

PARTICIPATORY ASSESSMENT TOOL (PAT)

Flexible, Adaptable, Qualitative Tool for use with children between the ages of 6-9 years, 10-12 years, 13-15 years and 16-17 years

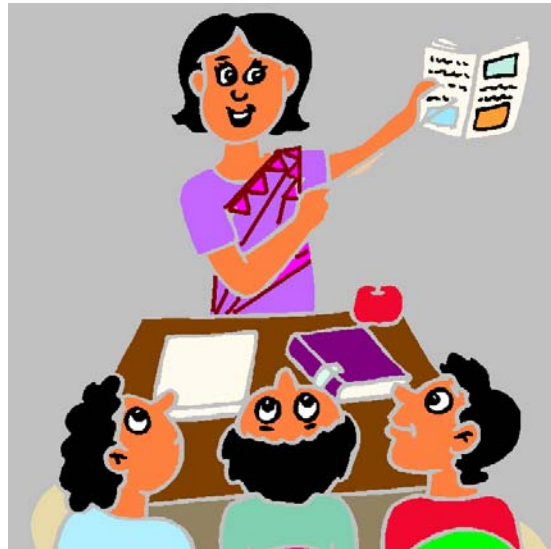
UNICEF

Sl. #	Table of contents	Page Nos.
1.	Preparatory Session – Gathering children, introducing the session, selecting children who want to participate, obtaining consent from children & their parents, selecting the venue for conducting the session, etc	1 - 8
2.	<p>Comprehensive Version I – a set of 3 separate stand alone questionnaires covering 3 Protective Environments in a child’s life - home & neighbourhood, school/institution or on the way to the school/institution and workplace or around/on the way to the workplace¹ <i>(for children between the ages of 6-9 years and 10-12 years with past or present contact or interaction with parents – working and non working)</i></p> <p>Session I – Violence within the Home and in the Neighbourhood</p> <p>Session II – Violence at School or in the Institution</p> <p>Session III – Violence at the Work Place</p> <p><i>(while Session I is a mandatory preparatory session, Sessions II, III and IV can be conducted independently of each other, in any order, as long as they are preceded by Session I)</i></p>	<p>10 – 96</p> <p>9 – 38</p> <p>39 - 66</p> <p>67 - 95</p>
2.	<p>Rapid Assessment Version I - for use in schools and institutions – with a single questionnaire providing a snapshot of 3 Protective Environments in a child’s life - home & neighbourhood, school/institution or on the way to the school/institution and workplace or around/on the way to the workplace</p> <p><i>(children between the ages of 6-9 years and 10-12 years- with past or present contact or interaction with parents – working and non working)</i></p> <p>Session I – Violence in the protective environments of home/ neighbourhood, school/ institution/ on the way to school/institution or work/on the way to work</p>	96 - 115
3.	Consent and Feedback forms	

¹ These questionnaires are more comprehensive in terms of the different actors in each protective environment. These can be used separately or independently of one another, with each questionnaire session taking a minimum of 3 hours to facilitate.

PARTICIPATIVE ASSESSMENT TOOL (PAT)

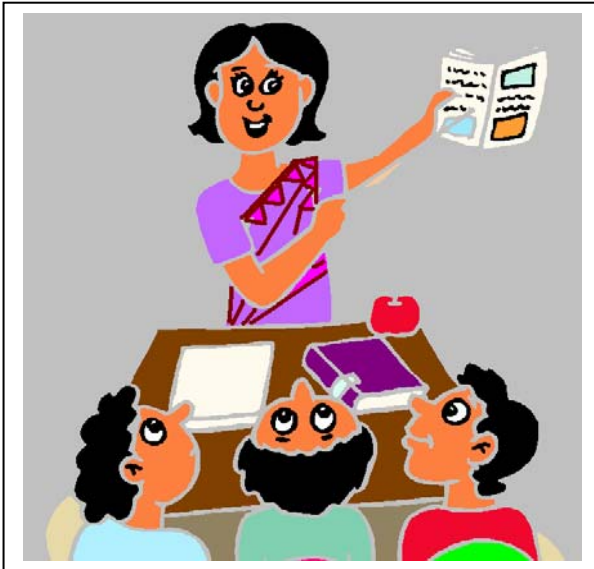
PREPARATORY SESSION INTRODUCING THE TOOL, OBTAINING CONSENT, SELECTING CHILDREN & OTHER RELATED LOGISTICS



Please note that this Tool can be flexibly adapted to suit various cultural and situations contexts of the children being interviewed. Therefore the suggested scripts on how to address children can be suitable modified or substituted, to make it more applicable or interesting to the children being interviewed. However it is suggested that the columns providing for recording of responses (data) be maintained in the same manner, so that data collected across different countries and regions are comparable. **Though possible responses have been provided to make it easy for you to record responses of the child, DO NOT SUGGEST RESPONSES/ANSWERS, just pose the question and record the child's immediate response.**

Warning – Please DO NOT USE THIS TOOL in case you are bound by the law of your country/region to report children's experience of violence to law enforcement officials (mandatory reporting) as it will contradict the assurances of confidentiality that this Tool requires you to make and abide by, in the interest of the safety and well being of children.

How to gather children together, at what time?



Preliminary Introduction - "Hello everyone. We would like to conduct a session on the problems that you face in your day to day lives and the difficulties you face with adults and other children. We would like to meet with all of you at a time when you are free so that we can give you more details about this session. Please could you tell us when you are free so we can have at least 30 minutes to tell you more about the session, to answer your questions about the session, to discuss how many of you want to participate in it, when and where we can hold it, etc. On this day, you can all first listen to the details of this session and if you are interested, you can agree to participate and if you are not interested, you can decide not to participate. This is not compulsory, it is only voluntary and if you decide not to participate, it will not negatively affect you in your other activities here. Could you tell us when you would be free for us to talk about this session? The introduction will take around half an hour and for those who don't want to take part, you can go on with your other work or routine."

When to approach the children for scheduling a time?

- a. **When they are free** - Approach the children with this suggested introduction above, at a time when they are free and are able to focus on what you will tell them.
- b. **Preparation before you approach them** - Find out free time periods with the class teacher or the supervisor which you could suggest to the children for the conduct of the session. You could suggest these free periods but avoid suggesting play time or activity time, such as art classes, for conducting the sessions, as these are classes when children look forward to as relaxing or unwinding sessions.

Give them sufficient time to understand and respond - After explaining, give them sufficient time to understand. Let them decide a date and if they want to use this time for the session.

If the children are free and want to know more about the session immediately - Provide the Comprehensive Introduction in the following page on the spot, rather than waiting for another date and time to detail it for them.

Comprehensive Introduction - How to introduce the session to children? (To be conducted on the date and time chosen by the children)

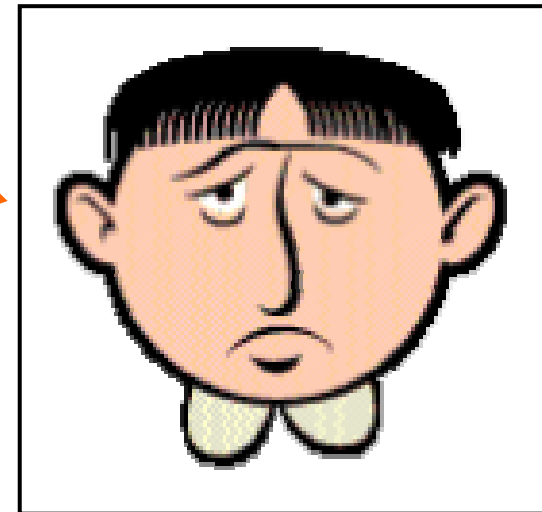


What the session is about and what will the information will be used for -

Hello everyone. I thank all of you for assembling here today. As I told you, we are interested to conduct a session with you on problems that you as children face while dealing with other adults and other children. We will be discussing **problems that occur at home and in the neighbourhood, at school or in the institution or on the way to school or at work**, in 3 separate sessions. We want to discuss problems such as **fights, angry reactions, punishment, scolding and such other kind of behaviour** that you face in your everyday life that may be painful or upsetting to you, **how you can deal with such problems to avoid violence and protect yourselves**. This information is very important as we can first understand the various problems you face and then try to resolve these problems. In case any of you need immediate help in such situations we will do our best to help you.

Will taking part affect you negatively? -

During the session we may discuss things that may make you feel hurt or sad. If you feel comfortable to share and discuss your feelings you can do so. But if you don't want to respond you can say 'No response' and keep quiet, or you can leave the session without giving us any reason. I assure you we will all do our best to help you feel comfortable. If you feel comfortable sharing, we can discuss your situation and also talk about ways in which you can deal with your feelings and your problems. Sharing experiences will help you and other children find practical ways of dealing with problems and find methods or ways of reacting to a situation, that you may have tried to reduce the tension and anxiety and to keep you satisfied or happy despite these problems.



How will the session be conducted, will it be fun?

This session will be conducted like a game, so don't worry it won't be boring. We will have lots of group activities which will be great fun and some breaks as well in between so you can relax a little. Whenever you want a break, you can tell us and we will give you a break. There will be a discussion round when you can discuss and share your problems and your ways of dealing with such problems. We assure you it will be fun and you will enjoy it.



Will you tell others about what we share during the session - will other adults or children also get to know of our difficulties?

What you share with us will not be revealed to others. This is known as **confidentiality**. We will ask you about your own experiences and we will note down your responses, without noting down your name on the answer. So even if somebody reads what we have written, they cannot make out who said what. **We will not reveal or share what you discuss during the session with anyone else.** **Everyone in the group is also sworn to secrecy** and you should also promise not to share what is discussed in the session with other children or adults who are not part of this session. We also advise you not to discuss what happens in this session, specially with those you have problems with, as they might react to this negatively and this might therefore affect you also negatively.



Question Time -

If anyone has any questions about this session, you can ask us now. Those of you who have a question about this session, please raise your hand.

Questions children can ask -

a. What are you going to do with the information you collect?

Response. The information we collect from you will help us understand what sort of difficulties you face in your day to day life in your relationship with adults and other children. We will use this information to work out programmes to make the environment of children at home, school/ institution and on the street more friendly, supportive and safe. Your participation will thus contribute to making your own lives and the lives of other children happier.

b. What if we need help? Will you help us out? How will you help us?

Response. **In case one of you is in need of immediate help or support**, you can either discuss it in the session or raise it after the session with us. Even if you decide not to take part in this session, you can still approach us for any other problems you have. We will do our best to help you with your situation and will give utmost priority to your safety and protection. If you do need immediate help, then with your permission, we may have to discuss what you have revealed with another person, but we will do this only with your permission.

c. Will you tell our teachers/ other teachers or our parents or those who are troubling us about what we tell you?

Response. No! Never! Whatever you say today will be between us, we will not tell anyone else what we discuss today without your permission.

d. Will you tell or make people stop treating us badly? If we are having such problems will you help us solve it and how?

Response. It may not always be possible for us to solve your problems but we will try our best to help you out. If there is a way in which we can support you in the problems you face, we will (with your permission) do everything we can to do it. If you don't want us to interfere or if you want us to help you in a particular way, we will do as you say. But whatever happens, remember that you can come to us for help. *(Please use this suggested answer only if your institution/organization is able and interested to help the children concerned. If not consult your supervisor on how to answer this question)*

If you don't know the response to a question -

If you do not know the response to a certain question or issue raised by a child, you can tell the child that you will need some time to respond and that you will have to consult with your colleagues before you answer them. Make sure that you communicate your response to all the children in the group after you have consulted with your colleagues or superior. You could consult with your colleagues immediately on the spot before responding, if it is not possible for you to go back to the child later.



Segregating children who are interested -

How many are interested? Now we want to know from you how many of you are interested in taking part in this session? All those who are interested in taking part please raise their hands.

If you are not interested but want to discuss? In case you are not interested in taking part in this session, but if you still want to discuss any problems that you may be facing in your relationships with other adults and children, then kindly do feel free to talk to us. We will do our best to help you out.

If you decide later to take part? In case those of who do not want to take part in the session, decide later that you want to take part, please feel free to contact us and we will try our best to include you in the session.

If there are more than 10 girls and/or 10 boys interested in the session conduct the following exercise – (skip the following in case there are 10 or less than 10 girls and 10 boys who are interested. However if there are only a few more children, for example there are 12 or even 13 children, you may skip this part and continue to conduct the session). Cut a piece of paper into as many pieces as the number of children who want to participate. On 10 of these pieces, mark a star. You can decide to increase the number of stars to 13 and then fold the pieces of paper, shuffle and then ask children to pick out one each. Those who get a star will then be chosen to participate.

If there are more than 10 children who want to participate - How to select children, in an unbiased and non discriminatory way?

It seems like many of you are interested, but since we have very little time, we will be able to conduct this session with only 10 children. We will randomly pick 10 children from this group today for this session. Other children who want more time to decide, can come to us later and we can plan another session for you all separately. I will hand out to you all a slip of paper, on 10 of these slips there is a star, and those children who get the star will take part. What do you think, do you think this is a good idea? (Listen to their responses & if most children prefer a different selection method, feel free to use it instead)





Obtaining consent from children - ensuring they don't feel forced to consent

Explaining what consent is - To conduct this session we need your 'consent'. Do you know what consent means? It means - you have to agree to participate. Now all of you have already shown interest and want to participate. This means that you have consented to take part.

Need for written consent - But before we actually conduct the session, you would have to first sign or affix your thumb imprint to the consent form. The consent form contains information about the session that we have already gone through. But I will read out the consent form once again before you sign or affix your thumb impression. The reason we need you to sign a consent form is to have some record to show that you consented. After I read out this form or even after signing it, you can take back your consent. In such a case we will return your signed consent form to you and you can opt out of the session at any time, now or even later, during the session. I will now read out the consent form to you - please listen to me carefully. After this we will distribute the forms to you and you can sign and return it to us right now or you can take it home and then sign and give it to us later.

Do not ask for the consent of parents if the child does not have or is abandoned by parents or caregivers and is living in an institution such as a shelter home, orphanage or similar institution. Instead obtain the signature of the concerned official of that institution. For this use the form at [Annexure - C](#) to this Section.

Before we proceed, we would also like to get the consent of your parents, because they take care of you and are responsible for you. If your parents decide not to consent, we may not be able to include you in the session. If you don't live with your parents, then the consent of those who take care of you is necessary. We will give you all one consent form each on which your parent/ those who take care of you can sign or affix their signature. Please make sure that they read it before they sign the form. If they cannot read, ask someone who can read, such as a neighbour or a relative to read it out for them. If you aren't able to find someone to read it out to them, we can read it out to your parents if they come here to school or even on telephone if they can call us. If they have read the forms and still have any further doubts, they can contact us and we can explain it to them. One signature/thumb imprint is sufficient. Please give this to us as soon as possible. We will need these forms before we begin the session, without which we cannot proceed.



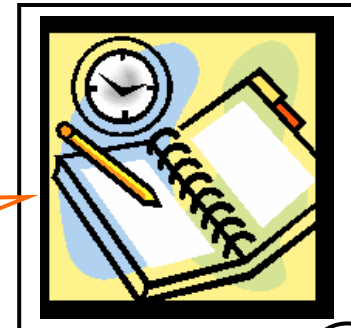


Give out the phone numbers of your institution for parents to contact you. If you don't have a phone, ask them to visit you at the school/ institution for further details. Specify the times when you are free. Distribute copies of the form at Annexure - B and show the child where the signature/ thumb impression has to be affixed and collect the forms well in advance before the date of the session. You may affix the school seal or emblem on this form, so parents are aware that the session is being conducted by the school.

Do not conduct the session without receiving the consent form signed or with the thumb impression of the parent. If the child resides in your own institution, there is no need for a consent form, but in case the child resides in another institution, ensure that you obtain the signature of the concerned staff of that institution before you conduct the session.

Letting children decide the date & time for conducting the session -

"Now that we have decided on who wants to take part in the session, we now need to decide on which day to conduct the session and where. We will need a minimum of 3 hours for the session. Could you tell me on which day you would be able to spare this much time?"



Suggest a date and time - If you have with you a list of date and times that indicate when the children are free, you could suggest these dates and ask them to choose one particular date amongst those suggested by you.

Majority opinion counts - Listen carefully to all the children and try to obtain a majority opinion. If you feel that the date & time or the place suggested by the majority of the children will be uncomfortable for any particular reason, discuss it with them and wait for a final conclusive decision to be taken. The date and time chosen should not inconvenience any of the children, they should not miss class, or miss a play session with their friends (unless they want to miss a free session). The place that is finalized should as far as possible be quiet and provide shelter from the sun or rain. Drinking water and access to toilets is absolutely necessary. In case the place you have chosen lacks these facilities, ensure that you discuss the arrangements with your supervisor and use alternate or other available facilities close to the chosen venue.

If you want to conduct the session immediately instead of arranging for another day - If the children want to take part in the session immediately, do a quick review of the facilities mentioned above. If it is not possible to ensure these basic requirements immediately such as water and toilet facilities, take a call on whether or not you can go ahead with the session without these basic facilities. If you feel you can, then go ahead. However keep in mind that since each individual session (both the stand alone and the rapid assessment versions) will take a minimum of 2 hours to conduct, many may drop out and you may have to cancel the session if most of the children drop out.

Materials you need to keep ready at hand before you begin conducting the session? Tick the boxes next to each item before you begin?

1. **The Information Sheet containing details of services for children in need** - in the following page. You will have to first fill out this Information Sheet and make one copy of this sheet per child before you begin conducting the session;
2. **The Consent Form for children at Annexure A** - You will need one consent form each for each child. In case you conduct the session with the specified maximum of 10 children, you will need 10 copies;
3. **The Consent Form for parents at Annexure B** - You will need one consent form for each child's parents. Both parents can sign on the same form and it is sufficient if one of them provides consent;
4. **The Consent Form for Institutions at Annexure C** - In case the child resides or is in the care of an Institution. This is not necessary, if the child is in the care of the Institution, which is organizing and conducting this session, but has to be obtained if the child belongs to another Institution.
5. **The feedback form for children at Annexure D** - You will need only one copy of the feedback form, as it is structured to tap into multiple responses, and is similar to the questionnaire, where several responses can be recorded together;
6. **The feedback form for the staff conducting the session (for both the facilitator and the Note Taker to fill in) at Annexure E** - You will need a single copy of this and you will necessarily have to fill it in immediately after the session. Please do not put off filling in this form as your immediate responses after the conduct of the session are sought

Information sheet

Sl. #	Service provided	Name of orgn.	Phone No.	Address
1	Childrens' helpline For children to call in case of emergency			
2	Shelter for children - providing a place for children to stay for a short or long term			
3	Rescue of abused children - in case of abuse			
4	Medical treatment to abused children			
5	Counseling services for children who are emotionally affected			
6	Suicide helpline For children who feel suicidal			
7	Legal services - to help children approach courts or other justice mechanisms for redressal			
8				
9				
10				

Annexure - A
Consent Form for children

I have been told that this session is concerning difficulties that children face from adults and other children, that my participation in this session means that I will be asked to share my own experiences. I have been told that I will not be forced to share my experiences and that if I refuse to participate in this session, it will not in any manner negatively affect me. I have also been told that if I agree to participate, I will not be forced during the session to share something that I feel uncomfortable discussing. I also know that I have the absolute right to walk out of this session for whatever reason at any point of time, without having to seek permission or provide an explanation. I understand that the information I reveal in this session will be kept highly confidential by those conducting this session. I hereby agree to participate in this session of my own will and interest. I submit that I have not been coerced or forced (emotionally or physically) to take part in this session, and that my consent to this is wholly my decision.

(Name of the child)

(Signature/thumb impression)

We hereby state that we have explained to this child the details about this session and the terms of his/her participation. We have in a language understood by this child, explained that consent to participate in this session is totally voluntary and that he/she can resign or withdraw consent at any point of time or opt out of the session without need for an approval or an explanation. We have made it clear that the child is free to reveal or share as much information as he/she is comfortable with and that there will be no pressure or force for him/her to share or reveal more than he/she wants to. We hereby understand that whatever is revealed by the child during the session has to be handled with utmost confidentiality and cannot at any cost be revealed to any other person (adult/ child), except with the consent of the child, and we promise to honour this requirement.

(Name of the Facilitator)

(Signature of the Facilitator)

(Name of the Note Taker)

(Signature of the Note Taker)

Annexure - B
Consent Form for parents

I/we have been told that this session is concerning difficulties that children face from adults and other children, that my son/daughter/ ward/s or children is/are interested in participating in this session. I/we have been told that his/her/their participation means that he/she/they will be asked to share his/her/their own experiences. I/we have been told that he/she/they will not be forced to share his/her/their experiences and that if he/she/they refuse to participate in this session, it will not in any manner negatively affect him/her/them. I/we have also been told that if he/she/they agree to participate, he/she/they will not be forced during the session to share something that he/she/they feel uncomfortable discussing. I/we also know that he/she/they have the absolute right to walk out of this session for whatever reason at any point of time, without having to seek permission or provide an explanation. I/we understand that the information he/she/they reveal in this session will be kept highly confidential by those conducting this session. I/we hereby agree to allow my/our son/daughter/children to participate in this session subject to his/her/their own will and interest. I/we submit that I/we have not been coerced or forced (emotionally or physically) to provide this consent for our child/children to take part in this session, and that my/our consent to this is wholly my/our decision.

(Name of the mother)

(Signature/thumb impression)

(Name of the father)

(Signature/thumb impression)

We hereby state that the parents have read and understood and in case of their inability to do so, we have explained to them the details about this session and the terms of the child/children's participation. We have made it clear to the parent in a language understood by him/her that consent to participate in this session is totally voluntary and that the child/ children can resign or withdraw consent at any point of time or opt out of the session without need for an approval or an explanation. We have made it clear that the child is free to reveal or share as much information as he/she is comfortable with and that there will be no pressure or force for him/her to share or reveal more than he/she wants to. We hereby understand that whatever is revealed by the child during the session has to be handled with utmost confidentiality and cannot at any cost be revealed to any other person (adult/ child), except with the consent of the child, and we promise to honour this requirement.

(Name of the Facilitator)

(Signature of the Facilitator)

(Name of the Note Taker)

(Signature of the Note Taker)

Annexure - C
Consent Form for Institutions
For children living in Institutions

We at our Institution _____ (name of the Institution) have been told that this session is concerning difficulties that children face from adults and other children, that our ward/s

_____ (name/s of the child/ children) for whom our Institution is responsible, is/are interested in participating in this session. We have been told that his/her/their participation means that he/she/they will be asked to share his/her/their own experiences. We have been told that he/she/they will not be forced to share his/her/their experiences and that if he/she/they refuse to participate in this session, it will not in any manner negatively affect him/her/them. We have also been told that if he/she/they agree to participate, he/she/they will not be forced during the session to share something that he/she/they feel uncomfortable discussing. We also know that he/she/they has/have the absolute right to walk out of this session for whatever reason at any point of time, without having to seek permission or provide an explanation. We understand that the information he/she/they reveal in this session will be kept highly confidential by those conducting this session. We hereby agree to allow our ward/s to participate in this session subject to his/her/their own will and interest. We submit that we have not been coerced or forced (emotionally or physically) to provide this consent for our ward/s to take part in this session, and that our consent to this is wholly our decision.

(Name of the official authorized to represent the Institution)

(Signature/thumb impression and official seal of the Institution)

We hereby state that the authorized representative of the Institution in whose care the child is placed, has read and understood and in case of their inability to do so, we have explained to them the details about this session and the terms of the child/children's participation. We have made it clear to such authorized representative in a language understood by him/her that consent to participate in this session is totally voluntary and that the child/children can resign or withdraw consent at any point of time or opt out of the session without need for an approval or an explanation. We have made it clear that the child is free to reveal or share as much information as he/she is comfortable with and that there will be no pressure or force for him/her to share or reveal more than he/she wants to. We hereby understand that whatever is revealed by the child during the session has to be handled with utmost confidentiality and cannot at any cost be revealed to any other person (adult/ child), except with the consent of the child, and we promise to honour this requirement.

(Name of the Facilitator)

(Signature of the Facilitator)

(Name of the Note Taker)

(Signature of the Note Taker)

Annexure D

Feedback form for children²

(For the queries below, mark only one single response for each child. While children may provide more than one response, mark the immediate response of the child or that response that the child strongly makes. Ignore follow up or supporting responses. For eg. If a child responds to question 2 as 'There should be more stories! I like the story very much!' and then adds, also the activities were also interesting, then mark the response under a. - More stories to listen to. Mark responses using one tick mark for every response as indicated in the guide for Note Takers. In case of responses that are not already provided, write down such responses in the blank spaces provided for each question)

1. Did you enjoy the session?

Yes - _____

No - _____

2. What would make this session more interesting and enjoyable for you?

a. More stories to listen to - _____

b. More activities to do together - _____

c. More breaks in between - _____

d. More discussions - _____

e. Less questions - _____

f. Less repetitive questions - _____

g. Less activities - _____

h. Less breaks in between - _____

i. _____

j. _____

k. _____

l. _____

m. _____

3. How did you feel after the session?

a. Happy - _____

b. Sad - _____

c. Confused - _____

d. Both happy and sad - _____

² To be filled in by the facilitator or note taker after the session. The majority responses may be noted down, though it would be better if each child's individual response is recorded individually as communicated by the child.

