



A POLICY FOR THE SAFEGUARDING AND PROTECTION OF MINORS AND VULNERABLE ADULTS

Formative Overview



Pope's Worldwide Prayer Network



This handbook is the result of work
by the international team of the Eucharistic Youth Movement (Popes Worldwide Prayer Network)
prepared between April 2019 and July 2020.

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Bibliography

This handbook has been prepared on the basis of the contribution of the EYM international team and other manuals developed by working groups linked to the Society of Jesus. Reference to these texts has been fundamental in the developing of our Policy.

Below are the bibliographical references for the above mentioned manuals:

MANUAL SPC: Sistema de Proteção e cuidado de menores e adultos vulneráveis (Provincia Portuguesa da Companhia de Jesus, 2018);

Guia Básica de Prevención del Abuso Sexual Infantil (Corporación ONG Paicabí Gobierno Regional Quinta Región Servicio Nacional de Menores Quinta Región, 2002);

Policy for Safeguarding Children and Vulnerable Adults (Australian Province of the Society of Jesus, 2015);

Jesuit Procedures for Safeguarding Children (Irish Province of the Society of Jesus, 2017);

JRS Child Safeguarding Policy (Jesuit Refugee Service, 2017).

Introduction

The **aim** of this section “Formative Overview” is to help all Eucharistic Youth Movement (EYM) staff members and volunteers understand the different types of abuse and increase capacity to identify (and act on) abuse of Minors and Vulnerable Adults, both in and outside of EYM premises and/or activities.

The handbook also indicates some risk and protection factors, as well as types of “preventive action” which can prevent or attenuate the effects of abuse. In addition we will discuss the myths linked to different types of “abuse”, aiming to reduce their impact with more objective information.

1. Definition, signs and examples of different types of abuse¹

Violence and abuse of minors (or vulnerable adults)² is understood to mean “*all forms of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse*” (UNICEF Convention on the rights of children and adolescents, 1989)³.

The World Health Organisation provides a definition of violence and abuse of children, as follows, “*the intentional use of physical force or power, threatened or actual, against children (or vulnerable adults) by an individual or a group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s (or the vulnerable adult’s) health, survival, development or dignity*” (“World Report on Violence and Health”, 2002)⁴.

Abuse is generally divided into the following categories:

- Physical abuse;
- Psychological abuse;
- Sexual aggression;
- Negligence (a passive form).

A Minor or a Vulnerable Adult may be subjected to more than one form of abuse at the same time. Incidents of abuse usually take place in the context of a relationship of responsibility, trust and/or power. Please note that the existence of one or more of the indicators listed in the following definitions is not

¹This section was written on the basis of material from the following manual:
JRS Child Safeguarding Policy (Jesuit Refugee Service, 2017)

²See the definition of “Vulnerable Adult” in the “Policy for the Protection and Safeguarding of Minors and Vulnerable Adults – Preventive Overview”

³UNICEF (1989), *Convention on the Rights of the Child – CRC (art. 19)*

⁴World Health Organization (2002), *World report on violence and health*

sufficient in define a situation of abuse (normally it is the task of specialists to determine this); however their presence can be and must raise concern. Many victims may also present indicators of different types of abuse.

1.1 Definition of physical abuse

Physical abuse is the consequence of any non accidental action, either an isolated occurrence or repeatedly, by a caregiver or others, that cause (or may cause) physical harm. This could be a physical punishment, the use of detrimental force, and even causing or permitting a substantial risk of significant harm.

1.2 Definition of psychological abuse

Psychological abuse occurs when a person is deprived of the secure environment and affective wellbeing indispensable for the growth, development and balanced behaviour of a Vulnerable Adult or Minor. This kind of abuse includes different situations, from fluctuating care and lack of the affection necessary for the age and personal condition, to a complete affective refusal, by means of continuous erosion of the victim's self worth, with frequent negative repercussions at many levels, including behavioural, psychological and emotional.

1.3 Definition and recognition of sexual abuse

1.3.1 Definition

Sexual abuse is the use that a perpetrator of sexual violence (a parent, relative, caregiver, peer, unknown person, etc) makes of a minor or vulnerable adult to satisfy their own sexual desires or those of others, from a position of power or authority.

These are types of situations in which the victims:

- Do not have the capacity to understand they are being mistreated;
- Realise they are being mistreated, but do not have the capacity to communicate the sexual abuse to others;
- Are incapable of giving their free and informed consent.

NB: Consent given by a minor does not represent in any way a justification for abuse.

Two types of sexual abuse can be distinguished:

- **Sexual abuse without physical contact:** this includes inappropriate sexual language, incidents of exhibitionist behaviour, the visualisation of pornographic material, exposure of sexual organs, masturbation or intentional execution of the sexual act in presence of the victim in order to obtain sexual gratification, etc;
- **Sexual abuse with physical contact:** sexual contact taking place with intentional touching of the erogenous zones of the victim; or forcing, encouraging or permitting the victim to touch the erogenous zones of the perpetrator; or with penetration (vaginal or anal) by the male sexual organ or other objects, or by means of oral sex.

1.3.2 Recognition

The existence of specific relationship dynamics between the victim (particularly in the case of children and young people) and the respondent can complicate the diagnosis and identification of abuse, contributing to the perpetuation over time of such acts of sexual violence.

Below we indicate examples of **obstacles** and **difficulties** which can prevent the identification/reporting of experiences of sexual victimisation:

- The absence of medical evidence (for example physical lesions) and biological proof (for example body fluids) associated with sexual violence;
- Fear of the aggressor due to an existing physical or psychological power difference;
- A previous relationship with the respondent;
- Feelings of shame and self-blame on the part of the victim;
- The fear of being discredited and/or previous unsuccessful attempts at disclosure;
- Fear of social stigmatisation;
- Fear of separation from the biological family or the disintegration of the family.

The **aggressor**, moreover, may use **strategies to keep the situation of violence secret**, by delaying or impeding disclosure of the situation of violence and repetition of the abuse. Examples of these strategies include:

- Creating **bonds of affection** with the minor or vulnerable adult, by means of which the acts of sexual violence are understood as natural demonstrations of affection (for example, placing the minor in their lap, kissing them and hugging them for comfort);
- Providing Minors or Vulnerable Adults with **access to material goods** they could not otherwise obtain, to convince them to carry out acts of sexual violence and/or guarantee their silence and

compliance with the victimisation and violent behaviour (for example toys, electronic gadgets, clothes, sweets, ice cream, money);

- Resorting to the element of **surprise**, with unexpected behaviour where the minor or vulnerable adult has not got the time to react or defend themselves (e.g. sneaking into the bed or telling the minor not to make any noise in order not to wake those sleeping nearby);
- The use of **threats, brute force** or **psychological aggression** to coerce the Minor or Vulnerable Adult to partake in acts of sexual violence (for example, “if you don’t do this, I will harm your parents/brothers/sisters” or “nobody likes you”).

1.4 Definition of sexual exploitation

This indicates abuse of a Minor or Vulnerable Adult through the use of a personal position of power or a close relationship of trust, in order to gain sexual benefit. The Minor or Vulnerable Adult may feel impotent and fear they have no other choice but to accept. This refers also to the grooming of minors for financial profit.

