



ASHA MODERN

SCHOOL

LIFE SKILLS

&

VALUE EDUCATION

Class - IX



Stay Safe

Nutrition

Positivity

Mind

Fitness

Virtual

Balance

Wellness

Stay Connected

Focus

Prioritize

Health

Body

LIFE SKILLS

&

VALUE

EDUCATION

CLASS-IX

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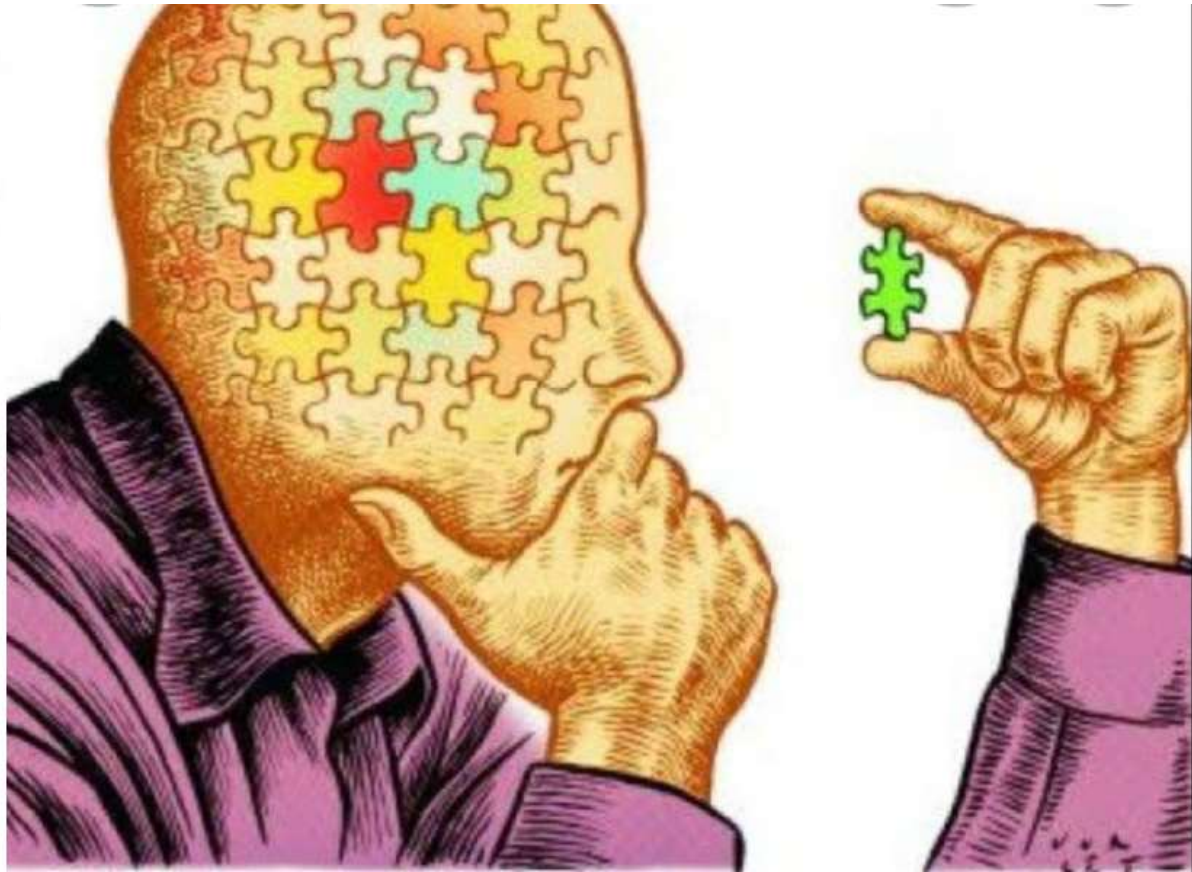
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Principles and Derivatives of Self Awareness

Project CACA is based on a set of core principles and their derivatives. Here is an introduction to some of the principles and derivatives like safety, mental health, emotional intelligence, Child rights, gender equality and bullying (real / virtual) etc. The principles their derivatives and key messages are mapped with the WHO life skills to keep our children happy, healthy and safe. They co-relate with adolescence issues, moral values, goal setting, personality development, effective communication, critical thinking and abuse prevention. Like a safety drill, they are to be practised repeatedly by our children year after year. There are some theme based chapters, classified as personal and general depending upon whether they relate to a Child's behaviour, feelings, opinions, incidents, values, relationships and medical conditions or not.

As per WHO, "mental health of a child or an adult is defined as a state of well-being in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."



The 10 life skills are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision –making
6. Problem solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotions.

Chapter 1: Self - Esteem

Introduction

What is High and Low self-esteem?



