

Instructions on Child Safety

an interactive lessons program

2023



Ukrainian Catholic
University

**CHILD
DIGNITY
CENTER**



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Child Dignity Center of UCU

**established in January 2021
at the Ukrainian Catholic University.**

The issue of protecting minors was the central topic of the Synod of Bishops of the UGCC held at the end of 2019. At the same time, the Synod published a message on the protection of children, minors and vulnerable persons from various types of violence.

In December 2019, on behalf of the Synod of Bishops, His Beatitude Sviatoslav (Shevchuk) requested that UCU establish a center to facilitate training in Child Protection for seminarians, religious organizations, and secular institutions.

The mission of the Child Dignity Center of UCU

**We work to create a culture
where the dignity of the child is an absolute value.**



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WHY THE ISSUE OF VIOLENCE IS EVER RELEVANT

We strive for the children of Ukraine to be healthy and happy. To achieve this, we must ensure compliance with children's rights, safety, and health, and the formation of respect for other people and one's rights and freedoms. Violence and safety are among the most discussed topics in society and the Church. Therefore, we must clearly define the limits of intolerance to the humiliation of the honor and dignity of any person, physical or mental violence, as well as discrimination on any grounds. We must create an atmosphere of safety for children and youth and ensure constructive communication between the latter and the world.

Generally speaking, we live in safe times. However, children are especially vulnerable to those harboring ill intentions. Therefore, these safety instructions aim to provide children and responsible adults with the most essential tool: information. A study by the Child Dignity Center, "Sexual Violence in Ukraine" (2021) showed that:

- 23% of Ukrainians have experienced sexual violence and harassment as a child;
- 4% of Ukrainians experienced rape before reaching the age of 18;
- 43% of victims never reported the abuse;
- 62% of Ukrainians believe sexual violence to be committed by strangers, while, in 85% of cases, children are hurt by adult people they know.

The results of the study will be of interest to anyone willing to understand what sexual violence is and learn how to protect children (their own or others’).

You can learn more about the study’s results by scanning the QR code:



THE PURPOSE OF SAFETY INSTRUCTIONS

Protecting against and combating any violence, in all and any manifestations. Protecting children and vulnerable persons, as well as providing all personnel and participants with information, basic rules and principles of Child Protection.

SAFETY IN THE CHURCH

Child Protection was the central topic of the Synod of Bishops of the UGCC held at the end of 2019. The Synod decreed the creation of a system for reporting abuse and the introduction of formation sessions on abuse prevention for clergy, consecrated persons, and lay people. The Child Dignity Center of UCU was established under the Synod’s resolution in 2021.

Starting from 2019, at the level of each (arch)diocese and exarchate of the UGCC, there has to be:

- an appointed person obliged to listen to everyone who may have suffered from sexual abuse committed by the clergy and representatives of the Church institution (including consecrated persons and lay people)
- a group of specialists (a clergyman, psychologist, psychiatrist, canonist) tasked with providing psychological and spiritual support to a person who might have been abused and their family

You can find a map with data on persons responsible for reporting cases of abuse against minors and vulnerable adults in the diocese by scanning the QR code:



In July 2022, the Synod of Bishops of the UGCC adopted the “Norms and Principles of Protection of Minors and Vulnerable Persons in the Pastoral Activity of the UGCC in Ukraine.” Every diocese and parish of the UGCC in Ukraine must adhere to this document of safeguarding policies in its activities. According to these policies:

Each (arch)diocese or exarchate of the UGCC must ensure:

- access to Child Safety training for all clergy
- counseling activities and training sessions in parishes
- educating persons responsible for receiving the reports on cases of abuse and their teams
- a transparent procedure for reporting and responding to such cases and maintaining proper, empathetic communication with the victims

At the same time, all parishes of the UGCC must:

- provide access to these “Norms” to all those working in the Church
- hold meetings for a joint discussion on the policy of protecting children and vulnerable persons
- establish the procedure for familiarizing new community members with the “Norms”
- develop an action plan, “Safe Church in My Community”
- appoint a person responsible for safety to monitor the situation in the parish

The Mission of the Child Dignity Center:

Creating a culture in the Church and society where the Child’s Dignity is an absolute value.

The Center works with all children-related institutions, particularly the education and medicine sphere and the Church. We aim to help form an effective system of prevention of abuse of children in these spheres.

TARGET AUDIENCE OF THE SAFETY INSTRUCTIONS

We advise psychologists, educators, and teachers in Church kindergartens and schools, catechists, clergy working with children, community leaders and lecturers working with minors in the Church environment, etc., to use these safety instructions.

The lecturer must:

- be qualified to work with children
- undergo basic training in the prevention of violence against minors and vulnerable persons provided by the Child Dignity Center

Fundamental Principles

I understand and accept that:

- manifestations of violence on the part of adults (staff) and other participants, including children, are unacceptable
- being a mature person in a position of power, an adult committing violence against a child is always liable for the offense
- hushing up a case of violence is unthinkable
- staff sets the boundaries of communication between children and sees that these boundaries are not overstepped
- children must never be touched against their will (except for situations that endanger the child, their life or health)
- the parts of the child's body usually covered by a swimsuit must never be touched unless medically necessary and done under the supervision of another adult.

I understand and accept that I, _____ and all other staff members are responsible for children's lives, health, and mental state.

I understand that any violence in any of its manifestations can have serious consequences, both psychological and physical.

The person responsible for safety:

CONTACTS

With this, I, _____, attest that I have read, understood and accepted the rules, guidelines and standards of conduct outlined in this document. I also familiarized myself with the "Norms and Principles of Protection of Minors and Vulnerable Persons in the Pastoral Activity of the UGCC in Ukraine".

Signature _____ **Date** _____

What Do We Offer?

It is imperative to talk about serious topics with children. As these themes are often complex, adults might struggle to find the right words to explain them. The information in this guide will help adults teach children to talk about things they don't like and how to prevent and respond to violence.

We offer interactive lessons through which lecturers can communicate with the children in the language they understand. Children of different ages perceive information differently, so the lessons are divided age-wise into four groups: ages 4-6, 7-10, 11-14, and 15-18.

Our lessons will allow you to speak with children about complex things using simple words and provide you with games, activities, and additional materials you can use in your classes. Here, you will find activities designed for small and large groups. We recommend using activities for a large group when working with 15 or more children. A small group comprises up to 15 children, respectively.

If the child is reluctant to participate and does not want to talk and share their opinion, do not force them to do so. After the lesson, ask the child what worries them. If they share with you the story of the allegedly experienced violence (regardless of whether the offender is an adult or another child), you must:

- listen carefully and take what you hear seriously
- show the child that you believe and support them: "You did the right thing when you shared this! It was very brave of you!"
- make sure the child knows they are not to blame
- do not ask for too many details (don't ask things like "How exactly were you touched?"; "Can you show me?"; "Where did this happen?" etc.)
- if what the child says implies that violence had occurred, inform them that you must pass the received information to another trusted adult (for example, the one responsible for receiving reports at the diocese level) and that this person will help protect them, while no one else will know about it
- keep all information confidential
- report to the person responsible for receiving the reports in the diocese as soon as possible. They will coordinate further actions.

Cases of sexual violence against children must be reported to the National Police (102) and the Children's Service within one day. You must act immediately in the event of a direct threat to the child's life or health. In case of discovered physical injuries, call an ambulance (103).

Remember to take care of yourself afterwards. Choose the method that suits you best, i.e. emotional regulation, supervision or counseling.

There may be those among the children who have suffered or are suffering from violence. When using the term "child", we mean a person under 18¹. Vulnerable adults also require safety (persons in a state of illness, physical or mental disability, or deprived of personal freedom, which, even if only partially, limits their ability to understand, consent or otherwise resist the offense²).

Remember that we teach children safety rules, but we should not expect them to be solely responsible for their safety. An adult always takes total responsibility for a child's safety. These safety instructions can minimize the risk of violence and help the child become more aware of their body, boundaries and those of the people around them.

1 According to the Law of Ukraine "On the Protection of Childhood"

2 Apostolic letter of Pope Francis "You are the light of the world" ("Vos rôtis lux mundi")



Ages 4-6

- **Information for the lecturer:**

Children aged 4-6 should know which people can be trusted and which cannot. Often, such children divide all people into two categories: good people and bad strangers. Their assessment is often based exclusively on one's appearance — if a person smiles, they've got to be nice, and if they look angry, they're evil. Our task is to help children realize that appearances are often deceiving, and one should not judge others based on this aspect alone.

LESSON 1:

My body is my private territory!

Duration: 35 min

Social Circles

Begin your lesson with the statement that we all live in a big and populated world, yet we don't always know who we can trust, who we can turn to, and how we should behave.

Explain that all people are different, which has nothing to do with their appearances. Thus, we need to know who our dear ones are and who are not.

● **Information for the lecturer:**

The task for a small group (up to 15 children):

You will need colored paper, pencils/markers, scissors and glue. Offer the children to cut out six circles of different sizes and colors. (Follow the color scheme of circles. See [Appendix 1](#)). Work with the children to arrange the circles from the largest to the smallest. Additionally, make suggestions and help (if required) with illustrations for each circle. For example, in the social circle "I", the children draw themselves; in the social circle "Family", they draw a picture of their family, etc.

The task for a large group (15 or more children): project the poster "Social Circles" from [Appendix 1](#) on the screen.

Begin to form social circles, each with its color and a reference word.

1. Green circle.

This is the smallest circle with the reference word "I". My body belongs to me, and I am the first on the list of my friends. I know myself best. I know when I want to eat or sleep, I know when I am sad or happy, and only I know what I feel.

2. Yellow circle.

The next circle is yellow, and its reference word is “Family”. Explain to the children that family comprises our closest people, those who love and care about us. We turn to them for advice and share our burdens with them. Every family is different. Some families comprise three people, while others might include two, five, or six members. This is absolutely normal, for just like each of us is unique, so are all families.

3. Violet circle.

The reference word for this circle is “Friends”. Explain to the children that friendship is very important and that friends are our closest people after family.

4. Blue circle.

The reference word for this circle is “Acquaintances”. This circle shows our acquaintances or people we know. Who are your acquaintances? Ask 2-3 children to answer this question (These can be a friend’s parents, a priest in the church, neighbors, parents’ friends, etc.)

5. Brown circle.

The reference word for this circle is “Helpers”. These can be familiar people or strangers who help us in difficult situations: doctors, priests, nuns, firefighters, janitors, etc.

6. Red circle.

(Use the image from [Appendix 5](#))

The reference word for this circle is “Strangers”. These are people we don’t know at all. We don’t talk to or touch them, even if they promise to show us an adorable puppy, give us some candy, or simply ask us to follow them somewhere.

Good and bad touches

● **Information for the lecturer:**

One should always ask children and adults for their consent to tactile communication. Starting from age 4, children must know about good and bad touches and that no one can touch their private parts, hug or kiss them without their consent.

People from different social circles we mentioned previously can communicate and make physical contact with us differently, for example, touch us. So, what is a touch?

There are good and bad touches. Good touches make you feel loved and cared for, while bad ones hurt you.

Consider the image (see [Appendix 2](#)).

The “Family” Social Circle.

This is Semen and his dad. Do you think their hug is an example of a good or bad touch? Semen is being hugged by the person who loves him — his father. THEY ARE BOTH SMILING. Such hugs help Semen feel safe and understand that he is loved.