1.5 Definition of negligence

Negligence denotes an incapacity to satisfy a minor or vulnerable adult’s fundamental needs of security, hygiene, nutrition, affection, education and health, necessary for the full development of their potential and the exercise of their rights. In general, the lack of care is ongoing and derives from an inability of the parents or caregivers to meet these basic needs.

2. Risk and protection factors⁵

The risk of perpetuating abuse is associated with a series of **individual, family and social risk factors** linked to both the victim and the aggressor, which increase the probability that the latter will resort to abuse in the relationship. These factors alone do not demonstrate the existence of an abusive situation, but indicate only a greater probability of possible abuse.

On the other hand, there are also **protection factors**, at **individual, family and social** levels, which support and favour the development of minors and vulnerable adults and can reduce or even eliminate the impact of risk factors.

Furthermore there are also **aggravating factors**, such as new events or circumstances in the lives of minors and vulnerable adults, or in the lives of the family or caregivers, which alter the dynamic between risk and protection factors, and can trigger incidences of abuse.

All staff members are advised to observe the evolution of risk and protection facts attentively and at the same time implement counselling, training and support activities for families and/or caregivers.

On the following page in Table 1 a series of risk, protection and aggravating factors are indicated to provide assistance in recognising them.

⁵ This paragraph was written using material from the following manual:
MANUAL SPC: Sistema de Proteção e cuidado de menores e adultos vulneráveis (Provincia Portuguesa da Companhia de Jesus, 2018; p. 37)

Table 1 - Risk, protection and aggravating factors

RISK FACTORS	PROTECTION FACTORS	AGGRAVATING FACTORS
<p>For the victim:</p> <ul style="list-style-type: none"> ▪ Being born undesired; ▪ Premature/underweight at birth; ▪ Dissatisfaction of parental expectations (sex, state of health, temperament, etc) ▪ Behavioural problems (aggressiveness, antagonism, lying, skipping school, etc) ▪ A difficult disposition; ▪ Lack of sex education; ▪ Low self esteem; ▪ Need for affection and/or attention; ▪ Passive attitude; ▪ Difficulties in behaving in an assertive way; ▪ A tendency to submission ▪ Low decisional capacity; ▪ Isolation/social withdrawal or shyness; ▪ Chronic illness or development disorders; ▪ Excessive dependency or traumatic detachment. <p>In a family/social context:</p> <ul style="list-style-type: none"> ▪ Lack of competence on the part of parents; ▪ Residence in a care centre or institute; ▪ A caregiver victim of abuse as a minor; ▪ Emotional, mental or physical issues which prevent caregivers recognising and responding adequately to the needs of the minor; ▪ Discipline overly rigid and authoritarian or incoherent; ▪ A history of violent and/or antisocial behaviour; ▪ Psycho-social/behavioural disturbances which create dependency (drug abuse, criminality, prostitution, etc); ▪ Prolonged absence of other caregivers; ▪ A dysfunctional family; ▪ Conflictual family relationships; ▪ Lack of social and extended family support; ▪ Absence of habitable conditions; ▪ An inability to seek/use community resources; ▪ Economic insecurity/poverty. 	<p>For the victim:</p> <ul style="list-style-type: none"> ▪ A good level of overall development; ▪ A good disposition; ▪ Secure bonds with the family or caregiver; ▪ The capacity to resolve problems and/or ask for help when necessary; ▪ Academic success; ▪ A desire for independence and explorative behaviour; ▪ Belonging to a peer group. <p>In a family/social context:</p> <ul style="list-style-type: none"> ▪ Good parenting capacities; ▪ An organised family, with rules and good practices in education and accompaniment; ▪ A good network of family and social support; ▪ Good integration with the local community; ▪ Possibility of access to community support services (social services, education, health care, etc); ▪ Economic security. 	<ul style="list-style-type: none"> ▪ Family break up and reorganisation (separation, divorce, etc); ▪ Serious or sudden illness; ▪ Bereavement; ▪ Assistance to non self sufficient persons; ▪ Sudden change in employment /economic situation; ▪ Unemployment; ▪ Migration; ▪ Institutionalisation; ▪ Detention/prison; ▪ Natural disaster; ▪ Social conflict.

3. Signs and factors linked to abuse⁶

In this chapter we will identify the **signs** and **factors** linked to abuse and the **myths** associated with them, with information to help put the myths into perspective.

What type of minor can become a victim of abuse?

Every minor can become a victim of sexual abuse. There is no specific profile or determining characteristics which lead to abuse of one type of minor and not of others. Sexual abuse of minors takes place in all social classes, every religion and at all socio-cultural levels and harms minors of all ages. Nonetheless, certain characteristics perceived as risk factors have been identified (see Table 1 in the previous chapter) and these can lead to sexual abuse of minors.

What happens to a minor who becomes a victim of sexual abuse?

A minor who is a victim of sexual abuse will suffer multiple consequences. These consequences will vary from one minor to another, according to their personal characteristics. Nonetheless, Table 2 summarises some of the main ones.

Who sexually abuses minors?

There is no “typical” child sex offender, however most minors are victims of sexual abuse carried out by persons found in the child’s own environment, such as family friends, neighbours, relatives and at times the parents or caregiver themselves. Generally the abuser is a person close to the victim and has a relationship of authority with the minor, characterised by a sense of respect and trust.

Which mistaken convictions exist relative to sexual abuse of minors?

In many cultures a series of myths contributes to the invisibility of sexual abuse of minors, and favour ongoing incidence of this type of abuse. We will examine some of these below.

Sexual abuse occurs only when there is an incidence of rape or penetration by the abuser.

False

The term sexual abuse implies a range of sexual type behaviour with minors, including rape, however there are many other forms of abuse, all considered as sexual abuse.

⁶This paragraph was written using material from the following manual: Guía Básica de Prevención del Abuso Sexual Infantil (Corporación ONG Paicabí Gobierno Regional Quinta Región Servicio Nacional de Menores Quinta Región, 2002; par. 1.(“Fundamentos conceptuales”)

Sexual abuse of minors happens infrequently or does not exist at all.

False

Sexual abuse of minors is a form of abuse that is highly prevalent in our society. However, the very fear of the victim relative to reporting the abuse, just like the fear of concerned parents/caregivers when they suspect a situation of abuse, means the amount of cases reported is much lower than the real number of cases.

Only alcoholics, drug users and people with mental disorders mistreat minors.

False

The assumption that behind every aggressor there is some kind of psychiatric pathology or dependency is mistaken; everyone is capable of mistreating a minor, according to the circumstances. Not all persons with problems of dependency or mental health issues mistreat minors.

Abuse is easy to identify.

False

The conviction that abuse is easily identified is mistaken. There are multiple reasons which prevent the discovery of abuse, such as; the fear of punishment on the part of the minor, threats to the minor by the abuser, the belief of the minor that s/he will not be believed or will be blamed for what happened, as well as the fact that generally we are ill prepared to face a reality such as this. It becomes simpler to believe this is not really happening, thus we do not see what is before our eyes, feel there must be some mistake, or that we are simply exaggerating when we suspect something is wrong.