- e. Uncomfortable - _____
- f. Ashamed - _____
- g. Afraid - _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____

4. What did you like the best about this session?

- a. The story telling session - _____
- b. The activity session (making up stories, drama and picture drawing) - _____
- c. The games in between - _____
- d. The discussion on problems we face - _____
- e. The part where we discuss what we want to be when we grow up - _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

5. What did you not like about this session?

- a. It is too lengthy - _____
- b. It is not so interesting - _____
- c. It is boring - _____
- d. Cant talk about personal problems in front of other children - _____
- e. Cant talk about personal problems in front of adults - _____
- f. I feel sad when I talk about problems - _____
- g. I feel confused about my problems - _____
- h. If we have trouble, then there is no real help - _____
- i. Our problems remain the same - _____
- j. _____
- k. _____

- l. _____
- m. _____
- n. _____

6. Any other suggestions?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Annexure - E
Feedback form for staff conducting the session³

(Mark responses using one tick mark for every response as indicated in the guide for Note Takers. In case of responses that are not already provided, write down such responses in the blank spaces provided for each question)

1. How did children respond to the session?

- a. They were interested - Yes - _____ No - _____
- b. They were responding & participating - Yes - _____ No - _____
- c. They were distracted - Yes - _____ No - _____
- d. They were restless - Yes - _____ No - _____
- e. They were waiting for the session to be over - Yes - _____ No - _____
- f. They wanted to have the session again - Yes - _____ No - _____
- g. They wanted to talk more and more - Yes - _____ No - _____
- h. They felt uncomfortable talking about personal experiences- Yes - _____ No - _____
- i. They could not understand what we were talking about- Yes - _____ No - _____
- j. They did not know how to talk about their experiences- Yes - _____ No - _____

2. What are the changes you would make to make this session more interesting for children?

- a. More stories - _____
- b. More activities - _____
- c. More breaks - _____
- d. More relaxation sessions - _____
- e. Less questions - _____
- f. More discussions - _____
- g. _____
- h. _____
- i. _____
- j. _____

3. What are the changes you suggest to make recording of data easier during sessions?

- a. More detailed answer options to mark responses - _____

³To be filled in by both the facilitator and the Note Taker in separate forms.

b. Less answer options to mark responses - _____

c. An easier way of marking answers in the forms - _____

d. An easier way of analyzing the data - _____

e. _____

f. _____

g. _____

h. _____

i. _____

4. Any other suggestions?

c. _____

d. _____

f. _____

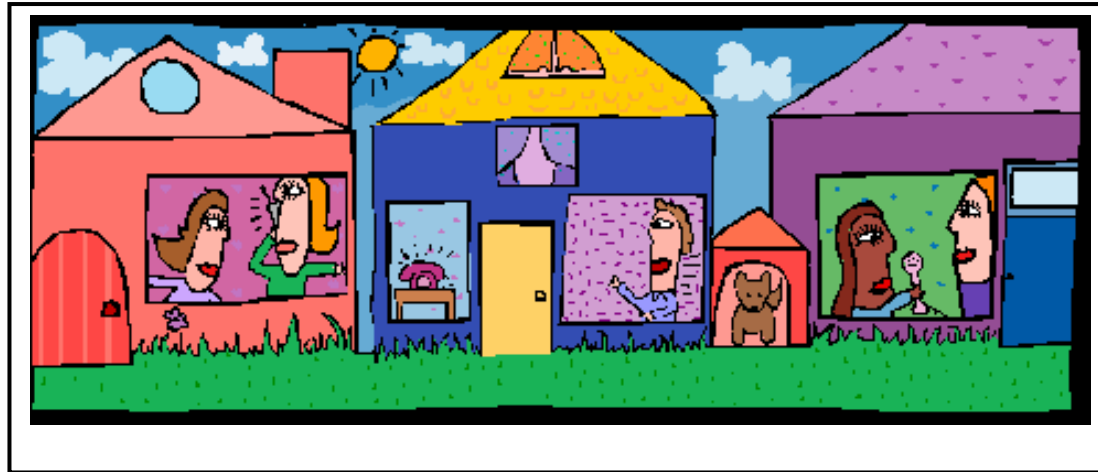
g. _____

h. _____

PARTICIPATIVE ASSESSMENT TOOL (PAT)

STANDALONE TOOL

SESSION I – QUESTIONNAIRE - VIOLENCE WITHIN THE HOME AND IN THE NEIGHBOURHOOD



Please note that this Tool can be flexibly adapted to suit various cultural and situations contexts of the children being interviewed. Therefore the suggested scripts on how to address children can be suitable modified or substituted, to make it more applicable or interesting to the children being interviewed. However it is suggested that the columns providing for recording of responses (data) be maintained in the same manner, so that data collected across different countries and regions are comparable. **Though possible responses have been provided to make it easy for you to record responses of the child, DO NOT SUGGEST RESPONSES/ANSWERS, just pose the question and record the child's immediate response.**

Warning – Please DO NOT USE THIS TOOL in case you are bound by the law of your country/region to report children's experience of violence to law enforcement officials (mandatory reporting) as it will contradict the assurances of confidentiality that this Tool requires you to make and abide by, in the interest of the safety and well being of children.

Basic details To be filled in before the conduct of the session

1. Total number of children interviewed in the session (in the group) – _____
2. Sex of the children taking part – Male _____ Female _____ (kindly indicate the number of male and/or female children)
3. Age group that the children belong to - (tick the appropriate group) 6-9 years _____, 10-12 years _____, 13-15 years, 16 – 17 years _____
4. Ethnic community/communities that the children belong to _____
_____ (detail each community and sub group)
5. Language used in administering the Tool - _____ (specify in detail the language)
6. Are the children presently living with parents/relatives – Yes - _____ No - _____ (indicate the number of children who do and those who don't)
7. Number of children living on the street - _____
8. Number of children attending or accessing services in institutions - _____
9. Number of children living in institutions - _____
10. Number of working children - _____
11. Number of children going to school - _____
12. Facilitators name _____ Sex – Male _____ Female _____ (tick the appropriate group)
13. Note takers name _____ Sex – Male _____ Female _____ (tick the appropriate group)
14. Number of hours spent on the conduct of this session - _____ hrs (VIOLENCE WITHIN THE HOME AND IN THE NEIGHBOURHOOD)
15. Number of breaks provided to children during the session – Breaks/rest time _____ Activity or game sessions - _____
Relaxation exercises - _____

Anjana and her family troubles



Handy hints -

Set the mood for story telling gathering children in a circle. Check if they are comfortably seated and are settled before you begin. Ask them if they like stories, what kinds of stories do they like, why do they like stories, etc. To get the shy or embarrassed ones engaged, you could ask them to guess what the story is about. Make sure that children are relaxed and not restless or impatient before you begin telling the story.

Now let me tell you a story of a little girl called Anjana. The name of the story is 'Anjana and her family troubles'

Anjana is a little girl who lives with her parents and her grandmother. She loves going out and playing with her friends. Her favorite games are hopscotch and hide and seek. She has two close friends near her house. One is Raju and the other is Sheela. One day it was raining and Anjana who loves jumping around in the slush had a great time with her friends. The only problems was that her clothes were all muddy when she returned home. Her mother was so upset that she prohibited her from seeing her friends for the next one week. Sometimes her grandmother also becomes upset with her when she doesn't return home on time after play. When such things happen, Anjana becomes very sad. When Anjana feels sad, she cries a little bit and wonders why her parents/caregivers treat her badly. Sometimes she feels that she made a mistake, like for example when she comes back home late after play time, she feels that she should have come back home early. At other times she feels that they treat her badly even though she did nothing to deserve it. But even when she does something wrong, she feels that her parents could have made her understand rather than treat her badly. *(Feel free to change this story or substitute it to make it more applicable/interesting to the children)*



Question No. 1.

How adults treat you at your home can make you unhappy or upset. Have you ever experienced something like this before when adults at your home, said or did something that made you feel sad or unhappy or afraid? Now how many of you can remember such incidents that you experienced, raise your hands.

- a. **Give the children time to understand** - Wait for all the children to understand and comprehend what you have said before you ask them to raise their hands. Then continue with the next part of the session that follows
- b. **Modifications to the story** - If you feel that the story in this column can be made much better and more interesting to the children in the group, or if you wish to change any part of this story to make it more similar to the experiences of the children in the group, please do use your discretion and discuss it with colleagues/other staff/ teachers, before you modify the story. Try however not to change the kind of punishment in the story, that is scolding, saying mean things and refusing to talk to the child. This has been chosen to because they are less severe forms of verbal or emotional abuse and if you change this to more severe forms of abuse, children may think that you only want to know about severe abuse and they may not reveal or discuss less severe forms of verbal or emotional abuse.

Suggested modifications to the Anjana Story to suit children from different backgrounds

1. **Older children - age group between the ages of 12 - 14 and 15 - 16** - In this case, you could say that, Anjana is a girl who lives with her parents and her grandmother. She loves going out and hanging out with her friends, watching movies and visiting restaurants. She has two close friends Raju and Sheela who stay close by. Anjana is generally quite happy and carefree but sometimes she becomes sad and cries when people at home treat her badly. Sometimes when her parents are upset they scold her for spending too much time with her friends. They call her names and demean her sometimes and though her grandmother is more tolerant, she also scolds Anjana when she comes home late. When such things happen, Anjana feels very hurt. Her friends Raju and Sheela try to distract her by planning movie outings to make her feel better. When she is sad, she cries a little bit and wonders why her parents/caregivers treat her badly. Sometimes she feels that she made a mistake, like for example when she comes back home late, she feels they might have been worried and she should have come back home early. At other times she feels that they treat her badly even though it is not her mistake. But even when it is her mistake she feels that her parents could have told her in a more gentle way rather than treat her badly.
2. **Children with past contact with parents** - In such cases, you could say that Anjana is living in an institution/ on the street by herself, and before this she used to live with her parents. Put the rest of the story in a past tense so as to apply to the children you are working with. Use the following modifications of the story also in a past tense if children's experiences with parents or caregivers was in the past.
3. **Children living on the street or in slums** - In this case, you could say that Anjana lives with her family in a slum on the outskirts of the city. You can keep the rest of the story.
4. **Children going to school** - In such a case, you can say that Anjana has two friends at school, Raju and Sheela with whom she enjoys playing. Her parents scold her for not doing homework and this makes her sad, and sometimes her grandmother scolds her if she doesn't study before a test or an exam. Sometimes she feels that they are right in getting upset, but she thinks that they should have been more gentle rather than saying rude things to her. You can keep the rest of the story the same.
5. **Working children** - In such a case you could say that Anjana is a little girl who works as a domestic maid. Her mother also works as a maid and Anjana helps support her family financially. Sometimes if she skips work, her mother gets upset and scolds her or punishes her by making her stand in a corner. Sometimes her father also gets upset if her pay is cut as a result of bunking work and he yells at her and says mean things. She feels that they are right in some ways because missing work means lesser income and lesser food at home, but she still feels that her parents could be more gentle with her. You can keep the rest of the story the same, such as - she has two friends with whom she enjoys playing after work, etc.

Other such circumstances in which children live, such as children in juvenile justice homes, children in orphanages (with some past contact with parents), children in shelter homes, etc can be included in the story with minor modifications as shown above.

Ok, now these problems that you remember which made you feel sad, unhappy or afraid, we will play a small game on this. What we will do is first make two teams. Each team will make a list of their experiences that made them feel sad or afraid. Then with this list we can play a few games -

1. Story telling - One is to make up your own stories with Anjana as the main character. In this game, you can put in all your experiences and make up your own story about the different things that make Anjana unhappy. After you make up the story, you can write it down/ I can write it down for you. (Suggest to write it for the child in the case of very young children or those who cannot write) For example, if Anjana got scoldings from her mother for not doing homework, you can make up all the details of the story such as - One day the teacher gave Anjana handwriting homework. As soon as she came back home, her friends called her out to play and later she returned home tired and fell asleep immediately, so Anjana did not do her homework. The next day, her teacher wrote a note to her mother in the diary and her mother scolded her. She felt very sad and began to cry. You can make up as many stories as you want and then each person in the team will have to tell the part that he or she contributed to the story. You will be given 30 minutes to write down the stories.

2. Role Playing - Second is that you can act out the story you have written like a drama. First you write down the stories that you make up (as detailed above), into one story. You can decide to add two or more stories together also to make one story. And then all of you can decide as to who enacts which role and what dialogues each character will say. One of you can be the director, one of you can be Anjana, one of you the father, one of you the mother, grandmother etc. If there are more than 3 people in your group, then you can add more characters such as Anjana's sister/brother, etc. You have 45 minutes to write down the stories, make one final story and another 15 minutes to enact it out. You need not learn the story or the dialogues byheart. You can even read them out from a piece of paper.

3. Picture drawing - Third you can draw a picture based on this story. After you make up your own stories, each one of you will have to draw a picture of it. You can also get together and draw one large picture together after deciding what to draw. Every child must contribute to the final picture that you decide to draw together. After drawing the picture, you will each have to explain the drawing, and detail each aspect of the picture that you have contributed to.



Mention only those activities that you have chosen with the head of your school/ institution – Give the children the choice of activities that you have decided are possible for you to conduct & for your school/institution to support (refer to Part III of the Handbook- which provides guidelines on the skills you will need as a facilitator and the materials needed for each activity). Do not suggest an activity that you don't feel confident of organizing or where your school/ institution cannot support in terms of time & materials needed.

Give them time to understand the game - Explain each option and allow children to understand and decide what activity they would like to participate in. Give them enough time to understand each activity before you move on to the next activity.

If the children cannot write – You may divide the group of ten children into two groups and both the facilitator and the note taker can assign yourselves to write the story for each group. After writing the story, repeat the story and the lines several times, until each child remembers his or her lines. In the case of small children, make sure that the sentences are short and simple for them to remember. During their activity session, if a child forgets a word or a line, remind him or her of the line so he/ she feels supported and can complete his/ her part successfully.

The rules of the game



Handy hints -

How to get shy or distracted children to be active participants – you may say something like -

Story telling - 'I see all of you are very interested in this activity? What about Sharada, what is your opinion, how can we make the story more interesting?'

OR

Picture Drawing – 'Oh that looks like a great idea for a drawing. What is Sharada's contribution to this? Can you show me? What do you think Sharada, can you add something to this picture that will make it look better?'

OR

Role Playing - I can see you are all enjoying yourselves. What is Sharada's role, what will she be doing, have you decided? Can she play the role of Sheela? What does Sheela think of the problems Anjana is going through?

All of you have the right to choose as many of these activities as you want by raising your hands. For example if you like both story telling and role playing you can raise your hands for both and we will conduct the activity that the majority chooses. Now for the Story telling activity, those of you who are interested please raise your hands? (count the number of children who are interested and then move on to the next activity) How many of you would like to enact a drama? How many of you would like to draw a picture. (Announce the activity that the majority of the children choose and then work with the group to ensure that all of them participate in the activity, in one manner or the other) Now we can start the game, but before that, there are a few rules. All games have rules and the rules of all these games are -

1. **Each one of you should contribute one idea** - Each of you should contribute one idea to the final presentation that your group will make. After each group presents their group activity, each of you should tell me what you contributed to the story, what was your idea that is used in the activity.
2. **Each one of you should take part** - Each one of you should take part in the presentation of the activity.
3. **Focus on how you would feel, if things like what happened to Anjana happened to you** - Each story that you make up or draw should tell us what you really feel about what happens in the story. What do you think, how do you feel and what goes in your mind when it happens?
4. **Focus on what Anjana could have done to deal with her situation** - When you are making up the stories, try and think of what Anjana could have done to in that situation to make herself feel better. What could she have done to calm herself and get control over the situation, could she have asked someone for help, from whom can she ask for help or support. etc.

After choosing the activity that the majority of the children choose, present the rules above and ensure that each child understands each rule. Give them examples of how they can contribute and after they begin the activity, follow it up by supporting each group. Give them an example by demonstrating or playing out a part yourself, or writing down a story yourself. Help the groups write down the story by listening to them and writing it for them yourselves. Allow them to read out the story and prompt them as and when they find a word difficult to pronounce.

Basic information on the home environments of the children

All of you have performed beautifully today and we are delighted with the creative ways in which you have played this game today. Now **we will move on to discussions**. In this story Anjana feels sad because her parents sometimes scold her or say mean things to her. At home as children you may have also faced a similar situation that made you sad. We also as adults faced such problems when we were children. **We want to know more about your own experiences with your parents or those who take care of you. What do you find upsetting and find difficult to deal with?** Before we do that, we will first ask you some basic questions. (skip this page in case the children you are working with have had no family contact at all)



Question No. 2.

? Anjana in the story lives with her parents. Who do you/ did you live with in the past? Do you live/ have you lived with your parents, or with other family members, who takes/took care of you and your needs?

- | | |
|---|----------|
| 1. Parents - _____ | 5. _____ |
| 2. Adoptive parents (unrelated to the child) - _____ | 6. _____ |
| 3. Blood relatives as primary caregivers (aunts/ uncles/ etc.) - _____ | 7. _____ |
| 4. Older siblings - _____ | |

Question No. 3.

? Do you have any brothers or sisters? How old are they? Are they younger or older than you?

1	Brothers	Older - _____ _____	Younger/ of the same age - _____
2	Sisters	Older - _____ _____	Younger/ of the same age - _____

- d. Past or present** – Even if children are presently in an institution or home, ask them about those who took care of them before they joined the institution.
- e. Details about parents/ those who take care of the children** – Children may not know the relationship of those who are taking care of them. In such a case, ask them what they call the person who is taking care of them, how they address them? Give each child enough time to recollect and explain the situation at home.
- f. If children do not know the age of their brothers or sisters**, you could find out which class their siblings are studying in if they are school going or if they are working, till which class they studied etc. If you are able to approximately write down the ages, do so, but if not, leave the age column blank.



Question No. 4.

What do you find difficult to deal with at home? What do adults and other children at home do that makes you feel unhappy, sad or afraid?

A	Punishment	Parents/ caregivers (including siblings or other relatives taking care of the child)	Siblings sharing the same residence (not including siblings who take care of the child)	Other adults – adults sharing the same residence	Other children sharing the same residence
i	Mild – Withdrawal of privileges – prohibiting TV time/ play time, cancelling social or family outings/ holidays/ vacation, withholding (not giving) special treats or snacks, removing the child from sports or cultural activities for which he/she has been chosen or Withdrawing support - for something the child wants to do such as a hobby/sport, refusing to accompany him/her to such activities or cancelling classes for such activities	Mild –Withdrawal of privileges Withdrawing support	Mild –Withdrawal of privileges Withdrawing support	Mild –Withdrawal of privileges Withdrawing support	Mild –Withdrawal of privileges Withdrawing support
ii	Moderate - Restriction of movement – detention, standing/sitting in the corner/ to a room/ home/ or to a particular spot inside or outside the house, locking the child inside a room or inside the home, etc, Increasing or specifying more tedious chores, Insisting on overtime work, reducing rest or break time, Increasing responsibility such as – asking child to take care of another child, putting the child in charge of or responsible for something that he/she is not capable of at that age	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Insisting on overtime or reducing breaks and rest time, Increasing responsibility/ chores	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Insisting on overtime or reducing breaks and rest time, Increasing responsibility/ chores	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Insisting on overtime or reducing breaks and rest time, Increasing responsibility/ chores	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Insisting on overtime or reducing breaks and rest time, Increasing responsibility/ chores

Spontaneous reporting – Allow children to respond, give them sufficient time to think. Do not suggest the responses provided here in the table. Do not for example ask the child, ‘Have you experienced punishment? Or beatings, etc’ Instead just ask for general difficulties at home such as the Question No. 4 and allow the child to understand and respond.



Note Takers Instructions - Children will answer to this question by saying ‘my mother scolds me if I don’t do homework, or my brother hits me if I touch his things. In cases where the brother or sister is taking care of the child or is standing in the position of the parent please record the answer under the column ‘caregiver’. If the child is referring to siblings who are not taking care of the child, record the answer under the column ‘siblings’. Before you record answers check the column in which you are marking the responses. Ensure that the column reflects the kind of experience that the child is talking about. In case of doubt, discuss with the facilitator and then fill in this form.

B	Emotional abuse (Verbal, Non Verbal & Financial)	Parents/ caregivers (including siblings or other relatives taking care of the child)	Siblings sharing the same residence (not including siblings who take care of the child)	Other adults – adults sharing the same residence	Other children sharing the same residence
i	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of other adults or other children, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
ii	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities such as food/ refusal of entry into home/ institution, not allowing the child into class, Hindering the child's development to teach him/ her a lesson – such as removing from school, discontinuing tuitions, discontinuing an activity that was benefiting or would have benefited the child in the long run	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Hindering the child's development to teach him/ her a lesson	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Hindering the child's development to teach him/ her a lesson	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Hindering the child's development to teach him/ her a lesson	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Hindering the child's development to teach him/ her a lesson
iii	Financially exploitative - such as forcing the child to marry, take up a job or do something that is economically profitable for the parents/ caregivers (eg. putting the child to work, though their own earnings are sufficient to manage their needs, putting the child to work instead of going to work himself or herself, funding alcohol/ cigarette or substance addiction with the child's earnings, or spending most of the earnings on alcohol/cigarettes or substances, thus forcing the child into work), Snatching earnings/ exploiting the child in some manner - such as selling him/ her, putting him/ her into prostitution/ pledging him or her as slaves, etc	Financially exploitative - forcing the child to marry, take up a job, Snatching earnings/ exploiting the child in some manner	Financially exploitative - forcing the child to marry, take up a job, Snatching earnings/ exploiting the child in some manner	Financially exploitative - forcing the child to marry, take up a job, Snatching earnings/ exploiting the child in some manner	Financially exploitative - forcing the child to marry, take up a job, Snatching earnings/ exploiting the child in some manner
iv					
v					

For option (ii) above under Column B - for hindering a child's development - Ensure that the intention of the parent/ caregiver is clearly to punish and not due to financial necessity or other difficulties. For example discontinuing a child from school and putting him/her to work due to financial need cannot be marked under this column. Also make sure that the activity that the child was discontinued from is an activity that is principal to the child's development and not an ancillary activity, from which if the child is discontinued, it will not greatly affect his future. For example if the child is principally good at sport, removal from sports with the intention of punishing, should be marked under this section. For removal from hobbies or other activities, answers can be marked under Column A - option (i) in the previous page.

C	Physical abuse	Parents/ caregivers (including siblings or other relatives taking care of the child)	Siblings sharing the same residence (not including siblings who take care of the child)	Other adults – adults sharing the same residence	Other children sharing the same residence
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chilli smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
iv					
v					

D	Sexual abuse	Parents/ caregivers (including siblings or other relatives taking care of the child)	Siblings sharing the same residence (not including siblings who take care of the child)	Other adults – adults sharing the same residence	Other children sharing the same residence
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape
iv					
v					



Question No. 5.

Why do you think they treat you this way? Does this generally happen when they are dissatisfied with you or does it happen even otherwise?

	Contexts of punishment or abuse	Parents/ caregivers (including siblings or other relatives taking care of the child)	Siblings sharing the same residence (not including siblings who take care of the child)	Other adults – adults sharing the same residence such as relatives/ extended family	Other children sharing the same residence such as relatives/ extended family
i	Minor mistakes/ accidents - Dropping something, not bringing something, forgetting something, etc	Minor mistakes/ accidents	Minor mistakes/ accidents	Minor mistakes/ accidents	Minor mistakes/ accidents
ii	Lack of discipline - Refusal to take care of ones own belongings and personal needs - such as not keeping clothes neatly, watching too much TV and not studying, not cleaning the room, Not keeping to time regulations - Coming home late, coming back from the shop late, going to school late, Not performing allotted chores or responsibilities - Not going to work, not taking care of baby, not bringing water, not cooking food	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities
iii	Academic related issues - Not maintaining academic discipline - not taking a book to school, not doing homework, not studying well, bunking school, going late to school, talking in class, making noise in class, not coming in uniform, Poor or below expected academic performance - Failing in tests or exams, getting low marks	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance
iv	Troublesome or errant behaviour/behaviour that is not acceptable - Troubling siblings/friends, fighting with siblings/friends, causing hurt to sibling or other children, Behaviour that is considered immoral or beneath the dignity of the family/unbecoming choices - Begging, stealing, picking rags, working	Troublesome or errant/ unacceptable behaviour, considered beneath the dignity of the family/unbecoming choices	Troublesome or errant/ unacceptable behaviour, considered beneath the dignity of the family/unbecoming choices	Troublesome or errant/ unacceptable behaviour, considered beneath the dignity of the family/unbecoming choices	Troublesome or errant/ unacceptable behaviour, considered beneath the dignity of the family/unbecoming choices

	Contexts of punishment or abuse	Parents/ caregivers (including siblings or other relatives taking care of the child)	Siblings sharing the same residence (not including siblings who take care of the child)	Other adults – adults sharing the same residence such as relatives/ extended family	Other children sharing the same residence such as relatives/ extended family
v	Criminal offences – including small time criminal offences, or bigger crimes, such as large thefts, dacoity, vandalism, causing hurt or injury to others, etc.	Criminal offences	Criminal offences	Criminal offences	Criminal offences
vi	Not conforming to expectations of adults - Choices that children make that are unacceptable to parents - Adopting a pet, bringing friends home, playing with a boy, dating, eating outside, watching a movie, playing at times when not acceptable to parents, Disobedience - Not listening to parents, disobeying parents, not heeding commands, rebellious behaviour, Demanding what parents think is unreasonable - Asking for toys, asking for snacks, asking to go to school	Not conforming to expectations of adults - Choices that are unacceptable to parents, Disobedience, Demanding what parents think is unreasonable	Not conforming to expectations of adults - Choices that are unacceptable to parents, Disobedience, Demanding what parents think is unreasonable	Not conforming to expectations of adults - Choices that are unacceptable to parents, Disobedience, Demanding what parents think is unreasonable	Not conforming to expectations of adults - Choices that are unacceptable to parents, Disobedience, Demanding what parents think is unreasonable
vii	Substance abuse/fear that child will use intoxicating substances – Buying alcohol/ visiting pubs/bars, chewing betel nut, using tobacco, smoking cigarettes	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances
viii	Indecency or sexually overt behaviour – if the child indulges in exhibitionism, eve teasing, inappropriate or obscene clothing that offends public sense	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour
ix					
x					
xi					
xii					



Question No. 6.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____



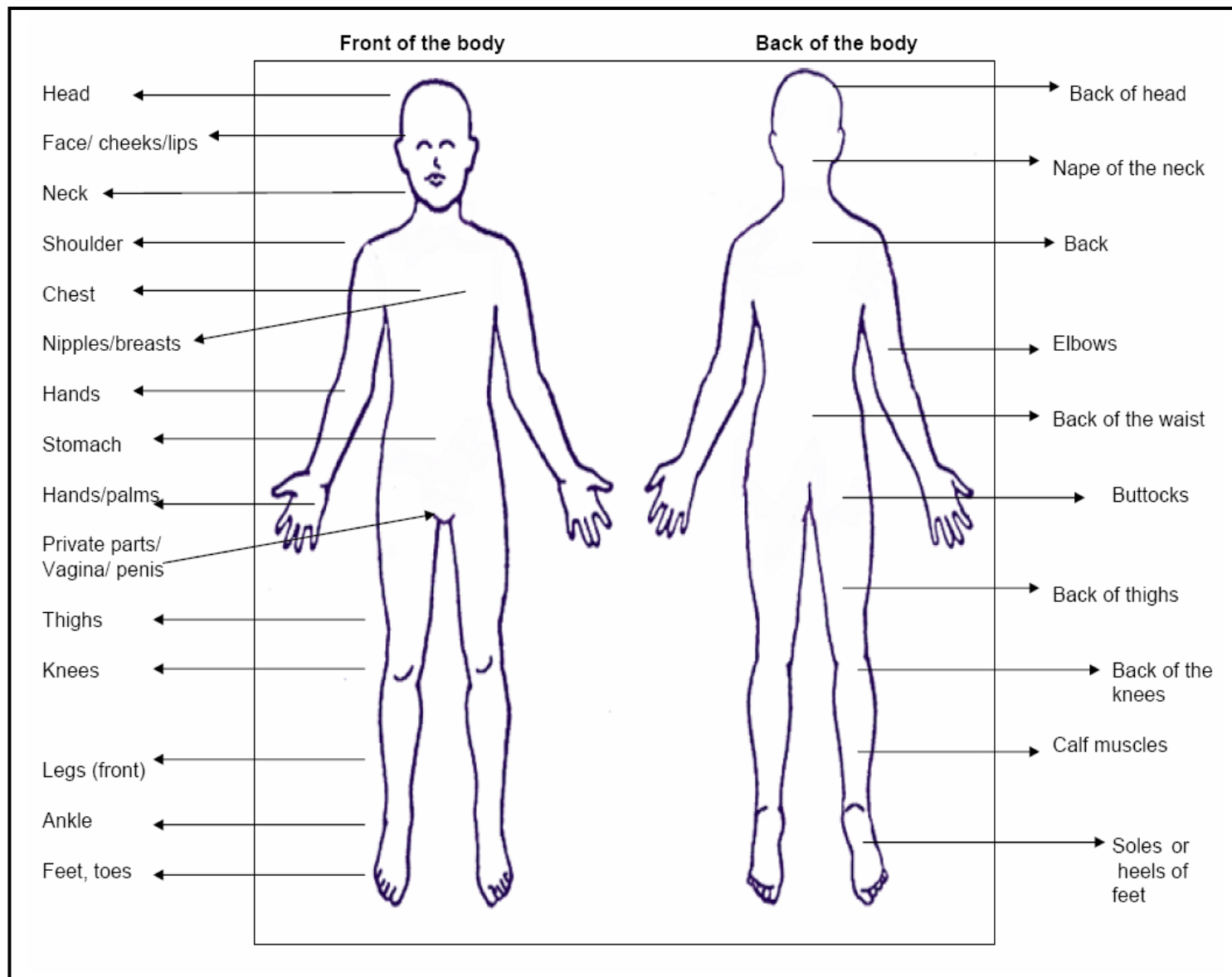
Question No. 7.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page. Point to body parts and name them to help them understand. Allow them to point out the different body parts in the diagram where they were injured. Wait for their answer and verify if the children can understand what you are saying. If they are unable to point to the map, they can indicate on their own selves where they were hurt. The body map may help younger children who may not be able to communicate where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map⁴

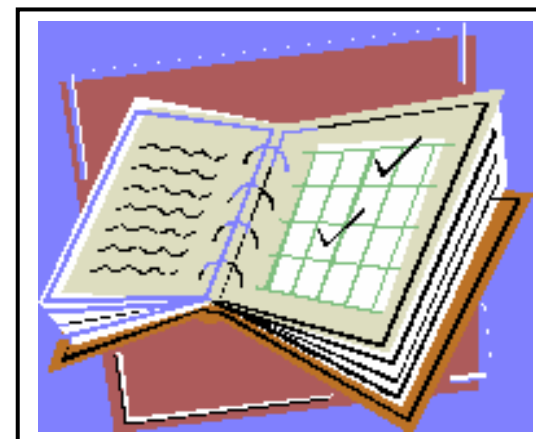


⁴ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 8.

