

Good Touch Bad Touch Puppets Flipchart Project

Empowering and protecting children from sexual abuse and exploitation



LOVE146
END CHILD TRAFFICKING & EXPLOITATION



www.good-touch-bad-touch-asia.org

Picture 1: Friendship

Story:

This is the story of three friends, Chan, Nary and Nak. They all live in the same village and study in the same class. One day, just like every day, Nary and Nak cycled to Chan's house on the way to school to pick her up as she doesn't have a bicycle of her own.



Brainstorming Questions

Helping each other is very important in our villages. It can strengthen our friendships.

1. How can children help each other?
2. How can they be a good friend like Nary and Nak?

Answers

1. Children can help each other by:
 - Going to school together.
 - Explaining to friends when they don't understand something at school.
 - Letting the teacher know if someone is sick or in need.

Suggestions for Facilitator

Ask the children what other things they and their friends often need help with and what they do in their village and at school to help each other.

Picture 2: At school.

Story:

When Nak, Nary and Chan arrived at school their teacher greeted them just like every day. She was a good teacher and they all liked her. That morning she told the class that they would be learning four important messages so they needed to listen and pay attention.



Brainstorming Questions

Every child has the right to a good education for a good future.

1. Why do children have to listen to their teacher?

Answers

1. Children need to listen to their teacher:
 - To do well in class.
 - To learn important lessons in life.

Suggestions for Facilitator

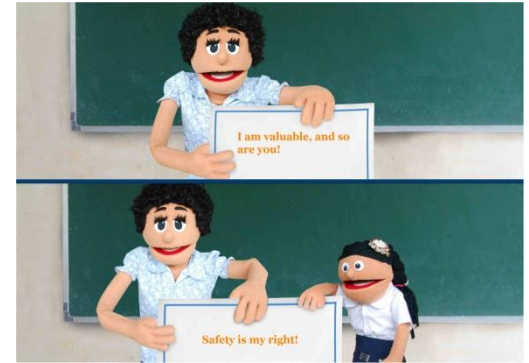
Make the point that:

Good students listen to their teachers.

And also say how important it is that:

Good teachers listen to their students.

**Picture 3: Message 1: “I am valuable and so are you!”
Message 2: “Safety is my right!”**



Story:

Then the teacher explained that the four messages would help them understand why they need to look after themselves and how to keep safe. First she held up the first message which said: “I am valuable and so are you!” And then Nary helped her hold up the second message which said: “Safety is my right”

Brainstorming Questions

1. What is **Message 1**?
2. What does the message mean?

3. What is **Message 2**?
4. What does the message mean?

Answers

1. ***You are valuable!***
2. Whoever you are and wherever you come from, you are valuable! It doesn't matter if you are poor or rich, dark or light, able or disabled, you are valuable!
3. ***Safety is my right and also your right too!***
4. You have the right to say no when someone asks you to do something that feels unsafe.

For example, if someone asks you to climb up a tree, dive into water, go somewhere remote or do something dangerous you can say no because these things are not safe.

Suggestions for Facilitator

Message 1:

Get the children to say together:
“I am valuable (and so are you)!”

Ask them what they will say if someone mocks them:

“I am valuable (and so are you)!”

And why they shouldn't mock others because they are valuable too:

“I am valuable (and so are you)!”

Message 2:

Explain to the children that if they are asked to do something that feels unsafe they need to say:

“No!! Safety is my right.”

Get the children to say together:

“Safety is my right!!!”

Picture 4: Message 3: “My body belongs to me!”
Message 4: “I can get help!”

Story:

Chan was next and helped the teacher hold up the third message which said: “My body belongs to me!” Finally Nak helped with the fourth message which said: “I can get help!”



Brainstorming Questions

1. What is **Message 3**?
2. What does the message mean?

3. What is **Message 4**?
4. What does the message mean?

Answers

1. **Message 3 - *My body belongs to me!***
2. No one can touch you without you agreeing to it. Your body belongs to you and no one can tell you to do something with it that you don't agree with.
3. **Message 4 - *"I can get help!"***
4. If we are forced or threatened to do something, we need to remember NOT to keep these a secret. We can get help by telling our parents, other relatives, village leaders, teachers or the police or call the free Child Helpline on 1280.

Suggestions for Facilitator

Message 3 –

Get the children to say together: ***“My body belongs to me.”***

Say to the children that there is a difference between good touch and bad touch which we will look at in more detail on the next page.

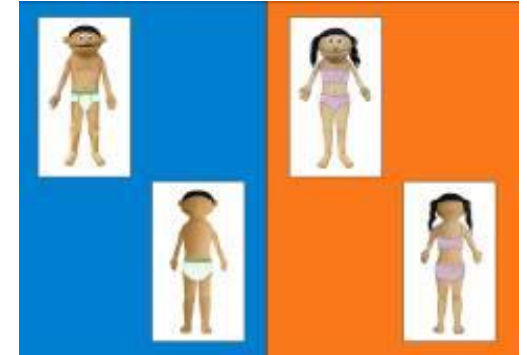
Message 4 -

Get the children to say together: ***“I can get help!!!”***

Ask the children where they can get help.