Minors are usually lying when they say they are being mistreated.

False

The probability of a minor inventing a situation of sexual abuse is very low. Therefore, when a child recounts that something like this has taken place, it is most likely that the issue is a genuine case of abuse.

Abuse of minors occurs only in situations of poverty.

False

Sexual abuse of minors happens in all social classes and at all socio-cultural levels. What happens is that social classes with greater economic resources tend to hide the situation more, and it is for this reason fewer formal or informal charges are made.

Abuse is caused by the victim.

False

Any type of behaviour of a minor who is a victim of abuse can be interpreted by an aggressor as a provocation, or a way of justifying their own behaviour. Consequently, this conviction is just a front to blame the victim for their own abusive behaviour

Abuse of minors takes place covertly and in solitary places

False

Most cases of sexual abuse where the victims are minors are committed by persons known to the victim and therefore generally occur within family spaces inside the child's own environment and at any time of the day.

Sexual abuse affects older children and adolescents.

False

Sexual abuse can harm minors of all ages. The most vulnerable group are children aged under twelve, with cases of sexual abuse even involving children under the age of two.

Table 2 – The consequences of sexual abuse

EMOTIONAL CONSEQUENCES	COGNITIVE CONSEQUENCES	BEHAVIOURAL AND PHYSICAL CONSEQUENCES
A brief period of abuse or in the initial phase of the abuse occurring		
<ul style="list-style-type: none"> ▪ Change in behaviour; ▪ Feelings of sadness and impotence; ▪ Sudden mood swings; ▪ Irritability; ▪ Rebellion; ▪ Various fears; ▪ A sense of shame and guilt; ▪ Anxiety. 	<ul style="list-style-type: none"> ▪ Low school achievement; ▪ Attention and concentration difficulties; ▪ Lack of motivation regarding school work; ▪ Lack of motivation in general. 	<ul style="list-style-type: none"> ▪ Aggressive behaviour; ▪ Refusal of adults; ▪ Social withdrawal; ▪ Hostility towards the aggressor; ▪ Fear of the aggressor; ▪ Early pregnancy; ▪ Sexually transmitted diseases.
Medium term effects		
<ul style="list-style-type: none"> ▪ Disguised or manifest depression; ▪ Anxiety issues; ▪ Sleep problems (sleep terror; insomnia); ▪ Eating disorders (anorexia, bulimia, obesity); ▪ Altered sexual development; ▪ Fear of sexual expression; ▪ Suicide attempts or suicidal thoughts. 	<ul style="list-style-type: none"> ▪ Loss of the school year; ▪ Learning disorders. 	<ul style="list-style-type: none"> ▪ Running away from home; ▪ Dropping out of school; ▪ Drug and alcohol abuse; ▪ Criminal activities; ▪ Excessive interest in sexual games; ▪ Compulsive masturbation; ▪ Early pregnancy; ▪ Sexually transmitted diseases.
Long term effects		
<ul style="list-style-type: none"> ▪ Sexual dysfunction; ▪ Low self esteem and poor self concept; ▪ Stigmatisation, feeling different to others; ▪ Depression; ▪ Various emotional disorders. 	<ul style="list-style-type: none"> ▪ Failure at school 	<ul style="list-style-type: none"> ▪ Prostitution; ▪ Sexual promiscuity; ▪ Alcoholism; ▪ Drug addiction; ▪ Delinquency; ▪ Social maladjustment; ▪ Conflictual family relations.

4. Practical workshops⁷

Training and awareness raising regarding the protection and safeguarding of minors and vulnerable adults for as many people possible in the community is an essential factor in generating an efficient network of protection against every type of abuse.

In this chapter we will provide **examples of formative workshops** relative to the protection and safeguarding of Minors and Vulnerable Adults.

Each country will be responsible for training their own staff members, parents and caregivers on the issues of prevention of abuse and safeguarding of Minors and Vulnerable Adults, and adapting the content to each relevant culture. Thus, every EYM national office will work, insofar as possible, with Church institutions and organisations specialised in the protection and safeguarding of minors.

4.1 Selecting workshop facilitators

First of all it is important to select a **Facilitator** who possesses the following characteristics, so that these workshops will be genuinely efficient.

- The facilitator must be trained and well informed regarding the issues to be explored (sexual abuse, childhood sexuality, the rights of minors and self protection practices for minors), depending on which preventive strategy is to be developed;
- The facilitator must have the capacity to manage groups, of both children and adults, and a good understanding of the ethical principles of the issues to be discussed, so as to foster an atmosphere of intimacy, in which respect for the privacy of the experiences shared will be guaranteed;
- The facilitator must promote the learning experience of all participants, in a non-directive manner and focussing on an active listening approach which encourages participation within the group;
- The facilitator must have the communicative competence to promote free expression for all participants, avoiding value judgements which could inhibit freedom of expression for the workshop attendees.

⁷This chapter was written on the basis of material from the following manual: Guía Básica de Prevención del Abuso Sexual Infantil (Corporación ONG Paicabí Gobierno Regional Quinta Región Servicio Nacional de Menores Quinta Región, 2002; par. "2. Fundamentos metodológicos para un programa preventivo en abuso sexual infantil").

4.2 Planning the workshops

Planning the workshop is fundamental in order to provide a clear framework for each working session and facilitate the motivation of the participants. This task requires careful preparation for each section, as well as follow up assessment. However it is necessary to keep the planning flexible, in order to respect the particular processes of each group and adapt easily to their requirements.

It is advisable to carry out, especially with adults, a brief **diagnosis of the level of awareness of the issues to be proposed** (see Appendix 1.A). This task contributes to facilitating the planning of working sessions and optimising the time available. This should be a smooth and useful process, not a test or a mere assessment and can be done in the first working session or at a meeting before the workshop begins.

The planning and implementing of any workshop, therefore, must be adapted to the **specific context** in which the topics will be developed, so it is very important to be aware of the specific characteristics of each group as well as their interests and motivation. It is furthermore essential to **embrace the vision of the participants** themselves, whether they are children or adults, by promoting ample spaces for opinion and expression, so that preventive action translates into a true communicative dialogue between participants and not a sort of monologue by an expert directed at a group of observers.

A further element requiring attention is that **participation** in the workshops is **optional** and not obligatory, meaning the issues to be discussed and the methodology used should be explained clearly from the start.

4.3 Workshop themes

Possible issues to be dealt with in the workshops are suggested below:

Child sexual abuse (designed for parents, caregivers, staff members, leaders, etc)

This issue includes the **descriptive, social, psychological and legal aspects** of the phenomenon of sexual abuse of minors and vulnerable adults, all of which must be taken into consideration in order to promote the prevention of this problem.