Self-esteem is an inherent feeling of self-worth, which generates dignity and self-confidence. High self-esteem leads to happiness. It helps us speak up and negotiate for our privacy, safety and dignity, in other words -rights. Children with low Self-esteem are more vulnerable to abuses. Self-awareness help children develop their self-esteem and cultivate a positive attitude about themselves and their bodies. Concepts like *"I am special and I am unique"* help children

feel genuinely good about themselves. Children with low self-esteem are easy targets for abusers.

Tips to know about ourselves (valued and worthwhile) -

When we have high self-esteem we know that we are valued and worthwhile. We live by the beliefs that are important to us, and do not change or leave them even if others don't understand them, or make fun of them. We know that it feels good to feel good about ourselves, so we do things that make us feel good inside. We look after ourselves, help others, and are kind and good friends to others- all these make us feel good. There are some things in us that are not so good. For example, sometimes we are mean to others. When this happens, we feel bad, and we try to behave better the next time. Having high self-esteem also helps us to do our best. We say no to things that are bad or harmful for us, and we choose things that are safe and good for us.

Thinking of yourself as a valuable and worthwhile person, is called *having high self-esteem*. We build self-esteem everyday by doing things that make us feel good about ourselves. It could be being kind to someone, helping another person, learning how to do something new, getting better at something, and a lot more. When we have high self-esteem, we treat ourselves well, and expect others to treat us with respect. If they are still unable to do so, we stay away from them.

When we have high self-esteem, we think about what we say and do because we want to be safe and avoid things and people that are harmful to us. We are also thoughtful because we know that our choices affect those who love and care about us.

After understanding high and low self-esteem, there are some points about giving respect to others:-

1. How you feel about someone -having respect for someone means you think positively about who that person is or how they act. You can have respect for others as well as for yourself.

2. How you treat them - having respect for someone means you act in a way that shows you care about their feelings and well -being.

You should respect others when:-

1. You are quiet in a library to show that you care about others need to read without interruption.
2. You don't call people bad/ inappropriate names because you care about their feelings
3. You don't hit others because you care for (respect) their well-being.
4. You dress, speak, and act in a way that shows you know what is acceptable and safe, because you care about (respect) yourself and your well – being.
 - Respect is thinking in a positive way about yourself and others.
 - Respect is thinking and acting in a way that shows others you care about their feelings and well-being.
 - Respect makes us feel proud.

Chapter 2: Emotions and Feelings

Introduction

“Feelings are my friends. They help me know what is safe and unsafe for me”

While writing stories or telling tales, we often use the words “emotions” and “feelings” as if they mean the same but they are not. Psychologically speaking, they are quite different, but at times it becomes difficult to differentiate between them. We all are born with a brain that has the same set of emotions wired into it, but we acquire feelings with time as we grow up, just like we learn languages from our surroundings. *Feelings are reactions to emotions.* Psychologists have defined about a dozen core emotions like joy, anger, disgust, surprise, fear, etc., that are associated with our brain.

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

Brain:

Our brain is the physical organ of our body.

Mind:

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

Cognition:

It is the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

Stimulus:

Something that causes part of our body to react.

Limbic system:

It is a complex system of nerves and networks in our brain. It is the emotional processing centre.

Neocortex:

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

Variety of Feelings-



In contrast, there are thousands of feelings like happiness, panic, peaceful, energetic, etc., that occur in our mind as we go on living our lives. Feelings are connected to our mind, whereas emotions are associated with our brain. Feelings are personal and stored as memories in our brains. Unlike emotions, feelings are difficult to understand at times. Feelings always follow emotions but the kind of feelings vary from person to person and situation to situation. They

are shaped by individual experiences, beliefs, values, upbringing and various other factors. For example, in a circus, we see a roaring tiger performing under a ringmaster. Our emotion should be of fear, but instead we may feel admiration for the majestic lion or even pity if we are a wildlife conservationist.

Emotions

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

Feelings

Feelings unlike emotions, are connected to our mind and not the brain they are mental associations and reactions to an emotion that is personally acquired through experience and stored as memories in our brains. There are thousands of feelings listed in the English language. Though most people can easily recognise about a dozen emotions. They can hardly list a dozen feelings.

Feelings are shaped by individual experiences, belief, systems and various other factors. E.g. in a circus you can see it, a tiger performing under a ringmaster; your feelings may reach from fear to admiration or sadness if you are a wildlife conservationist.

Sadness, if you are a wildlife conservationist emotions are event driven. While feelings are learned behaviours; usually in hibernation, until triggered by an external event, unlike happiness, E.g. if feeling joy and emotion involves little cognitive awareness, we feel good. It is as long induced by an independent on external conditions. Joy is something we experience more deeply. It is a state of being that is not necessarily tied to external situations while happiness is a state of mind based on circumstances. Joy is an internal feeling that disregards circumstances. Here are some examples of different feelings and emotions and how they differ one from another.