Consider other good touches that help you feel cared for and loved (give the children time to think and elicit 2-4 answers). After each answer, say: If someone else agrees with this idea, give a thumbs-up. (Friendly handshakes, hair brushing, giving high-fives, etc.).

● **Information for the lecturer:**

The culture of upbringing in Ukraine excludes the possibility of denying adults’ requests, even the ones that make a child uncomfortable. A child’s ability to say “NO” to unpleasant hugs and touches from a young age and an adult’s talent to hear this “NO” and not force them are vital in forming healthy boundaries and self-respect in a child.

I know how to say “No”

If you don’t like something, say: “DON’T DO THIS. Stop! I don’t want you to DO this.”

Bad touches are NEVER right. If someone hurts you with bad touches, be sure to INFORM AN ADULT. Adults must protect children.

Consider two more images (see [Appendix 2](#)).

Here is Semen again. His uncle came to visit him. Ask the children to consider the picture. How does Semen feel?

Semen’s uncle wants to hug him.

Look at Semen's behavior. Does he look like he wants to be hugged? (no, he seems uncomfortable; he's standing close to his Mom). These are unwanted touches and hugs. Semen's mother saw that her son did not want a hug and reminded the boy that he could say NO respectfully and firmly. Semen and his uncle decided to shake hands instead.

Is it right for the uncle to ask Semen if he can hug him? (YES). Hugs are good touches, but saying "NO" is okay even if they don't hurt you. It's normal not to want these touches.

If your friend wants to put their hand on your neck and hug you, and you don't want it, how do you tell them about it?

Give the children time to think. Elicit 2-4 answers. (NO, thanks, I don't want a hug right now).

After each answer, say: "If someone else thinks so, clap your hands twice."

How to say "NO": Examples

Imagine your grandfather asks you to sit on his lap, but you don't want to. What should you say?

Say, "No, thanks, I don't want to get on your lap." Speak firmly and respectfully.

Discuss each situation following the scheme. After each decision, remind children that they must speak firmly and respectfully:

- your grandma wants to kiss you, but you don't want this
- your older brother hugs you, but you don't want this
- your catechism class friend touches your necklace, and you don't like it
- your aunt hugs your neck, but you don't like it
- your dad's colleague asks you to kiss and hug him, but you don't want to

Speak firmly and respectfully. If your "NO" is ignored, inform the adults!

● **Information for the lecturer:**

Use the coloring pages in [Appendix 3](#). Read the inscriptions on the coloring pages together with the children.

Finally, remind the children that an offender can be a total stranger or someone they know, even a very respected and well-known person. However, no one can touch them without their permission. If you don't like someone touching you, look them in the eye and say firmly and respectfully: "Stop. I don't like this!". Inform the adults about the situation; they must protect you, children!

LESSON 2:

I know how to protect myself

Duration: 40 min

● **Information for the lecturer:**

Our environment shapes us. In addition to parents, relatives and friends, the child comes into contact with multiple people daily. Tell the children about the adults belonging to their “safety net”, their privacy and private body parts, and the situations in which other people can touch their body, for example, when seeing a doctor. Children should know how to get help from adults and not be afraid to turn to them.

Rule 1

My body is my private territory

We learned this rule in the previous lesson and now will rehearse it.

No one can touch your body but you. You can refuse unwanted kisses or hugs at any time. Remember Semen, who didn't want to be touched.

Sometimes, a doctor might need to touch your body to treat it. In this case, ask your adult if it is necessary and appropriate.

Rule 2

I know the Swimsuit Rule

Ask the children if they know what “PRIVACY” is. Write this word on a bright piece of paper.

“Privacy” means a place or situation allowing you to do things without others seeing or disturbing you. Certain parts of our bodies are private. These parts are covered by a swimsuit, which means they belong only to us, and no one can touch them, just as we cannot touch another person's private parts.

We wash everything under our swimsuits on our own! We also dress our private parts on our own! We visit the restroom on our own, too! Illustrate the story with coloring pages and a poster from [Appendix 3](#) and [Appendix 4](#).

Rule 3

I call the private parts of my body properly

It is worth using the correct names of private parts of the body. They are not strange or funny because all people have them! God created your body the way it should be. It is beautiful and smartly arranged, with all its external and internal organs. Do not be afraid to call private parts of the body by their correct names, and do not make fun of them.

Scan the QR code and read the book “Kiko and the Hand” with children:



Watch the video story “Kiko and the Hand” by scanning this QR code:

What did Hand want to do? Did Kiko react appropriately? What should we say when we don’t like something? How exactly do we say it? Should we inform an adult?



Rule 4

I keep no secrets from adults

There can never be any secrets between adults and children. You must ask adults whom you trust about all secret requests. Ask adults about anything unclear to you. Can keeping secrets be good, though? Yes. These are, for example, short-term secrets: it's dad's birthday, and the mother is preparing a surprise with the children — they are baking a cake. Such secrets are kept for several days, and everyone learns about them eventually. These are good secrets, the only ones acceptable between adults and children.

No one can ask you to keep a SECRET, especially if it's about private body parts.

Rule 5

The Rule of Five Adults

Ask the children to show you their palms. How many fingers do we see? 5!

Therefore, every child should have five adults they can trust. These must be adults you can talk to when you're upset, scared, or want to discuss your body's safety. One of these people should be someone living with you under one roof, for example, your mom or dad, grandma or grandpa. The top five can also include people outside the family circle.

Who can it be? Your aunt, older sister, godmother or godfather, coach, priest or nun from the church your family attends, etc.

● **Information for the lecturer:**

The task for any group: Offer the children to trace their palms on a piece of paper. Each finger needs to be assigned someone they can trust who will listen and help. Ask the children to draw these people on each finger and write their names if necessary.

LESSON 3:

Bullying and how to stop it Duration: 30 min

- **Information for the lecturer:**

Bullying is a type of violence, harassment, and intimidation. It means a persistent and repeated abuse of one's power/authority in a relationship. Bullying affects all its participants and observers and has detrimental consequences. Three parties are always involved in a bullying situation: the victim, the bully, and the observer. Stopping an unacceptable situation is a good skill for a child to have to prevent bullying, handle conflicts and have healthy self-esteem.

Ask the children if they know what bullying is. Have they ever heard such a word?

Take two identical-looking apples. (Before the lesson begins, press one of them against the table to form invisible dents).

Ask the children to describe the apples. How are they the same? (Both are red, clean, the same size, etc.)

Ask if the children see any difference between them. (The apples you show must look as similar as possible)

After concluding that the apples look the same, ask the children to insult one of the apples. Start first: "I don't like this apple. I think it is too big. It can't be tasty. And since I don't like it, I think you don't like it either."

Pass the apple to the child next to you. Let them say why they don't like this apple. Pass it on to a few more children.

Take the second apple and start praising it:

“This is my favorite apple. It’s so nice and juicy. I think it is delicious. I want to taste it!”

Pass the apple to several children and have them say something nice about it.

When both apples return to you, show them again to the children and ask if they still look the same. Their appearance hasn’t changed, has it?

Now, cut both apples in half.

The apple you praised is nice and white inside.

The apple you insulted is brown and dented, as if bruised, and has gone mushy.

Ask the children why the apples that are the same on the outside are so different inside.

It happened because the children expressed anger, applied pressure on the apple, and insulted it.

What emotions did those apples experience?

When we say hurtful and offensive words to others, we may not notice the internal damage we are causing. But there is good news! Our polite and kind words do the opposite — they allow people to be beautiful and happy inside!

Ask the children what they could have done differently to stop the damage to the apple so that it would not be so bruised.

Would you agree if someone said we need to stop insulting the apple?

Now, when the apple is all dented and bruised, is there any way to make it nice and clean again?

It doesn’t matter how many nice words we say to it. We can’t make it as it was (you can practice this). It is the same with people we offend or BULLY. We can offer many nice words later, but they will never forget being hurt.

Bullying means intentionally hurting someone! And how can we hurt others?

- with our words (insults, name-calling)
- with our actions (kicking, pushing, beating)
- with our attitude (gossiping, excluding someone from the group, i.e. saying “we won’t play with you” or “I won’t be friends with you”, pitting friends against others). Use the image from [Appendix 6](#).

Now, we will learn a new word, EMPATHY. What does it mean? It means seeing things from another’s perspective. For instance, Oleh took a toy from Petryk, but then he thought: Petryk must be hurt and sad. You know EMPATHY when you can understand how other people feel. So, Oleh apologized and returned the toy to Petryk.

Ask the children how they would feel if they were a “bullied” apple. Then, ask how they would feel if they were a pretty apple.

We need to use EMPATHY every day. Ask the children to share their thoughts.

It is vital to stop BULLYING. It must be stopped regardless of whether it’s you or your friend who is being bullied. And now we will learn how to do it.

Step 1. I say, “Stop. I don’t like this”

(Practice speaking loudly, confidently, and clearly. Put your hand forward as a stop sign)

Step 2. I inform my parents or other adults I trust.

(place your palms near the mouth as if saying something)

Step 3. I ask for help.

(raise both hands)

Practice speaking confidently, clearly and loudly with children.

How else can we explain to the bully that we don’t like something? Here are some phrases we can use to refuse others politely:

- Please stop this!
- It offends me!
- I feel bad!
- This makes me sad!

- I don't want you to do this!
- That's not how friends behave!
- Sorry, but no.
- Thanks, but I don't want to.

So, to be a true friend, one needs to have three superpowers:

- empathy (understanding the feelings of others)
- assertiveness (the ability to defend oneself and not offend anyone)
- problem-solving skills

● **Information for the lecturer:**

The task for any group: Game "Bullying — Not Bullying".

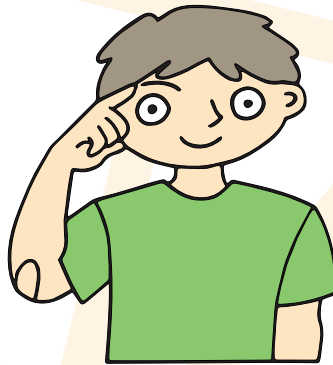
Hand out red and green cards to the children. A green card means the children agree that this act is not bullying. Red means bullying. Read situations for the children:

- *Kids from the parish laugh together at a joke told by their friend*
- *Kids laugh at their friend because he wears glasses.*
- *You hear your friend being called a "slug".*
- *The head of the hobby group called Yurchyk an idiot.*
- *Your grandpa calls you naughty because you missed Sunday service, even though you were sick then.*
- *Your grandmother always points out that you are not as polite as your friend*
- *Ihorchyk accidentally ruined the sand tower you built.*
- *Your friend says your hairstyle isn't nice.*
- *Your friend pulls at your hair throughout the service in the church and pushes you in the back.*
- *Your younger sister accidentally dropped the ice cream your parents bought you.*

The task for a small group (up to 15 children):

Make a poster against BULLYING with the children (they can use their palms and paints to make imprints on the poster or cut shapes from colored paper). Explain to them that they all have to sign this official document. Write STOP! BULLING! in the center of the poster.

Explain to the children that they should not be afraid to defend themselves, their bodies, opinions or preferences. They shouldn't ignore their friends being insulted. Do not keep these situations from adults. They must protect children.



