using all means and mechanisms of psychological pressure and manipulation. This is where the means of mass communication play a crucial role.
marginalised groups	Social groups pushed from the centre of social life to its margins and denied access to significant social positions and various forms of power (economic, political, symbolic). This most often refers to minority groups, but the number is not crucial. Women are the most marginalised group. They can be constructed on economic, racial-ethnic, cultural, or other bases, and there is often an accumulation of various features (e.g. Roma). They are often the target of stigmatisation.
prejudices	Unjustified negative attitudes toward someone or something. Prejudices are usually hard to change and based on misconceptions. They are accompanied by strong negative emotions (resentment, hostility, hatred, contempt...)
stereotypes	An oversimplified, often inaccurate and hard-to-change perception we have of members of a group. They are an integral part of prejudice, because beliefs about a group are always aligned with the feelings we have for that group.

RECOMMENDED RESOURCES:

1. Study the section on diversity in the Introduction.
2. Lesson titled News Text as an Offered Framework for Analysing the Topic of Sexual Violence in an Institution/Organisation in the chapter Mother Tongue / Serbian Language and Literature, 3rd grade of secondary school.
3. Lesson titled Media – Educators in the Interest of a Child Survivor of Sexual Trauma in the Educational Package for the subject Civic Education, 4th grade of secondary school.
4. www.incesttraumacentar.org.rs (special attention should be paid to the Frequently Asked Questions section – FAQ)
5. www.ijasamuztebe.org.rs

This will be of use to me the next time I teach this lesson....

SUBJECT:	CIVIC EDUCATION
GRADE:	FOURTH - secondary school
TOPIC:	World of information
TEACHING UNIT:	Information selection: objectivity as responsibility
LESSON TITLE:	Media – educators in the interest of a child survivor of sexual trauma
GOALS:	
<ul style="list-style-type: none">• The students improve their media literacy.• The students note and understand that the media convey the image of life, but also contribute to the creation of that image.• The students recognise the link between discrimination in real life and discrimination in the media.• The students improve their knowledge of discrimination and gender-based violence.• The students recognise sexual violence and discrimination in the media.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students improve their media literacy.2. The students note and understand that the media convey the image of life, but also contribute to the creation of that image.3. The students improve their knowledge of the topics of discrimination and gender-based violence.	
CONTENT (brief description of the steps/activities - WHAT we will do)	
A/1 Introduction – On ethical reporting by journalists	
- The students are introduced to the rules of ethical reporting by the media on the topic of child sexual abuse.	
A/2 Reporting on sexual violence according to the Code of Ethics – exercise	
- The students understand and apply the guidelines and rules of ethical reporting when independently writing news texts about child sexual abuse.	
A/3 Message to the public in the interest of the child – the final part of the lesson	
- The students understand what the message to the public that is in the interest of a child survivor of sexual abuse should be like.	
METHOD (description of steps/activities HOW we will work)	
This lesson is at the very end of the topic dealing with the media, so the students will have an opportunity to apply all previous insights and skills in analysing and understanding the media and media messages in this lesson during the implementation of the envisaged activities. The students are expected to be able to independently produce a news text in accordance with the Code of Ethics of Journalists.	
A/1 Introduction – On ethical reporting by journalists (5')	
- As guidance to writing a news text, the students are given a copy of the excerpt from the Code of Ethics of Serbian Journalists (Annex 1) and the recommendations of Incest Trauma Center – Belgrade that are part of the first National Study on the Social Issue of Child Sexual Abuse (Annex 2).	

A/2 Reporting on sexual violence in line with the Code of Ethics – exercise (30')

- The teacher presents to the students a case of child sexual abuse written in the shortest, basic form on which two special assignments are based. Both assignments are done in pairs.

- The total number of children should be divided in half and pairs formed within each half.

- One half of them are “responsible journalists” and the other half are “responsible editors”. (For each pair, the teacher has pre-printed **Annexes 1 and 2**, and for pairs who are “responsible journalists” **Annex 3** as well)

- **Assignment for “responsible journalists”**: They have in front of them **Annex 1** and **Annex 2** and use them for the execution of the assignment. They receive **Annex 3** on the basis of which they are asked to **write a news text that will be published in the media**.

- **The assignment for “responsible editors”**: They have in front of them **Annex 1** and **Annex 2** and use them for the execution of the assignment. **Their assignment is to write 5 rules: what must be borne in mind when writing about sexual violence against children**.

- In the next step, the pairs of “responsible journalists” take turns reading their news texts. “Responsible editors” react by highlighting from their list those rules that have been complied with in writing each news text. They provide additional comments if a rule has been omitted or broken.

- In addition to facilitating the discussion, the teacher monitors whether the results of pairs playing the part of “responsible journalists” are influenced by the gender component, i.e. what the specific features of the process within mixed and same-sex pairs are. When the teacher notices the specific features, they ask the relevant pair how their process went and makes an observation that sometimes power within a pair can be distributed equally, and sometimes not.

A/3 Message to the public in the interest of the child – the final part of the lesson (10')

- The teacher asks all students to answer:

1. **How do you feel when a child has been sexually abused?**
2. **What powerful message to the public in the interest of a child survivor of sexual violence should the media send?**

- **The teacher listens carefully to all the answers to the first question and constantly emphasises the respect for the dignity and integrity of the child.**

- **Regarding the second question, the teacher clearly emphasises the value framework that sexual violence is never a child’s fault, that recovery is possible, that the media as educators have a responsibility to teach citizens first how to recognise and prevent child sexual abuse and to remind them continuously that they have a legal obligation to report child sexual abuse, etc.**

- The teacher closes the lesson by reading **Slide 1** aloud. For each student, the teacher has prepared a note with the same text to take home.

LESSONS LEARNED

During the execution of the lesson, the students are expected to apply the knowledge and skills related to analysing media content they acquired in previous lessons.

- Annex 1

Excerpt from the Code of Ethics of Serbian Journalists

CODE OF ETHICS OF SERBIAN JOURNALISTS

PREAMBLE

The Journalists' Association of Serbia (UNS) and the Independent Journalists' Association of Serbia (NUNS) adopt this Code of Ethics as an ethical standard of professional conduct for journalists. It is the duty of journalists to follow the professional and ethical principles contained in the Code of Ethics, and to resist pressures to violate them. The Code of Ethics recommends solidarity with colleagues when the standards of professional conduct for journalists are threatened.

I TRUTHFULNESS IN REPORTING

1. The duty of journalists is to provide accurate, objective, complete and timely reports about the events of public interest, respecting the public's right to know the truth and adhering to the basic standards of the journalistic profession.
2. It is the right of the media to have different editorial concepts, but journalists and editors have a duty to make a clear distinction between the facts they report, comments, assumptions and speculation.
3. The journalist is obliged to indicate the source of reported information. If the source does not wish to be revealed, journalists and editors act with due professional care and stand behind the information with their professional authority and are responsible for its accuracy.
4. The journalist is obliged, when necessary, to consult with as many sources as possible and enable them to present their opinion.
5. Publication of unfounded accusations, slander, rumours, fabricated letters or letters whose author is unknown or their identity cannot be verified is incompatible with journalism.

IV RESPONSIBILITY OF JOURNALISTS

1. The journalist is accountable primarily to his or her readers, listeners and viewers. This accountability should not be subordinate to the interests of others, particularly the interests of publishers, government and other government authorities. Journalists must oppose all those who violate human rights or who advocate any kind of discrimination, hate speech or incitement to violence.
2. The journalist is prohibited from using inappropriate, disturbing, pornographic or any other content that may have a detrimental effect on children.
3. The journalist is obliged to respect and protect the rights and dignity of children, victims of crimes, persons with disabilities and other vulnerable groups.
4. The journalist fosters the culture and ethics of public discourse, respects the right to reply, apology and correction, and is obliged to publish the appropriate correction in a timely manner.

VII RESPECT FOR PRIVACY

1. The journalist respects the privacy, dignity and integrity of the people he or she writes about. The right to privacy is restricted when it comes to public figures, especially those holding public office. Guidelines:
 - a. When reporting on accidents and crimes, it is not allowed to publish names and photos of victims and offenders that clearly identify them. Also, it is not allowed to publish any data that could indirectly reveal the identity of either the victim or the offender before the competent authority officially announces them.
 - b. The journalist must be aware of the power of the media, that is, of the possible consequences for the victim or the offender if their identity is revealed. In particular, the journalist must bear in mind the severity of potential consequences in the event of a possible error/incorrect assumption in the reporting.
2. Journalists and editors should particularly avoid speculations and reporting inadequately verifiable opinions, when reporting on accidents and tragedies involving victims, or where the material and other interests of citizens have been severely affected.

3. When reporting on events that involve personal grief and shock, journalists are obliged to adapt their questions in a way which reflects the spirit of compassion and discretion. Guidelines:
 - Photographers and camerapersons are obliged, when photographing victims of accidents and crimes, to treat them with consideration and compassion.
4. The journalist is obliged to ensure that a child is not endangered or exposed to risk due to publication of their name, photograph or footage with their image, house, community in which they live or recognisable surroundings. Guidelines:
 - Representatives of government and public institutions dealing with the protection of children are sometimes not aware of the influence of the media and the manner of their work. The information they provide to journalists often involve a disclosure of the identity of minors. The journalist must not abuse their benevolence or ignorance. Information obtained from doctors, social workers, teachers, etc., which directly or indirectly points to the identity of minors, must not be published.

- **Annex 2**

An excerpts from the National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia, p. 143.

MEDIA REPORTING

Together with employees in the judiciary, journalists are the profile that least attended Incest Trauma Center-Belgrade training programs. From the 21-year experience of our service in the field of public relations, regarding the topic of sexual violence, in the future the media need to:

- UNDERSTAND THAT THEY ARE MAIN EDUCATORS IN SOCIETY ON THE TOPIC OF SEXUAL VIOLENCE TOGETHER WITH EDUCATION INSTITUTIONS
- LEARN about ethical reporting—which is possible ONLY IF YOU LEARN ABOUT TRAUMA
- ETHICAL REPORTING MEANS THAT THE MEDIA PROTECT A CHILD/ADULT SEXUAL VIOLENCE SURVIVOR
- Ethical reporting means TEACHING THE PUBLIC ABOUT TRAUMA, warning signs, risks, appropriate first response to a child’s disclosure, sources of assistance, and RECOVERY
- REPORT CONTINUOUSLY on the topic of sexual violence – CONSTANTLY (NOT when the abuse has already occurred)
- INFORM THE PUBLIC ABOUT THE OUTCOME of criminal proceedings (judgment and possible punishment whose reporting has a preventive character as well) – so far, informing the public has been limited to the detection of cases.
- TEACH THE PUBLIC THAT RECOVERY IS POSSIBLE (NOT THE OPPOSITE)
- Report:
 - WITHOUT revealing the identity of the victim and those closest to them
 - WITHOUT revealing and detailing the violent sexual acts committed by the offender (THAT IS PARTICULARLY CRUEL AND DEGRADING TO THE VICTIM and his or her CLOSEST SUPPORTIVE PERSONS)
 - WITHOUT exploiting individual cases in public
 - WITHOUT SENSATIONALISM, AS THIS DISTRACTS THE CITIZENS FROM THINKING ABOUT THE TOPIC OF SEXUAL VIOLENCE AND ENGAGING IN FIGHT AGAINST SEXUAL VIOLENCE

- **Annex 3**

A boy is 8 years old. He was sexually abused during 1.5 years by a private math tutor. His teacher noticed the warning signs and informed the parents, the police received a report from the School Team for the Protection of Children from Violence and after 2 years the tutor was sentenced to 6 months in prison.

- Slide 1

A POSSIBLE EXAMPLE OF A NEWS TEXT RESPECTING ETHICAL REPORTING STANDARDS

An eight-year-old boy was rescued after a year and a half from sexual abuse by a private math tutor. His teacher noticed the warning signs and informed the school team responsible for protecting children from violence. A police report soon followed, the trial lasted for 2 years and the tutor was sentenced to 6 months in prison. The parents are not satisfied that the trial lasted long and the sentence was low.

RECOMMENDED RESOURCES:

1. Lesson titled News Text as an Offered Framework for Understanding the Topic of Sexual Violence in an Institution/Organisation in the chapter Mother Tongue / Serbian Language and Literature, 3rd grade of secondary school.
2. Lesson titled Before the Newspapers Go to Print! in the chapter of the Educational Package for the subject Civic Education, 4th grade of secondary school.
3. www.incesttraumacentar.org.rs (special attention to be paid to the Frequently Asked Questions section – FAQ)
4. www.ijasamuztebe.org.rs

This will be of use to me the next time I teach this lesson....

SUBJECT: BIOLOGY

The resources were created on the recommendation of a team of female teachers gathered around the subject of Biology for the needs of the Educational Package.

They correspond to the following teaching units:

- Health, puberty, adolescence and the problems of growing up
- Emphasis on the gender component:
 - Sex inheritance
 - Sex-related hereditary diseases
 - Diseases and care of reproductive organs
 - Fertilisation and pregnancy
- Modern lifestyle and stress.

53. **Everything you have always wanted to know about sexuality and you have not had a chance to ask** – Nevenka Kraguljac, Dragana Spasojević, Ljiljana Bogavac, MD, Stanislava Otašević, MD
54. Contemporary lifestyle – Doc. Dr Milica Pejović Milovančević
55. On sexual abuse of children – Vesna Brzev-Ćurčić
56. Gender inheritance – Stanislava Otašević, MD
57. Gender related hereditary diseases – Stanislava Otašević, MD
58. Care of reproductive organs – Stanislava Otašević, MD
59. Reproductive and non-reproductive organs – Stanislava Otašević, MD
60. Fertilisation and pregnancy – Stanislava Otašević, MD

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EVERYTHING YOU HAVE ALWAYS WANTED TO KNOW ABOUT SEXUALITY AND YOU HAVE NOT HAD A CHANCE TO ASK

- For students and teachers -

The text was created on the recommendation of a team of teachers gathered around the subject of Biology for the purposes of the Educational Package, and the most frequently asked questions that got their answers in the following content were collected from seventh and eighth grade students.

Entering adolescence can be described as a simultaneous feeling of joy, excitement, expectation, insecurity, impulsiveness, excessive sensitivity, secretiveness, irritability, moodiness. In fact, it is a period of intense physical, cognitive, emotional and social changes.

The World Health Organisation (WHO) defines adolescence as the period from ten to twenty years of age, and different countries define it as the period from twelve to eighteen or ten to eighteen years of age. A.B. Hollingshead defines adolescence as "the period in a person's life when the society in which they live ceases to see them as children and does not give them the full status, roles and functions of adults."

Adolescence is characterised by an identity crisis, the influence of the peer group, opposition to the authority of adults, questions related to sexuality, risky behaviour (use of alcohol, drugs, risky sexual behaviour). Adults attribute certain characteristics to adolescents, mostly based on their belonging to that group. This is where two entrenched stereotypes come to the fore. One is "they are troublesome and irresponsible" and the other is "conformist and obedient". The reality is that, apart from age, any group of young people has little in common. Also, adults send confusing messages about sexuality: they are denied the satisfaction of their sexuality, and on the other hand, strong sexual stimulation is encouraged – especially through the media.

We forget that there are two most important developmental tasks for adolescent girls: 1. accepting their changed body and 2. developing sexual identity and having responsible sexual behaviour.

Sexuality, although basically a biological phenomenon, cannot be viewed separately from society, culture and norms. "Sexuality is both public and private, both intimate and regulated by law, both biological and cultural, simultaneously socially constructed, organised and institutionalised, and a product of fantasy and individual action and resistance," A.B. Hollingshead continues.

The sexuality of adolescent girls and boys implies two different worlds. The world of masculinity and the world of femininity, i.e., two different gender identities. Conventional female identity (femininity) means: being attractive, sexually inexperienced, gravitating towards a man and wanting a relationship with him, believing in love, leaving the initiative in sex to the man, letting sex "just happen". On the other hand, masculinity implies that men know everything about sex, control sexual relations, they are "true examples" of sexuality in pursuit of pleasure.

Frequently asked questions

When the sexual drive strengthens and the body changes, new, often incomprehensible thoughts and feelings appear that accompany these changes. The reality is that adolescents do not know everything they need to know about sexuality, although many act as if they do. Unfortunately, they are mostly left to fend for themselves as they know how and find the answers to the following questions by themselves:

- What exactly is sexuality?

Sexuality is an area that includes feelings, needs, communication, sex and ... It is no coincidence that the "three points" are there, because the sexuality of each person is a complex sphere. It's often thought that it's just sex,

but it's not. Sometimes sexuality is thought of in a stripped-down way, as if we exclude that it goes hand in hand with a person's ability to achieve intimacy. Therefore, do not rush to simplify, because your sexuality is waiting for you with a lot of curious questions!

- When is the time for the first sexual experience?

The time for the first sexual experience is not defined by the number of years of a girl/boy. It cannot be said that it is 14, 15, 16 or years of age. The readiness for the first sexual experience depends on physical and emotional maturity, so there is no rule when is the best time for this step, because there is no single and correct answer. However, it should be said that regardless of individual differences, it is considered good to have the first sexual relationship with a girl/boy, a person you love, who loves you and in whom you trust. Often, it is not enough to take this step. In any case, you should evaluate all the arguments for and against before you decide to make it. It is important not to make a hasty decision.

Therefore, judge carefully whether you are ready for this step or not. It should only be your decision, not to satisfy the expectations of the surrounding, i.e., friends or the society in which you move. Also, you should be well informed and familiar with all possible aspects, including the consequences of sexual activity.

- How to perform a French kiss?

The French kiss is mostly known from movies. It is usually romantic in nature, secretive and enigmatic, long-lasting, passionate and strong. The person who kisses touches the tongue of the other person, the one who is being kissed. It stimulates the lips, mouth and tongue, three areas that are very sensitive to touch, and provides a feeling of pleasure and excitement. You never know if the other person will respond in the same way. A "real French kiss" can only be if both people want it. In a way, it can also go down in history, because today kisses are free from "rules", people in love kiss according to their wishes and how they feel comfortable.

- When do you get your period and is there a deadline by which it must appear?

The first menstruation occurs between the ages of 12 and 16. Some girls get it earlier, and some girls get it later, because there is no strictly defined age when menstruation should occur. The first menstruation usually occurs between the ages of 12 and 14. Note: the first period can occur from the age of 9. If it does not occur by the age of 16, a doctor, gynaecologist, should be addressed.

- What is white washing?

Increased discharge from the vagina, i.e., white washing, is a sign of various diseases of the female genital organs. Often there are no other difficulties, but only white discharge, which is a sign and a reason to consult a doctor. To treat white washing, you first need to find the real cause, because increased discharge from the vagina is only a visible sign of another disease. A woman can have white washing in any period of her life – from birth to an old age. White washing is also found in little girls, as well as in girls in puberty. As a result of dirty linen, standing in dirty water, touching the genitals with dirty hands, even in girls who have not yet had sex, inflammation can occur in the mucous membrane of the vagina, which increases excretion, i.e., white washing. At an early age, white washing in a girl can only be a sign of general weakness and anaemia.

- What exactly is done during oral sex?

Being a person in love, being loved and making love is a wonderful thing. The way in which the sexual relationship will be achieved and the satisfaction will be experienced is a matter of the wishes, needs and agreements of the persons making love. Oral sex is a type of sex in which the sexual organ of a woman or man is stimulated orally, that is, with the lips, tongue, and teeth.

- What is anal sex?

Being a person in love, being loved and making love is a wonderful thing. The way in which the sexual relationship will be achieved and the satisfaction will be experienced is a matter of the wishes, needs and agreements of the persons making love. Anal sex is a type of sexual intercourse. Don't worry about the "technique". People who love each other will explore what pleases them.

- Is it true that there are male and female condoms? What is a female condom for?

Yes, there are both male and female condoms (preservatives). Both condoms are mechanical contraceptives, which they prevent the penetration of sperm to the egg, i.e., protect against unwanted pregnancy in 95% – 98% of cases. In addition, both male and female condoms are the most effective way to prevent sexually transmitted diseases. Both condoms are made of very thin latex or silicone. Women use the female condom so that they do not have to rely on a man to protect themselves from unwanted pregnancy. Unfortunately, for now, female condoms cannot be bought in Serbia.

Girls who like girls also use protection when making love. Sometimes it is important to keep in mind that women of lesbian orientation may not have always identified themselves as lesbians, and have their own sexual prehistory as "straight" people. In the context of a lesbian love relationship, the means of protection are foils made of latex or polyurethane (very thin, made of soft plastic), square in shape, which are used to cover the female genitalia or anus during oral sex. They help as a barrier to prevent sexually transmitted diseases.

People of all sexual orientations should always take care to avoid oral sex if they have any cuts or sores in their mouths or lips.

- What does it feel like to have an orgasm?

It is very important not to think that the goal of sexual intercourse is orgasm. Society often imposes the evaluation of the entire achieved intimacy and sexuality with a loved one through whether an orgasm also occurred. Each person has their own, unique, feeling of orgasm. The basis of physical events during orgasm is the appearance of rhythmic contractions in the genital area. However, what is felt overall is a series of different physical and psychological manifestations. The primary feeling is one of pleasure and relaxation. However, some feelings are similar for everyone and are manifested by changes in breathing, feeling warm, sweating, shaking of the body, narrowing of consciousness and the need to let out a sob or shout. The hormone of happiness, which is released during orgasm, enables feelings of happiness, dizziness, delight, warmth and/or sleepiness. If there is no orgasm, there can be many reasons that are related to the partner or not at all. Sexuality without orgasm is just as valuable. Sexuality has always been achieved in countless beautiful ways; everyone has their own. There is no prescribed amount of excitement and what feelings one should have to be happy in the sexuality one achieves with another person. Sometimes you feel the need to have only intimacy between two people who love each other, and that's okay.

- Is masturbation harmful?

Masturbation is a normal phenomenon and has nothing to do with the existence of any physical or mental disorder or disease. Self-gratification or masturbation is sexual stimulation, usually of one's own genitals, until reaching orgasm. It is most often performed manually, but other types of physical contact are not excluded, as well as the use of objects. The ways to explore yourself, your body and your sexuality are endless. Girls and boys masturbate for the first time as teenagers.

- How long is one allowed to masturbate?

There are no time/age restrictions for masturbation. People of both sexes, girls and boys, as well as women and men of all ages, masturbate. It is important that it brings them pleasure and satisfaction, and never pain, injury or possible bleeding.

- Is it okay for girls to masturbate too?

It is. Masturbation is a normal phenomenon for both girls and boys and other persons who identify themselves differently.

- When should the male genital organ start growing and how big should it be?

The male genital organ begins to grow at puberty. In most cases, puberty in boys begins between the ages of 10 and 14 and lasts for 3 to 5 years. The male sex hormone, testosterone, is the main "culprit" for the changes that take place during that period, which are reflected in increased growth of the body and enlargement of the sexual organ, which means the growth of the testicles and penis. First, the testicles begin to enlarge, and soon after, the male sex organ begins to grow. The period when this will happen varies from boy to boy. The first changes in the size of the penis refer to its growth in length, and later in thickness. The average length of the penis in an adult man is 12 to 14 centimetres.

- Who should I talk to about sex without them yelling and thinking I'm obsessed with sex?

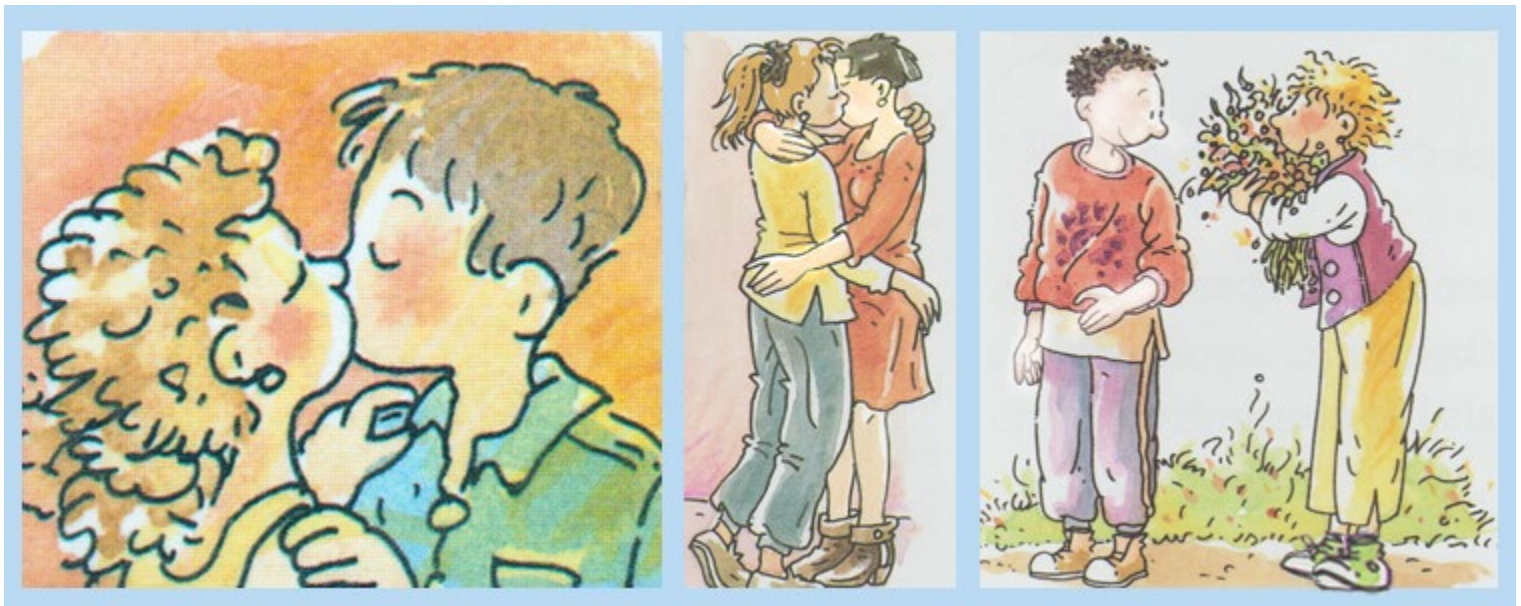
You can always find a person you trust and who respects you and allow yourself to ask questions that interest you in your own way. Parents very often do not know the answers. We believe that there is a person in your immediate surrounding with whom you can talk. If not, there are always experts who know about this topic. It can be a psychologist you trust, your doctor, a gynaecologist.

- I kissed a girl friend a few times, I got very excited, does that make me a lesbian?

Follow your feelings and needs, don't be afraid or ashamed of them, infatuation and love are precious feelings. And as for the kiss, the sexual identity of each of us is more complex than a kiss. (See below what makes up your sexuality, of which you will see that sexual identity is a part.) Don't rush, not everything needs to be named immediately.

- I'm a young man, I like a mate from my class.

Follow your feelings and needs, don't be afraid or ashamed of them, infatuation and love are precious feelings. How would you answer this same question to your "straight" friend who confides in you that he likes a classmate? It's the same feelings.



Source: 1997©Utigeverij Ploegsma Amsterdam; Ik vind jou lief. By Sanderijn van der Doef met illustraties van Marian Latour;

If you are different from the majority

A particular difficulty is when a young person realises that their sexual identity is not heterosexual ("straight"), but "different", i.e., homosexual, bisexual, transgender or self-identifies through other sexualities than listed. Although there is the Law on Prohibition of Discrimination in Serbia and it is punishable to endanger another person because they are different in some personal characteristic, we still live in a homophobic society where homosexuality is condemned and young people lack respect for the surrounding. Young people then most often decide to keep silent about their homosexuality, because in doing so they avoid abuse and discrimination from the surrounding or they fight against their homosexuality by trying to forcefully fit into a heterosexual, patriarchal pattern.

Heterosexuality as a dominant existence is constantly discussed and information about it is overwhelming through education, the media, etc. (compulsive or forced heterosexuality). The key responsibility of adults, as well as of adolescents among themselves, is to respect a different sexual identity than the dominant one. If someone is the target of an attack because of their sexual or other identity that is different from the majority, it is very important to report the attack to the police and be a public ally to the person who is being attacked. If you are a (silent) bystander or bystander, that is complicity with the abuser.

On the part of all involved parties in society, the speech emphasises "that LGBT+ people should be accepted and understood." However, it is language that can greatly encourage marginalisation. Because, would you even ask the same for people who are from the dominant social group, heterosexual "to be accepted and to deserve understanding"? You wouldn't. That's why it's important to go back to the beginning – this is about the human right, to be equal like everyone else.

Sexuality is...

Sexuality, the body, sexual enjoyment are usually not talked about. When it is talked about, it is for adolescent girls mostly "through the dangers of pregnancy" and the epithet "bad girl" ("Lolita" and promiscuous). For male adolescents, "how to be a macho man".

Sexuality is mainly examined through: knowledge about contraception, first love experience and who is the person with whom they have their first love experience. When talking about the first love experience, it usually happens out of curiosity, love or pressure from a partner. Most often, with whom it happens, it is said to be a boyfriend or girlfriend, but also a person older than a child and a relative. Therefore, alarms will be found among this information.

Sexuality is complex and not just sexual intercourse. Important dimensions of adolescent sexuality are:

- **Needs and feelings** (emotional dimension of sexuality); in connection with this dimension, the most important thing is to recognise, name and clearly express needs and feelings, that is, to preserve one's own boundaries.
- **Values and attitudes;** They are learned and shaped primarily within the framework of family and peer relationships, and also religious beliefs. Close, important people (who are also outside the family) also have an influence. The most important thing is how to fit sexuality into your own general value system.
- **Knowledge of the structure and function of reproductive organs;** Girls often ask, "How many small holes do I have down there?" Is it possible to pee through the same hole and give birth to a child?" It is important to learn and know the structure of the external and internal sexual organs, their role, and thus fears and doubts disappear when changes occur. "There are three holes. One is used to pee, the other is the vagina through which a child is born, and the third is called the anus (butt)."]
- **Communication**
- **Negotiating sex** (avoid persuasion and pressure from the partner);
- Sexual identity;
- **Safe sex;** It is always important to use contraceptives and condoms. They are never borrowed from a friend, but chosen by consulting a gynaecologist you trust. If you enter into sexual relations out of curiosity or **for the sake of** experimentation, pay attention to ensure that you use protection against unwanted pregnancy and sexually transmitted diseases. This way you will avoid risks and timely say **NO** to anything you don't like or potentially leads to sexual abuse.
- **Body, sexual enjoyment, masturbation, orgasm;** exploring your own body is very important. Getting to know your body, what you like and what you don't. It often happens that even adults do not know this for sure about themselves. You can explore on your own or with a loved one. Researching with a loved one is beautiful and meaningful always and only when and how you and your loved one want.
- One of the undoubtedly most important aspects, especially for adolescent girls, is **LEARNING COMMUNICATION SKILLS TO PROTECT YOUR SEXUALITY**. It means:
 - Set personal boundaries
 - Learn to say what you want, when and how you want to have sex, if someone is pressuring you
 - Learning to say NO
 - Learn to always seek safe sex

All this means learning **NEGOTIATING SEXUALITY** to avoid pressures and misunderstandings, to understand others, respect others, make responsible decisions and establish mutually satisfying and constructive relationships and connections with people of the opposite or same sex.

Misunderstanding and non-acceptance of adolescent girls and boys in the family and surrounding make acceptance of the changed body and the development of sexual identity and the practicing of responsible

sexual behaviour even more difficult. Some examples when, due to low self-esteem and self-confidence, they enter into risky sexual relationships and become an easy target for sexual abuse:

- If the body starts to change, because of the change itself or if it happens earlier or later compared to peers, adolescents may think that something is wrong with them, they are not normal, they are different. And being different is not good, that message is usually sent by society and family.
- If they cannot accept their physical development and sexuality, they may begin to starve themselves or overeat.
- If a young person is attracted to a person of the same sex, they may feel contempt, self-hatred, become suicidal, promiscuous in order to "prove" that they are heterosexual. If they are bisexual or transgender, they are most often exposed to discrimination not only by the dominant heterosexual community, but also within the LGBT+ community (lesbian, gay, bisexual or transgender). **Currently, various American studies show that between the ages of 2 and 12, one out of three transgender children attempt suicide.**
- Young people who grow up in a family where there is violence, witness it or are themselves victims of it
- The influence of parents who are cold, distant carries the message "you are not valuable enough", "you are not important enough"
- Failure in school
- Young people who feel rejected in their peer group or other surrounding
- Girls who act "seductive" and like to flirt – "it's an invitation to sex and it's their own fault when they get sexually assaulted"

CONCLUSION

The responsibility and task of all adults is to understand that negative behaviours or choices are not a reflection of "healthy choices" by adolescents, their caprice, manipulation, "problems", but most often a response that represents an alarm and signals difficulties in development, especially sexuality. The responsibility of adults is to help young people and strengthen them, to be reliable allies, especially if the young person has a personal characteristic that makes him feel different from the majority. The responsibility of adults is then even greater.

- **Annex 1:** Incest Trauma Center – Belgrade, Brochure for adolescents – The right to choose a helper.
- **Annex 2:** The story of Tina and Boža.

- Brochure for adolescents – The Right to Choose a Helper.

HAVE ANY OF MY FRIENDS SURVIVED SEXUAL VIOLENCE AND I DID NOT RECOGNISE IT?

"Yes, I survived sexual violence and I have the right to choose a helper, because I deserve the same understanding as any other person." (From the INCEST TRAUMA CENTER – BELGRADE Campaign "THE ME NOBODY KNOWS", 2006)

DEAR WOMEN,

WE ARE

Incest Trauma Center – Belgrade, a women's non-governmental specialised service, has existed since 1994 and is the oldest organisation in Serbia and Montenegro that provides psychological support to incest survivors, child sexual abuse survivors and adult survivors of sexual abuse in their childhood.

It's hard, but let's try to openly ask and talk about sexual violence!

How long do we remember and how do we talk about a rude joke directed at us, a humiliating comment, a phone call in which someone makes suggestions or compliments of sexual content?