How often do things like this happen at home?



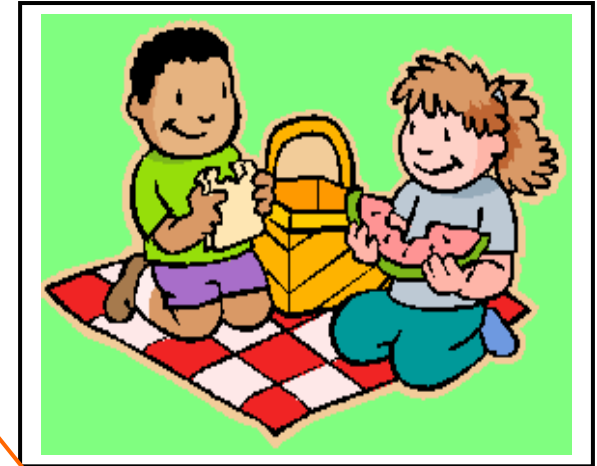
- 1) **Very rarely** – Once or twice in the past. I hardly remember it now. _____
- 2) **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
- 3) **Periodically** – It keeps happening with regularity. I keep thinking about most of the time and keep trying hard to avoid it happening - _____
- 4) **All the time.** It happens all the time/very frequently. It happens so often that when I think of my home, all I can think of is how much trouble I face - _____

To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. In the last one year how many times have you experienced this treatment?
2. In the last month how many times have you experienced this kind of treatment?
3. How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are only referring to what happens inside the home. For things that happen in the neighbourhood, use the section below.

Now lets take a short break and play a game. The name of the game is 'Compliment - Compliment' Do you know what 'Compliment' means? How many of you know what compliment means, raise your hands Compliment means saying something that you like about another. For example if someone is wearing a nice frock and if you say 'Hey that's a beautiful frock!' then what you said is a compliment. Now can you give me some examples of 'Compliments'? *(Allow the children to understand the word and its uses. If they make a mistake correct them gently and motivate them to give you more examples of compliments)* Ok. That's great, all of you have now understood the meaning of the word compliment. Now let me give you all a compliment. All of you are very smart and intelligent children. Now to play the game we should first stand in a circle and then I will choose one of you, who has to come to the centre of the circle and give a compliment to the person next to you. After that, the person who received the compliment should come in the middle and give a compliment to the person next to him or her. Like this everyone should come one by one. But then its not very simple, you cant give any compliment you want, you should give a compliment that is true and honest. Saying something just because you have to say it, is not a compliment. It should be something that is true. If you don't give a good compliment, I can ask you to give another one. So shall we start?



- 1) Do not give such a detailed explanation of the word 'Compliment' if you are conducting this with older children.
- 2) See if any child raises his/her hands and if so allow the child/ children to answer. If the child/ children give the wrong answer gently say 'Oh, sorry that's not the right answer'. If the child provides the right answer, acknowledge the child - for eg. - 'Yes, very good, that's the right answer' and then continue with the script.
- 3) Play the game until all the children have had a chance to give and receive a 'Compliment' After that give them a short break, allow them to talk amongst themselves and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.

Violence in the neighbourhood

In the last session we spoke about problems you face within your home. What about problems you face in your neighbourhood or around your house. Have you had any difficulties or problems with adults in your neighbourhood or other children in your neighbourhood? We will now discuss such problems and what you feel about these problems. Now before we begin, can you describe your neighbourhood or the street you live in/ lived in, for us? Do/ did you have relatives who lived close by? Do/ did you have close friends in your neighbourhood? Do you/ did you play with them, everyday? What games did you play? What are the things you like doing in your neighbourhood?



The focus should initially be about what the children enjoy in their neighbourhood. Do they have friends who live close by, do they play together? Allow the children to answer these questions one by one and listen to their answers carefully. Ask them to describe their neighbourhood and show interest in what they say. After a good discussion round for at least 20 minutes, continue to the next question.

Question No. 9.

What do you find difficult to deal with in your neighbourhood? What do people on your street or around your house do that makes you feel afraid or sad?

A	Emotional abuse (Verbal, Non Verbal & Financial)	Other adults – in the neighbourhood (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - in the neighbourhood (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
ii	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring the child or socially boycotting, not allowing him/her to play in the group, etc	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away
iii	Financially exploitative - Snatching earnings/ money – fooling the child to give money, forcing the child to steal money from home or from others, etc	Financially exploitative - Snatching earnings/ money	Financially exploitative - Snatching earnings/ money

iv			
v			
B	Physical abuse	Other adults – in the neighbourhood (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - in the neighbourhood (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate –Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chilli smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
iv			
v			

C	Sexual abuse	Other adults – in the neighbourhood (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - in the neighbourhood (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse,	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape
iv			
v			



Question No. 10.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____



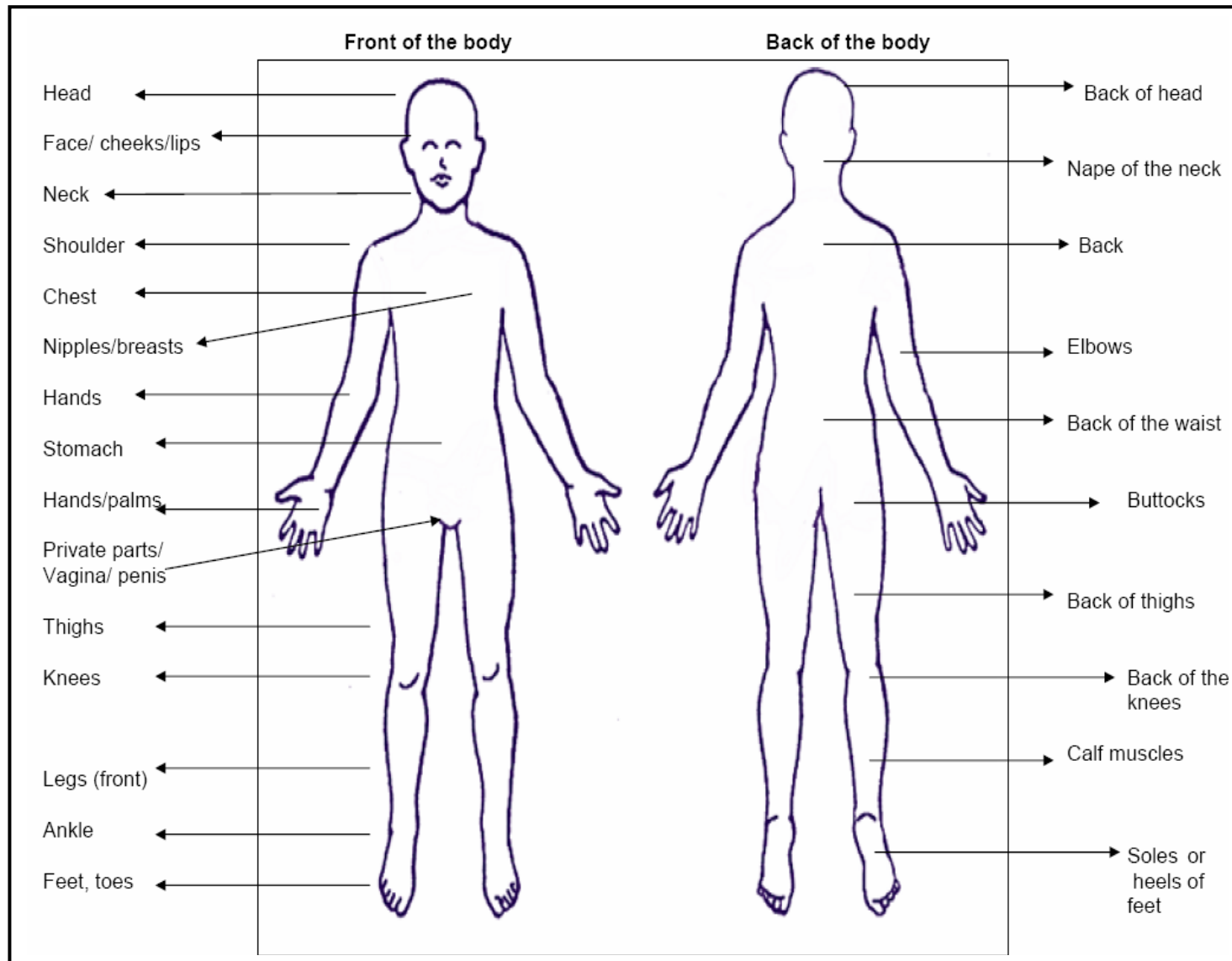
Question No. 11.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page and allow them to register the different body parts before you ask for an answer to this question. Wait for their answer and verify if the children can understand what you are saying. The body map will help younger children who may not be able to communicate where exactly they were hurt. Talk to them and point to body parts and name them properly. If they are unable to point properly, ask them to show you on their own person where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map⁵

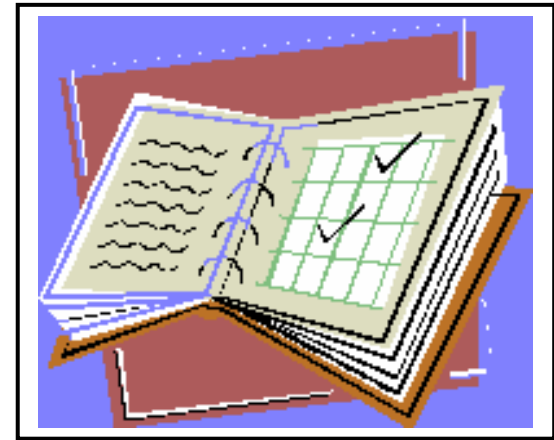


⁵ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 12.

How often do things like this happen in your neighbourhood?



1. **Very rarely** – Once or twice in the past. I hardly remember it now. _____
2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening - _____
4. **All the time.** It happens all the time/very frequently. It happens so often that when I think of my neighbourhood, all I can think of is how much trouble I face – _____

To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. **In the last one year how many times have you experienced this treatment?**
2. **In the last month how many times have you experienced this kind of treatment?**
3. **How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?**

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are only referring to what happens in the neighbourhood. For things that happen within the home, use the previous section.

Sharing Feelings, Strategies For Self Protection And Ethical Closure



Question No. 13.

Today we have discussed problems that children often face at home or in their neighbourhood. But when things like this happen, what can children do to protect themselves and to prevent themselves from being hurt? By sharing with others your own experiences and ways to protect and safeguard yourselves, you can learn from others experiences and your own experiences may help someone else here in this group today deal with their problems. Even if the adults or the other children who trouble us, do not change their behaviour, we can still alter our own response to what they do to safeguard ourselves. When things go wrong at home or in your neighbourhood how do you defend/ protect yourself?

	What does the child do? Self protective behaviours	Difficulties at home	Difficulties in the neighbourhood
i	Avoid conflict – Avoid situations or talk of topics that will result in the perpetrator becoming upset with you	Avoid conflict – Avoid situations or talk that may upset the perpetrator	Avoid conflict – Avoid situations or talk that may upset the perpetrator
ii	Self restrain - Keep quiet and not say anything to further aggravate the situation	Self restrain - Keep quiet and not say anything to further aggravate	Self restrain - Keep quiet and not say anything to further aggravate
iii	Appease the perpetrator - Apologise at the moment to avoid further trouble	Appease the perpetrator - Apologise at the moment to avoid further trouble	Appease the perpetrator - Apologise at the moment to avoid further trouble
iv	Escape - Hide or lock yourself up in a room so they cannot hurt you	Escape - Hide or lock yourself up in a room	Escape - Hide or lock yourself up in a room
v	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back
vi	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out
vii	Seek protection – Call the police for help, or an organisation that helps children in such situations to protect you from injury or danger	Seek protection – Call the police for help, or an organisation	Seek protection – Call the police for help, or an organisation
viii	Run away – Move out of the house or take to the street to escape the situation	Run away – Move out of the house or take to the street	Run away – Move out of the house or take to the street
ix	Offensive action - become verbally or physically violent or aggressive to frighten the aggressor	Offensive action - become verbally or physically violent or aggressive	Offensive action - become verbally or physically violent or aggressive



Question No. 14.

Going through this kind of trouble can sometimes affect us emotionally, we may feel very sad or depressed or moody most of the time. How do you generally react when things upset you at home or in your neighbourhood? How do you feel? What do you feel like doing?

Sl. #	Feeling/ emotional response	At Home	In the Neighbourhood
i	Sadness - hurt, tearful, painful, depression - I feel so bad, I feel like crying all the time, I keep remembering it and become very moody or sad, it is very painful	Sadness - hurt, tearful, painful, depression	Sadness - hurt, tearful, painful, depression
ii	Anger – Feel like hurting the other person, feel like retorting or saying something that will hurt them, feel like physically hurting the perpetrator those supporting him/her	Anger – Feel like hurting the other person	Anger – Feel like hurting the other person
iii	Confused – don't know what to do, don't know why I am being targeted, maybe I did something to deserve this treatment, I don't know how to react	Confused – don't know what to do	Confused – don't know what to do
iv	Frustrated – I have had enough, one more time and I don't know what I will do, whatever I do/ however much I try they still do this,	Frustrated – I have had enough	Frustrated – I have had enough
v	Ashamed/ regretful/ apologetic – I feel like I should not have done what I did, to deserve this treatment, I regret doing what I did, I feel like its my fault and I should apologise	Ashamed/ regretful/ apologetic	Ashamed/ regretful/ apologetic
vi	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me, they do it in front of others, and I feel so conscious about what others may think, I feel like they are making a joke out of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me
vii	Revengeful – I will get back at him/her, I will teach him/her a lesson, I should do something to teach him/her a lesson	Revengeful – I will get back at him/her	Revengeful – I will get back at him/her
viii	Lonely/ insecure/ abandoned – I have no one to support me, I feel all alone in this world, I feel like an orphan, they have all left me and will never come back, I have lost the support I had	Lonely/ insecure/ abandoned – I have no one to support me	Lonely/ insecure/ abandoned – I have no one to support me
ix	Feel like running away –I am not wanted here, I have to escape this, I feel unwelcome here and feel like leaving, if I stay here any longer I will go mad – I have to run away, running away from home is the only option	Feel like running away –I am not wanted here, I have to escape this	Feel like running away –I am not wanted here, I have to escape this

Sl. #	Feeling/ emotional response	At Home	In the Neighbourhood
x	Feel like hurting myself – I am angry at myself - I feel like hurting myself, I feel like beating myself up	Feel like hurting myself – I am angry at myself	Feel like hurting myself – I am angry at myself
xi	Feel like intoxicating myself – I feel like using alcohol/ drugs /cigarettes/ other intoxicating substances to escape or to feel better, want to become intoxicated so that I don't feel anything	Feel like intoxicating myself	Feel like intoxicating myself
xii	Feel like killing myself, feel suicidal – I feel like killing myself to escape all this, I feel like if I die I would finally be at peace, I feel death is the only solution to my problem	Feel like killing myself, feel suicidal	Feel like killing myself, feel suicidal



Question No. 15.

What do you think is the best way to prevent such happenings from affecting you? If someone were to be having similar problems like you, what would you suggest they do to keep themselves calm and unaffected?

Sl. #	Methods of keeping oneself calm	At Home	In the Neighbourhood
i	Confide in friends or relatives - Talk about problems whether or not the person listening is in a position to help	Confide in friends or relatives	Confide in friends or relatives
ii	Avoid interactions with the abuser – Keep physically away or become emotionally distant from the abuser	Avoid interactions with the abuser	Avoid interactions with the abuser
iii	Focus on more positive or rewarding relationship - such friendships or other relationships	Focus on more positive or rewarding relationships	Focus on more positive or rewarding relationships
iv	Distract yourself to focus on other activities in life – such as a rewarding academic or professional life, hobbies and sports	Distract yourself to focus on other activities in life	Distract yourself to focus on other activities in life
v			
vi			
vii			
viii			
ix			
x			
Xi			

Discussion & sharing - Allow children to discuss amongst themselves and motivate them to share the ways in which they can deal with their emotions.

Anger or frustration or bitterness/ emotional or tearful responses – if you see that certain children are emotionally affected by their problems, consult with your supervisor/ head of the school/ institution to refer the child to a counsellor or to psychiatric services. Creating a more friendly and understanding atmosphere for children who are emotionally affected within your Institution, can also help them feel more secure and supported in their lives. Refer to the **Facilitators Preparation Instructions in Part III of the Handbook** before you offer to directly help such children.

Ok now we will do a small group imagination exercise. All of you should now close your eyes. Relax your body and sit comfortably. Breathe deeply and slowly. Release all your muscles and imagine that you are in a big green field with soft grass all around. It is sunny and the breeze is cool and you are sitting on the grass. The sky is blue, there are flowers everywhere around and butterflies flitting around. Butterflies of every colour, orange, blue, pink and white. The flowers smell sweets and the grass feels soft and cushiony beneath your feet. You are very happy and are smiling and basking in the warm sun. Now slowly breathe, breathe in, breathe out. Continue breathing deeply. (give them five minutes to relax and then continue) Move your fingers first. Now move your hands, now flit your eyelids and slowly open your eyes. So how did that feel? How are you feeling now?



1. **Ask children how they felt, are they feeling happy, relaxed or sleepy?** Give them sufficient time to respond and react. Then very slowly take them to the next question.
2. **After the session give the children a short break,** allow them to wake up slowly and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.

Question No. 16.



Today we have discussed some negative experiences that you may have undergone in your lives. We would now like to discuss some positive experiences you have had in the past. Can all of you here give me one example of a happy experience. It could be a game with your friends, or a function that you celebrated with your family or friends, or just a very nice movie you watched? It could be anything that made you very happy. I will pick out one person after which, one by one each one of you have to talk about one thing that made you very happy.



At home	In the neighbourhood
<p>1. Family together time - Playing games together / going out for vacations/family functions or celebrating festivals/ eating together - _____</p> <p>2. When people at home show interest in studies/ homework/ hobbies & help children with it- _____</p> <p>3. When parents take up for their children when someone else says something negative about them- _____</p> <p>4. When family is supportive of the choices the child makes - _____</p>	<p>5. Time together with neighbours - playing with adults/ children in the neighbourhood/ organising neighbourhood programmes and festivals together with other adults/ children- _____</p> <p>6. When people in the neighbourhood are supportive of the child - _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>

Engage children in a discussion on the things that make them happy. If a child has had negative experiences with most people, then focus on things such as enjoying a particular favourite dish, pursuing a hobby, playing a game etc. The idea of this session is to **get children in a positive and happy state of mind**, so avoid conversation of negative experiences. If a child continues to focus on negative experiences, **listen to the child and slowly shift the conversation to talk about what makes them happy.** Do not ask the child to stop talking, but listen and slowly through the conversation shift the focus to positive aspects of life.



Question No. 17.

Now we will discuss your plans for the future. Have you thought about what you would like to be? What do you enjoy doing in the future? What are your plans for your future?



<ol style="list-style-type: none"> 1. Study- _____ 2. Work- _____ 3. Earn money- _____ 4. Become famous- _____ 5. Choose a career such as doctor, engineer, actor- _____ 	<ol style="list-style-type: none"> 6. Live happily with family- _____ 7. _____ 8. _____ 9. _____ 10. _____
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Motivate children to think about what they would like to do in the future. Ask them what they enjoy doing, what profession or career would best suit them. This may be difficult with younger children and you may have to motivate them to **speak about their likes and dislikes in detail** before they respond. **For children who have no inclination to pursue a career,** focus on what kind of people they want to be, on what kind of family they wish to have, etc, without focusing solely on work or profession.

Thank you very much. Today we have had a truly fruitful discussion on various aspects of your lives - some difficult and also some very enjoyable experiences you have had. Before we end this session and before everyone goes home, I want you to give me your opinion about this session. I will ask you a few questions now, you should tell me what you really feel, so that we can make this session more interesting and more fun for you in future. **(read out the questions in the Childrens' Feedback Form at Annexure – D and note down their responses before you proceed to wind up)**

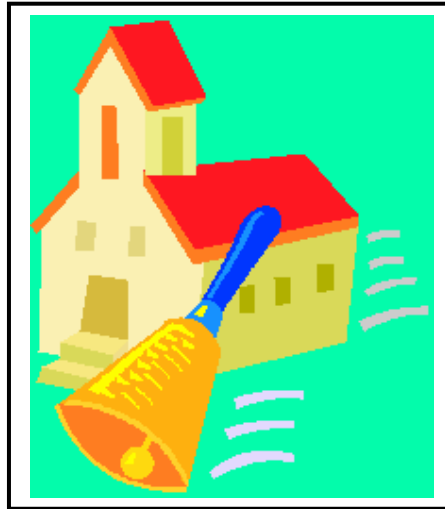
We are so glad that you shared with us your experiences and we thank you for having participated in this session. We hope you enjoyed the session. Now before we disperse, we will distribute to all of you a piece of paper with some phone numbers of organisations that you can contact in case you have a problem. Of course we are always there to help you and you can come to us and but if you decide to contact these organisations yourselves, you may do so directly and they are there to help you. I will read out the list of these organisations now and tell you which organisation will be useful for what purpose. Later when you need help you can just contact them by telephone or visit them. **(Read out the list of organisations and explain to the children what each organisation does, where it is located, how to get in touch, through phone or post, etc, before you hand out the forms to them)** Thank you very much for being here today and participating.



PARTICIPATIVE ASSESSMENT TOOL (PAT)

STANDALONE TOOL

SESSION II –VIOLENCE WITHIN THE SCHOOL/INSTITUTION, ON THE WAY TO SCHOOL/INSTITUTION AND AROUND SCHOOL/INSTITUTION PREMISES



Please note that this Tool can be flexibly adapted to suit various cultural and situations contexts of the children being interviewed. Therefore the suggested scripts on how to address children can be suitable modified or substituted, to make it more applicable or interesting to the children being interviewed. However it is suggested that the columns providing for recording of responses (data) be maintained in the same manner, so that data collected across different countries and regions are comparable. **Though possible responses have been provided to make it easy for you to record responses of the child, DO NOT SUGGEST RESPONSES/ANSWERS, just pose the question and record the child's immediate response.**

Warning – Please DO NOT USE THIS TOOL in case you are bound by the law of your country/region to report children's experience of violence to law enforcement officials (mandatory reporting) as it will contradict the assurances of confidentiality that this Tool requires you to make and abide by, in the interest of the safety and well being of children.

Basic details To be filled in before the conduct of the session

1. Total number of children interviewed in the session (in the group) – _____
2. Sex of the children taking part – Male _____ Female _____ (kindly indicate the number of male and/or female children)
3. Age group that the children belong to - (tick the appropriate group) 6-9 years _____, 10-12 years _____, 13-15 years _____, 16 – 17 years _____
4. Ethnic community/communities that the children belong to _____

_____ (detail each community and sub group)
5. Language used in administering the Tool - _____ (specify in detail the language)
6. Are the children presently living with parents/relatives – Yes - _____ No - _____ (indicate the number of children who do and those who don't)
7. Number of children living on the street - _____
8. Number of children attending or accessing services in institutions - _____
9. Number of children living in institutions - _____
10. Number of working children - _____
11. Number of children going to school - _____
12. Facilitators name _____ Sex – Male _____ Female _____ (tick the appropriate group)
13. Note takers name _____ Sex – Male _____ Female _____ (tick the appropriate group)
14. Number of hours spent on the conduct of this session - _____ hrs (VIOLENCE WITHIN THE HOME AND IN THE NEIGHBOURHOOD)
15. Number of breaks provided to children during the session – Breaks/rest time _____ Activity or game sessions - _____
Relaxation exercises - _____

Seema and her Experiences going to school/ institution



Handy hints -

Set the mood for story telling gathering children in a circle. Check if they are comfortably seated and are settled before you begin. Ask them if they like stories, what kinds of stories do they like, why do they like stories, etc. To get the shy or embarrassed ones engaged, you could ask them to guess what the story is about. Make sure that children are relaxed and not restless or impatient before you begin telling the story.

Wait for all the children to understand and comprehend what you have said before you ask them to raise their hands. Then listen to each child's experience, before moving on to the next Section.

Now earlier all of you made up these stories about Anjana and the difficulties she faced at home and in her neighbourhood. Now we are moving on to talk about difficulties that children face in school / in the institution. *(skip this part in case you have not conducted Part II of the Tool Kit)*

To begin with, I will tell you a story about this girl called Seema. The story is called 'Seema and her experiences going to school/ institution.'

Seema is a little girl who goes to school/institution. She enjoys being in school/ institution with her friends and enjoys taking part in the art and craft activities there. She loves painting and working with clay and also loves singing with her friends. Sometimes though, other children spoil the fun by making fun of her work and sometimes even destroy her work. One day during the art class Shilpa who sits next to her pushed her and the coloured water on Seema's desk spilled all over on the floor and on the uniform of the girl sitting in front of her. Her teacher was so upset that she made her stand outside class for the rest of the art session. Shilpa on the other hand was enjoying all the trouble that Seema had to face. When things like this happen, she becomes sad.

When she feels better, she wonders why adults and other children treat her this way. Sometimes she feels that her teacher/ supervisor had a good reason to be upset, but she still feels that the teacher should not have scolded her and could have been more gentle. *(Feel free to change this story or substitute it to make it more applicable/interesting to the children)*

Question No. 1.



Have you also experienced similar difficulties at school/ at the institution? Have you also felt sad like Seema? What are these experiences at School/ the institution that make you feel sad or afraid? Now how many of you can remember such incidents that you had to face, please raise your hands.

