

Make children safe

Educator's guide





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A big thanks goes to the principal and facilitators of Nkonjane Primary School for allowing the Soul Buddyz Club for help with this book. We also appreciate all the people and organisations that gave of their time and shared their views and ideas during our consultative meetings, especially Dumi Nala and Joan van Niekerk (Childline), and Shaheda Omar (The Teddy Bear Clinic). We have drawn on both organisation's resources in developing this book.

Dear educator

If we all join hands, and include children in the action, we can:

- help to end child abuse and rape
- make sure child abuse and rape is reported
- stop blaming the victims of abuse and rape
- make sure the survivors get the care, protection, support and treatment they need.

We'd like you to start off by reading the children's activity book. It covers many aspects of the Life Skills and Life Orientation curricula (see pages 7-8 in this book).

There is important information for the children about different kinds of abuse, and about rape.

The activities will empower children to learn, reflect, and share their knowledge about child abuse and rape with their schools and communities.

More abuse and rape survivors will get the care and support they need, especially at Thuthuzela Care Centres

(TCCs). See pages 28-29 of the children's activity book about TCCs.

The activity book and educator's guide go together with a DVD called **Child Sexual Abuse** – a discussion tool. We hope you find it a helpful way to introduce and discuss what can be painful and difficult issues.

This educator's guide will help you be aware of signs of abuse and rape. It gives you tips on how to support a child when they disclose that they are abused.

The DVD has exciting extracts from the Soul Buddyz TV Series 1. It uses Avril's story to highlight the issue of child sexual abuse, and how it affects children and the people around them. The DVD includes an easy-to-read booklet to guide discussion.

Please write to us to tell us about your activities, actions and anti-abuse projects.

There is a project to do in the children's activity book on page 27.

*Let's join hands for a happier, safer life for all!
The Soul Buddyz Club Team*

Abuse: a bad secret to keep

Anyone can be abused or be raped, including boys. Anyone can be an abuser, including a parent, family friend, neighbour, or someone in authority, like an educator or principal or religious minister.

An abuser often tells a child that it is 'our little secret'. Abusers might threaten their victims with physical violence. They might threaten to withdraw love, affection or 'other privileges'.

Children need to know that abuse is unacceptable. They also need to know the difference between 'bad secrets' like the one an abuser tells them to keep, and 'good secrets' like a surprise birthday party. We must be alert to signs of all different kinds of abuse.

Warning signs of abuse

Consult a counsellor or social worker when a child does these kinds of things:

- is withdrawn and fearful
- is overly scared of doing something wrong
- seems to get injuries or bruises in an unexplained way
- doesn't seem to want to go home.

In addition to the above, a child may do these things if they are, or have been sexually abused. They:

- cry excessively
- are more irritable, throw tantrums and/or are aggressive
- are scared of an object or a person
- display unexpected and sudden changes in behaviour
- are scared of being left alone
- have nightmares
- use an inappropriate sexual vocabulary
- play in a sexualised way
- are scared of someone approaching them in a sexual way, or behave in a very sexual way towards people (we call this behaviour hyper-sexualised).



How to deal with a child's disclosure

Your role as a facilitator or educator is to report the abuse and support the child; not to investigate the case.

Never insist on seeing physical evidence of the child's abuse.

You MUST NOT examine the child for signs of sexual abuse, like remove underwear and touch or examine the child's private parts.

If the child wants to show their injuries, say, 'I do believe you that this has happened to you'.

Tell the child that it is a nurse or doctor's job to report on the physical signs of what has happened.

Do not condemn the offender.

It might be a person, like a relative, who the child may love. The victim may want the abuse to stop but not necessarily to have the perpetrator punished.

A sexually abused child may also react in ways that are not listed here. Victims may also try to hide signs of abuse. All abuse must be reported – the laws says so.

Children can find it extremely difficult to disclose that they have been abused and who their abuser is. The same goes for rape survivors.

What are children afraid of?

Children are afraid of different things. They include:

How to explain what happened

It can be difficult for a child to find words to explain what happened to them.

Not being believed

We must ALWAYS believe the child – they don't lie about abuse.

Being blamed

Tell the child and everyone else that it is **NEVER** the victim's fault; it is the abuser or rapist who committed the crime.

Being punished

We must protect the child from further harm and trauma.

The abuser

We must protect the child from the abuser and report him or her to a social worker or the police.

Of what could happen afterwards

It is our duty to see that the child gets all the care, support and treatment they need.

When working through activities, it is our experience that some children may disclose to their educator or facilitator what has happened to them.

At a time of disclosure (whether you find out by chance or the child tells you out of their own will), it is normal for you to feel pressure to do the right thing, and help in any way you can. Here is an outline of how to deal with a child who discloses to you.