Ages 7-10

● **Information for the lecturer:**

Children at this age should know which people can be trusted and who cannot. Often, they will divide all people into two categories: good people and bad strangers. Their assessment is often based exclusively on one's appearance — if a person smiles, they've got to be nice, and if they look angry, they're evil. Our task is to help children realize that appearances are often deceiving, and one should not judge others based on this aspect alone.

LESSON 1:

My body is my private territory!

Duration: 35 min

Social Circles

Begin your lesson with the statement that we all live in a big and populated world, yet we do not always know who we can trust, who we can turn to, and how we should behave.

Show the children photos of different people. Which of them are good and which are not? Why? Explain that all people are different regardless of their appearance. Thus, we need to know who our dear ones are and who are not.

● **Information for the lecturer:**

The tasks for a small group (up to 15 children):

You will need colored paper, pencils/markers, scissors and glue. Invite the children to cut out six circles of different sizes and colors. (Follow the color scheme of circles. See Appendix 1). Work with the children to arrange the circles from the largest to the smallest. Additionally, suggest and help as needed during the learning process, with illustrations for each circle. For example, in the social circle "I", the children draw themselves on this circle; in the social circle "Family", they draw a picture of their family, etc.

The task for a large group (15 or more children): project the poster "Social Circles" from [Appendix 1](#) on the screen.

Start forming social circles, each with its color, a reference word, and a gesture.

1. Green circle.

This is the smallest circle with the reference word "I". My body belongs to me, and I am the first on the list of my friends. I know myself

best as I know when I want to eat or sleep, I know when I am sad or happy, and only I know what I feel. Point at yourself with your index finger.

2. Yellow circle.

The next circle is yellow, and its reference word is “Family”. Explain to the children that family is our closest people, those who love and care about us. We turn to them for advice and share our burdens with them. Everyone’s family is different. Some families comprise three people, while others can include two, five, or six members. This is absolutely normal, for just like each of us is unique, so are all families. The gesture representing this circle is a hug. We hug our closest people just because we want to or, for example, when we say hello. Ask several children who they like to hug. After each answer, say: If someone agrees, give a thumbs-up (to express one’s approval).

3. Violet circle.

The reference word for this circle is “Friends”. Explain to the children that friendship is very important and that friends are our closest people after family. The gesture — “a high five”.

4. Blue circle.

The reference word for this circle is “Acquaintances”. This circle shows our acquaintances or people we know. Who are your acquaintances? Ask 2-3 children to answer this question (These can be a friend’s parents, a priest in the church, neighbors, parents’ friends, etc.) The gesture — “waving one’s hand”. We don’t hug our acquaintances like we do family. We just wave at them.

5. Brown circle.

The reference word for this circle is “Helpers”. These can be people we know or strangers who help us in difficult situations: doctors, priests, nuns, firefighters, janitors, etc. The gesture — waving at the people who help us. Ask the children what other helpers they know and how they help others.

6. Red circle.

The reference word for this circle is “Strangers” (see [Appendix 5](#)). These are people we don’t know at all. We don’t talk to or touch them, even if they promise to show us an adorable puppy, give us some candy, or simply ask us to follow them somewhere. To move to the circle, follow the Rule of Three Rs (see [Appendix 7](#)).

The Rule of Three Rs

These rules are called so because of the first letters.

● **Information for the lecturer:**

The task for any group: Write a capital letter "R" on the board/attach a letter cut out of paper to the board. Draw three arrows coming from the letter. When analyzing each rule, offer one of the children to add the "words/rules".

Announce the rules: Recognize, React, Report. Teach the children to move towards the rules according to the "Rule of Three Rs" poster in [Appendix 7](#). Repeat the motions several times.

Recognize:

Whenever we are uncomfortable or don't like something, we must stop and ask ourselves: Is this safe? What rule should I apply here? (DEMONSTRATE WITH A MOTION)

EXAMPLE SITUATIONS: 1. A stranger invites you to their home to show you a puppy. What will you do? (RECOGNIZE: stop and ask yourself: Is this safe? What rule should I apply here?)

React:

Whenever we are uncomfortable or don't like something, we must stop and ask ourselves: Is this safe? What rule should I apply here? (DEMONSTRATE WITH A MOTION) and then say "NO", "NO, I don't want to", or "NO, I'll ask mom/dad first." (DEMONSTRATE ALL RULES WITH MOTIONS)

EXAMPLE SITUATIONS: 1. A stranger invites you to their home to show you a puppy. What will you do? (RECOGNIZE: stop and ask yourself: Is this safe? Which rule should I apply here? REACT: "NO, I don't want to." (DEMONSTRATE ALL RULES WITH MOTIONS)

Report:

Whenever we are uncomfortable or don't like something, we must stop and ask ourselves: Is this safe? What rule should I apply here? (DEMONSTRATE WITH A MOTION) and then say "NO", "NO, I don't want to", "NO, I'll ask mom/dad first". Find your parents, REPORT the situation and ask if it's safe. (DEMONSTRATE ALL RULES WITH MOTIONS)

Analyze the given situations. Follow each of the three rules above with motions. First, analyze the examples in a group, then individually.

SITUATION 2: A stranger in the park asks you to help them find their lost dog.

SITUATION 3: Someone asks you to take off your panties and show what's underneath.

SITUATION 4: Someone offers to tell you a secret if you do something for them in return.

SITUATION 5: Someone says they know your parents and asks you to get in their car.

SITUATION 6: Someone wants to enter the locker room at school while you stand there without your underwear.

● **Information for the lecturer:**

- *Acting out the situations is more efficient than simply voicing them: two adults + a child. One of the adults acts as a stranger, and the other as a parent. The child demonstrates the Rule of Three Rs. They stop, say no, and inform their parents. The second adult (the parent) says: you've done well by telling me; this situation can be dangerous; you did the right thing; you are safe.*
- *Invite the children to play a game. The lecturer names the rule, and the children show it with the corresponding motion. First, do this with the poster, then cover it and try to do the same. Next, let the children see the poster and analyze each rule. While naming the rule, accompany it with the corresponding motion (we will always repeat these motions/symbols when discussing the Rule of Three Rs.*
- *Then, play the game in reverse: demonstrate the motion, and the children say the appropriate word: react, recognize, report.*

Good and Bad Touches

No one has the right to cross your boundaries without your consent (touching, hugging, kissing). Children must always be asked for permission. People from different social circles (the ones we learned about previously) can communicate and make physical contact with us differently. Now, we will find out who has the right to touch us and who

does not. Next, we will talk about good and bad touches. Good touches make you feel loved and cared for. Bad touches hurt you.

Consider the image (see [Appendix 2](#)).

The “Family” Social Circle.

This is Semen and his dad. Do you think their hug is an example of a good or bad touch? Semen is being hugged by the person who loves him — his father. THEY ARE BOTH SMILING. These hugs help Semen feel safe and understand that he is loved.

Consider other good touches that help you feel cared for and loved (give the children time to think and elicit 2-4 answers). After each answer, say: If someone else agrees with this idea, give a thumbs-up.

● **Information for the lecturer:**

The culture of upbringing in Ukraine excludes the possibility of denying adults’ requests, even the ones that make a child uncomfortable. A child’s ability to say “NO” to unpleasant hugs and touches from a young age and an adult’s talent to hear this “NO” and not force them are vital in forming healthy boundaries and self-respect in a child.

I know how to say “NO”

If you don’t like something, say: “DON’T DO THIS. Stop! I don’t want you to DO this.”

Bad touches are NEVER right. If someone hurts you with bad touches, be sure to INFORM AN ADULT. Adults must protect children.

Consider two more images (see [Appendix 2](#)).

Here is our Semen again. His uncle came to visit him. Ask the children to consider the picture. How does Semen feel? His uncle wants to hug him.

- Look at Semen’s behavior. Does he look like he wants to be hugged? (he looks uncomfortable; he’s standing close to his Mom). These are unwanted touches and hugs. Semen’s mother saw that her son did not want a hug and reminded the boy that he could

say NO respectfully and firmly. Semen and his uncle decided to shake hands instead.

- Is it right for the uncle to ask Semen if he can hug him? (YES). Hugs are good touches, but saying “NO” is okay even if they don’t hurt you. It’s normal not to want these touches.
- If your friend wants to put their hand on your neck and hug you, and you don’t want it, how do you tell them about it?

Give the children time to think. Elicit 2-4 answers. (NO, thanks, I don’t want a hug right now).

After each answer, say: “If someone else thinks so, clap your hands twice.”

How to say “NO”: Examples

Example: Imagine your grandfather asks you to sit on his lap, but you don’t want to do so. What should you say?

Say, “No, thanks, I don’t want to get on your lap.” Speak firmly and respectfully.

Discuss each situation following the scheme. After each decision, remind the children that they must speak firmly and respectfully:

- your grandma wants to kiss you, but you don’t want this
- your older brother hugs you, but you don’t want this
- your catechism class friend touches your necklace, and you don’t like it
- your aunt hugs your neck, but you don’t like it
- your dad’s colleague asks you to kiss and a hug him, but you don’t want to

Speak firmly and respectfully. If your “NO” is ignored, inform the adults!

● **Information for the lecturer:**

Use the coloring pages for children in [Appendix 3](#).

Finally, remind the children that an offender can be a total stranger or someone they know, even a very respected and well-known person. However, no one can touch them without their permission. If you don’t like someone touching you, look them in the eye and say firmly and respectfully: “Stop. I don’t like this!”. Inform the adults about the situation; they must protect you, children!

LESSON 2:

I know how to protect myself

Duration: 40 minutes

● **Information for the lecturer:**

Our environment shapes us. In addition to parents, relatives and friends, the child comes into contact with multiple people daily. Tell the children about the adults belonging to their “safety net”, their privacy and private body parts, and the situations in which other people can touch their body, for example, when seeing a doctor. Children should know how to get help from adults and not be afraid to turn to them.

5 Rules of Body Safety

Rule 1

My body is my private territory

No one can touch your body but you. You can refuse unwanted kisses or hugs at any time. Remember Semen, who didn't want to be touched.

Sometimes, a doctor might need to touch your body to treat it. In this case, ask your adult if it is necessary and appropriate.

Rule 2

I know the Swimsuit Rule

Ask the children if they know what “PRIVACY” is. Write this word on a bright piece of paper. “Privacy” means a place or situation allowing you to do things without others seeing or disturbing you.

Certain parts of our bodies are private. These parts are covered by a swimsuit, which means they belong only to us, and no one can touch them, just as we cannot touch another person's private parts.

We wash everything under our swimsuits on our own! We also dress our private parts on our own! We visit the restroom on our own, too! Illustrate the story with coloring pages and a poster from [Appendix 3](#) and [Appendix 4](#).

Rule 3

I name the private parts of my body properly

It is worth using the correct names of private parts of the body. They are not strange or funny because all people have them! God created your body the way it should be. It is beautiful and smartly arranged, with all its external and internal organs. Do not be afraid to call private parts of the body by their correct names, and do not make fun of them.

Scan the QR code and read the book “Kiko and the Hand” with children:



Watch the video story “Kiko and the Hand” by scanning this QR code:



- What did Hand want to do?
- Did Kiko react appropriately?
- What should we say when we don't like something?
- How exactly do we say it?
- Should we inform an adult?