Suggested modifications to the Seema Story to suit children from different backgrounds

1. **For male children** - In the case of boys, you could say that Raju is a young boy who goes to school/institution. He loves playing cricket with his friends and though he is quite a happy boy sometimes he gets into fights with other boys when they cheat in the game. Teacher/supervisor at school also get upset when he gets into fights and they also scold him. When things like this happen, he becomes very sad and feels that people should be more fair to him. Especially when other boys cheat in the game, the teacher should have taken up for him rather than scolding him.
2. **Older children - age group between the ages of 12 - 14 and 15 - 16** - Seema is young girl who goes to school/institution. She enjoys being in school/the institution with her friends and enjoys taking part in the art and craft activities there. She loves painting and working with clay and also loves singing with her friends. Sometimes though, her friends make fun of her and tease her about her interest in art. They hide her things from her and enjoy watching her search endlessly. She loves walking around school/ walking around the institution with her friends and buying small snacks and treats for herself. But even this becomes a little hurtful sometimes when other residents close to school/institution yell at her or poke fun at her or when shopkeepers make her wait for a long time on purpose. When inside school/ at the institution, though she is often quite friendly with the teachers/supervisors, she has some difficulties with a few of them who she finds very strict. Sometimes the teacher/ supervisor becomes upset or angry and says rude things at her or nags her for roaming around too much outside school/institution. When things like this happen, she becomes sad. After a while when she feels better, she wonders why adults and her friends at school treat her this way. Sometimes she feels like her teacher/ supervisor had a good reason to be upset, but she still feels that the teacher should not have scolded her and could have been more gentle.
3. **Children living on the street or in slums** - In this case, you could say that Seema lives on the street and with her family in a slum on the outskirts of the city. If most or all children in your group do not go to school but visit an institution, you could say that Seema takes shelter in an institution in the night and the rest of the story can be the same. If most of the children in your group live on the street and attend school, you could say that Seema lives on the street and goes to school every day or as often as she can and keep the rest of the story the same.

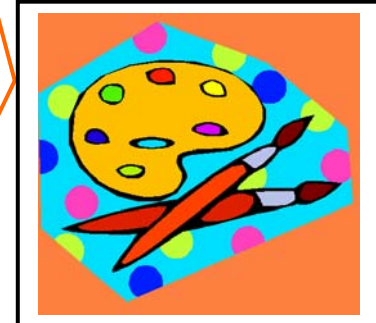
Other such circumstances in which children live, such as children in juvenile justice homes, children in orphanages (with some past contact with parents), children in shelter homes, etc can be included in the story with minor modifications as shown above.

Now, all these things that you remember make you afraid or sad, we will play a small game on this. What we will do is first make two teams. Each team will make a list of their experiences that make them feel sad or afraid. Then with this list we can play a few games -

1. Story telling - One is to make up your own stories with Seema as the main character (you can give another name if you want also). In this game, you can put in all your experiences and write a story about the different things that make Seema unhappy at school/ institution or on the way or around the school/ institution. After you make up the story, you can write it down/ I can write it down for you. (Suggest to write it for the child in the case of very young children or those who cannot write) For example, if Seema got scoldings from her teacher for making noise, you can write down all the details of the story such as - One day the teacher went out to bring something from the office. The whole group of children began to talk once the teacher left class and Seema also began to talk to Shilpa her close friend. When the teacher returned, since Seema has a loud voice, she gave her a scolding, though the rest of the class was also talking. She felt very sad and embarrassed in front of the other children. Now you can make up a similar story for Seema's troubles on the way to school. You can write as many stories as you want and then each person in the team has to read out his/her contribution to the story. You will be given 30 minutes to write down the stories.

2. Role Playing - Second is that you can act out the story you have written like a drama. First you write down the stories that you make up (as detailed above), into one story. You can decide to add two or more stories together also to make one story. And then all of you can decide which ones of you will act which role and what dialogues each character will say. One of you can be the director, one of you can be Seema, one of you the teacher/supervisor, one of you can be Shilpa, etc. If there are more than 3 people in your group, then you can add more characters such as Seema's other friends Sharada and Rathi. You have 45 minutes to write down the stories, make one final story and another 15 minutes to enact it out. You need not learn the story or the dialogues byheart. You can even read them out from a piece of paper.

3. Picture drawing - Third you can draw a picture based on this story. After you write down the stories, each one of you will have to draw a picture of it. You can also get together & draw one large picture together after deciding what to draw. Every child must contribute to the final picture that you decide to draw together. After drawing the picture, you will each have to explain the drawing, and detail each aspect of the picture that you have contributed to.



Mention only those activities that you have chosen with the head of your school/ institution – Give the children the choice of activities that you have decided are possible for you to conduct & for your school/institution to support (refer to Part III of the Handbook- which provides guidelines on the skills you will need as a facilitator and the materials needed for each activity). Do not suggest an activity that you don't feel confident of organizing or where your school/ institution cannot support in terms of time & materials needed.

Give them time to understand the game - Explain each option and allow children to understand and decide what activity they would like to participate in. Give them enough time to understand each activity before you move on to the next activity.

If the children cannot write – You may divide the group of ten children into two groups and both the facilitator and the note taker can assign yourselves to write the story for each group. After writing the story, repeat the story and the lines several times, until each child remembers his or her lines. In the case of small children, make sure that the sentences are short and simple for them to remember. During their activity session, if a child forgets a word or a line, remind him or her of the line so he/ she feels supported and can complete his/ her part successfully.

The rules of the game



All of you have the right to choose as many of these activities as you want by raising your hands. For example if you like both story telling and role playing you can raise your hands for both and we will conduct the activity that the majority chooses. Now for the Story telling activity, those of you who would like to do this please raise your hands? (count the number of children who are interested and then move on to the next activity) How many of you would like to enact a drama? How many of you would like to draw a picture. (Announce the activity that the majority of the children choose and then work with the group to ensure that all of them participate in the activity, in one manner or the other) Now we can start the game, but before that, there are a few rules. All games have rules and the rules of all these games are -

Handy hints -

How to get shy or distracted children to be active participants - you may say something like -

Story telling - 'I see all of you are very interested in this activity? What about Sharada, what is your opinion, how can we make the story more interesting?'

OR

Picture Drawing - 'Oh that looks like a great idea for a drawing. What is Sharada's contribution to this? Can you show me? What do you think Sharada, can you draw something that will make this picture better?'

OR

Role Playing - I can see you are all enjoying yourselves. What is Sharada's role, what will she be doing, have you decided? Can she play the role of Shilpa. What does Shilpa think of the problems Seema faces at school/institution?

- e. **Each one of you should contribute one idea** - Each of you should contribute one idea to the final presentation that your group will make. After each group presents their group activity, each of you should tell me what you contributed to the story, what was your idea that is used in the activity.
- f. **Each one of you should take part** - Each one of you should take part in the presentation of the activity.
- g. **Focus on how you would feel, if things like what happened to Seema happened to you** - Each story that you make up or draw should tell us what you really feel about what happens in the story. What do you think, how do you feel and what goes in your mind when it happens?
- h. **Focus on what Seema could have done to deal with her situation** - When you are making up the stories, try and think of what Seema could have done to in that situation to make herself feel better. What could she have done to calm herself and get control over the situation, could she have asked someone for help, from whom can she ask for help or support. etc.

After choosing the activity that the majority of the children choose, present the rules above and ensure that each child understands each rule. Give them examples of how they can contribute and after they begin the activity, follow it up by supporting each group. Give them an example by demonstrating or playing out a part yourself, or writing down a story yourself. Help the groups write down the story by listening to them and writing it for them yourselves. Allow them to read out the story and prompt them as and when they find a word difficult to pronounce.

Basic information on the background of the group of children on people at home

All of you have performed beautifully today and we are delighted with the creative ways in which you have played this game today. Now **we will move on to discussions.** In this story Seema feels sad because her friends and teachers/supervisors at school or institution scold her or say mean things to her. At school/ at the institution you may have also faced a similar situation that made you sad. We also as adults faced such problems when we were children. **We want to know more about your own experiences at school/institution or even on the way to school/institution. What do you find upsetting and find difficult to deal with?** Before we do that, we will first ask you some basic questions. (skip this page in case the children you are working with have had no family contact at all)



Question No. 2.

Who do you/ did you live with in the past? Do you live/ have you lived with your parents, or with other family members, who takes/took care of you and your needs?

1. Parents - _____
2. Adoptive parents (unrelated to the child) - _____
3. Blood relatives as primary caregivers (aunts/ uncles/ etc.) - _____

4. Older siblings - _____
5. _____
6. _____
7. _____
8. _____
9. _____



Question No. 3.

Do you have any brothers or sisters? How old are they? Are they younger or older than you?

1	Brothers	Older - _____ _____	Younger/ of the same age - _____
2	Sisters	Older - _____ _____	Younger/ of the same age - _____

1. **Past or present** – Even if children are presently in an institution or home, ask them about those who took care of them before they joined the institution.
2. **Details about parents/ those who take care of the children** – Children may not know the relationship of those who are taking care of them. In such a case, ask them what they call the person who is taking care of them, how they address them? Give each child enough time to recollect and explain the situation at home.
3. **If children do not know the age of their brothers or sisters**, you could find out which class their siblings are studying in or if they are working, till which class they studied etc. If you are able to approximately write down the ages, do so, but if not, leave the age column blank.



Question No. 4.

What do you find difficult to deal with at school/institution? What do people do that makes you feel afraid or sad?

A	Punishment/ Emotional abuse (Verbal and Non Verbal)	Teachers/ Principal/ other administrative staff	Children (Classmates/ older children/ class monitors, etc)	Cleaning or maintenance staff (such as janitors, maids, ayahs, etc)
i	Mild –Withdrawal of privileges – prohibiting TV time/ play time, cancelling social or family outings/ holidays/ vacation, withholding (not giving) special treats or snacks, removing the child from sports or cultural activities for which he/she has been chosen or Withdrawing support - for something the child wants to do such as a hobby/sport, refusing to accompany him/her to such activities or cancelling classes for such activities	Mild –Withdrawal of privileges Withdrawing support	Mild –Withdrawal of privileges Withdrawing support	Mild –Withdrawal of privileges Withdrawing support
ii	Moderate - Restriction of movement – detention, standing/sitting in the corner/ to a room/ home/ or to a particular spot inside or outside the house, locking the child inside a room or inside the home, etc, Increasing or specifying more tedious chores at home/ institution, Increasing responsibility such as – asking child to take care of a sibling/ another child, putting the child to work/ putting the child in charge of something that he/she is not capable of at that age,	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Increasing responsibility	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Increasing responsibility	Moderate - Restriction of movement, Increasing or specifying more tedious chores, Increasing responsibility
iii	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
iv	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc.	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc.	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc.
v				

B	Physical abuse	Teachers/ Principal/ other administrative staff	Children (Classmates/ older children/ class monitors, etc)	Cleaning or maintenance staff (such as janitors, maids, ayahs, etc)
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chilli smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
iv				
v				
C	Sexual abuse	Teachers/ Principal/ other administrative staff	Children (Classmates/ older children/ class monitors, etc)	Cleaning or maintenance staff (such as janitors, maids, ayahs, etc)
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical

	child, Gang rape – rape by more than one person at a time or one after another	injury, Gang rape	injury, Gang rape	injury, Gang rape
iv				
v				

Question No. 5.

? Why do you think they treat you this way? Does this generally happen when there is a misunderstanding or does this happen even otherwise?

	Contexts of punishment or abuse	Teachers/ Principal/ other administrative staff	Children (Classmates/ older children/ class monitors, etc)	Cleaning or maintenance staff (such as janitors, maids, ayahs, etc)
i	Minor mistakes/ accidents - Dropping something, not bringing something	Minor mistakes/ accidents	Minor mistakes/ accidents	Minor mistakes/ accidents
ii	Lack of discipline - Refusal to take care of ones own belongings and personal needs - such as not keeping clothes neatly, watching too much TV and not studying, not cleaning the room, not adhering to uniform and cleanliness regulations, Not keeping to time regulations - Coming late, going to school late, Not performing allotted chores or responsibilities - Not heeding to directions, etc	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities	Lack of discipline - Refusal to take care of ones belongings & personal needs, not maintaining time, skipping chores or responsibilities
iii	Academic related issues - Not maintaining academic discipline - not taking a book to school, not doing homework, not studying well, bunking school, going late to school, talking in class, making noise in class, not coming in uniform, Poor or below expected academic performance - Failing in tests or exams, getting low marks.	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance
iv	Troublesome or errant behaviour/behaviour that is not acceptable - Troubling siblings/friends,	Troublesome or errant/ unacceptable behaviour,	Troublesome or errant/ unacceptable behaviour,	Troublesome or errant/ unacceptable behaviour,

	fighting with siblings/friends, causing hurt to sibling or other children, Behaviour that is considered immoral or unbecoming choices - Begging, stealing, picking rags, working	considered immoral or unbecoming choices	considered immoral or unbecoming choices	considered immoral or unbecoming choices
v	Criminal offences – including small time criminal offences, or bigger crimes, such as large thefts, dacoity, vandalism, causing hurt or injury to others, etc.	Criminal offences	Criminal offences	Criminal offences
vi	Not conforming to expectations of adults - Choices that children make that are unacceptable to adults - Adopting a pet, hanging out with friends, playing with a boy, dating, eating outside, watching a movie, playing at times when not acceptable to parents, Disobedience - Refusal to adhere to school/institutional regulations, rebellious behaviour, Demanding what is unreasonable - Asking for special toys, snacks, asking for more freedom and lenience, asking for more time to spend outside school/institution	Not conforming to expectations of adults - Choices that are unacceptable to adults, Disobedience, Demanding what is unreasonable	Not conforming to expectations of adults - Choices that are unacceptable to adults, Disobedience, Demanding what is unreasonable	Not conforming to expectations of adults - Choices that are unacceptable to adults, Disobedience, Demanding what is unreasonable
vii	Substance abuse/fear that child will use intoxicating substances – Buying alcohol/ visiting pubs/bars, chewing betel nut, using tobacco, smoking cigarettes	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances
viii	Indecency or sexually overt behaviour – exhibitionism, eve teasing, inappropriate or obscene clothing that offends public sense	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour
ix				
x				
xi				
xii				



Question No. 6.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____



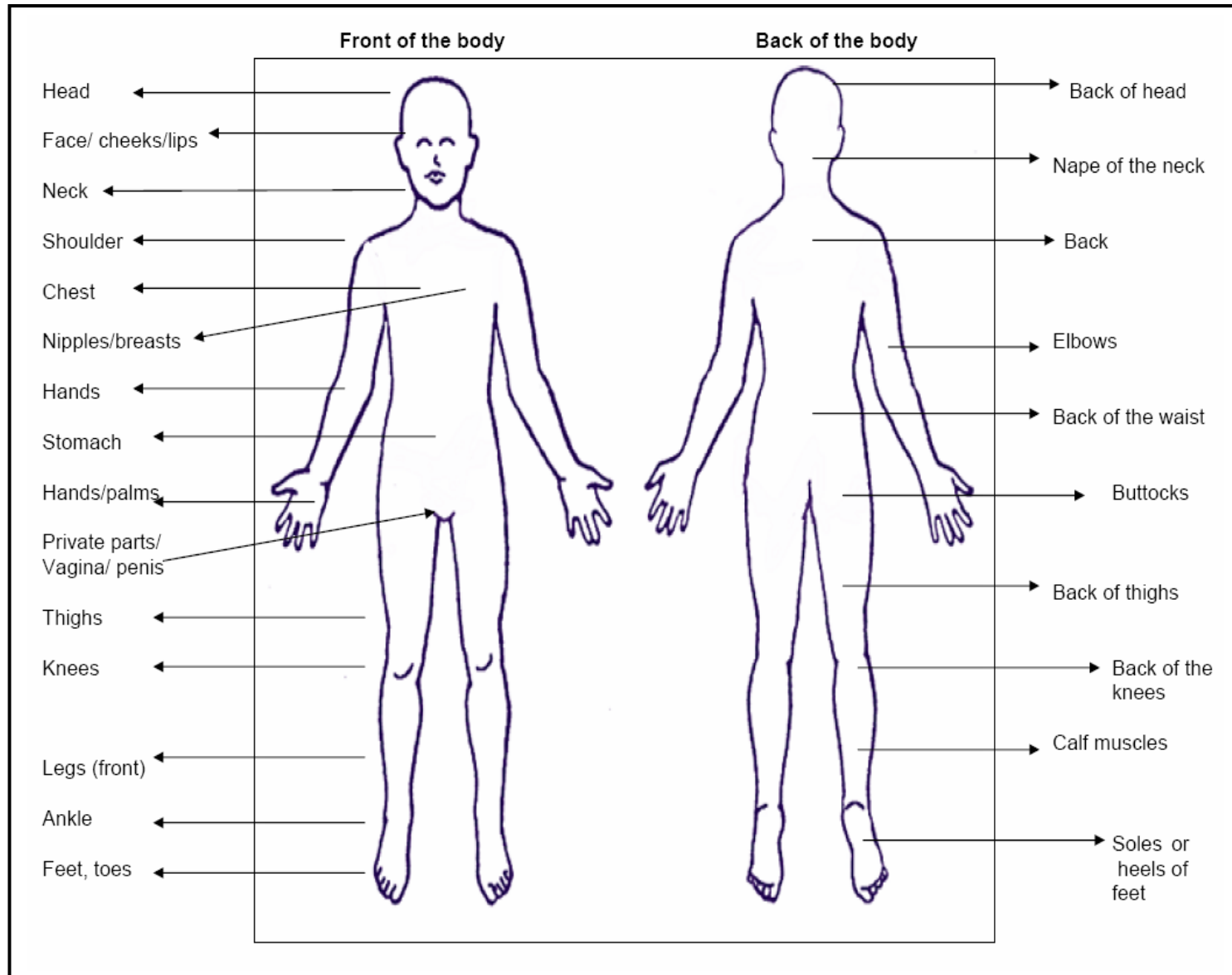
Question No. 7.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page. Point to body parts and name them to help them understand. Allow them to point out the different body parts in the diagram where they were injured. Wait for their answer and verify if the children can understand what you are saying. If they are unable to point to the map, they can indicate on their own selves where they were hurt. The body map may help younger children who may not be able to communicate where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map⁶

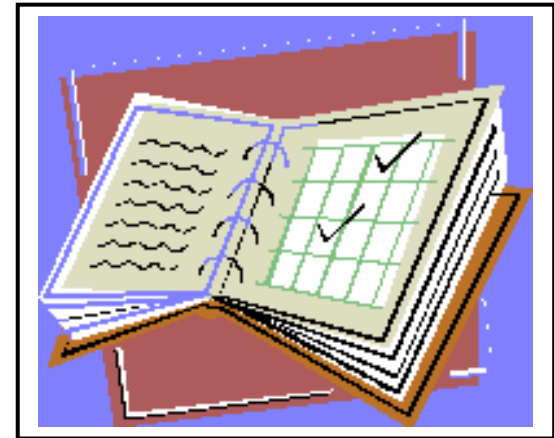


⁶ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 8.

How often do things like this happen at school/ in the institution?



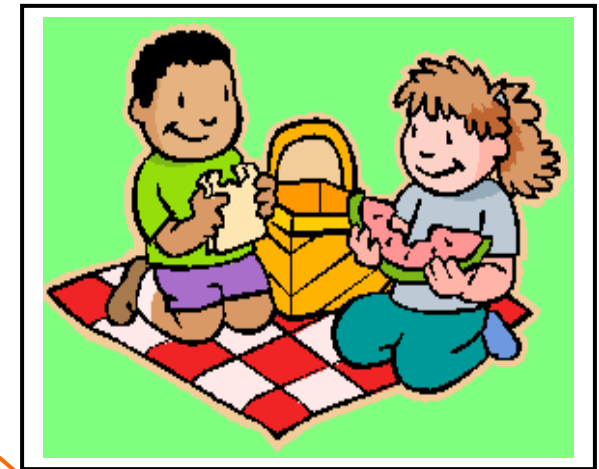
1. **Very rarely** – Once or twice in the past. I hardly remember it now. _____
2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening - _____
4. **All the time.** It happens all the time/very frequently. It happens so often that when I think school/institution, all I can think of is how much trouble I face - _____

To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. In the last one year how many times have you experienced this treatment?
2. In the last month how many times have you experienced this kind of treatment?
3. How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are only referring to what happens at school/ at the institution. For things that happen on the way to school/ institution or around the school/institution, use the following section.

Now let's take a short break and play a game. The name of the game is 'Word Picture'. Now let me explain what a 'Word Picture' is. It is a picture that you make, using your imagination, by describing it in words. Do you know what imagination means? Imagination is where you think that something exists even though in reality it may not be true. For example if I tell you now, 'It is a sunny day', then there is a picture of the sun shining bright and beautiful in your imagination. Even if it is raining around you, you can still imagine in your mind the sun shining brightly. *(Allow the children to understand the word and its uses)* Now I will tell you how to play the Word Picture game. To begin with I will say the sun is shining, then the person next to me has to add to the picture. For example, you can say, the birds are singing, so now the picture has the sun shining brightly and the birds singing, then the next person can say, the trees are moving in the breeze. One by one, each person has to add to the picture and make it more and more beautiful. The rule of this game is that you should say things that make the picture more and more beautiful. We can select any theme we want. We can select a sunny day or a snowy day or a day when you are celebrating a festival, like Christmas, or New Years Celebrations. You can decide which theme to choose, what would you prefer? *(allow the children to choose the theme and select a theme that the majority chooses, and then begin the game)* So now that we have decided the theme. shall we begin?



1. Allow the children sufficient time to understand the words 'Imagination' and the concept of the game 'Word Picture'. Ask each child individually, if he/she has understood, before you begin playing the game.
2. Play the game until all the children have had a chance to contribute a sentence each to form the 'Word Picture'. Towards the end, if children are unable to add to the picture, help them out by suggesting an addition to the picture. For example, you could suggest something that the child identifies with - if the child loves animals, you could suggest, what about an animal in the picture, for eg. 'Dogs are playing on the green grass'. Give them a short break after the game and if possible leave the room so they can talk amongst themselves and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.

Violence on the way to or in the neighbourhood of the school/institution

In the last session we spoke about problems you face within the school or institution. What about problems you face on the way to or around the school or institution? Have you had any difficulties or problems with adults or other children on the way or in the neighbourhood of your school/institution? We will now discuss such problems and what you feel about these problems. Now before we begin, can you tell me how you get to school/the institution, do you walk? Do you go outside the school or institution for food or other things, if so when do you generally go out? What do you enjoy doing in the area around your school or institution?



The focus should initially be about how children get to school, what do they enjoy about walking or going to school, do they walk or travel to school with friends, do they look forward to this time together, what are the things they like doing in the neighbourhood in which their school or institution is located. Allow the children to answer these questions one by one and listen to their answers carefully. Show interest in what they say. After a good discussion round for at least 20 minutes, continue to the next question.

Question No. 9.
 ? What do you find difficult to deal with on the way to or in neighbourhood where your school/institution is located? What do people or other children do or say that makes you feel afraid or sad?

A	Emotional abuse (Verbal, Non Verbal & Financial)	Other adults – on the way to school/institution (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - on the way to school/institution (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
ii	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, etc
iii	Financially exploitative - extorting or snatching money from the child, threatening the child and forcing him/her to give money, forcing the child to buy alcohol, cigarettes or other substances for	Financially exploitative - Snatching earnings/ financially exploiting the child in some manner	Financially exploitative - Snatching earnings/ financially exploiting the child in some manner

	them		
B	Physical abuse	Other adults – in the neighbourhood (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - in the neighbourhood (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate –Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chilli smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse

C	Sexual abuse	Other adults – in the neighbourhood (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - in the neighbourhood (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child,	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or making the child to touch - softer forms of sexual behaviour not amounting to intercourse,	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape



? Question No. 10.
Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____



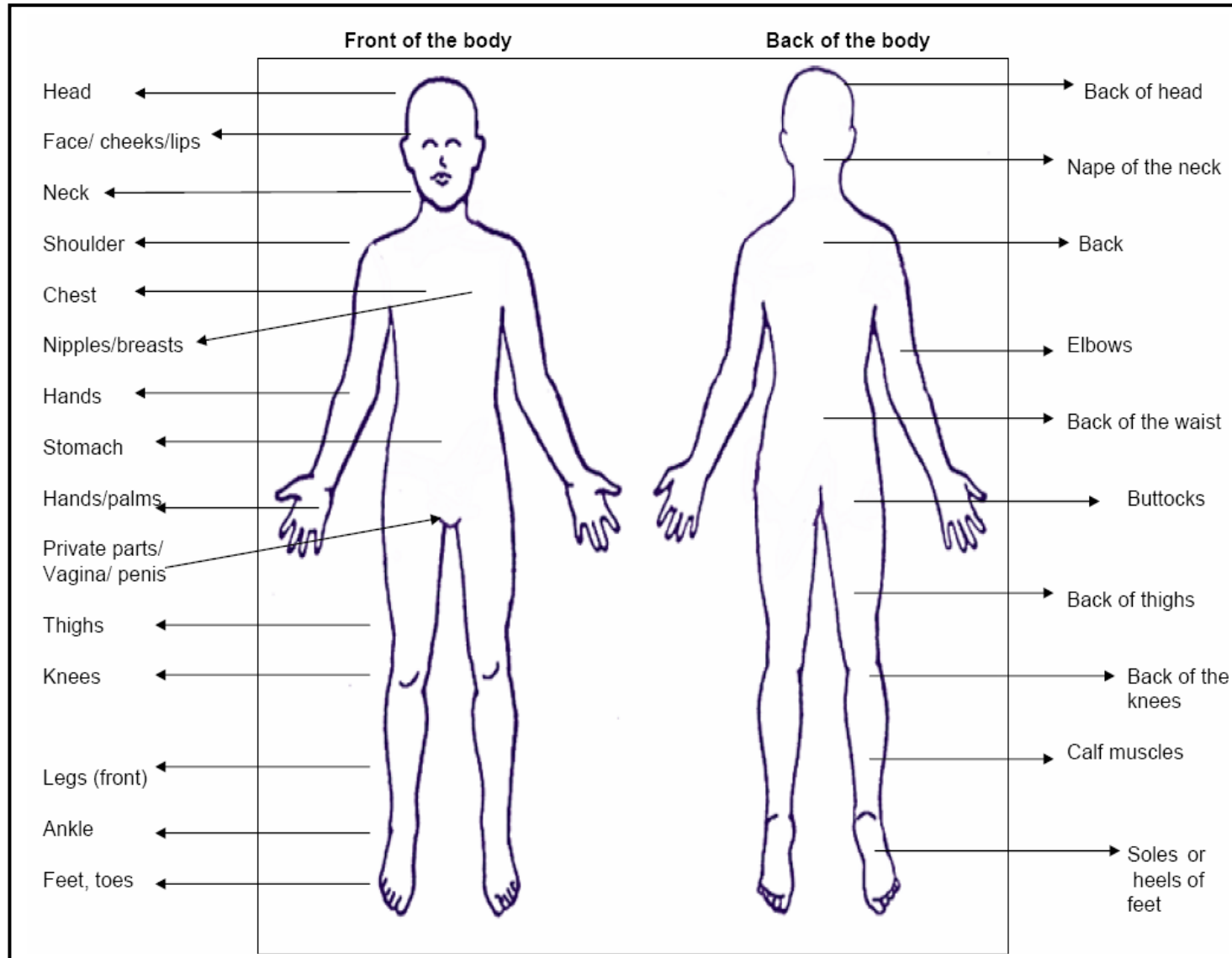
Question No. 11.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page and allow them to register the different body parts before you ask for an answer to this question. Wait for their answer and verify if the children can understand what you are saying. The body map will help younger children who may not be able to communicate where exactly they were hurt. Talk to them and point to body parts and name them properly. If they are unable to point properly, ask them to show you on their own person where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map⁷

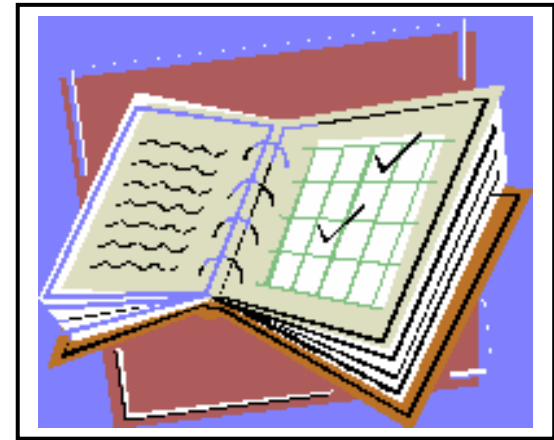


⁷ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 12.