Specific content which should be covered includes: a) reporting sexual abuse of Minors and Vulnerable Adults, b) the types of abuse of Minors and Vulnerable Adults, c) indicators which favour the identification of abuse of Minors and Vulnerable Adults, d) awareness of the consequences for victims, e) the legal framework relative to the abuse of Minors and Vulnerable Adults, f) ways and means of dealing with cases. The fundamental goal of discussing these important issues is to **raise awareness within the**

group regarding the problem and **facilitate early diagnosis of possible cases of abuse**, as well as to **support the setting in motion of the first steps for dealing with such cases**.

Self care for minors (designed for minors)

The aim of this workshop is to help **form and reinforce self protection strategies for minors in their development context**. These strategies imply recognition and development of the necessary skills to confront threatening or dangerous situations and their differentiation from experiences of personal safety. The contents of this training are: a) self care; b) identification of situations of personal threat, c) self protection behavioural guidelines.

Furthermore, the aim is to **encourage minors to identify threatening or personally vulnerable situations** and to develop efficient behavioural strategies for their own **safety** and **protection**.

Childhood sex education (designed for minors)

This issue deals with **training relative to childhood sexual development** (within the framework of respect for human body) and the visualisation of sexuality as a fundamental part of human development, integrated into the **process of affective learning**. This includes the following specific contents: a) basic identity, b) basic sexual differentiation, c) roles associated with sexual differences and d) sexual development.

The fundamental aim of sex education is to **integrate awareness and familiarisation with the child's own physical identity in learning processes** and **facilitate the child's contact with his/her own experiences and body structure**. As previously explained, it is known that sex education for minors represents a protection factor against the perpetuation of abuse (in this case sexual).

In the appendixes at the end of this document you will find sample workshops relative to the first two issues presented, "Sexual abuse of minors" and "Self care for minors". We do not offer specific material relative to the third issue "Sex education"; therefore it will be the task of each national office to choose the best approach to dealing with this issue.

The reason for this decision is that every country, on the basis of their own socio-cultural context and their EYM group, can contact their ecclesiastic associations and competent civil agencies to select the most appropriate methodology to handle this issue.

Appendixes

Workshop One “Understanding sexual abuse of minors⁸”

Goal Promoting awareness of the reality of sexual abuse of minors

Attendees Parents, caregivers, directors, group leaders

Duration 4 sessions lasting 90 minutes each

Unit 1: “Getting to know one another...”

Sections	Agenda
Welcome	Meeting and greeting of participants
Introductions	<ul style="list-style-type: none">Introduction of the workshop facilitators.Explanation of the general characteristics of the workshop.The participants form into pairs, asking each other their names, what they do, what they like, what their personal qualities are, and so on.Each pair of participants in turn comes together to the centre of the group and introduces each other. Each one will present the greatest information possible about the other. <p>When all the participants have been introduced in this way, the entire group can then ask questions.</p> <p>Duration: ten minutes (to be adapted according to the number of participants)</p>
“What do you expect from this workshop?”	<p>Each response provided by the participants is acknowledged and noted down on the board.</p> <p>Goal: identifying the expectations of the group and sharing them to set up an agreement regarding the methodology of the workshop.</p>
Conclusion of the unit	Participants are briefed regarding the goals set for the workshop and the issues to be dealt with, integrated with their ideas resulting from the earlier question session.
Materials	A large sheet of paper or board. Pens or felt tips.

⁸This workshop has been taken from the handbook: Guía Básica de Prevención del Abuso Sexual Infantil (Corporación ONG Paicabí Gobierno Regional Quinta Región Servicio Nacional de Menores Quinta Región, 2002; par. “3. Unidad didáctica: prevención del abuso sexual infantil”).

Unit 2: What is sexual abuse of minors?

Sections

Agenda

Greeting participants

Identification of sexual abuse

- The participants are divided into smaller groups of 5-8 people each.
- Each group identifies which situations are considered sexual abuse and which are not, using a series of worksheets (Appendix 1.B Set of worksheets)
- Each group, after choosing a representative, presents their two lists, one stating the situations considered sexual abuse and the other those which are not. The facilitator will record the principle elements on a board (Appendix 1.C Identifying situations of sexual abuse of minors).
- After recording all the elements, the facilitator then initiates a discussion regarding situations where the groups do not agree in their analysis, requesting them to express their doubts and the reasoning behind them.

Goal: acquiring expertise in identifying which risk situations could lead to an abusive situation and distinguishing them from those which would not.

Summary

The facilitator gives back to the group the elements which emerged in the previous section on the basis of the contents of chapter one of this handbook.

Conclusion of this unit

The participants are briefed regarding the goals set for the workshop and the themes that will be dealt with, integrated with their ideas issuing from the earlier question session.

Materials

Sheets of paper or cardboard
Pens or felt tips
Printouts of the definitions listed in chapter one of this handbook
Set of worksheets A for each group (Appendix 1.B: Set of worksheets)

Unit 3: What happens to a child who is sexually mistreated?

Sections

Agenda

Greeting participants

"Adela's story"

- Smaller groups of 5-8 participants are formed
- On the basis of "Adela's story" (Appendix 1.D Identifying the consequences of sexual abuse of children "Adela's story") each group is given the task of answering the following questions:
What happened to Adela?
What could Adela have felt?
Why do you think she felt like that?
What do you think could happen to her in the future?
- Each group, after choosing a representative, presents their responses to the above questions to the whole group. The facilitator records the principle elements of every reply on a board.
- Subsequently the facilitator initiates a discussion relative to the most important points of the story and the responses of the participants.

Goal: identifying the emotions a child can feel following sexual abuse and the conflicting situation in which they find themselves.

Summary

The facilitator presents the principal emotional, cognitive and behavioural consequences for a minor following the experience of being a victim of sexual abuse (cf. Table 2– The consequences of sexual abuse).

Materials

Printouts of Table 2 – The consequences of sexual abuse
Sheets of paper
Pens or felt tips
A copy of "Adela's story" for each group (Appendix 1.D Identifying the consequences of sexual abuse of children "Adela's story")

Unit 4: What can we do regarding a situation of sexual abuse?

Sections	Agenda
Greeting participants	In this section it is important that the facilitator illustrates the themes discussed in the previous sections and provides a brief summary, to motivate the participants to put these into practice in this section
"Seeing underwater"	<ul style="list-style-type: none">The participants form into small groups. Each group is invited to read carefully the case proposed to them (Appendix 1.E: "Seeing underwater" Activity) and to respond as a group to the following questions<ul style="list-style-type: none"><i>What is happening to the two children?</i><i>What is their attitude?</i><i>Who is involved in the situations described?</i><i>Which attitudes or actions are correct and which are not?</i><i>What did each of the participants do?</i><i>What would you do in one of these situations?</i>Each group representative stands up and reads out what the group has answered. The leader takes note of the key points, asks questions and initiates a discussion if the responses differ. <p>Goal: facilitating identification of the indicators of sexual abuse regarding minors and most useful action to be taken in dealing with a case of sexual abuse.</p>
Summary	The facilitator concludes the section underlining the importance of the role adults can play as agents in the protection of minors and provides information regarding organisations or institutions to be consulted in the case of participants facing a situation of suspected abuse.
Assessment of the workshop	Participants are invited to assess the workshop overall, as well as give their opinion on specific elements (Appendix 1.F Workshop assessment survey).
Materials	Worksheets (Appendix 1.E: "Seeing underwater" Activity Worksheet) Board Pens or felt tips Assessment sheets (Appendix 1.F Workshop assessment survey).