Rule 4

I keep no secrets from adults

There can never be any secrets between adults and children. You must ask adults whom you trust about all secret requests. Ask adults about anything unclear to you. Can keeping secrets be good, though? Yes. These are, for example, short-term secrets: it's the dad's birthday, and the mother is preparing a surprise with the children — they are baking a cake. Such secrets are kept for several days, and everyone learns about them eventually. These are good secrets, the only ones acceptable between adults and children. No one can ask you to keep a SECRET, especially if it's about private body parts.

Ask the children to voice any made-up secret (for example, your younger sister asks you not to tell your parents that she broke the vase). Discuss with the children whether this is an example of a good or a bad secret.

The task for a large group (15 or more children): Use red and green cards. Green means a good secret, and red is a bad one.

Rule 5

The Rule of Five Adults

Trusted adults listen to and understand you; they have never hurt you; they help and protect you. Ask the children to show you their palms. How many fingers do we see? 5! Therefore, every child should have five adults they can trust. These should be adults you can talk to when you're upset, scared, or want to discuss your body's safety. One of these people should be someone living with you under one roof. For example, your mom or dad, grandma or grandpa. The top five can also include people outside the family circle. Who can it be? Your aunt, older sister, godmother or godfather, coach, priest or nun from the church your family attends, etc.

Help the children realize that they can trust more than one adult. If they do not get help or understanding from the first trusted adult they approach, encourage them to share with the next one and keep trying until they are heard and get help.

● **Information for the lecturer:**

The task for a small group (up to 15 children):

Ask the children to complete the task in [Appendix 8](#) (Connect the dots. What happened? Who are your trusted adults? Write down their names).

The task for a large group (15 or more children):

Offer the children to trace their palms on a piece of paper. Each finger needs to be assigned someone they can trust who will listen and help. Ask the children to draw these people on each finger and write their names if necessary.

LESSON 3:

Bullying and how to stop it

Duration: 30 min

● **Information for the lecturer:**

Bullying is a type of violence, harassment, and intimidation. It means a persistent and repeated abuse of one's power/authority in a relationship. Bullying affects all its participants and observers and has detrimental consequences.

Three parties are always involved in a bullying situation: the victim, the bully, and the observer. Stopping an unacceptable situation is a good skill for a child to have to prevent bullying, handle conflicts and have healthy self-esteem.

Ask the children if they know what bullying is. Have they ever heard such a word?

Take two identical-looking apples. (Before the lesson begins, press one of them against the table to form invisible dents).

Ask the children to describe the apples. How are they the same? (Both are red, clean, the same size, etc.)

Ask if the children see any difference between them. (The apples you show must look as similar as possible)

After concluding that the apples look the same, ask the children to insult one of the apples. Start first: "I don't like this apple. I think it is too big. It can't be tasty. And since I don't like it, I think you don't like it either."

Pass the apple to the child next to you. Let them say why they don't like this apple. Pass it on to a few more children.

Take the second apple and start praising it:

"This is my favorite apple. It's so nice and juicy. I think it's delicious. I want to taste it!"

Pass the apple to several children and have them say something nice about it.

When both apples return to you, show them again to the children and ask if they still look the same. Their appearance hasn't changed, has it?

Now, cut both apples in half.

The apple you praised is nice and white inside.

The apple you insulted is brown and dented, as if bruised, and has gone mushy.

Ask the children why the apples that are the same on the outside are so different inside.

It happened because the children expressed anger, applied pressure on the apple, and insulted it.

What emotions did those apples experience?

When we say hurtful and offensive words to others, we may not notice the internal damage we are causing. But there is good news! Our polite and kind words do the opposite — they allow people to be beautiful and happy inside!

Ask the children what they could have done differently to stop the damage to the apple so that it would not be so bruised.

Would you agree if someone said we need to stop insulting the apple?

Now, when the apple is all dented and bruised, is there any way to make it nice and clean again?

It doesn't matter how many nice words we say to it. We can't make it as it was (you can practice this). It is the same with people we offend or BULLY. We can offer many nice words later, but they will never forget being hurt.

Bullying means intentionally hurting someone! And how can we hurt others?

- with our words (insults, name-calling)
- with our actions (kicking, pushing, beating)
- with our attitude (gossiping, excluding someone from the group, i.e. saying “we won’t play with you” or “I won’t be friends with you”, pitting friends against others). Use the image from [Appendix 6](#).

Now, we will learn a new word, EMPATHY. What does it mean? It means seeing things from another’s perspective. For instance, Oleh took a toy from Petyrk, but then he thought: Petyrk must be hurt and sad. You know EMPATHY when you can understand how other people feel. So, Oleh apologized and returned the toy to Petyrk.

Ask the children how they would feel if they were a “bullied” apple. Then, ask how they would feel if they were a pretty apple.

We need to use EMPATHY every day. Ask the children to share their thoughts.

It is vital to stop BULLYING. It must be stopped regardless of whether it’s you or your friend who is being bullied. And now we will learn how to do it.

Step 1. I say, “Stop. I don’t like this”

(Practice speaking loudly, confidently and clearly. Put your hand forward as a stop sign)

Step 2. I inform my parents or other adults I trust.

(place your palms near the mouth as if saying something)

Step 3. I ask for help.

(raise both hands)

Practice speaking confidently, clearly and loudly with children. How else can we explain to the bully that we don’t like something? Here are some phrases we can use to refuse others politely:

- Please stop this!
- It offends me!
- I feel bad!
- This makes me sad!
- I don’t want you to do this!

- That's not how friends behave!
- Sorry, but no.
- Thanks, but I don't want to.

So, to be a true friend, one needs to have three superpowers:

- empathy (understanding the feelings of others)
- assertiveness (the ability to defend oneself and not offend anyone)
- problem-solving skills

● **Information for the lecturer:**

The task for any group: Game "Bullying — Not Bullying".

Hand out red and green cards to the children. A green card means the children agree that this act is not bullying. Red means bullying. Read situations for the children:

- *Kids from the parish laugh together at a joke told by their friend*
- *Kids laugh at their friend because he wears glasses.*
- *You hear your friend being called a "slug".*
- *The head of the hobby group called Yurchyk an idiot.*
- *Your grandpa calls you naughty because you missed Sunday service, even though you were sick then.*
- *Your grandmother always points out that you are not as polite as your friend*
- *Ihorchuk accidentally ruined the sand tower you built.*
- *Your friend says your hairstyle isn't nice.*
- *Your friend pulls at your hair throughout the service in the church and pushes you in the back.*
- *Your younger sister accidentally dropped the ice cream your parents bought you.*

The task for a small group (up to 15 children): Make a poster against BULLYING with the children (they can use their palms and paints to make imprints on the poster or cut shapes from colored paper). Explain to them that they all have to sign this official document. Write STOP! BULLING! in the center of the poster.

Explain to the children that they should not be afraid to defend themselves, their bodies, opinions or preferences. They shouldn't ignore their friends being insulted. Do not keep these situations from adults. They must protect children.

LESSON 4:

What is bullying and what is not
Duration: 20 min

We already know what bullying is, its participants, and how to resist it. Briefly rehearse the material from the previous lesson with the children.

Are all quarrels and misunderstandings bullying?

Today, we will learn to recognize it.

What are the characteristics of bullying?

- it has a purpose
- it reoccurs over and over
- force is used to hurt others

Make sure that the children understand that even if it is not bullying (it doesn't repeat), hurting others, calling them names, and so on is NOT OK, and thus must be stopped.

"HURTFUL WORDS" Exercise

Explain to children that although sometimes "nicknames" are funny, they can be hurtful. Using the examples, ask the children to decide which nicknames sound nice and which are offensive.

- Marko can run very fast, so other children call him "Marko the Rocket".
- Bohdan always comes last at any competition and is called "Bohdan the Snail".
- Lev is small and often cries, so he is called "Baby Lion".
- Solomyka is very strong, so others call her "The Wonder Girl".
- Nataliia is smart, so she is called "Ms. Smarty Pants".
- Marharyta is the biggest in the class, so she is called "Big, Bad, Sad Margo."

- The teacher says that his students sometimes behave like babies
- Oleksa wears glasses, so others call him “four-eyed”.
- Yustynka is a very active girl who loves to read and knows many interesting facts, and her classmates call her an “upstart”.
- Solomiyka’s teacher says the girl is as quiet as a mouse.

While describing these situations, ask the following questions: Is this a playful or offensive nickname? Did the person who invented it mean to joke or offend the other? How does the “nicknamed” person feel? Ask the children how to ensure you did not offend a friend.

“DELIBERATELY HURTING OTHERS WITH ACTIONS” Exercise

Explain to the children that sometimes we make mistakes, and they seem offensive, but sometimes people do bad things on purpose. Let’s learn to distinguish the two:

- Kseniia stepped on Yurko’s foot and said, “I’m sorry.”
- Davyd got angry with Dmytryk and stomped on his toe.
- Taniia saw that Aniiia was talking to another friend and pushed her.
- Maksym took his backpack and ran outside to play. He then took the backpack off and placed it on the ground. When Hafiyka ran outside, she tripped over the backpack and fell.
- Ulyana saw that Pavlo knocked over her water bottle while putting his books on the table. The girl dropped his books, too.

Ask the following questions: How do we know whether the action is intentional or accidental? Was this person being polite, or did they want to offend someone? How did the other person in the story feel?

“HURTING OTHERS WITH ONE’S ATTITUDE” Exercise

Ask the children what hurtful words they have heard from their friends, classmates or acquaintances.

Our friends and acquaintances might say, “You can’t say that; do not speak to us; don’t stand near me, etc.”

Tell the children that we all are part of the same society. Every member matters and has to respect others, even though everyone is different. Ask the children why it is inappropriate to say, “You are not

like us; do not speak to me, etc.” Explain that deliberately excluding someone from a group is also considered bullying and thus is unacceptable.

Ask the children how they might respond to someone saying, “We don’t want to talk to you. Go away!”

You can do this the following way:

- “Can I join you later?”
- “Your words hurt me. Did you say it on purpose?”
- Join other children or adults.

Explain that although we don’t have to communicate with others constantly, we must stay friendly and polite. We must respect others, even those who aren’t our friends.

Use the image from [Appendix 6](#).

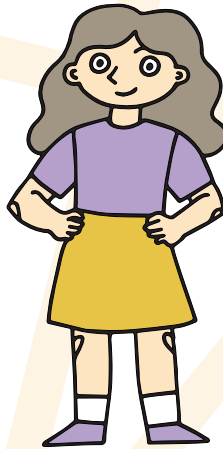
When experiencing bullying, remember the Rule of Three Rs from [Appendix 7](#):

- Recognize (this is bullying, this is prohibited);
- React (firmly say: “Stop! I don’t like this! Don’t do this!”);
- Report (inform adults so that they can respond to the situation and protect you).

The task for a small group (up to 15 children): Team puzzle (see the example in [Appendix 9](#)). With the children, draw puzzles on a large sheet of paper and cut them out along the contour. Each child decorates their puzzle and signs it. Then, put it all together; conclude: we are all different, but each fits into our puzzle. Show the children a cartoon about birds (you can find it by scanning the QR code) and discuss it in the context of bullying and the material you’ve covered.

The task for any group: Show the children a cartoon about birds (you can find it by scanning the QR code); discuss it in the context of bullying and the material you’ve covered.