Unlike happiness if feeling joy, an emotion involves little cognitive awareness we feel joy without consciously deciding to and it is long lasting; while happiness is usually induced by and dependent on external conditions. Joy is something we experience more deeply. Joy is a state of being that is not necessarily tied to external situations. My happiness is a state of mind, based on circumstances. Joy is an internal feeling that disregards circumstances to understand happiness.

Let us do a thought experiment- imagine we take an image city scan of the brain of a poor farmer, who is unhappy because she is poor

and to make matters worse she has lost all her crop too, due to bad weather . Her city scan records her brain's electric magnetic and chemical signatures in the form of a shine base that is valleys and peaks. It shows valleys and peaks .we compare it with that of a happy person who is rich and has just won an enormous amount of money in a lottery. Just like blood pressure, pulse rate and temperature we can also measure happiness.

Chapter 3: Bullying

Introduction

Bullying happens when someone tries to trouble you, make you feel bad, or make you do things you do not want to do. Bullying is normally done on purpose to get a reaction and often happens, repeatedly. Bullies also bully by saying mean things to people or about them to others, or by leaving them out of group activities. Bullies may also hit, trip, push, take things from others or spoil or destroy their belongings, or try to make them do things to get them into trouble. The only purpose of bullying is to trouble someone and see them suffer. This gives the bully happiness and a feeling of power over those they are bullying. Bullying can occur anywhere- at home, in school, the park, the neighbourhood, at tuition class, etc., and can take a number of forms, from mild to the most extreme.

What happens at college level?

At college level, when you become adult, bullying is more common between senior and junior students rather than among the classmates. Few years down the line you will be adult and joining universities, colleges and industrial training institutes. When bullying occurs in colleges and universities, it is called ragging. There are many laws in our country against ragging. Various forms of bullying and ragging are:

Physical



It includes biting, choking, hair pulling, hitting, locking in a room, pinching, pushing, scratching, spitting or any other form of physical attack and frightening someone into doing something. It also includes damaging someone's belongings.

Psychological



The intention is to reduce someone's self- confidence, self- esteem and make them feel alone and isolated. The person under attack suffers no physical abuse or harm. Psychological bullying can be verbal and non-verbal:

A. Verbal bullying- includes abusive phone calls, extorting money, using bad or abusive language, cruel remarks, name- calling, sending (often anonymous) hurtful notes or messages, spiteful teasing, and spreading malicious rumours.

B. Non- verbal bullying- can be direct or indirect. Direct non- verbal bullying often accompanies physical or verbal bullying. It includes making mean faces and rude gestures. This behaviour may not seem significant, but it can reinforce the ongoing bullying. Indirect non-

verbal bullying is sly and cunning. It includes controlling and influencing relationships and ruining friendships, as well as purposely and systematically excluding, ignoring and isolating someone. Being bullied can affect you both, mentally and physically. It is important to know that even if you are not the one being bullied, just watching someone else get teased or pushed around can be upsetting.

How to protect yourself from bullying:

Understanding bullies:

It is said that to defeat the enemy, one should understand it first. If bullying is the enemy it is important to understand how bullies operate, and why they do what they do. Most bullies make others feel bad to make themselves feel better. If you understand how bullies operate, you will be better able to handle the problem of bullying.

1. Stick together- Bullies usually pick on those who spend a lot of time alone, or don't seem to have many friends. So, find at least one other person to hang out and spend time with, to automatically reduce the likelihood of you being bullied. Often, a bully will avoid the bullying behaviour if the person they want to bully is with someone.

2. Act with confidence- Typically, only those considered weak are targeted by bullies. Even if you are not feeling confident in a specific situation, it is important to at least act confident so that you don't attract the attention of potential or actual bullies.

3. Stand up for yourself and others- Bullies target those who are not likely to fight back against them. So we should stand up for ourselves when we are faced with bullying. When we speak up for what is right and let the bully know we refuse to be treated this way, the bully is more likely to avoid bullying us in the future. We must also stand up for other people who are being bullied to help and support them. A

bystander is someone who watches something going on. When bullies realise that bystanders will stand up for those who can't stand up for themselves, they become more likely to stop the bullying.

4. Talk to a trusted adult- One of the major reasons why bullying has become out of control is that adults, who can handle the problem and help find solutions to it, do not know about it. Talking to a trusted grown-up about a deeply troublesome issue, like being bullied, is not tattling. It is sharing and asking for help. The bully will also be helped if bullying is stopped. If you have been or are being bullied, despite trying the first three steps, you know that you have not been able to solve the problem yourself, and need help. If you don't share the problem with an adult, it will not get solved instead it is likely to become more serious.