Materials Workshop One “Understanding sexual abuse of minors”

Appendix 1.A: Questionnaire to get to know workshop participants

The aim of this questionnaire is to get to know you and your interests regarding your possible participation in a training workshop for parents and caregivers. The information you supply will be very important for us, so we thank you for your cooperation. All information supplied will be highly confidential and accessed exclusively by the organisers of the activities

Gender Male **Education**
 Female

Age **Profession**

Would you be interested in participating in a workshop raising awareness of the reality of sexual abuse of minors? (tick one of the boxes below)

Very	Quite	Not much	Not at all
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Have you ever taken part in a workshop, lecture or course on the issue of sexual abuse of minors?

No

Yes When Where

How would you consider your awareness of the issue of sexual abuse of minors? (tick one of the boxes below)

Very good	Good	Average	Minimum
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Any other comments:

THANK YOU FOR YOUR COOPERATION!

APPENDIX 1.B: Set of worksheets

1. A neighbour invites a group of teenagers over to his house to look at pornographic magazines.	6. A mother sleeps in the same bed as her sons aged 10 and 12.
2. A neighbour asks a nine year old girl to go shopping with him and at the shop buys tobacco and alcohol.	7. Two classmates aged under 14 go the school bathroom and touch each other's penises.
3. A father and mother hug and kiss in front of their children.	8. A mother undresses in front of her children.
4. A mother talks to her children aged 13 and 15 about sexual education. She tells them that above all they must respect themselves and other people.	9. A teacher shows her class of 12 year old students a manual on the human body and points out the different parts of female and male bodies, including the genital organs.
5. A father looks at the naked body of his 15 year old daughter as she takes a shower.	10. A teacher tells a female student that she is very pretty.

Indications for the workshop facilitator

Below we offer some possible **explanations/guidelines** for the facilitator regarding the situations presented in the previous worksheets.

These indications are merely suggestions and absolutely not the only correct responses to the questions. The important thing is that the participants think through their own responses and a debate can be initiated among them in order to acquire new perspectives and ideas.

- | | |
|--|--|
| <p>1. <i>A neighbour invites a group of teenagers over to his house to look at pornographic magazines.</i></p> | <p>This is a form of sexual abuse, since this content should not be available to minors, and especially if it is an adult encouraging them. Furthermore, the adult could fantasise sexually about the children, even if he does not touch them physically.</p> |
| <p>2. <i>A neighbour asks a nine year old girl to go shopping with him and in the shop buys tobacco and alcohol.</i></p> | <p>This is a form of abuse since the adult is exposing the child to unhealthy and harmful habits, which could influence her in a negative way in the future.</p> |
| <p>3. <i>A father and mother hug and kiss in front of their children.</i></p> | <p>This situation depends very much on the way in which the parents are demonstrating their affection for one another and the cultural context of each country. In general, a father and mother who show affection in an appropriate way in front of their children represent a positive example for their children.
Sexual genital acts or similar in front of children are not considered appropriate, since they could provoke a distorted vision of sexuality.</p> |

- | | |
|---|--|
| <p>4. <i>A mother talks to her children aged 13 and 15 about sexual education. She tells them that above all they must respect themselves and other people.</i></p> | <p>This situation depends on how the mother (or father) handles this issue and if they explain it in a way that is appropriate for the age of their children and use language suitable for their age group.
In any case, talking about respect for ourselves and for others in the context of sexual education is important and positive</p> |
| <p>5. <i>A father looks at the naked body of his 15 year old daughter as she takes a shower.</i></p> | <p>A father should not look at a naked daughter but respect her privacy. If the attitude of a parent looking at one of his children naked should persist, the motivation for this behaviour should be carefully assessed.</p> |
| <p>6. <i>A mother sleeps in the same bed as her sons aged 10 and 12.</i></p> | <p>Unless this is a case in which no other solution is possible due to a lack of material means, it is not appropriate for a mother or father to sleep with their children after they reach a certain age, even though this situation should not necessarily be linked to the risk of abuse.</p> |
| <p>7. <i>Two classmates aged under 14 go the school bathroom and touch each other's penises.</i></p> | <p>In this case there needs to be some reflection on why the boys acted in this way.
In any case, it would be good to be able to talk to the boys to discover the reasons and accompany them, if this were necessary.</p> |
| <p>8. <i>A mother undresses in front of her children.</i></p> | <p>The implications of this situation depend on the cultural context and each individual case.
For example in some families full body nudity is accepted in a very natural way and without inhibitions. A criterion to be kept in mind is if the child feels ill at ease or intimidated by the nudity. In this case it would be good if caregivers handle nudity tactfully and discuss the issue openly with their children.</p> |
| <p>9. <i>A teacher shows her class of 12 year old students a manual on the human body and points out the different parts of female and male bodies, including the genital organs.</i></p> | <p>It can be very useful for children under 12 years of age to learn to become aware of their own bodies, including their genital organs. The way in which the information is imparted and how the teacher treats the material is undoubtedly important. The use of inappropriate methods or language could have a negative impact on the students.</p> |
| <p>10. <i>A teacher tells a female student that she is very pretty.</i></p> | <p>In general, a teacher, or any adult, should not comment on the attractiveness of younger people, except in particular situations. In this particular situation, teachers, who have a relationship of authority relative to students, can use such authority to express their own feelings of sexual attraction towards a student, which would be absolutely inappropriate</p> |

Appendix 1.C: Identifying situations of sexual abuse of minors

Situations of sexual abuse of minors	Situations not associated with sexual abuse of minors

Appendix 1.D: Identifying the consequences of sexual abuse of children “Adela’s story”

My name is Adela and I am nine years old. I live in a town called Campito, a very beautiful place where I have many friends. I live with my father, my mother and my brother and sisters, Claudia, aged 11, Viviana, aged 15 and Sergio, aged 6. My grandmother Rosa, my mother’s mother, also lives with us. I am in third class at school. The truth is I am not doing very well in school. I had to repeat the year last year and I improve my marks almost always at the end of the year but what happens is I am not very good at studying and everyone says that so they give me low grades and at times I have been suspended from school.

At home it is Viviana who gets punished the most, because she goes out and doesn’t say where she is going. I am also punished but less, most of all because of school. The one who gets angriest is my father, because if we annoy him he hits us and beats us. My mother too is often angry but she doesn’t beat us, she just shouts and says she will punish us, but then she forgets, and in the end we can go out to play anyway.

I have a lot of friends, some at school, like Juan and Denis, who I play and paint with. My other friends live in my district: Rocio, Julio, Susi and Pedro. I have known them since I was small because we live close by. What I like most is to play hide-and-seek and sometimes we stay up late to play.

At home I get on very well with my grandmother Rosa, I tell her everything I do and tell her the truth when I don’t behave well, and she tells me stories of when she was young and about grandad Raul when he was still alive. My grandmother is elderly and so cannot go out alone since she could fall, my mother says. So I go with her to the market and to buy bread.