How often do things like this happen in your school/institution?



1. **Very rarely** – Once or twice in the past. I hardly remember it now. _____
2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening - _____
4. **All the time.** It happens all the time/very frequently. It happens so often that when I think of school/ institution, all I can think of is how much trouble I face –

To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. In the last one year how many times have you experienced this treatment?
2. In the last month how many times have you experienced this kind of treatment?
3. How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are only referring to what happens on the way to school or in the institution or in its neighbourhood.

Sharing Feelings, Strategies For Self Protection And Ethical Closure



Question No. 13.

Today we have discussed problems that children often face at school/in the institution. But when things like this happen, what can children do to protect themselves and to prevent themselves from being hurt? By sharing with others your own experiences and ways to protect and safeguard yourselves, you can learn from others experiences and your own experiences may help someone else here deal with their problems. Even if the adults or the other children who trouble us, do not change their behaviour, we can still alter our own response to what they do to safeguard ourselves. When things go wrong on the way to, or at school or in the institution or around it how do you defend/ protect yourself?

	What does the child do? Self protective behaviours	Difficulties at school/in the institution	Difficulties on the way to or around the school or institution
i	Avoid conflict – Avoid situations or talk of topics that will result in the perpetrator becoming upset with you	Avoid conflict – Avoid situations or talk that may upset the perpetrator	Avoid conflict – Avoid situations or talk that may upset the perpetrator
ii	Self restrain - Keep quiet and not say anything to further aggravate the situation	Self restrain - Keep quiet and not say anything to further aggravate	Self restrain - Keep quiet and not say anything to further aggravate
iii	Appease the perpetrator - Apologise at the moment to avoid further trouble	Appease the perpetrator - Apologise at the moment to avoid further trouble	Appease the perpetrator - Apologise at the moment to avoid further trouble
iv	Escape - Hide or lock yourself up in a room so they cannot hurt you	Escape - Hide or lock yourself up in a room	Escape - Hide or lock yourself up in a room
v	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back
vi	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out
vii	Seek protection – Call the police for help, or an organisation that helps children in such situations to protect you from injury or danger	Seek protection – Call the police for help, or an organisation	Seek protection – Call the police for help, or an organisation
viii	Run away – Move out of the house or take to the street to escape the situation	Run away – Move out of the house or take to the street	Run away – Move out of the house or take to the street
ix	Offensive action - become verbally or physically violent or aggressive to frighten the aggressor	Offensive action - become verbally or physically violent or aggressive	Offensive action - become verbally or physically violent or aggressive
x			
xi			
xii			

Question No. 14.



Going through this kind of trouble can sometimes affect us emotionally, we may feel very sad or depressed or moody most of the time. How do you generally react when things upset you at on the way to or at school/institution or around it? How do you feel? What do you feel like doing?

Sl. #	Feeling/ emotional response	Difficulties at school/in the institution	Difficulties on the way to or around the school or institution
i	Sadness - hurt, tearful, painful, depression - I feel so bad, I feel like crying all the time, I keep remembering it and become very moody or sad, it is very painful	Sadness - hurt, tearful, painful, depression	Sadness - hurt, tearful, painful, depression
ii	Anger – Feel like hurting the other person, feel like retorting or saying something that will hurt them, feel like physically hurting the perpetrator those supporting him/her	Anger – Feel like hurting the other person	Anger – Feel like hurting the other person
iii	Confused – don't know what to do, don't know why I am being targeted, maybe I did something to deserve this treatment, I don't know how to react	Confused – don't know what to do	Confused – don't know what to do
iv	Frustrated – I have had enough, one more time and I don't know what I will do, whatever I do/ however much I try they still do this,	Frustrated – I have had enough	Frustrated – I have had enough
v	Ashamed/ regretful/ apologetic – I feel like I should not have done what I did, to deserve this treatment, I regret doing what I did, I feel like its my fault and I should apologise	Ashamed/ regretful/ apologetic	Ashamed/ regretful/ apologetic
vi	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me, they do it in front of others, and I feel so conscious about what others may think, I feel like they are making a joke out of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me
vii	Revengeful – I will get back at him/her, I will teach him/her a lesson, I should do something to teach him/her a lesson	Revengeful – I will get back at him/her	Revengeful – I will get back at him/her
viii	Lonely/ insecure/ abandoned – I have no one to support me, I feel all alone in this world, I feel like an orphan, they have all left me and will never come back, I have lost the support I had	Lonely/ insecure/ abandoned – I have no one to support me	Lonely/ insecure/ abandoned – I have no one to support me
ix	Feel like running away –I am not wanted here, I have to escape this, I feel unwelcome here and feel like leaving, if I stay here any longer I will go mad – I have to run away, running away from home is the only option	Feel like running away –I am not wanted here, I have to escape this	Feel like running away –I am not wanted here, I have to escape this
x	Feel like hurting myself – I am angry at myself - I feel like hurting myself, I feel like beating myself up	Feel like hurting myself – I am angry at myself	Feel like hurting myself – I am angry at myself
xi	Feel like intoxicating myself – I feel like using alcohol/ drugs /cigarettes/ other intoxicating substances to escape or to feel better, want to become intoxicated so that I don't feel anything	Feel like intoxicating myself	Feel like intoxicating myself
xii	Feel like killing myself, feel suicidal – I feel like killing myself to escape all this, I feel like if I die I would finally be at peace, I feel death is the only solution to my problem	Feel like killing myself, feel suicidal	Feel like killing myself, feel suicidal

xii			
xiv			
xv			



Question No. 15.

What do you think is the best way to prevent such happenings from affecting you? If someone were to be having similar problems like you, what would you suggest they do to keep themselves calm and unaffected?

Sl. #	Methods of keeping oneself calm	At Home	In the Neighbourhood
i	Confide in friends or relatives - Talk about the problems whether or not the person listening is in a position to help	Confide in friends or relatives	Confide in friends or relatives
ii	Avoid interactions with the abuser – Keep physically away or become emotionally distant from the abuser	Avoid interactions with the abuser	Avoid interactions with the abuser
iii	Focus on more positive or rewarding relationship - such friendships or other relationships	Focus on more positive or rewarding relationship	Focus on more positive or rewarding relationship
iv	Distract yourself to focus on other activities in life – such as a rewarding academic or professional life, hobbies and sports	Distract yourself to focus on other activities in life	Distract yourself to focus on other activities in life
v			
vi			
vii			
viii			
ix			
x			
Xi			

Discussion & sharing - Allow children to discuss amongst themselves and motivate them to share the ways in which they can deal with their emotions.

Anger or frustration or bitterness/ emotional or tearful responses – if you see that certain children are emotionally affected by their problems, consult with your supervisor/ head of the school/ institution to refer the child to a counsellor or to psychiatric services. Creating a more friendly and understanding atmosphere for children who are emotionally affected within your Institution, can also help them feel more secure and supported in their lives. Refer to the **Facilitators Preparation Instructions in Part III of the Handbook** before you offer to directly help such children.

Now we will do a small group relaxation exercise. All of you lie down on your backs and close your eyes. Relax your body and breathe deeply. Feel your breath going into your lungs and coming out of your nostrils. Breathe slowly and deeply. Now relax your arms, let your fingers loose, relax your shoulders and your feet. Now let us go from the top of your head to the bottom of your feet. Relax your head, relax your eyebrows, your cheeks, your teeth, your ears. Relax your neck, relax your chest, your shoulders and your arms. Relax your stomach, your hips and feel your body sinking into the ground. Relax your thighs, your legs, your ankles and your toes. Wiggle (shake) your toes and slowly relax your entire body. Continue to breathe deeply (*let the children breathe deeply for 5 minutes before you continue*). Now slowly breathe in and breathe out. Move your arms slowly and your toes, slowly shake your feet from one side to the other. Lift your hands and place them on your stomach. Now slowly move your body and slowly open your eyes. Now slowly get up and sit up. How do you feel? Do you feel refreshed or do you feel tired or sleepy? Does it feel good? Now you can take a 5 minute break before we move on to the next session.



1. **Conduct the above session over a period of 20 minutes** – so that the children have sufficient time to relax before you continue to the next section. Use a gentle and soft voice, so that they feel relaxed and soothed.
2. **Ask children how they felt, are they feeling happy, relaxed or sleepy?** Give them sufficient time to respond and react. Then very slowly take them to the next question.
3. **After the session give the children a short break**, allow them to wake up slowly and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.



Question No. 16.

Today we have discussed some negative experiences that you may have undergone in your lives. We would now like to discuss some positive experiences you have had in the past. Can all of you here give me one example of a happy experience. It could be a game with your friends, or a function that you celebrated with your family or friends, or just a very nice movie you watched? It could be anything that made you very happy. I will pick out one person after which, one by one each one of you have to talk about one thing that made you very happy.



At home	In the neighbourhood
1. Family together time - Playing games together / going out for vacations/family functions or celebrating festivals/ eating together - _____ 2. When people at home show interest in studies/ homework/ hobbies & help children with it- _____ 3. When parents take up for their children when someone else says something negative about them- _____ 4. When family is supportive of the choices the child makes - _____	5. Time together with neighbours - playing with adults/ children in the neighbourhood/ organising neighbourhood programmes and festivals together with other adults/ children- _____ 6. When people in the neighbourhood are supportive of the child - _____ 7. _____ 8. _____ 9. _____ 10. _____

Engage children in a discussion on the things that make them happy. If a child has had negative experiences with most people, then focus on things such as eating a particular favourite dish, pursuing a hobby, playing a game etc. The idea of this session is to **get children in a positive and happy state of mind**, so avoid conversation of negative experiences. If a child continues to focus on negative experiences, **listen to the child and slowly shift the conversation to talk about what makes them happy.** Do not ask the child to stop talking, but listen and slowly through conversation shift the focus to positive aspects of life.



Question No. 17.

Now we will discuss your plans for the future. Have you thought about what you would like to be? What have you planned for your future? What do you enjoy doing most?



1. Study- _____	6. Live happily with family- _____
2. Work- _____	7. _____
3. Earn money- _____	8. _____
4. Become famous- _____	9. _____
5. Choose a career such as doctor, engineer, actor- _____	10. _____

Motivate children to think about what they would like to do in the future. Ask them what they enjoy doing, what profession or career would best suit them. This may be difficult with younger children and you may have to motivate them to **speak about their likes and dislikes in detail** before they respond. **For children who have no inclination to pursue a career,** focus on what kind of people they want to be, on what kind of family they wish to have, etc, without focusing solely on work or profession.

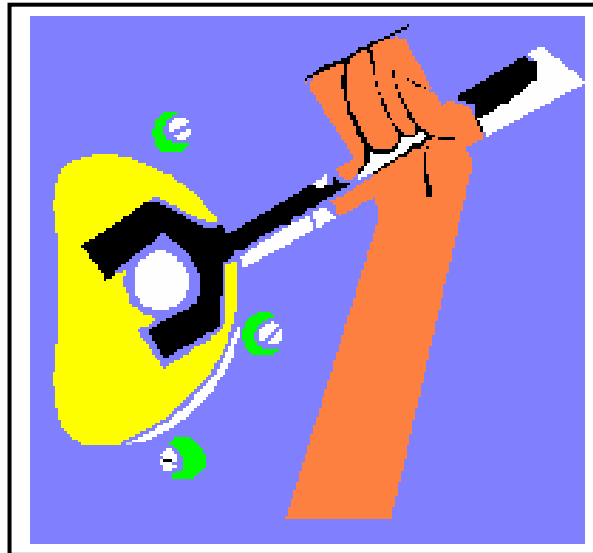
Thank you very much. Today we have had a truly fruitful discussion on various aspects of your lives - some difficult and also some very enjoyable experiences you have had. Before we end this session and before everyone goes home, I want you to give me your opinion about this session. I will ask you a few questions now, you should tell me what you really feel, so that we can make this session more interesting and more fun for you in future. **(read out the questions in the Childrens' Feedback Form at Annexure – D and note down their responses before you proceed to wind up)**

We are so glad that you shared with us your experiences and we thank you for having participated in this session. We hope you enjoyed the session. Now before we disperse, we will distribute to all of you a piece of paper with some phone numbers of organisations that you can contact in case you have a problem. Of course we are always there to help you and you can come to us and but if you decide to contact these organisations yourselves, you may do so directly and they are there to help you. I will read out the list of these organisations now and tell you which organisation will be useful for what purpose. Later when you need help you can just contact them by telephone or visit them. **(Read out the list of organisations and explain to the children what each organisation does, where it is located, how to get in touch, through phone or post, etc, before you hand out the forms to them)** Thank you very much for being here today and participating.



PARTICIPATIVE ASSESSMENT TOOL (PAT)

STANDALONE TOOL SESSION III –VIOLENCE AT THE WORKPLACE



Please note that this Tool can be flexibly adapted to suit various cultural and situations contexts of the children being interviewed. Therefore the suggested scripts on how to address children can be suitable modified or substituted, to make it more applicable or interesting to the children being interviewed. However it is suggested that the columns providing for recording of responses (data) be maintained in the same manner, so that data collected across different countries and regions are comparable. **Though possible responses have been provided to make it easy for you to record responses of the child, DO NOT SUGGEST RESPONSES/ANSWERS, just pose the question and record the child's immediate response.**

Warning – Please DO NOT USE THIS TOOL in case you are bound by the law of your country/region to report children's experience of violence to law enforcement officials (mandatory reporting) as it will contradict the assurances of confidentiality that this Tool requires you to make and abide by, in the interest of the safety and well being of children.

Basic details To be filled in before the conduct of the session

1. Total number of children interviewed in the session (in the group) – _____
2. Sex of the children taking part – Male _____ Female _____ (kindly indicate the number of male and/or female children)
3. Age group that the children belong to - (tick the appropriate group) 6-9 years _____, 10-12 years _____, 13-15 years, 16 – 17 years _____
4. Ethnic community/communities that the children belong to _____

_____ (detail each community and sub group)
5. Language used in administering the Tool - _____ (specify in detail the language)
6. Are the children presently living with parents/relatives – Yes - _____ No - _____ (indicate the number of children who do and those who don't)
7. Number of children living on the street - _____
8. Number of children attending or accessing services in institutions - _____
9. Number of children living in institutions - _____
10. Number of working children - _____
11. Number of children going to school - _____
12. Facilitators name _____ Sex – Male _____ Female _____ (tick the appropriate group)
13. Note takers name _____ Sex – Male _____ Female _____ (tick the appropriate group)
14. Number of hours spent on the conduct of this session - _____ hrs (VIOLENCE WITHIN THE HOME AND IN THE NEIGHBOURHOOD)
15. Number of breaks provided to children during the session – Breaks/rest time _____ Activity or game sessions - _____
Relaxation exercises - _____

Rekha at work



Handy hints -

Set the mood for story telling gathering children in a circle. Check if they are comfortably seated and are settled before you begin. Ask them if they like stories, what kinds of stories do they like, why do they like stories, etc. To get the shy or embarrassed ones engaged, you could ask them to guess what the story is about. Make sure that children are relaxed and not restless or impatient before you begin telling the story.

Wait for all the children to understand and comprehend what you have said before you ask them to raise their hands. Then listen to each child's experience, before moving on to the next Section.

Now earlier all of you made up these stories about Anjana and Seema and the difficulties they faced at home, in the neighbourhood, at school/ at the institution. Now we are moving on to talk about difficulties that children face at the workplace from other adults or other children who work or manage the workplace. (skip this part in case you have not conducted Part II of the Tool Kit)

To begin with, I will tell you a story about this girl called Rekha. The story is called 'Rekha at work.'

Rekha is a little girl who works for a living. She works in a factory stitching clothes. She has to work because her family relies on her earnings and though she did not like to work in the beginning, she later became adjusted to it. She has a close friend called Jaya at her work place who lives in the next street and every morning, Rekha goes to Jaya's house and they both walk to work. She likes talking to Jaya, and they both enjoy the time together each morning, talking about their families and their work. On Sundays when they are free, they get together and play hopscotch and later buy an ice candy together. One day after a busy Sunday roaming around with her friend, she came back home late and overslept the next morning and was late to work. The employer was very upset and yelled at her for coming late. As she was tired, she couldn't complete her work and he insisted that she come to work on Sunday to complete. She felt sad that her only holiday was taken away that week. Sometimes even older children at the factory also trouble her. They push her around, tease and poke fun at her. When things like this happen, Rekha feels very sad and begins to cry. She wonders why this happens, what she did wrong for them to react this way? She feels so glad that she has Jaya's support in all this. *(Feel free to change this story or substitute it to make it more applicable/interesting to the children)*



Question No. 1.

Have you also experienced similar difficulties at your workplace? Have you also felt sad like Rekha? What are these experiences at your workplace that make you feel sad or afraid? Now how many of you can think of such things, please raise your hands.

Suggested modifications to the Rekha Story to suit children from different backgrounds

1. **For male children** – In the case of boys, you could say that Raju is a young boy works in a mechanic shop in the evenings. One day due to a lot of work, the shop was open later than usual and Raju could not get a bus back home. He reached home in the middle of the night and thus overslept the next day. When he turned up late to work, his employer was very upset and yelled at him and threatened to fire him if he came late again. He felt very sad about this and felt that his employer should have had some consideration for having made him stay back late the previous night. You can leave the rest of the story the same.
2. **Older children – age group between the ages of 12 – 14 and 15 – 16** – Rekha is an adolescent girl who works as a domestic help. She is fond of watching movies, especially with her friends. One day instead of going to work, she decided to watch a new movie with her friends. The next day when she went to work, the house lady was extremely upset and yelled obscenities at her for not turning up the previous day. The rest of the story can remain the same.
3. **Street children** – Rekha lives on the street and picks rags for a living. Each morning she wakes up and follows her group of friends consisting of other children (older, younger and of the same age) to pick rags. At the end of the day, they sell their wares to a middle man who pays them a small amount. But sometimes, because she is one of the younger ones in the group, he tries to cheat her and give her lesser money. Sometimes the older children also fight with her and try to steal her earnings. When things like this happen, Rekha feels sad and her close friend Jaya is the only one who supports her. You can keep the rest of the story the same.

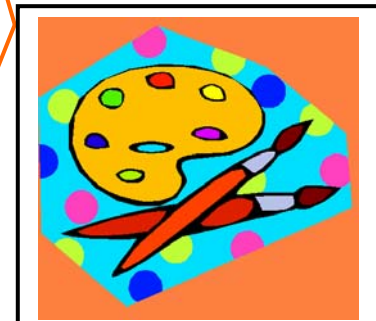
Other such circumstances in which children live, such as children in juvenile justice homes, children in orphanages (with some past contact with parents), children in shelter homes, etc can be included in the story with minor modifications as shown above.

Now, all these things that you remember make you afraid or sad, we will play a small game on this. What we will do is first make two teams. Each team will make a list of their experiences that make them feel sad or afraid. Then with this list we can play a few games -

1. Story telling - One is to make up your own stories with Rekha as the main character (you can give another name if you want also). In this game, you can put in all your experiences and write a story about the different things that make Rekha sad at work or on the way to work. You can write down exactly what happened. For example, one day Rekha was so ill, she could not work very well that day. But she still went to work, because if she did not go, her employer would ask her to work on Sunday, which she liked spending playing. She tried very hard to complete her work, but could not due to her illness. Her employer got upset and yelled at her calling her all kinds of names. Rekha was so sad, she felt so tired, but she had to continue working. After going home, she cried all night remembering the insults. Now you can make up a similar story for Rekha's troubles at work or even on the way to work. You can write as many stories as you want and then each person in the team has to read out his/her contribution to the story. You will be given 30 minutes to write down the stories.

2. Role Playing - Second is that you can act out the story you have written like a drama. First you write down the stories that you make up (as detailed above) into one story. You can decide to add two or more stories together also to make one story. And then all of you can decide who will enact what role and what dialogues each character will have. One of you can be the director, one of you can be Rekha, one of you the employer, one of you could be Rekha's angry colleague, one of you can be Jaya, etc. If there are more than 3 people in your group, then you can add more characters such as Rekha's other friends Anita and Kalpana, who support her in her troubles. You have 45 minutes to write down the stories and make one final story and another 15 minutes to enact it out. You need not have to learn the story or the dialogues by heart. You can even read them out.

3. Picture drawing - Third you can draw a picture based on this story. After you make up your own stories, each one of you will have to draw a picture of the story. You can also get together and draw one large picture together after deciding what to draw. Each one of you must contribute to the final picture that you decide to draw together. After drawing the picture, you will each have to explain the drawing, and detail each aspect of the picture that you have contributed to.



Mention only those activities that you have chosen with the head of your school/ institution – Give the children the choice of activities that you have decided are possible for you to conduct & for your school/institution to support (refer to Part III of the Handbook- which provides guidelines on the skills you will need as a facilitator and the materials needed for each activity). Do not suggest an activity that you don't feel confident of organizing or where your school/ institution cannot support in terms of time & materials needed.

Give them time to understand the game - Explain each option and allow children to understand and decide what activity they would like to participate in. Give them enough time to understand each activity before you move on to the next activity.

If the children cannot write – You may divide the group of ten children into two groups and both the facilitator and the note taker can assign yourselves to write the story for each group. After writing the story, repeat the story and the lines several times, until each child remembers his or her lines. In the case of small children, make sure that the sentences are short and simple for them to remember. During their activity session, if a child forgets a word or a line, remind him or her of the line so he/ she feels supported and can complete his/ her part successfully.

The rules of the game



All of you have the right to choose as many of these activities as you want by raising your hands. For example if you like both story telling and role playing you can raise your hands for both and we will conduct the activity that the majority chooses. Now for the Story telling activity, those of you who would like to do this please raise your hands? (count the number of children who are interested and then move on to the next activity) How many of you would like to enact a drama? How many of you would like to draw a picture. (Announce the activity that the majority of the children choose and then work with the group to ensure that all of them participate in the activity, in one manner or the other) Now we can start the game, but before that, there are a few rules. All games have rules and the rules of all these games are -

Handy hints -

How to get shy or distracted children to be active participants – you may say something like -

Story telling - 'I see all of you are very interested in this activity? What about Sharada, what is your opinion, how can we make the story more interesting?'

OR

Picture Drawing – 'Oh that looks like a great idea for a drawing. What is Sharada's contribution to this? Can you show me? What do you think Sharada, can you add something to this picture that will make it look better?'

OR

Role Playing - I can see you are all enjoying yourselves. What is Sharada's role, what will she be doing, have you decided? Can she play the role of Sheela? What does Sheela think of the problems Anjana is going through?

- i. **Each one of you should contribute one idea** - Each of you should contribute one idea to the final presentation that your group will make. After each group presents their group activity, each of you should tell me what you contributed to the story, what was your idea that is used in the activity.
- j. **Each one of you should take part** - Each one of you should take part in the presentation of the activity.
- k. **Focus on how you would feel, if things like what happened to Rekha happened to you** - Each story that you make up or draw should tell us what you really feel about what happens in the story. What do you think, how do you feel and what goes in your mind when it happens?
- l. **Focus on what Rekha could have done to deal with her situation** - When you are making up the stories, try and think of what Rekha could have done to in that situation to make herself feel better. What could she have done to calm herself and get control over the situation, could she have asked someone for help, from whom can she ask for help or support. etc.

After choosing the activity most children are interested in, present the rules and ensure that each child understands each rule. Give them examples of how they can contribute and when they begin the activity, follow it up by supporting each group. Provide them with an example by playing out a part yourself, or writing down a story yourself. Help the groups write down the story by listening to them and writing it for them yourselves. Allow them to read out the story and prompt them as and when they find a word difficult to pronounce.

Basic information on the background of the group of children on people at home

All of you have performed beautifully today and we are delighted with the creative ways in which you have played this game today. Now **we will move on to discussions**. In this story Rekha feels sad because her employer and colleagues at her workplace treat her badly and say rude things to her. At school/ at the institution you may have also faced a similar situation that made you sad. We also as adults faced such problems when we were children. **We want to know more about your own experiences at school/institution or even on the way to school/institution. What do you find upsetting and find difficult to deal with?** Before we do that, we will first ask you some basic questions.



Question No. 2.
 ? Who do you/ did you live with in the past? Do you live/ have you lived with your parents, or with other family members, who takes/took care of you and your needs?

Question No. 3.
 ? Do you have any brothers or sisters? How old are they? Are they younger or older than you?

1. Parents - _____	4. Older siblings - _____
2. Adoptive parents (unrelated to the child) - _____	5. _____
3. Blood relatives as primary caregivers (aunts/ uncles/ etc.) - _____	6. _____
	7. _____
	8. _____
	9. _____

1	Brothers	Older - _____ _____	Younger/ of the same age - _____ _____
2	Sisters	Older - _____ _____	Younger/ of the same age - _____ _____

- Past or present** – Even if children are presently in an institution or home, ask them about those who took care of them before they joined the institution.
- Details about parents/ those who take care of the children** – Children may not know the relationship of those who are taking care of them. In such a case, ask them what they call the person who is taking care of them, how they address them? Give each child enough time to recollect and explain the situation at home.
- If children do not know the age of their brothers or sisters**, you could find out which class their siblings are studying in or if they are working, till which class they studied etc. If you are able to approximately write down the ages, do so, but if not, leave the age column blank.

Experience of violence at the workplace

? Question No. 4.
What do you find difficult to deal with at work? What do people do that makes you feel afraid or sad?