As women, if we dare to walk alone at night, we are never calm, we turn around and do not know if, in paralysing fear, we would manage to scream or run away in front of an unknown observer, or one who shows otherwise covered parts of the body.

IT IS IMPORTANT TO KNOW THAT

We are never to blame and there is no behaviour by which we cause UNWANTED TOUCHING, ATTEMPTED RAPE, RAPE BY A STRANGER OR BY A PARTNER OR SPOUSE!

THE GUILT AND SHAME IS ALWAYS AND ONLY THE OFFENDER'S!

WE CAN BE SCARED, WE CAN LOSE CONFIDENCE, WE CAN CRY, SHUDDER, WE CAN WITHDRAW INTO OURSELVES!

WE CAN BE FURIOUS AND ANGRY, YES!

SO, LET'S RECOGNISE OUR FEELINGS AND TRY TO TALK ABOUT THE FEELINGS! INCEST – "God forbid",

they say... BUT THE TRUTH IS THAT IT IS NOT FAR FROM US, AND IT HAPPENS TO US!

The abuser's methods are always manipulative, he abuses the child's love and trust, abuses his power over the child! The abuser observes or follows the child, undresses in front of the child, makes pornographic videos, touches the child in a way the child does not want, attempts to have sexual intercourse, rape.

WE THINK ABOUT A CHILD'S FEELINGS, ABOUT PAIN, ABOUT LONELINESS, ABOUT FEAR, ABOUT ANGER, POWERLESSNESS, ABOUT A SENSE OF GUILT.

LET'S LISTEN TO CHILDREN'S FEELINGS, LET'S TALK ABOUT THEM! Let's remember our own childhood, what we wanted, who we loved the most, what we needed?

It is also true that child prostitution is widespread and that there are pornographic photos and videos of children! WHO WANTS TO HEAR THAT AND TO WHOM DOES IT CONCERN, who will believe it? How will the police or the judiciary react? FEAR, WORRY, SHAME... Aren't those our feelings again?

WE WANT YOU TO KNOW THAT YOU ARE NOT ALONE!

We at the Incest Trauma Center

WE ALWAYS TRUST WHAT WOMEN SAY!

WE ALWAYS TRUST THE GIRL IN YOU!

WE ALWAYS TRUST THE CHILD YOU LOVE!

**IF YOU'VE KEPT A PAINFUL SECRET FOR A LONG TIME OR SUSPECT THAT SOMEONE ELSE HAS IT,
it's not easy to talk!**

DO NOT GIVE UP!

TRY TO DO SOMETHING! IT'S IMPORTANT!

YOU CAN CALL US!

WE WORK 24/7!

WHEN YOU DECIDE TO DISCUSS YOUR EXPERIENCE OF SEXUAL VIOLENCE WITH PROFESSIONALS WHO PROVIDE COUNSELING/THERAPY SERVICES IN ANY SERVICE

YOU CHOOSE YOUR HELPER

List of questions that are important to ask as a client at the first meeting with the therapist as well as all the time during the therapy:

*(*Taken from the book "Courage to Heal" by Ellen Bass and Laura Davis, translated by Incest Trauma Center – Belgrade on the occasion of the tenth anniversary of its work, 2004)*

- Have you ever worked with survivors of violence? What kind of training do you have in this field?
- How do you work with survivors? What techniques do you use?
- If you have not worked with survivors before, how would you prepare to work on this issue?
- Would you support my participation in a self-help group/support group (e.g. within a women's non-governmental organisation specialised in the violence issue)?
- Do you think that sexual relations with adults are always harmful for children?
- Do you think children ever willingly participate in sex with adults?
- Do you think women ever fantasise or exaggerate the abuse?
- Do you think reconciliation in the family is a goal to strive for? Why (or why not)?
- What role do you think forgiveness plays in the recovery process?
- Do you think that confronting the client with the offender is the goal? Why/Why not?
- If I cried, how would you react?
- (For girls and women of lesbian orientation) Have you ever worked with lesbians? Do you see lesbian identity?
- Do you think that sexual orientation is related to a history of sexual violence?
- Do you think it's okay for therapists and clients to hang out and become friends during therapy or after it ends? Are there any circumstances in which sex would be appropriate?
- How much do you charge? (If the price of the session exceeds your means, ask if there is a sliding scale or the possibility of any agreement.)
- Do you have a number where I can leave a message for you at any time so that we can get in touch urgently? Should I schedule an emergency therapy session?

Ask the questions that are most important to you. Add others to determine if your future therapist is sensitive to specific issues that are important to you. You may, for example, want someone close to you with problems related to alcoholism or eating disorders.

IF YOU ARE NOT SATISFIED WITH THE ANSWERS YOU RECEIVED, LISTEN TO YOUR INNER LITTLE VOICE AND TRUST IT, LOOK FOR ANOTHER PERSON YOU TRUST TO BE YOUR HELPER! BE SURE HELP IS AVAILABLE!

THERE ARE CERTAIN ESSENTIALS THAT YOUR HELPER MUST HAVE

Helper:

- believes you were abused
- never minimises your experience or the pain caused to you
- has (or is willing to obtain) information about the recovery process for adult survivors of (childhood) sexual abuse
- has a willingness to hear and believe the most difficult experiences you have spoken about
- focuses on you, not the offender
- does not insist on reconciliation/confrontation with the offender/forgiveness
- doesn't want to hang out with you outside of counselling/therapy
- doesn't talk about **their own** personal problems
- doesn't want to have sex with you
- fully respects your feelings (regret, anger, anger, sadness, despair, joy...)
- doesn't force you to do anything you don't want
- encourages you to build a support system outside of counselling/therapy
- encourages your contact with other survivors of sexual abuse (childhood)
- teaches you how to take care of yourself
- is willing to discuss the problems that arise in the helping relationship itself, in the relationship between the helper and the client.

THESE ARE JUST SOME OF THE QUALITIES THAT A PROFESSIONAL MUST POSSESS WHEN WORKING WITH SURVIVORS OF SEXUAL VIOLENCE (IN CHILDHOOD) AND DO NOT ACCEPT ANYTHING LESS, BECAUSE YOU DESERVE THE EQUAL UNDERSTANDING OF YOUR LIFE ISSUES AS ANY OTHER PERSON.

THE STORY OF TINA AND BOŽA

The story of Tina and Boža is part of the regular educational cycle of the basic level for the Peer Team of the Incest Trauma Center – Belgrade.

Tina and Boža are fifteen-year-olds. They know each other from the area where they both live and have friends in common. That's how they met, through them. They have been in a relationship for about 4 months. Boža says "already", Tina says "just".

They still haven't "slept", even though they nearly did it a couple of times. Tina refused, because she was not ready. That morning, an overjoyed Boža texted Tina that his parents were going to his sister's for two days and that he would be completely alone at home. An empty apartment is not something that happens every day and he immediately planned how Tina would get to him and how they would spend time together. He even bought condoms, he doesn't know where he put them, but that doesn't matter either, it's not that important when two love each other. "Just get Tina spend these two days with me."

The Saturday also came, it was somewhere around 8 in the evening, Tina arrived. Boža downloaded a love romantic comedy from the Internet, because he knows "that all girls are into such lemonades". They were watching a movie, snacking on chips, drinking juice, and somehow, they stretched out on the couch from a sitting position, started kissing and caressing each other. Boža slipped his hand under Tina's blouse, began to unbutton and remove her bra. She liked being touched, caressed and kissed. She enjoyed that passion and warmth. Only when he started to put his hand in her panties, she felt uncomfortable, she wanted to stop him.

She opened her eyes and saw Boža above her, excited and beside himself with passion. His touch became rough as well. She told him to stop, not to do it, that she was not ready, that she does not want it. She tried to pull away, but his body was heavy, pressing and trapping her. Boža did not pay attention to her. He knew they were in a relationship and that he had the right to have sex. After all, "why did she let me take her bralette off if she didn't want to?"

What did we learn about Tina? What have we learned about Boža?

What would you call Boža's behaviour? (violent behaviour: he does not respect Tina's wishes, he thinks only of himself and does not give up, he blames Tina)

Finish the story... Tina stood up and defended herself. What happened to their relationship after that? What would be our conclusion then, when the girl has the right to change her mind?

A girl has the right to say "NO" always and at every moment when the touch no longer pleases her or scares her. It is a right that applies to both people who make sexual contact, but in reality, girls need this encouragement most often.

Literature:

1. CESI, Zagreb (2003); Sex and gender under a magnifying glass; Second Expanded Edition;
2. Incest Trauma Center – Belgrade (2014). How to prevent violence in adolescent love relationships – A guide for teenagers and adults who care for them. Manual for application in the regular curriculum of primary and secondary schools. Authors: Ljiljana Bogavac, MD, and Dušica Popadić.
3. www.ijasamuztebe.org.rs
4. www.incesttraumacentar.org.rs/Produkcija/Autorski_clanci

Author: Dušica Popadić, Incest Trauma Center – Belgrade

The articles are the product of the author's many years of work through: 1. providing psychological assistance to girls and women of lesbian orientation (counselling centre: web, "1 on 1" conversations and support groups), 2. educational programs in the field of diversity for numerous women's and mixed non-governmental organisations, employees in health and educational institutions and media outlets. In the period 2003-2008, she founded and ran the psychological counselling centre of the organisation for lesbian human rights "Labris" from Belgrade.

- a. Local Lesbian Scene: Is This Me? (2004);
- b. Internalized Homophobia in Each One of Us (2004);
- c. No, This Is Not Happening To Me: Violence in Lesbian Intimate Relationships (2004);
- d. To What Extent Does the Lack of Role-models Influence Lesbians' Coming Out (2005);
- e. Lesbian Partner Relationships (or: The Importance of Seeking Psychological Assistance in Building Lesbian Partner Relationships (and Not Only When in Crisis))(2005);
- f. Lesbian Survivors of Childhood Sexual Assault (2006);
- g. Letter to Parents (2005);
- h. What is the Impact of Politics of LGBT Organizations on Daily Life of Lesbians and Bisexual Women in Serbia? (2007);
- i. Value system and recommendations when providing psychological counseling to lesbians and bisexual women (2012);

MODERN LIFESTYLE

At the global level, modern society is going through changes so unexpected and large that they have drastically changed the existential milieu of modern people. Changes in themselves are neither positive nor negative, but are a spontaneous consequence of new technologies, the digital revolution and the information age, as the latest qualitative leap in the evolution of knowledge and human capacity.

It very often happens that technology goes ahead of our knowledge and skills and dictates relationships in such a way that we feel inadequate to deal with it. For the past few decades, humanity seems to be going through an intense technological evolution in which the young have more knowledge and skills than the older, which creates deeper gaps between generations. Relationships, language, communication are changing. In the following lines, what forms the basis of modern life will be shown, and a little later we will talk about stress, trauma and its effects.

Informatics and Technology

The Internet, global media, smartphones put the "world in the palm of your hand" and exponentially increase the speed of communication and information exchange. Today's people are faced with the need to develop new sensitivities for a range of new challenges (e.g., sorting through the flood of information), concepts (e.g., virtual reality) and threats (e.g. privacy invasion, cybercrime). Cyberspace not only represents reality; it also creates it. This causes additional uncertainty of definition "realities" and "truths" e.g., distinguishing manipulation from authentic action for the common good ("unsafe planet"). As a result, there is a fear of public stigmatisation if the individual finds oneself on the wrong side of the expected "correct" attitude.

Through working on the computer, children and young people learn in a fun and interesting way how to use technology, which can be useful in school studies, but also in free activities. In this way, they can develop memory, learning methods and problem-solving skills, as well as a sense of their own ability and self-confidence. For children and young people who have difficulties in communication, computer games can be an incentive to socialise with peers with similar interests. In addition, they can practice hand-eye coordination, spatial relationships and representation. Regardless of parental preferences, children and young people will come into contact with the computer, that is, information technology ("smart" phones, etc.). Let the children know more about this technology than their teachers. Encouraging information literacy is part of the school curriculum. It is important that parents/guardians know that they will inevitably use information technology, which means that it is difficult and unnecessary to prohibit them from using the computer.

Although the Internet provides quick access to various and interesting information, as well as communication with a large number of people, it is necessary to be aware of the dangers that adults and children can be exposed to. The Internet enables anonymity, which is impossible to achieve in any other type of communication. This anonymity frees and encourages people to communicate more intimately than they would do in personal contacts, it enables the so-called misrepresentation. Therefore, it is necessary to educate children and young people how to use the Internet in a safe way for them, to teach them ways of (self-) protection, as well as to ensure the supervision of parents/guardians when they use the Internet. If children and young people say that they met a good friend on the Internet, it is certainly important to remind them that everything they know about that "friend" is only what that person told them, i.e., you wrote that none of that has to be true.

The most common risks of using the Internet for children and young people are:

- exposure to sexual or violent content, as well as access to inappropriate information, which includes pornography, materials and pages that incite hatred, discrimination, bloody and violent scenes, misinformation and exaggeration of news
- direct communication with an adult seeking inappropriate relationships, where children and young people can become victims of paedophiles or adults with sexual intentions who will try to persuade them to meet or who will in some other way exploit their trust (e.g., by publishing images of minors)
- exposure to harassing, hostile or obscene e-mail messages
- excessive isolation of children and young people resulting from too frequent and/or long-term use of computers/internet.

In addition, children and young people can get information, buy products or participate in activities that are dangerous for them.

There is a risk that by shopping online, filling out forms or participating in various online contests, they provide important, personal or financial data and may become targets of various scams.

Economy

Global corporate capitalism, major redistribution of economic power, population migrations of epic proportions, new geopolitical and economic entities, environmental challenges and escalation of natural disasters, etc. are just a form of universal living. Financial institutions of society and multinational corporations assume the role of authoritative leader who determines rules, norms and trends; demands are getting higher, people stay at work longer and longer, life becomes one big race for money, because of the so-called a more comfortable and safer life. The media, as an extended arm of corporations, produce ruling trends, and these create needs around which social communication is organised. In such a surrounding, the individual loses the sense of control over their future, reluctantly accepts the change in his social meaning (individual as a number), and their financial and physical survival become uncertain in many ways.

Politics

Political globalisation, "preventive" wars that cause population migration, the constant threat of terrorism are the main products of the fear industry. The latest refugee crisis leads to a mobile, changing, "wandering" identity of millions of people who become "those other ones" and enter the field of identities in transition and passing ("emerging identities").

Encountering new cultures, the changes we are witnessing, lead to the emergence of numerous new challenges that cause uncertainty rather than enriching our experiences with new encounters. The media bombards us with images of violence (because bad news always sells better than good news, thereby actually deepening the gap between social groups).

In the chaos and madness of war, terrorism and refugee crises, the biggest victims are the ones who are the most vulnerable – children, young people without adult care, etc. They very often remain in the hands of or meet people who do not take care of their rights, but grossly violate their personal integrity, growth and development – children and young people become slaves to fools, they are abused (children are used by adults to satisfy their basic needs – e.g., sexual abuse, but they are also manipulated into fundamental clashes using their young bodies for mass murder and destruction).

Values

"Fast" and "instant" have become synonymous with success, based on the misconception that our need for information, adventure, and experience must be met without delay or else become obsolete. Instant society means instant news, instant healing (less time to talk with patients, more medicine, instant emotions (soap series and reality shows, instant contact (email, FB, Skype. The pseudoscience of the media turns knowledge into digital bits of information tailored to user groups (followers of blogs, and a large number of individuals become (pseudocreatives on their blogs).

Communication

Modern people have significantly reduced the need to remember information because data of all kinds is quickly and easily available on the Internet. Instead of memorising, the problem arises to recognise and find relevant information as quickly as possible, that is, to "trust" the information. The speed and efficiency of communication is maximised by the "compressed" language of the Internet and SMS messages (less description, no adjectives, acronyms...

Emoji (Japanese word, a combination of image and character in messages: these are graphic symbols, e.g. stylised facial expressions, objects of use, animals, symbols of love or concern that represent an idea or concept independent of the specific spoken language).

Emoticons are stylised representations of facial expressions that, in the absence of body language or voice intonation, draw attention to the non-verbal component of the message as a form of metacommunication, i.e., secondary communication about how the information should be interpreted. Emoticons and emoji shorten the time needed for communication and try to compensate, thus masking the physical separation of the participants. The fact is that new generations, despite the concerns of traditionalists, spontaneously accept these changes as legitimate aspects of their value system (in other words, tradition is a dynamic category that is constantly recreated).

In summary, the prevailing cognitive trends of modern man are searching access to data, compressed language, deduction, super-fast redirection of attention, dealing with a large amount of information at the same time.

STRESS

The word stress is an integral part of our everyday vocabulary and is used in a wide variety of meanings. The word is of English origin (stress) and means tension, effort, pressure. The term itself was introduced by Hans Selye, a doctor of Hungarian origin, in the 1930s. Carrying out experiments on mice, he found that injecting different harmful agents produces almost identical body responses. He compared the results of this experiment with the observation of people who suffer from different diseases and exhibit similar symptoms. These tests led to the emergence of the theory of stress, i.e., the general adaptation syndrome, and the word stress itself is now accepted in the lexicon of most languages of the world.

According to his definition, stress is a general reaction, i.e., a set of non-specific reactions of the organism to any request for adaptation arising from changed conditions of the external or internal surrounding. The result of those general, non-specific reactions is the adaptation of the organism to newly created conditions, and the goal is to maintain homeostasis or dynamic balance.

Later considerations on stress define stress caused by psychosocial factors as a special relationship of a person with the surrounding (Laarus and Folkman). One of the characteristics is that the person assesses that the situation exceeds their capacities. This means that it is not just a general and identical reaction for all people, but a highly individualised process. These scientists considered emotion to be the psychological dimension of stress.

Stress is therefore a complete psychosociobiological response of the organism to the action of any stressors that threaten and disturb its homeostasis. It is an interaction between the psyche, nervous, endocrine and immune systems, which later led to the development of psychoimmunology as a special field of study in medicine.

A holistic approach is necessary in observing stress. There is stress (and its characteristics, personality (and its characteristics, consequences – in the form of disorders that become stressors for themselves, the possibility of using social support, pharmacotherapy, etc.

Stressors

Any harmful agent that can cause the appearance of the general adaptation syndrome was called a stressor or stressogenic factor by Selye.

Breakdown of stressors:

- according to their origin, they can be divided into:

- external (exogenous) – these would be e.g., harmful environmental factors such as cold, heat, noise, radiation, chemical pollutants, and
- internal (endogenous) – psychological.

- by their nature they can be:

- biological (microorganisms, infections);
- physical (thermal; radiation);
- chemical (poisons);
- organic (organic changes or lesions – surgical procedures, trauma, extreme physical efforts) and
- psychological or psychosocial (strong emotions, conflicts, abuse)

- according to the length of action: acute and chronic

Selye divided stress, according to its effect on the organism, into negative, which he called "distress" and positive, which he called "eustress".

Eustress is caused by short and mild homeostasis disturbances that stimulate emotional and intellectual growth and development. Distress refers to difficult and long-lasting situations that lead to the breakdown of adaptive mechanisms.

"Good" stress represents a positive response of our organism to some kind of challenge, a response that allows us to survive or live as well as possible. "Bad" stress represents a negative reaction of our organism to some kind of

challenge, a response that manifests itself in psychological and physical suffering. Today when someone says "I'm in a stressful situation" it usually means "bad" stress because the word itself has become synonymous with being depressed, irritated, overwhelmed or anxious.

Perhaps rather a distinction could be made between an adaptive reaction (which would represent eustress) and a reaction that is not adaptive, which is too strong and long-lasting, which causes damage and causes psychological and physical pain – when our abilities to adapt are overcome and our organism has no strategy to respond (distress). If you cross just one more step, you enter a stressful situation that corresponds to the stage of exhaustion. Stressors can act individually and together, they can accumulate. Accumulation of stressors can lead to a decrease as well as an increase in tolerance to stressors.

Psychosocial stressors in stress theories have especially received attention in recent decades. They are common but little researched and difficult to objectify. Types of psychosocial stressors: marriage, parenthood, interpersonal relationships, work, life circumstances, financial circumstances, legal, developmental, somatic illness, other (disasters). Characteristics of stressors that favor the emergence of a stress reaction: things that have not been experienced before, unexpected, of high intensity of action, of long duration, things that cannot be predicted (and therefore controlled);

Stress response

The strength of the stress response depends on the characteristics of the stressor itself and on the adaptive capacities of the organism, which are determined by internal and external factors. Stress begins with the perception of information, that is, its perception. How information will be evaluated depends on biological predispositions, but above all on previous experience, as well as previously learned patterns. Therefore, the reaction is individual. At the same time, the person evaluates not only the information and its danger, but also his own ability to overcome it. This overall evaluation leads to an emotional reaction, which triggers psychological and somatic processes.

Personality characteristics and stress

Today, more and more people are talking about the meaning of personality types in the body's response to stress. Personality characteristics include: age – younger and older people are less resilient; gender; social, family and economic functioning; intelligence and personality characteristics: personality organisation, affective and cognitive characteristics.

Who is a resilient person? According to Suzanne Kobasa, it is a person who has the ability to manage oneself and stressful events, who is continuously engaged in activities and who shows great adaptability and acceptance of changes. In addition to this, they are considered to be people with self-control, physically active, who take care of a healthy diet and know how to use social support. Useful or positive stress response styles are – a person's ability to quickly understand and realistically assess the situation; to accept confrontation with the situation; to control oneself; make a good analysis and plan, as well as change the plan if there is a need for it; ability to seek and accept social support;

To assess the severity of stress, scales are used that take into account how a certain stressor would affect an average person from a certain socio-cultural surrounding, of the same sex, age, education and socioeconomic status. There are stressors that can be objectified, but still, most will depend on the personal reaction that is inherent in a special way to each person.

One of the most severe stressors is the neglect and abuse of children, especially sexual abuse, which represents one of the most severe forms of violation of the physical and mental integrity of a child. In addition, it rarely happens in isolation, and is most often associated with emotional abuse and/or neglect of the child, sometimes with physical abuse, which increases the cumulative effect of the traumatic experience.

General definition of child abuse or maltreatment

Abuse or maltreatment of a child includes all forms of physical and/or emotional abuse, sexual abuse, neglect or negligent treatment, as well as commercial or other exploitation, which leads to actual or potential impairment of the child's health, survival, development or dignity within a relationship that includes responsibility, trust or power.

Definition of child sexual abuse

Sexual abuse of a child is the involvement of a child in a sexual activity that they do not fully understand, with which they do not agree, or for which they are not developmentally mature and are unable to agree, or which violates the laws or social taboos of society. Child sexual abuse is manifested as an activity between a child and an adult or another child who, due to their age or development, is in a position of responsibility, trust or power, where the activity aims to provide pleasure or satisfy the needs of another person. Sexual abuse of a child is also considered to be: inducing or forcing the child to participate in sexual activities, whether they are contact (e.g., sexual intercourse, sexual touching, etc.) or non-contact (e.g., exposure to the gaze, exhibitionism, etc.); exploitative use of a child for prostitution or other illegal sexual acts.

Offenders are most often, in 70 to 90% of cases, persons from the child's family circle (parent, stepfather or stepmother, mother's partner, grandfather, grandmother, uncle, etc.) or persons close to the child (teachers, educators) on whom the child depends, and towards whom the child normally has positive feelings and from whom it expects protection, which makes the injury psychologically even more difficult.

Although sexual abuse of children occurs at all ages, it has been found that the most common onset is between the ages of four and eight or in adolescence. According to statistics, there are significantly more cases of sexual abuse of girls than boys, but this may be an artifact. Namely, it seems that boys are more likely to hide their abuse due to the heightened fear of stigma and condemnation, and suffer silently for a long time before seeking help.

Sexual abuse is difficult to detect and even more difficult to prove. Some cases are discovered only when the child confides in a trusted adult. However, this process is often hampered by the child's shame and feelings of guilt, fear of punishment or revenge. The abuser often reinforces these feelings of the child by threatening or blackmailing the child, e.g., the breakup of the family, for which the child will allegedly be guilty, or the loss of love of one or both parents. The goal of the abuser is to force the child to remain silent and avoid punishment. Young children do not talk about sexual abuse for two reasons: at an early stage, they are simply not aware that touching intimate parts of the body is not allowed, and older children are bribed and/or forced to keep the secret by threats of terrifying consequences for them or their families.

The following changes in the child's or adolescent's behaviour indicate the possibility that the child has experienced sexual abuse: fear of being touched, especially in the genital area, fear of closed doors, of bathing, of the dark, of certain people, fear of going home or running away from home, sexualised behaviour inappropriate for their age, and in younger children: unusual interest in their own and other people's genitals, frequent masturbation, drawings with emphasised sexual details and the like, and in older children: promiscuity, prostitution, self-destructive behaviour (self-harm, taking alcohol, drugs, suicide attempts, running away from home), depression, withdrawal, isolation, frequent mood swings, compulsive behaviour (excessive bathing, changing clothes), concentration difficulties, decline in school performance, decreased interest in activities the child enjoyed, poor relationships with peers, the child's statement that it was abused. It should be kept in mind that the above behavioural indicators do not always mean that the child was sexually abused.

One of the most serious consequences of sexual abuse is the development of symptoms of post-traumatic stress disorder, including re-experiencing, avoidance, numbness, hypervigilance, which is more common in sexually abused children than in other situations of child abuse, i.e., the presence of disasters. It is estimated that one-third of sexually abused children meet diagnostic criteria for post-traumatic stress disorder (PTSD), and most exhibit some of the symptoms.

All forms of violence, abuse, abuse or neglect of children, which threaten or damage the physical, psychological and moral integrity of the child's personality, represent a violation of one of the basic rights of the child contained in the United Nations Convention on the Rights of the Child, which is the right to life, survival and development.

Trauma

Negative stress is trauma; trauma is an emotional, psychological and physiological consequence of strong stress due to violence, threats, or other events that result in a change in life. Until the eighties of the last century, scientists did not deal with the lasting damage that trauma can have on an individual; even less has been studied about the effect trauma can have on a child. There was almost a belief that the child was naturally resistant, little to understand, even less to remember; children were believed to have a natural resilience to trauma and to "recover" more quickly than adults.

Trauma is a significantly stronger event than the one a person expects and is able to cope with. The first research in the field of the consequences of trauma on the young brain was aimed at proving that even minimal stress in early childhood leads to a permanent effect on the physiology and chemical structure of the brain of a small child, and therefore on his behaviour.

A traumatic event is one that exceeds a person's capacity to cope with it. Estimates say that over 40% of children experience at least one potentially traumatic experience by the age of eighteen; death of parents, brother, sister, grandfather/grandmother; physical abuse or neglect for a long period of time, sexual abuse, participation in a traffic accident, natural disaster, witnessing domestic violence, etc. (Krug et al., 2002; WHO, 2014). Despite attempts to accurately measure how many incidents of child maltreatment there are, the true number is believed to be far higher, because most cases are either not reported or even if they are reported, the processing of such cases is very complicated.

A third of abused children will experience obvious psychological problems as a result of the abuse; research shows that the consequences remain throughout life and can be seen through all sorts of physical and mental dysfunctions (Anda et al., 2010).

Children are more susceptible to trauma than adults and each child reacts differently. Reactions depend on: age, previous functioning, earlier life experiences, degree of exposure to trauma, parental reaction, changes in life circumstances after a traumatic event. Most children are resilient (resistant to stress), however resilient children are made, they are not born that way.

Consequences of trauma on children

One of the main consequences is reflected in physical health and survival. The most serious consequence of traumatism is certainly the fatal outcome: 34,000 homicidal deaths among children under the age of 15 (Krug et al. 2002; WHO, 2014) occur as a result of direct violence. Permanent disability, injuries to various organ systems, psychosomatic diseases, chronic diseases, sexually transmitted diseases, reproductive health problems or neglecting the treatment of existing diseases in childhood are just some of the described consequences for children's physical health. (Afifi et al., 2013; Flaherty et al., 2013; Lamela and Figueiredo, 2013; Pejović-Milovančević et al., 2012; WHO, 2014)

Consequences for mental health include the appearance of mental problems in childhood, adolescence, and later in adulthood. Typical symptoms of the consequences of trauma are reflected in the appearance of somatisation, anxiety, depression, hostility, aggressiveness, post-traumatic symptoms, dissociative disorders, but also more serious mental health problems such as paranoid ideation, the appearance of psychosis, self-harm, suicide, personality disorders, interpersonal dysfunctions, abuse and dependence on PAS (Bernstein et al., 1998; Kendler et al., 2000; Silverman et al., 1996; Zanarini et al., 1997).

What determines how children will recover from trauma, be it on a physical, emotional or psychological level, is first of all whether the adults from their surroundings, above all those who should trust and rely on them, will be there for them to provide them with support, help and understanding. Trauma and our response to trauma cannot be understood outside of the context of interpersonal relationships. The most traumatic aspects are those that concern the disruption of relationships between people – the termination of relationships with other people. Therefore, the key to recovery also lies in relationships – rebuilding trust, gaining self-confidence are key to help (Perry 2013).

Traumatized children need a healthy community the most – anything that increases the number and quality of children's relationships serves the purpose of their recovery. Building a healthier society, reinvigorating the extended family (historically observed in 1500, the number of family members was about 20, today 26% of people live alone!) as the most natural surrounding for a child when the primary family falls apart. Technology is taking us away from evolutionary foundations, but we must certainly use it for our goals. The phenomena of emotional impoverishment are present in everyday life; for the development of empathy and relational skills, it is necessary to receive critical input from the surrounding.

Effective child protection requires good cooperation among all professionals working with children and families, whether within the same or different sectors. The approach must be consistent and accepted by all actors that could be involved (health, education, social protection, judiciary, police, civil society organisations, media). In order to achieve effective protection and improvement of the child's well-being, there needs to be good cooperation and

clearly defined roles. The role of coordinator in the child protection process should be played by the centre for social work, which, in our society, is the basic service for child protection and which, at the same time, performs the tasks of the guardianship authority.

The first step in protection is the detection of child abuse and neglect, which is also the most sensitive part of the process. Abuse and neglect are most often detected in the following ways: by recognising signs of injury on the child or behaviour of the child and family; trust, which can be direct – from the child itself or indirectly – from other persons. Health workers, as well as school and kindergarten teachers and all others who have close contact with the child and family and know them well, can be a trustworthy person.

Interventions to protect the child from abuse and neglect: The goals of the interventions are to stop the abuse, ensure safety, and create conditions for the smooth functioning and development of the child in the family, reduce the risk of repeating the abuse, repair the consequences of the abuse – integration of the traumatic experience, respect for the child and the child's opinion, wishes and point of view, change in family relations (preferable preservation of the family while improving its functioning), responsibility of perpetrators for abuse, monitoring and evaluation of the course and outcome of interventions.

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ON SEXUAL ABUSE OF CHILDREN AND YOUTH

Despite entrenched prejudices and attitudes that our culture is devoid of sexual abuse of children and young people, the data, which are more than numbers, say just the opposite. Turning a blind eye to this social problem is not a characteristic of our society alone. Many societies and cultures were insensitive to the topic, so even science, until about thirty years ago, treated sexual abuse as a product of children's sexual fantasies, which are developmentally normal. A child does not fantasise about sexual violence. It was only with the latter raising of awareness and vigilance of the entire society, including science, that sexual violence against children and young people began to be thought about and spoken openly in a completely different way. Therefore, science, as paradoxical as it may sound, is partly responsible for centuries of suffering of the unprotected child population.

Statistical data, as well as data obtained from research carried out by relevant institutions dealing with prevention and providing assistance to child and adult survivors of sexual violence, show worrying and devastating information about the frequency of occurrence of sexual abuse of children. In Europe, one in five children has been a victim of some form of sexual violence by the age of eighteen. At the same time, girls are victims of sexual violence much more often than boys, and men are statistically significantly more numerous among the offenders than women. When talking about types of sexual violence, it is extremely important to know that regardless of the severity of the act, even those that are socially treated as "lighter" can have long-term consequences for a child/young person. In other words, the type of sexual violence does not decisively determine the severity of the trauma. It is influenced by numerous psychological factors that are impossible to predict in advance. The degree of psychological and emotional development, the developmental period in which the abuse occurred, the duration of the abuse, the offender, greatly influence the severity of the present trauma, the consequences, the prognosis for continued development and the effect of providing adequate psychological help.

One of the prejudices is that very young children are spared from sexual violence. Because speech develops later, babies and young children do not have the ability to verbalise what happened to them. Sexual abuse is indicated by other indicators, from characteristic physical injuries that can rarely be seen in practice (the offender protects oneself in this way), to the changed behaviour of the child, which can be a warning sign that it is a trauma, in which case it can be sexual trauma; or the child already learned during sexual abuse not to show its feelings and changes in behaviour are not visible. This means that sexual abuse is difficult to detect at this age. Information about abuse is often obtained only later, from people who are in the child's surrounding and report after suspecting or learning that the child has been abused, or much later from the person, usually through psychotherapy, when some of the reactions that are characteristic are recognised and when the victim can put into words something that is actually screen memories or experiences for which there were no words.

At a latter age, at 3-4, i.e., during the first Oedipal phase, children do not initially perceive sexual violence as violence. For them, it is an unwanted game that they agree to because of the absolute power of the abuser. Singling out a child and favouring it in relation to other children serves as a tactic, bribery that can be emotional and material, creates a distorted image of the abuser. This is further complicated by the fact that abusers are most often people from the closest surrounding. Abuse is often accompanied by blackmail.