5. Treat everyone with respect- The golden rule is to treat others with the same respect you expect from them. It may seem unbelievable, but the bully needs to be respected too. The bully usually bullies because they feel they are not getting enough importance in their own lives. Try to befriend the bully. At first, they may not be open to your friendly gestures, but they often realise with time that it is more fun to be friends with others rather than to bully them.

6. Determine clear boundaries – We are always teaching others how to treat us. For example, if people make unreasonable demands of you, and you continue to do what they say, they will continue to tell you what to do. Worse, their demands will become more and more unreasonable. If you don't tell a bully that they should stop, how will they learn to treat you as you want to be treated? When you assert yourself and let a bully know that it is not okay to treat you in a certain manner, you are letting them know that you won't tolerate disrespectful behaviour and bullying.

7. Fight back correctly- Most children who are bullied turn into bullies themselves. This is because they want to make up for the feeling of powerlessness, and to feel the same sense of power the bully experienced. However, this is not the right way to fight back against the bully. A much better way is to set your boundaries and walk away from the behaviour. You should definitely avoid trying to bully them on account of getting revenge. Just because someone has done these things to you, doesn't make it OK for you to do it to them or to other children, to make yourself feel better.

8. Avoid bullies- It may seem that avoiding bullies is allowing them to win it is not. On the contrary, it is an effective way to handle the bullying. When bullies do not have anyone to bully, they cannot continue to behave in this manner. It is best to avoid places where bullies typically hang out or where problems often occur. Sometimes, you may need to go through these areas. Take a trusted adult or a friend along to make sure you are not alone in places you are likely to meet bullies.

9. Simple walk away- One of the most effective and simple things to do is to walk away from the bully. There is a limit to how far and how often the bully will follow you to continue the bullying. In fact, try to go to places where there are others you can be with.

10. Make the time to go to do things you enjoy- whether it is a recreational activity, learning something new, reading, writing, or anything else, do things you enjoy. It will not make the bullying stop, but you will feel good about yourself, and it will help keep your spirits up.

11. Educate yourself about bullying- Read as much as you can about bullying to learn how others have coped with it. It will also help you know that others have experienced it and have developed ways to cope with it. Ultimately, it has to stop, but till then, knowing more will give you more ways to act and react around bullies.

The first step towards preventing bullying is to check whether or not you yourself are a bully. Take your friends' opinions on whether they think you are a bully. But, if you are a bully yourself, then who will bell the cat?

Chapter 4: Cyberbullying

Cyberbullying is a new type of bullying that has become prevalent with the widespread use of the Internet. It occurs when a child or teen uses the Internet or, text messages, instant messaging, social media websites, online forums, chat rooms, online gaming or other digital technology to harass, threaten, or humiliate another child or teen. It can happen 24 hours a day, 7 days a week, and has the power to humiliate a kid even when they are safely alone at home. Cyberbullying doesn't require physical strength or face-to-face contact and isn't limited to just a handful of people at a time. Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source. To make matter worse, anything shared on the Internet is almost impossible to delete and can be shared with people across the world in no time.



How a cyberbully hurts:

- Deliberately excludes someone from an online group.
- Pretends to be you online to send embarrassing or damaging messages that will affect your relationship with others.

- Repeatedly posts or sends offensive, rude, and insulting messages to/ about you.
- Spreads lies and rumours about you.
- Posts videos or sends unwanted or intimidating messages.
- Engages in online fights, posting scornful and offensive messages.
- Tricks someone into revealing secrets or embarrassing information which is then shared online.
- Posts comments that are threatening or imply violent behaviour and/ or displaying self-harm tendencies.

What to do if you are being cyberbullied?



- **Don't blame yourself-** it is not your fault that you are being cyberbullied. You should not let the cyberbully's words or actions make you feel ashamed of who you are or what you feel. The cyberbully is the one with the problem, not you.
- **Block the bully-** it is very hard not to, but you should not respond to cyberbullying, because that only makes the

situation worse. Use the settings on your devices to block emails, IMS, and texts from cyberbullies.

- **Save the evidence of cyber bullying-** keep abusive text messages or screenshots of web pages where you have been bullied. It is proof of what the cyberbully is doing when you report their behaviour to a trusted adult such as a family member, teacher, or school counsellor. Sharing incidents of cyberbullying with the trusted grown-ups in your life will control the cyberbully to some extent.
- **Report** –Report threats of harm and inappropriate vulgar messages to the police. In many cases these, cyberbully's actions can be prosecuted by the law.
- **Be absolutely inflexible-** cyber bullying is almost never limited to just one or two incidents. It is much more likely to be a steady or steadily increasing attack on you, over an extended period of time. It might sound troublesome, but just like the cyberbully, you need to be inflexible too, and report each bullying incident until it stops.