Picture 5: Good touch and bad touch

Story: Now we are going to look at which areas where it is OK to be touched and where it is not.



Brainstorming Questions

1. **Boys** –
Where is it OK to be touched and not OK to be touched?
2. **Girls** –
Where is it OK to be touched and not OK to be touched?

Answers

1. It is not OK to be touched on the areas that are usually covered.
2. It is not OK to be kissed on the mouth.

Suggestions for Facilitator

What are private parts?

It is OK when someone pats you on the shoulder or when the doctor examines you when your parent is with you.

But it is not OK when someone touches you on your private parts or anywhere else on your body in a way that makes you feel uncomfortable.

Picture 6: Mr. Cool (Calib) with his motorbike.

Story:

Later that day on their way home from school, Nak, Nary and Chan met Mr. Cool (“Calib”) who was driving by on his motorbike. They knew him from the village but he had never spoken to them before so they were surprised when he stopped to talk to them.



Brainstorming Questions

1. Can we tell if someone is a good or bad person just by their appearance?

Answers

1. No, we cannot tell a person's character by their appearance.

Suggestions for Facilitator

Explain to the children that sometimes they need to be careful. Although most adults are kind, friendly and helpful, there are some adults who are not safe.

Sometimes an adult can appear to be friendly but really they are trying to trick a child into doing something that is unsafe for them.

Picture 7: Feeling unaccepted

Story:

As they chatted, Calib let Nak look at his motorbike because he could see he really liked it. Then he noticed Nary's mobile phone and showed her the new one he'd just bought in the market. But he didn't seem to notice Chan so she just stood on her own looking at the three of them.



Brainstorming Questions

1. How do you think Chan was feeling?
2. What key message did she forget?

Answers

1. Sorry for herself because she didn't have a phone like Nary and Calib. Also lonely, unaccepted and poor.
2. Chan forgot Message 1: **“I am valuable and so are you!”**

Suggestions for Facilitator

- *Remind the children that every child is special in their own way.*
- *Talk to them about ways that they might feel insecure about themselves (e.g. dark skin) and remind them that they are valuable anyway.*

Picture 8: Unsafe

Story:

The next day Calib took Nak for a ride on his motorbike. Once they were out of the village he let Nak drive. Nak was very happy. He had always wanted to drive a motorbike but his parents would not let him. Calib seemed like a very kind man.



Brainstorming Questions

1. Why was it unsafe for Nak to be on the motorbike with Calib?
2. What kind of danger could Nak be facing?
3. Which of the key messages had Nak forgotten?

Answers

1. It is unsafe to ride a motorbike at a young age.
2. It is unsafe to go with someone somewhere without informing a parent or carer.
3. Nak had forgotten the key message:
“Safety is my right!”

Suggestions for Facilitator

- *Ask the children what Nak could have done when Calib invited him to go out on his motorbike.*
- *Say that he could have said:
“No! Safety is my right!”*
- *Invite the children to say the key message together:
“Safety is my right!”*

Picture 9: Tricky Bait

Story:

Later that day Calib went to see Chan near her home. She was surprised to see him after he had ignored her the day before. This time though he was very friendly and offered her a mobile phone before hugging her closely. Chan felt pleased about the phone but did not feel comfortable when he hugged her.



Brainstorming Questions

1. Why did Chan feel uncomfortable after Calib gave her a mobile phone?
2. Calib gave her the phone to trick her so he could touch her body. What other things can adults use to trick children?
3. Which key message did Chan forget?

Answers

1. He hugged her closely/ touched her body.
2. Money, phone, clothes, jewelry...
3. Chan forgot Message 3:
“My body belongs to me!”

Suggestions for Facilitator

Ask the children what they would do if someone tried to give them something and they felt it might be a trick.

How would they respond to that person? What would they say?

Get the children to say together:

“My body belongs to me!”

Picture 10: Chan is unhappy.

Story:

The next day Chan told Nary about Calib's visit and how he had hugged her after giving her the mobile phone. She was not happy about it and felt scared in case he tried to touch her again.



Brainstorming Questions

1. Why is Chan unhappy?
2. What message did Chan forget?

Answers

1. Because she felt uncomfortable when Calib hugged her and now she feels unsafe.
2. Chan forgot Message 2: **“Safety is my right!”**

Suggestions for Facilitator

Discuss with the children why Chan feels unsafe and who else she should tell about Calib.

Ask them if they would tell other people if something similar happened to them.

Say to the children that if they get a feeling that someone is touching them and it might lead to something worse, they must tell someone as soon as possible so that it can be stopped.

Make it very clear that it wasn't Chan's fault that Calib touched her, even though she forgot the message.

Picture 11: Nak describes what happened to him.

Story:

Whilst Chan was talking, Nak was hiding behind the tree. He had been feeling unhappy too so when he heard Chan's story, he came out from behind the tree and told Chan and Nary what had happened to him after the motorbike ride with Calib.