Sexual abuse that occurs at a latter age is additionally complicated by the increased sense of guilt that the young person always has, considering themselves to some extent, or sometimes exclusively, responsible for what happened or is repeatedly happening. Abuse in any culture is an act that far exceeds what is meant by the term aggressiveness. That is why the mistaken youth destroys and damages the feeling of dignity, self-respect, basic trust, trust in others; it causes, also unmistakably, feelings of sadness, helplessness, disgust towards oneself and others. Abuse is always accompanied by sadness. Sadness is a feeling that almost everyone can easily identify with, primarily through empathy. Feeling guilty in a young person, however, is confusing. Knowledge of this problem, as well as all the consequences of abuse, can explain the root of this feeling. Guilt occurs as a result of something that a person forbids themselves or the prohibition came from outside. However, guilt is also accompanied by a feeling of shame due to the feeling of one's own weakness and inability to control something, that is, the failure to prevent something forbidden from happening or to hide it from others. In cases of survivors of sexual violence, guilt has countless faces: why me? it is my fault that this happened to me; I am guilty of hating the abuser; I am guilty of sometimes understanding him; I am guilty of being angry, I am guilty of not being able to forgive all those who did not help me, I am guilty of reporting the abuser, I am guilty of not reporting them... It may be that they do not recognise

the possibilities for any of the countless modalities of feeling guilty resolution. Guilt is a feeling that changes its forms in cases of abuse and can last in some form for the rest of your life. This is one of the reasons why victims need adequate psychological help and support.

Young survivors of sexual abuse often feel isolated and rejected. These feelings are influenced by the fact that no one helped the young person, hardly anyone believed her, and the evidence of abuse, apart from the rarely visible physical evidence, is often invisible to the surrounding or the person hides it more or less skilfully. Child survivors of sexual abuse often perceive their parents as people who failed to protect them, which destroyed their essential fantasy about the unlimited powers of parents to recognise and satisfy their child's needs. Given that the abuser is most often the father or a father figure (stepfather, foster parent, adoptive parent), this primarily refers to the mother as a non-violent parent who failed to protect the child. This loss of trust makes it difficult for the child to control and often causes him to get angry, angry, which results in feelings of guilt. However, a parent is always loved; when he/she nurtures but also when he/she betrays or abuses. The inability of the parents, their inability to protect the child or even endanger it, often leads to negative identifications of the child. Above all, it is important to note that it is mothers who most often report sexual abuse of their children and abusers.

A young person has the need and pressure to keep silent and hide the abuse. The need to hide the abuse lies primarily in the feeling of shame that the person was exposed to such an act in the first place. In the psychological sense, exposure is primarily understood as physical exposure. All that is considered the body, the external border with the surrounding or internal psychological contents, can be exposed, visible. A young person is always in a position of losing boundaries, both towards the outside world and towards internal contents. There is no more intimacy, there is no shelter for feelings, the body and personality become the common property of the abuser and the victim, most often with long-term abuse the abuser becomes the sole "master of the property". A young person is most often exposed to a combination of forms of abuse, i.e., rarely or almost never, abuse does not only take place on the physical or only on the psychological level. Threats to the body are always psychological, and a person is often physically attacked, her body is physically threatened through sexual assault. The shame that arises is a painful and very powerful effect that can colour her overall further functioning. Experiences of shame are very difficult to forget, and when there is any associative connection with that feeling, it is experienced again very intensely. This is almost always accompanied by feelings of guilt.

As a young person with a changed understanding of the Self, they also feel the guilt for what they seem to be participating in, but in fact without their will and under coercion. The absence of active participation in the abuse to which they were exposed does not justify them in front of themselves. They recognise as the only authoritative fact that they "participated" in the act and this is the source of guilt. This can in some situations, for instance, in court, almost absolve the offender because it happens that children defend their abusers, even when they are not in a close relationship with them.

The very act of sexual abuse rests on violence that abuses authority as well as the child's physical and emotional dependence on adults. As this act actively interferes with the cognitive functioning of a young person, it interferes with the learning process, the joy of living, and anxiety, dissatisfaction, guilt, anger, sadness appears as a reaction. An injury was inflicted, or rather "they were offended, they were hurt, they were humiliated", both body and soul, since this is an attack on thinking, distortion of reality, confusion in the understanding of what is meant by a close human being.

Betrayal of trust in an adult, in this case the closest one, is one of the roots of sadness. As is known, young people do not manifest sadness and depression like adults. The intolerance of this feeling causes them to often defend themselves against it with destructive and self-destructive behaviours that can take different forms.

CONCLUSION

All forms of abuse are traumatic for a child/young person. The fact that there is not an isolated type of abuse, but the types are combined, especially when it comes to sexual abuse of children and young people, speaks of trauma that has long-term consequences and the need to engage not only individuals and individuals, but also the entire community with all the protection systems that are community obliged to enable.

Prevention is very important, because it raises society's awareness that sexual abuse exists, about the frequency of its occurrence and, which is of particular importance, raises society's awareness to believe the child's statement that sexual abuse happened to it.

The role of the media in this process is very important, especially when it comes to reporting, which most often represents retraumatisation for the victim, as well as the family. The child / young person does not have a "spare father" and tomorrow that young person will defend the father even more because of such kind of reporting. Labelling one family member leads to labelling the whole family. The role of the media is to inform and prevent, not to diagnose and judge. Diagnostics is in the domain of healthcare, psychologists and psychiatrists have the right to it in this context, and all those who deal with diagnostics, and are not from the domain of healthcare, are subject to the Criminal Code, because they are entering a domain that is not their profession.

The frequency of the social problem of sexual violence, as well as its complex consequences, obligates each and every individual to report it when they see the signs that indicate it. It is very important, especially for young people, to accept that reporting does not mean suing or betraying, that it is not an act of disloyalty, but rather to prevent the continuation of years of suffering of a child, peer or peer. In this sense, educating young people to recognise the signs of abuse, as well as the possibility of protection from sexual violence, is an extremely important task.

SEX INHERITANCE

The issue of sex inheritance is closely related to the processes that occur at the level of chromosomes within the cell. A chromosome is a rod-shaped structure located in the nucleus of every living cell. Chromosomes transmit the genetic characteristics of individual cells of living organisms. They are the hereditary material of all living beings. They are the transmitters of the hereditary message of the parent cell to the cells of the offspring. The number of chromosomes is invariant for each species. During cell division, each chromosome is represented as a double strand with a single taper. This narrowing – the centromere divides the chromosome into two parts, of equal or unequal size. There are 46 chromosomes in humans. All cells have them, except the cells of the gonads and gonads (ovum, spermatozoa). Chromosome pairs ensure the transmission of many bodily hereditary traits, but do not directly ensure the inheritance of sex. Changes on the autosomes determine numerous hereditary traits in both sexes. Gonadal cells have 44 chromosomes. The twenty-third pair of chromosomes – the sex chromosome consists of chromosomes that differ in males (X and Y) and females (X and X). There are 44 autosomes in the human chromosomal set, i.e., 22 pairs of homologous chromosomes and only 2 chromosomes on which sex inheritance depends – heterochromosomes. The cell division that takes place in the ovaries and testes aims to halve the number of chromosomes to go from a diploid to a haploid number. Chromosomes divide only once, while cells divide twice. Egg cells and spermatozoa obtained in this way are haploid (single), and after fertilisation they become diploid (double).

The sex of a person depends on the presence of certain genes in the sex chromosomes. In fact, the sex of a certain person depends on the Y chromosome, that is, its presence or absence in the sexual pair of chromosomes. A special gene for the male sex is located in the Y-chromosome. Male sex is determined by the Y-chromosome, and female by the absence of this chromosome. The Y-chromosome has a crucial role in determining male sex and the function of transmitting information to the gonads in embryonic differentiation in the direction of testicular development. In the first weeks of the embryo's intrauterine life, its sex cannot be determined since there are no morphological or functional differences in the gonads. These differences appear between the 42nd and 45th day of the embryo's life when, based on the information of the Y-chromosome, the testicles develop from the previously undifferentiated gonads.

The female sex is determined if two haploid cells of two X + X chromosomes are joined from an egg and a sperm, while the male sex is formed when two haploid cells of X + Y chromosomes from an egg and a sperm are joined.

Schematic representation of sex inheritance

Egg cell:	22 chromosomes + XX chromosome
Sperm:	22 chromosomes + XY chromosome
Female sex:	X chromosome from egg + X chromosome from sperm
Male sex:	X chromosome from egg + Y chromosome from sperm

Inheritance of sex and about the gender

Sex refers to the biological and physiological characteristics that define women and men, while gender refers to socially constructed roles, and is used to describe the socially constructed characteristics, roles and responsibilities of women and men, boys and girls.

Sex, before and at birth, largely determines the position of girls and boys, women and men in society.

Before birth – sex selection, modern technologies make it possible to find out the sex of the child at a relatively early stage. It often happens that a decision is made to terminate a pregnancy if it is a female foetus.

Childhood – infanticide, sexual abuse of children.

Adolescence – rape, abuse, prostitution, violent sexual relations, sexual harassment.

SEX-RELATED HEREDITARY DISEASES

Hereditary diseases arise as a result of changes in the hereditary material, chromosomes and their components, genes. A large number of hereditary diseases are the result of **changes in the number or structure of chromosomes**. A much smaller number of hereditary diseases are caused by changes in the chemical composition of one of the genes. Hereditary diseases are common.

A **change in the number or structure of chromosomes** is the most common cause of hereditary diseases. Change in the number of chromosomes can be in their reduction (less than 46) or increase (more than 46). A change in the structure of a chromosome takes place by breaking a chromosome and transferring one part of the chromosome to another. All these changes are much more serious than the changes caused by gene mutation, because they lead to a decrease or increase in the number of genes, while a mutation almost always changes only one gene, so they are much more and more often transmitted from generation to generation. A **change in the chemical composition of a gene** occurs when one of the bases (purine or pyrimidine) is replaced by another non-specific for that gene. This phenomenon is known as a **change – gene mutation**. Diseases caused by gene mutation can be divided into several types of inheritance according to the method of inheritance: 1. dominant inheritance, 2. recessive inheritance, 3. inheritance related to sex chromosomes and 4. codominant inheritance. If the changes do not occur in the sex cells, they cannot be passed on to the offspring.

Dominant inheritance is most common in humans, and more than 1,000 dominantly inherited diseases have been described so far.

Abnormalities of chromosomes are in 90% of cases the causes of improper development of the foetus, which in 90% of cases ends in spontaneous abortion already in the early stages of pregnancy, and in 10% in the birth of a child with visible abnormalities.

Treatment of hereditary diseases: according to the current achievements of medicine, hereditary diseases cannot be cured. However, there are certain therapeutic measures that can greatly alleviate the consequences of the hereditary disorder in a considerable number of these diseases. Knowing the essence of hereditary diseases and the laws of their inheritance made it possible to prevent them to a large extent.

Hereditary diseases caused by changes in the number of chromosomes

The most common hereditary diseases caused by changes in the number of chromosomes are described below:

Turner syndrome is an inherited disease caused by a lack of one X chromosome in some or all cells in females that prevents sexual development and can cause infertility. The cause is the lack of a woman's X chromosome (monosomy), which the cell can survive.

Klinefelter syndrome is a genetic disorder that occurs in males. Men with this syndrome have at least two XX chromosomes instead of XY chromosomes. Symptoms: lack of fully developed male sexual characteristics – testicles and penis; shrill voice; absence of male type of sloppiness; infertility; delayed speech development; reduced intelligence; emotional and behavioural problems.

Pato's syndrome is also called trisomy 13. In Pato's syndrome, multiple developmental anomalies occur, so that only 10% of newborns survive the first year of life. Symptoms: cleft lip, jaw and palate; mental retardation; small head; severe brain damage; impaired eye development – very small eyes or lack thereof; anomalies of the heart, kidneys, digestive system; umbilical or groin hernia.

Down's syndrome occurs as a result of a change on chromosome 21 (trisomy). Symptoms: characteristic facial appearance; insufficient mental development; anomalies of the heart and varying degrees of anomalies of other organs; reduced immunity to infections; increased risk of leukaemia; premature aging.

Edwards syndrome is the result of changes on chromosome 18 (trisomy). 95% of pregnancies where the foetus has this chromosomal disorder end in spontaneous abortion. Symptoms: during pregnancy – small placenta, retarded foetal development (low birth weight of the baby); retarded development of the head and face – poorly formed earlobes, small lower jaw, narrow nose, high palate; anomalies of the heart, kidneys and digestive system.

Hereditary diseases caused by changes in the structure of chromosomes

These diseases arise as a result of changes in the structure of chromosomes. Chromosome changes occur in four types of changes: loss of part of a chromosome, doubling of parts of a chromosome, changes in the order of genes on a chromosome, and exchange of parts between homologous and non-homologous chromosomes.

Deletion (cat's cry). A characteristic of this syndrome is that newborns have a shrill voice that resembles the meowing of a kitten. Symptoms: insufficient mental development; slowed physical and cognitive development; wide gap between the eyes; inability to close the mouth completely; reduced facial muscle tone – difficulty eating and speaking; irregularities in the position of the earlobes.

Albinism is a hereditary genetic disorder in which there is a partial or complete absence of the skin pigment – melanin in the skin, hair and eyes. This disorder is not unique to humans, but occurs in other vertebrates. It occurs equally in men and women. It is inherited recessively, i.e., both parents must have the same disorder. Symptoms: bright, white complexion; fair or white hair; pale blue eyes and reddish pupils.

Sickle cell anaemia is a type of genetic mutation and belongs to the hemoglobinemia group. Haemoglobin is deposited in the form of crystals when the concentration of oxygen in the blood drops, which causes erythrocytes to take on a sickle shape. Symptoms: anaemia, thrombosis and infarctions in various organs; circulatory disorders; disorders in the nervous system; liver enlargement; cardiogenic shock; in the last case, death.

Syndactyly and polydactyly are caused by a gene mutation. It is inherited dominantly. Syndactyly is manifested by fused fingers. Symptoms: fused fingers (different number) on hands and feet. Polydactyly is the appearance of more fingers or toes than five.

Haemophilia belongs to the group of coagulopathies – disorders of blood coagulation. It is inherited recessively linked to the X chromosome – it is inherited through the mother, and it manifests itself in the male offspring. It mostly occurs in men. In men who have haemophilia, the bleeding is not more abundant, but rather prolonged, because the coagulation time is prolonged. Symptoms: internal bleeding in tissues; severe damage to internal organs; it can also be deadly.

CARE OF REPRODUCTIVE ORGANS

CARE FOR GIRLS

Care of the external genitalia in girls should be continuous and daily. Secretion collects on the external genitalia as a result of the secretion of the glands and the mucous membrane of the vagina. If the hygiene of those parts of the body is not taken care of, the way is opened for irritation and infection of the surrounding skin and the external genital organs themselves, which can lead to transmission to the internal genital organs as well. In addition to daily care, special attention should be paid to the care of the genitals during menstruation. Inflammatory reactions can also be caused as a result of unhygienic sexual relations.

Proper care and hygiene of the genitals ensures a safe daily and sexual life, as it significantly eliminates the danger of banal or sexually transmitted infections.

The basic symptoms of insufficient hygiene lead to inflammation of the skin, itching and unpleasant odour.

Daily care of the genitals requires showering every day, which also includes washing the vaginal region. For washing, use warm water and mild soap or some other hygiene product (gel, shower liquid) with a low pH value, so as not to disturb the pH value of the skin and mucous membranes of the female genital organs. Only the skin around the vaginal opening should be washed with soap or some other hygiene product. The jet of water and hand movements during washing should always be directed from top to bottom so that microorganisms around the anus are not transferred to the mucous membrane of the vagina. A strong stream of water should not be directed directly into the vagina in order not to damage the protective layer that protects the vagina from the penetration of bacteria from the surrounding. A sponge or glove for washing the intimate parts of the body should not be used, because they can cause microscopic injuries on the delicate and sensitive mucous membrane of the genital organs, which can open the way for the infection to spread from the outside to the inside. Every girl should have her own towel for intimate hygiene. During menstruation, it is necessary to wash regularly, twice a day, in the morning and in the evening. Washing is carried out as described above. The pads used must be replaced regularly, at least five times a day. Care should be taken to ensure that the inserts used are completely clean, immediately removed from the original packaging. If tampons are used, they must be changed and should not be in the body for more than 4 hours. Tampons are not used at night. The recommendation of world gynaecologists is to use tampons only occasionally. In case of infection of any part of the reproductive system, pads should be changed more often than usual, and tampons should be completely discarded. During the menstrual cycle, you should not swim in the pool because of the possibility of infection. Also, sexual relations should be avoided during menstruation, since the risk of infection increases then.

As part of preserving the reproductive health of girls and boys, it is necessary to take care of the hygiene of sexual intercourse. The basic rule is to take care of maintaining the hygiene of the body and sexual organs. It is also important to use a condom in agreement with your partner during every sexual intercourse.

In order to ensure proper care of the reproductive organs, it is necessary for girls to wear cotton underwear and to put synthetic underwear out of use. Also, you should not wear very tight pants, especially jeans, because this creates a warm and humid surrounding that is favourable for the development of microorganisms from the external surrounding. The use of daily pads can also create favourable conditions for the appearance of infection.

If any changes are observed on the external genital organs or discharge is noticed, it is necessary to consult a doctor. The external examination of the genitals should also be assisted by a mirror.

CARE FOR BOYS

General care measures, as far as bathing is concerned, also apply to boys. Particularities of care refer to the maintenance of penile hygiene. The folds of the penis are a very suitable surrounding, warm and moist, for the development of microorganisms, and therefore for the appearance of infection.

Washing the penis should be done every day, in the shower or, if this is not possible, wash it over the sink. It is very important to wash the entire region daily, including the testicles, because sweat, shed epithelium and hair can produce a strong and unpleasant smell. For washing, you should use lukewarm water and neutral soap or another, mild, hygienic agent. After washing, it is important to dry this area well by gently patting it. After washing, it is advised to examine the genitals from all sides, at least once a month. For this purpose, a mirror is used to check the underside of the penis. Attention should be paid to all changes, e.g., existence of sores, bruises, growths, discoloration. The state of the testicles should also be checked regularly. Both testicles are carefully grasped in the hands to examine their size or notice sores and/or growths. If there are any of these changes, you should contact your doctor.

Care and hygiene of the reproductive organs of boys also includes protected sexual intercourse achieved by the use of condoms, which is necessary to protect both boys and girls from sexually transmitted infections, even when they are in a monogamous relationship.

It is recommended to wear loose cotton boxers to prevent sweating and irritation and the occurrence of infection.

DISEASES AND CARE OF REPRODUCTIVE ORGANS

Sexually transmitted diseases (STDs) are infections that are transmitted through sexual contact. They represent a large group of over 30 diseases that are caused by various microorganisms: bacteria, viruses, parasites, fungi, protozoa and parasites. The most common sexually transmitted infections are: chlamydia, gonorrhoea, genital herpes, syphilis, trichomonas, genital condylomas/warts, HIV and hepatitis B. Among these diseases, chlamydia and genital warts are in the first place.

Prevalence

Sexually transmitted diseases are very widespread. STDs occur most often in sexually active teenagers and young people (15-24 years old), especially those with multiple sexual partners. An estimated 200 to 400 million people worldwide are infected with these diseases – including men and women from all walks of life. In Serbia, there are no official statistics on the number of people infected with sexually transmitted diseases. It is assumed that around 21% of the population in Serbia is infected with these infections.

Risks of infection with sexually transmitted diseases

The risks are numerous, but the most common are: intercourse with a person who already has a sexually transmitted disease (70-80% high risk!); changing a large number of partners, not only at the same time but also over time; to be female, because women are more often infected, the infection is often without symptoms and is more difficult to diagnose, so complications are much more common; the existence of one sexually transmitted disease carries the risk of easier acquisition of another.

Microorganisms that cause most sexually transmitted diseases "like" warm, moist surroundings such as the mucous membranes of the genitals, anus or mouth. The causative agents of STDs are sensitive in the external surrounding and most of them die in less than a few minutes outside the body. Infection through the toilet seat, handle or other objects is not possible, except in rare and special circumstances.

Sexually transmitted diseases according to the causative agent

(only the most common ones are listed)

Bacterial infections: chlamydia, gonorrhoea and syphilis

Viral: genital warts (HPV virus), genital herpes (HSV type 1 and HSV type 2), hepatitis B, HIV/AIDS (HIV – immunodeficiency virus).

Fungi: candidiasis (Candida spp.)

Protozoa: trichomoniasis (Trichomonas vaginalis)

Parasites: pubic lice and scabies (Phthirus pubis and Scabies)

Symptoms of STDs can be: increased or changed discharge from the vagina, penis or anus; tenderness, burning or itching of the genital or anal area; burning and pain during or after urination; sensitivity and pain during sexual intercourse; pain and swelling in the groin; pains and tenderness in the lower abdomen; sores, warts, blisters, growths on the genitals, genital or anal area and in the mouth.

Complications: Quick and timely treatment can prevent many complications. Unfortunately, the symptoms of certain diseases can only be noticed after a long time. The most common complications are: inflammation of the joints, eye, pelvis and its organs; infertility; cervical cancer and other malignant tumours; heart disease; memory disorders and foetal damage. Complications can lead to death.

Treatment of sexually transmitted diseases

Treatment of sexually transmitted infections is carried out by an appropriate doctor – gynaecologist, urologist. Tumours, chlamydia and syphilis are treated with appropriate antibiotics (cephalosporins, tetracyclines, penicillin). In the treatment of herpes, **antiviral therapy** (Acyclovir) is used, and for HIV, **antiretroviral drugs** are used. It is important to treat both people who had sexual contact at the same time to prevent re-infection. During the treatment, sexual activities should be stopped until both people are cured. A condom should be used for another three weeks after

healing. There are also **vaccines** that can successfully protect against STDs in case of hepatitis B virus and HPV virus infection. Vaccination against hepatitis B provides protection against infection with the virus of the same name. The **HPV vaccine** is new. The vaccine is intended, primarily, for girls aged 11-12 years, who did not have sexual contact before vaccination. For those girls, the vaccine can provide 100% protection against the disease. Unfortunately, in already infected women and girls, the vaccine does not prevent further development of the disease.

Prevention of sexually transmitted diseases

Knowledge of STD prevention is important to enable effective protection before infection, ensure timely and targeted treatment, as well as to contribute to preventing the spread of infection, without renouncing one's own sex life. This can be achieved through quality education of young people. There are numerous ways to protect yourself from sexually transmitted diseases. **The basic rules to be followed are: practice protected sex (condom/some other means of protection); the choice of partner reduces the risk of infection to the lowest possible extent; avoid relationships with multiple partners; regularly go to gynaecologist, urologist and dermatologist examinations regardless of whether or not there are signs of infection and encourage your partner to do the same as an integral part of taking care of your own health; discussion and agreement about sexual relations and STDs with a partner; avoid risky behaviours (alcohol, drugs) before sexual intercourse; take responsibility for your own protection and say NO if there are no conditions for safe sexual intercourse.**

Protection, which provides satisfactory security, i.e., protects against the greatest number of bacterial and viral infections, including HIV, is a condom. **There are male and female condoms. The rule should be followed that the condom should be put on before making contact with the vulva, vagina, anus, penis and/or oral cavity. Condoms are by far the best method of protection during vaginal, oral or anal intercourse. For viruses transmitted by direct skin-to-skin contact (HSV or HPV), condom protection is not sufficient/safe. Spermicides** can inactivate certain causative agents of infection, but their effectiveness in prevention is of lesser importance. **No method is 100% effective**, but they should be known and used as they can significantly reduce the risk of infection.

Sexually transmitted diseases and gender

Gender roles have a significant context in this area as well. Women are more susceptible to sexually transmitted infections than men. The belief that only "promiscuous girls" get a sexually transmitted disease is a prejudice that shifts the responsibility for their transmission to the woman. A man transmits the infection to a woman more easily than vice versa. The symptoms of the disease differ between women and men, so timely detection is more difficult in women, which is the reason why women are more affected by frequent and serious consequences. Women are in a less favourable situation when it comes to protection/prevention, because it is the man who determines the safety of sexual intercourse. **Children who are sexually abused are more exposed to sexually transmitted infections (chlamydia and gonorrhoea).**

SEXUALLY TRANSMITTED DISEASES – symptoms, treatment and prevention

1. **Chlamydia** is caused by the bacterium *Chlamydia trachomatis* and today it is one of the most widespread sexually transmitted diseases.

Symptoms in girls/women: Four fifths of women who are infected with chlamydia have no symptoms. The most common symptom is increased vaginal discharge. Other signs are painful urination, unusual vaginal bleeding, bleeding after intercourse and pain in the lower abdomen. In women, chlamydia can cause extremely serious health problems, including infection of the urethra, cervix, inflammation of the internal genital organs and sterility, as well as dangerous complications during pregnancy and childbirth.

Symptoms in boys/men: Men usually have a burning sensation when urinating, and urethral discharge appears one to three weeks after infection. 10% of men have no symptoms. Often, only one partner has symptoms and the other carries the infection. This bacterium also causes inflammation of the rectum. It can also be transmitted to the eyes, through wet hands infected with secretions, as well as from mother to newborn during childbirth. Chlamydia is often diagnosed in sexually abused children.

2. **Gonorrhoea** is caused by a bacterium – gonococcus. Gonococcus gradually penetrates through the warm and moist urinary and genital tract and attacks the cervix in girls/women, the urethra and anus in boys/girls. This disease can be transmitted to another person through genital, genital-oral and genital-anal sex. Gonorrhoea infection can also be transmitted to the eyes by hands that have been in contact with genital secretions, and extremely rarely through objects, towels, etc.

Symptoms in girls/women: Gonorrhoea is most often asymptomatic (80%) and/or the symptoms are mild or insignificant. The most common symptom is increased, uncharacteristic discharge, pain and burning when urinating, and if the infection spreads to the uterus and fallopian tubes, lower abdominal pain, vomiting, temperature and/or irregular cycle, generalised infection (rash, fever, temperature, joint pain).

Symptoms in boys/men: Men usually have a thick, white discharge from the penis and feel pain or burning when urinating. Consequences of gonorrhoea: serious infections of the pelvic region, sterility, inflammation of the end part of the large intestine, blindness (in case of eye infection); infection of the heart valves, joints or meningitis, if the infection spreads through the bloodstream to the whole body. The disease is much more insidious and persistent in women than in men. *Sexually abused children are often infected with gonorrhoea.*

3. **Herpes** is caused by the Herpes simplex virus. The virus penetrates the body through the mucous membrane of the mouth and genitals, traveling along the nerve endings to the spine where it resides permanently. There are two types of herpes simplex virus. Type 1 (HSV 1) is characterised by sores or blisters on the lips, face or mouth, while type 2 (HSV 2) is most common in the form of sores in the genital area. The infection spreads through direct contact with an infected mucous membrane or during vaginal, anal or oral sex. It is possible to transmit the infection from the mouth to the genitals or eyes. Herpes is most often repeated in a person who has been infected once.

Symptoms in girls/women: it usually starts with burning and itching on the skin of the genital region, small blisters develop, and then painful sores appear from which blood or lymph drains. A burning sensation, pain in the legs, buttocks, or genitals and/or a feeling of pressure in that area may also occur. Urination may be painful, and there may be a dull, dull ache or sharp burning pain throughout the genital region, a constant urge to urinate, and/or the presence of vaginal discharge. At the beginning of the disease, an elevated temperature, headache and swelling of the lymph glands in the groin may occur. Blisters most often appear on the vulva, clitoris, opening of the vagina and occasionally on its walls, buttocks, thighs, anus, navel and cervix.

Symptoms in boys/men: Men can feel pain in the testicles in the initial stage of the disease, when herpes appears, most often on the head of the penis, on the body of the penis, but also on the scrotum, perineum, buttocks, anus and thighs. A watery discharge from the urethra is possible.

4. **Syphilis** is caused by the spirochete bacteria. Syphilis can be acquired sexually or by contact with someone who is infected. A pregnant woman can transmit syphilis to her unborn child. Syphilis is spread through open sores or rashes that contain bacteria that can pass through the mucous membranes of the genitals, mouth, or anus, as well as through broken skin on other parts of the body. The disease goes through four stages: primary, secondary, latent and late.

Symptoms in girls/women: A painless ulcer called a hard chancre that can look like a pimple, blister or open sore, most often on the genitals or near the site of bacterial entry, but can also appear on the cheekbones of the fingers, lips, breasts, anus or in the mouth. Sometimes it remains hidden in the vagina or folds of the labia majora and labia minora of the vulva, without giving any signs of the disease. In the primary stage, chancre is highly contagious. The wound heals, usually in 1-5 weeks, but the bacteria in the body continues to spread and multiply. In the next stage, a rash appears all over the body or only on the palms, hands and soles; mouth sores; swollen and painful joints or muscle tendons; sore throat; fever or headache (reminiscent of flu symptoms). Hair loss or swelling around the genitals or anus may occur. In the latent stage (10-20 years), the bacterium attacks internal organs including the heart and brain. In the late stage, serious consequences of the latent phase appear depending on which organ is affected: serious heart disease, blindness or mental disorders. With today's possibilities of diagnosis and treatment of syphilis, hardly anyone reaches this stage. At this stage, syphilis is not contagious.

Symptoms in boys/men: Symptoms in men are similar to those in women. The place where chancre most often appears is the penis and scrotum. It can be hidden in the head of the penis under the foreskin, under the scrotum or in the root of the penis. In the primary stage, lymph glands in the groin are enlarged more often in men than in women. Other symptoms are the same as in women. The number of infected people in the world has been increasing in recent years.

5. **Genital condylomas/warts** are caused by the human papilloma virus (HPV). Over 20 types of human papillomavirus cause non-manifest infections, warts or changes in the skin of the genital region. This virus is usually transmitted through sexual intercourse with an infected partner.

Symptoms in girls/women: Visible genital warts look the same as ordinary warts, at first, they are small, painless, hard lumps that often appear at the bottom of the vaginal opening. Warts also appear on the lips, vulva, inside the vagina, on the cervix and around the anus. The heat and humidity encourage the growth of warts, which can often grow into a large, cauliflower-shaped growth. Cervical lesions, although more common than visible nipples, cannot be seen with the naked eye and have no symptoms.

Symptoms in boys/men: Warts appear on the head of the penis (often under the foreskin), the body of the penis and the scrotum.

6. **HIV/AIDS** is caused by the human immunodeficiency virus – the HIV virus. The infection takes place in two phases: latent and manifest. The progression of the disease leads to a disease called AIDS. The disease destroys the immune system and destroys it, so that the body cannot fight against the cause of the disease. In the latent phase of infection, symptoms include fever, headache, muscle and joint pain, sore throat, reddening of the skin, and swelling of the lymph glands in the neck. On average, the latent phase lasts about 10 years, but under certain circumstances it can last both shorter and longer. Symptoms of the early symptomatic phase are: fever, fatigue, swollen lymph glands, diarrhoea, weight loss, oral yeast infections and herpes zoster. The symptoms are the same during the progression of the disease, only they worsen over time. Symptoms do not differ by gender. Treatment: In addition to sexual contact, HIV spreads through contact with the blood of an infected person. HIV/AIDS is a virtually incurable disease, although there are drugs that can strongly halt the progression of the disease and prolong life. These drugs have reduced mortality in a fairly high percentage where there are conditions for their use.

FERTILISATION AND PREGNANCY

FERTILISATION

Fertilisation occurs when a woman's mature egg and a man's sperm unite. A mature egg is released in the process of ovulation, which is the part of a woman's monthly cycle in which conception can occur. Ovulation occurs when the egg cell that matured in the ovary during the cycle detaches and begins its journey through the fallopian tube to the uterus. It is the time when a woman is fertile and unprotected sex can lead to pregnancy.

Pituitary hormones (FSH and LH) participate in ovulation, which help prepare for ovulation, fertility and conception. The most important are progesterone and oestrogen. Oestrogen is secreted before ovulation and helps to rebuild the uterus after menstruation. Progesterone is secreted after ovulation and helps prepare the uterus to receive a fertilised egg. Ovulation from the follicle of the ovary, the follicle of de Graaff, the mature egg reaches the cavity of the fallopian tube, where it meets spermatozoa that try to penetrate it. The ovum is capable of fertilisation 24-48 hours after ovulation, and then it dies. In one act, between 300 and 500 million spermatozoa are released into the vagina, while only a few thousand reach the fallopian tubes. Sperm are capable of fertilisation for 3 to 5 days and then perish. Of all the spermatozoa, only one penetrates the egg cell, and this process is called fertilisation. If sexual intercourse occurs at the time of ovulation, the secreted spermatozoa travel through the vagina through the cervix and the body of the uterus into the fallopian tube and thus reach the egg cell. When a spermatozoon breaks through the outer membrane of the egg cell and enters it, the membrane thickens and thus prevents other spermatozoa from penetrating it. When the spermatozoon enters the egg cell, the content of the spermatozoon nucleus mixes with the egg cell nucleus. The nuclei of spermatozoa and egg cells are called **pronuclei and contain half the number of chromosomes** (23) compared to the number of chromosomes in body cells (46). DNA replication takes place in both pronuclei. The two pronuclei move closer to each other and lose their envelopes. Their chromosomes mix with each other, the diploid nucleus of the zygote is formed and the first division begins immediately. A fertilised egg cell is called a zygote and has 46 chromosomes that carry genetic information. The fertilised egg, carried by the undulating movements of the fallopian tubes and the current created by the movement of the cilia of the epithelium in the fallopian tubes, reaches the uterine cavity, where the fertilised egg is implanted. Under the conditions of a normal pregnancy, the fertilised ovum enters the uterus, swims in it for three days, and around the 6th – 7th day after fertilisation, it "nests" in the lining of the uterus, which is thickened and well blooded under the influence of the hormone progesterone from the corpus luteum. i.e., ready to receive the ovum and its further development. The implanted egg cell is called a start or embryo.

In a female newborn, there are 300,000 to 400,000 original egg cells, of which about 90% disappear, so that at the time of puberty there are about 30,000 of them.

PREGNANCY

Pregnancy occurs when a fertilised ovum implants in the lining (endometrium) of the uterus. A normal pregnancy lasts ten lunar months or nine calendar months, i.e., 40 weeks or 280 days. Termination of pregnancy before the 28th week is called miscarriage, because the foetus is not capable of extrauterine life, while any termination of pregnancy after the 28th week is called childbirth.

Pregnancy proceeds in three phases lasting three months – **first, second and third trimester**. **The first trimester** is the period that includes the first twelve weeks of pregnancy, **the second trimester** includes the fourth, fifth and sixth months of pregnancy, and **the third trimester** includes the period starting from the 27th week of pregnancy.