About a month ago something happened to me that I have not told anyone about and which I am ashamed of. There is a man called Mario who lives two doors down from us, he is a friend of my father’s. He lives with Mrs Pilar who works at the kiosk. This man is a bit strange, when saw us girls altogether he said strange things like “what beautiful girls” or asked if my parents were at home. One day he said to Susi that if she went to his house with him to look at some magazines, he would give her a present, but Susi was afraid and didn’t go.

One day Susi and I went to the kiosk when Mrs Pilar wasn’t there and then we ran away.

The other afternoon I was going by myself to buy eggs, my father wasn’t home yet and only my mother was there and sent me to buy eggs. On the way home I met Mario, he was a bit drunk, it seems, because he was talking in a strange way. He told me to go with him to his house because my father was there and would have come with me later. I was a bit scared but I went to his house. When we got there my father was not there and I wanted to leave but he got angry and told me we would wait for him there. I didn’t say anything, he took me by the arm and threw me on the couch. He sat down beside me and began to say obscene things.

I was very scared because I thought he would hurt me and he pulled up my dress and began to touch me, I began to cry but he held my arm so tight that he left me a bruise. He told me not to cry and not to be afraid because there was nothing wrong and nobody would know about what happened but I was still afraid and I cried. So I told him I was going to go and tried to leave, he got angry and hit me, he pushed me and began to hug me, to touch me and move me in a strange way, he also said obscene things. Then he calmed down and told me that if I told anyone what had happened my father would be very angry and he would beat me, then he let me go. I was still crying.

When I got home I said I had fallen and that this was why I was dirty and the eggs were broken and since I knew I would be punished I didn't want to go home. My mother and my father punished me and sent me to bed.

That evening I had a lot of bad dreams about Mario. The next day I pretended to be sick so as not to have to go to school. I didn't even want to play with my friends. From that day on, I hardly go out any more to play with the other children and I ask the girls have they seen Mario. Sometimes, when I am at home and there is a knock at the door I hide for fear that it is him. My mother says I am behaving in a strange way and that if I continue like this she will punish me.

The other day Susi told me there was something not right in me, that I didn't want to play any more with her and the other girls, that I was angry. But I don't dare tell anyone because they would not believe me and would beat me, and I don't want to go to school because I could meet Mario along the road. At times I dream of telling my granny Rosa and she doesn't scold me. But I will never say anything about it to anyone.

Group activities relative to "Adela's story"

1. *What happened to Adela?*
2. *What could Adela have felt?*
3. *Why do you think she felt like that?*
4. *What do you think could happen to her in the future?*

Indications for the workshop facilitator

Below we offer some possible **explanations/guidelines** for the facilitator regarding the questions relative to Adela's story. These indications are merely suggestions and absolutely not the only correct responses to the questions. The important thing is that the participants think through their own responses and a debate can be initiated among them in order to acquire new perspectives and ideas.

- | | |
|--|---|
| 1. <i>What happened to Adela?</i> | Adela has been subjected to physical sexual abuse by her neighbour Mario. The shame Adela is feeling and Mario's threat that her father would punish her and beat her if he found out have led her not to tell anyone about the abuse she experienced |
| 2. <i>What could Adela have felt?</i> | We can only imagine what Adela is feeling. Most likely shame, self refusal, fear of being submitted to further abuse and a sense of impotence relative to what happened. |
| 3. <i>Why do you think she felt like that?</i> | Adela's emotional state is linked to the serious trauma she has been subjected to, the consequences of which could become much more acute in the absence of emotional and psychological support from her parents who do not seem to be paying any attention whatsoever to the psychological distress of their daughter. |
| 4. <i>What do you think could happen to her in the future?</i> | In order to understand the seriousness of sexual abuse and all the relative emotional, cognitive, behavioural and physical consequences it could be of helpful to consult Table 2 in this section. |

CASE 1: PAULA

Paula is twelve years old and one day in school she begins to behave in a different way to usual. Before she was organised and enjoyed studying, now if the teacher gives her work to do she refuses to cooperate with the teacher. She has also started to get low grades in school.

So the teacher rings her mother to see what could be reason for this change of behaviour. The mother tells her that it must be because a new brother is on his way and that perhaps this has had an effect on her.

That week the teacher punished her almost every day, not allowing her outside at break time, because she has begun to fight with her classmates. At home too she has been punished and her mother has begun to hit her because she tells her she no longer knows what to do with her.

One day the maths teacher discovered her in the school bathroom touching herself with another younger girl. She was brought to the principal’s office and suspended from school for two days. Paula denies doing this, but other girls in her class tell the teacher they have seen her doing “things” with other girls. The principal asks her mother to take her out of school and says she will not renew her enrolment for the following year.

CASE 2: MARCELO

Marcelo is seven years old. His mother is concerned because he has started to wet the bed more and more often. She has begun to hit him and complains he is too old to wet the bed. Marcelo doesn’t play with the neighbouring children any longer and doesn’t take part in break time at school as he used to.

His teacher has tried to talk to him. Marcelo began to cry and begs not to be punished. The teacher begins to pay more attention to him and decides to ring his mother to talk about what is happening to her son. The mother has had a partner for two years and Marcelo has always had a good relationship with him. For some time now Marcelo has been avoiding talking to him and doesn’t want to go out with him anymore, which he often did before. His mother rebukes him and tells him he must go out with him because he was like a father to him and must be obeyed. They brings Marcelo to the doctor’s to try to find out what is going on, but the doctor just tells his mother that it is “nothing at all”, that Marcelo is very lazy and “sometimes children need to be treated with an iron fist”.

Group activities “Seeing underwater”

1. *What is happening to the two children?*
2. *What is their attitude?*
3. *Who is involved in the situations described?*
4. *Which attitudes or actions are correct and which are not?*
5. *What did each of the participants do?*
6. *What would you do in one of these situations?*

Appendix 1.F: Workshop assessment survey

Please mark with a cross the option selected.

1. How would you assess the general organisation of the workshop?

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR

2. How would you assess the issues addressed in the workshop?

VERY ADEQUATE	ADEQUATE	AVERAGE	INADEQUATE	VERY INADEQUATE

3. How would you assess the treatment of the issue of sexual abuse of minors?

VERY INTERESTING	INTERESTING	UNINTERESTING	NOT INTERESTING AT ALL

4. How would you judge the atmosphere in which the workshop was conducted?

VERY POSITIVE	POSITIVE	AVERAGE	NEGATIVE	VERY NEGATIVE

5. How would you judge the group work?

VERY POSITIVE	POSITIVE	AVERAGE	NEGATIVE	VERY NEGATIVE

6. How would you judge the workshop?

VERY POSITIVE	POSITIVE	AVERAGE	NEGATIVE	VERY NEGATIVE

7. What did you find interesting in the workshop? :

8. What would you improve in the workshop?

9. Comments:

THANK YOU FOR YOUR COOPERATION!