A	Punishment/ Emotional abuse (Verbal and Non Verbal)	Employer/ Other managerial staff such as Supervisors, Officers, etc	Other Adults working with the children	Other children working in the same place
i	Punishment - Restriction of movement – detention, standing/sitting in the corner/ to a room/ home/ or to a particular place or spot, locking the child inside a room or inside the home, etc, Increasing or specifying more tedious chores or over time work, Increasing responsibility such as – asking child to do additional work, or to produce more number of items at the unit, etc	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility
ii	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
iii	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring the child, Refusal to allow the child to take a break or to rest or to eat	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to allow the child time to rest, take a break or eat	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to allow the child time to rest, take a break or eat	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to allow the child time to rest, take a break or eat
iv	Financially exploitative – reducing wages, or cutting off money as fine, or deducting money for not producing unrealistic amounts of money, deduction of salary for taking official or public holidays, etc.	Financially exploitative – deducting wages for unjustified reasons	Financially exploitative – deducting wages for unjustified reasons	Financially exploitative – deducting wages for unjustified reasons
v				
vi				

B	Physical abuse	Employer/ Other managerial staff such as Supervisors, Officers, etc	Other Adults working with the children	Other children working in the same place
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chillie smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
C	Sexual abuse	Employer/ Other managerial staff such as Supervisors, Officers, etc	Other Adults working with the children	Other children working in the same place
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child,	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse,	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual

	such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	intercourse causing physical injury, Gang rape	intercourse causing physical injury, Gang rape	intercourse causing physical injury, Gang rape

Question No. 5.

? Why do you think they treat you this way? Does this generally happen when there is a misunderstanding or does this happen even otherwise?

	Contexts of punishment or abuse	Teachers/ Principal/ other administrative staff	Children (Classmates/ older children/ class monitors, etc)	Cleaning or maintenance staff (such as janitors, maids, ayahs, etc)
i	Minor mistakes/ accidents – Dropping something, not bringing something	Minor mistakes/ accidents	Minor mistakes/ accidents	Minor mistakes/ accidents
ii	Lack of discipline – Refusal to maintain cleanliness and orderliness, Not keeping to time regulations - Coming late to work, leaving earlier than allowed to, taking more time than required to run errands Not completing work allotted or submitting incomplete or badly done work	Lack of discipline - Refusal maintain cleanliness and orderliness, not maintaining time requirements, incomplete or badly done work	Lack of discipline - Refusal maintain cleanliness and orderliness, not maintaining time requirements, incomplete or badly done work	Lack of discipline - Refusal maintain cleanliness and orderliness, not maintaining time requirements, incomplete or badly done work
iii	Troublesome or errant behaviour/behaviour that is not acceptable - Troubling or fighting with or causing hurt to friends/co workers, Behaviour that is considered immoral or unbecoming choices - Begging, stealing, picking rags, working	Troublesome or errant or behaviour, immoral or unacceptable behaviour	Troublesome or errant or behaviour, immoral or unacceptable behaviour	Troublesome or errant or behaviour, immoral or unacceptable behaviour
v	Criminal offences – including small time criminal offences, and bigger crimes, such as large thefts, dacoity, vandalism, causing hurt or injury to others, etc.	Criminal offences	Criminal offences	Criminal offences
vi	Disobedience – refusing to heed requests or directions or orders of superiors, refusal to cooperate with fellow workers, refusal to complete allotted work	Disobedience – refusing to carry out directions of superiors, refusal to cooperate with fellow workers	Disobedience – refusing to carry out directions of superiors, refusal to cooperate with fellow workers	Disobedience – refusing to carry out directions of superiors, refusal to cooperate with fellow workers
vii	Substance abuse/fear that child will use intoxicating substances – Buying alcohol/ visiting pubs/bars, chewing betel nut, using tobacco, smoking cigarettes	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances
viii	Indecency or sexually overt behaviour – exhibitionism, eve teasing, inappropriate or obscene clothing that offends public sense	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour
ix				
x				



Question No. 6.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____
4. _____



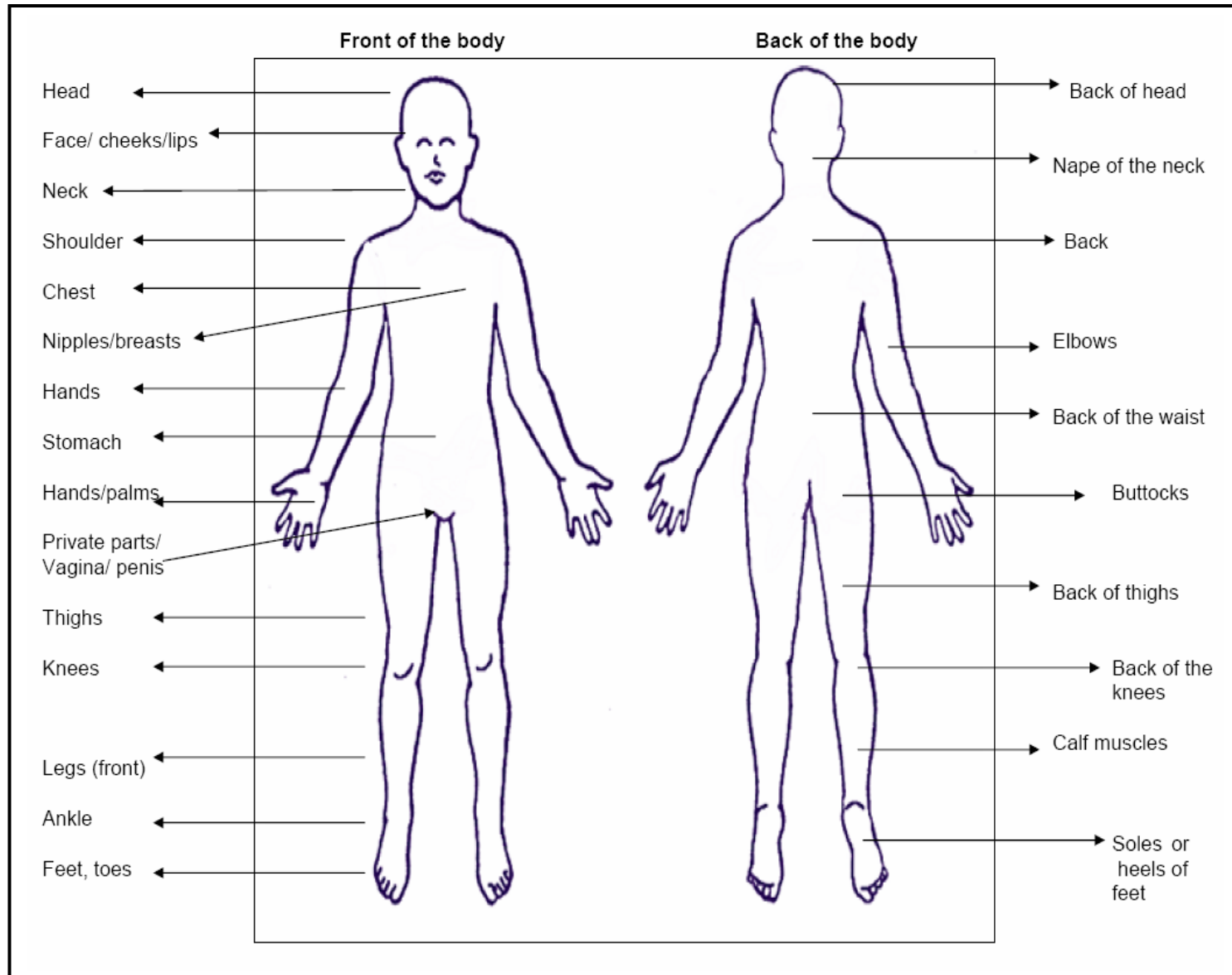
Question No. 7.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page. Point to body parts and name them to help them understand. Allow them to point out the different body parts in the diagram where they were injured. Wait for their answer and verify if the children can understand what you are saying. If they are unable to point to the map, they can indicate on their own selves where they were hurt. The body map may help younger children who may not be able to communicate where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map⁸

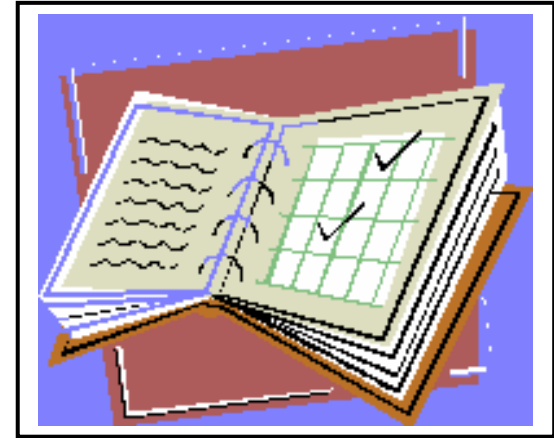


⁸ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 8.

How often do things like this happen at work?



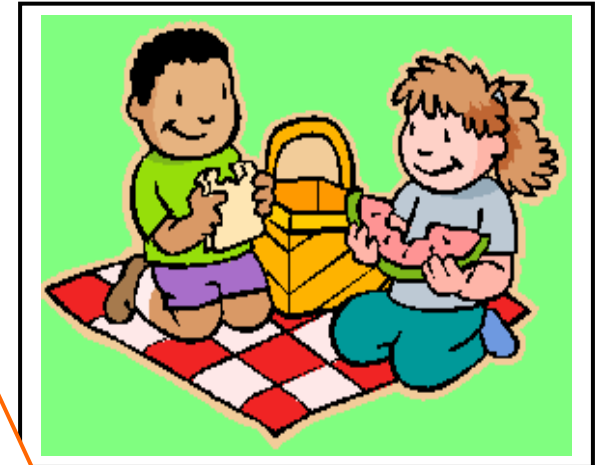
1. **Very rarely** – Once or twice in the past. I hardly remember it now. _____
2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening - _____
4. **All the time.** It happens all the time/very frequently. It happens so often that when I think of my work, all I can think of is how much trouble I face - _____

To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. In the last one year how many times have you experienced this treatment?
2. In the last month how many times have you experienced this kind of treatment?
3. How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are referring to difficulties they face within the place of work. For information on difficulties that they face outside the place of work or on the way to work, use the following section.

Now let's take a short break and play a game. The name of the game is 'Sing a Song'. How many of you like songs? How many of you like singing songs? Do you know any songs you can sing? Even small songs or the first few lines of the song is enough. Now let me tell you about the game. First all of us should stand around in a circle. Then all of us can choose one child here. Now this chosen child will be called the Leader. The Leader will be blindfolded and made to stand in the centre and he/she has to sing a song. While singing the song the Leader can turn around and when he/she finishes singing, they can point their finger in any direction and the child standing in the circle in the direction where the finger is pointed will become the Leader. The child who becomes the Leader the most number of times will be the winner. *(Allow the children sufficient time to understand the game and clear their doubts if they have any)* Now shall we select the first person to stand in the centre? Each one of you can suggest one name of one child to be the Leader. Ok let's start from here. *(Ask each child and select the child whose name has been chosen by a majority of the children and then begin the game)* Now that we have chosen the Leader, shall we begin? (continue the game until most children have had a chance to become the Leader).



1. Explain so that each child understands the game before you select the Leader. While selecting the Leader, ensure that every child is consulted on who should be the first Leader. When the Leader is chosen, compliment the child and say things such as, 'You seem to be very popular with the other children', so that the child does not feel like he/she has been singled out for doing something wrong. Make the Leader feel special, so that the remaining children want to become a Leader as well.
2. Play the game until all the children have had a chance to become a Leader and sing. After that give them a short break, allow them to talk amongst themselves and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.

Violence on the way to work or around the work place

Ok in the last session we spoke about problems you face at the work place from adults and also from other children. What about problems you face on the way to work or around your workplace? Have you had any difficulties or problems with adults or other children on the way to work or in the neighbourhood where your work place is located? We will now discuss such problems and what you feel about these problems. Now before we begin, can you tell me how you go to work, do you walk? Do you go outside your workplace for food or other things, if so when do you go out? What do you enjoy doing in the area around your workplace?



The focus should initially be about how children travel to the workplace, for what reason do they go outside the workplace and what kind of interactions they have with people who live or work in the area where their workplace is located. Focus on positive aspects such as what they like doing in the area where their workplace is located. Allow the children to answer these questions one by one and listen to their answers carefully. After a good discussion round for at least 20 minutes, continue to the next question.

Question No. 9.
? What do you find difficult to deal on the way to or around your workplace? What do people on the way or around your workplace do that makes you feel afraid or sad?

A	Emotional abuse (Verbal, Non Verbal & Financial)	Other adults – on the way to work or around the place of work (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - on the way to work or around the place of work (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
ii	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring the child	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away,
iii	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner - such as forcing him/her to buy cigarettes or alcohol or substances for them	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner

iv			
v			
B	Physical abuse	Other adults – on the way to work or around the place of work (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - on the way to work or around the place of work (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate –Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate –Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chillie smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
iv			
v			

C	Sexual abuse	Other adults – on the way to work or around the place of work (such as local police, shopkeepers, local thugs, residents of the same neighbourhood, etc)	Other children - on the way to work or around the place of work (such as children working in the neighbourhood, child gangs or groups, other children residing in the neighbourhood, etc)
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape



Question No. 10.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____



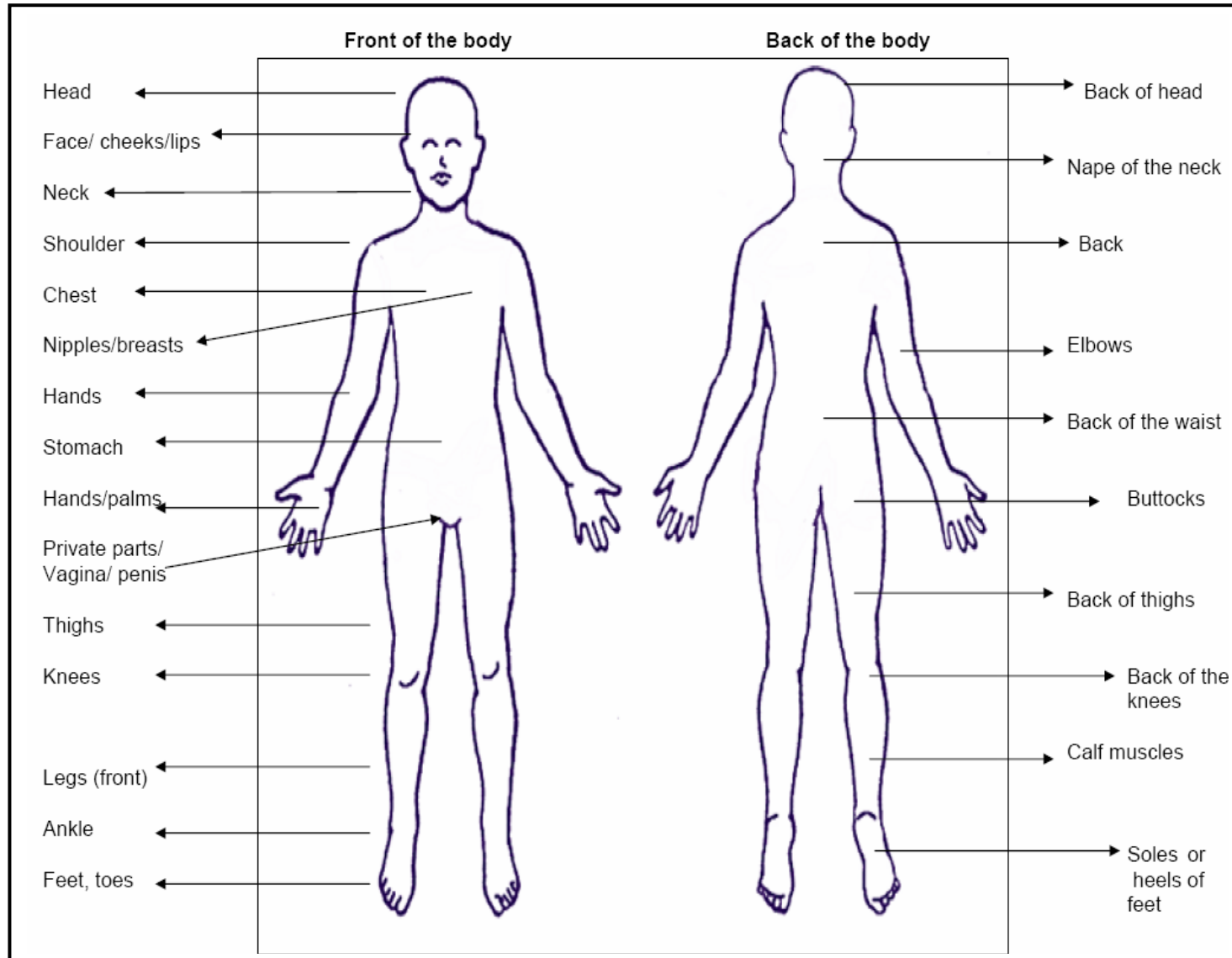
Question No. 11.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page and allow them to register the different body parts before you ask for an answer to this question. Wait for their answer and verify if the children can understand what you are saying. The body map will help younger children who may not be able to communicate where exactly they were hurt. Talk to them and point to body parts and name them properly. If they are unable to point properly, ask them to show you on their own person where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map⁹



⁹ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 12.

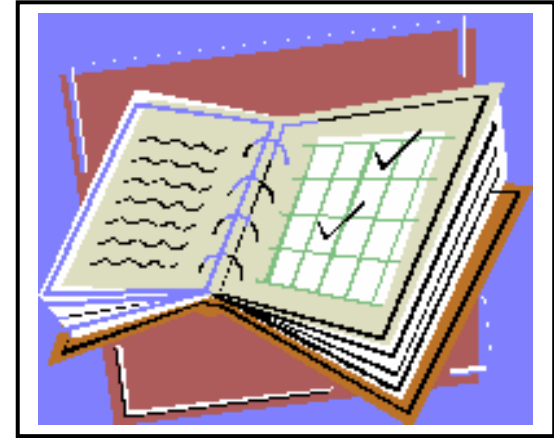
How often do things like this happen on the way to your workplace or in the vicinity of your workplace?

1. **Very rarely** – Once or twice in the past. I hardly remember it now.

2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that.

3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening -

4. **All the time.** It happens all the time/very frequently. It happens so often that when I think of my work all I can think of is how much trouble I face –



To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. **In the last one year how many times have you experienced this treatment?**
2. **In the last month how many times have you experienced this kind of treatment?**
3. **How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?**

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are only referring to what happens on the way to work or in the vicinity (neighbourhood) of the workplace.

Sharing Feelings, Strategies For Self Protection And Ethical Closure

Question No. 13.



Today we have discussed problems that children often face at school/in the institution. But when things like this happen, what can children do to protect themselves and to prevent themselves from being hurt? By sharing with others

your own experiences and ways to protect and safeguard yourselves, you can learn from others experiences and your own experiences may help someone else here deal with their problems. Even if the adults or the other children who trouble us, do not change their behaviour, we can still alter our own response to what they do to safeguard ourselves. When things go wrong on the way to, or at school or in the institution or around it how do you defend/ protect yourself?

	What does the child do? Self protective behaviours	Difficulties at school/in the institution	Difficulties on the way to or around the school or institution
i	Avoid conflict – Avoid situations or talk of topics that will result in the perpetrator becoming upset with you	Avoid conflict – Avoid situations or talk that may upset the perpetrator	Avoid conflict – Avoid situations or talk that may upset the perpetrator
ii	Self restrain - Keep quiet and not say anything to further aggravate the situation	Self restrain - Keep quiet and not say anything to further aggravate	Self restrain - Keep quiet and not say anything to further aggravate
iii	Appease the perpetrator - Apologise at the moment to avoid further trouble	Appease the perpetrator - Apologise at the moment to avoid further trouble	Appease the perpetrator - Apologise at the moment to avoid further trouble
iv	Escape - Hide or lock yourself up in a room so they cannot hurt you	Escape - Hide or lock yourself up in a room	Escape - Hide or lock yourself up in a room
v	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back
vi	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out
vii	Seek protection – Call the police for help, or an organisation that helps children in such situations to protect you from injury or danger	Seek protection – Call the police for help, or an organisation	Seek protection – Call the police for help, or an organisation
viii	Run away – Move out of the house or take to the street to escape the situation	Run away – Move out of the house or take to the street	Run away – Move out of the house or take to the street
ix	Offensive action - become verbally or physically violent or aggressive to frighten the aggressor	Offensive action - become verbally or physically violent or aggressive	Offensive action - become verbally or physically violent or aggressive
x			
xi			

Question No. 14.



Going through this kind of trouble can sometimes affect us emotionally, we may feel very sad or depressed or moody most of the time. How do you generally react when things upset you at on the way to or at school/institution or around it? How do you feel? What do you feel like doing?

Sl. #	Feeling/ emotional response	Difficulties at school/in the institution	Difficulties on the way to or around the school or institution
i	Sadness - hurt, tearful, painful, depression - I feel so bad, I feel like crying all the time, I keep remembering it and become very moody or sad, it is very painful	Sadness - hurt, tearful, painful, depression	Sadness - hurt, tearful, painful, depression
ii	Anger – Feel like hurting the other person, feel like retorting or saying something that will hurt them, feel like physically hurting the perpetrator those supporting him/her	Anger – Feel like hurting the other person	Anger – Feel like hurting the other person
iii	Confused – don't know what to do, don't know why I am being targeted, maybe I did something to deserve this treatment, I don't know how to react	Confused – don't know what to do	Confused – don't know what to do
iv	Frustrated – I have had enough, one more time and I don't know what I will do, whatever I do/ however much I try they still do this,	Frustrated – I have had enough	Frustrated – I have had enough
v	Ashamed/ regretful/ apologetic – I feel like I should not have done what I did, to deserve this treatment, I regret doing what I did, I feel like its my fault and I should apologise	Ashamed/ regretful/ apologetic	Ashamed/ regretful/ apologetic
vi	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me, they do it in front of others, and I feel so conscious about what others may think, I feel like they are making a joke out of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me
vii	Revengeful – I will get back at him/her, I will teach him/her a lesson, I should do something to teach him/her a lesson	Revengeful – I will get back at him/her	Revengeful – I will get back at him/her
viii	Lonely/ insecure/ abandoned – I have no one to support me, I feel all alone in this world, I feel like an orphan, they have all left me and will never come back, I have lost the support I had	Lonely/ insecure/ abandoned – I have no one to support me	Lonely/ insecure/ abandoned – I have no one to support me

ix	Feel like running away –I am not wanted here, I have to escape this, I feel unwelcome here and feel like leaving, if I stay here any longer I will go mad – I have to run away, running away from home is the only option	Feel like running away –I am not wanted here, I have to escape this	Feel like running away –I am not wanted here, I have to escape this
x	Feel like hurting myself – I am angry at myself - I feel like hurting myself, I feel like beating myself up	Feel like hurting myself – I am angry at myself	Feel like hurting myself – I am angry at myself
xi	Feel like intoxicating myself – I feel like using alcohol/ drugs /cigarettes/ other intoxicating substances to escape or to feel better, want to become intoxicated so that I don't feel anything	Feel like intoxicating myself	Feel like intoxicating myself
Xii	Feel like killing myself, feel suicidal – I feel like killing myself to escape all this, I feel like if I die I would finally be at peace, I feel death is the only solution to my problem	Feel like killing myself, feel suicidal	Feel like killing myself, feel suicidal
xiii			
xiv			



Question No. 15.

What do you think is the best way to prevent such happenings from affecting you? If someone were to be having similar problems like you, what would you suggest they do to keep themselves calm and unaffected?

Sl. #	Methods of keeping oneself calm	At Home	In the Neighbourhood
i	Confide in friends or relatives - Talk about the problems whether or not the person listening is in a position to help	Confide in friends or relatives	Confide in friends or relatives
ii	Avoid interactions with the abuser – Keep physically away or become emotionally distant from the abuser	Avoid interactions with the abuser	Avoid interactions with the abuser
iii	Focus on more positive or rewarding relationship - such friendships or other relationships	Focus on more positive or rewarding relationship	Focus on more positive or rewarding relationship
iv	Distract self to focus on other activities in life – such as a rewarding academic or professional life, hobbies and sports	Distract self to focus on other activities in life	Distract self to focus on other activities in life
v			
vi			
vii			
viii			
ix			
x			
xi			

Discussion & sharing - Allow children to discuss amongst themselves and motivate them to share the ways in which they can deal with their emotions.

Anger or frustration or bitterness/ emotional or tearful responses – if you see that certain children are emotionally affected by their problems, consult with your supervisor/ head of the school/ institution to refer the child to a counsellor or to psychiatric services. Creating a more friendly and understanding atmosphere for children who are emotionally affected within your Institution, can also help them feel more secure and supported in their lives. Refer to the **Facilitators Preparation Instructions in Part III of the Handbook** before you offer to directly help such children.

Ok now we will do a small group imagination exercise. All of you should now close your eyes. Relax your body and sit comfortably. Now let us imagine that we are on a beautiful beach with beautiful white sand all around. You are at the beach and you are picking up shells and running your feet through the moist sand. The sun is shining bright and the waves of the sea are moving gently. In the distance you can see a fisherman's boat. You are very peaceful and calm and you are breathing in deeply the smell of the sea. Breathe in deeply and smell the wonderful beach. Now you slowly sit down on the sand on a mat and stretch your legs in front of you. There are other children also on the beach and they are also enjoying the sand. Now you slowly begin to collect the sand around you to build a small sand castle. The children around also become interested and they also join in to help you build the castle. Everyone is collecting small shells and shiny pebbles from all around to decorate the castle. Slowly you complete building the castle and it is gleaming in the sun, bright and beautiful. Now you are so happy with your work, you lay back on the sand and smile to yourself. All the other children are also pleased and there is so much excitement over how beautiful the castle has turned out. Slowly you close your eyes and imagine that you are inside the beautiful castle. *(pause and let the children's imagination take over. Give them five minutes before you continue).* Ok now, slowly open your eyes. How did you feel? Did you like your trip to the beach? What did you imagine when you were inside the castle? *(Allow the children to recount what they imagined and then give them another break for ten minutes before moving on to the next section)*



1. **Ask children how they felt, are they feeling happy, relaxed or sleepy?** Give them sufficient time to respond and react. Then very slowly take them to the next section.
2. **After the session give the children a short break,** allow them to wake up slowly and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.



Question No. 16.

Today we have discussed some negative experiences that you may have undergone in your lives. We would now like to discuss some positive experiences you have had in the past. Can all of you here give me one example of a happy experience. It could be a game with your friends, or a function that you celebrated with your family or friends, or just a very nice movie you watched? It could be anything that made you very happy. I will pick out one person after which, one by one each one of you have to talk about one thing that made you very happy.



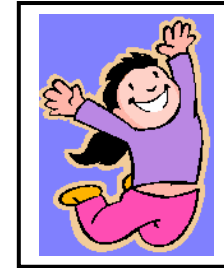
At home	In the neighbourhood
1. Family together time - Playing games together / going out for vacations/family functions or celebrating festivals/ eating together - _____ 2. When people at home show interest in studies/ homework/ hobbies & help children with it- _____ 3. When parents take up for their children when someone else says something negative about them- _____ 4. When family is supportive of the choices the child makes - _____	5. Time together with neighbours - playing with adults/ children in the neighbourhood/ organising neighbourhood programmes and festivals together with other adults/ children- _____ 6. When people in the neighbourhood are supportive of the child - _____ 7. _____ 8. _____ 9. _____ 10. _____

Engage children in a discussion on the things that make them happy. If a child has had negative experiences with most people, then focus on things such as eating a particular favourite dish, pursuing a hobby, playing a game etc. The idea of this session is to **get children in a positive and happy state of mind**, so avoid conversation of negative experiences. If a child continues to focus on negative experiences, **listen to the child and slowly begin to talk about what makes them happy.** Do not ask the child to stop talking, but listen and slowly through conversation shift the focus to positive aspects of life.