During pregnancy, a woman's body goes through a series of changes, the manifestations of which depend on the age of the pregnancy. Changes in a woman's body caused by pregnancy are called signs of pregnancy and are divided into three groups: **uncertain, probable and certain signs of pregnancy**. **Uncertain signs** mean those signs that are characteristic of pregnancy, but they can occur in women who are not pregnant, as well as in men. These are nausea, disgust and vomiting, pigmentation on certain parts of the skin, enlargement of the belly and hips, changes in mood, etc. **Probable signs** are changes that manifest on the genitals and breasts of a woman. These are the absence of menstruation, the enlargement and softening of the uterus and cervix, the enlargement of the breasts and the appearance of the first colostrum milk, a change in the colour of the mucous membrane of the vagina and cervix. **Certain signs** of pregnancy are the presence of a foetus visible by ultrasound findings, the presence of heart sounds, palpation of parts of the body of the foetus and the presence of pregnancy hormones in the urine.

The **placenta** has a very important and multiple function during pregnancy. It is formed at the end of the third month of pregnancy. The placenta participates in the exchange of substances between the mother and the foetus through diffusion and osmosis, it has a protective role because it protects the foetus from infections, and it also secretes hormones – progesterone – which serves to maintain pregnancy and oestrogen, whose role is to increase blood flow to the uterus.

At the same time, the fruit also develops, the development of which begins immediately after fertilisation and takes place in four phases: furrowing, formation of germ cells, establishment of organs and histological differentiation of organs. After the completion of organogenesis, after the third month of pregnancy, the embryo becomes a fruit or a foetus.

The **due date** is calculated 266 days from the date of conception or the date of the last menstruation + 7 days – 3 months.

Pregnancy and childbirth

Underage pregnancy. Underage pregnancies are becoming more common throughout the world. A very small percentage of these pregnancies are wanted and planned, while the majority of girls between the ages of 15 and 19 do not want a pregnancy. The reasons for underage pregnancy most often lie in the insufficiently developed system of protecting girls' reproductive health and the absence of timely education. The most common reasons are insufficient information and education in this area, lack of knowledge and non-use of contraception, inability to refuse unwanted sexual relations to their partner and sexual abuse of girls.

Underage pregnancies have significant health, social and economic consequences. Pregnancy and complications during childbirth are the second leading cause of death for girls between 15 and 19 years of age. About 3,000,000 terminations of teenage pregnancies, in the world, greatly contribute to the lasting health consequences and mortality of minors. Newborns of underage mothers are exposed to the risk of being born with low weight, permanent physical damage, and more often they die. The younger the girls, the greater the risks. Prevention of teenage pregnancies means reducing the number of marriages before the age of 18 and pregnancies before the age of 20, educating young people about the use of contraception and protection against unwanted pregnancy, reducing violent sexual relations among peers, protecting children from sexual abuse, establishing and developing a health care system reproductive health of adolescent girls/adolescents.

Sexual violence against girls. They survive sexual violence more often, sexual violence is repeated more often, they have 1.3 times greater risk than boys to experience sexual violence. Girls are exposed to health risks caused by pregnancy.

Social consequences of pregnancy. Girl pregnancy is not socially acceptable. In the community and society, girls who are pregnant are considered promiscuous or personally blamed for their condition, while for boys, social condemnation is either completely absent or minimal. Often a woman/girl is viewed exclusively and only through the reproductive gender role developed on the capacity of a woman to give birth.

SUBJECT: SOCIOLOGY

61-62. Violence against children through history – past and present: Violence against children through history - present and future – Nada Banjanin Đuričić

63-64. EVERYTHING YOU ALWAYS WANTED TO ASK ABOUT SEXUAL VIOLENCE AGAINST CHILDREN – Nada Banjanin Đuričić

SUBJECT:	SOCIOLOGY
GRADE:	THIRD AND FOURTH
TOPIC:	HUMAN RIGHTS (Protection of mental and physical integrity)
TEACHING UNIT:	Violence against children in historical perspective and protection of children from violence
LESSON TITLE:	Violence against children through history – past and present Violence against children through history – present and future (DOUBLE PERIOD)
GOALS:	<ul style="list-style-type: none">• Students are informed about the position of children in the family and society throughout history.• Students realise the importance and necessity of protecting children's rights.• Students understand that adults, institutions and states have a special responsibility to protect children from violence and abuse.• Students understand that modern countries, including Serbia, protect various children's rights with a series of laws and regulations.• Students realise that protection from violence, abuse and neglect is one of the basic rights of children, as well as that this right is still not regulated and protected in the best way.• Students recognise the necessity of changing social awareness and public reaction in response to domestic violence.
OBJECTIVES:	<ol style="list-style-type: none">1. The students recognise different types of violence against children.2. The students understand the concept of sexual abuse.3. The students understand that sexual abuse of children is a form of violence against children and that it occurs much more often than is assumed.4. The students realise the importance of prevention, recognition of warning signs, as well as the importance of timely and adequate response in situations of sexual violence against children.
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD	
A/1 Introductory film – "Violence against children through history – The Past"	
- The students are familiar with a brief history of violence against children.	
A/2 History of violence against children and protection of children and young people – lecture	
- The students are familiar with the historical forms of society's response to the phenomenon of violence against children.	
SECOND PERIOD	
A/4 Introductory film – "Violence against children through history – The Present"	
- The students are familiar with the current state of violence against children.	
A/5 Prevention, detection and protection of children from violence – lecture	
- The students understand the importance of timely and adequate response to the social problem of violence and especially sexual violence against children.	
A/6 Violence against children: The Future – homework	
- The students develop a vision of a society without violence against children.	

METHOD (description of steps/activities HOW we will work)

FIRST PERIOD

A/1 Introductory film – "Violence against children through history – The Past" (15')

- The teacher starts the lesson by showing the first part of the video triptych produced by the Incest Trauma Center – Belgrade "Violence against children through history – The Past" as an introduction to the topic (4 min.).
- This is followed by a short conversation with the students about the key impression, the message of the film.

A/2 History of violence against children and protection of children and young people – lecture (30')

A/2.1 THE CASE OF MARY HELEN

- Recorded as the "**case of Mary Helen**" from 1875, it remains the story of an orphaned girl who was brutally beaten by the married couple to whom she was entrusted. In the absence of regulations to protect the child, a lawsuit was filed for abuse of a "talking animal." Because animal protection regulations already existed. Interpreting the lawsuit freely, the court found the married couple guilty and sentenced them to prison. (In another place it is written that "it is known that the first law for the protection of children was passed in the state of New York in 1875, that it served as a model for other states that developed their own legislation and gradually defined violence against children as a criminal act and as such sanctioned." Did a mistake creep in here, is it about the "first case of initiating a lawsuit" or about the "first law"? But, anyway. Our astonishment was stimulated, wasn't it only then; concern – and then what was before?)

- The immediate consequence of this case was the **establishment of the "Society for the Prevention of Cruelty to Children"**, while another 99 years had to pass before the adoption of a special regulation on the protection of children from abuse. It was one of the earliest laws on the protection of children from violence, adopted in Great Britain in 1884, when the first **National Association for the Prevention of Violence against Children** was founded.

A/2.2 PROTECTION OF CHILDREN AND YOUNG PEOPLE

- All historically known societies that cared about their own survival and reproduction paid special attention to children and youth. The essential position of children and young people is determined by their lack of independence, limited power and dependence on adults. However, this is precisely where the danger lies that they become the object of both care and protection, as well as negligence, abuse and other types of bad relations to the detriment of their needs and interests. Until the second half of the twentieth century, the attitude towards children was characterised by inequality and limited subjectivity of the child. The emancipation of women, and especially of children, did not follow the general development trends of modern societies. Because of this schism, the protection of children is followed by – carelessness, neglect, abuse, abuse and violent and inappropriate relationships of those who should care for children, whether they are individuals, social institutions or human communities and global societies.

SECOND PERIOD

A/1 Introductory film – "Violence against children through history – The Present" (15')

- The teacher starts the lesson by showing the second part of the video triptych produced by the Incest Trauma Center – Belgrade "Violence against children through history – The Present" as an introduction to the topic (4 min.).
- This is followed by a short conversation with the students about the key impression, the message of the film.

A/5 Prevention, detection and protection of children from violence – lecture (25')

The extent to which the problem of violence against children is understood in certain countries is evidenced by the fact that various programs, institutional and non-institutional forms, are rapidly expanding, that public, state and non-governmental organisations, agencies and various institutions are being formed – all with the aim of prevention, detection and protection of children from violence. (In 1974, the US Congress, for example, formed the National Center against Child Abuse and Neglect.) In countries that have taken seriously the consequences of violence against children, there are already numerous contents and different forms of specialised dealing with certain segments and types of violence.

The most significant international legal act that achieved an innovative approach to children's rights is the Convention on the Rights of the Child, adopted by the United Nations in 1989. The Convention was also ratified by Yugoslavia in December 1990, and it entered into force in January 1991. (According to the Constitution of Serbia, all signed and ratified international treaties are an integral part of the internal legal order and are directly applicable.) In this way, our country committed itself to respect and full the implementation of this international agreement, which rounded off many years of work on the legal regulation of children's rights. In the field of sexual violence against children, the following are particularly important: 1. Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography and the 2nd Lanzarote Convention.

Domestic legislation is more or less in line with the assumed obligations under international law. However, children's rights, including the right to social and economic protection, have been significantly reduced in practice in all countries that have gone through the transition, including ours. The Convention on the Rights of the Child, with a number of its provisions, obliges all relevant factors in the country to, among other things, provide protection to children from physical, psychological, and sexual abuse. States are also obliged to submit reports every five years on the practical implementation of the Convention, including these issues. However, we do not have global data or estimates, because there are no mandatory reports and no legal obligations to keep such statistics.

In the world today, the implementation of programmes that ensure the recovery of the child is current. In our society, the following would be relevant: overall care of children and protection from secondary traumatising, de-stigmatisation of the phenomenon of child abuse, sanctioning of non-application of the legal obligation to report, early detection of cases, more efficient and stricter punishment of perpetrators.

A/6 Violence against children: The future – homework (5')

The teacher wraps up the lesson by summarising the key learning points

SUMMARY: Modern countries, including Serbia, protect various children's rights with a series of laws and regulations. Protection from violence, abuse and neglect is one of the basic children's rights. This right is still not regulated and protected in the best way. It is necessary to change social awareness and public reaction in response to violence against children.

- Then the teacher gives the students homework to watch the third part of the video triptych produced by the Incest Trauma Center - Belgrade "Violence against children through history – The future" (4 min.)

- Suggest to the students to present their visions of a society that effectively PREVENTS violence against children in an unusual way (video or slide projections, poetry, posters, musical tracks, etc.).

LESSONS LEARNED

Film/video material is a powerful tool for raising awareness of social problems. Use it in classes, as part of local actions, for colleagues, parents/guardians, children.

WORK MATERIAL

FIRST PERIOD

- 2011 ©Incest Trauma Center – Belgrade; Video triptych "Violence against children through history", first part "Past" (11 min.) www.incestraucentar.org.rs/Produkcija/Videoteka.

- Annexes 1, 2, 3, 4 and 5

Annex 1

One of the most difficult actions against children known is certainly the killing of children, which has continued to this day (due to certain social attitudes in some cases, such as killing illegitimate children, for example). The origin of this phenomenon is explained by religion and cult rituals. This is confirmed by numerous finds of children's skeletons in Jericho from 7000 BC. In some cases, it could be determined with certainty that they were the first-born sons of noble families, who were sacrificed to the deity. A similar practice existed many centuries later, on a completely different side of the world – with the Aztecs in South America. It is likely that in this custom we should look for the roots of the latter parental or paternal right (*patria potestas*), which included the right to kill a child (*ius vitae ac necis*) among the ancient Greeks and Romans. This “paternal right” included the right to sell a child into slavery (e.g. in the Code of Hammurabi, 17th-18th century BC)

From that time, a special form of killing a child by “exposing” it, i.e., leaving it to die of hunger, is known. In the old century, the decision on whether a child would remain alive and be raised, or be “exposed”, was made by the father immediately after the child was born, before it was given a name (in Rome, the child was given a name on the ninth day after birth). Female children were more vulnerable on that occasion. Letters have been preserved in which fathers, while on the road, tell their wives that when they give birth, if it's a boy, they should keep the child, and if it's a girl, to “expose her.” Likewise, newborn children with certain physical defects were in mortal danger, especially in Sparta and Rome. Even the doctor Soranus from Ephesus in the 2nd century BC, summarising the previous knowledge, wrote the manual “How to recognise a child worth raising.”

Annex 2

In the Middle Ages, feudal production relations favoured the maintenance of paternal authority. With an even more *mora* prominent patriarchal morality, the family posed a mortal danger to children born out of wedlock. It is said that Pope Innocent III at the end of the 12th century, during the construction of the “Holy Spirit” hospital in Rome, was aware of the number of illegitimate children whose mothers were throwing them into the Tiber. A record of a priest from 1527 has been preserved, in which it is stated that “the closets resounded with the screams of children thrown into them.”

In England, there was even a legal presumption that every death of a child was murder, unless proven otherwise. Occasional attempts to eliminate whipping as a disciplinary punishment are mentioned in Western countries between 1690 and 1750. In Germany, the right to disciplinary beating was preserved for the longest time and was allowed by law “until the blood”, because “the child remembers such beatings”, and the punishment was *mora* prominent only in cases where the child died as a result of the beating.

During the industrial revolution, children were also beaten and forced into hard and health-threatening work. And throughout human history, boys and girls have been sold or held captive for sexual purposes. Literature, including school reading, is full of characterisations of children who were subjected to abuse (Dickens, O. Hardy, Brothers Grimm...)

Annex 3

Throughout history, in all societies, children have been exploited and abused in the most diverse possible ways. Our time, as well as our society, are no exception in this respect. Exploitation of child labour is probably the most traditional form of child abuse. In accordance with the progress of civilisation, child labour has undergone numerous changes, but has persisted to this day (e.g. in Asia as modern slavery in carpet factories). Various forms of the informal economy, in which child labour is present to a large extent, make up to 40% of the total national income in some countries. It is one of the social phenomena which, being illegitimate, is completely ignored by statistics. **Nevertheless, one aspect of this phenomenon is constantly present and visible: the exploitation of Roma children, as well as the “renting” of children for begging, where physically defective children have a greater use value.**

Annex 4

Any coercion of children to beg, steal, or commit serious criminal acts, including murder, is considered abuse. Kidnapping of children, sending them across the border, and even selling them, often for organ transplantation, should not be left out. (In China, for example, “vampire groups” were discovered that took advantage of neglected children by selling their blood.) We should not leave out child prostitution, which has been present throughout the world for centuries.

According to reports, Eastern Europe has become, after Asian countries, the new world centre of paedophile prostitution and pornography. Making porn films with children is one of the “newer successful businesses” in the underworld. (The revealed network of homosexual underage prostitution in Spain and the Belgian scandal about the criminal network of paedophiles and child trafficking caused, at one time, a shock of public opinion.) Moreover, after drug and arms trafficking, trafficking in women and children for the purpose of commercial sexual exploitation is the third most profitable and prevalence, global illegal trade. Sexual abuse of children often begins with sexual abuse in the family, and with the social devaluation of women’s life, it turns into modern-day slavery. Child traffickers make millions of dollars in profit from what amounts to violence, pain, shame, indignity, illness and death for children.

Annex 5

In the century of the greatest technical progress, too many children die of hunger, they fall ill with serious diseases (over a million children have died of AIDS), and, if they survive, they remain disabled. The United Nations presents data on the suffering of children in local wars, on the largest number of deaths from land mines, on the existence of an entire industry of explosive devices in the form of toys, pencils and boxes that explode when touched. (It is easy to conclude that they are intended for children, which shows all the unscrupulousness and duplicity of our civilisation.)

Abuse of children for daily political purposes is common. Child manipulation, although a rather undefined and elusive term, is often recognised in the use of children and the presentation of childhood in the mass media. In addition to the use of children for the achievement of political goals, which is present even though many political parties, by signing the "Code on the Protection of Children from Political Abuse" have committed themselves not to do so, there is also the use of children for commercial purposes. It is a widespread phenomenon on a global scale, and our country is no exception.

SECOND PERIOD

- 2011©Incest Trauma Center – Belgrade; Video triptych “Violence against children through history”, second part “Present” (4 min.) www.incesttraumacentar.org.rs/Produkcija/Videoteka

- **Annex 1:** United Nations Convention on the Rights of the Child (Article 19, Article 18, Article 12, Article 6)
- **Annex 2:** Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention); Source: 2015©Incest Trauma Center – Belgrade; The National Study on the Social Issue of Child Sexual Abuse in the Republic of Serbia; The Incest Trauma Center – Belgrade implemented the National Study in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women’s Health Promotion Centre.

- 2011©Incest Trauma Center – Belgrade; Video triptych “Violence against children throughout history”, third part “Future” (4 min.)

- www.incesttraumacentar.org.rs/Produkcija/Videoteka

RECOMMENDED RESOURCES:

Used literature for both lessons:

1. Banjanin Đuričić Nada, A blow to the soul – a sociological study of child abuse in the family, Institute for Criminological and Sociological Research, Yugoslav Centre for Children’s Rights, Belgrade, 1998.
2. Milosavljević Milosav (ed.), Violence against children, Faculty of Political Sciences, Belgrade, 1998.
3. Nikolić Ristanović Vesna (ed.), Family violence in Serbia, Victimology Society of Serbia, Prometej, Belgrade, 2002.
4. Anđelka Milić, Classes and Family, Workers’ Print, Belgrade, 1978.
5. Tomanović Smiljka (ed.), Sociology – a textbook for the 3rd grade of secondary vocational schools and 4th grade of high school, Textbook Institute, Belgrade, 2011.

This will be of use to me the next time I teach this lesson...

SUBJECT:	SOCIOLOGY
CLASS:	THIRD AND FOURTH
TOPIC:	Family and marriage
COURSE UNIT:	Violence against children as a socio-pathological phenomenon
NASLOV ČASA:	EVERYTHING YOU ALWAYS WANTED TO ASK ON SEXUAL VIOLENCE AGAINST CHILDREN (DOUBLE PERIOD)
GOALS:	
<ul style="list-style-type: none">• The students understand the concept and function of the family.• The students are sensitised to observe stereotypes about family and family values.• The students recognise different forms of violation of children's rights and prevention.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students recognise different types of violence against children2. The students understand the concept of sexual abuse.3. The students understand that sexual abuse of children is a form of violence against children and that it occurs much more often than is assumed.4. The students realise the importance of prevention, recognition of warning signs, as well as the importance of timely and adequate response in situations of sexual violence against children.	
CONTENT (brief description of steps/activities WHAT we will do)	
The classes are primarily conducted by lecturers, so that the students get the necessary knowledge, i.e., "learn the material".	
FIRST PERIOD	
A/1 Introduction – About the family	
- The students are familiar with the concept and function of the family.	
A/2 Violence in the family – lecture	
A/3 Violence in the family – exercise	
- The students understand that domestic violence is not a private but a social problem!	
SECOND PERIOD	
A/4 Sexual abuse and its consequences – lecture	
- The students are familiar with the concepts of sexual abuse of children and incest and know who the most common perpetrators are and what effects/traces they leave on children.	
A/5 How to break the "social conspiracy of silence" about sexual violence – lecture	
- The students understand the importance of timely and adequate response in situations of sexual violence against children.	

FIRST PERIOD

A/1 Introduction – About the family (5')

1. What is a family? What kind of families are there?

The family is a small social group, a primary social group (as opposed to secondary ones, such as organisations and institutions). Historically, the family stood out from the wider set of kinship communities (clan, clan, tribe, brotherhood).

Many sociologists believe that it is no longer possible to talk about the family as a more or less universal model. Certainly, there is a difference between the traditional extended family and the modern nuclear family. But today in the world there are many other forms – some households have more than one family with children, some have no children; on the other hand, the number of families with one parent is increasing. That is why it is perhaps more correct to talk about families, because it emphasises the diversity of family forms.

2. What are the basic functions of the family?

The functions of the family change throughout history, and the modern family loses some old functions, above all the productive one. It maintains a set of bio-psycho-social functions, the most important of which is the socialisation of children. It is the introduction of the child into the social culture (cultivation), into the system of expected social roles and positions, and the formation of personal integrity and identity, i.e., of one's SELF (personalisation). The family is responsible for forming the character of the person, enabling direct contact, personal connection and developing emotional bonds between members.

A/2 Violence in the family – lecture (20')

3. What is a disintegrated family?

It is a family that (more or less happily, justifiably or successfully) failed to fulfil its basic functions. Whenever we talk about abuse, we know that there has been a failure of those functions.

4. Is the family a safe place?

The family home is, in fact, the most dangerous place in modern society. Statistically speaking, it is much more likely that a person (of any age and mostly female) will be exposed to a physical attack at home, than at night on the street. In Great Britain, for example, one in four murders is committed by one family member against another. When it comes to violence against women, it can be said that a woman is exposed to a much greater risk of being attacked by her husband, partner or close acquaintances than by strangers. It is the same in the world and in our country.

5. Why is domestic violence special, why is it different from other forms of violence?

The fact that in the family are the closest human relations, gives it exceptional importance. A child is not attached to the one who feeds him, but to the one who provides him with emotional warmth. A parent is the first person a child meets and they have no prejudices. A child does not choose its parents; it loves them – and that's exactly why, precisely because of those close relationships, the child in the family experiences the most intense vulnerability. **A child can be threatened at school, or in the neighbourhood, or in some other place, but never as much as in the family – because there it is hit in its base, in its foundation.**

6. What exactly is child abuse?

Child abuse (or child cruelty) is the intentional and unjustified infliction of pain and suffering on children. The term can denote the use of physical violence; verbal abuse; failure to provide adequate accommodation, nutrition, healthcare, or emotional support; incest; cases of sexual abuse or rape; child pornography.

7. Why do we call violence against children a social-pathological phenomenon (or social deviation)?

Violence against children is a social-pathological phenomenon (disease of society) or social deviation (violation of social norms) because it represents a distorted form of social relations, because it threatens one of the most important human values (the little man), because its causes are primarily social and because it has numerous unfavorable social consequences.

8. Since when, historically, has domestic violence existed?

“The further we go in history, the lower the level of child care was, and the more children were killed, beaten, abandoned and sexually abused”, writes Ly de Mose in his “History of Childhood” (1976). Throughout history, in all societies, children have been exploited and abused in a wide variety of ways, often in accordance with the law or common law. Our times, as well as our society, are not an exception in this regard, except that today there are safe houses, SOS phones, laws and institutions that introduce the obligation to protect women and children.

9. What are the forms of violence against children?

There are many forms of violence. Some forms can appear as separate entities, but they often occur in combination (e.g., there is hardly any physical abuse without psychological elements). Different authors, different countries and their legislation call or define different forms differently. These are: **1. Physical neglect and abandonment of children; Physical abuse and torture of children; Sexual abuse of children; Mental or emotional abuse of children; Emotional rejection of children.**

SUMMARY OF THE LESSON

Abuse and exploitation of children is as old as humanity itself, but the position of the child in the family and society remained outside the interest of scientists for a very long time. One of the reasons for the long neglect, even ignoring, of this problem is certainly ignorance of its dimensions, which are mostly only guessed at. It is difficult to obtain statistically reliable data on the actual extent of abuse and neglect of children and minors, because only an insignificant number of cases are discovered, only about 5%. Some authors believe that in cities there are fifteen times more neglected and abused children than reported, while in rural areas there are 100 to 200 times more.

The knowledge of social sciences is unpopular, because it very often conflicts with what “society thinks about itself”. In the modern sociological approach, parenting and childhood are approached as social relations: parenting in the everyday life of an individual becomes the “key” to explaining many phenomena, including the phenomenon of child abuse, all the more so if it is more socially conditioned.

Violence against children means such relationships and behaviours of individuals, social groups or institutions, global societies and others which – with the use of force – inflict pain, physical and/or psychological damage, threaten the health and physical and psychological integrity of the person, insult the dignity of the person and hinders the child’s development.

Sociologists often cite POWER as one of the most important social factors that contribute to the emergence and maintenance of domestic violence – whether it is about differences in the power of individual family members or the abuse of power. Authority, which underlies patriarchal relations, is the basic source of power. Feminist criticism of society points out that relations between the sexes are still characterised by violence, structurally contextualised violence; violence that takes many forms, but is always directed against those who are physically, emotionally, psychologically, financially or economically weaker. What is needed is a social climate in which tacit tolerance and apathy in relation to violence will no longer be acceptable.” A society that wants to pass the test of gender democracy “will no longer want to see domestic violence as a private problem.”

A/3 Violence in the family – exercise (20')

- The teacher continues the work using [Annex 1](#).
- Print the short texts in advance and distribute them to the students, so that everyone has their own copy. He reads them out loud. Don't rush, give time to feel the power of authentic words.
- They discuss each example that has been read.

SECOND PERIOD

A/4 Sexual abuse and its consequences – lecture (20')

1. Why is it said that sexual abuse leaves serious marks on a child?

Because the relationship between an adult and a child in a family should be characterised by closeness, security, protection, trust. Precisely because of this, SEXUAL ABUSE IS EXPERIENCED BY A CHILD AS BRUTAL VIOLENCE COMBINED WITH BETRAYAL. That is why it represents SHOCK AND INSULT, DESTRUCTIVE PRESSURE AND HUMILIATION, LONG-TERM TRAUMA.

2. Is sexual abuse rare?

Unfortunately, no. According to experts, every third girl and every seventh boy in the world reach adulthood At the age of 18, they experience a certain type of sexual abuse. This is the data by which this phenomenon is "measured" in the world, but it is also valid for our climate. The Council of Europe announces that in the eighties of the last century, the reporting of sexual abuse increased significantly (in some European countries by as much as 125 percent), but it is still considered that reports are submitted for only TENTH OF CASES. [The current data of the Council of Europe for its member countries states that 1 in 5 children have experienced some form of sexual abuse by the time they reach the age of 18.](#)

[The first National Study on the social problem of sexual abuse of children in the Republic of Serbia shows: In the age group from 10 to 18, in each class in Serbia there are 4 children who have experienced a certain form of sexual violence and another 4 children who know someone to whom it has happened. At this moment, 2 children from each class are exposed to sexual violence. In primary school, children first disclose it to their family, who, as a rule, do not believe them. Young people in secondary school most often tell a friend, who is more inclined to believe them. Of the 2/3 children who tell others what happened to them, more than half of the persons in whom they confided do nothing. Only 7% of them report the case to the competent services. Source: 2015©Incest Trauma Center – Belgrade; The Incest Trauma Center – Belgrade implemented the National Study in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women's Health Promotion Centre.](#)

3. Is sexual abuse actually rape?

NO. Sexual abuse means any sexual activity between an adult and a child. Whether it is abuse of position, the use of force, the child's inability to defend themselves, or even initial consent, sexual abuse is always a crime, and the child is always the victim.

4. What constitutes child sexual abuse?

Sexual abuse can include: obscene phone calls, recording or photographing, showing intimate parts of the body, watching a child naked, caressing, groping, attempting to have sexual intercourse (attempted rape) and rape, incest, child prostitution, child pornography. So, it is a broad area.

5. What is incest?

According to the old definition, INCEST refers to sexual relations between close relatives. **Today, this term has a broader meaning established by the incest survivors themselves.**

INCEST, WHOSE VICTIMS ARE CHILDREN, MEANS – SEXUAL ABUSE COMMITTED BY A TRUSTED ADULT, WHO IS IN A POSITION OF POWER AND REPRESENTS AUTHORITY FOR A CHILD.

6. Why is it said that incest is taboo?

TABU means PROHIBITION. Incest, historically speaking, has always been taboo (forbidden), but it has always existed and is still happening! **Today it is taboo to talk about incest.** That's why we try, in our classes, to break that taboo and to talk about the problem of sexual abuse of children. This is important, because only if we talk and learn about something, we can understand the problem and learn how to recognise it and how to combat it.

7. Who are the child sexual abuse offenders?

The offenders are usually men, and in most cases, it is the biological father or stepfather or the mother's partner, then a brother, grandfather, grandmother, half-brother, mother or other adult members of the extended family... **Sexual abuse NEVER happens JUST ONCE, it repeating for many months, or MANY YEARS! The organisation of the patriarchal family allows sexual violence to last for a long time, protecting the perpetrators with a FAMILY AND SOCIAL CONSPIRACY OF SILENCE, from intervention that would come from outside.**

8. What are the consequences for children?

Experts say that for people who survived sexual abuse in childhood, this experience becomes a serious, lifelong problem – it is a mixture of fear, confusion, anger, shame, depression, feelings of insecurity and guilt. A person who has survived loses trust in people and control over their own life (feels like one is not in control of one's own life), loses his sense of self-esteem, thinks about suicide, has problems in the sphere of sexuality, and it may happen that in latter life one suffers violence without question in marriage or rape – because her personal boundaries have been seriously violated. **Each of us, with a similar experience, would feel and behave that way. The most important thing is to know that recovery, together with us who make up the child's surrounding, as allies, is possible!**

A/5 How to break the “social conspiracy of silence” about sexual violence – lecture (20’)

9. Why are cases of sexual abuse rarely reported and discovered late??

It can be detected if someone talks about it or if we are sensitive and educated enough to recognise the warning signs that sexual violence against a child exists. For children of the youngest age (up to 12 years old), the crime is most often reported by mothers of sexually abused children, then by the victim herself, a family member, or a person outside the family... Who will report the case, mostly depends on the age of the child. The younger the child, the more likely it is that someone else will make the application on their behalf. This moment of disclosure almost never coincides with the first actual incident, but occurs much later.

10. What is the “social conspiracy of silence”? Are children being trusted?

Unfortunately, **children are often not being trusted.** After submitting the report, until now, one rarely encountered a reaction of trust and support, and much more often suspicion, disbelief or suspicion. This is a confirmation of the idea of sexual abuse as a SECRET WELL-KEPT WITHIN THE FAMILY and a confirmation of the attitude that implies “not interfering in private family matters, no matter what they include”. **That's part of the “social conspiracy of silence” that needs to be broken.**

11. What can be done?

The silence should be broken. . You should confide in a friend, a psychologist, a teacher, call the SOS phone. You should seek help as soon as possible. In all social institutions there is a Protocol for the protection of children from violence and abuse. Police, medical services, schools, kindergartens, social services and therapeutic centres – should cooperate. Civil society organisations, alternative institutions and **women’s movements all over the world, including here, play an important role in organising aid and bringing this problem to light.** Of course, it is also important that the topic of sexual violence against children enters schools and classrooms, that it is taught in regular classes in various subjects. **It is important to encourage the child to confide, because a CHILD WHO CONFIDED IS NO LONGER A VICTIM, BUT A CHILD SURVIVOR OF SEXUAL VIOLENCE. IT IS OUR RESPONSIBILITY TO BE WITH THEM WITHOUT RESERVE, BECAUSE WITH TRUST, THE RECOVERY PROCESS BEGAN.**

SUMMARY OF THE LESSON

Child sexual abuse is the least reported form of abuse.

According to experts in the world, every third girl and every seventh boy, by the time they reach the age of 18, will experience some form of sexual abuse. This is the data by which this phenomenon is “measured” in the world, but it is also valid for our climate.

The Council of Europe announces that in the eighties of the last century, the reporting of sexual violence against children increased significantly (in some European countries by as much as 125 percent), but it is still considered that reports are submitted for only TENTH OF CASES. The current data of the Council of Europe for its 47 member countries is that 1 in 5 children has survived a certain type of sexual abuse by the age of 18.

Data in the Republic of Serbia – The first national study on the social problem of sexual abuse of children in the Republic of Serbia shows: In the age group from 10 to 18, in each class in Serbia there are 4 children who have experienced a certain form of sexual violence and another 4 children who know someone to whom it has happened. At this moment, 2 children from each class are exposed to sexual violence. In primary school, children first disclose it to their family, who, as a rule, do not believe them. Young people in secondary school most often tell a friend, who is more inclined to believe them. Of the 2/3 children who tell others what happened to them, more than half of the persons in whom they confided do nothing. Only 7% of them report the case to the competent services.

Source: 2015©Incest Trauma Center – Belgrade; The Incest Trauma Center – Belgrade implemented the National Study in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women’s Health Promotion Centre.

Sexual abuse refers to any sexual activity between an adult and a child and may include: obscene phone calls, recording or photographing, showing private parts of the body, watching a child naked, caressing, groping, attempting to have sexual intercourse (attempted rape), rape, incest, child prostitution and child pornography.

Although INCEST refers to incest, i.e., to sexual relations between close relatives, today this term has a broader meaning established by the incest survivors themselves.

INCEST, WHOSE VICTIMS ARE CHILDREN, IS UNDERSTOOD – SEXUAL ABUSE COMMITTED BY A CONFIDENT ADULT, WHO IS IN A POSITION OF POWER AND REPRESENTS AUTHORITY FOR A CHILD. The perpetrators are usually men, and in most cases, it is the biological father or stepfather or the mother’s partner, then a brother, grandfather, grandmother, half-brother, mother or other adult members of the extended family... Precisely because of this, SEXUAL ABUSE IS EXPERIENCED BY A CHILD AS BRUTAL VIOLENCE COMBINED WITH BETRAYAL.

Whether it is abuse of position, the use of force, the child’s inability to defend themselves, or even initial consent, sexual abuse is always a crime, and the child is always the victim. As a rule, it takes place in the closed sphere of the family, in “the darkness of privacy” with the presence of only two people: a child and an adult. It is the strongest barrier to uncovering this criminal act. Since the abuser is the parent (most often the father), family members cannot be reliably expected to report the case. One of the hallmarks of sexual abuse is VERY LATE DISCOVERY, if it occurs at all. It can be assumed that the largest number of cases were never reported. The traditional family hides the problem of power inequality between men and women, as well as widespread violence against women and children.