Workshop Two “Self care for children”⁹

Goal Promoting awareness of the notions of self care and safety for minors

Attendees Minors aged from 10-12, staff, parents and/or caregivers

Duration Four weekly sessions of 90 minutes each

Unit 1: Getting to know children

Sections	Agenda
Welcome	Meeting and greeting of participants
Introductions	<ul style="list-style-type: none">▪ The participants are invited to form into pairs.▪ Each participant will choose an animal or an object to represent themselves and explain what motivated their choice.▪ Back in the general group, each partner will introduce the other on the basis of the animal or object chosen.
“What do you expect from this workshop?”	<p>Every response provided by the participants is acknowledged and noted down on the board.</p> <p>Goal: identifying the expectations of the group and sharing them to set up agreement regarding the working methods of the workshop</p>
“When we were children”	<ul style="list-style-type: none">▪ The group is divided into two parts.▪ Each group receives a set of “When we were children” worksheets (Appendix 2.A). Everyone in each group will pick out a sheet and share with the others their own experience on the basis of the question they receive. <p>Duration: enough time should be allotted so that each participant gets the chance to share and the workshop facilitator can supervise the process.</p> <ul style="list-style-type: none">▪ The facilitator reunites the two groups and asks the question: <i>How did you feel remembering your childhood?</i> <p>Goal: to facilitate contact between the participants and the world of the child in order to feel closer to the child’s experience.</p>
Summary	<ul style="list-style-type: none">▪ The facilitator asks the group the question <i>What are children like?</i>▪ Writes the opinions of the participants on the board. <p>Goal: to construct a common vision of what children are like, emphasising their positive characteristics.</p>
Conclusion of the unit	
Materials	Board to write on “ <i>What do you expect from this workshop?</i> ” “ <i>What are children like?</i> ” Set of worksheets “When we were children” (Appendix 2.A)

⁹ This appendix has been taken from the handbook:

Guía Básica de Prevención del Abuso Sexual Infantil (Corporación ONG Paicabí Gobierno Regional Quinta Región Servicio Nacional de Menores Quinta Región, 2002; par. “3. Unidad didáctica: prevención del abuso sexual infantil”).

Unit 2: How can we take care of children?

Sections	Agenda
Welcome	Meeting and greeting of participants
Identifying approaches to caring for and protecting children	<ul style="list-style-type: none">▪ The group is divided into two smaller groups (max 8 participants).▪ Each group is given a “situation” to be brought to life as an example of family conflict (Appendix 2.B) and asked to prepare a short role-play illustrating the “situation”. Enough time should be allotted to give the groups the chance to complete the activity.▪ Each group presents the “situation” to the rest of the group.▪ Once both episodes have been presented, the facilitator asks the group to identify the behaviour and approaches of care and protection that the participants have shown in every situation. The facilitator records on the board all the opinions expressed by the participants. <p>Goal: helping participants to understand the notion of protection of minors on the basis of incidents that can happen in family situations, encouraging the identification of vulnerability caused by a mistaken approach taken by an adult.</p>
Summary	The facilitator illustrates the basic protection approaches for parents and caregivers on the basis of the information provided in Appendix 2.B and 2.C.
Conclusion of this unit	
Materials	Copies of Appendix 2.B A board List of approaches to caring for and protecting children by parents and caregivers (Appendix 2.C) Pens or felt tips

Unit 3: Regarding sexual abuse

Sections	Agenda
Welcome	Meeting and greeting of participants
Who is the victim?	<ul style="list-style-type: none">▪ The group is divided into two and each smaller group is assigned a case of sexual abuse to study. (Appendix 2.D: Who is the victim?)▪ The groups are invited to read the case carefully and respond to the work template within each small group (Appendix 2.E). Each group should suggest specific actions in the empty column on the sheet.▪ One group will complete the inappropriate behaviour column and the other group the appropriate behaviour column.▪ The facilitator should ask each group to be as specific as possible in their suggestions, indicating the precise behaviours or approaches to be adopted.▪ Finally, the facilitator will write both columns up on the board, and complete them on the basis of what each group has expressed.
Summary	<p>The facilitator points out to the group the significance of early action undertaken by adults regarding the first concern or indication of sexual abuse of a minor (cf. Indications for the facilitator in Appendix 2.D).</p> <p>NB: the facilitator can also discuss the consequences of sexual abuse on children (cf. Table 2 – The consequences of sexual abuse).</p>
Conclusion of the unit	
Materials	Copies of Appendix 2.D Who is the victim? Group work template (Appendix 2.E) A board Pens or felt tips

Unit 4: Teaching self care

Sections	Agenda
Welcome	Meeting and greeting of participants
Teaching self care	<ul style="list-style-type: none">▪ The group is divided into two smaller groups.▪ Each group receives a set of worksheets “Let’s learn how to care” (Appendix 2.F). Each participant will take a card and indicate if they are in agreement or not with what is written on it. The group discusses this and selects which declarations they agree on and which they do not.▪ Finally each group presents their own work to the entire group. The facilitator collects the opinions of each group and puts the cards in the positions decided on by each group. <p>Goal: identify behaviours that educate minors in care and protection.</p>
Summary	The facilitator shares with the group which behaviours educate minors in the context of their rights and presents the fundamental rights of the child on the basis of the Board template “Rights of Minors” (Appendix 2.G).
Conclusion of the workshop	The participants are invited to give an overall assessment of the workshop and feedback on specific elements. Please use the questionnaire in Appendix E.
Materials	Set of worksheets “Let’s learn how to care” (Appendix 2.F) A board Appendix Board template “Rights of minors” Appendix 1.F: Workshop assessment survey (Workshop One) Pens or felt tips

Materials Workshop 2 “Self care for children”

Appendix 2.A: Set of worksheets “When we were children”

My favourite toy when I was a child was... ..	The worst mischief I did as a child was....
The best birthday I can remember as a child was...	A lie I told as a child....
The best Christmas present I received as a child...	What I liked to play most as a child ...
My best friend when I was a child was.....	The worst trouble I got into as a child....
What I was most ashamed of as a child...	When I was young school was for me.....
When I was a child I was scared of....	When I was a child on my school holidays I loved.....

Appendix 2.B: Identifying approaches for caring for and protecting children

Situation N°1

Maria is nine years old. When she comes home from school she doesn't want to have lunch, but her mother rebukes her and tells her to eat anyway. After lunch Maria closes herself in her room, her mother hears her crying and asks her what is wrong. Maria tells her there are children at school who make fun of her, giving her nicknames and that, even though she told the teacher, nobody did anything about it. This morning, as they are annoying her, Maria responds with an insult. The teacher hears her and punishes her. Maria's mother gets angry with Maria, threatening her that she will tell her father what happened and tells her that at school she will have to explain her bad behaviour. Maria shouts at her mother stating she doesn't want to go to school and shuts herself up in her room all afternoon.

Situation N°2

Carlos is 11 years old and has ongoing behavioural problems at school. His mother is called into school because the teacher wants to speak to her. The teacher, the school principal, the mother and Carlos are all present at the meeting. The teacher and the principal say there have been thefts during the school year and Carlos is suspected of stealing, so he will be temporarily suspended from school.