Ages 11-14

LESSON 1:

My body is my private territory!
Duration: 30 min

The Rule of Five Adults

Begin your lesson with the statement that we all live in a big and populated world, yet we do not always know who we can trust, who we can turn to, and how we should behave.

Explain that all people are different regardless of their appearance.

Ask the children if they are familiar with the concept of LOOKISM. According to this stereotype, our society treats outwardly attractive people better than those who seem unattractive.

Why does this phenomenon exist? Is this a genuine factor?

(Advertising, mass media, social networks, and trends form the concept of attractiveness.)

If we set aside the component of appearance, how can we understand who can be trusted and who cannot?

These people form our personal “safety net”. We will call a person in this “network” a “trusted adult”, i.e. someone who understands you, someone who has never hurt you or your relatives, someone who helps and can protect you.

Invite the children to choose five people they can trust who will always find time to listen and help.

These must be adults you can talk to when you’re upset, scared, or want to discuss your body’s safety. One of these people should be someone living with you under one roof. For example, your mom or dad, grandma or grandpa. The top five can also include people outside the family circle.

Who could it be? Your aunt, older sister, godmother or godfather, coach, priest or nun from the church the family attends, etc.

Help the children realize that they can trust more than one adult. If they don’t get help or understanding from the first trusted adult they turn to, encourage them to tell the next one and keep talking until they are heard and helped.

● **Information for the lecturer:**

The task for a small group (up to 15 children): Do the task given in [Appendix 10](#).

The task for a large group (15 or more children): Offer the children to trace their palms on a piece of paper. Each finger needs to be

assigned someone they can trust who will listen and help. Ask the children to write the names of these people next to each finger.

Social Circles

Let's think about the people we meet in our life, what they mean to us, and the things we like or dislike to do with them.

Ask the children about the people they met today. Elicit 2-4 answers and write them on the board. Let's try to put all these people into specific groups.

What groups can we think of? Family, relatives, friends, acquaintances, etc. Using markers of the appropriate colors and the children's answers, group all the people written on the board into six groups:

- Myself — me as a person!
- My family
- Friends
- Acquaintances (your friend's parents, a priest, your parents' friends, etc.).
- Helpers (people we know or strangers who help others in difficult situations: doctors, priests, nuns, firefighters, janitors, etc.)
- Strangers

Use the "Social Circles" poster from [Appendix 1](#). Discuss the people belonging to each group.

Which groups of people would you trust and which wouldn't?

Can we trust "Strangers"?

How do we communicate with strangers correctly, and is this communication necessary?

Use the Rule of Three Rs from [Appendix 7](#) for this social circle. These rules are called so because each begins with "R".

The task for any group: Write a capital letter «R» on the board/ attach a letter cut out of paper to the board. Draw three arrows coming from the letter. When analyzing each rule, ask one of the children to add the appropriate word.

Announce the rules: Recognize, React, Report.

- **Recognize:** Whenever we are uncomfortable or don't like something in a relationship with another person, we must stop and ask ourselves: Is this safe? What rule should I apply here?

- **React:** Whenever something is uncomfortable for us in a relationship with another person, or we don't like their actions, we must stop and ask ourselves: Is it safe? Then say "NO", "NO, I don't want this", "NO, I will ask mom/dad first".
- **Report:** Whenever we are uncomfortable in a relationship with another person or don't like their actions, we must stop and ask ourselves: Is this safe? What rule should I apply here? Then say "NO", "NO, I don't want this," and REPORT the situation and ask the adults if it's safe.

It is important not to be afraid to talk about the situation that happened to you. Adults must protect children.

Good and Bad Touches

People from different social circles (the ones we learned about previously) can communicate and make physical contact with us differently, for example, touch us. What is touch? Is it possible to live without it?

Physical contact is an important component of our life, which helps us communicate with the world and each other. It helps to understand whether the contact is desirable.

There are good and bad touches. Good touches make you feel loved and cared for, while bad ones hurt you.

If any of your friends, acquaintances, or family members you rarely communicate with want to hug or kiss you, they should ask for your permission first. They can only do this after you've given your consent. It is okay to say "NO". It's okay NOT to WANT a hug! It isn't okay to endure!

If your "NO" is ignored, tell the adults about it!

● **Information for the lecturer:**

The culture of upbringing in Ukraine excludes the possibility of denying adults' requests, even the ones that make a child uncomfortable. A child's ability to say "NO" to unpleasant hugs and touches from a young age and an adult's talent to hear this "NO" and not force them are vital in forming healthy boundaries and self-respect in a child.

Let's consider the following stories and analyze them.

STORY 1:

"My name is Sofiia, and I'm finally old enough to go to school alone. It's a fairly short walk, but sometimes, I get on the bus and commute a few stops when I'm in a hurry.

Recently, I noticed that one of the regular passengers keeps staring at me. Whenever we make eye contact, he'll wink and smile at me. At first, I thought he was just being friendly, but his gaze and sly smile started to scare me.

One rainy day, I jumped into my bus. It was too crowded because many people decided to take this bus that morning. Suddenly, I felt someone's intrusive touch on my thighs. At first, I thought it happened because of the crowded space, but the touching became more persistent. At one point, I felt hands reaching under my skirt. I turned and saw this man and his sly smile. I jerked away from him and accidentally pushed a woman, causing her to shout at me: "Look where you're going! As if this crowd isn't bad enough! Stand still and don't disturb others." I felt ashamed, but all I wanted was to get away from this man. Then I heard him whisper in my ear: "You look gorgeous today. Be quiet. No one else has to know." Then he pressed himself close to me. Many passengers saw this, but no one reacted.

After hearing these words, I quickly pushed through the crowd and jumped out of the bus. I saw the man wink and smile again as the bus moved past me. I was terrified. I didn't want to disturb other passengers, and I didn't want to push them or make noise. I stopped taking buses because I feared I'd meet this man again. I didn't tell anyone about this as I was ashamed that I got myself into such a situation."

STORY 2:

I spend a month in the village with my grandparents every summer. I always look forward to it as my old friends live there. One Sunday, my grandparents and I went to church. On the way there, Grandma told me about a man organizing a camp for children in the village near the parish.

When the service ended, this man approached me and my relatives. He greeted me and said that he had never seen me here. I said that I came here to spend my vacation — two more weeks and I would

return to my parents. He asked me if I wanted to help him with the camp. I didn't, but my grandmother whispered to me that refusing was not polite, so I agreed.

We entered the camp premises, and the man gave me some books and posters to carry and told me to follow him. Upon entering a small room, he invited me to sit on the couch with him and offered to read. He was reading a collection of sayings. After a while, he said it was my turn. I began to read aloud, and he moved closer to me. I felt uncomfortable but continued reading. Then he hugged me. It was strange because it wasn't the friendly hug I usually share with my dad or friends. He inched closer, and I tried to move away. The man put his hand on my knee, telling me not to worry and praising my reading. At that moment, an animator from the same camp entered the room. I thought I was doing something wrong. I got scared and quickly ran out of the room.

I ran to my grandparents' house and sneaked into my room. I didn't want to talk about this, and I didn't want to upset my relatives.

The following Sunday, I lied to my grandmother, saying that I had a bad stomach ache and didn't go to church. I was afraid this man would approach me again. I returned to the city a few days later and never told anyone about this."

STORY 3:

"Today is a hot day. My older sister, mother and I decided to visit my father's brother, Uncle Oleh, who has a huge house with a swimming pool.

My uncle came to pick us up, we packed our things and left. My mother and sister decided to go to the store, and my uncle and I went to his house.

I immediately ran to the bathroom to put on my swimsuit. Uncle Oleh followed me. It made me uncomfortable because even my dad knocks before entering.

Uncle Oleh handed me a package and said that he had a present for me — a new swimsuit. He said he'd give it to me on one condition — he wants to see me putting it on to check whether it suits me. I said very loudly that I wouldn't do that. He laughed and said: "What's wrong, little one? Don't be shy. I used to change your diapers when you were tiny. Let's quickly try it on and go to the pool."

I decided to quickly put on a swimsuit and get out of the bathroom. Suddenly, my uncle took out his phone and started taking pictures of me. I was lost and couldn't say a word. I quickly dressed, and Uncle Oleh said: "You've become a real beauty. You are growing so fast. Your body has changed." Having said that, he left the bathroom.

Ask the children the following questions:

- What are these stories about?
- What kind of touches are they describing? What are the signs?
- What kind of danger is hidden in these stories?
- What advice could you give the characters?
- Which actions indicate that the adult in each story had bad intentions?
- What would you do if you learned that this adult is a spiritual person? Would you act differently then?
- What would the characters do in such a case? What could their next actions be? What mistakes did they make?

What do these stories have in common? All victims of violence remained silent. They didn't inform anyone and didn't approach their trusted relatives. Why is this wrong? Ask several children to answer these questions.

Tell the children that no one has the right to touch them without their consent! Even if someone wants to take a picture of your body, you have to consent to this!

Don't be silent if you don't feel comfortable!

Speak about it! Shout about it!

LESSON 2:

I know how to protect myself

Duration: 30 min

Privacy

Ask the children if they know what “PRIVACY” is. Write this word on a bright piece of paper. Privacy means being away from others so no one can see or disturb you.

Certain parts of our bodies are private. These parts are covered by a swimsuit, which means they belong only to us, and no one can touch them, just as we cannot touch another person’s private parts. By the way, your mouth is also a private part of your body.

We wash everything under our swimsuits on our own! We also dress our private parts on our own! We visit the restroom on our own, too!

Illustrate the story with coloring pages and a poster from [Appendix 3](#) and [Appendix 4](#).

You shouldn’t be ashamed of your body. Call private parts of your body by their proper names. You mustn’t make fun of them or shame the children for them. This is all part of the general safety of the body. God created your body the way it should be. It is beautiful and smartly arranged, with all its external and internal organs.

Ask the children if they know what “VIOLENCE” is.

What is “sexual violence”? Besides child abuse, it also means:

- touching private parts of the child’s body
- forcing the child to touch other people’s private parts
- demonstrating private parts of the body or sexual acts
- showing children films/magazines for adults
- photographing the child in and without underwear, etc.

It is worth conveying to children that anyone can become a victim of violence regardless of gender, age, skin color, wealth, or family background.

At the same time, both men and women can be offenders.

Sometimes, the offenders use bribery, for example, by offering expensive or unique gifts. In return, they ask to keep the act secret. Offenders might actively try to earn our trust and that of the people around us. They then manipulate, saying no one will believe the victim as everyone loves and respects the offender.

In such situations, the child is NEVER to blame. The only person to blame is the offender. Those who witnessed or knew about the act of violence but remained silent are also responsible.

Therefore, if you know that someone is being abused, do not ignore it. Do not be silent!

I Keep No Secrets From Adults

There can never be any secrets between adults and children. You must inform adults whom you trust about all secret requests. Ask adults about anything unclear to you. Can keeping secrets be good, though? Yes. These are, for example, short-term secrets: it's the dad's birthday, and the mother is preparing a surprise with the children — they are baking a cake. Such secrets are kept for several days, and everyone learns about them eventually. These are good secrets, the only ones acceptable between adults and children.

No one can ask you to keep a SECRET, especially if it's about private body parts.

Ask the children to voice any made-up secret (for example, your younger sister asks you not to tell your parents that she broke the vase). Ask the children whether this is an example of a good or a bad secret.

The task for a large group (15 or more children): Use red and green cards. Green means a good secret, and red is a bad one.