Sexual abuse NEVER happens JUST ONCE, it is repeated over months, or even YEARS! The organisation of the patriarchal family enables sexual violence against children within the family to last for a long time, protecting the perpetrators with a FAMILY AND SOCIAL CONSPIRACY OF SILENCE, from intervention that would come from outside. The effects/traces of this crime last incomparably longer. Experts say that for people who have survived it, it has become a serious life problem and represents a mixture of fear, confusion, anger, shame, depression, feelings of insecurity and guilt. The victim loses a sense of self-esteem, thinks about suicide, has problems in the sphere of sexuality, and it may happen that in latter life one suffers marital violence or rape without question.

Sexual abuse is combined with physical violence in a fifth of cases. Sexual violence is much more difficult to recognize. It is especially difficult to detect cases when there are no physical injuries, and the child is too young to report it. It can only be revealed if someone talks about it. Most often, the crime is reported by mothers of sexually abused children, then the victim herself, a family member, or a person outside the family... Who will report the case, mostly depends on the age of the child. The younger the child, the more likely it is that someone else will make the application on their behalf. This moment of disclosure almost never coincides with the first actual incident, but occurs much later. But, after submitting the report, so far, there has rarely been a supportive reaction, and much more often suspicion, disbelief or suspicion. This is a confirmation of the idea of sexual abuse as a WELL-KEPT SECRET WITHIN THE FAMILY and a confirmation of the society's attitude which means "not to interfere in 'private' family matters," no matter what they include.

The highest legal act that achieved an innovative approach to children's rights is the Convention on the Rights of the Child, adopted by the United Nations in 1989. The Convention was also ratified by Yugoslavia (which was transferred to Serbia) in December 1990 (entered into force in January 1999) and undertook to respect this international agreement. . In 2010, the Republic of Serbia ratified the Council of Europe's Convention on the Protection of Children from Sexual Exploitation and Sexual Abuse (Lanzarote Convention), which rounded off long-term work on the legal regulation of children's rights at the international level. In April 2013, a legal solution was passed in Serbia, according to which sexual offenses against children are no longer statute-barred! This means that – as soon as a child or adolescent feels mentally capable of reporting to the police that they have survived sexual violence – they do so immediately! Sometimes this means that it will take some time even after the violence has stopped until the person feels ready to participate in criminal proceedings. It is important to report as soon as possible to make it easier to prove this crime in court. A positive court outcome is an important factor in recovery.

Therefore, the legal framework for the protection of children exists. What can society do? In all social institutions there are Protocols for the protection of children from violence and abuse. They should also apply them. Police, medical services, schools, kindergartens, social services and therapeutic centres – should cooperate. Civil society organisations, alternative institutions and women's movements all over the world, including here, play an important role in organising aid and bringing this problem to light.

TABOO means PROHIBITION. Incest has always been taboo (forbidden), but it has always existed and is still happening! It seems that it is still just taboo to talk about sexual violence. That is why in our society it is relevant: de-tabooing the phenomenon of sexual abuse of children, developing trust in the testimony of the child, more frequent (or mandatory) reporting of cases, early detection of cases, stricter punishment of the perpetrators of this criminal act, and certainly, dealing with the topic of sexual violence against children within the framework of various school subjects.

LESSONS LEARNED

A workshop, interactive work on the subject of sexual violence against children is always desirable, but it is necessary to study the subject by reading the latest literature, "learning the material". The material read and being informed about the topic are the basis for the conversation.

WORK MATERIAL

Annex 1

He sent me to some woman, and he said to me on the way: "When we go there, don't say that I am your father, but your uncle." And I, a fool, agreed. When we arrived, he introduced to that woman that he had one son, but not me, but the one with his stepmother. And I, a fool, kept silent.

Boy, 15 years of age

"He insisted that I take him to the center. First, we went to get the things his father had sent him. Everything fits into one network."

(Social worker's note)

My mother sent me to the centre because we have a lot of bees, so she can't take care of me because she doesn't have time. (From the teacher's diary)

My father is a blacksmith. I went to school on crutches, ask the teacher. He beat me on the soles of my feet with hot irons because I copied the singer and the chicken in the cartoon, and said that I had drawn them. Then I asked him: "Good thing you made me when you're torturing me..."
(Boy, 14 years of age)

Parks are the best in the world because they don't have corners like rooms.
Girl, 8 years of age

...You probably haven't heard that parents don't love their children, but who knows, maybe I'm not their child. I heard how he once said bad words to his mother: "Who knows whose bastard that is." I was afraid that she would confess and I put a pillow on my head...
(Boy, 15 years of age. Started as a tapper, now he's a famous pickpocket)

The stepfather has his son
Mom has this youngest one,
And no one has me.

When I was little, my life was miserable. And when I grew up, the misery also increased.
Boy, 16 years of age, multiple recidivist. "He doesn't want to talk about the father. He says, he left me when I was 3 months old, fuck him." (Psychologist's note)

Annex 2

I went to the municipality to a lady to complain, and she tells me, "Tell your mother and your stepfather I said they must not beat you anymore." After that, they beat me up even more.

A boy, aged 14

"Last week, mom came to visit him. She asked me, "How is my son? How old is he?"
(from a conversation with a teacher)

When it's most difficult for me, I laugh. That's rude too.

It's not good he likes to fight and that he drinks a lot.
But when he dresses up, puts a tie and shaves – he's another person, you should see him.

I was 16 years old when it all started. My father kept insisting that I tell him what I was doing with my boyfriend... Once he made me take off my clothes so that he could check if I was a virgin. I complained to my mom, and she told me that my dad was just taking care of me and my health... He told me not to cry, because I would be beaten if I wasn't good. He stripped me and kissed me all over, I tried to defend myself. He slapped me twice and pounced even more... It happened four more times. Once he attacked me in the car, and I resisted... He beat me, broke my arm, I was swollen and bruised. I ran out of the car and asked for help. The police came immediately. I had to tell them everything. They found him and immediately arrested him. He committed suicide after nine days in pretrial detention.
(Verica P. is still recovering)

RECOMMENDED RESOURCES:

Used literature for both lessons:

1. Banjanin Đuričić Nada, A blow to the soul – a sociological study of child abuse in the family, Institute for Criminological and Sociological Research, Yugoslav Centre for Children's Rights, Belgrade, 1998.
2. Vesna Ognjenović, Budimir Nešić, Greet someone, Mostart, Zemun, 2008.
3. Milosavljević Milosav (ed.), Violence against children, Faculty of Political Sciences, Belgrade, 1998.
4. Nikolić Ristanović Vesna (ed.), Family violence in Serbia, Victimology Society of Serbia, Prometej, Belgrade, 2002.
5. Anđelka Milić, Classes and Family, Workers' Print, Belgrade, 1978.
6. Tomanović Smiljka (ed.), Sociology – a textbook for the 3rd grade of secondary vocational schools and 4th grade of high school, Textbook Institute, Belgrade, 2011.

This will be of use to me the next time I teach this lesson...

SUBJECT: THE CONSTITUTION AND THE CITIZENS' RIGHTS

65. The child sexual abuse issue – Source: Ombudsperson of the Republic of Serbia

THE CHILD SEXUAL ABUSE ISSUE

Source: 2015@Ombudsman of the Republic of Serbia. Prevention and protection of children from sexual abuse and sexual exploitation (Selected recommendations, opinions and initiatives of the Ombudsman with the Council of Europe Convention on the Protection of Children from Sexual Exploitation and Sexual Abuse); 2015@Ombudsman of the Republic of Serbia. Protection of children from violence, abuse and neglect (Selected recommendations and opinions of the Ombudsman).

Sexual abuse of a child is a traumatic experience of a child that, as a rule, leaves long-lasting traces on the child's development. Data at the European level show that every fifth child was a victim of some form of sexual abuse or sexual exploitation, and corresponding research shows that a similar percentage of children in Serbia suffer or have suffered some form of sexual violence. Unlike other forms of violence, child abuse and neglect, sexual abuse usually remains hidden for a long time, especially when it occurs at an early age. Sexually abused children are exposed to the abuser's manipulations, because of which they cannot express their experience and seek protection and help, and when they do turn for help, they are often faced with mistrust and denial, criticism and warnings not to talk about it.

By ratifying the Convention on the Rights of the Child and the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, the Republic of Serbia undertook to prevent and suppress sexual violence against children and to provide every child with protection from all forms of sexual violence, abuse, that is, exploitation, and provide child victims with support measures for physical and psychological recovery.

The Republic of Serbia was among the first European countries to ratify the Council of Europe's Convention on the Protection of Children from Sexual Exploitation and Sexual Abuse (Lanzarote Convention), thereby undertaking the obligation to take all necessary legislative and other measures to prevent and protect children from sexual exploitation and sexual abuse, in accordance with the rules and standards set by this international document.

With its normative framework, the Republic of Serbia has prohibited violence against children and established the obligations of authorities – including educational institutions – to take all necessary measures for the prevention of violence against children and the protection of children from neglect, physical, sexual and emotional abuse, from any type of exploitation and any other form of violence.

The Convention on the Rights of the Child with Optional Protocols and the Council of Europe Convention on the Protection of Children from Sexual Exploitation and Sexual Abuse are, like all other confirmed international treaties, directly applicable¹, are part of the legal order of the Republic of Serbia and have binding force², and laws and others the regulations must be in accordance with these and other international agreements that the Republic of Serbia has confirmed and with the generally accepted rules of international law³.

The Law on the Basics of the Education and Training System⁴, special laws in this area, by-laws – especially the Rulebook on the protocol of actions in the institution in response to violence, abuse and neglect⁵ – and standards for the protection of children from abuse and neglect introduced by the General⁶ and Special Protocols⁷ for the protection of children from abuse and neglect, represent the legal framework for the actions of educational institutions in cases of knowledge or suspicion that a child is a victim or may become a victim of sexual abuse and sexual exploitation.

The general protocol for the protection of children from abuse and neglect defined sexual violence as a form of violence against children, described its most common forms and the steps taken by authorities and services in case of violence against children. These rules and standards were taken over by the Special Protocol adopted by the Ministry of Education, Science and Technological Development, and then by the Rulebook on the protocol of behaviour in the institution in response to violence, abuse and neglect.

1 Article 16 of the Constitution of the Republic of Serbia

2 Article 194 of the Constitution of the Republic of Serbia

3 Article 194 of the Constitution of the Republic of Serbia

4 "Official Gazette of the RS", Nos. 72/09, 52/11, 55/13, 35/, 68/15 and 62/16

5 "Official Gazette of the RS", No. 30/2010

6 General protocol for the protection of children from abuse and neglect, Government of the Republic of Serbia, 2005.

7 Special protocols for the protection of children from abuse and neglect were adopted by the Ministry of Education, Science and Technological Development, the Ministry of Internal Affairs, the Ministry of Labour, Employment, Veterans and Social Affairs, the Ministry of Health and the Ministry of Justice, in the period from 2006 to 2011.

Obligations of educational institutions and their employees arise not only in the case of knowledge of sexual violence against a child, but also in the suspicion that a child is exposed or will be exposed to some form of sexual abuse or exploitation. This obligation arises regardless of whether the knowledge or suspicion relates to events inside or outside the institution; institution is obliged to intervene whenever there is suspicion or knowledge that a child or a student is suffering violence, abuse and neglect, regardless of where it happened, where it is happening or where it is being prepared⁸.

Sexual abuse is always reported when there is knowledge or "good faith suspicion" that there is sexual exploitation or sexual abuse of a child and such an obligation rests on every individual, body, organisation or service. The knowledge or suspicion of teachers, educators, professional associates in educational institutions and other employees in an educational institution requires immediate notification of the Team for the Protection of Students from Violence and action in accordance with the provisions of the Rulebook on the protocol of actions in the institution in response to violence, abuse and neglect. These procedures, however, must be carried out in a way that does not carry the risk of inadequate, unprofessional or harmful treatment of the child, and provides protection against secondary victimisation of the child. It is of crucial importance that the institution immediately informs the guardianship authority – which has a coordinating role in the system of protecting children from violence – in order to further joint assessments and planning. Further regular cooperation, notification and exchange of information with the guardianship authority are a prerequisite for adequate protection of the child not only from sexual violence, but also from secondary victimisation of the child.

The Rulebook on the protocol of actions in the institution in response to violence, abuse and neglect for educational and training institutions creates an obligation in relation to the child of the perpetrator of violence, which includes planned and adapted activities for the child perpetrator aimed at correcting behaviour and eliminating the causes of illegal behaviour, with mandatory notification of authorities custody, further exchange of information and joint planning and implementation of activities aimed at eliminating the causes and risk factors of a child who has been subjected to violence.

Due to the particularly sensitive position of a child victim of sexual violence, the timely and effective response of experts who work with children and for children is of critical importance for the timeliness and quality of child protection. Children's statements about sexual violence (regardless of whether the child is talking about his own experience or knowledge about another child) must be given special attention, and the child must be allowed to express his knowledge, opinions and feelings freely, which implies an approach free from prejudice and initial mistrust of what children communicate. It is of particular importance to ensure a protective approach to (possible) victims and that the measures taken towards the child do not aggravate the trauma that the child has already suffered⁹, as well as that employees in education and training institutions do not undertake activities for which they do not have the appropriate knowledge and skills. An interview with a child who is suspected of being exposed to sexual abuse and sexual exploitation must be conducted by professionals trained for these purposes, without undue delay and in a way that minimises the risks of re-traumatisation and secondary victimisation of the child, and with the prevention of multiple interviews with child¹⁰. For this reason, it is vitally important that the institution of education and upbringing without delay provide information on suspicion or knowledge of sexual abuse or sexual exploitation of a child to the competent guardianship authority, whose duty is to approach the child victim in an adequate and professionally based manner.

Educational institutions are obliged to take all measures to protect the child from retraumatisation and secondary victimisation, and especially to ensure that information about (possible) sexual abuse or sexual exploitation of the child is not made available to students, employees, parents and third parties. Exceptionally, giving information to a narrow circle of employees is possible in a limited scope and with respect for the best interests of the child, when it is necessary to involve certain employees in the institution in further work with the victim or perpetrator of violence. Unjustified, indiscriminate and unmeasured giving and making available information about sexual abuse or sexual exploitation of a child can lead, and as a rule leads to new traumatisation of the child, their stigmatisation and exclusion from the peer group, and prevents or significantly reduces the chances of the child's recovery from the experienced trauma.

8 Rulebook on the protocol of actions in the institution in response to violence, abuse and neglect – chapter "Intervention Activities"

9 Article 30 of the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse

10 Article 35 of the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse

SUBJECT: PSYCHOLOGY

The resources correspond to the following teaching units:

- **Mental processes: perception and attention, person's perception and systematic errors in perceiving other persons, influence of culture on perception, importance of first impression**
 - **Emotions: Psychic trauma, emotional health hazard, stress, trauma**
 - **Interest, attitudes and values: prejudices and stereotypes**
 - **Personality, personality development: identity and integrity, position and roles**
 - **Person in social interaction: family as a group, position and roles in groups**
66. Emotions: Psychological trauma, emotional health hazard, stress, trauma – Doc. Dr Milica Pejović Milovančević
67. About the offenders of child sexual abuse – Vesna Brzev Ćurčić
68. Power WITH child and power FOR child – Danica Rakočević
69. I AM HERE FOR YOU, TOO! – Danica Rakočević
- 70-71. Introduction to the relationship between stress and trauma and Garrett's story – Ljiljana Jović
- 72-73. Socialisation and Positions and roles – Ljiljana Jović
- 74-75. What is behind the mask – there is no profile of the offender of child sexual abuse – Branka Oreščanin

EMOTIONS: PSYCHOLOGICAL TRAUMA, EMOTIONAL HEALTH HAZARD, STRESS, TRAUMA

We very often use the word trauma in our everyday life thinking to emphasise a very stressful event. However, the main characteristic of a traumatic event is that it refers to extreme and always negative stress that exceeds a person's ability to cope with it.

There is no clear division between stress (negative) and trauma. Like psychological trauma, stress is a physiological reaction of the body. Different authors define trauma in different ways. Here we want to emphasise that it is the subjective experience that determines whether an event is traumatic or not.

Psychological trauma is a unique individual experience or event in which:

- The individual's ability to integrate personal experience is overwhelmed/obstructed
- A personal (subjective) experience is experienced as a threat to life, bodily integrity or health (Pearlman & Saakvitne, 1995)

Therefore, a traumatic experience or a traumatic situation creates a psychological trauma when personal abilities to deal with it are overcome, that is, when a person experiences extreme fear and vulnerability. A person may feel emotionally, cognitively, or physically unable to cope with the trauma they are exposed to. Usually, such a situation implies that power has been abused, trust has been betrayed, the person feels helpless, painful, confused, and usually experiences some kind of loss.

This definition of trauma is quite broad. It usually involves a response to very strong stimuli – such as accidents, natural disasters, crime, deaths of loved ones, or other violent events. It also includes reactions to chronic or repetitive exposure to experiences such as abuse, neglect, violence, deprivation, etc. This definition of trauma does not allow us to determine whether a certain event is traumatic; it is up to each individual person or their experience. This setting of the definition allows us to understand the experience of a traumatised person as a state that entails his/her personal response to a traumatic event.

In this way, trauma is defined as the experience of a survivor. Two people can experience the same event in completely different ways – for one, such an event means trauma, for the other, just an unpleasant experience without serious consequences. It is impossible to make a generalisation that would imply "X is trauma for everyone who goes through it", or "Y is not trauma because no one is physically harmed". In addition, the specific aspects of a traumatic event will vary from person to person. We cannot assume that the details or meaning of an event, such as a violent assault or rape, that are most stressful for one person will be just as stressful for another.

Trauma comes in many different forms, just as each person's reactions to trauma are different. But the similarities and forms of reaction that we encounter when analysing the effects of trauma on people can help us see the broader context of trauma.

One of the best documented results when it comes to trauma is the relationship between the severity (dose) of the trauma and the response to the trauma: the greater the severity, the greater the potential adverse effect of it; stronger stressor – more likely to develop more long-term consequences. Thus, if children are victims of parental abuse – the betrayal and trauma was inflicted by a person who is loved or who says that what they do is possibly for the benefit of the child, which sows the seed of lifelong mistrust and fear. Thus, a child who has been exposed to repeated traumas expects to be hurt, has difficulty establishing relationships of trust, and for some, it is possible that the child will become an abuser one day.

Psychological trauma

Psychological trauma can have lasting effects on the person experiencing it. And seemingly the least intensity of stress

suffered in the early period of life, it can cause a lasting impact on the physiological and chemical structure of the brain, and therefore on the victim's behaviour. The first research in the field of the effects of trauma on the young brain was aimed at proving that even minimal stress in early childhood leads to a permanent effect on the physiology and chemical structure of the brain of a small child, and therefore on his behaviour. If the experience plays out according to a certain pattern, the neuron is especially prone to changes according to a patterned or repetitive pattern – the gift of neuron memory is something that describes how early trauma leaves a mark almost for the whole life (Perry, 2013).

What determines how children will deal with trauma on a physical, emotional or psychological level is the way in which people from their closest surrounding provide love, support and encouragement.

When trauma occurs at a very early age, while the child's brain is still developing, the activation of the parts of the brain responsible for the stress response undergoes permanent changes and determines future stress responses. This phenomenon is called **developmental trauma**, because trauma actually leads to functional changes in the brain – experiences at an early age will have a far greater impact than experiences later in life. With that, it is completely clear that early experiences with people from the immediate surrounding later shape all our life relationships; this is especially important when dealing with strong traumas such as sexual abuse.

Trauma and our response to trauma cannot be understood outside of the context of interpersonal relationships. The most traumatic aspects are those that concern the disruption of relationships between people – the breaking of relationships with other people. Therefore, the key to recovery also lies in relationships – rebuilding trust, gaining self-confidence are key to help (Perry 2013).

In the following lines, some of the forms of trauma will be defined with special reference to sexual abuse as a type of trauma, that is, with special reference to child victims of sexual abuse.

Isolated trauma vs. repeated trauma

Sudden traumatic events definitely cause traumatic reactions in some people:

- Natural disasters such as earthquakes, floods, volcanic eruptions, etc.
- Technological disasters such as plane crashes, pollution, nuclear disasters; in these forms of trauma, special emphasis is placed on finding those responsible and blaming for the disaster, which also leads to some social divisions.
- Violence in the form of criminal acts (burglary, robbery, rape, homicide) has a huge impact not only on the individual who is directly traumatised, but also on witnesses, the victim's closest relatives, etc.

Unfortunately, although fished out, traumatic experiences have a cumulative effect on the individual.

Prolonged and repeated traumatic experiences, just like isolated traumatic experiences, can lead to serious mental health problems that can last a lifetime. People who have been repeatedly exposed to violence, who have been abused, terrorised, etc. for years. are victims of prolonged trauma.

Natural vs. human disasters

Prolonged stressors, intentionally caused by people, are much more difficult to bear than those that are caused by accident, e.g., natural disasters. Many people who require treatment for trauma have been victims of violent injuries at the hands of others. If the trauma was caused intentionally by a person with whom there is some kind of relationship, the problem becomes more complicated. The biggest traumatic effect is the trauma that occurred as a result of the influence of a very close person on the victim – for example. of trauma that a parent can inflict on their child.

Varieties of violence carried out by people

- **War/political violence** – massive, serious, repeated, prolonged and uncertain; they also imply the presence of witnesses, very often they are external through humiliating others.
- **Abuse of human rights** – kidnapping, torture, etc.
- **Criminal violence**

- **Rape** – one of the most common forms of violence; 1 in 8 women reported being a victim; half of them were exposed to rape more than once, 1/3 were victims under the age of 11; 60% of them were over 18 years old. Research by Diane HE Russell shows that women who were victims of incest were at a significantly higher risk of rape at a latter age than those who did not have these experiences (68% with incest, 38% without).
- **Domestic violence** – studies show that 21% to 34% of women have been exposed to violence by a partner with whom they are in a relationship. Unfortunately, 20-30% of adults agree with hitting their partner and think that it is sometimes justified.
- **Child abuse** – children are continuously exposed to abuse by those we think should be closest to them. Every day, children are victims of beating, whipping, slapping, strangling, kicking, sexual harassment or rape. It is believed that there are millions of such children in the world and that most of them will develop serious health or psychological problems Dr. Bruce Perry.
- **Sexual abuse** – In the first National Study on the Child Sexual Abuse Issue in the Republic of Serbia (2015 ©Incest Trauma Center – Belgrade), the definition of the Council of Europe was used, which includes the following under sexual violence against children:
 - Engaging in sexual activities with a child who, according to the relevant provisions of national law, has not reached the legal age for sexual activities;
 - Engaging in sexual activities with a child where use is made of coercion, force or threats; or abuse is made of a recognised position of trust, authority or influence over the child, including within the family; or abuse is made of a particularly vulnerable situation of the child, notably because of a mental or physical disability or a situation of dependence.
 - Child prostitution and child pornography, such as: employing a child in prostitution or causing child prostitution; forcing a child into prostitution and obtaining profit or using a child for such purposes in other ways; receiving compensation from child prostitution; production of child pornography; offering or making available child pornography; distribution or transmission of child pornography; obtaining child pornography for oneself or for another person; possession of child pornography; conscious access to child pornography through information and communication technologies.

According to Putham et al., at least 40% of psychiatric patients have some form of abuse (most often sexual abuse) in their medical history. And most often, sexual abuse does not happen in a vacuum: it is usually associated with other forms of stress and trauma, most often related to the family itself.

We must be very careful when it comes to sexual abuse: research shows that 1/3 of sexually abused children do not actually have any symptoms, and a significant part of those who show some functioning problems that can be directly linked to sexual abuse manage to recover after it stops. recover. One fifth of adults who were abused in childhood develop serious psychological disorders – several factors influence the outcome to be more serious – duration of abuse, violence, feeling of helplessness, fear of mortal injuries, trauma caused by a close relative or parent, fear of reporting due to the existence of threats, etc.

The psychological consequences of sexual abuse have been studied in many studies, but despite this research continues because the rate of violence against children and women is still very high. The results also indicate that the prevalence of mental disorders as a consequence of violence is high, complex and unique for each person (Briere & Jordan, 2004). Some individuals have lifelong difficulties in functioning while others do not (e.g., Kendall-Tackett, Williams, & Finkelhor, 1993). The difference in outcomes can be a consequence of the form of abuse itself, as well as surrounding factors, characteristics of the victim and the possibility of social support. Although some people may show resilience to the negative effects of sexual trauma, this certainly does not minimise the observation that other victims of sexual violence are exposed to the worst possible experience for them, with lifelong consequences.

Particularly important are the evidence and results that indicate that the effects on the mental health of a person who was exposed to sexual abuse during childhood are significantly more severe than if the victim was already an adult (e.g., Coid et al., 2003).

Consequences of sexual trauma

Victims of sexual abuse are at a very high risk of developing post-traumatic stress disorder (PTSD). Eligibility criteria

for the diagnosis of PTSD, it is assumed that the exposure to the traumatic event led to the appearance of intense fear, helplessness, and a series of other symptoms such as constant dreaming of traumatic events, persistent avoidance of situations associated with the traumatic event, emotional dullness or inability to respond, or marked anxiety when the very thought of re-exposure to trauma. Numerous studies show that women who were exposed to sexual violence during childhood are five times more likely to have PTSD compared to those who were not victims (Coid et al., 2003) (Saunders et al., 1999).

Apart from PTSD, victims very often develop depression later in life, attempt suicide more often and have other mental health problems. Very often, alcoholism or eating disorders develop later in life (Galaif, Stein, Newcomb, & Bernstein, 2001), (Wonderlich et al., 2001).

Sexual assault is a personal and destructive crime. It affects psychologically, emotionally and physically. The effect can be short-lived, but it can also be very long-lasting and endanger the person's personality and integrity. There is no "normal" reaction to the trauma of sexual abuse and each one depends on the characteristics of the individual.

Response characteristics vary:

Depression: There are many emotional and psychological reactions that a rape or abuse victim can experience. The term depression itself is very often used to describe the usual symptoms that imply grief or mourning (for example, when losing a loved one). In this regard, it is very important to recognise depression, because very often the cause of depression can be sought in a completely different direction. Depression is different from normal feelings of sadness and symptoms must last for at least two weeks to be diagnosed with depression:

- Prolonged feelings of sadness and an inexplicable need to cry
- Significant change in weight or appetite
- Loss of energy or persistent fatigue
- Significant changes in sleep (excessively long or too short sleep)
- Loss of interest or pleasure in previously enjoyed activities; social withdrawal
- Feelings of worthlessness, helplessness or guilt
- Pessimism and indifference
- Unexplained pains and physical ailments
- Inability to concentrate, indecisiveness
- Irritability, worry, anxiety, anger
- Thinking about death or suicide
- If there are suicidal thoughts at any time, you should not wait for them to pass by themselves, you should definitely talk about it with a psychologist, professor, contact your doctor.

Depression does not choose age, gender, race, religion... Depression is not a sign of weakness, and it is not something that a person can overcome on their own.

Flashbacks (reappearance of images of violence): when the memories of the experienced trauma return in the form of images of the experienced trauma, then we say that the person has flashbacks. These memories can be in different forms: dreams, smells, sounds, images, bodily sensations, or overwhelming emotions. Such re-experiencing of trauma comes suddenly, out of nowhere, thus effectively blurring the line between past and present, after which the person feels as if they are going through the trauma again; fear and helplessness overwhelm the ability to overcome trauma. This actually only relives the emotions that were present during the trauma.

Some flashbacks are mild and brief, just fleeting moments; however, some can be extremely powerful and last a long time. Very often, a traumatised person due to these conditions can enter a type of change of consciousness called dissociation (when feelings and thoughts are separated from the current reality).

Post-traumatic stress disorder (PTSD): Each person has a different personal threshold when they start to feel/consider a certain event to be traumatic. PTSD is not a rare or unusual response to the presence of intense trauma, and many victims of sexual abuse experience and go through it. In order to be diagnosed with PTS, the presence of the following symptoms lasting at least one month is necessary:

- Symptoms of intense fear, helplessness
- Experiencing stressful memories of the event
- Constant avoidance of things or situations that remind you of the trauma
- The presence of at least two symptoms that indicate personal distress (sleeping problems, attention and concentration problems, irritability, sudden reactions, anger, anxiety)

Pregnancy: Rape, like any other unprotected sexual intercourse, can lead to pregnancy.

Sexually Transmitted Diseases: Victims of sexual violence are at risk of contracting sexually transmitted infections. Therefore, it is necessary to examine each victim and rule out the occurrence of the same. When it comes to children, this type of examination can be a part of traumatism, which is why it is necessary to do the examination very carefully and help the victim feel protected and understood.

Suicide: Some people who have been victims of sexual abuse experience it in such a way that they see no point in continuing their lives. If there are even the slightest hints of such ideas, it is necessary to do everything possible to help.

Bodily memories: Although the person was not injured during the sexual abuse, or although one managed to overcome the psychological consequences of the same in an acceptable way, very often the body itself remembers the trauma and begins to manifest symptoms for which no objective samples can be found; all tests, all laboratory values be perfectly fine; however, the person still has some of the following symptoms:

- Headaches, migraines
- Frequent tremors
- Stomach problems
- Tingling of the teeth
- Sleep problems

Rape trauma

There are three stages of rape trauma, which represent the normal human response to an extreme event:

- **Acute phase:** appears immediately after the event and usually lasts from a few days to a few weeks. In this phase, there are numerous reactions that can be divided into three groups for didactic reasons:

- Expressive: when emotions are openly expressed
- Controlled: when a person acts without emotions, i.e., behaves "as if nothing happened" or "everything is OK"
- Shocking: when a person reacts with extreme emotions (loses contact with reality)

- **Phase of apparent normalisation:** the person begins to live a "normal" life, but inside they still suffer significant turmoil. In this phase, a person usually uses the following mechanisms:

- Minimisation: pretending that everything is fine and convincing oneself "that maybe it could have been worse"
- Dramatisation: the person cannot stop talking about the event and it dominates their life and identity
- Suppression: refusal to talk about everything in any way
- Clarification: analysis of how it happened, what the victim did, what she could have done, what the rapist thought, etc.
- Escape: an attempt to escape from everything (moving, changing jobs, changing physical appearance, relationships and friends, etc.)

- **Resolution phase:** the attack is no longer central to the victim's life. Of course, although forgetting about the event can never happen, the pain and grief slowly fades over time. Very often the person then accepts this event as part of their own life and chooses to move forward.

The model of resolution of this trauma shown in this way is the most desirable, however, there is very rarely such a sequence of events, and much more often problems arise that have already been discussed elsewhere. Most importantly, the response to trauma is always individual and unique to each person.

Consequences of childhood sexual abuse on adult life

There are many reactions that an adult can have as a result of a severe traumatic event in childhood. They can be:

- Problems in establishing boundaries – as most child sexual abuse occurs by the person most trusted by the child (parent/closest relative, friend) children, and later adults, do not establish good personal boundaries and do not understand that they have the right to control things concerning themselves
- Memories/flashbacks
- Anger: as small children, their anger is not able to change the strength of the reaction of the adult who abuses them; however, as victims grow and physical strength is gained, destructive rage directed at others may develop
- Grieving.
- Guilt/shame: while the child is small, and later in life, they may feel guilty because they were not able to stop the abuser; because of the feeling of shame, sometimes years pass before it is talked about publicly
- Problems with trusting others
- Weakened stress coping mechanisms
- Problems with self-esteem/tendency to isolate

The trauma of childhood sexual abuse also affects developmental processes, such as the ability to establish and maintain stable connections and relationships in the future. For example, people who were victims of sexual abuse in adulthood have problems establishing intimate sexual relationships, show less interest in these types of activities and generally establish less close contact with others. On the other hand, there are indications that some of the victims develop completely opposite behaviours from those described: they are prone to promiscuity, enter into risky sexual relations (e.g., unprotected sex), behaving exactly as the abuser behaved towards them.

The stress associated with this type of trauma can lead to the development of specific coping strategies (Fritsch & Warrier, 2004). Victims use specific techniques to overcome existing stress, thus protecting themselves from negative emotions, thoughts and internal conflicts, which in some cases can lead to the deepening of already existing trauma, because the chosen defines mechanisms actually only deepen the traumatic effect even more. Then changes in average memory may occur, and the person may experience what is scientifically known as a trance state, that is, the person reports living in a dream or movie, detached from reality (APA, 1994). If these experiences are severe, the ability to work, socialise or engage in other activities becomes impossible.

Extreme experiences of victimisation are also associated with symptoms of borderline personality disorder. Personality disorders are associated with the development of personality traits that lack flexibility, the inability to establish stable relationships, the presence of unstable goals, values, feelings, moods, a tendency to self-harm, and the presence of other forms of impulsive behaviour that may be directed toward self-harm (substance abuse, involvement in unsafe sexual activities, etc.).

Apart from this personality disorder, other personality disorders are more common in persons who are victims of sexual abuse in childhood – paranoid personality disorder characterised by continuous mistrust and suspicion of everyone and everything; narcissistic personality disorder – when a person has a constant feeling of his own grandiosity with a constant need to be admired and recognised by others; avoiding a personality disorder in which a person has a prominent sense of social inhibition and own inadequacy, etc. However, borderline personality disorder is more often associated with childhood sexual abuse than other personality disorders (Yen et al., 2002).

It is precisely this strong connection between childhood sexual abuse and borderline personality disorder that led to thinking about the introduction of a new concept, the so-called complex PTSD. This diagnosis also incorporates the symptoms of borderline personality disorder – frequent and sudden mood swings, changes in the state of consciousness, physical symptoms without the presence of medical symptoms (Pelcovitz et al., 1997) (McLean & Gallop, 2003).

Taking into account the variety of possible consequences, the researchers tried to answer the question of what indicates the severity and duration of symptoms in persons who survived sexual abuse in childhood. The answers to that question vary across studies. While some prove that the level of trauma is directly proportional to the frequency and duration victimisation (Steel, Sanna, Hammond, Whipple, & Cross, 2004), other researchers indicate

that the quality of family bonding, and generally the attitude of the surrounding is very important for the outcome of trauma (Fassler et al., 2005).