His mother rebukes him in front of the teacher and the school principal. Carlos tries to make her understand that he did not steal anything but does know who the thief really is. When they ask him to tell them, Carlos refuses because he is afraid of being considered a "spy". The principal gives Carlos an ultimatum, that he will be suspended from school until he reveals the name of the thief.

At home Carlos' mother punishes him, forbidding him from watching television and going out. Carlos tries to explain to his mother that it is not his fault, but his mother doesn't believe him and will maintain the punishment until he gives back the things that he has stolen. When Carlos's father comes home and his wife explains what has happened, he gives him a cuff and confirms his punishment.

Indications for the workshop facilitator

In order to help participants understand the significance of this activity, it is important the facilitator helps them realise that children are worthy of trust and have the right to be respected just as adults do. Successfully transmitting this message will give children the necessary assurance to confide in others, share their feelings and tell somebody if they are going through a difficult time. This is an important factor which contributes to a healthy psychological and relational development. Some key presuppositions which transmit care and protection to children include:

- A child who experiences relationships of trust will learn to tell the truth much more quickly.
- A child who feels respected is a child who learns to respect others.
- A child who feels protected and cared for has a greater chance of becoming a child who feels sure of her/himself.
- A child who has permission to express his/her feelings is a child who will find it easier to recognise what is happening to her/him.

Appendix 2.C: Identifying approaches to caring for and protecting children

- Listen carefully to the child, without interrupting her/his story.
- Do not challenge his/her story.
- Keep calm in situations of conflict.
- Provide alternatives to the problem at hand.
- Reaffirm to the child that there are people who will protect and take care of her/him.
- Thank the child for telling what happened.
- Give emotional support if the child is terrified, confused or irritable..
- Do not underestimate or tease the child when s/he expresses what s/he is feeling.

Appendix 2.D: Who is the victim?

CASE: PAULA

Paula is 13 years old, and her parents separated two years ago, after her father, in a drunken state, tried to beat up her mother and Paula. Her mother reported him and a court order instructed him to leave the house. Since then the father has attempted to see Paula as she comes out of school and follows her as she returns home. When Paula told her mother about this, she said to ignore him.

The father asked the court for the right to see her and was awarded a visit each alternative weekend. After one of these visits, which consisted of a walk lasting about three hours, Paula came home in tears and told her mother her father had taken her to a dark place near the house, he was drunk and tried to touch her. When she resisted he hit her and told her not to tell anyone. Her mother reacted with cries of desperation to her daughter's story and ran to tell it all to Paula's grandmother who lives with them. The grandmother reprimanded Paula and hit her because she had gone out with her father despite of all the warnings they had given her about her father's duplicity. Paula cries in fear; her mother tells her they will not say anything to anyone about what happened.

Indications for the workshop facilitator

- An experience of sexual abuse for a child is extremely complex and harmful.
- A child who is subjected to sexual abuse is a "victim" with no responsibility whatsoever for what has happened.
- If a child reports a situation of sexual abuse, there should be no doubt at all about what they have described since it is very difficult for a child to lie about this.
- All children need protection from adults who will take care of them and we are all responsible for their safety as members of the same society.

Appendix 2.E: Group work template

Appropriate behaviour	Examples
<ul style="list-style-type: none">▪ Keeping calm▪ Believing the child▪ Emphasising that a solution will be found▪ Telling the child that s/he will be protected▪ Thanking the child for telling the truth▪ Being affectionate▪ Other	

Inappropriate behaviour	Examples
<ul style="list-style-type: none">▪ Becoming agitated▪ Doubting the child▪ Over-reacting to the situation▪ Insulting or underestimating the child▪ Blaming the child for what happened▪ Rebuking or punishing the child▪ Silencing the child▪ Other	

Appendix 2.F: Set of worksheets “Let’s learn how to care”

1. There are children who tell lies all the time, therefore we need to doubt what they are saying until we are sure it is true.	2. Children seek out danger.
3. There are children who love winding up adults.	4. Children feel safe and confident if they are well looked after at home.
5. When a child ends up in trouble, s/he should be able to resolve the problem by him/herself.	6. When a child cries it is usually due to a temper tantrum.
7. When a child behaves badly it is usually only to seek attention.	8. When a child suddenly changes their way of being it is because something is happening.
9. When children don’t want to go to school it is because they are lazy.	10. There is an age at which children can take care of themselves.
11. Children need to be taught to resolve their problems so that they can learn before becoming adults	12. Children always know what they are doing.
13. Family problems should not be discussed in front of children because they can’t understand.	14. Children need to be informed when there is a problem at home with words they can understand. .
15. When children ask questions it is only to annoy adults.	16. Children should be always told that adults are there to protect them and take care of them.

Indications for the facilitator

As already explained, children are persons worthy of trust and respect just as adults are. It is essential that minors are listened to, respected and considered. This will give them the security to be able to open up and express what is happening to them.

In this activity, it is not so important that the facilitator indicates which are the positive examples and which are the negative ones, but that all participants exchange ideas and impressions on which attitudes are positive for children and which are not. Below we offer some indications on how to interpret the different examples.

- Attitudes 1, 2, 3, 6, 9, 15 do not provide a positive or genuine reflection of what children are like and how they behave;
- Attitudes 4, 8, 11, 14, 16 are positive for children and contribute to healthy psychological, emotional and cognitive development;
- Statements 5, 7, 10, 12 e 13 will be illustrated below; since they can be either positive or negative according to the viewpoint they are examined from.

5. When children end up in trouble, they should be able to resolve the problem by themselves so they learn.

It is good that when children are in difficulty, parents do not replace them in order to solve the issue. On the other hand it is very important that children feel supported by their parents and other educational figures when problems do arise, in a way that they can feel self efficient and capable of solving their own problems.

7. When children behave badly it is usually only to attract attention.

When children behave badly, the easiest thing is to punish them and think that they deserve it because they are “bad”. However the child is communicating there is something wrong. Therefore it is very important to be able to talk to children in a calm and trustful way, in order to understand why they are assuming a determined negative attitude, and be able to support them in moments of difficulty.

10. There is an age at which children can take care of themselves.

As they grow up and mature, children become increasingly autonomous in making their own decisions and taking care of themselves. On the other hand a child should not bear the full responsibility of self care, which should still be entrusted to parents or caregivers.

12. Children always know what they are doing.

Children of a certain age (from two years onwards) develop the capacity to understand how things work and the consequences of their actions. However, there are some aspects which they are not fully aware of until adulthood, therefore it cannot be assumed that a child is always completely conscious of what s/he is doing.

13. Family problems should not be discussed in front of children because they can't understand. Children are very sensitive to what is happening around them, especially with regard to their parents and their family. In general it is good to be able to explain to them if there are difficulties in the family using reassuring language they can understand, because in this way the space for their imagination and fears can be reduced and their sense of security increased

Appendix 2.G: Board template “Rights of Minors”

Minors have the right:

- To life
- To protection
- To be cared for physically and emotionally
- To being able to study
- To live in a house
- To play and have fun
- To give their own opinion
- To have a healthy diet
- To be protected from any form of physical, emotional or sexual abuse