How to protect yourself from cyberbullying

1. Use computer courtesy- whether sending an email, chatting in a chat room, or posting in a forum, be courteous and respectful to others.

2. Think after before posting-

What is posted online today may come back to haunt us later. Once on the Internet, online messages, post, pictures, or videos will remain there forever, and can be viewed by a massive, unknown online audience. With cyberbullying, one cannot just turn off the computer and expect everything to return to normal. Disconnecting from the internet or other electronic devices is not a solution, because the effects of cyberbullying cannot be controlled.

3. Keep personal information private- posting private and personal information in the wrong locations can have serious consequences. for example, people may try to take over your online identity for their own unsafe proposes, or they may target you because you have given away too much information about yourself, such as name, address, telephone number, school name and location, and /or the city you live in. be careful of who you send pictures to, and monitor and ensure your password safety. When you post your personal information on sites, such as Facebook, Twitter, and other social networking sites, it is best to restrict privacy settings, so that only your friends can view it. If private information is posted in a group setting, read the guidelines before posting to make sure such information will not be made known to others.

4. Create safe boundaries- many children and teens, users of social networking sites or the Internet don't know, in the beginning, how dangerous these devices can be if abused or used inappropriately. Of course, you will be excited to connect with your friends and classmates online, but please know that many on the Internet abuse others. Your loved and trusted adults should always be part of your friend list on social media.

5. Be an active bystander- A bystander is someone who watches something without taking an active part in it. Cyberbullies will continue bullying if bystanders support them or do nothing to stop them. Be a leader; oppose bullying actively .Here are some tips for you.

- A. If you witness cyber bullying, do not join in, nor stand by idly .of course, you will feel peer pressure but try to stand up for yourself and speak out against bullying.
- B. Document- if you see cyberbullying and report it.
- C. Don't forward hurtful messages or laugh at inappropriate jokes.
- D. Share about bullying incidents with an adult you trust.

E. Read, write and find out more about effective preventive measures you can take against cyberbullying.

In order to handle cyber bullying and cybercrimes, it is important that you know the following terms.

Blog: an online journal with photos and videos./ CD: compact disc./ chat room: a website that allows people to send instant messages to each other./ cookie: an invisible file that is placed on a computer when a website is visited ./cyber: relating to information technology /the Internet and virtual reality./ virtual means something that does not exist physically./ dark web: portion of the Internet that is intentionally hidden through massed IP addresses./ email spoofing: sending emails to you that look genuine and form a trusted email ID, when actually, they are not./ fake news :false stories that appear to be news./ hacking: using a computer to steal private information./ happy slapping: use of a mobile or camera to record an incident where a person is bullied, and then circulating the recording on social media./ IP address: a unique string of number separated by full stops that identifies each computer using the internet protocol to communicate over a network./ ISP: is short form for internet service provider, which is a company that provides users access to the internet.

IT Act: the information technology (amendment) Act' 2008. It is the primary law in India dealing with cybercrime and electronic commerce.

key logger: is software programme or hardware that records all keystrokes used on a keyboard ./malware: software like spyware or other virus, worms or Trojans that infect and intent to damage or take control over an electronic device like computer mobile etc.

Malware software like spyware or other virus worms or Trojans that infect an intent to damage or take control over an electronic device like computer, mobile etc./ MMS: multimedia messaging service./

Phishing :A fake email or message to a person to authenticate an account that leads to disclosure of personal information such as passwords and credit card numbers./ privacy: the state of being free from unwanted intrusion, public scrutiny, secret surveillance or unauthorised disclosure of one's personal data or information. / rumour spreading: circulating gossip through email, text messages, pictures or other means. / spam: junk mail that is sent too many people at once. / Trojan malware: it is a type of malware that is often disguised as a legitimate software .Trojans can be employed by cyber- thieves and hackers trying to gain access to users 'systems./ trolling: cyberbullying a person online by making repeated and persistent harassing comments or intimidating remarks./ Virus: A harmful computer programme that damages computers. Viruses can be sent to users through email or downloaded from website.

Chapter 5: Gender equality



Gender refers to various norms, rules and relationships, socially (not biologically or naturally) constructed for men and women or boys and girls. For example, 'women giving birth to children' is a biological construct, whereas the idea that women are meant to do household jobs only is a social construct. These social constructs result in gender stereotypes like boys play with cars, whereas girls play with dolls, men can drive, and women cannot, etc. This inequality between boys and girls starts right from an early age. Gender inequality puts women in an inferior position. Then the equality refers to the right of women and men to have the same opportunities for the achievement of important goals in society such as education, employment and income and to contribute to political, social, and cultural development at all levels.