As a very important factor, the moment of exposure of sexual abuse is also taken. Research shows that people who do not report being victims of sexual abuse within a month of the trauma, but later, develop PTSD and depressive episodes much more often than those who report it immediately (Ruggiero et al., 2004). The reactions that the victim receives from the closest surrounding is also something that strongly influences the effect of traumatism – the more supportive the response and the more the surrounding shows an authentic need to protect the victim, the less likely it is that victims will develop mental health problems (Lovett, 2004), (Jonzon & Lindblad, 2005).

Overall, the psychological consequences of childhood sexual abuse are very individual and different. There is no single model that would describe all the consequences – from the intensity, to the moment of occurrence of problems during life, the duration of the symptoms and of course the types of consequences. Although most victims meet the criteria for PTSD, we should not forget the possibility of developing depression, suicidal thoughts and attempts, abuse of alcohol and other drugs, nutritional problems, sexual dysfunction, etc. Of course, there are numerous methodological problems in examining this association, but the problem remains open and interesting for future research.

It is the research that helps to design strategies aimed at reducing sexual abuse of children. A strong connection between the services dealing with children and violence – schools, health, social protection institutions, judiciary, police – is certainly necessary. Successful cooperation is based on the establishment of a common language and a common way of looking at the problem – primary prevention involves raising the awareness of the entire population about the presence of the phenomenon in society, as well as education about its consequences; secondary prevention involves minimising psychological consequences, and tertiary prevention involves timely treatment of consequences.

Stockholm syndrome

Stockholm syndrome was primarily created to explain the phenomenon of connecting victims with their abusers. The name of the syndrome itself arose after the bank robbery that was organised in 1973 in Stockholm, Sweden, when 2 robbers held 4 people hostage for six days and when the four victims were connected to the robbers so that they then defended them from the police, and it was recorded that one of the victims later developed a relationship with one of the robbers. Later, it was shown that this reaction is not only in an isolated case, but also more widely – victims of religious fundamentalism, women who have been physically abused for years, victims of incest and physically or emotionally abused children, despite the trauma they have experienced, remain in good relations with their abusers. The researchers concluded that it is most likely a universal phenomenon as a form of surviving trauma. Typical symptoms can be:

1. Positive feelings towards the abuser.
2. Negative feelings towards those who try to help them (police, social workers, etc.).
3. Positive feelings of the abuser towards the victims.

Most often, the abuser intimidates the victim, by threatening her that if she exposes the abuse, it will only be worse for her or for the victim's family. Given that the victim is frightened, they need protection and support; considering that they are most often isolated in such situations, that is, that they are threatened not to tell anyone about it, even the smallest gesture of tenderness that they receive from the abuser begins to contribute to the development of positive emotions towards the abuser. Such a gesture is very often interpreted as a positive sign and hope that the traumatising will stop. When it comes to sexual abuse, this kind of phenomenon allows the victim to find justification for their own silence, i.e., to justify their feelings of guilt because they allows themselves to be a victim ("he's not such a bad man after all... etc.")

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ON OFFENDERS OF SEXUAL ABUSE OF CHILDREN

THERE IS NO SEX OFFENDER PROFILE:

- They are mostly male
- They are close to the victim either by family line, or by the trust that the victim and/or the victim's family have in them
- They can be of any age
- Educational level is not a decisive factor
- Educational level is not a decisive factor
- The level of intelligence can be very different
- There is an absence of empathy
- The feeling of guilt is absent
- They have no understanding for the psychological and physical needs of the child/young person
- They insist on covering up
- They use coercion and blackmail in different ways
- They have a feeling of frustration in life
- They have the experience of having rights over the child / young person
- They have unrealistic expectations of the child / young person
- There is enjoyment in the entire process of sexual abuse, which includes planning, "recruiting" the victim, the process of seduction, initiation of sexual activity, keeping a secret, etc.
- They tend to repeat the abuse
- The attitude towards reality is extremely subjective
- They blame the child / young person for their own life problems
- They are unscrupulous in dealing with the victim
- They do not perceive themselves as abusers
- There are multiple returnees despite the fact that they were once convicted
- They do not cooperate
- They have no visible signs of mental illness
- They most often have a disorder at the level of personality organisation

They don't have a mental illness – it's a "flaw in the fabric"

The fact that they are not mentally-ill often confounds the surrounding in which the abuse was discovered. Abusers are people who most often do not have a verified psychiatric illness. What they have is a disorder at the level of personality organisation, so something created during personality development as a "fault in the weaving." This is influenced by a number of family and surrounding factors. This type of disorder is therefore almost imperceptible to the surrounding, or the surrounding, very rarely, considers them a little unusual, which does not attract attention. This is exactly the danger, because they are integrated into the surrounding and thus "invisible". To put it simply, these are people who have some deficit in the structure itself that does not have to be, and most often is not, clearly manifest.

Signs of mental illness are rarely registered. This prejudice that they are mentally ill is actually a great injustice for the mentally ill. Among sexual abusers, there is the smallest number of mentally ill persons. Due to the nature of their disease and the drugs they are taking, they have a rather low libido. They are slowed down, asleep in their own world.

It is very difficult to understand that so-called normal people commit sexual abuse of children. These are not disturbed persons; they are persons who have a disorder at the level of personality organisation. It sounds dry, but what does it really mean? For example, you buy a rug that looks great on the outside. He has a fault, but you don't see it and pay a lot of money for that beautiful carpet with a wonderful pattern. The fault is in the wool in weaving. It is a disorder at the level of personality organisation. So, sexual abusers are "like normal", but they have a mistake somewhere in how they are structured. Something is fundamentally wrong. It is not a mental illness, but a "fault in the weaving". That is why it is very dangerous to stigmatise and disqualify the mentally ill in the context of the social problem of sexual abuse.

Remove your prejudices, don't waste the precious time you need for your child

- Abusers enjoy the act itself. They are aware of what they are doing, e.g., to the child's best man or the little girl the parents entrusted to him to take her to a sports camp – that it was not right. "I know what I'm doing, but I'm doing it and I like it." They have no feeling of guilt whatsoever.
- It is thought that "something is wrong" with the abuser's intelligence. However, they usually have average intellectual abilities, average education, and a very unremarkable external appearance.
- Appearance: Sometimes they seem cruel and sadistic. Don't be fooled by appearances. Rather worry about those who are "very good", "wonderful". It would be easier to recognise the abuser if they looked conspicuous. However, they look like you and me, they are completely inconspicuous to the surrounding, most people will say about them that they are very good fathers, great experts, people you can rely on, "how can you learn from them how to behave one a good parent".
- Abusers are most often from the family circle, but also all those persons who have some power over the child and enjoy the child's trust.
- Abuser and age determination: They can be young, but they can as well be 70, 80 years old. For example, "those awesome neighbourhood blankets whose pockets are deep and full of candies and where a little girl or boy has to reach deep into their pocket to get to them." So, age is not a prevention. Youth is not a prevention either. There is no age limit.
- The abuser and his education: Low education or lack of any education is not a prerequisite for abuse. There are abusers among highly educated people, among people who have doctorates, etc. Just because someone has a doctorate doesn't mean they aren't an abuser.
- They insist on covering up If the child / young person tries to give some signal about what is happening, the abuser will find numerous ways to cover it up. For example, "he entered the child's room every night, because the child was scared, screaming" (while the other housemates do not hear it). The reasons seem convincing to the surrounding, either because the surrounding wants to hear it as very convincing or because it has a "blind spot". It's hard to accept that someone close to you could do something like this.
- Blackmails if the child/young person wants to disclose the abuse. They know where a young person's Achilles heel is and they aim there. If a young person, for example, is attached to a younger brother or sister, they threaten "your brother/sister will die, run away from home, the whole society will laugh at you..." In any case, it says that the young person will be someone who will disgrace their family. Or, even more often, it threatens that, for example, the mother will have a heart attack, die, that is, in any case, she will be left without a mother. It is about the threat of losing the basic support in life that is a non-violent parent and a person who could provide protection.
- Some abusers abuse psychoactive substances: you would be very wrong if you think that someone is abusing a child because they are an alcoholic. Alcoholism and drug addiction are addictive diseases, but they are not the cause of violence and are not a justification.
- Abusers may feel frustrated in life. For example, "how life was terribly unfair to them" and the like. And that it exists in their anamnesis and biography, there are many people with a similar experience – but they don't abuse anyone. This is neither an explanation nor a justification for someone (sexually) abusing a child/young person.
- Their relationship to reality is highly subjective: Because of this, they will defend what they sexually abuse as something that is absolutely right.
- Sometimes they show a general irritable behaviour: It can happen that they get into conflicts very easily, they are nervous, tense, they usually fight at home.
- The abuser's perception that they have a right over the child / young person: "the child belongs to me", "I gave birth to you, while you are under my roof..." etc. In terms of their absolute right to a child, they consider themselves untouchable.
- The abuser has unrealistic and rigid expectations of his child: high expectations of the child who is "chosen", especially when it comes to sexual violence in the family. It may be that the abuser expects that the child must not be inferior to other children, more unsuccessful than other children. For example, like buying branded goods from which the stamp is not removed later so that everyone can see the model you have chosen – it serves the child abuser as proof of his specialness. It happens that when a child reaches a certain age, the abuser starts abusing the next child. In practice, it happens that a young survivor comes forward and says "I didn't come for myself, forget about me, now I'm reporting because..."

- Ignoring the age limits of a child or young person: The abuser has no limits! Victims can be babies, persons in full adolescence or post-adolescents and adolescent girls. In adolescence, they can already resist, which unfortunately does not mean that the abuse will stop.
- In dealing with the victim, the abuser is unscrupulous. When it comes to the court process, they are able to say "you're lying, it wasn't like that, what do you want..." He is able to turn the victim into a persecutor right there in court. This can be seen when they go to the doctor's office and complain. The young person who is the victim suffers even more confusion so that they no longer know what is true and what is not.
- Blames the child/young person for their behaviour. It comes from not feeling guilty. "I wouldn't have, if she hadn't done that...", "She acted like that... he never said 'no'", etc. He will always find a reason and a way to justify his behaviour, and to shift the responsibility for the crime he committed to the young person.
- They blame the child / young person for their own problems: for example, loss of job, partner, etc. "Because you did it now..." or "Because you want to report... I will now lose my job, my mother will leave me, you will destroy our house, how will we live then...". It announces and makes threats in terms of "something terrible will happen" and marks the victim as the culprit of "all the evils in life".
- Will not admit abuse. That's very, very rare. He will find countless reasons to explain why "it" happened, how "it" happened, but not "I did it".
- Sometimes he commits sexual abuse, because it is a reaction to his own experience of abuse (it does not have to be exclusively a personal experience of sexual abuse, it can also involve emotional and physical abuse). Data show that this applies to 1/3 of the offenders, especially those under 18 years of age. Taking the anamnestic data, it can be revealed that the current situation is happening at home and that there is an identification with the aggressor. Identifying with the aggressor is a way of surviving the personal experience of violence. It is a very powerful psychological mechanism. (See about Stockholm syndrome in the resource entitled: *Emotions: Psychological trauma, emotional health hazard, stress, trauma*).
- The fact that 1/3 of abusers were victims of abuse in childhood or youth does not absolve them of responsibility. Others have had these experiences, but they are not abusing anyone.
- They are uncooperative. Most often, they are multiple returnees (when there was a report, criminal proceedings and conviction).
- They are prone to revenge.
- The process of psychotherapy or psychological counselling is based on voluntariness and the degree of endurance. Abusers do not reach out for help to stop their own sexually abuse. Adolescent girls and boys who are suffering turn for help. Abusers do not suffer, there is no suffering and endurance, and they do not even need to change. The person who endures - changes. This is why they are uncooperative.
- They tend to repeat the abuse – what happened "once", be sure it happened and will happen again.

CONCLUSION

Focus on the child/young person. It is our priority in care and it is important that we focus our stance against child sexual abuse on helping her recovery. Only the intervention that has a child/young person at its centre follows the child's best interest.

SUBJECT:	PSYCHOLOGY
GRADE:	SECOND
TOPIC:	A person in social interaction
TEACHING UNIT:	Family as a group, position and roles in the group
LESSON TITLE:	Power WITH the child and power FOR the child

GOALS:

- The students know the meaning of the term family as a group, the position and roles of family members.
- The students know the importance of the family as a reference group, what are the relationships between family members and what do they depend on.
- The students know the three functions of the family that are important for society and how the foundation for a happy and healthy future of children is built in the family.
- The students understand:
 - The concept of power within the family.
 - Power according to gender roles.
 - Positive and negative use of power in the adult-child relationship.
 - The relationship between power, gender roles and the dynamics of a family in which there is (sexual) violence.

OBJECTIVES:

1. The students are introduced to the concept of sexual violence.
2. The students recognise the basic forms of sexual violence and warning signs and are able to verbalise problems or situations of immediate danger.
3. The students are introduced to the concept of gender roles and their impact on the possibility of violence occurring.
4. The students understand situations of unequal distribution of power as a key factor for the possibility of occurrence of violence and know how to respond when it comes to sexual violence.

CONTENT (brief description of steps/activities WHAT we will do)

A/1 Family – Introductory lecture

- The students are familiar with the concepts: family, positions and roles in it, gender roles, power, violence, the most common offenders of violence and the importance of public speaking about sexual violence against children, and alliances with a child survivor of sexual violence.

A/2 Students' depictions of happy and unhappy families – work in small groups

- The students create and present their depictions of happy and unhappy families as a team.

A/3 Power with the child, power for the child -- the final part of the lesson

- The students understand the three ways in which power in the family can be used in relation to the child and that it is important to oppose any form of domestic violence.

METHOD (description of steps/activities HOW we will work)

A/1 Family – Introductory lecture (20 minutes)

- The teacher presents the following concepts to the class of female lecturers (as a basis for the practical work of the students that follows):

- **family, positions and roles in it**

- Explain to students the concept of family as a group. Acquaint them with the fact that the immediate family is the primary group, that it consists of people who take care of children and children. In it there is intense and diverse interaction, intense emotional connection, freer and more complete manifestation of traits and characteristics, long-term connection and a strong influence on the formation and socialisation of personality. Relationships between members of the family **depend on the roles of the members characteristic of the culture of the given society, as well as on personal characteristics. We still have traces of the patriarchal society, i.e., patriarchal type of family with special rights and authority of the father and privileged position of the sons.**

- Tell them that the family belongs to a reference group, a group that currently, in the present, significantly influences behaviour, it is a model or example of behaviour for us and it has a normative function. In childhood, our reference group is the family. It can be that all life. (In adolescence, the reference group is friends or peers. At that age, girls and boys may encounter a conflict of norms between the two reference groups.)

Explain to the students that family norms represent characteristic and expected and accepted behaviours of members and that each family has its own group structure.

POSITION in a family is a function that is predicted for the place that an individual occupies.

ROLE in the family implies specific tasks that are linked to a specific position. If these two functions are performed well by the group, i.e., the family functions better.

- **Gender roles**

Place special emphasis on position and roles in order to introduce students to the topic of sexual violence against children and young people. Open the issue of gender roles – expectations that society imposes on a certain gender (a set of expectations about the appearance, behaviour, lifestyle of women and men). **Stereotypical gender roles are the root of the basic inequality of women and violence against women.**

That is why violence against women and children is considered to be based on gender and gender inequality, it is said to be gender based. The terms "gender-based violence" or "gender-based violence" are used.

Women are the largest marginalised social group. They have less power than men. Girls, just because they are female and thus have less social power, are often the target of bullies. **The risk factor for violence to occur is GENDER.**

Emphasise that sexual violence is a form of gender-based violence.

- **power, violence and the most frequent offenders of violence**

Each group, even the family, has its own STRUCTURE and POWER – according to the sources of power and the readiness of the group members to accept someone's influence, we distinguish 5 types of power:

1. rewarding power, 2. coercive power, 3. legitimate power (e.g. in a patriarchal family, the father has power) 4. reference power 5. expert power.

Power in the family in relation to the child can be used in 3 ways: power with the child and power for the child (positive use of power) and power over the child (negative use of power). Power over the child is established through violence.

When the one who has power in the family uses his position and role for good purposes and in a responsible way, happy, healthy and satisfied children grow up in it, who will be happy and healthy people tomorrow.

In reality, all around us, it often happens that POWER is abused. The unequal distribution of power between the sexes is the CAUSE of violence against women and children.

Male dominance is present in most areas of life. It starts in the family, then in religion, it spreads to the legal/institutional system, the market, art.

The goal of the abuser is to establish and maintain control over the partner.

We often witness that children are abused and neglected in the family. They are exposed to emotional, physical and sexual violence and it is shown on the Child Violence Point: Power and Control ([Annex 1](#)).

- **the importance of speaking publicly about sexual violence against children and being an ally with a child survivor of sexual violence**

The National Study on the Child Sexual Abuse Issue in the Republic of Serbia (2015©Incest Trauma Center – Belgrade): In the age group from 10 to 18, in each class in Serbia there are 4 children who have experienced a certain form of sexual violence and another 4 children who know someone to whom it has happened. At this moment, 2 children from each class are exposed to sexual violence.

In order to understand what "certain type of sexual violence" means, the teacher presents the definition to the students: Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

Acquaint them with the fact that sexual violence is happening all around us, maybe in the building next door, right now. It most often happens in the child's home, school, child care facilities, church, any surrounding.

Parents are often the offenders of sexual abuse against their children, as well as some members of the immediate or extended family.

Violence is committed by a person very close to the child. If they are close to the child, offenders can manipulate, they can control the situation much better than a person the child does not know.

Emphasise to the students that it is important to talk about the subject of sexual violence against children, because by doing so we develop caution towards offenders. If we don't talk about sexual violence against children, we protect the abusers and they will have a free hand to act.

To warn them that we must never blame the victim. A child survivor of sexual violence needs a support network, because it takes a lot of courage to say out loud what they experienced. It is difficult for a person who has suffered abuse and threats for so long, and is very exhausted, to get out of a situation of violence on their own. It is important for the survivor not to remain silent, to turn to an adult whom they trust and to whom they are sure that they can tell about own experience.

A/2 Students' depictions of happy and unhappy families (20 minutes)

- The task is done in groups. Divide the students into 4 groups. Give each group a large format paper (100 x 70 cm), crayons and pencils. Instruct them to give their artistic representation of the concept of family. It is up to them to agree within the group who will draw and who will write on the paper format.

- They will be given the task that 2 groups present a happy family, and 2 other groups an unhappy family, with all its members, to write the position and role in the family next to each member, to indicate their gender and the power they have in the family. Indicate examples of using power in a negative way (emotional, physical, sexual violence).

- Give them instructions on how to approach the task. Inform them that they have 20 minutes to complete this task.

- The members of the groups explain their artistic representations that they pasted in a visible place on the wall next to the blackboard. The members of the groups address the whole class and present what they have come to in the mutual conversation and the pictorial representation of the family. They draw conclusions about the most important facts adopted in this lesson.

A/3 Power with the child, power for the child – Final part of the lesson (5 minutes)

- The teacher rounds off the lesson by showing **Slide 1** from the Work Material.

Slide 1

Power in the family in relation to the child can be used in three ways:

Positive uses of power:

1. Power with the child
2. Power for the child

Negative use of power:

3. Power over the child

Power over the child is established through violence.

- There are attachments 1, 2 and 3 and Slide 1 from the Work Materials prepared in advance for the children to take home on paper.

LESSONS LEARNED

- It is very important to consider the concept of family as a group and all stereotypes related to sexual abuse of children and young people, because in our traditional society it is often denied that sexual abuse of children is possible, especially in the family and by the father or some authority from the family. It emphasises the issue of "consent" in children, presents the myth of reciprocity instead of understanding the issue of power-control and the dynamics of violence; developmental issues concerning the age at which children begin to fantasise are mixed with the child's disclosure of violence or repressed feelings that occur during adolescence.

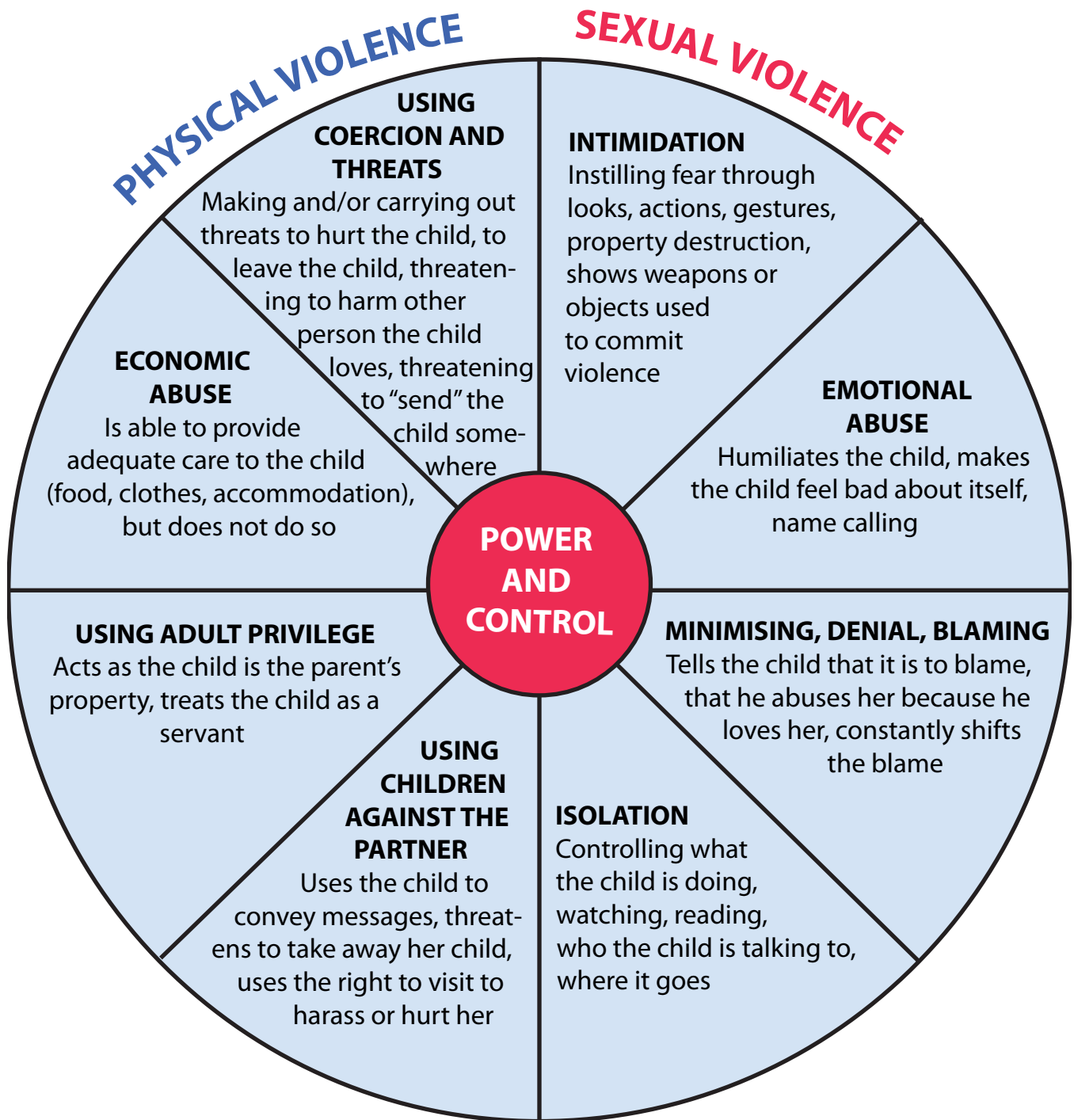
- It is very important for the teacher to be well informed about this topic, to advocate for the protection of children and young people from sexual abuse, to instil confidence in the children with their personal attitudes and value system, to skilfully lead the students' workshop work/ so that they stick strictly to the topic of family and sexual abuse of children. The teacher must not allow the students to behave frivolously in relation to this topic and it is necessary to be very well prepared if the students question the given facts.

- Students should familiarise themselves with the problems that can arise in the family, in society and in their surroundings. They need to openly discuss the topic of child sexual abuse, to know what the law says about it and who they can turn to for help.

WORK MATERIAL

- **Annex 1:** The Power and Control Wheel: Child Abuse
- **Annex 2:** Sexual violence is gender-based violence
- **Annex 3:** The concept of sexual abuse of children / incest and the goal of the abuser
- **Slide 1:** Three ways adults use power

THE WHEEL: POWER AND CONTROL



- Goal
- Tactics
- Serves to implement tactics and achieve the goal

SEXUAL VIOLENCE IS GENDER-BASED VIOLENCE

SEX – biological, anatomical and physiological characteristics distinctive to women and men

GENDER – a set of socially-conditioned characteristics of members of a sex, which was created probably with the original division of labour, and survived despite losing its original function as a sex policy instrument, while, owing to its seeming "naturalness", renews in each individual in the process of growing up and education

GENDER

a woman who takes children for a walk
 a woman who prepares lunch
 a man driving a car
 a man who deals with politics

SEX

a woman who is pregnant
 a woman breastfeeding a baby
 a man who mutates/has a beard

Gender roles

are being learned
 are imposed by society
 of parents
 of peers
 of school system
 of media
 of market law
 of art

Sex roles

exist by birth
 are biologically given
 chromosomes
 hormones
 external and internal genitalia

When someone comes out of the gender box, they become the target of condemnation and discrimination.

For example, persons of one gender must not dress, look and act like persons of the opposite sex.

Annex 3

Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of sexual abuse and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

Incest is the sexual abuse of a child by a trusted adult in a position of power and authority.

Home and family are not always a safe place for children.

Domestic violence is society's problem, not the victim's problem.

Violence is not caused by health status, origin, education, property status.

THE RISK FACTOR FOR VIOLENCE TO OCCUR IS GENDER.

What is all the violence?

Crude jokes, ignoring, avoiding, threatening looks, ridicule, economic exploitation, hitting and kicking, sexual abuse, strangulation, mutilation, murder.

What do the offenders believe?

That he has the right to control his wife, that he is moral even though he commits violence in the family, he gets what he wants through violence, he will not bear the consequences, the victim will not speak.

THE GOAL OF THE ABUSER IN THE FAMILY IS TO ESTABLISH POWER AND DEMONSTRATE CONTROL OVER OTHER FAMILY MEMBERS.

THE GOAL IS THE SAME FOR EMOTIONAL, PHYSICAL AND SEXUAL VIOLENCE – AGAINST WOMEN AND CHILDREN.

TO ESTABLISH POWER AND CONTROL, HE DOES IT BY HURTING THE CHILD AND/OR WOMAN EMOTIONALLY, PHYSICALLY AND/OR SEXUALLY.

EMOTIONAL, PHYSICAL AND SEXUAL VIOLENCE ARE JUST MEANS USED BY THE OFFENDER TO ACHIEVE A GOAL (POWER AND CONTROL).

Slide 1

Power in the family in relation to the child can be used in three ways:

Positive use of power:

1. Power **WITH** the child
2. Power **FOR** the child

Negative use of power:

3. Power **OVER** the child

Power over the child is established through violence.

RECOMMENDED RESOURCES:

1. Incest Trauma Center – Belgrade initiative to establish a program to protect children from sexual violence in educational institutions in Serbia (2010)
2. Incest Trauma Center – Belgrade (2005). Practical Manual for trainers “Gender-based violence from the survivors’ perspective”.
3. Professional training program Incest Trauma Center – Belgrade – “Preparation of teachers for work in the classroom on the subject of sexual violence” (accredited by the decision of the Minister since 2013)
4. Film and video material of the Incest Trauma Center – Belgrade on this topic.

This will be of use to me the next time I teach this lesson...

SUBJECT:	PSYCHOLOGY
CLASS:	SECOND
TOPIC:	Interests, attitudes and values
COURSE UNIT:	Prejudices and stereotypes – concept, types and function
LESSON TITLE:	"I AM HERE FOR YOU, TOO!"
GOALS:	<ul style="list-style-type: none">• The students know what attitudes are, what are the characteristics of attitudes, how they are formed, how they are maintained, how they change and how they act.• The students know the meaning of stereotypes and prejudices.• The students understand how prejudices and stereotypes treat sexual violence.
OBJECTIVES:	<ol style="list-style-type: none">1. The students are familiar with stereotypes and prejudices related to sexual violence against children and young people.2. The students know the basic forms and definitions of sexual abuse of children and are able to verbalise problems or situations of immediate danger.3. The students performed a self-assessment of their personal attitudes and to what extent they follow the best interests of the child survivor of sexual violence.4. The students know how to react when it comes to sexual violence and what are the sources of help.
CONTENT (brief description of steps/activities WHAT we will do)	<p>A/1 Attitudes, stereotypes and prejudices – Introductory lecture</p> <p>- The students are familiar with the terms: attitudes, stereotypes and prejudices.</p> <p>A/2 Analysis of prejudices about sexual violence – work in small groups</p> <p>- The students analyse the testimony as a team and determine whether it is a fact or a prejudice.</p> <p>A/3 Power and help – final part of the lesson</p> <p>- The students discuss what to do when a child tells us that they have been sexually abused and who they can turn to for help.</p>
METHOD (description of steps/activities HOW we will work)	<p>A/1 Attitudes, stereotypes and prejudices – Introductory lecture (15 minutes)</p> <p>- The teacher presents the following concepts to the class of female lecturers (as a basis for the practical work of the students that follows):</p> <ul style="list-style-type: none">• Attitude <p>- Explain to the students what attitudes are, what are the characteristics of attitudes, how they are formed, how they are maintained, how they change and how they act.</p> <ul style="list-style-type: none">• Stereotypes and prejudices <p>- Familiarise them with the concepts of prejudice and stereotypes:</p> <p>Stereotypes are simplified and wrong images about the characteristics of a community or group of people. To them, certain qualities that some may have, are unjustifiably attributed to everyone, as if they were some obvious truth. Stereotypes are more often negative opinions, which are simplistic, general and rigid and which can be a source of prejudice.</p>

Prejudices are attitudes that are not based on facts and are accompanied by strong emotions and persistently maintained. They usually refer to specific groups and arise on the basis of one of its characteristics: race, nation, gender, wealth, level of education, health status, sexual orientation. Also, explain that there are positive and negative prejudices and how to fight against them.

Both prejudices and stereotypes arise from social learning, they are unjustified and unfounded. Stereotypes represent the cognitive component of prejudice, related to thinking, while prejudice has a prominent emotional and action component. Stereotypes are formed when we have experience with members of a certain group, and prejudices without any experience with other people.

- Approach this teaching unit through examples of prejudices and stereotypes related to violence against children and young people, because sexual abuse of children abounds in different attitudes and prejudices about the act of sexual violence itself, the child survivor of sexual violence, the abuser who committed the violence and the situation in which is played out.

- **Child sexual abuse**

Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

- The discussion on prejudices and stereotypes related to sexual abuse of children and young people is led by the teacher using **Annex 1**.

The First National Study on the Child Sexual Abuse Issue in the Republic of Serbia showed that high school students survivors of sexual violence most often disclose their experience to a peer. Children most often confided in a friend (37.9%). Because of this, teenage girls and boys must know how to act at that moment, believe their friend and, as an ally, together, seek adult assistance of a trusted adult.

Therefore, tell students what to do when a younger child or a peer confides in them that they have been sexually abused.

Use from Work Material: What to do if a younger child or peer confides in me that they have been sexually abused (**Annex 2**).

At the end, students will be informed about who they can turn to for help. Share the addresses and phone numbers of institutions that can be contacted for help (**Annex 3**).

A/2 Analysis of prejudices about sexual violence – work in small groups (25 minutes)

- The task is done in groups. Inform them that they have 15 minutes for this task.

- Divide the class into 7 groups, **making sure that there are (approximately) equal numbers of girls and boys in each group**. Give each group a piece of paper on which a statement is written, i.e., the text of only one prejudice.

- The task is to discuss whether that statement is true or not and to reach an agreement on it as a group. If they think it is not correct, write on the same paper what is correct. If a group cannot agree and reach a unified position, that group will remain at that step and explain its process in a later report. During the reporting, the teacher will say that it is about prejudice and what is the fact.

- After fifteen minutes, group members report on the results of their work. They do this out loud, addressing the whole class and presenting how their process went and the positions they came to in their mutual conversation. **For students, this activity also serves for self-assessment of personal attitudes and to what extent they follow the best interest of a child who has survived sexual violence.** They draw conclusions about the most important facts adopted in this lesson.

A/3 Power and help – final part of the lesson (5 minutes)

- The teacher gives feedback on the student's achievements in class.
- Each child is provided with **Annex 1** on paper, so that they can take their copy home.
- Finally, the teacher gives instructions on what to do when the child tells us that they were sexually abused. Let them know who they can turn to for help. Share the addresses and phone numbers of institutions that can be contacted.

LESSONS LEARNED

- It is very important to consider the concept of family as a group and all stereotypes related to sexual abuse of children and young people, because in our traditional society it is often denied that sexual abuse of children is possible, especially in the family and by the father or some authority from the family. It emphasises the issue of "consent" in children, presents the myth of reciprocity instead of understanding the issue of power-control and the dynamics of violence; developmental issues concerning the age at which children begin to fantasise are mixed with the child's disclosure of violence or repressed feelings that occur during adolescence.
- It is very important for the teacher to be well informed about this topic, to advocate for the protection of children and young people from sexual abuse, to instil the children's trust with his personal attitudes and value system, to skilfully lead the workshop work of the students so that they keep strictly the topics of family and sexual abuse of children.
- The teacher must not allow the students to behave frivolously in relation to this topic and it is necessary to be very well prepared if the students question the given facts.
- Students should familiarise themselves with the problems that can arise in the family, in society and in their surroundings. They need to openly discuss the topic of child sexual abuse, to know what the law says about it and who they can turn to for help.