I Know How to Say “NO”

If you don't like something, i.e. inappropriate touches, words, or a situation that makes you uncomfortable, say: “DON'T DO THIS. Stop! I don't want you to DO this.”

Don't be afraid to say NO, whether it's to your friends, family members, or total strangers. Bad touches and words are NEVER right. If someone hurts you with bad touches, be sure to INFORM AN ADULT. Adults must protect children.

LESSON 3:

STOP bullying!

Duration: 35 min

Ask the children if they know what bullying is. Have they ever heard such a word? Maybe someone has experienced it before?

Bullying is a type of violence, harassment, and intimidation. It is the constant and repeated abuse of authority/power in a relationship.

Bring toothpaste, a spoon and a plate. Tell the children to squeeze the toothpaste onto the plate. Now, ask them to try stuffing the toothpaste back into the tube. It won't work, of course. Explain that the toothpaste represents what we say to others, i.e. we cannot take our words back. It will hurt even if we apologize and feel sorry. Try to draw this conclusion with the children, asking them leading questions.

Bullying can be:

- physical (hurting others with one's actions)
- verbal (hurting others with one's words)
- social (hurting others with one's attitude)

Ask the children how they think each type of bullying is expressed. Use the image from [Appendix 6](#).

Physical bullying. Actions that affect your body (pushing, beating, touching, kicking, fighting, slapping, etc.)

Verbal bullying. Words that hurt you (name-calling, making fun of one's physical features, spreading false rumors, mocking, intimidation, etc.)

Social bullying. Pitting friends against others, isolation, ignoring, boycotting, threats, manipulation, blackmail. This type of bullying can be expressed in the following words: "You can't be our friend; We do not want to talk with someone like you; Leave us alone", etc.

If someone extorts money from you or destroys or steals your belongings, this is also considered bullying.

However, is every quarrel or conflict bullying?
Elicit several answers.

Bullying (harassment) differs from a quarrel/conflict by the following characteristics:

- Bullying always reoccurs
- It has a malicious intent
- The bully asserts their power over the victim
- The bully doesn't repent

Make sure that the children understand that even if it is not bullying (it doesn't reoccur), hurting others, calling them names, and so on is NOT OK, and thus must be stopped.

A conflict is a clash of two different opinions, interests, etc.

- It does not reoccur
- There is no malicious intent
- Power balance between its participants
- The parties repent and focus on resolving the conflict.

Consider two situations. One of them describes a conflict, and the other — bullying.

Situation 1:

An 8th-grade student, Luka, entered the classroom to see that Yurko and Daryna took his ball without permission to play football. Luka didn't like this. He became angry and insulted his classmates verbally. He then demanded the return of his ball. Daryna threw it in the trash bin instead. An argument broke out between the children. However, the next day, Yurko and Daryna apologized to Luka.

Situation 2:

Yana, a 7th-grade student, has been suffering the insults of her classmate Nataliia for a while. The latter calls Yana "four-eyed" almost daily, which is very offensive to the girl who just started wearing glasses and is still getting used to them. At first, Yana ignored these insults and didn't tell anyone about them. Later, two more classmates

who witnessed the abuse began to support Nataliia, saying things like: "That's it! Come on, Nataliia. Teach her a lesson!". Nataliia continued calling Yana names and later, as if by accident, pushed her, driving her into a corner and insulting her.

Analyze these stories. Ask the children which case they would consider bullying and which an argument/conflict. How could bullying be stopped in Yana's situation? What should Yana have done? What would you do in Yana's place? What would you do in the place of classmates who joined Nataliia? Who is the bully in this situation: Nataliia, the classmates who joined her, or all of them? What type of bullying is described in this situation?

The task for a large group (15 or more children): Distribute green and red flags, where green means agreeing with the opinion and red disagreeing. Ask 2-4 children to answer each question. The rest vote on whether they agree with a particular opinion.

Summarize the discussion.

Who Is Involved in Bullying?

Bullying always involves three parties: the victim, the bully, and the observer.

At first, Yana's classmates were observers and then became bullies, supporting Nataliia's offensive behavior. A bully is someone who directly commits bullying.

Consider the reasons a person becomes a bully.

Elicit 2-4 answers.

Most bullies attempt to assert their authority. They do so not through personal achievements but by humiliating others, demonstrating their strength and superiority. Such people are insensitive to the suffering of others and may see bullying as entertainment.

If bullying is conducted by a group of persons, a leader and one or more followers usually stand out in the group.

The observers' side can be seen clearly in the situation with Yana.

They turned from passive observers (those who enjoy bullying but do not express support) to active ones (those who actively and openly support bullying).

There are also observers on the side of the victim.

These can be active, passive and indifferent.

Ask 2-4 children about how the people in each group differ.

Active observers. Such people can be described as "defenders". They don't tolerate bullying and try to help the victim. Sometimes, one of the best things defenders can do is inform parents, teachers, trusted people, etc.

Passive observers. They don't consider bullying wrong, and although they believe they should help the victim, they do not dare to act.

Ask the children why, in their opinion, these people do not take active actions.

Could it be that they are afraid to become the next victim?

Indifferent observers. These are people without a clearly defined position.

We can summarize that a "bullying circle" with many participants forms around the victim. Bullying can occur without any observers. It is even more difficult in this case since few people can help break this circle.

Convey to the children that only adults can break the "circle of bullying"!

How Can We Stop Bullying?

It is essential to stop bullying at all times. It doesn't matter whether it's you or your friend who is being bullied. Bullying must be stopped. Next, we will learn how to do this.

Step 1.

I say, “Stop. I do not like this!” or “Stop doing that!”

Step 2.

I inform my parents or other adults I trust.

Step 3.

I ask for help.

Practice speaking confidently, clearly and loudly with children.

How else can we explain to the bully that we don’t like something?
The following examples of polite refusal can be helpful:

- Please stop doing this!
- It offends me!
- It makes me feel bad!
- It makes me sad!
- I don’t want you to do that!
- That’s not how friends behave!
- Sorry, but no.
- Thanks, but I don’t want to.

If we witness bullying, we can use the Rule of Three Rs from [Appendix 7](#):

- Recognize (this is bullying, this is prohibited);
- React (firmly say: “Stop! I don’t like this! Don’t do this!”);
- Report (inform adults so that they can respond to the situation and protect you).

What happens if we don’t stop bullying?

Elicit 2-4 answers.

Bullying causes significant problems. These can be physical (injuries), psychological (fear, anxiety, low self-esteem), and social (fear of large crowds, difficulty making friends, etc.).

Contrary to what one might think, bullying impacts both the victim and the bully. The latter might suffer from excessive aggression, problems in relationships with peers, inappropriate behavior, etc.

And what about observers? As they also participate in bullying, they can face damaging consequences like feeling helpless or ashamed of their weakness.

Also, the person who bullies others is liable per the Law of Ukraine No. 8584, "On Amendments to Certain Legislative Acts on Combating Bullying." For a minor, such an act can be punished with either fines or coercive educational measures.

Therefore, bullying **MUST** always be stopped!
Explain to the children that they should not be afraid to defend themselves, their bodies, thoughts or preferences. You should also not be silent when your friends or relatives are being insulted. You should not keep these situations from adults. Adults must protect children.

The task for any group: Show the children a cartoon about a hedgehog (you can find it by scanning the QR code) and discuss it in the context of bullying, friendship and the material you've covered.



LESSON 4:

Bullying on the Internet Duration: 20 min

With the development of social networks and their increasing accessibility, violent acts, primarily psychological and sexual violence and, of course, bullying, are often committed while using phones, tablets and laptops. This type of bullying is called cyberbullying.

Ask the children if they have heard of this type of bullying and if anyone has experienced it. Use the image from [Appendix 6](#).

Cyberbullying can manifest itself in different ways:

- Slander — spreading humiliating, untruthful information (these could be photos, videos, or just text).
- Example: Someone comments on your photo on Instagram: “You are such a loser. How can you post such photos?!”
- Flaming — an exchange of short, angry and toxic remarks between two or more participants in chats, groups, etc.
- Extorting confidential information is another kind of cyberbullying. You should not give your data to strangers or those you have never met in person. Such information can be used against you.
- Stalking — pursuing or following someone persistently (in real life and online).

Why does cyberbullying exist?

Do an experiment. Put an apple in front of the children. It doesn't have to be nice-looking and clean. Invite the children to insult this apple. For example, saying that it is too dirty and does not look tasty. Listen to those children who are ready to say something.

Now, ask the children to write insults to this apple ANONYMOUSLY on pieces of paper. Collect them in a jar or basket and read them out.

As a rule, the number of insults written anonymously will be greater than those spoken in real life. Compare the number and meaning of anonymous insults; are they more violent?

This is how cyberbullying works. But why is it so? Elicit 2-4 questions.

It is easier to write anonymously on social networks than to someone standing before you. Therefore, in social networks, people are more prone to insult others. They feel brave enough to do and say anything when they are not seen, heard or known.

Cyberbullying can have the following consequences:

- blackmail (the offender may want something or demand to perform a certain act, promising to keep it a secret, etc.)
- theft of private data, photos or videos (which may be published later)
- low self-esteem
- depression
- anorexia or bulimia
- extorting money (in exchange for something), etc.

Cyberbullying is even more dangerous as the victim is exposed to it 24/7. Even when they don't use the Internet, bullying continues. The role of observers makes cyberbullying more threatening. Social networks dramatically increase the number of observers due to the rapid spread of content, while in traditional bullying, the number of witnesses is limited.

● **Information for the lecturer:**

The task for any group: Offer the youth to make a list of tips on how to deal with cyberbullying. Use a large sheet of paper, markers, etc. Work together to create illustrations for each piece of advice, which can be put together later.

- *Do not share your personal data! (Phone number, address, your parents' data, passport data, credit card information, passwords. All these are your personal data, which no one else should know)*
- *Do not be silent. Inform the adults! (Never be silent. Share with your family, friends, and trusted adults. Do not refuse support and seek help!)*
- *If someone insults you, limit their access to you! (You can always limit access for a suspicious person by blocking them. This option is now available on all social networks. Use it.)*
- *Respect other users' opinions*
- *Consider your statements before sharing them*

- *Make screenshots of offensive messages. (Text messages, photos or videos. You will need those to defend your rights)*
- *Stop bullying! (If you see someone being insulted, do not be silent. Inform an adult!)*

Together with the children, choose a place for the finished poster.





Ages 15-18

LESSON 1:

My body is my private territory!

Duration: 30 min

The Rule of Five Adults

Begin your lesson with the statement that we all live in a big and populated world, yet we do not always know who we can trust, who we can turn to, and how we should behave.

Explain that all people are different regardless of their appearance. Ask children if they are familiar with the concept of LOOKISM. This stereotype tells us that our society treats outwardly attractive people better than those who seem unattractive.

What do you think is the reason this phenomenon exists? Is this a genuine factor?

(Advertising, mass media, social networks, and trends form the concept of attractiveness.)

If we set aside the component of appearance, how can we understand who can be trusted and who can't?

Each person may have several loved ones they trust. These people form our personal "safety net". We will call a person in this "network" a "trusted adult", i.e. someone who understands you, someone who has never hurt you or your relatives, someone who helps and can protect you.

Invite the children to choose five people they can trust who will always find time to hear them out and help.