Gender equality is strongly related to women's rights. Since women have been at a disadvantage for a long time, the focus of gender equality initiatives has been to make sure that women and girls

receive the same opportunities as men and boys do. Gender equality is now extended to transgender. Teaching children about gender equality and breaking gender stereotypes will lead to a more equitable society. Remember! Qualities, emotions and intelligence are universal and not restricted to gender.

Feminism

Feminism is a range of social movements, political movements, and ideologies that share a common goal: to define, establish, and achieve the political, economic, personal and social equality of the genders. It incorporates the position that societies prioritise the male point of view and that women are treated unfairly within those societies. Efforts to change that include fighting gender stereotypes and seeking to establish educational and professional opportunities for women that are equal to those for men. Feminist movements have campaigned and continue to campaign for women's rights, including the right to vote ,to hold public office, to work, to earn fair wages, equal pay and eliminate the gender pay gap, to own property, to receive education, to enter contracts to have equal rights within marriage and to have maternity leave. Feminist all have also worked to ensure access on to protect women and girls from harassment and domestic violence. Feminism in school textbooks is covered under the subject of social science or political science

Gender neutral or gender - inclusive language

Gender neutral or gender inclusive language avoids bias towards a particular gender. In English this includes the use of nouns that are not gender - specific to refer to roles or professions, as well as avoidance of the pronouns- he, him and his to refer to people of unknown or indeterminate gender.



Transgender individuals

Transgender individuals refer to people who do not identify themselves biologically with which they were born. For instance, an individual who was born female does not feel comfortable with the identity of a woman and would rather be identified as a man would be considered transgender and vice versa .Transgender people have a constitutional right to register themselves as a third gender. Traditionally individuals are assigned to either male or female roles in society. However there are visuals who do not identify with either of these two categories or identify with both male and female roles. In a society that does not allow for this variation in gender roles, individually who do not fit into the 'norm' face multiple issues. Transgenders refer to people who do not fit the typical definitions for male or female bodies.

Chapter 6: Body Ownership

What is Body Ownership?

Young children can comprehend the concept of ownership of things like their toys from an early age, but they are not clear about it when it comes to their bodies. The concept of body ownership slowly and steadily with age evolves into **personal and physical boundaries** and **privacy**. Young children are dependent on others for their daily chores that often involve a touch from others. This dependence leads to confusion among them about who owns their bodies. Even as they grow and become more independent, their early childhood memories of their dependability on others create confusion in them about the concept of body ownership. The abuser is well aware of this vulnerability of our children. Children must be taught from an early age that they are the boss of their bodies and assert their feelings when someone touches them.

There are eight step safety rules:-

Step 1: make and follow safety plans.

Step 2: be aware of your surroundings and your body language.

Step 3: listen to your feelings.

Step 4: say “No!” to the person doing the unsafe thing.

Step 5: getaway.

Step 6: if physically overpowered, use self- defence techniques to get away.

Step 7: talk to a trusted adult.

Step 8: keep telling till someone believes you.

Abuse and boundaries:



In order to implement these rules we will have to understand further about *abuse and boundaries*.

Abuse is the harm caused by a person onto another person, whether they're adults or children. The person who abuses can be an acquaintance or a stranger. Someone who abuses is called an abuser. An abuser is a person who is in a position of superiority. The superiority can be in terms of age, physical power, money power, etc. Abuse, irrespective of the abuser, is always wrong. There are various types of abuses like:

1. Physical

These are actions done on purpose to physically hurt, harm or injure someone. For example, a person, beats a child with a ruler on the legs or back for not doing work.

2. Emotional

This is also called psychological or mental abuse. It means doing something on purpose that we know will emotionally or psychologically harm someone.

3. Physical Boundary

A boundary is a stop sign! Physical boundaries are invisible that differentiate people from each other. The different forms or types of boundaries include physical, emotional, spiritual, financial, and relational. Different people have different physical boundaries. We may like it when our mummy hugs us but not when an auntie hugs us. Personal boundaries are about how we let others treat us. It is very important to set personal boundaries. When we set personal boundaries. We tell others how to treat us. This helps them to be respectful towards our body, our feelings and our things. So, if our friend has done something that hurts us, we must tell them how it made us feel and to not to do it again.

Telling your friends how you feel is the right thing to do. If they care about you they will stop doing the hurtful things. If they continue to say or do hurtful things, they're not your friends. Just like our body, our physical and personal boundaries belong to us. Everyone has personal and physical boundaries. Just as we want others to respect our boundaries, we should also respect others' boundaries. For example, when we are standing in a line for the morning school assembly, and someone falls on us, or when the doctor asks us in the presence of our loved ones some personal problems for medical purposes. Our loved and trusted ones are our parents, teachers, grandparents and our good friends. Boundaries are different for different people.