Question No. 17.

Now we will discuss your plans for the future. Have you thought about what you would like to be? What do you enjoy doing in the future? What are your plans for your future?



1. Study- _____	6. Live happily with family- _____
2. Work- _____	7. _____
3. Earn money- _____	8. _____
4. Become famous- _____	9. _____
5. Choose a career such as doctor, engineer, actor- _____	10. _____

Motivate children to think about what they would like to do in the future. Ask them what they enjoy doing, what profession or career would best suit them. This may be difficult with younger children and you may have to motivate them to **speak about their likes and dislikes in detail** before they respond. **For children who have no inclination to pursue a career,** focus on what kind of people they want to be, on what kind of family they wish to have, etc, without focusing solely on work or profession.

Thank you very much. Today we have had a truly fruitful discussion on various aspects of your lives - some difficult and also some very enjoyable experiences you have had. Before we end this session and before everyone goes home, I want you to give me your opinion about this session. I will ask you a few questions now, you should tell me what you really feel, so that we can make this session more interesting and more fun for you in future. **(read out the questions in the Childrens' Feedback Form at Annexure – D and note down their responses before you proceed to wind up)**

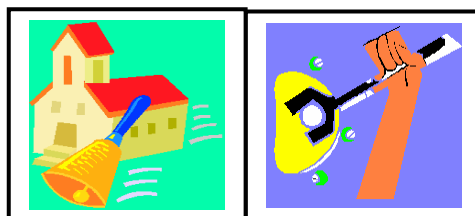
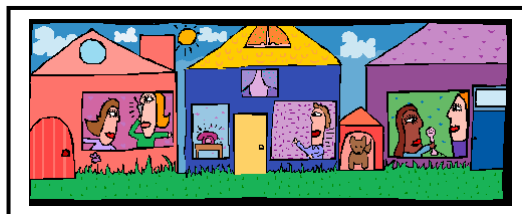
We are so glad that you shared with us your experiences and we thank you for having participated in this session. We hope you enjoyed the session. Now before we disperse, we will distribute to all of you a piece of paper with some phone numbers of organisations that you can contact in case you have a problem. Of course we are always there to help you and you can come to us and but if you decide to contact these organisations yourselves, you may do so directly and they are there to help you. I will read out the list of these organisations now and tell you which organisation will be useful for what purpose. Later when you need help you can just contact them by telephone or visit them. **(Read out the list of organisations and explain to the children what each organisation does, where it is located, how to get in touch, through phone or post, etc, before you hand out the forms to them)** Thank you very much for being here today and participating.



PARTICIPATIVE ASSESSMENT TOOL

RAPID ASSESSMENT VERSION

Home & Neighbourhood



School/Institution Workplace

Please note that this Tool can be flexibly adapted to suit various cultural and situations contexts of the children being interviewed. Therefore the suggested scripts on how to address children can be suitable modified or substituted, to make it more applicable or interesting to the children being interviewed. However it is suggested that the columns providing for recording of responses (data) be maintained in the same manner, so that data collected across different countries and regions are comparable. **Though possible responses have been provided to make it easy for you to record responses of the child, DO NOT SUGGEST RESPONSES/ANSWERS, just pose the question and record the child's immediate response.**

Warning – Please DO NOT USE THIS TOOL in case you are bound by the law of your country/region to report children's experience of violence to law enforcement officials (mandatory reporting) as it will contradict the assurances of confidentiality that this Tool requires you to make and abide by, in the interest of the safety and well being of children.

Basic details To be filled in before the conduct of the session

1. Total number of children interviewed in the session (in the group) – _____
2. Sex of the children taking part – Male _____ Female _____ (kindly indicate the number of male and/or female children)
3. Age group that the children belong to - (tick the appropriate group) 6-9 years _____, 10-12 years _____, 13-15 years, 16 – 17 years _____
4. Ethnic community/communities that the children belong to _____

_____ (detail each community and sub group)
5. Language used in administering the Tool - _____ (specify in detail the language)
6. Are the children presently living with parents/relatives – Yes - _____ No - _____ (indicate the number of children who do and those who don't)
7. Number of children living on the street - _____
8. Number of children attending or accessing services in institutions - _____
9. Number of children living in institutions - _____
10. Number of working children - _____
11. Number of children going to school - _____
12. Facilitators name _____ Sex – Male _____ Female _____ (tick the appropriate group)
13. Note takers name _____ Sex – Male _____ Female _____ (tick the appropriate group)
14. Number of hours spent on the conduct of this session - _____ hrs (VIOLENCE WITHIN THE HOME AND IN THE NEIGHBOURHOOD)
15. Number of breaks provided to children during the session – Breaks/rest time _____ Activity or game sessions - _____
Relaxation exercises - _____

Geetha and her troubles



Handy hints -

Set the mood for story telling gathering children in a circle. Check if they are comfortably seated and are settled before you begin. Ask them if they like stories, what kinds of stories do they like, why do they like stories, etc. To get the shy or embarrassed ones engaged, you could ask them to guess what the story is about. Make sure that children are relaxed and not restless or impatient before you begin telling the story.

Wait for all the children to understand and comprehend what you have said before you ask them to raise their hands. Then listen to each child's experience, before moving on to the next Section.

Children often face difficulties in relationships whether it is with an adult or with another child, we have also during childhood faced some of these problems. Now let me tell you a small story about this girl called Geetha

Geetha is a little girl who lives with her parents and grandmother. She goes to school/institution and also works early in the morning as a domestic help in a nearby home before she goes to school/institution. One day as is her routine, Geetha woke up early and went to work but since she was still sleepy she did not wash the vessels very well, for which the lady of the house scolded her and made her wash the entire load of vessels all over again. Due to this she became late and when she reached home, her mother scolded her for being late. At school/institution, when she arrived one hour late, her teacher/supervisor also scolded her for not coming on time. Though Geetha is generally happy and cheerful, this day she felt very sad. She felt that she did not deserve scoldings and that her employer could have been a little more understanding and supportive of her going to school/institution. She also felt that her mother should not have scolded her and that the teacher/supervisor at school/institution should have been more gentle with her rather than becoming upset. Sometimes these things happen with adults and sometimes, she faces problems even with other children, such as her siblings at home who play pranks on her, other children at school/institution who poke fun at her or say rude things to hurt her. At such times she becomes sad and afraid and also angry sometimes. *(Feel free to change this story or substitute it to make it more applicable to the children)*

Question No. 1.

? Have you also experienced similar difficulties with adults at home, school/institution or at the workplace? Have you also felt like Geetha? What are these experiences that make you feel sad or afraid? Now how many of you can remember such incidents in your own life, please raise your hands.

Suggested modifications to the *Geetha* Story to suit children from different backgrounds

1. **For male children** – In the case of boys, you could say that Raju is a young boy who lives/lived with his parents. He goes to school/institution and also works part time as a mechanic in the evenings. One evening as there was too much work, the shop was kept open later than usual and Raju who came back home late and very tired, overslept in the morning and thus was late to school. His mother scolded him for sleeping late and his teacher/supervisor also scolded him when he turned up an hour late. Keep the rest of the story the same. In the case of past tense, use a past tense.
2. **Older children – age group between the ages of 12 – 14 and 15 – 16** – *Geetha* is young girl who goes to school/institution and also works as a domestic maid part time in a house nearby. On a Sunday she and her friends went to watch a late night movie at a small movie hall nearby and they got back home late. Since she slept late, the next morning *Geetha* was very tired when she went to work. She did not wash the vessels properly and the lady of the house made her wash the entire load all over again, due to which she became late to school/institution. Keep the rest of the story the same.
3. **Children who don't work but go to a school or institution** – In this case, you could say that *Geetha* is young girl who goes to school/institution. On a Sunday she and her friends went to watch a late night movie at a small movie hall nearby and they got back home late. Since she slept late, the next morning *Geetha* overslept and was therefore late to school/institution. She thus got scoldings from her mother and also her teacher/supervisor. Keep the rest of the story the same.
4. **Children who don't work and don't go to school or institution** – In this case, you could say that *Geetha* is young girl who lives with her parents and grandparents. As her parents work on a construction site, she often moves with her family from place to place and during work hours, helps her parents by taking care of the house, cooking and taking care of her younger siblings. One day some children from the street invited her to play and she went out to play with them. When her parents returned and found the house empty and the little children crying, they became upset with her and scolded her. Keep the rest of the story the same. In the case of younger children, you could say that *Geetha* helped her grandmother in cleaning and taking care of her siblings, while she cooked. One day she slipped off and her grandmother had to do everything on her own and scolded her when she returned.

Other such circumstances in which children live, such as children in juvenile justice homes, children in orphanages (with some past contact with parents), children in shelter homes, etc can be included in the story with minor modifications as shown above. However make sure you know the kind of background the children come from before you modify the story. For this rely on the information you collect from the Basic Details Form above. If you have a mixed group of children, some working and some not working, then make sure that the story pertains to working children. Children who are not working can still identify with the problems that the *Geetha* faces at home or at school/institution.

Now, all these things that you remember make you afraid or sad, we will play a small game on this. What we will do is first make two teams. Each team will make a list of their experiences that make them feel sad or afraid. Then with this list we can play a few games -

1. Story telling - One is to make up your own stories with Geetha as the main character (you can give another name if you want also). In this game, you can put in all your experiences and write a story about the different things that make Geetha sad or upset at home, at school/institution and at work. You can write down exactly what happened. For example, one day Geetha was feeling ill, but she still went to work and when her employer found out, she scolded her saying that she would spread the illness to their family. She felt so bad that after going home, she cried all night remembering the insults. Now you can make up a similar story for Geetha's troubles at home or at school/institution or at work. You can write as many stories on as many situations as you want and then each person in the team has to read out his/her contribution to the story. You will be given 30 minutes to write down the stories.

2. Role Playing - Second is that you can act out the story you have written like a drama. First you write down the stories and then decide which story you want to enact. You can decide to add two or more stories together also to make one story. And then all of you can decide which ones of you will act which role and what dialogues each character will say. One of you can be the director, one of you can be Geetha, one of you the mother, one can be the teacher/supervisor, one of you can be the employer, etc. If there are more than 3 people in your group, then you can add more characters such as Geetha's friends Anita and Kalpana, who support her in her troubles. You will be given 45 minutes to write down the stories, make one final story and another 15 minutes to enact it out. You need not have to learn the story or the dialogues by heart. You can even read them out.

3. Picture drawing - Third you can draw a picture based on this story. After you write down the stories, you can draw a picture to depict the story. You can either draw a picture each or draw a group picture together after deciding what will be in the picture. Each one of you must contribute to the final picture that you decide to draw together. After drawing the picture, you will each have to explain the drawing, and detail each aspect of the picture that you have contributed to.



Mention only those activities that you have decided with the head of your school/ institution are possible to conduct – Give the children the choice of activities that you have decided are possible for you to do & for your school/institution to support (Part III of the Handbook- that details the briefing by supervisors or institution heads to staff conducting the session). Do not give them an activity that you don't feel confident of organizing or where your school/ institution cannot support in terms of time & materials needed.

Give them time to understand the game - Explain each option and allow children to understand what activity they would like to do. Give them enough time to understand before you give them the next option.

If the children cannot write – You may divide the group of ten children into two groups and both the facilitator and the note taker can assign themselves to write the story for each group. After writing the story, repeat the story and the lines several times, until each child can remember his or her part in the game. In the case of small children, make sure that the sentences are short and simple to remember. During their recital of the story, if the child forgets a word or a line, remind him or her of the line or prod the child so he/ she can complete his/ her part successfully.



The rules of the game

All of you have the right to choose as many of these activities as you want by raising your hands. For example if you like both story telling and role playing you can raise your hands for both and we will conduct the activity that the majority chooses. Now for the Story telling activity, those of you who would like to do this please raise your hands? (count the number of children who are interested and then move on to the next activity) How many of you would like to enact a drama? How many of you would like to draw a picture. (Announce the activity that the majority of the children choose and then work with the group to ensure that all of them participate in the activity, in one manner or the other) Now we can start the game, but before that, there are a few rules. All games have rules and the rules of all these games are -

Handy hints -

How to get shy or distracted children to be active participants – you may say something like -

Story telling - 'I see all of you are very interested in this activity? What about Sharada, what is your opinion, how can we make the story more interesting?'

OR

Picture Drawing – 'Oh that looks like a great idea for a drawing. What is Sharada's contribution to this. Can you show me? What do you think Sharada, can you draw something that will make this picture better?'

OR

Role Playing - I can see you all are enjoying yourselves. What is Sharada's role, what will she be doing, have you decided. Can she play the role of Sheela. What does Sheela think of the problems Anjana is going through?

- a. **Each one of you should contribute one idea** - Each of you should contribute one idea to the final presentation that your group will make. After each group presents their group activity, each of you should tell me what you contributed to the story, what was your idea that is used in the activity.
- b. **Each one of you should take part** - Each one of you should take part in the presentation of the activity.
- c. **Focus on how you would feel, if things like what happened to Geetha happened to you** - Each story that you make up or draw should tell us what you really feel about what happens in the story. What do you think, how do you feel and what goes in your mind when it happens?
- d. **Focus on what Rekha could have done to deal with her situation** - When you are making up the stories, try and think of what Geetha could have done in that situation to make herself feel better. What could she have done to calm herself and get control over the situation, could she have asked someone for help, from whom can she ask for help or support. etc.

After choosing the activity most children are interested in, present the rules and ensure that each child understands each rule. Give them examples of how they can contribute and when they begin the activity, follow it up by supporting each group. Provide them with an example by playing out a part yourself, or writing down a story yourself. Help the groups write down the story by listening to them and writing it for them yourselves. Allow them to read out the story and prompt them as and when they find a word difficult to pronounce.

Basic information on the background of the group of children on people at home

All of you have performed beautifully today and we are delighted with the creative ways in which you have played this game today. Now **we will move on to discussions**. In this story Geetha feels sad because her employer, her mother and teacher/supervisors at school or institution and sometimes other children treat her badly. You may have also faced a similar situation with an adult that made you sad, at home, at school/institution or at your workplace. We also as adults faced such problems when we were children. **We want to know more about your own experiences. What do you find upsetting and difficult to deal with?** Before we do that, we will first ask you some basic questions.



Question No. 2.



Who do you/ did you live with in the past? Do you live/ have you lived with your parents, or with other family members, who takes/took care of you and your needs?

Question No. 3.



Do you have any brothers or sisters? How old are they? Are they younger or older than you?

1. Parents - _____	4. Older siblings - _____
2. Adoptive parents (unrelated to the child) - _____	5. _____
3. Blood relatives as primary caregivers (aunts/ uncles/ etc.) - _____	6. _____
	7. _____
	8. _____
	9. _____

1	Brothers	Older - _____ _____	Younger/ of the same age - _____
2	Sisters	Older - _____ _____	Younger/ of the same age - _____

- a. **Past or present** – Even if children are presently in an institution or home, ask them about those who took care of them before they joined the institution.
- b. **Details about parents/ those who take care of the children** – Children may not know the relationship of those who are taking care of them. In such a case, ask them what they call the person who is taking care of them, how they address them? Give each child enough time to recollect and explain the situation at home.
- c. **If children do not know the age of their brothers or sisters**, you could find out which class their siblings are studying in or if they are working, till which class they studied etc. If you are able to approximately write down the ages, do so, but if not, leave the age column blank.



Question No. 4.

What do you find difficult to deal with at home, school/institution or work? What do people do that makes you feel afraid or sad?

A	Punishment/ Emotional abuse (Verbal and Non Verbal)	Adults at home (caregivers, parents, adult siblings, relatives, etc- sharing residence with the child)	Adults at school/ in the institution (teacher, principal, supervisor, cleaning or maintenance staff, etc)	Adults on the street (including passers by, policemen, traffic police, municipal workers, etc)	Adults at the workplace (including employer, supervisory staff, cleaning staff, maintenance persons, etc)
i	Punishment - Restriction of movement – detention, standing/sitting in the corner/ to a room/ home/ or to a particular spot inside or outside, locking the child inside a room or inside the home, etc, Increasing or specifying more tedious chores or over time work, Increasing responsibility such as – asking child to do additional work/overtime, or to produce more number of items at the unit, etc	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility	Punishment - Restriction of movement, Increasing or specifying more tedious chores/ overtime, Increasing responsibility
ii	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
iv	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring, Refusal to provide basic necessities such as food/ refusal of entry into home/ institution, Refusal to allow the child time to take a break, time to eat or rest, Hindering the child’s development to teach him/ her a lesson – such as removing from school, discontinuing tuitions, discontinuing an activity that was benefiting or would have benefited the child in the long run (with an intention of punishment and not to put the child to work or some other activity that is necessary for the child or the family’s sustenance)	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Refusal to allow the child basic work liberties, Hindering the child’s development	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Refusal to allow the child basic work liberties, Hindering the child’s development	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Refusal to allow the child basic work liberties, Hindering the child’s development	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, Refusal to provide basic necessities, Refusal to allow the child basic work liberties, Hindering the child’s development

iii	Financially exploitative – parents living off the earnings of the child and refusing to work themselves, putting the child to work, or bonded labour to fund alcoholism/smoking or substance abuse, reducing wages, or cutting off money as fine, or deducting money for not producing unrealistic amounts of money, deduction of salary for taking official or public holidays, financially exploiting the child in any manner	Financially exploitative – deducting wages for unjustified reasons, putting the child to work while refusing employment themselves	Financially exploitative – deducting wages for unjustified reasons, putting the child to work while refusing employment themselves	Financially exploitative – deducting wages for unjustified reasons, putting the child to work while refusing employment themselves	Financially exploitative – deducting wages for unjustified reasons, putting the child to work while refusing employment themselves
iv					
v					
B	Physical abuse	Adults at home (caregivers, parents, adult siblings, relatives, etc- sharing residence with the child)	Adults at school/ in the institution (teacher, principal, supervisor, cleaning or maintenance staff, etc)	Adults on the street (including passers by, policemen, traffic police, municipal workers, etc)	Adults at the workplace (including employer, supervisory staff, cleaning staff, maintenance persons, etc)
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
lii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chillie smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
iv					

v					
C	Sexual abuse	Adults at home (caregivers, parents, adult siblings, relatives, etc- sharing residence with the child)	Adults at school/ in the institution (teacher, principal, supervisor, cleaning or maintenance staff, etc)	Adults on the street (including passers by, policemen, traffic police, municipal workers, etc)	Adults at the workplace (including employer, supervisory staff, cleaning staff, maintenance persons, etc)
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child,	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse,	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape
iv					
v					

Question No. 5.

? Why do you think they treat you this way? Does this generally happen when there is a misunderstanding or does this happen even otherwise?

	Contexts of punishment or abuse	Adults at home (caregivers, parents, adult siblings, relatives, etc- sharing residence with the child)	Adults at school/ in the institution (teacher, principal, supervisor, cleaning or maintenance staff, etc)	Adults on the street (including passers by, policemen, traffic police, municipal workers, etc)	Adults at the workplace (including employer, supervisory staff, cleaning staff, maintenance persons, etc)
i	Minor mistakes/ accidents - Dropping something, not bringing something	Minor mistakes/ accidents	Minor mistakes/ accidents	Minor mistakes/ accidents	Minor mistakes/ accidents
ii	Lack of discipline - Refusal to take care of ones own belongings and personal needs - such as not keeping clothes neatly, watching too much TV and not studying, not cleaning the room, Not keeping to time regulations - Coming home late, coming back from the shop late, going to school late, Not performing allotted chores or responsibilities - Not going to work, not taking care of baby, not bringing water, not cooking food	Lack of discipline - Refusal to take care of ones own belongings and personal needs, Not keeping to time regulations, Not performing allotted chores or responsibilities	Lack of discipline - Refusal to take care of ones own belongings and personal needs, Not keeping to time regulations, Not performing allotted chores or responsibilities	Lack of discipline - Refusal to take care of ones own belongings and personal needs, Not keeping to time regulations, Not performing allotted chores or responsibilities	Lack of discipline - Refusal to take care of ones own belongings and personal needs, Not keeping to time regulations, Not performing allotted chores or responsibilities
iii	Academic related issues - Not maintaining academic discipline - not taking a book to school, not doing homework, not studying well, bunking school, going late to school, talking in class, making noise in class, not coming in uniform, Poor or below expected academic performance - Failing in tests or exams, getting low marks.	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance	Academic related issues - Not maintaining academic discipline, Poor or below expected academic performance
iv	Troublesome or errant behaviour/behaviour that is not acceptable - Troubling siblings/friends, fighting with siblings/friends, causing hurt to sibling or other children, Behaviour that is	Troublesome or errant behaviour/behaviour that is not	Troublesome or errant behaviour/behaviour that is not acceptable,	Troublesome or errant behaviour/behaviour that is not	Troublesome or errant behaviour/behaviour that is not

	considered beneath the dignity of the family/unbecoming choices - Begging, stealing, picking rags, working	acceptable, Behaviour that is considered beneath the dignity of the family/unbecoming choices	Behaviour that is considered beneath the dignity of the family/unbecoming choices	acceptable, Behaviour that is considered beneath the dignity of the family/unbecoming choices	acceptable, Behaviour that is considered beneath the dignity of the family/unbecoming choices
v	Criminal offences – consistent small time criminal offences, or bigger crimes, such as large thefts, dacoity, vandalism, causing hurt or injury to others, etc.	Criminal offences	Criminal offences	Criminal offences	Criminal offences
vi	Not conforming to expectations of adults - Choices that children make that are unacceptable to adults - Adopting a pet, bringing friends home, playing with a boy, dating, eating outside, watching a movie, playing at times when not acceptable to adults, Disobedience - Not listening to parents, disobeying parents, not heeding commands, rebellious behaviour, Demanding what parents think is unreasonable - Asking for toys, asking for snacks, asking to go to school	Not conforming to expectations of adults - Choices that children make that are unacceptable to parents, Disobedience , Demanding what parents think is unreasonable	Not conforming to expectations of adults - Choices that children make that are unacceptable to parents, Disobedience , Demanding what parents think is unreasonable	Not conforming to expectations of adults - Choices that children make that are unacceptable to parents, Disobedience , Demanding what parents think is unreasonable	Not conforming to expectations of adults - Choices that children make that are unacceptable to parents, Disobedience , Demanding what parents think is unreasonable
vii	Substance abuse/fear that child will use intoxicating substances – Buying alcohol/visiting pubs/bars, chewing betel nut, using tobacco, smoking cigarettes	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances	Substance abuse/fear that child will use intoxicating substances
viii	Indecency or sexually overt behaviour – exhibitionism, eve teasing, inappropriate or obscene clothing that offends public sense	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour	Indecency or sexually overt behaviour
ix					
x					
xi					
xii					



Question No. 6.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____
4. _____



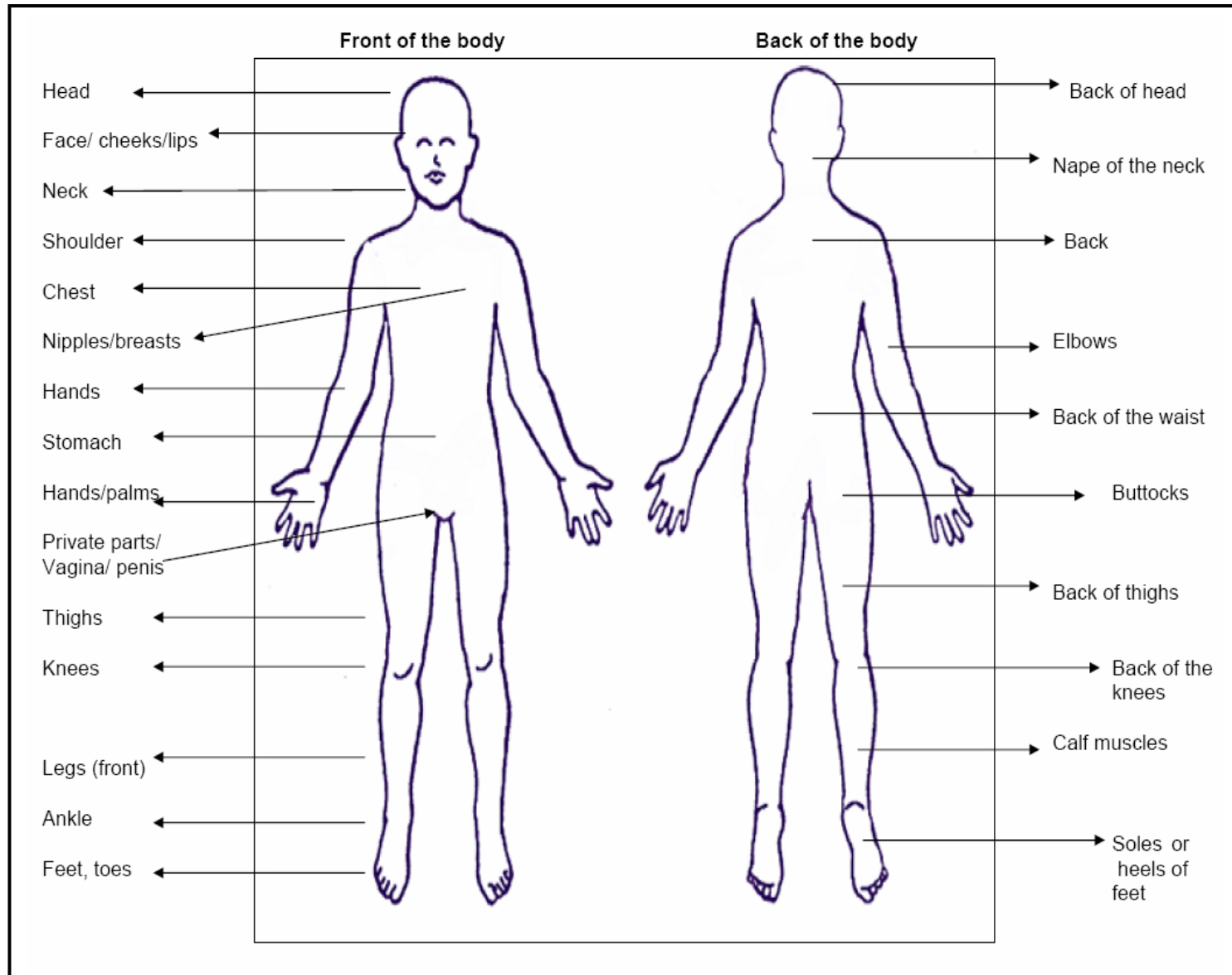
Question No. 7.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page. Point to body parts and name them to help them understand. Allow them to point out the different body parts in the diagram where they were injured. Wait for their answer and verify if the children can understand what you are saying. If they are unable to point to the map, they can indicate on their own selves where they were hurt. The body map may help younger children who may not be able to communicate where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map¹⁰

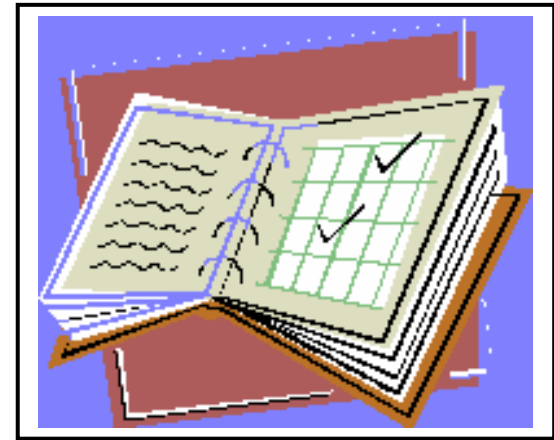


¹⁰ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 8.