Brainstorming Questions

1. What happened to Nak?
2. How do you think Nak feels?

Answers

1. Calib touched his private parts.
2. Sad, guilty, scared, embarrassed, anxious.

Suggestions for Facilitator

- *Remind the children that it is not Nak's fault that Calib touched his private parts.*
- *Say that Nak did the right thing in telling his friends. Now they can seek help together.*

Picture 12: Nary worries about her situation

Story: Nary was upset for her friends when she heard their stories. What Calib did was wrong. It made her think that if he had touched Nak on his private parts and touched Chan in a wrong way too, he might do the same to her.



Brainstorming Questions

1. If the abuse had happened to Nak and is happening to Chan, could it happen to Nary too?

Answers

1. Yes, it could happen to Nary as well.

Suggestions for Facilitator

Ask the children what key message Nak, Nary and Chan need to remember.

*Get the children to say together:
“I can get help!”*

*Ask them what they think Nak, Nary and Chan should do now:
Inform a safe adult.*

Picture 13: Remembering the key messages

Story:

After talking, Nak, Nary and Chan remembered the messages they had learnt at school and wished they hadn't forgotten them when they met Calib. But even though Nak had already been touched on his private parts, he knew he could still seek help. And even though Chan had already been touched in a bad way, she knew she could still get help. And even though Nary was only worried about being touched, she knew it was still right for her to seek help.



Brainstorming Questions

1. What were the four key messages the children remembered?

Answers

1. - **I am valuable!**
 - **Safety is my right and your right too!**
 - **I can get help!**
 - **My body belongs to me!**

Suggestions for Facilitator

- Discuss with the children what they would do if they were in a situation like Nak, Nary or Chan.
- Tell the children they can get help by informing their parents, other relatives, teachers, village leaders or local authorities or by calling 1280.

Picture 14: Taking Action

Story: Chan called the free Child Helpline number to get help.



Brainstorming Questions

1. What key message was used?
2. What is Chan doing and why is she doing it?
3. What is the number she is phoning?

Answers

1. Key message 4: **I can get help!**
2. Chan is calling the free Child Helpline number where she can get help.
3. The number is 1280.

Suggestions for Facilitator

Here are some actions to help us remember the Child Helpline number and the four key messages:

*1 - **I am valuable** (hold finger up for number one)*

*2 - **Safety is my right**- for me (point at me - number 1) and also for you (point at you - number 2)*

*8 - **I can get help** I can think of up to 8 people who I can contact if I feel unsafe or are afraid, for example: Mum, Dad, Uncle, Aunt, older brother, older sister, village leader and teacher (count on fingers from 1 to 8).*

*0 - **My body belongs to me.** No-one can touch me without my permission (wag finger from side to side).*

Picture 15: Implementation of Key Messages

Story:

After Chan had called Child Helpline, Nak, Nary and Chan also spoke to their teacher and their teacher told the police what had happened. Then the police arrested Calib.



Brainstorming Questions

1. Which key message did they implement?
2. What happened when they looked for help?
3. What happened to the person who tricked them?

Answers

1. **“I can get help!”**
2. People helped them.
3. The person who tricked them was punished.

Suggestions for Facilitator

Calib had to go to prison to keep Nak, Nary and Chan safe.

Tell the children that no one should go unpunished for attempted abuse or sexually abusing children. If it happens to them or a friend of theirs, they must get help. Even if they are not believed the first time, they need to keep looking until they get help.

Flipchart Instructions

Aim:

- To facilitate a 45 minute presentation and explain the story and 4 key messages clearly and effectively:
 - ✓ ***I am valuable!***
 - ✓ ***Safety is my right and your right too!***
 - ✓ ***My body belongs to me!***
 - ✓ ***I can get help!***

Objectives:

- To make the presentation as stimulating and as interactive as possible so the children can enjoy themselves whilst the seriousness of the messages is still conveyed.
- To be aware of issues the presentation may raise in children affected or not affected by abuse and to provide the necessary care and support for them afterwards.

Methods:

- ***Questions and Answers*** – The short lists of brainstorming questions and answers accompanying each photo are there to make sure the children understand the key messages and the story and how the two relate. These can be added to or simplified depending on the age and understanding of the children.
- ***Discussion*** – The suggestions for the facilitator can also be modified according to the dynamic of the group and the age and understanding of the children. The main thing is to get the children to think how they would feel in a situation and what they would do to help themselves and others.
- ***Repetition*** – Whenever a key message is mentioned the children are encouraged to repeat it to help them remember it. At the facilitator's discretion, this can be done in either a serious or fun way (e.g.: singing, shouting, acting).
- ***Creativity*** – Facilitators are encouraged to be imaginative in their delivery of the presentation and where appropriate, try out ideas they feel will add to it and make it more effective.

Follow up:

- Give each child a Child Helpline card and emphasize that you (and staff members) are available should any need to talk about anything that may have upset them in the presentation.

NB: Slide 2 – *Please emphasize that not all teachers are good as some children may have been or be experiencing abuse at the hands of a teacher.*