WORK MATERIAL

- Annex 1:

PREJUDICE:	FACT:
We don't talk about sexual violence, because we protect children by doing so.	If we don't talk about sexual violence against children, we protect abusers. If we do not talk about abusers and violence and do not develop caution towards abusers, they will have a free hand to act.
Violence does not happen here, it happens to someone else, in another country.	Sexual violence happens everywhere. It most often happens in the child's home, school, child care facilities, church, any surrounding. It is happening around us, maybe in the next building, right now.
Someone close to a child or family member would never sexually abuse a child.	In reality, it's different. Many parents are abusers of sexual abuse against their children, as well as some of the members of the immediate or distant family. Violence is committed by someone very close to the child. If they are close to the child, abusers can manipulate, they can control the situation much better.
Boys should be strong, they shouldn't cry and complain about sexual abuse, they should keep quiet about it.	Out of 5 victims of sexual abuse of children, 4 are girls and 1 is a boy. Although sexual abusers usually choose girls as their targets, boys can also become victims. The prejudice stems from the gender role, i.e., the gender box in which they are placed by society and expected to be exclusively "real men" – actually making it difficult for them to report this crime.

PREJUDICE:	FACT:
Girls who dress provocatively are most often victims of sexual violence.	The one who decides to rape a child will not look at how they dress, will not see if they dress defiantly or not. If a girl walks past us in a short skirt, that's not an invitation to sex, she's wearing a short skirt that's just a piece of clothing. Not everyone reacts violently to a short skirt.
If sexual violence happens to a child, it is their own fault. "Oh, she asked for it herself... why did she dress like that... why didn't she defend herself... why did she keep silent about it all these years..."	Violence is never the child's fault. The child needs a support network, because it takes a lot of courage to say out loud what they have been through. A person who has suffered abuse and threats for so long, and is so exhausted, can hardly come out of it all by itself. The main message to a child survivor of sexual abuse is not to remain silent, to turn to someone the child trusts and to whom they are sure they can tell own experience.
Children don't tell anyone that sexual violence happened to them.	2015©Incest Trauma Center – Belgrade; The National Study on the Child Sexual Abuse Issue in the Republic of Serbia; The Incest Trauma Center – Belgrade implemented the National Study in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women's Health Promotion Centre. In primary school, children first disclose it to their family, who, as a rule, do not believe them. Young people in secondary school most often tell a friend, who is more inclined to believe them. Of the 2/3 children who tell others what happened to them, more than half of the persons in whom they confided do nothing. Only 7% of them report the case to the competent services. The National Study included students aged 10 to 18 in the territory of the Republic of Serbia. Children most often confided in a friend (37.9%). From that we see how much, for example, important peer support. Because of this, teenage girls and boys must know how to act at that moment, believe their friend and, as an ally, together, seek adult assistance of a trusted adult.

- **Annex 2**

WHAT SHOULD I DO IF A YOUNGER CHILD OR A PEER BELIEVES THAT THEY HAVE BEEN SEXUALLY ABUSED?

- Trust the child. Children do not lie about being sexually abused.
- Try to be calm. This is difficult to achieve, but your shock and anger may cause the child to withdraw into oneself.
- Listen carefully. Find a quiet and safe place so that the child/peer can tell in their own words, slowly, what happened.
- Give the child/peer your full attention.
- Do not question the child/peer. The only question you need to ask is, "What did he (the offender) tell you will happen if you tell someone about this?" Most of the time, most of those threats are unfounded, listen carefully and say that the threats serve to scare him and keep the child/peer in fear not to tell.
- Tell the child/peer clearly that it is not their fault. The fault is always on the side of the offender.
- Praise the child/peer for confiding in you. Repeat several times that it is good that it told you. Thank them for the trust that they chose you to confide in.
- Emphasise that it is necessary for the child/peer to choose which adult they trust the most about everything as soon as possible and to tell them. Offer to be an ally and go to the trusted adult's place together.

SEXUAL VIOLENCE IS A CRIMINAL OFFENCE.

BY LAW, EVERY CITIZEN IS OBLIGED TO REPORT SUSPICION AND KNOWLEDGE THAT SEXUAL VIOLENCE IS OCCURRING.

IT IS REPORTED BY WRITING ON A SHEET OF PAPER ALL THE INFORMATION THAT SPEAKS ABOUT THE SUSPICION OR KNOWLEDGE THAT SEXUAL ABUSE OF A CHILD EXISTS AND THE SAME LETTER IS SUBMITTED TO THE POLICE, PROSECUTOR'S OFFICE AND THE CENTER FOR SOCIAL WORK AT THE SAME TIME.

- Annex 3

The closest contact tel., teacher's e-mail:

Addresses and telephones:

Police 192

Prosecutor's office in the city where the child lives or is closest to the child's place of residence

Center for social work in the city where the child lives or is closest to the child's place of residence

Emergency 193

RECOMMENDED RESOURCES:

1. Incest Trauma Center – Belgrade (2005). Practical manual for trainers "Gender-based violence from the survivors' perspective".

This will be of use to me the next time I teach this lesson...

SUBJECT:	PSYCHOLOGY
GRADE:	SECOND AND THIRD
TOPIC:	Basic psychological phenomena
TEACHING UNIT:	Stress and trauma
LESSON TITLE:	Introduction to the relationship between stress and trauma and Garrett's story
GOALS:	
<ul style="list-style-type: none">• The students know the scientific meaning of the terms stress and trauma, understand their basic characteristics and impact on health.• The students become aware of their own stressful experiences and adequate ways to overcome stress.• The students understand other people's behaviours more fully.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are able to consider sexual violence against a child as an example of trauma.2. The students form adequate, fact-based attitudes about sexual violence.3. The students know how to react in a situation of sexual violence against a child, as well as what are the sources of help and what are the possibilities of overcoming such a traumatic experience.	
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD: INTRODUCTION TO THE RELATIONSHIP OF STRESS AND TRAUMA	
A/1 Stress – Introduction	
<p>- The students get to know the meaning of the term stress in more detail.</p> <p>- The students learn about stress and trauma in the story about emotions, so we start the lesson by reminding ourselves of the key things that have already been learned about emotions. Earlier knowledge provides a logical space for acquiring new ones – children learned about emotions as a reaction to reality, now they first learn about stress as a reaction to a stressor in the same way.</p> <p>- By connecting what they have learned with their own experiences, students consider the basis for different stress values of different events, some regularities that persist, but also cultural conditioning, individual differences and the like.</p>	
A/2 Overcoming stress	
<p>- The students are introduced to effective mechanisms for overcoming stress.</p> <p>- Still dealing with their own experiences, the students critically consider various mechanisms for overcoming stress and see the danger to health if we continuously use inadequate mechanisms.</p>	
SECOND PERIOD: Garrett's Story	
A/1 Trauma – Introduction	
<p>- The students get to know the meaning of the term stress in more detail.</p> <p>- Using student works on trauma and its relationship with stress, in class we emphasise intensity and consequences as key to distinction. We also highlight three basic elements in determining trauma: the unexpectedness of the situation, the unpreparedness for it and the inability to prevent the event that caused it.</p>	

A/2 Garrett's Story

- The students get an explanation of the terms: Boundaries, Emotional Boundaries, Psychological Boundaries, Physical Boundaries, Ambivalence, Loyalty and Loyalty Conflict – and relate them to Garrett's story. The goal is to gain a better understanding of the child's long-term secret-keeping and his feelings of shame and guilt.

A/3 Sexual violence and trauma – discussion

- The students are introduced to the definition of child sexual abuse and basic data from the National Study on the Child Sexual Abuse Issue in the Republic of Serbia (2015 ©Incest Trauma Center – Belgrade).

- The students will be empowered to **respond adequately to learning about sexual violence in the future**. They will understand the importance of unconditional trust in the testimony of the victim, the clear positioning of responsibility on the side of the abuser, the importance of reporting to the authorities.

METHOD (description of steps/activities HOW we will work)

FIRST PERIOD

A/1 Stress – Introduction

- The teacher asks the students to define emotions according to what they have already learned. Using the answers, we summarise that emotions are our reactions to external reality and that they consist of three components: physiological, behavioural and subjective experience.

- The teacher is now asking what we call situations that lead to the necessity to change something, to anxiety, that make us feel bad, act agitated or block ourselves or overreact. When one of the students mentions stress, the teacher stops and explains the **meaning of the term and the relationship between the terms stress and stressor**.

- The teacher now asks the students to think about what has been the biggest stress in their life so far and to write it down. If they have more than one answer, the teacher says to name three. Then they invite those who want to say what they noted and they write the answers on the board forming categories.

- When the recording is finished, the teacher shows them the previously prepared presentation of the results of Jelena Vlajković and Milan Marković's research from the second half of the 20th century, in which 300 Belgraders assessed the stressful, disturbing value of 73 life events with grades from 1 to 10.

- They comment comparing their list and the displayed list. They discuss **whether and how the stress value of events changes over time**. The teacher explains the cultural conditioning of these assessments and states that in our country, the death of a child always comes first, and in some other cultures, for example, the death of a spouse.

A/2 Overcoming stress – role plays

- The teacher now asks the students to work in pairs. The teacher divides the class into two parts and gives them a different task: each **pair should act out a dialogue** in which one person tells the other about **some major stress** they have experienced and 1) how and why it affected their health; 2) how they overcame that situation, managed to deal with it. The teacher gives them 5 min. to prepare and 2 min. to display.

After 5 minutes, the teacher calls out several couples from the first part of the class and, after looking at their performances, talks about psychosomatic diseases as a possible consequence of continuous or frequent stress and coping mechanisms that are not good (e.g., "swallowing" stress as a cause of chronic hypertension).

Several pairs from the second part then show what they have prepared and the teacher uses their ideas to list some strategies for coping with stress:

- eliminating stressors if possible;
- seeking social support by socialising or talking with a professional;
- redefining the situation (looking at the problem from a different angle, e.g., in a humorous way);
- expressing emotions (shouting, laughing, crying, walking, playing sports);
- acceptance of stressors – sometimes you have to come to terms with something, grieve and move on.

Therefore, through role-playing in pairs, the students work through some of their stressful memories and attitudes about stress, and the teacher, relying on their representations, singles out negative ways of reacting to stress as the basis for the development of psychosomatic diseases and positive ones as the basis for further development.

- For **homework**, ask students **to research and illustrate the relationship between stress and trauma on a poster**. Based on their simple, precise posters (which will not contain more than 7 verbal information, but can contain a sketch, scheme, drawing, photos) we should clearly understand the definition of trauma and its relationship with stress in the first 5 minutes of the lesson.

Second period: Garrett's Story

A/1 Trauma – Introduction

- The teacher hangs the prepared posters with the students on the walls of the classroom (all of which do not contain any wrong information), then everyone walks around for a few minutes, looking around.
- The students' illustrations of the relationship between stress and trauma enable a divergent approach to the topic, viewing its various aspects.
- After looking around, the teacher asks for a brief summary of **trauma and its relationship with stress**, underlines intensity and consequences as a distinction and, if the children did not mention it, the teacher states that three basic elements are often mentioned in the definition of trauma: unexpectedness of the situation, unpreparedness for it and impossibility to prevent the event that caused it. The teacher writes those three elements on the board and leaves them exposed (so that we can all the time relate it to the boy's experience in the story the teacher will read).

A/2 Garrett's Story

- The teacher announces to be read a true story as an illustration of a traumatic experience. Reading (that is, listening to) the true story provides identification, empathy and a deeper understanding of the traumatic experience and helps to form an adequate attitude about the offender's sole responsibility for violence.
- The teacher reads "Garrett's story" and gives each child a printed copy to take home at the end of the lesson.

Garrett's story

"My parents divorced when I was a child and after that my mom kept getting into new relationships. There were always her boyfriends around the house. Some of them were violent and really mean to me. I felt that no one cared about me.

We moved around a lot and the houses we lived in were really dirty. Mom would always make sure there was food on the table, but I never had clean clothes. I learned very early to take care of myself. Even now that I'm grown up, I can't stand dirt in my house or being messy. The upbringing I had had a serious impact on my life.

A few years after my parents divorced, my father began sexually abusing me. I was seven years old when it first happened. I was sleeping in my father's bed and he started touching me. I was terrified and didn't know what to do. It was my father and I believed that everything he did was normal, I didn't know anything different. He made me feel really dirty. I was too young to understand that he was a bad person, not me.

The abuse took place in his house when I was there visiting. I thought about telling the teacher, but I was really scared – my father is a nasty man and a serious threat. I tried to ignore what my father was doing and get on with my life. I internalised feelings and worries about life and abuse and locked my thoughts into a box in my head.

The sexual abuse lasted until I was thirteen and affected the relationships I had growing up. The thought of sex really scared me, and I didn't really feel like I could tell my girlfriends why. I became moody and timid. I think because I kept everything inside, sometimes I started to burst out and not be able to control myself.

A few years ago, I decided to go to the police and the case went to court. My father first pleaded not guilty. In the end, he admitted what he had done, was sentenced to several years in prison and was placed on the sex offender registry for life. The judge told him that he is an evil man.

When my father was convicted and punished, I felt free for the first time in my life. As I am now a father of young children myself, I was always afraid that he would find some way to get to them as well. I would never want them to perish like me. I just want to give them everything that I didn't have as a child.

This year I will be running the London Marathon for the NSPCC (National Society for the Prevention of Cruelty to Children, UK). I decided to run for them because I want to prevent other children from going through the horrible abuse I went through as a child. I want to promote their amazing work in child protection and abuse prevention. The training is really therapeutic for me, I really enjoy running now and I've lost about 20 kilos. I experience it as therapy – I can go outside, work through all the thoughts and feelings and come back feeling better, as if part of what happened to me has gone.

I would like to say to anyone thinking of running for the NSPCC to just do it. There are so many children they help to deal with such horrible abuse. By doing so, you would help children who had a childhood like mine get support and care when they need it."

- The teacher asks that everyone who wants to state their strongest impression from the story. Those who want to state.

- The teacher is shown Slide 2 on which it says:

- Slide 2

Boundaries:

Emotional boundaries: do you feel able to say how you feel and feel accepted afterwards.

Psychological boundaries: do you know what your needs are and the needs of others.

Physical boundaries indicate your personal space where you feel safe.

Ambivalence: the child likes the offender, but does not like the sexual violence perpetrated by the offender.

Loyalty is a child's devotion to his life. It tries to hide sexual violence with loyalty. Loyalty comes from love for the offender, but also from dependence, fear and confusion.

Loyalty conflict: A child feels obligated to protect a loved one, even when that person is sexually abusing them. That person protects the child inside the family and outside the family, and at the same time she knows that sexual violence is wrong. That person is overwhelmed with guilt if disclosure of sexual violence brings problems to the offender.

- The teacher explains the concepts and connects them to Garrett's story. The goal is to gain a better understanding of the child's long-term secret-keeping and its feelings of shame and guilt.

A/3 Sexual violence and trauma – discussion

- The teacher reads the **definition of sexual abuse of children**, then basic statistical data using the **National Study on the Child Sexual Abuse Issue in the Republic of Serbia** by the Incest Trauma Center – Belgrade. The teacher also provides each student with prepared printed material on the topic of child sexual abuse.
- The teacher asks if any of the data surprised them? If they want, they can **comment**.
- The teacher asks if they remember who their peers most often confide in when they have this type of traumatic experience. After establishing that they are peers, the teacher asks **if they feel ready to react**.
- Those whose answer is affirmative, state what they would do and the teacher follows, possibly corrects, and writes down the key on the board: we will try not to be shocked, to praise the courage to communicate the experience and thank you for entrusting us, we do not examine the details, we recommend that we find an adult whom we trust to confide in, and we emphasise that it is necessary to report the abuser to the police in order to end up in prison.
- We recommend contacting the Incest Trauma Center – Belgrade in order to receive adequate psychological support via e-mail, telephone and in person; confidentiality is guaranteed and all services are free; www.incesttraumacentar.org.rs, www.ijasamuztebe.org.rs, itcentar@eunet.rs.
- The following is a discussion about what to do when we find out about sexual violence; makes a connection between learned and real life and it is emphasised once again that this type of violence is present and that it is a possible aspect of the life of some people close to us.
- At **the end**, the students who want to finish the sentences that the teacher starts. **The technique of ending sentences** in this class provides rounding of the topic, but also in a certain way evaluation.
- **The sentences to be completed are:** "A child survivor of sexual abuse feels...", "I can contribute to the recovery of a friend survivor of sexual violence by..."

LESSONS LEARNED

- High school students in psychology classes should always be given the opportunity to be creative, to come up with different possible solutions, and the results will always pleasantly surprise you. Based on these findings, I choose poster-making and role-playing as tasks for the students.
- When it comes to reacting to "Garrett's story", you can expect the students to be surprised, taken aback, but also to accept the facts about sexual abuse of children much more openly and readily than you assumed, and to easily (much easier than adults) form adequate attitude towards this phenomenon.
- It can happen that children say that the topic is ugly, difficult, that they don't want us to talk about something so terrible. Let's agree that it's not pleasant, but let's explain that it is necessary to talk about sexual abuse of children because it exists and is not rare, and when we remain silent about it, we help the abusers remain undetected and make it difficult for the victim to get out of the situation of abuse. Children understand and accept that explanation.
- Sometimes what happens is that children will say the topic is horrible and that they do not understand why are talking about something so terrible.
- Sometimes it happens that someone starts joking or laughing as a reaction to the topic (this is very rare). We stop that, we say that we assume that there was no bad intention, but that the statistics we talked about oblige us to always comment on the topic of sexual abuse of children with the awareness that the child who is the victim is probably listening to us. Children understand and accept that explanation.

WORK MATERIAL

- Research results: stressful value of life events – Source: Vljaković J., Marković M.

Ранг	Животни догађај	Просечна вредност
1.	смрт детета	9,82
2.	смрт брачног друга	9,54
3.	смрт блиског члана породице	9,39
4.	сопствена болест опасна по инвалидитет или живот	8,81
5.	превремени порођај или мртворођено дете	8,73
6.	блиски члан породице покушао самоубиство	8,70
7.	озбиљно нарушавање вида или слуха	8,50
8.	озбиљна болест члана породице	8,46
9.	губитак посла	8,42
10.	смрт блиског пријатеља	8,27
11.	рођење детета за мајку	8,24
12.	рођење детета за оца	8,14
13.	казна затвором	8,08
14.	пожар у кући	7,97
15.	развод брака	7,80
16.	саобраћајни удес	7,70
17.	добивање стана	7,60
18.	нерешено стамбено питање	7,56
		и.т.д.

Garrett's story

<https://www.nspcc.org.uk/fighting-for-childhood/childrens-stories-about-abuse/gareths-story/> :

This is a true story but names have been changed to protect identities and photographs have been posed by models.

ON SEXUAL ABUSE OF CHILDREN

- Material for students -

(From the site of the Incest Trauma Center – Belgrade)

Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of sexual gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

Incest is the sexual abuse of a child by a trusted adult who is in a position of power and authority over the child.

This definition of incest differs from the one in the law, where this term implies sexual relations only between close relatives. It is a narrow definition, it "grades" trauma in a child, it does not recognise it correctly. Many children are abused by adults who enjoy their trust and who are not relatives (e.g. neighbour, mother's partner, teacher.... That's why we use the definition from the campaign led by the incest survivors themselves.

Not all persons who sexually abuse children are paedophiles.

Persons who sexually abuse children in the majority of cases have normal partner relationships with adults.

Unlike them, paedophiles do not have a functional relationship with adults. They are attracted and sexually excited exclusively by children.

We mostly hear about them through information about paedophilia on the Internet, etc. **They make up to 10% of the total number of offenders.** Others establish regular partnerships with adults, establish marriages where they have children, and most often these are their easy targets. Your own children are the most accessible, they trust you the most as a parent. The child's power, authority and trust – the three basic components (in addition to physical access to the child) that the offender needs to achieve in order to sexually abuse a child – are present in one place.

What should I do if a child tells me they have been sexually abused?

- **Trust the child.** Children do not lie about being sexually abused.
- Try to stay calm. We know this is difficult to achieve, but your shock and anger may cause the child to withdraw into oneself.
- Listen carefully. Take the child to a safe place and let the child tell you what happened in their own words.
- Give it your full attention.
- The only question you should ask is "What did he (the offender) tell you would happen if you told someone about this?" Most often, most of these threats are baseless, and you need to explain to the child that they will not come true.
- Make it clear to the child that it is not its fault. The child's greatest fear is that it feels responsible for the sexual abuse and blames itself. Responsibility is always on the side of the offender.
- Praise the child for confiding in you. Repeat to the child several times that it is good that it told you and that it is safe with you. Thank the child for its trust in you.

IT IS AN HONOUR TO BE TRUSTED BY A CHILD SURVIVOR OF SEXUAL VIOLENCE.

RECOMMENDED RESOURCES:

1. <http://www.incesttraumacentar.org.rs/>, and on that website, in particular:
 - <http://www.incesttraumacentar.org.rs/index.php/najcesce-postavljena-pitanja>
 - Incest Trauma Center – Belgrade (2015). “I am here for you, too!” Brochure of the Peer Team Against Sexual Violence.
 - www.ijasamuztebe.org.rs

This will be of use to me the next time I teach this lesson...

SUBJECT:	PSYCHOLOGY
GRADE:	SECOND AND THIRD
TOPIC:	Personality
TEACHING UNIT:	Socialisation; Positions and roles – integration into society
LESSON TITLE:	Socialisation and Positions and Roles (DOUBLE PERIOD)
GOALS:	
<ul style="list-style-type: none">• The students understand the concept of socialisation and its importance for growing up and have basic knowledge about factors and sources of socialisation.• The students expand their knowledge about identity with knowledge about social and gender identity.• The students understand the meaning of the concepts of positions and roles and, practicing critical thinking, form better, fact-based beliefs.	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students are able to consider sexual violence against a child in the context of a story about gender identity and roles.2. The students form adequate, fact-based attitudes about sexual violence.3. The students know how to react in sexual violence situations.	
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD: Socialisation	
A/1 Introduction – Socialisation and its factors and sources	
<p>- The students get to know in more detail the meaning of the term socialisation and its most significant factors and sources: family, school, peer group, social organisations, mass media, culture, social system, etc.</p>	
A/2 Positive action of factors and sources of socialisation	
<p>- The students learn about the positive ways in which various factors and sources of socialisation can affect individuals who are being socialised.</p>	
A/3 Sexual violence and the negative impact of factors and sources of socialisation	
<p>- The students become more familiar with the meaning of the concept of sexual violence and illuminate it in the context of the negative influence of factors and sources of socialisation on individuals.</p> <p>- A special emphasis in the class will be placed on the subject of sexual violence against children. We will reconsider the established beliefs that in the context of sexual violence, many agents of socialisation (apart from the media and peers) and all its sources are guardians of children. We will define sexual violence against children, present the facts and achieve that the students clearly know what sexual violence is, recognise it even where they did not until then (e.g., posting a video of a sexual activity in which a person "voluntarily participated"), they name it in the right way.</p>	
SECOND PERIOD: Social position and roles	
A/1 Social position and roles	
<p>- The students get to know in more detail the meaning of the concepts of social position and social role as the basis of integration into society.</p>	

A/2 Gender roles and gender identity

- The students get an explanation of the terms social identity, gender roles and gender identity – and connect them with violence against girls and women. The goal is to achieve a full understanding of gender-based sexual violence.

A/3 "Let's break the silence about sexual violence against children!"

- Everything learned about sexual violence against children, positions and roles, gender roles, the students analyse, evaluate, summarise and shape into a message that they will convey to others from this lesson. A special place in their messages should contain a call for an adequate reaction in case of knowledge of sexual violence against a child.

METHOD (description of steps/activities HOW we will work)

Preparation for the teacher: Study in detail the text of Vesna Brzev – Ćurčić "On offenders of sexual abuse of children".

FIRST PERIOD

A/1 Introduction – Socialisation and its factors and sources

- In this class, students should learn about socialisation as a segment of personality development.

- The teacher first writes on the top of the board:

"Personality development depends on:..",

so, based on the student's answer, the teacher writes down:

"heritage", "surrounding", "individual activity".

Then the teacher circles the "middle" and adds "SOCIALISATION" as the title of this lesson.

- The teacher states the definition of socialisation, and then leads a conversation with the students about the sources and factors of socialisation, clearly highlighting the key ones.

The most important factors of socialisation (factors through which socialisation is achieved) are: Family, School, Peers, Social Organisations and Mass Media.

The most important sources of socialisation (sources of content that are transferred to individuals through socialisation) are: Culture and Social System.

- During the lesson, students will be shown the mutual connection, interdependence of elements and factors. It is especially important for them to recognise and understand that the influence of the source of socialisation is both immediate (it directly affects individuals who are socialised) and indirect – it affects the factors of socialisation, shapes them.

A/2 Positive action of factors and sources of socialisation

- The teacher **groups the students into 7 groups** according to the seating arrangement (so that the division is time-efficient) and gives each group one factor, that is, a **source of socialisation**: family, school, peer group, social organisations, mass media, culture and social system.

- **Their task** is to discuss in the group and prepare **to give an example of how that source acts positively**, that is, how it leads to the formation of desirable traits.

A/3 Sexual violence and the negative impact of factors and sources of socialisation

- The teacher then announces that they will now discuss negative influences, but that they will receive an example on paper to consider. Then he/she gives each group an adequate piece of paper. The texts on the papers are:

1. **Family:** The father has been sexually abusing the girl for 3 years. The girl is now 10 years old.
2. **School:** A teacher sexually abuses several female students. One tried to report, but the school administration "proved" that she was lying because the teacher gave her a lower grade.
3. **Peer group:** A boy posted a video of intimate moments with his girlfriend on Facebook. Within a couple of hours, the clip was shared 8 times, it has 230 likes, 48 comments calling him the emperor, and they are disgusted by her. Her best female friends are among those who like and comment.
4. **Social organisations:** A group of supporters entered a Roma neighbourhood and beat several men who were on the street. One girl was raped.
5. **Mass media:** The front page of the most read daily newspaper in the village of Papež: Scandalous – minor M. (14) from the village of Papež near Crna Trava was the sex toy of uncle R.R. (47) for months!
6. **Culture:** She was born in India. She has been living with her husband and his family for 4 years. The husband is 27 years old, she is 10. Marriage does not imply sexual relations until she is biologically mature (beginning of the cycle).
7. **Social system:** The families of four children reported the same priest for sexual abuse and went through a painful multi-year trial. Corruption made the case obsolete.

- **The task of the groups** is to discuss and prepare to explain how this action of a specific factor, or source, leads to the formation of the child from the example.

- Each group now has 10 minutes to talk and while they are working, the teacher goes around them, helping them recognise the possible consequences of such an experience, for example, mistrust of people, feelings of betrayal and its possible consequences, feelings of guilt produced by the surrounding, failure at school, aggressiveness...

- When the groups finish, the teacher asks that the representatives of each group read the examples they received and only now do **the children realise that they all engaged in sexual violence against children**. The teacher asks them if they have had any knowledge about this type of violence so far. Those who want to answer, and then the teacher gives them a prepared printed material about sexual abuse of children to read.

- (If this topic has already been discussed in psychology classes, e.g. in the "Stress and Trauma" class, the teacher conducts this part of the conversation as a refresher.)

- Particular attention is paid to Article 54a of the Criminal Code of the Republic of Serbia, which in 2012 introduced HATE CRIME as a special, aggravating circumstance in sentencing for acts committed out of hatred on the basis of race, religion, national and ethnic affiliation, sex, sexual orientation and gender identity. Rape is always considered a hate crime.

- At the end, the teacher invites those who wish to state the conclusions of their groups about the negative effects of factors, i.e., sources of socialisation. The conversation about it lasts until the end of the class.

SECOND PERIOD

A/1 Social position and roles

- The teacher states that in the last class we talked about socialisation, its sources and factors and asks us to remember which examples we had on paper as examples of negative influence. Students who remember state, and then the teacher asks us to recognise some regularity.

The children try, the teacher stops them when they mention that in almost all cases the victims are girls, and the abusers are men. The teacher says that she shaped the examples that way on purpose and asks them to guess why. **From this begins the renewal of what has been learned about sexual violence against children** – who are the most frequent victims, who are the offenders, what is the frequency of this violence.

- The teacher now asks a question for reflection – why the victims of sexual violence are mostly girls and women, and the offenders are men. Depending on the quality of the student's thinking, the teacher directs, helps, leads them to recognise that it is a matter of social roles.

- The teacher gives a short, concise **lecture on social positions and social roles as the basis of integration into society**.

A/2 Gender roles and gender identity

- The teacher then explains social identity as an aspect of personal identity, and then **gender roles and gender identity**.

- **Task:** The students are given the prepared printed material – the relationship between gender and sex and ask them to read and fill in the blank fields of the "**GENDER – SEX**" table in the section on gender with aspects that create the basis for sexual violence and violence against girls and women.

- The students work, if they have difficulties, the teacher encourages them to look for solutions together with a couple from the bench.

- When they finish, the teacher invites those who want to read their answers. They briefly comment on the incitement of violence against girls and women through the mentioned gender roles.

A/3 "Let's break the silence about sexual violence against children!"

- The teacher divides the students into **groups** and randomly selects groups of 3-4 members.

- The teacher says that their task is to create content for the school website or a poster for the school hall on the topic "Let's break the silence about sexual violence against children!"

- The content should be such that it conveys the basic truths about this type of violence to those who know nothing about it, to encourage the victims and send them a message that it is not their fault. Care should be taken that the content necessarily includes:

- explanation of gender roles as the basis of violence;
- feelings of the survivor of sexual violence;
- recommendation for reaction when we learn about sexual violence against a child (what to do, who to contact...)
- formulating a personal thunderous message to the public against sexual violence.

- The children work in groups until the end of the lesson, and the teacher visits them, helps, directs, and possibly corrects them.

- The teacher says that they should finish their papers as homework within two weeks and that the best content for the site and the best poster will indeed be on the site, that is, in the hall.

**When the best works are selected for display, others are suggested to post their works on their Facebook profiles. Significant dates such as the European Day for the Protection of Children from Sexual Exploitation and Sexual Abuse (18 November) or the World Day for the Prevention of Child Abuse and Neglect (19 November) are an excellent opportunity for works to be displayed as part of an official school exhibition or a local action of a different type community-oriented. Works are always welcome to be displayed on the official website of Incest Trauma Center – Belgrade.*

LESSONS LEARNED

- High school students in psychology classes should always be given the opportunity to be creative, to come up with different possible solutions, and the results will always pleasantly surprise you. Based on these findings, I choose the creation of posters and content for the school's website as an activity planned for them. Of course, the reason is also in the fact that we learn best what we try to explain to others.
- If the students in these classes are working on the social problem of sexual violence against children for the first time, we can expect them to be surprised, taken aback, but also to accept the facts about sexual abuse of children much more openly and readily than is assumed and to easily (much easier) from adults) form an adequate attitude towards this phenomenon.
- It can happen that students say that the topic is ugly, difficult, that they don't want us to talk about something so terrible. Let's agree that it's not pleasant, but let's explain that it is necessary to talk about sexual abuse of children because it exists and is not rare, and when we remain silent about it, we help the abusers remain undetected and make it difficult for the victim to get out of the situation of abuse. Children understand and accept that explanation.
- Sometimes what happens is that children will say the topic is horrible and that they do not understand why are talking about something so terrible.
- Sometimes it happens that someone starts joking or laughing as a reaction to the topic (this is very rare). We stop that, we say that we assume that there was no bad intention, but that the statistics we talked about oblige us to always comment on the topic of sexual abuse of children with the awareness that the child who is the victim is probably listening to us. Children understand and accept that explanation.
- It is important that the teacher is carefully involved in this process in each of the groups of children in order to avoid taking positions that the offender is "disturbed" and the victim is "to blame".

WORK MATERIAL

ON SEXUAL ABUSE OF CHILDREN

- Material for students -

(From the site of the Incest Trauma Center – Belgrade)

Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of sexual gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

Incest is the sexual abuse of a child by a trusted adult who is in a position of power and authority over the child.

This definition of incest differs from the one in the law, where this term implies sexual relations only between close relatives. It is a narrow definition, it "grades" trauma in a child, it does not recognise it correctly. Many children are abused by adults who enjoy their trust and who are not relatives (e.g., neighbour, mother's partner, teacher...). **That's why we use the definition from the campaign led by the incest survivors themselves.**

Not all persons who sexually abuse children are paedophiles.

Persons who sexually abuse children in the majority of cases have usual partner relationships with adults.

Unlike them, paedophiles do not have a functional relationship with adults. They are attracted and sexually excited exclusively by children.

We mostly hear about them through information about paedophilia on the Internet, etc. They make up to 10% of the total number of offenders. Others establish regular partnerships with adults, establish marriages where they have children, and most often these are their easy targets. Your own children are the most accessible, they trust you the most as a parent. The child's power, authority and trust – the three basic components (in addition to physical access to the child) that the offender needs to achieve in order to sexually abuse a child – are present in one place.

What should I do if a child tells me they have been sexually abused?

- Trust the child. Children do not lie about being sexually abused.
- Try to stay calm. We know this is difficult to achieve, but your shock and anger may cause the child to withdraw into oneself.
- Listen carefully. Take the child to a safe place and let the child tell you what happened in their own words.
- Give the child your full attention.
- The only question you should ask is "What did he (the offender) tell you would happen if you told someone about this?" Most often, most of these threats are baseless, and you need to explain to the child that they will not come true.
- Make it clear to the child that it is not its fault. The child's greatest fear is that it feels responsible for the sexual abuse and blames itself. Responsibility is always on the side of the offender.
- Praise the child for confiding in you. Repeat to the child several times that it is good that it told you and that it is safe with you. Thank the child for its trust in you.

IT IS AN HONOUR TO BE TRUSTED BY A CHILD SURVIVOR OF SEXUAL VIOLENCE.

FACTORS AND SOURCES OF SOCIALISATION - Material for working in groups -

Family: The father has been sexually abusing the girl for 3 years. The girl is now 10 years old.

School: A teacher sexually abuses several female students. One tried to report it, but the school administration "proved" that she was lying because the teacher gave her a lower grade.

Peer group: A boy posted a video of intimate moments with his girlfriend on Facebook. Within a couple of hours, the clip was shared 8 times, it has 230 likes, 48 comments calling him the emperor, and they are disgusted by her. Her best female friends are among those who like and comment.