How often do things like this happen to you?



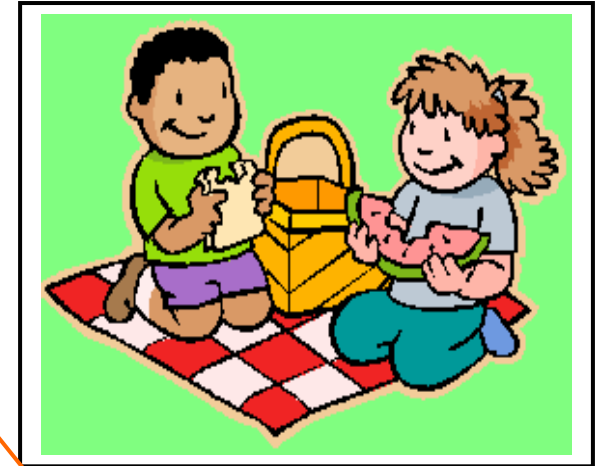
1. **Very rarely** – Once or twice in the past. I hardly remember it now. _____
2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening - _____
4. **All the time.** It happens all the time/very frequently. It happens so often that when I think of my parents / those who take care of me, all I can think of is how much trouble I have with them.

To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

- a. In a week/month how many times do you experience this treatment?
- b. In the last week/last month how many times have you experienced this?

Make sure the children know that you are only referring to difficulties they face in their dealing with adults. For problems with other children, use the section that follows.

Now let's take a short break and play a game. The name of the game is 'Compliment - Compliment'. Do you know what 'Compliment' means? How many of you know what compliment means, raise your hands. Compliment means saying something that you like in the other person. For example, if someone is wearing a nice frock and if you say 'Hey that's a beautiful frock!' then that is a compliment. Now can you give me some examples of 'Compliments'? (Allow the children to understand the word and its uses. If they make a mistake correct them gently and motivate them to give you more examples of compliments) Ok. That's great, all of you are so smart. Now I will tell you about the game. I will choose one of you, you have to come to the centre and the person next to you should give you a 'Compliment'. And after that, the person in the centre should also give a compliment back to the person. Then you can go back to your place and the person who was next to you who gave the compliment should come in the centre. Then the other child next to him/her should give him/her a compliment and he/she should give another compliment back before he/she goes back to his/her place. Like this everyone should come one by one. But then it's not very simple, you can't give any compliment you want, you should give a compliment that is true and honest. Saying something just like that is not a compliment, so I should agree with you. If you don't give a good compliment, I can ask you to give another one. So shall we start?



1. See if any child raises his/her hands and if so allow the child/ children to answer. If the child/ children give the wrong answer gently say 'Oh, sorry that's not the right answer'. If the child provides the right answer, acknowledge the child - for eg. - 'Yes, very good, that's the right answer' and then continue with the script.
2. Play the game until all the children have had a chance to give and receive a 'Compliment'. After that give them a short break, allow them to talk amongst themselves and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.

Violence from other children

Ok in the last session we spoke about problems you face with adults at home, at the workplace and at school/institution. What about problems you face with other children? Have you had any difficulties or problems other children at home, at your workplace or at school/institution? We will now discuss such problems and what you feel about these problems. Now before we begin, can you tell me more about your friends? Do you have close friends? Do you play with your friends, do you go out with your friends to festivals or to shops? What do you enjoy doing with your friends?



The focus should initially be about how children enjoy the company and friendship of other children, what do they enjoy doing together, what do they look forward to at playtime, what kind of interactions they have with other children apart from play and sport? Focus on positive aspects of childrens' friendships with other children. Allow children to recollect and respond to your questions and listen to their answers carefully. After a good discussion round for at least 20 minutes, continue to the next question.

Question No. 9.
 ? What do you find difficult to deal with, when you are interacting with other children? What do other children do or say that makes you feel afraid or sad?

A	Emotional abuse (Verbal, Non Verbal & Financial)	Children at home (siblings, cousins, or other relatives, etc-sharing residence with the child)	Children at school/ in the institution (classmates, older children, etc)	Children on the street (including children living on the street, working children, children passing by, etc)	Children at the workplace (including co-workers, children supervising work, etc)
i	Verbal – such as Scolding/ nagging/ verbally expressing dissatisfaction or disappointment, Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming - the child in front of others, etc	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming	Verbal –Shouting/ Yelling/ screaming/ cussing/ cursing/ Using bad language/ name calling/ insulting/ shaming
ii	Non Verbal - Stopped talking/ avoiding contact or communication/ staying away, ignoring the child	Non Verbal - Stopped talking/ avoiding contact or communication/	Non Verbal - Stopped talking/ avoiding contact or communication/	Non Verbal - Stopped talking/ avoiding contact or communication/	Non Verbal - Stopped talking/ avoiding contact or communication/

		communication/ staying away	staying away,	communication/ staying away	communication/ staying away,
iii	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner - such as forcing him/her to buy cigarettes or alcohol or substances for them	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner	Financially exploitative - Snatching or stealing earnings/ financially exploiting the child in some manner
iv					
v					
B	Physical abuse	Children at home (siblings, cousins, or other relatives, etc-sharing residence with the child)	Children at school/ in the institution (classmates, older children, etc)	Children on the street (including children living on the street, working children, children passing by, etc)	Children at the workplace (including co-workers, children supervising work, etc)
i	Mild - such as Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting arm or leg- sudden outbursts or short momentous reactions	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts	Mild - Slapping/ pinching/ pulling hair/ pushing or shoving/ twisting - sudden or short outbursts
ii	Moderate – such as Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child	Moderate – Beating/hitting/spanking/ kicking – more lasting and focussed on hurting the child
iii	Severe – such as use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse – such as making the child kneel on rock salt, making the child inhale chilli smoke, etc	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse	Severe – use of a rod or other device such as wires/ ropes/ cane/ etc, biting, burning or scalding, Torturous abuse
iv					

v					
C	Sexual abuse	Children at home (siblings, cousins, or other relatives, etc-sharing residence with the child)	Children at school/ in the institution (classmates, older children, etc)	Children on the street (including children living on the street, working children, children passing by, etc)	Children at the workplace (including co-workers, children supervising work, etc)
i	Mild – such as Obscene remarks/ unwelcome jokes/ innuendos/ obscene references/ obscene gestures, Watching porn videos or reading porn in the presence of the child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child	Mild – Obscene remarks/ innuendos/ references/ gestures, watching or reading porn in presence of child
ii	Moderate - Making inappropriate bodily contact with sexual overtones - such as brushing, pushing, pinching etc., Inappropriate kissing or fondling or touching - the child or forcing the child to touch, kiss, fondle or caress with sexual intention - softer forms of sexual behaviour not amounting to intercourse	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching	Moderate - Making inappropriate bodily contact with sexual overtones, Inappropriate kissing or fondling or touching
iii	Severe - Penetrative sexual intercourse – penetration could be penile or through the use of a finger or other object such as a pen, or toys, etc, Violent sexual intercourse causing physical hurt or injury to the child, Gang rape – rape by more than one person at a time or one after another	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape	Severe - Penetrative sexual intercourse – through body part or object, Violent sexual intercourse causing physical injury, Gang rape



Question No. 10.

Have you ever been injured in such a situation? If so what happened?

1. Bruises/ sprains/ scratches - _____
2. Broken teeth/bones / fractures/ requiring stitches - _____
3. Injury requiring admission in a hospital or requiring surgery / injury that took a lot of time to heal - _____



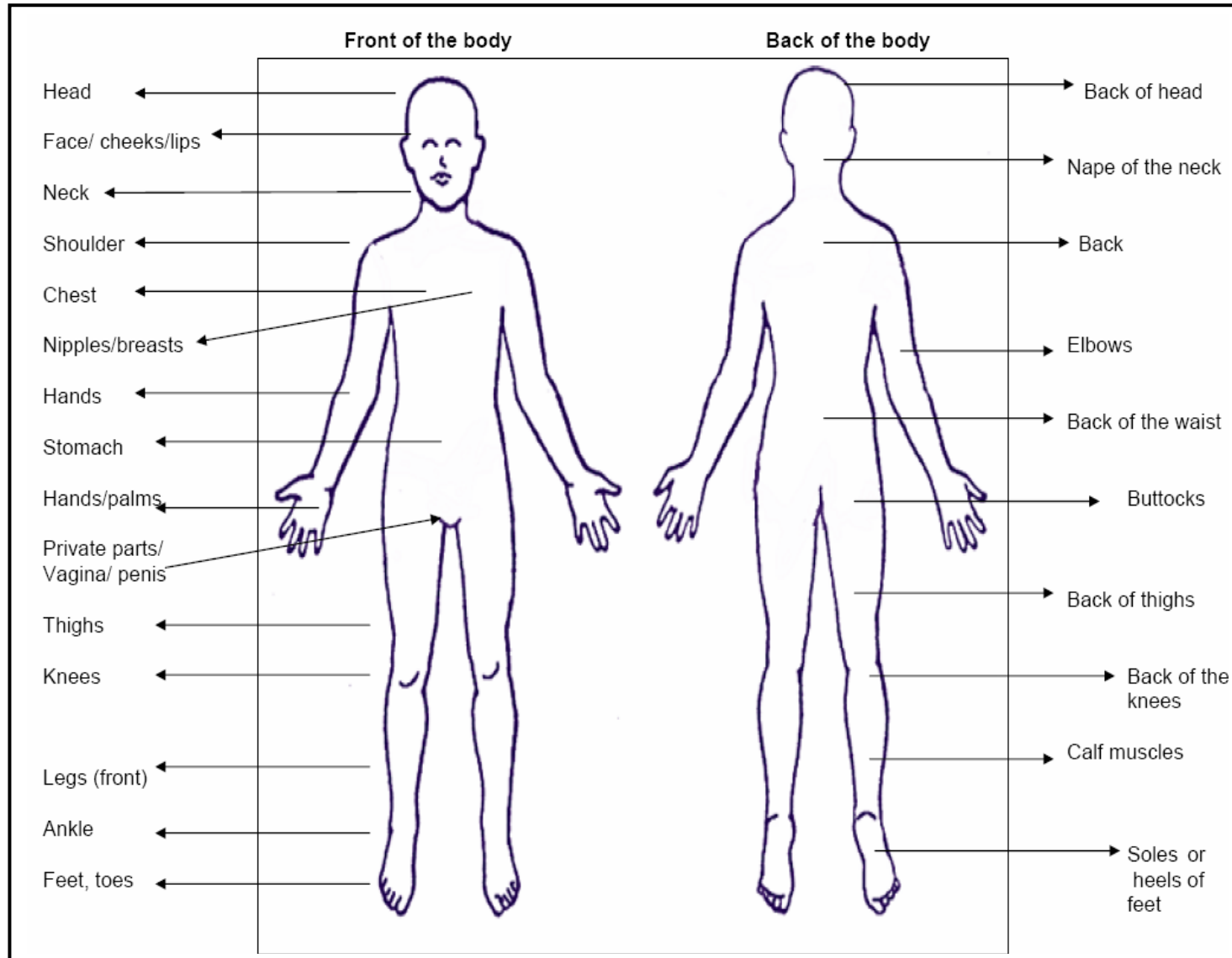
Question No. 11.

Now can you tell us where you were hurt? We will show you a picture of the human body, front and back, and you can tell us where exactly you were hurt?

Front of the body	Back of the body
1. Head - _____	1. Back of the head - _____
2. Face/ cheeks/ lips - _____	2. Nape of the neck - _____
3. Neck/ collar bone - _____	3. Back - _____
4. Shoulder - _____	4. Elbows - _____
5. Chest - _____	5. Back of the waist - _____
6. Hands/ palms- _____	6. Buttocks - _____
7. Stomach/ abdomen - _____	7. Back of thighs - _____
8. Private parts – Vagina/ Penis - _____	8. Back of knees - _____
9. Thighs - _____	9. Calf muscles - _____
10. Knees - _____	10. Soles or heels of feet - _____
11. Legs - _____	
12. Ankle - _____	
13. Feet / Toes - _____	

The Body Map - Show the children the diagram on the following page and allow them to register the different body parts before you ask for an answer to this question. Wait for their answer and verify if the children can understand what you are saying. The body map will help younger children who may not be able to communicate where exactly they were hurt. Talk to them and point to body parts and name them properly. If they are unable to point properly, ask them to show you on their own person where exactly they were hurt. Due to their age, they may not be able to expressly communicate where they were injured, which this body map may help them to do.

Body Map¹¹



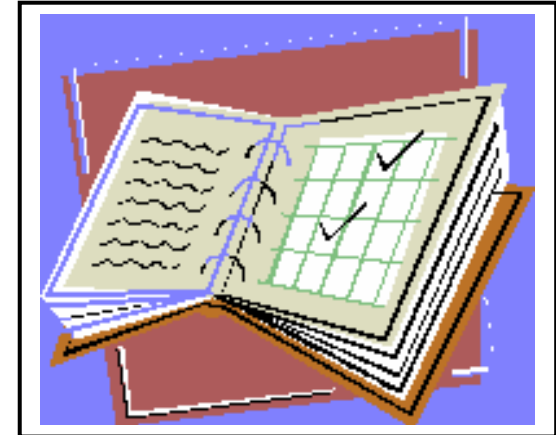
¹¹ The body mapping as a method of understanding where a child was injured was developed by the UNICEF Africa effort in Rwanda and Tanzania. Though initially used to record all forms of abuse, both physical and mental with injury to the mind representing emotional hurt or pain, this has been adopted in this Tool only to identify physical injury. This is a very effective way of finding out where the child suffered injury especially in the case of sexual abuse, since small children may not know the words to communicate what they have undergone.



Question No. 12.

How often do things like this happen in your dealings with other children?

1. **Very rarely** – Once or twice in the past. I hardly remember it now. _____
2. **Once in a while** – It happens now and then, but it is sure to happen. I keep thinking about it now and then and am cautious not to get into trouble like that. _____
3. **Periodically** – It keeps happening with regularity. I keep thinking about it all the time and keep trying hard to avoid it happening - _____
4. **All the time.** It happens all the time/very frequently. It happens so often that when I think of my work all I can think of is how much trouble I face –



To this question, children may be confused and may not understand how to communicate the frequency with which they experience such treatment. You may in such cases use the following statements to enable responses –

1. In the last one year how many times have you experienced this treatment?
2. In the last month how many times have you experienced this kind of treatment?
3. How often do you think of these problems? Do you think of it sometimes, or most of the time or all the time?

This will help you understand how frequently the child undergoes such treatment. Make sure the children know that you are only referring to the problems they encounter from other children.

Sharing Feelings, Strategies For Self Protection And Ethical Closure

Question No. 13.



Today we have discussed problems that children often face at home, school/institution and at work. But when things like this happen, what can children do to protect themselves and to prevent themselves from being hurt? By sharing with others your own experiences and ways to protect and safeguard yourselves, you can learn from others experiences and your own experiences may help someone else here deal with their problems. Even if the adults or the other children who trouble us, do not change their behaviour, we can still alter our own response to what they do to safeguard ourselves. When things go wrong how do you defend/ protect yourself?

	What does the child do? Self protective behaviours	At home	At school/ institution	On the street	At the workplace
i	Avoid conflict – Avoid situations or talk of topics that will result in the perpetrator becoming upset with you	Avoid conflict – Avoid situations or talk that may upset the perpetrator	Avoid conflict – Avoid situations or talk that may upset the perpetrator	Avoid conflict – Avoid situations or talk that may upset the perpetrator	Avoid conflict – Avoid situations or talk that may upset the perpetrator
ii	Self restrain - Keep quiet and not say anything to further aggravate the situation	Self restrain - Keep quiet and not say anything to further aggravate	Self restrain - Keep quiet and not say anything to further aggravate	Self restrain - Keep quiet and not say anything to further aggravate	Self restrain - Keep quiet and not say anything to further aggravate
iii	Appease the perpetrator - Apologise at the moment to avoid further trouble	Placate the perpetrator - Apologise at the moment to avoid further trouble	Placate the perpetrator - Apologise at the moment to avoid further trouble	Placate the perpetrator - Apologise at the moment to avoid further trouble	Placate the perpetrator - Apologise at the moment to avoid further trouble
iv	Escape - Hide or lock yourself up in a room so they cannot hurt you	Escape - Hide or lock yourself up in a room	Escape - Hide or lock yourself up in a room	Escape - Hide or lock yourself up in a room	Escape - Hide or lock yourself up in a room
v	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back	Self defence - Defend yourself by hitting back or shouting back
vi	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out	Seek help from close friends/ relatives - Ask someone to help you out

vii	Seek protection – Call the police for help, or an organisation that helps children in such situations to protect you from injury or danger	Seek protection – Call the police for help, or an organisation	Seek protection – Call the police for help, or an organisation	Seek protection – Call the police for help, or an organisation	Seek protection – Call the police for help, or an organisation
viii	Run away – Move out of the house or take to the street to escape the situation	Run away – Move out of the house or take to the street	Run away – Move out of the house or take to the street	Run away – Move out of the house or take to the street	Run away – Move out of the house or take to the street
ix	Offensive action - become verbally or physically violent or aggressive to frighten the aggressor	Offensive action - become verbally or physically violent or aggressive	Offensive action - become verbally or physically violent or aggressive	Offensive action - become verbally or physically violent or aggressive	Offensive action - become verbally or physically violent or aggressive

Question No. 14.



Going through this kind of trouble can sometimes affect us emotionally, we may feel very sad or depressed or moody most of the time. How do you generally react when things upset you at home, at work or at school/institution? How do you feel? What do you feel like doing?

Sl. #	Feeling/ emotional response	At home	At school/ institution	On the street	At the workplace
i	Sadness - hurt, tearful, painful, depression - I feel so bad, I feel like crying all the time, I keep remembering it and become very moody or sad, it is very painful	Sadness - hurt, tearful, painful, depression	Sadness - hurt, tearful, painful, depression	Sadness - hurt, tearful, painful, depression	Sadness - hurt, tearful, painful, depression
ii	Anger – Feel like hurting the other person, feel like retorting or saying something that will hurt them, feel like physically hurting the perpetrator those supporting him/her	Anger – Feel like hurting the other person	Anger – Feel like hurting the other person	Anger – Feel like hurting the other person	Anger – Feel like hurting the other person
iii	Confused – don't know what to do, don't know why I am being targeted, maybe I did something to deserve this treatment, I don't know how to react	Confused – don't know what to do	Confused – don't know what to do	Confused – don't know what to do	Confused – don't know what to do
iv	Frustrated – I have had enough, one more time and I don't know what I will do, whatever I do/ however much I try they still do this,	Frustrated – I have had enough	Frustrated – I have had enough	Frustrated – I have had enough	Frustrated – I have had enough
v	Ashamed/ regretful/ apologetic – I feel like I should not have done what I did, to deserve this treatment, I regret doing what I did, I feel like its my fault and I should apologise	Ashamed/ regretful/ apologetic	Ashamed/ regretful/ apologetic	Ashamed/ regretful/ apologetic	Ashamed/ regretful/ apologetic
vi	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me, they do it in front of others, and I feel so conscious about what others may think, I feel like they are making a joke out of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me	Insulted/ embarrassed – I feel like everyone will look at me and make fun of me
vii	Revengeful – I will get back at him/her, I will teach him/her a lesson, I should do something to teach him/her a lesson	Revengeful – I will get back at him/her	Revengeful – I will get back at him/her	Revengeful – I will get back at him/her	Revengeful – I will get back at him/her
viii	Lonely/ insecure/ abandoned – I have no one to support me, I feel all alone in this world, I feel like an orphan, they have all left me and will never come back, I have lost the support I had	Lonely/ insecure/ abandoned – I have no one to support me	Lonely/ insecure/ abandoned – I have no one to support me	Lonely/ insecure/ abandoned – I have no one to support me	Lonely/ insecure/ abandoned – I have no one to support me
ix	Feel like running away –I am not wanted here, I have to escape this, I feel unwelcome here and feel like leaving, if I stay here any longer I will go mad – I	Feel like running away –I am not wanted here, I have to	Feel like running away –I am not wanted here, I have to	Feel like running away – I am not wanted here, I have to escape this	Feel like running away –I am not wanted here, I have to escape this

	have to run away, running away from home is the only option	escape this	escape this		
x	Feel like hurting myself – I am angry at myself - I feel like hurting myself, I feel like beating myself up	Feel like hurting myself – I am angry at myself	Feel like hurting myself – I am angry at myself	Feel like hurting myself – I am angry at myself	Feel like hurting myself – I am angry at myself
xi	Feel like intoxicating myself – I feel like using alcohol/ drugs /cigarettes/ other intoxicating substances to escape or to feel better, want to become intoxicated so that I don't feel anything	Feel like intoxicating myself	Feel like intoxicating myself	Feel like intoxicating myself	Feel like intoxicating myself
Xii	Feel like killing myself, feel suicidal – I feel like killing myself to escape all this, I feel like if I die I would finally be at peace, I feel death is the only solution to my problem	Feel like killing myself, feel suicidal	Feel like killing myself, feel suicidal	Feel like killing myself, feel suicidal	Feel like killing myself, feel suicidal



Question No. 15.

What do you think is the best way to prevent such happenings from affecting you? If someone were to be having similar problems like you, what would you suggest they do to keep themselves calm and unaffected?

Sl. #	Methods of keeping oneself calm	At Home	In the Neighbourhood
i	Confide in friends or relatives - Talk about the problems whether or not the person listening is in a position to help	Confide in friends or relatives	Confide in friends or relatives
ii	Avoid interactions with the abuser – Keep physically away or become emotionally distant from the abuser	Avoid interactions with the abuser	Avoid interactions with the abuser
iii	Focus on more positive or rewarding relationship - such friendships or other relationships	Focus on more positive or rewarding relationship	Focus on more positive or rewarding relationship
iv	Distract self to focus on other activities in life – such as a rewarding academic or professional life, hobbies and sports	Distract self to focus on other activities in life	Distract self to focus on other activities in life
v			
vi			
vii			
viii			
ix			
x			
Xi			

Discussion & sharing - Allow children to discuss amongst themselves and motivate them to share the ways in which they can deal with their emotions.

Anger or frustration or bitterness/ emotional or tearful responses – if you see that certain children are emotionally affected by their problems, consult with your supervisor/ head of the school/ institution to refer the child to a counsellor or to psychiatric services. Creating a more friendly and understanding atmosphere for children who are emotionally affected within your Institution, can also help them feel more secure and supported in their lives. Refer to the **Facilitators Preparation Instructions in Part III of the Handbook** before you offer to directly help such children.

Ok now we will do a small group imagination exercise. All of you should now close your eyes. Relax your body and sit comfortably. Breathe deeply and slowly. Release all your muscles and imagine that you are in a big green field with soft grass all around. It is sunny and the breeze is cool and you are sitting on the grass. The sky is blue, there are flowers everywhere around and butterflies flitting around. Butterflies of every colour, orange, blue, pink and white. The flowers smell sweets and the grass feels soft and cushiony beneath your feet. You are very happy and are smiling and basking in the warm sun. Now slowly breathe, breathe in, breathe out. Continue breathing deeply. Move your fingers first. Now move your hands, now flit your eyelids and slowly open your eyes. So how did that feel? How are you feeling now?



1. **Ask children how they felt, are they feeling happy, relaxed or sleepy?** Give them sufficient time to respond and react. Then very slowly take them to the next question.
2. **After the session give the children a short break,** allow them to wake up slowly and relax for at least 10 minutes before you continue with the next session. If you have arranged for snacks or a meal, time the session so that the snacks or food can be given after this game. After the snack/ food session, do not hurry them too much or stress them out, allow them to take their time and after they are done, reassemble them again for the next session.



Question No. 16.

Today we have discussed some negative experiences that you may have undergone in your lives. We would now like to discuss some positive experiences you have had in the past. Can all of you here give me one example of a happy experience. It could be a game with your friends, or a function that you celebrated with your family or friends, or just a very nice movie you watched? It could be anything that made you very happy. I will pick out one person after which, one by one each one of you have to talk about one thing that made you very happy.



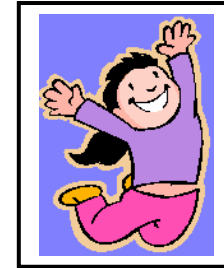
At home	In the neighbourhood
1. Family together time - Playing games together / going out for vacations/family functions or celebrating festivals/ eating together - _____	5. Time together with neighbours - playing with adults/ children in the neighbourhood/ organising neighbourhood programmes and festivals together with other adults/ children- _____
2. When people at home show interest in studies/ homework/ hobbies & help children with it- _____	6. When people in the neighbourhood are supportive of the child - _____
3. When parents take up for their children when someone else says something negative about them- _____	7. _____
4. When family is supportive of the choices the child makes - _____	8. _____
	9. _____
	10. _____

Engage children in a discussion on the things that make them happy. If a child has had negative experiences with most people, then focus on things such as eating a particular favourite dish, pursuing a hobby, playing a game etc. The idea of this session is to **get children in a positive and happy state of mind**, so avoid conversation of negative experiences. If a child continues to focus on negative experiences, **listen to the child and slowly begin to talk about what makes them happy.** Do not ask the child to stop talking, but listen and slowly through conversation shift the focus to positive aspects of life.



Question No. 17.

Now we will discuss your plans for the future. Have you thought about what you would like to be? What do you enjoy doing in the future? What are your plans for your future?



1. Study- _____	6. Live happily with family- _____
2. Work- _____	7. _____
3. Earn money- _____	8. _____
4. Become famous- _____	9. _____
5. Choose a career such as doctor, engineer, actor- _____	10. _____

Motivate children to think about what they would like to do in the future. Ask them what they enjoy doing, what profession or career would best suit them. This may be difficult with younger children and you may have to **engage in detailed discussions** before they respond. **For children who have no inclination towards a career**, ask them where they see themselves in future, without talking about work or profession, what they would like to be when they grow up.

Thank you very much. Today we have had a truly fruitful discussion on various aspects of your lives - some difficult and also some very enjoyable experiences you have had. Before we end this session and before everyone goes home, I want you to give me your opinion about this session. I will ask you a few questions now, you should tell me what you really feel, so that we can make this session more interesting and more fun for you in future. **(read out the questions in the Childrens' Feedback Form at Annexure – D and note down their responses before you proceed to wind up)**

We are so glad that you shared with us your experiences and we thank you for having participated in this session. We hope you enjoyed the session. Now before we disperse, we will distribute to all of you a piece of paper with some phone numbers of organisations that you can contact in case you have a problem. Of course we are always there to help you and you can come to us and but if you decide to contact these organisations yourselves, you may do so directly and they are there to help you. I will read out the list of these organisations now and tell you which organisation will be useful for what purpose. Later when you need help you can just contact them by telephone or visit them. **(Read out the list of organisations and explain to the children what each organisation does, where it is located, how to get in touch, through phone or post, etc, before you hand out the forms to them)** Thank you very much for being here today and participating.