These must be adults you can tell when you're upset, scared, or want to talk about body safety. One of those people should be the person who lives with you. For example, mom or dad, grandma or grandpa. The top five can also include people outside the family circle.

Who could it be? Your aunt, older sister, godmother or godfather, coach, priest or nun from the church the family attends, etc.

Ask 2-4 children who they chose among the five trusted adults. Help children realize that they have more than one adult they can trust. If they don't get help or understanding from the first trusted adult they turn to, encourage them to tell the next one and keep talking until they are heard and helped.

Social Circles

Let's think about the people we meet in our life, what they mean to us, and the things we like or dislike to do with them.

Ask the children about the people they met today. Elicit 2-4 answers and write them on the board. Let's try to put all these people into specific groups.

What groups can we think of? Family, relatives, friends, acquaintances, etc. Using markers of the appropriate colors and the children's answers, group all the people written on the board into six groups:

- Myself — me as a person!
- My family
- Friends
- Acquaintances (your friend's parents, a priest, neighbors, your parents' friends, etc.).
- Helpers (people we know or strangers meant to help us in difficult situations — i.e. doctors, priests, nuns, firefighters, janitors, etc.)
- Strangers

Use the "Social Circles" poster from [Appendix 1](#). Discuss the people belonging to each group.

Ask the children about the group that poses the most significant danger.

These are probably strangers as we don't know them well or whether they have malicious intent.

Sadly, the people we trust are not always honest and kind to us. Anyone can hurt us, someone we know and strangers alike. In any case, we should not be silent!

We all must protect ourselves.

Good and Bad Touches

● **Information for the lecturer:**

The culture of upbringing in Ukraine excludes the possibility of denying adults' requests, even when the child is uncomfortable. We have to overcome these stereotypes. A child's ability to say "NO" from a young age and an adult's talent to hear this "NO" are vital in forming healthy boundaries and self-respect in a child.

Convey to the children that no one can cross this boundary without their consent — to touch, hug, or kiss them. Be sure to ask people for permission!

Ask the children what a “touch” is. Is it possible to live without it? Physical contact is an important component of our life, which helps us communicate with the world and each other. It helps to understand whether the contact is desirable.

There are good and bad touches. Good touches make you feel loved and cared for, while bad ones hurt you.

If any of your friends, acquaintances, or family members you rarely communicate with want to hug or kiss you, they should ask for your permission first. They can only do this after you’ve given your consent. It’s okay to say “NO”. It’s okay NOT to WANT a hug! It’s not okay to endure!

If your “NO” is ignored, tell as many adults as possible about it!

Let’s consider the following stories and analyze them.

STORY 1:

“My name is Sofiia, and I’m finally old enough to go to school alone. It’s a fairly short walk, but sometimes, I get on the bus and commute a few stops when I’m in a hurry.

Recently, I noticed that one of the regular passengers keeps staring at me. Whenever we make eye contact, he’ll wink and smile at me. At first, I thought he was just being friendly, but his gaze and sly smile started to scare me.

One rainy day, I jumped into my bus. It was too crowded because many people decided to take this bus that morning. Suddenly, I felt someone’s intrusive touch on my thighs. At first, I thought it happened because of the crowded space, but the touching became more persistent. At one point, I felt hands reaching under my skirt. I turned and saw this man and his sly smile. I jerked away from him and accidentally pushed a woman, causing her to shout at me: “Look where you’re going! As if this crowd isn’t bad enough! Stand still and don’t disturb others.” I felt ashamed, but all I wanted was to get away from this man. Then I heard him whisper in my ear: “You look gorgeous today.

Be quiet. No one else has to know.” Then he pressed himself close to me. Many passengers saw this, but no one reacted.

After hearing these words, I quickly pushed through the crowd and jumped out of the bus. I saw the man wink and smile again as the bus moved past me. I was terrified. I didn’t want to disturb other passengers, and I didn’t want to push them or make noise. I stopped taking buses because I feared I’d meet this man again. I didn’t tell anyone about this as I was ashamed that I got myself into such a situation.”

STORY 2:

I spend a month in the village with my grandparents every summer. I always look forward to it as my old friends live there. One Sunday, my grandparents and I went to church. On the way there, Grandma told me about a man organizing a camp for children in the village near the parish.

When the service ended, this man approached me and my relatives. He greeted me and said that he had never seen me here. I said that I came here to spend my vacation — two more weeks and I would return to my parents. He asked me if I wanted to help him with the camp. I didn’t, but my grandmother whispered to me that refusing was not polite, so I agreed.

We entered the camp premises, and the man gave me some books and posters to carry and told me to follow him. Upon entering a small room, he invited me to sit on the couch with him and offered to read. He was reading a collection of sayings. After a while, he said it was my turn. I began to read aloud, and he moved closer to me. I felt uncomfortable but continued reading. Then he hugged me. It was strange because it wasn’t the friendly hug I usually share with my dad or friends. He inched closer, and I tried to move away. The man put his hand on my knee, telling me not to worry and praising my reading. At that moment, an animator from the same camp entered the room. I thought I was doing something wrong. I got scared and quickly ran out of the room.

I ran to my grandparents’ house and sneaked into my room. I didn’t want to talk about this, and I didn’t want to upset my relatives.

The following Sunday, I lied to my grandmother, saying that I had a bad stomach ache and didn't go to church. I was afraid this man would approach me again. I returned to the city a few days later and never told anyone about this."

STORY 3:

"Today is a hot day. My older sister, mother and I decided to visit my father's brother, Uncle Oleh, who has a huge house with a swimming pool.

My uncle came to pick us up, we packed our things and left. My mother and sister decided to go to the store, and my uncle and I went to his house.

I immediately ran to the bathroom to put on my swimsuit. Uncle Oleh followed me. It made me uncomfortable because even my dad knocks before entering.

Uncle Oleh handed me a package and said that he had a present for me — a new swimsuit. He said he'd give it to me on one condition — he wants to see me putting it on to check whether it suits me. I said very loudly that I wouldn't do that. He laughed and said: "What's wrong, little one? Don't be shy. I used to change your diapers when you were tiny. Let's quickly try it on and go to the pool."

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Ask the children the following questions:

- What are these stories about?
- What touches are they talking about? What are the signs?
- What kind of danger is hidden in these stories?
- What advice could you give the characters?
- Which actions indicate that the adult had bad intentions?
- What would you do if you learned that this adult is a spiritual person? Would you act differently then?

- What would the heroes do in such a case? What could their following actions be? What mistakes did the heroes make?

What do these stories have in common? It is certain that all victims of violence remained silent. They didn't share with anyone and didn't approach their trusted relatives. Why is this wrong? Ask several children to answer these questions.

Tell the children that no one has the right to touch them without their consent! Don't be silent if you don't feel comfortable! Speak about it! Shout about it!

LESSON 2:

I know how to protect myself

Duration: 20 min

Privacy

Ask the children if they know what “PRIVACY” is. Write this word on a bright piece of paper. Privacy means being away from others so no one can see or disturb you.

Certain parts of our bodies are private. These parts are easy to recognize as they are covered by a swimsuit. This means they belong only to us, and no one can touch them, just as we cannot touch another person’s private parts. By the way, the mouth is also a private part of our body.

We wash everything under our swimsuits on our own! We also dress our private parts on our own! We visit the restroom on our own, too! Illustrate the story with coloring pages and a poster from [Appendix 3](#) and [Appendix 4](#).

You shouldn’t be ashamed of your body. Call private parts of your body by their proper names. You mustn’t make fun of them or shame the children for them. This is all part of the general safety of the body. God created your body the way it should be. It is beautiful and smartly arranged, with all its external and internal organs.

Ask the children if they know what “VIOLENCE” is.

What is “sexual violence”? Besides child abuse, it also means:

- touching the private parts of the child’s body
- forcing the child to touch other people’s private parts
- demonstrating private parts of the body or sexual acts
- showing children films/magazines for adults
- photographing the child in and without underwear, etc.

It is worth conveying to children that anyone can become a victim of violence regardless of gender, age, skin color, wealth, or family background.

At the same time, both men and women can be offenders.

Sometimes, the offenders use bribery, for example, by offering expensive or unique gifts. In return, they ask to keep the act secret. Offenders might actively try to earn our trust and that of the people around us. They then manipulate, saying no one will believe the victim as everyone loves and respects the offender.

In such situations, the child is NEVER to blame. The only person to blame is the offender. Those who witnessed or knew about the act of violence but remained silent are also responsible.

Therefore, if you know that someone is being abused, do not ignore it. Do not be silent!

I Know How to Say “NO”

If you don't like something, i.e. inappropriate touches, words, or a situation that makes you uncomfortable, say: “DON'T DO THIS. Stop! I don't want you to DO this.”

Don't be afraid to say NO, whether it's to your friends, family members, or total strangers. Bad touches and words are NEVER right. If someone hurts you with bad touches, be sure to INFORM AN ADULT. Adults must protect children.

LESSON 3:

STOP Bullying! Duration: 35 min

Ask the children if they know what bullying is. Have you ever heard such a word? Maybe someone has experienced it before?

Bullying is a type of violence, harassment, and intimidation. It is the constant and repeated abuse of authority/power in a relationship.

Bring toothpaste, a spoon and a plate. Tell the children to squeeze the toothpaste onto the plate. Now, ask them to try stuffing the toothpaste back into the tube. It won't work. Explain that the toothpaste represents what we say to others, i.e. we cannot take our words back. It will hurt even if we apologize and feel sorry. Try to draw this conclusion with the children, asking them leading questions.

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Social bullying. These include pitting friends against others, isolation, ignoring, boycotting, threats, manipulation, and blackmail. This type of bullying can be expressed in the following words: "You can't be our friend; We do not want to talk with someone like you; Leave us alone", etc.

If someone extorts money from you or destroys or steals your belongings, this is also considered bullying.

Yet, is every quarrel or conflict bullying?
However, is every quarrel or conflict bullying?
Elicit several answers.

Bullying (harassment) differs from a quarrel/conflict by the following features:

- Bullying always reoccurs
- It has a malicious intent
- The bully demonstrates their power over the victim
- The bully does not regret their actions

Make sure that the children understand that even if it is not bullying (it doesn't reoccur), hurting others, calling them names, and so on is NOT NORMAL. Such behavior must be stopped.

A conflict is a clash of two different opinions, interests, etc.

- It does not reoccur
- There is no malicious intent
- Equality of power between its participants
- The parties repent and focus on resolving the conflict.

Consider two situations. One of them describes a conflict, and the other — bullying.

Situation 1:

An 8th-grade student, Luka, entered the classroom to see that Yurko and Daryna took his ball without permission to play football. Luka didn't like this. He became angry and insulted his classmates verbally. He then demanded the return of his ball. Daryna threw it in the trash bin instead. An argument broke out between the children. However, the next day, Yurko and Daryna apologized to Luka.

Situation 2:

Yana, a 7th-grade student, has been suffering the insults of her classmate Nataliia for a while. The latter calls Yana "four-eyed" almost daily, which is very offensive to the girl who just started wearing glasses and is still getting used to them. At first, Yana ignored these insults and did not tell anyone about them. Later, two more classmates who

witnessed the abuse began to support Nataliia, saying things like: "That's it! Come on, Nataliia. Teach her a lesson!". Nataliia continued calling Yana names and later, as if by accident, pushed her, driving her into a corner and insulting her.