Some like to sit or stand very close to whomsoever they are with, others don't. Just as boundaries are different for different people, the same person can have different boundaries for different people in their life. We have smaller boundaries with our loved and trusted ones, and our boundaries change as we grow older or as situations change

For example: - Ravi, the carom champ, asked “Sir, is it true that persons with disabilities can be easily targeted by abusers?” “Unfortunately, that is true. That is why when the victim is a person with disability, the punishment for the abuser is always more stringent,” replied Sir. Finally, he concluded, “most people are good at heart and helpful, but we have to be careful when it comes to our safety.

Chapter 7: Privacy

Privacy, just like body ownership, is a building block for the self-esteem development of a child. Every person has a basic need for privacy, and it has to be respected. Privacy is a matter of right. Its understanding right from an early age acts as a prevention against abuse.



Privacy development stages in children are:-

A. Toddlers

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

B. School Going Kids

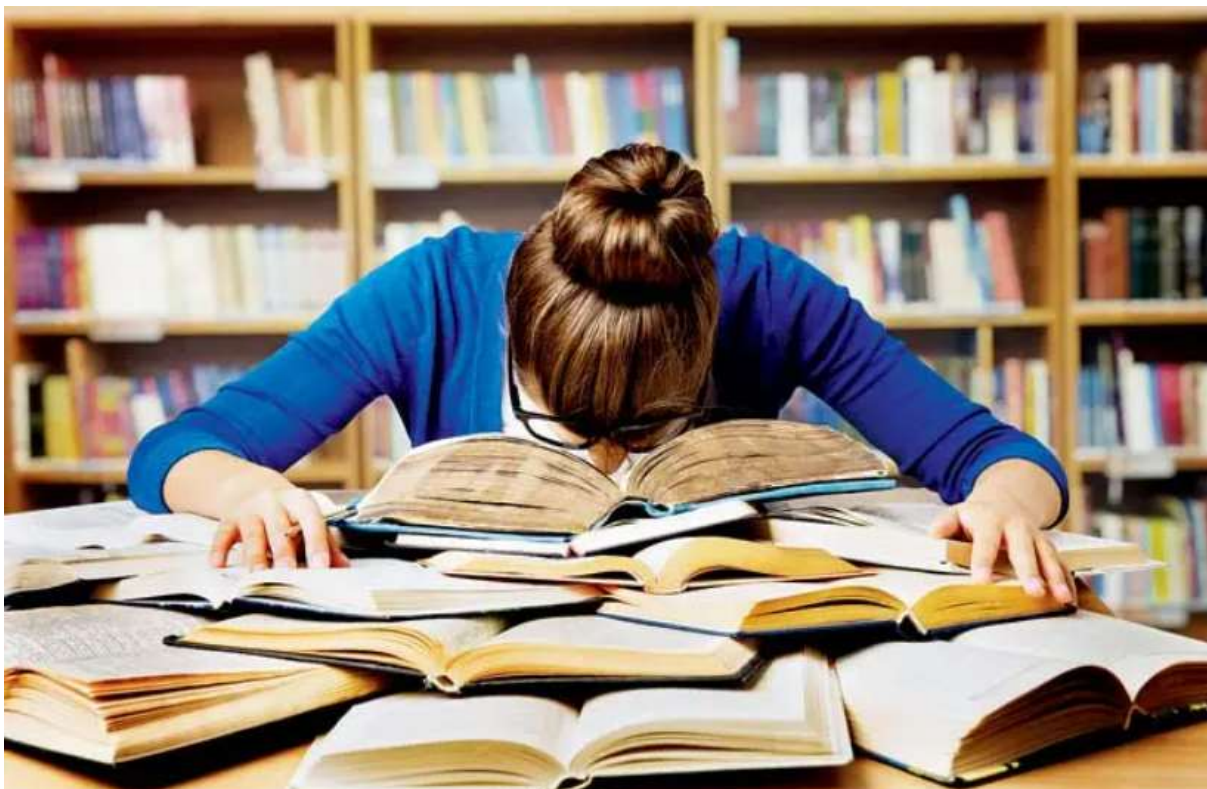
Around 5 years of age, children start understanding gender identity and developing friendships and relationships. It is also the time for them to explore social situations on their own. Playing secret games, shutting the bathroom door or asking parents to knock before entering their rooms are some common behaviours around this age. Playing games like hide and seek, doctor- patients, helps them to explore relationships, behaviours and develop Understanding. While it is essential to start respecting the private bonds created between children and their peers. It is also time to lay the groundwork for personal safety, health and hygiene rules. Parents should position themselves as loved and trusted ones, and children can come to them about any situation that bothers them. They can talk about anything to their loved and trusted ones. At this age, parents/ teachers should also introduce the concept of physique to their children. Puppets, dolls or swimsuit images can be used to educate them about the human body.