1. **Acknowledge** the child's statement.
2. Try to remain **calm** and not show any shock.
3. Ensure that you are discussing the issue **privately** and let the child know that it is private.
4. Make a note of everything the child tells you. **Explain** to them what you are doing and why.
5. **Reassure** the child. Do not make any judgments.
6. Always show the child that you **believe** what they are telling you.
7. Try to avoid questions that involve asking **'Why?'** because it can sound as if you're placing blame.
8. Reaffirm to the child that they are **not to blame** for what has happened and that they did nothing to encourage it. **Do this often.**

A sexually abused child may also react in ways that are not listed here. Victims may also try to hide signs of abuse.

How to deal with a child's disclosure (continued)

9. **Empathise** by showing the child that you know how difficult it is for them to discuss something like this.
10. Reassure the child that you will be getting some **help**.
11. Reassure the child that they have **done the right thing** in telling you. You can say something like, 'I'm glad you told me about'
12. **Do not discuss** the issue with colleagues.
13. **NEVER** make promises.

Thuthuzela Care Centres

TCCs are there because everyone who has been abused or raped, including boys and men, needs special services. Communities need TCCs to help us deal with the big problem of abuse and rape. We cannot do it on our own.

TCCs can be found in clinics and hospitals around the country (see list of TCCs in the children's activity book pages 28-29). One of the most important activities in this activity book is to make sure that everyone in your community knows where your local TCC is, and the services it offers.

A TCC is there to give you **all the services** you need **in one place**.

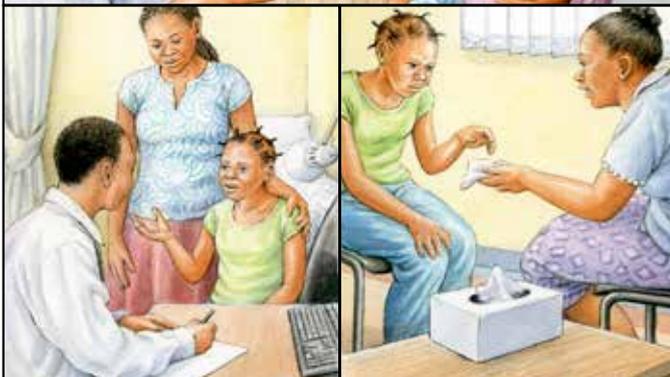
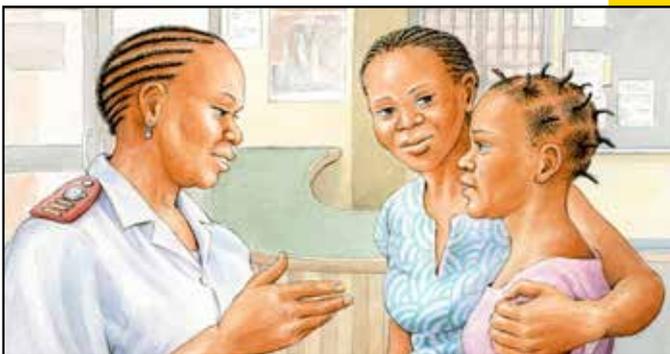
The TCC staff are on your side. They have been specially trained to make sure you are treated professionally, and with care and respect. They will believe you, and not blame you, or make you feel guilty for what happened. They understand the trauma you are going through, and know what support that you need. (See the children's activity book page 18-19 so that you know in detail what happens when you go to a TCC).

Here are the services you can expect to receive:

- emotional care and support
- counselling
- medical care from nurses and doctors
- medicines (including to try and prevent HIV and pregnancy from rape)
- police support
- legal support

If you have been raped you need to get medical attention and treatment within **72 hours of the rape**.

This is VERY important. It can help you prevent HIV if you were not HIV+ before the rape. It also helps you prevent pregnancy and sexually transmitted infections (STIs).



Lawyer

Victim assistant
officer

Case manager

Children's activities

Set up a support system

Before you and the children begin the activities it is important to establish a support system for yourself, parents and children.

You need to be specially trained to provide long-term support to an abused child. Don't try to manage on your own. Healing from abuse requires professional help and support from trusted family and friends. Healing can take a long time.

Let these organisations and people know that you will be working with the children on activities around child abuse and rape, and get their support:

- **your local Thuthuzela Care Centre (TCC)** – it is there to support abuse and rape survivors
- **a social worker, psychologist or counsellor** in your school or community who you can refer children to should they disclose abuse (and include them in co-facilitating some of the activities)
- **the Child Protection Unit** at your local police station
- **health staff at the local clinic** (if you don't have a TCC nearby)
- **non-governmental organisations** in your community that help with people who have been abused or raped.

Partner with parents

Parents, guardians and caregivers, including educators, need to understand the physical and psychological damage that child abuse and neglect does to children, and later in life to their sense of self-worth as adults. Harming children is against the law. If anyone reasonably suspects a child is being abused, we are required to report it to, for example to the police, a social worker, or Childline.

You could encourage parents, guardians and other caregivers to form a parenting group. They could run workshops and invite speakers on topics that they are dealing with.