Analyze these stories. Ask the children which case they would consider bullying and which an argument/conflict. How could bullying be stopped in Yana's situation? What should Yana have done? What would you do in Yana's place? What would you do in the place of classmates who joined Nataliia? Who is the bully in this situation: Nataliia, the classmates who joined her, or all of them? What is the type of bullying in this situation?

The task for a large group (15 or more children): Distribute green and red flags, where green means agreeing with the opinion and red disagreeing. Ask 2-4 children each question. The rest of the children vote on whether they agree with a particular opinion. Summarize the results.

Who is involved in bullying?

Bullying always involves three parties: the victim, the bully, and the observer.

At first, Yana's classmates were observers and then became bullies, supporting Nataliia's offensive behavior. A bully is someone who directly commits bullying.

Consider the reasons a person becomes a bully.

Ask 2-4 children to answer the question.

Most bullies attempt to assert their authority. They do so not by personal achievements but by humiliating others, demonstrating their strength and superiority. Such people are insensitive to the suffering of others and may see bullying as entertainment.

If a group commits bullying, there usually is a leader and one or more followers.

The observers' side can be seen clearly in the situation with Yana.

They turned from passive observers (those who enjoy bullying but do not express support) to active ones (those who actively and openly support bullying).

There are also observers on the side of the victim.

These can be active, passive and indifferent.

Ask 2-4 children about how the people in each group differ.

Active observers. Such people can be described as “defenders”. They do not tolerate bullying and try to help the victim. Sometimes, one of the best things defenders can do is inform parents, teachers, trusted people, etc.

Passive observers. They don’t consider bullying wrong, and although they believe they should help the victim, they do not dare to act. Ask the children why, in their opinion, these people do not take active actions.

Could it be that they are afraid to become the next victim?
Indifferent observers. These are people without a clearly defined position.

We can summarize that a “bullying circle” with many participants forms around the victim. Bullying can occur without any observers. It is even more difficult in this case since few people can help break this circle.

Convey to the children that only adults can break the “circle of bullying”!

How Can We Stop Bullying?

It is essential to stop bullying at all times. It doesn’t matter whether it’s you or your friend who is being bullied. Bullying must be stopped. Next, we will learn how to do this.

Step 1.

I say, “Stop. I don’t like this!” or “Stop. Stop doing that!”

Step 2.

I inform my parents or other adults I trust.

Step 3.

I ask for help.

How else can we explain to the bully that we don't like something? Here are some phrases we can use to refuse others politely:

- Please stop doing this!
- It offends me!
- It makes me feel bad!
- It makes me sad!
- I don't want you to do that!
- That's not how friends behave!
- Sorry, but no.
- Thanks, but I don't want to.

If we witness bullying, we can use the Rule of Three Rs from [Appendix 7](#):

- Recognize (this is bullying, this is prohibited);
- React (firmly say: "Stop! I don't like it! Don't do this!");
- Report (inform adults so they can respond to the situation and protect you).

Що буде якщо ми не зупинимо булінг? Послухайте відповіді 2-4 дітWhat happens if we don't stop bullying? Elicit 2-4 answers.

Bullying causes significant problems. These can be physical (injuries), psychological (fear, anxiety, low self-esteem), and social issues (fear of large crowds, difficulty making friends, etc.).

Bullying causes significant problems. These can be physical (injuries), psychological (fear, anxiety, low self-esteem), and social (fear of large crowds, difficulty making friends, etc.).

Bullying impacts both the victim and the bully. The latter might suffer from excessive aggression, problems in relationships with peers, inappropriate behavior, etc.

And what about observers? Since they also participate in bullying, they can face damaging consequences like feeling helpless or ashamed of their weakness.

Also, the person who bullies others is liable per the Law of Ukraine No. 8584, "On Amendments to Certain Legislative Acts on Combating Bullying." A minor guilty of such an offense can be punished with fines or coercive educational measures.

Therefore, bullying **MUST** always be stopped!

Explain to the children that they should not be afraid to defend themselves, their bodies, opinions or preferences. You should also not be silent when your friends or relatives are being insulted. You should not keep these situations from adults. Adults must protect children.

The task for any group: Show the children a cartoon about a hedgehog (you can find it by scanning the QR code) and discuss it in the context of bullying, friendship and the material you've covered.



LESSON 4:

Cyberbullying

Duration: 25 min

With the development of social networks and their increasing accessibility, violent acts, primarily psychological and sexual violence and, of course, bullying, are often committed while using phones, tablets and laptops. This type of bullying is known as cyberbullying.

Ask the children if they have heard of this type of bullying and if anyone has experienced it. Use the image from [Appendix 6](#).

Cyberbullying can manifest itself in different ways:

- Slander — spreading humiliating, untruthful information (photos, videos, or text).
- Example: Someone comments on your photo on Instagram: “You are such a loser. How can you post such photos?!”
- Flaming — an exchange of short, angry and toxic remarks between two or more participants in chats, groups, etc.
- Extorting confidential information is another kind of cyberbullying. You should not give your data to strangers or those you have never met in person. Such information can be used against you.
- Stalking — pursuing or following someone persistently (in real life or online).

Why does cyberbullying exist?

Perform an experiment. Put an apple in front of the children. It doesn't have to be nice-looking and clean. Invite the children to insult this apple. For example, saying that it is too dirty and does not look tasty. Listen to the children who are ready to speak.

Now, suggest that the children write insults for this apple ANONYMOUSLY on pieces of paper. Collect them in a jar or basket and read them out.

As a rule, the number of insults written anonymously will be greater than those spoken in real life. Compare the number and meaning of anonymous insults; are they more violent?

This is how cyberbullying works. But why is it so? Elicit 2-4 questions. It is easier to write anonymously on social networks than to someone standing before you. Therefore, in social networks, people are more prone to insult others. They feel brave enough to do and say anything they want when they are not seen, heard or known.

Cyberbullying can have the following consequences:

- blackmail (the offender may want something or demand to perform a certain act, promising to keep it a secret, etc.)
- theft of private data, photos or videos (which may be made public later)
- low self-esteem
- depression
- anorexia or bulimia
- extorting money (in exchange for something), etc.

Cyberbullying is even more dangerous as the victim is exposed to it 24/7. Even when they don't use the Internet, bullying continues. The role of observers makes cyberbullying more threatening. Social networks dramatically increase the number of observers due to the rapid spread of content, while in traditional bullying, the number of witnesses is limited.

Ask the teens if they like taking selfies. Have they ever shared their photos with anyone?

Next, we'll talk about sexting. Sexting means sharing one's sexually explicit photos/videos/texts.

Such an exchange may result in threats or intimate photos/videos/texts being published without one's consent. Whether you know the person or not, when sharing your photos/videos, you can't be sure those won't be published. This especially applies to people you've only met or complete strangers.

The concept of grooming is connected to sexting. Adults establish friendly and trusting relations with minors via the Internet to get intimate photos and videos and possibly use those for blackmail and intimidation.

Sometimes, virtual criminals try to continue dating in real life.

Most often, communication is established while using fake pages. Offenders can be very annoying if you don't respond to their messages for long. They will want to know everything about you: your contact information, hobbies and dreams. Later, they can easily use this information against you. Do not respond to messages from people you do not know. Limit access to your profile. This way, you can protect yourself from unwanted "guests".

● **Information for the lecturer:**

The task for any group: Offer the teens to compile a list of tips on how to deal with cyberbullying. Use a large sheet of paper, markers, etc. Work together to create illustrations for each piece of advice, which can be put together later.

- *Do not share your data! (Phone number, address, your parents' data, passport data, credit card information, passwords. All these are your personal data, which no one else should know)*
- *Do not be silent. Inform the adults! (Never be silent. Share with your family, friends, and trusted adults. Do not refuse support and seek help!)*
- *If someone insults you, limit their access to you! (You can always limit access for a suspicious person by blocking them. This option is now available on all social networks. Use it.)*
- *Respect other users' opinions*
- *Consider your statements before sharing them*
- *Make screenshots of offensive messages. (Text messages, photos or videos. You will need those to defend your rights)*
- *Stop bullying! (If you see someone being insulted, do not be silent. Inform an adult!)*
- *Together with the children, choose a place for the finished poster.*

Choose a place for the finished poster together with the children.

Appendices:

● [Appendix 1](#)



● [Appendix 6](#)



● [Appendix 2](#)



● [Appendix 7](#)



● [Appendix 3](#)



● [Appendix 8](#)



● [Appendix 4](#)



● [Appendix 9](#)



● [Appendix 5](#)



● [Appendix 10](#)



Important Documents:

- [UN Convention on the Rights of the Child, dated November 20, 1989](#)
- [The Council of Europe Convention on the Protection of Children Against Sexual Exploitation and Sexual Abuse, dated June 20, 2012 \(Lanzarote Convention\)](#)
- [“Norms and Principles of Protection of Minors and Vulnerable Persons in the Pastoral Activity of the UGCC in Ukraine” \(2022\)](#)
- [Basic Provisions Regarding the Interpretation of Cases of Sexual Abuse of Minors by the Clergy \(2019\).](#)
- [Indicators of Physical, Sexual, and Psychological Violence Against the Child, and Neglect of the Child’s Needs. Information for Specialists, 2020.](#)
- [Map With Data of Persons Responsible for Reporting Cases of Abuse Against Minors and Vulnerable Adults in the Diocese](#)
- [Responding to Reports of Sexual Violence Cases Concerning Minors and Vulnerable Persons in the UGCC](#)
- [Apostolic Letter of Pope Francis: “You Are a Light for the World” \(“Vos exstis lux mundi”\), 2022.](#)
- [Child Sexual Abuse: Coordination of Actions. Information for Specialists, 2020.](#)
- [Combating Violence Against Children: Coordination of Actions. Information for Specialists, 2020.](#)

Additional Resources:



13 Beliefs About Child Safety



The Guide to the Safety of Minors and Vulnerable Persons for the UGCC Parishes



Norms of Behavior at Christian Children's Camps, UCU Child Dignity Center, 2023



"Teach the Child the 'Don't Touch Me Here' Rule" (A Postcard for Parents)



Me_and_THIS ("Ya_j_TSE"). A Series of Safety Activities for Children

Useful Contacts:

Child Dignity Center at UCU
Phone number: +38 0987301926
email mail: cdc@ucu.edu.ua

National Child and Youth “Hotline”
Phone number: 0 800 500 225 or 116 111 (toll-free when using a mobile phone)

National Toll-Free Hot Line on Prevention Domestic Violence, Human Trafficking and Gender-Based Discrimination
Phone number: 0 800 500 335 (mobile or landline) or 116 123 (mobile)

Free Legal Assistance:
Phone number: 0 800 213 103
website: www.legalaid.gov.ua

Legal Clinic of the UCU Law School (legal aid)
e-mail: legalclinic@ucu.edu.ua
website: www.law.ucu.edu.ua

“Family Circle” Health and Development Center:
Phone number: +38-098-559-65-21 (Lviv)
email mail: kolo.simji@gmail.com

Center for Psychological Counseling of the Ukrainian Catholic University (“Poradnya”):
Telegram channels and phone numbers:
@poradnya1 + 380965807688
@poradnya2 + 380500732903
@poradnya3 + 380965814896

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Methodological recommendations developed
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