C. Preteens

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

D. Teens

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



Chapter 8: Safety

There are eight steps to safety:

Step 1: make and follow safety plans.

Step 2: be aware of your surroundings and your body language.

Step 3: listen to your feelings.

Step 4: say “No!” to the person doing the unsafe thing.

Step 5: getaway.

Step 6: if physically overpowered, use self- defence techniques to get away.

Step 7: talk to a trusted adult.

Step 8: keep telling till someone believes you.



When you were a child, your parents created many rules for you to follow so you could be safe. For example, you had to look both ways before crossing the road. Now that you are older, you know that new and unpredictable situations keep coming up all the time. You need to make safety plans for them. If you are not sure what you should do to be safe, discuss with your parents and teachers in advance what you can do in each situation to be safe. For example, if you are walking home from tuition class and someone starts following you, what should you do? There are many things you can do, but it helps to think about this ahead of time so that you are prepared if such a situation arises.

What this means is that you need to be alert to all kinds of situations -not just what happens to you, but also the things that happen to your friends, or what you hear about on the news. In each case, think: 'what if this were to happen to me?' Then, make safety plans for it.

What if you are the only passenger left on a public bus?

What if you are at a friend's house when some other friends come, and you begin to feel that it is not a good idea for you to be there?

What if your tuition teacher starts talking to you in a way that makes you uncomfortable?

What if your younger sibling falls sick suddenly, and you need to take care of them while ensuring the security of the house?

It is unsafe for you to tell anyone your personal information like your name, address phone number, your parents' names, your school's name, etc. Decide with your parents how much personal information should be shared with whom, and on which forum. Always follow the safety plans you have made with your parents.

Seek Safety

Aim safety

Follow safety

Ensure safety

Teach safety

Yield safety

It is important for you to understand that physical self- defence is a need' not a want. No one asks for, causes, invites, or deserves to be assaulted or abused. Sometimes, people make poor choices about their safety, but that does not mean that they are responsible for the attack. Attackers are responsible for their attacks and their use of violence. A good self- defence programme does not "tell" someone what they" should" or "should not" do. Instead, it offers options, techniques, and a way of analysing situations to help the person make a good decision. A good self- defence programme empowers us to make good decisions when faced with unfavourable situations.

Remember!

- ✓ Self -defence techniques are for protection and not for revenge or to settle personal disputes.
- ✓ They should only be used as a last resort. If such a situation can be avoided, avoid it. For example, if you sense trouble, walk away. Don't stand there and wait for something to happen.
- ✓ You must also understand that these techniques can cause serious injury, so be careful. These techniques are not to be used to bully or frighten others, or for fun.

Studies have shown that obeying the attacker does not guarantee that you will not be brutally attacked and injured. That is why it is absolutely vital that you use self -defence to make the situation less dangerous, and get away as soon as possible. You don't want a situation where your attacker has the chance to call for backup or reinforcements.

Safety tips

- ✓ If you feel unsafe or uncomfortable in a situation, act on it. Don't hesitate to ask for help.
- ✓ Keep calm, think straight - Even the best martial artist will not be able to defend themselves if they panicked.
- ✓ Set clear boundaries- if you feel that someone is invading your 'private space', tell them clearly to back off. Make direct eye contact -don't look down/ look away.
- ✓ Better safe than sorry-if you feel that you are in trouble or that someone is stalking or eyeing you, try to avoid walking alone or walking in an isolated area.
- ✓ Even if you are alone, you can walk close to another group. If you cannot do that, stay very alert. Keep the exit points in mind- that is, areas by which you can escape. If you feel uneasy, you can also shout or make a loud noise to startle the other person.
- ✓ If possible, try varying your routine. It becomes easy for a potential perpetrator to plan something if they know your regular time and route. At the very least, you should know an alternate route in case of an emergency.
- ✓ Walk and talk confidently- People who appear confident are much less likely to be targeted as compared to someone who looks timid.
- ✓ Be aware of your surroundings- Try to avoid places with low visibility and lighting.
- ✓ Walk in the opposite direction of traffic- This way, you can look at oncoming traffic. Also, walk on the footpath, not the road. It

makes it harder for others to snatch your valuables or to kidnap you.

- ✓ When taking a public bus, avoid one that has few or no passengers, and avoid taking roadside cabs and autos.
- ✓ You should have your parents' and other trusted adults' phone numbers on speed dial on your phone so that you can call them instantly in an emergency. If you have a smartphone, install emergency apps that can send SMS to known people and can even dial the police's number with a single click in case of an emergency.