In the children's activity book you will find the list of TCCs on pages 28-29. And page 30 has contact details for helping organisations and other readings and resources.

Doing the activities

You will notice we suggest that some activities can be led by children themselves, with your support. We also suggest activities where it would be very useful to have a counsellor or health worker alongside you.

Let's look forward to a reduction in child abuse and rape as a result of the work you and your children do through the activities and project.



Link to the curriculum

Grade 4 Intermediate

Topic: Development of the self

Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse:

- How to respect and care for own body.
- How to respect others' bodies.
- Reasons for respecting own and others' bodies.

Dealing with conflict: examples of conflict situations at home and school:

- Strategies to avoid conflicts.
- Useful responses to conflict situations.

Topic: Development of the self

Emotions:

- Understanding a range of emotions: love, happiness, grief, fear and jealousy.
- Understanding own emotions: appropriate ways to express own emotions.
- How to understand and consider others' emotions.

Bullying: how to protect self from acts of bullying:

- Examples of acts of bullying.
- Appropriate responses to bullying: where to find help.

Topic: Social responsibility

Children's rights and responsibilities: name, health, safety, education, shelter, food and environment:

- Children's rights as stipulated in the South African Constitution.
- Children's responsibilities in relation to their rights.



Grade 5 Intermediate

Topic: Development of the self

Positive self-concept formation:

- Influence of others on self-concept: adults and peers.
- Personal successes as contributing factors to positive self-concept.
- Action plan for continued positive self-concept formation.

Coping with emotions: empathy, compassion, anger, disappointment and sadness:

- Skills to manage emotions in a positive way.
- Significance of friends in times of sadness, tragedy and change.

Relationships with peers, older people and strangers:

- Safe and unsafe relationships.
- Bad and good relationships.
- Benefits of good and safe relationships.

Topic: Social responsibility

Concepts: discrimination, stereotype and bias:

- Violation of children's rights: discrimination, stereotype and bias.
- Responses to violations of children's rights: ways to protect self and others from violations and where to find help.
- A plan to deal with violations of children's rights in own local context.

Child abuse:

- Different forms of child abuse: physical and emotional.
- Effects of abuse on personal health.
- Strategies to deal with abuse.
- Where to get help and report abuse.

Dealing with violent situations:

- Identify potential violent situations at home, school and community.
- Responding effectively to violent situations.
- Ways to avoid and protect oneself from violent situations and where to find help.

Issues of age and gender in different cultural contexts in South Africa:

- Relationship between elders and children in different cultural contexts.
- Responsibilities of boys and girls in different cultural contexts.
- Contributions of women and men in different cultural contexts.

Grade 6 Intermediate

Topic: Development of the self

Positive self-esteem: body image:

- Understanding and respecting body changes.
- Other influences on body image: media and society.
- Acceptance of the self.

Peer pressure:

- Examples of peer pressure in different situations: school and community.
- Appropriate responses to peer pressure in different situations.

Problem solving skills in conflict situations: keeping safe and how to protect self and others:

- Mediation skills.
- Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening.

Topic: Development of the self

Bullying: reasons for bullying:

- Getting out of the bullying habit: where to find help.

Topic: Social responsibility

Caring for people:

- Considering others' needs and views.
- Communicating own views and needs without hurting others.
- Acts of kindness towards other people.

Nation-building and cultural heritage: definition of concepts:

How cultural heritage unifies the nation: national days. E.g. Children's Day, Women's Day.

Gender stereotyping, sexism and abuse: definition of concepts:

- Effects of gender stereotyping and sexism on personal and social relationships.
- Effects of gender-based abuse on personal and social relationships.
- Dealing with stereotyping, sexism and abuse.

Grade 7 Senior

Topic: Development of the self in society

Concept: self-image:

- Strategies to enhance self-image through positive actions – respect for self.
- Strategies to enhance others' self-image through positive actions – respect for others.

Concept: peer pressure:

- Different forms of peer pressure.
- Effects of peer pressure: crime, unhealthy sexual behaviour, bullying and rebellious behaviour.
- Appropriate responses to pressure – assertiveness skills.
- Negotiation skills: ability to disagree in constructive ways.
- Where to find help.

Topic: Development of the self in society

Changes in boys and girls: physical and emotional:

- Understanding the changes.
- Appropriate responses to changes.
- Qualities and behavioural patterns associated with boys (male) and girls (female).
- Appreciation and acceptance of the self.

Topic: Constitutional rights and responsibilities

Concept: children's rights:

- Children's rights and responsibilities as stipulated in the South African Constitution.
- Violations of children's rights.
- Strategies to deal with violations of children's rights – where to find help.

Concept: child abuse:

- Different forms of abuse: emotional, physical, sexual and child trafficking.
- Effects of abuse on personal and social health and relationships.
- Strategies to protect oneself and others from abuse.
- Places of protection and safety – where to find help.

Topic: Social and environmental responsibility

Informed, responsible decision-making about health and safety:

- Compassion for people and animals.



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