Social organisations: A group of supporters entered a Roma neighbourhood and beat several men who were on the street. One girl was raped.

Mass media: The front page of the most read daily newspaper in the village of Papež: Scandalous – minor M.M. (14) from the village of Papež near Crna Trava was the sex toy of uncle RR (47) for months! (47)!

Culture: She was born in India. She has been living with her husband and his family for 4 years. The husband is 27 years old, she is 10. Marriage does not imply sexual relations until she is biologically mature (beginning of the cycle).

Social system: The families of four children reported the same priest for sexual abuse and went through a painful multi-year trial. Corruption made the case obsolete.

SEX AND GENDER

- Material for students -

SEXUAL VIOLENCE IS GENDER-BASED VIOLENCE

What does a woman fear / and what does a man fear – when they are alone in a dark and unknown part of the city!!!!???

(F – afraid of rape / M – afraid that someone will pick his pocket and beat him)

Sex - biological, anatomical and physiological characteristics distinctive to women and men

Gender – a set of socially-conditioned characteristics of members of a sex, which was created probably with the original division of labour, and survived despite losing its original function as a sex policy instrument, while, owing to its seeming natural quality, being recreated in every individual in the process of growing up and upbringing.

GENDER:	GENDER
GENDER roles: - are learned - are imposed by society: *by parents, *by peers, *BY THE SCHOOL SYSTEM, *by the media, *by market laws, *by religion, *by art,	Gender roles: - are acquired by birth - are biologically determined: *chromozomes, *hormones, *external and internal genitalia
*woman taking the children for a walk	*pregnant woman
*woman making lunch	* breastfeeding woman
*man driving a car/*pursuing politics	*man undergoing voice change/ has a beard

When someone LEAVES THE GENDER BOX – they become TARGET OF JUDGEMENT and discrimination – persons of one sex must NOT DRESS, LOOK and BEHAVE like people of the opposite sex.

VIOLENCE against WOMEN and CHILDREN is a consequence of UNEQUAL DISTRIBUTION OF POWER

MALE DOMINANCE is present in most areas of life: FAMILY, LEGAL SYSTEM, RELIGION... this dominance is the BASIS OF MALE VIOLENCE AGAINST WOMEN

The GOAL of a violent man is: **establishing and maintaining CONTROL over his partner!!!**

Slide 1

Introduced in 2012 in Serbia

Article 54a of the Criminal Code of the Republic of Serbia

HATE CRIME is introduced as a special, aggravating circumstance in sentencing for acts committed out of hatred on the basis of race, religion, national and ethnic affiliation, gender, sexual orientation and gender identity.

www.yucom.org.rs/upload/zlocinizmrznje.pdf

YUCOM, "HATE CRIME", BROCHURE FOR CITIZENS (8 pages), Belgrade 2013

RECOMMENDED RESOURCES:

1. Law on the Prohibition of Discrimination of the Republic of Serbia
2. www.yucom.org.rs/upload/zlocinizmrznje.pdf
YUCOM, "HATE CRIME", BROCHURE FOR CITIZENS (8 pages), Belgrade 2013
3. <http://www.incesttraumacentar.org.rs/> and on that website, in particular:
 - <http://www.incesttraumacentar.org.rs/index.php/najcesce-postavljena-pitanja>
 - Incest Trauma Center – Belgrade (2015). "I am here for you, too!" Brochure of the Peer Team Against Sexual Violence.
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This will be of use to me the next time I teach this lesson...

SUBJECT:	PSYCHOLOGY
GRADE:	SECOND AND FOURTH
TOPIC:	FEELINGS AND PERCEPTIONS
TEACHING UNIT:	Errors in the perception of persons
LESSON TITLE:	What is behind the mask – there is no profile of the offender of child sexual abuse (DOUBLE PERIOD)
GOALS:	
<ul style="list-style-type: none">• Capacitating the students to use the acquired knowledge of psychic processes, features, conditions and their manifestation in behaviour in everyday life.• Improving the students' abilities to collect, analyse, organise, critically assess, apply and transmit relevant information.• The students understand the perception of persons as a "basic form of social interaction" and its importance in the social world.• The students develop realistic images of themselves, responsibility towards themselves and other people, awareness of the consequences of misjudgement of people.• The students review perceived inconsistencies with traditional gender roles (gender norms).	
OBJECTIVES:	
<ol style="list-style-type: none">1. The students understand how prejudices and stereotypes help the tactics and strategies used by a sexual abuser in the process of sexually abusing a child.2. The students understand that there is no "profile" of a sexual abuser.3. The students realise the importance of prevention, recognition of warning signs, as well as the importance of timely and adequate response in situations of sexual violence against children.	
CONTENT (brief description of steps/activities WHAT we will do)	
FIRST PERIOD	
A/1 Introduction to masks and person perception	
- The students are familiar with the concept of the mask.	
A/2.1 The first typical mistake when perceiving people – FIRST IMPRESSION	
- The students are familiar with the term and phenomenon of first impression.	
A/2.2 Other types of errors in the perception of persons	
- The students are familiar with terms and phenomena: "halo – effect", personal theory, logically unfounded reasoning, stereotyping, simplification, attribution error.	
SECOND PERIOD	
A/3 Factors that affect the accuracy of other people's evaluations	
- The students are familiar with three factors that reduce or increase the possibility of a wrong assessment.	
A/4 Responding to sexual abuse of children	
- The students understand that it is always important to confront violence and the abuser – and that there is always someone who will be able and willing to help.	

A/1 Introduction about masks and the perception of persons

Quote written on the board or flip chart paper:

"When I was little, they scared me with stories about evil witches, witches, monsters with five heads. I will tell my child to beware of people – people with one head and fifty faces on it.

Is there a greater monster?"

Jelena Quotes about duplicity. (<http://najlepsicitati.com>)

- It is certain that we all sometimes wear masks. Let's recall the situations when, with our behaviour and appearance, we intend to leave the desired impression on the people who perceive us (questions from **Annex 1**).

They protect us from judgment or evaluation, and sometimes to achieve goals or feel safe.

- How do we interpret the **mask concept**? (**Annex 2**)

When we say that someone wears a mask, we immediately think that someone is hiding something, debatable intentions are associated with it. However, a mask is not always in itself an indicator of bad character, ulterior motives or insincerity.

But how can we recognise it?

- Remember the content adopted in the previous lesson (**Annex 3**).

- In this lesson, we should learn about typical mistakes when perceiving people, their feelings, intentions, reasons for their reactions. Misjudgements are much more common when perceiving persons than when perceiving physical objects.

Just as perceiving objects is important for navigating the physical world, perceiving and evaluating the states, characteristics, and intentions of other persons is essential for navigating the social world.

"The perception of people is the basic form of social interaction"

A/2.1 The first typical mistake when perceiving people – **FIRST IMPRESSION**

- One of the traps of social perception is the **FIRST IMPRESSION**.

- Ask the students to determine the internal characteristics of the person in the picture (**Annex 4**). The teacher shows the picture without explaining what it is. The teacher listens to the answers and pays attention to the students to actively listen to each other. (This is one of the most heinous serial killers, who is perceived by other people as a good-looking, educated and respectable man.)

- The first impression is formed quickly, **DURING THE FIRST 7 SECONDS**, and without enough data. It has an influence on our later behaviour towards that person. It directs the further flow of the interaction, selectively affects the subsequent perception of the person.

- Although it would be wise not to hurry with our evaluations of another person's personality, we tend to make such evaluations with a lot of conviction.

- Misjudgement of a person can often lead to danger, i.e., to the risk of exposure to violent situations.

- Remember the types of violence: physical, psychological, social, sexual, abuse of information technology.

- Abusers can also be people who enjoy someone's trust, who help when something is needed, who are loved, and often role models.

- Sometimes we put ourselves in a situation where we become victims of abusers, because we were guided by our first impression and concluded that a certain person deserves our trust.

- The pictures we follow and "upload" on Facebook, the easy acceptance of "dating" after a short exchange of personal data, can lead us to become a victim of sexual violence (abuse of information technology).

- Sexual abuse of children is any form of exploitation of a child under the age of 18 for the purpose of sexual gratification and enjoyment of an adult and includes: obscene phone calls, showing otherwise covered body parts and voyeurism, caressing, taking pornographic photographs, an attempt to engage in sexual intercourse, rape, incest and child prostitution.

Sexual violence is a criminal offence!!!
Rapists are often inconspicuous persons, seemingly well-intentioned and pleasant.

ANYONE CAN BE A VIOLENT!

This is supported by the following data:

The National Study on the Child Sexual Abuse Issue in the Republic of Serbia, conducted in 2015, shows: In the age group from 10 to 18, in each class in Serbia there are 4 children who have experienced a certain form of sexual violence and another 4 children who know someone to whom it has happened. At this moment, 2 children from each class are exposed to sexual violence. **According to the cases reported to the Incest Trauma Center – Belgrade:** of five children who were sexually abused, four are of female and one is of male sex. Boys were exposed to sexual violence in 16.78% of cases. The sex structure of the offenders who committed child sexual abuse: in 90.19% of cases, they were male and in 9.81% female. In 42.15% of cases, the offender who committed child sexual violence is the biological father (the most common form of incest is father-daughter), while in 50.64% of cases, the offender is the father figure (overall, by order of frequency: father, stepfather, foster parent, adoptive parent). In 21.61%, the offender was a person outside the family known to the child (family friend, neighbour, "private" teacher, trainer), while 10.02% were minor offenders of sexual violence (primarily perpetrated abuse within the peer group, then within the family and within social welfare institutions where children are in residential care). In the 2009-2014 period, 100% of the offenders were known to the child.

A/2.2 Other types of errors in the perception of persons

Errors are systematic in nature because they happen to everyone!

Reasons: - fewer reliable supports for perception
- rater bias
- factors that hinder the objectivity of perception

To what extent do people behave in accordance with traditional gender roles, to what extent are they aligned with perceived gender roles.

Kinds of:

- **"Halo – Effect"**

Already after a short meeting with a person, a judgment is often made about many of his characteristics (a consequence of the first impression). Although it would be justified not to make a judgment about someone without sufficient data to do so, an impression or impression about people is formed quickly and without sufficient data. Conclusions are made about national / ethnic affiliation, religion, class, sexual orientation, intellectual and physical ability, occupation, education and various personality traits – energy, reliability, intelligence and other traits. Although the impression formed is permanent and influential, it does not mean that it never changes. It will change if the new data, contrary to those on which the first impression rests, is important. As a rule, a positive impression of a person will change if we later find out about their negative attitude towards us, and vice versa – a negative impression of a person will change if we learn about their positive assessment of us.

Example: (the impression of a person formed in one situation makes us perceive them in the same way in other situations, for example, when a teacher has the opinion of a student that they are a weak student, even if they learn the material well, was graded as sufficient 2).

Research shows that it takes as many as 7 opposite pieces of information to change a first impression!

- **Personal theory**, i.e., the belief that some traits always occur together.

Examples:

Jasna is energetic, self-confident and	(intelligent/stupid) (boring/interesting)
Nenad is cheerful, positive and	(prone to risky behaviour/fun)
Marija is curious, open and Đorđe	(rich/poor)
is handsome, educated and Milan	("cool"/stable)
is serious and reserved	

- **Logically unfounded inference** – unjustified functional analogies – psychological on the basis of physical characteristics, i.e., inference from certain physical characteristics about certain psychological characteristics.

Example: a low forehead indicates low intelligence, or wearing glasses indicates education and well-readiness.

- **Stereotypicality** is reflected in the tendency to attribute the same characteristics to all members of a certain social group. For example, you judge all of us teachers as absent-minded, you young people are frivolous and the older ones are conservative, women are weak and men are strong.

Example of discrimination: The treatment of a person with a physical disability may be as if they have reduced intellectual abilities.

Stereotypes are structured prejudices that reinforce the polarisation between a dominant social group and a marginalised social group that is always the target of the dominant.

The dominant social group does not always have to be more numerous, but it always has greater social power than the marginalised one (examples: Apartheid, then women as the largest marginalised group, etc.).

Consult the diagram here: The Cage of Oppression from the Introduction and provide a printed copy for each student to take home (Annex 5).

Gender roles also dictate how boys and girls can be perceived. That is, the gender box in which they are placed by society and expected to be exclusively "real men" – actually makes it difficult for them to report cases of violence against them. **And the data shows that "Out of 5 victims of sexual abuse of children, 4 are girls and 1 is a boy." Although sexual abusers usually choose girls as their targets, boys can also become victims.**

Stereotyped thinking is simplistic and wrong because it attributes the same characteristics to all members of a group (nation, religion, race, sexual orientation, profession, even zodiac sign). Thus, individual differences are ignored and the personality of the individual is not respected.

For example, ethnic stereotypes – unjustified attribution of certain characteristics to all members of a certain nation. Accordingly, all Englishmen are "cold", Italians are "temperamental", while members of one's own people are "brave and selfless". Such stereotypes can also be an expression of hostility and prejudice, so we judge all members of the people we don't like as aggressive and primitive. Such unjustified general assessments of members of a nation are called negative ethnic stereotypes.

- **Simplification** – emphasising only some features. It comes to the fore in the tendency to evaluate people as persons who possess only a few clearly expressed and mutually harmonised characteristics, and not as persons complex in terms of their characteristics, which do not manifest themselves consistently.

Example: when a person, in addition to the numerous qualities they have, is evaluated only as withdrawn, closed.

Example: we call "wonderful" a neighbour who always politely calls us when we ride the elevator together in the building, we consider them a "pleasant person". This pleasant man in four walls can be violent towards the child and/or partner.

Attribution of causes of behaviour – When evaluating a person, we are regularly interested in the causes of their behaviour. This is important for us so that we can not only understand the behaviour of a certain person, but also predict it and know what to expect in our relationship with them. The process of inferring the causes of the observed person's behaviour is called **attribution**.

The real causes of someone's behaviour are not easy to discover for two reasons:

- first, because people try to present themselves differently and in the best possible light and often hide their true intentions;
- second, it is difficult to determine whether a behaviour is caused by certain characteristics and intentions of a person or the situation in which they are. For example, it is difficult to be sure whether someone is acting cautiously because they are not brave enough or because the situation is very dangerous (so almost all people in such a situation would behave similarly). Is someone being extra nice to you because they have some hidden interest or is it simply a reflection of their upbringing.

Research shows that other people's behaviour is often explained by internal causes, and one's own behaviour by external causes.

For example, when asking for an explanation for the choice of occupation of their friends, the respondents answer that the reason lies in their inclinations and abilities. For one's own choice, however, the probability of finding employment is often cited as the cause, i.e., external causes.

Also, the question is to what extent people behave in accordance with traditional gender roles, **to what extent they are aligned with perceived gender roles**.

A/3 Factors that affect the accuracy of other people's evaluations

- **The openness and consistency of the person** who is the object of observation contributes to a better assessment
- **If we see a person in many situations**, therefore the amount of available information is greater.
- **The similarity of the assessor and the assessed reduces the possibility of a wrong assessment** (e.g., people of the same age perceive each other more accurately than if the age differences are large; people from one culture often make mistakes in assessing people belonging to other cultures).

IN SITUATIONS OF SEXUAL ABUSE OF CHILDREN, THE MOST IMPORTANT IS THE INNER LITTLE VOICE OF THE CHILD, WHICH IS NECESSARY FOR THEM TO BELIEVE ABOUT WHETHER A SITUATION IS SAFE OR NOT AND WHETHER A PERSON IS SAFE FOR THE CHILD OR NOT.

THE INNER LITTLE VOICE TELLS THE CHILD HOW IT REALLY FEELS REGARDLESS OF THE OFFENDER'S BEHAVIOUR, WHICH THE OFFENDER PRESENTS AS GOOD FOR THE CHILD.

THE OFFENDERS ARE DIFFICULT TO RECOGNIZE, BECAUSE THEY DO EVERYTHING TO DECEPT THE CHILD AND THE ADULTS WHO ARE AROUND THE CHILD.

- Text and video: "On offenders of sexual abuse of children" by Vesna Brzev-Ćurčić (Appendices 6 and 7)

- The video must be given as homework to watch between two classes, and then open the second period by showing a part of the video.

A/4 Responding to sexual abuse of children

- Willingness to react adequately in situations that carry risk, i.e., instructions in case of knowledge of violence, as well as in cases where there is suspicion that someone is exposed to violence.

- The students should be encouraged and instructed to confide in an adult whom they trust, the pedagogical-psychological service, the school team for the protection of students from violence, abuse and neglect; to the teacher/s; SOS telephone line... – **give them a phone numbers and addresses of institutions that can be contacted for help.**

- Give students the following information/data and emphasise the importance of reporting cases of violence.

Out of the total number, only 6-8% of rape cases are reported in Serbia. In 90% of cases, the victim remains silent. The essence of a sexual offense is not the sexual act itself, but aggression, violence, demonstration of power, desire to humiliate the victim, even revenge.

The First National Study on the Child Sexual Abuse Issue in the Republic of Serbia showed that high school students who have survived sexual violence most often disclose their experience to a peer.

Children most often confided in a friend (37.9%). Because of this, teenage girls and boys must know how to act at that moment, believe their friend and, as an ally, together, seek adult assistance of a trusted adult.

SHOULD !!!

- identify dangerous situations
- deny access to the abuser
- stop the interaction
- call for help
- not feel guilty
- say NO, if someone touches them inappropriately
- leave the situation
- tell the adult what happened – mobilise observers.

LESSONS LEARNED

Take a look at the Work Material that is full of "Lessons Learned".

ATTACHMENTS

• Annex 1:

In order for someone else to perceive us the way we want, we put on a mask.

- Do you wear a mask while laughing at your best friend's joke even if it's not funny? (wishing for support).
- Do you present yourself confidently when you are called to answer for a grade, and you haven't studied? (bluff out of advantage)
- Do we post only our most beautiful pictures on social networks? (intention to make the best possible impression)
- Do we put on the best wardrobe when we go on a first date with someone we've liked for a long time? (desire to like each other)
- Do we say "it's great" with a big smile for a modest gift from our parents on the occasion of our birthday, and we expected something else, e.g. tablet (so as not to upset them)
- Is it a mask when you are sad, and when they ask you what it is, you say – nothing? When do you hide what you feel? (you cry but, for God's sake, you are a boy, the expectations in this area are clear – "boys don't cry"!!!).

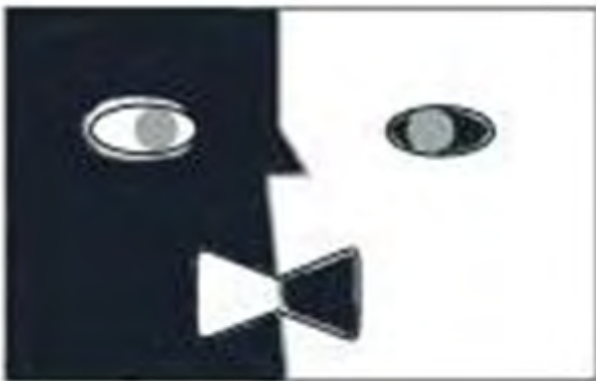
Yes, it's a mask.

It is certain that we all sometimes wear masks.

They protect us from judgement or evaluation, and sometimes to achieve goals or feel safe.

• Annex 2: Mask

Draw your own mask.



Most wear five masks that have some similarities, but differ depending on the situation.

This exercise allows people to confidently look at their barriers to themselves and others.

Barriers provide us with security and sometimes it's not very smart to take off the mask, but sometimes it's a prerequisite for improving relationships or your own growth and development. Try to draw your mask or masks and think about the individual symbols you have shown. You can do the exercise with someone or in a group, and then talk about the masks you wear individually and in a specific relationship, freeing your self-image and taking a step towards exploring yourself, as well as interpersonal relationships.

"I am square. I see everything in black or white. It prevents me from having friends. I know there is a lot of grey in this world. I want to change to become a person who is open to others..."

We wear masks and we will wear them. They are even necessary for life as we know it or wish for it. Maybe Shakespeare was right when he said that life is a stage. But it is worth asking whether we frown when we are sad and why.

Milena Stošić, B.A. in Psychology

- **Annex 3: Reminder (learned in the previous lesson)**

How do we perceive, see others? What does it depend on? Let's remember what we perceive in another person.

Levels:

I - appearance (facial features, overall appearance) behaviour

When observing people, we analyse the verbal material produced by the person (the verbal component affects our assessment): speech-style of speech, words he uses, various paralinguistic signs (colour, volume of voice, emphasis, pauses in speech...)

(In other words, the person we perceive attributes to us, just as we attribute to them certain motives and attitudes, and this person's behaviour depends on how they evaluate and perceive us.

As with any type of interaction between people, there is a mutual expectation of certain forms of behaviour. Trouble is when a person gives one message verbally and another non-verbally. Hence the mutual dependence of the behaviour of the one who perceives us and the one who we perceive.) Assessment based on procedures is more reliable.)

II - Determining the internal characteristics of the person in the picture

III - The observer observes the target person not only to get to know them but to find a kind of "mirror" in them

(In other words, the person we perceive attributes to us, just as we attribute certain motives and attitudes to them, and their behaviour depends on how they evaluate and perceive us. As with any type of interaction between people, there is a mutual expectation of certain forms of behaviour. We attribute certain intentions to another person, and they attribute them to us. Hence the mutual dependence of the behaviour of the one who perceives us and the one we perceive.)

- **Annex 4: Determining the internal characteristics of the person in the picture**

Exercise: draw conclusions about a person based on a photograph

"The Ted Bundy Case"



The perception of other people is an interesting topic for students in itself, but it can always be spiced up with several interesting "traps", one of them can be called "The Case of Ted Bundy". The idea is to show the students a picture of Ted Bundy, who is one of the most famous and heinous serial killers and who is perceived by other people as a good-looking, educated and respectable man. His case and character are usually not known to them, so when asked to assess the inner characteristics of the man in the picture and his occupation, after looking at the picture, the students usually believe that it is an actor, writer, bohemian, poet, gentle and passionate. They are quite surprised when I reveal to them that he is a serial killer who has killed countless women.

Our first impression, especially for this photograph tells us everything but truth. This supports the thesis that the first impression is deceptive because it is created on the basis of a small amount of data and very quickly, it is subjective and very wrong.

They believe that they should talk to the students about how convinced they were that their observations were correct from 1% to 100%. These are mostly large percentages.

- **Annex 5: Cage of oppression.**

- **Annex 6: Text: "On offenders of sexual abuse of children" authored by Vesna Brzev-Ćurčić**

- **Annex 7:** Video recording: "On offenders of sexual abuse of children" authored by Vesna Brzev-Ćurčić (www.incesttraumacentar.org.rs/Produkcija/Videoteka
<http://incestraumacentar.org.rs/index.php/video/video/quot-specijalisticki-trening-za-medije-g-da-vesna-brzev-curcic-predavanje-o-seksualnim-nasilnicima-quot-27-maj-2010-trajanje-1h-52-min>)

RECOMMENDED RESOURCES:

1. Study the Introduction in detail.

This will be of use to me the next time I teach this lesson...

LITERATURE – RECOMMENDED RESOURCES:

1. Ministry of Education, Science and Technological Development of the Republic of Serbia: *Law on the Basics of the Education and Training System (ZOSOV; 2013)*; *Special protocol for the protection of children and students from violence, abuse and neglect in educational institutions (2007)*; *Manual for the implementation of the Special Protocol for the Protection of Children and Students from Violence, Abuse and Neglect in Educational Institutions (2009)*; *Rulebook on the protocol of behaviour in the institution in response to violence, abuse and neglect (2010)*.
2. Incest Trauma Center – Belgrade (2015). *The National Study on the Social Issue of Child Sexual Assault Issue in the Republic of Serbia*; implemented in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Women’s Health Promotion Centre. Authors: Dr. Ljiljana Bogavac, Dr. Stanislava Otašević, Prof. Dr. Viktorija Cucić and Dušica Popadić.
3. Incest Trauma Center – Belgrade (2016). *Educational Package for learning about the topic of sexual violence against children for kindergartens in Serbia*, parents and guardians; prepared in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia. Authored by: Dr Ljiljana Bogavac. The Educational Package is accompanied by specialist accredited training of the basic level according to the decision of the minister under the name: *Gender-based Violence from the Perspective of Child and Adult Survivors of Trauma Perspective (2016-)*; *earlier accreditation in the 2010-2014 period, based on the decision of the Institute for the Improvement of Education*).
4. Incest Trauma Center – Belgrade (2016). *Healthy choices for kids; Violence prevention program of the Incest Trauma Center – Belgrade for teachers, parents/guardians and children Complementary resource to the Educational Package for learning about the topic of sexual violence against children for primary and secondary schools in Serbia* – for application in the headmaster’s class, for the design and implementation of school action and action in the local community; Second, expanded edition. Authors: Dr. Ljiljana Bogavac and Dušica Popadić. The “*Healthy Choices for Kids*” program is accompanied by the specialist accredited advanced level training of the same name by decision of the minister (2016-); earlier accreditation in the period 2010-2014 by the decision of the Institute for the Advancement of Education);
5. Ministry of Education, Science and Technological Development of the Republic of Serbia and Pedagogical Society of Serbia (2016). *Digital violence – Prevention and response*; Authors: Dobrinka Kuzmanović, Biljana Lajović, Smiljana Grujić and Gordana Medenica.
6. Ministry of Education, Science and Technological Development (2015). *Manual for the prevention of gender-based violence*; prepared by: Smiljana Grujić.
7. Incest Trauma Center – Belgrade (2014). *How to prevent violence in adolescent love relationships – A guide for teenagers and their carers. Manual for application in the regular curriculum of primary and secondary schools*. Authors: Dr. Ljiljana Bogavac and Dušica Popadić.
8. Incest Trauma Center – Belgrade (2013). “*Tagged*” *Educational Package: Film package (basic film and 4 accompanying short films) and Manual for the protection of children and young people from cyber violence and application in the regular curriculum of primary and secondary schools*; Edited by: Dr. Ljiljana Bogavac and Dušica Popadić.
9. “*KIKO and the Hand*” *educational material of the Council of Europe (2012)*. Publisher for the Republic of Serbia: Incest Trauma Center – Belgrade.
10. Ombudsperson of the Republic of Serbia (2015). *Prevention and protection of children from sexual abuse and sexual exploitation (Selected recommendations, opinions and initiatives of the Ombudsman with the Council of Europe Convention on the Protection of Children from Sexual Exploitation and Sexual Abuse)*;
11. Ombudsperson of the Republic of Serbia (2015). *Protection of children from violence, abuse and neglect (Selected recommendations and opinions of the Ombudsman)*.
12. *Law on Prevention and Punishment of Emotional Abuse of Children: “Cinderella’s Law”*; Great Britain (2014);
13. “*Pedagoške novine*” (*Pedagogical Journal*) *professional journal of the Pedagogical Society of Serbia (2014)*. Cinderella’s Law. Authored by: Dr. Ljiljana Bogavac.
14. YUCOM, Committee of Lawyers for Human Rights (2013). “*Hate Crime*”, *Brochure for Citizens* (p. 8), Belgrade.

15. Incest Trauma Center – Belgrade (2015). *“I am here for you, too!” Brochure of the Peer Team Against Sexual Violence.*
16. Incest Trauma Center – Belgrade (2013). *My vote FOR the recovery of a child survivor of sexual trauma: Incest Trauma Center – Belgrade initiative to rescind the statute of limitations on sexual offenses against children (Parliamentary dimension of the Council of Europe Campaign “1 OUT OF 5” in Serbia).* Authors: Dušica Popadić and Dr. Ljiljana Bogavac.
17. Incest Trauma Center – Belgrade (2012). *YES, I AM The first professional journal in Serbia for the prevention of sexual violence.*
18. Incest Trauma Center – Belgrade (2005). *Practical manual of the Incest Trauma Center – Belgrade for trainers “Gender-based violence from the perspective of survivors”.* Authors: Dušica Popadić and Dr. Ljiljana Bogavac. The manual is accompanied by specialist accredited training of an advanced level by the decision of the minister under the name: *Preparation of Teachers for Classroom Work on the Topic of Sexual Violence (2013);*
19. Incest Trauma Center – Belgrade (2004). Translation from English: *The Courage to Heal* ©1988 Harper & Row, USA.
20. Incest Trauma Center – Belgrade (2002). Translation from Dutch: *Picture book against sexual violence “I’m afraid of that mister”.* ©1997 Virginie Dumont, text. ©1997 Madeleine Brunelet, illustrations ©1998 Vam Buuren Uitgeverij BV.
21. Women’s Health Promotion Centre (2011, 2013). *Are you exposed to violence in a partner relationship and are you seeking protection from a doctor, social worker, police officer, prosecutor and judge? Find out here.* Authored by: Dr. Ljiljana Bogavac.
22. Women’s Health Promotion Centre (2007, 2012). *Violence against women – Chapter 1 of the Handbook for Practice in Health Institutions: Violence against women, my professional responsibility.* www.centarzdrazlzena.org.rs; Authored by: Dušica Popadić.
23. Incest Trauma Center – Belgrade (2010). *Appearing in criminal proceedings as an expert witness in cases of sexual abuse of children: The experience of the Incest Trauma Center – Belgrade.* Authored by: Dr. Ljiljana Bogavac.
24. Incest Trauma Center – Belgrade (2007). *My secret as fear, as shame, as pain... Case studies of the Incest Trauma Center – Belgrade.* Authored by: Dr Ljiljana Bogavac.
25. *Monograph of the Symposium “Destructiveness and self-destructiveness of young people” of the Hospital for Psychiatry of the Clinical Hospital Center “Dr. Dragiša Mišović”, Belgrade (2009). Sexual violence in the school context – report it!* Authors: Dušica Popadić and Dr. Ljiljana Bogavac.
26. NGO ASTRA (2009). *Manual for the fight against human trafficking. 24-hour crisis telephone service against sexual violence (Recommendations based on the practical experience of the Incest Trauma Center –Belgrade).* Authors: Dušica Popadić and Dr. Ljiljana Bogavac.
27. Incest Trauma Center – Belgrade (2003). *Techniques of interviewing child and women survivors of sexual violence (with reference to interviewing techniques of sexual abuse offenders): Practical manual for the police and judiciary employees.* Authors: Dušica Popadić and Dr. Ljiljana Bogavac.
28. www.incestraucentar.org.rs; www.ijasamuztebe.org.rs;
29. *National Society for the Prevention of Cruelty to Children, United Kingdom (NSPCC, UK) www.nspcc.org.uk*
30. Jović, N. and Kuveljić, D. (2015): *How to create a pleasant atmosphere for learning – Treasury of games.* Belgrade: Creative Centre;
31. CESI, Zagreb (2003); *Sex and gender under a magnifying glass; Second Expanded Edition;*

A LIST OF RECOMMENDED FEATURE FILMS that focus on violence against children and women:

1. Autobiographic film on Tina Turner: What's Love Got to Do with It?
2. The Burning Bed
3. Sleeping With the Enemy
4. The Accused
5. This Boy's Life
6. Paris Trout
7. Thousand Acres
8. Grbavica
9. Monsoon Wedding
10. Boys Don't Cry
11. Lolita, version of the film in which Jeremy Irons plays
12. Les 8 Femmes
13. The Priest
14. Happiness
15. The Princ of Tides
16. Doubt
17. Spotlight
18. The Magdalene Sisters
19. Enough

**The list is much more extensive, these are just some examples where the theme is properly displayed.*

Video and audio production of Incest Trauma Center – Belgrade

**Typing the name into the browser will open the specified material.*

1. The first video in Serbia on the topic of sexual abuse of children "Every third girl and every seventh boy... IT CONCERNS US!", 30 sec. (2007)
2. The second video in Serbia on the topic of sexual abuse of children "You are my princess...", 30 sec. (2007)
3. The latest TV spot "Let's break the silence!" of the winning school at the Annual Award Competition of the Incest Trauma Center – Belgrade, 30 sec.; Primary School "Filip Filipović", Belgrade (2009)
4. "Have I Told You I've Been Abused" trailer, 6 min. (2009)
5. The mockumentary film "Have I Told You I've Been Abused", 93 min. (2009)
6. The song of the Incest Trauma Center Campaign – Belgrade Campaign "Stop the Silence!" (author: Aleksandra Kovač)
7. Video jingle "Stop the silence!" – boy (2010)
8. The winning composition of the annual prize competition of the Incest Trauma Center – Belgrade; Sixth Belgrade Gymnasium (2011)
9. The latest TV spot "Report sexual violence!", 30 sec. (2011)
10. Violence against children through history: The past; 4 min. (2011)
11. Violence against children through history: The present; 4 min. (2011)
12. Violence against children through history: The future; 4 min. (2011)
13. "Stop the silence!" The song of the Campaign in Serbia becomes the song of the Council of Europe Campaign "1 IN 5" (2012)

14. "Report sexual violence!" short educational film aimed at advocating for the rescinding of the statute of limitations on sexual offences against children, 11 min. (2013)
15. "The right to choose a helper" short educational film, 11 min. (2013)
16. "I am here for you, too!" short educational film about the importance of peer support when there is suspicion or knowledge that a child is a survivor of sexual abuse, 11 min. (2013)
17. "KIKO and the Hand", a short educational film made by the preschool group at the Elementary School "Đura Daničić", Belgrade (2015)
18. "Let's talk about sexual violence" short educational film of the Peer Team Incest Trauma Center – Belgrade against sexual violence, 8 min. (2015)
19. *In addition to other contents, on www.incesttraumacentar.org.rs in the Video Library section, the following is also available: Wim Wenders, videos from the Child Sexual Abuse Awareness Campaign run by survivors of sexual violence themselves (Germany) and a video from the British Campaign for Gender Equality with the participation of the main actor from the "Agent 007" film series (Daniel Craig as James Bond).*

**FROM KINDERGARTEN TO UNIVERSITY,
FROM TEXTBOOKS AND VARIOUS SUBJECTS,
WE LEARN TO COMBAT VIOLENCE AGAINST
CHILDREN AND WOMEN!**



incestraumacentar.org.rs
ijasamuztebe.org.rs



**Reconstruction
Women's Fund**