



Work done by Enfold Proactive Health Trust with Govt of Telangana State to further Personal Safety and Gender Equality

Enfold worked with SCERT Telangana State and UNICEF to include Gender Sensitivity, Child Safety and Life Skills in Telangana State School Text Books (std 1-10)

As per order issued by Govt of Telangana School Education (Prog II) Department dated 6th June 2016, Memo No 852/ProgII/A1/2016 Enfold undertook the work of inclusion of topics identified by SCERT into the existing English, Social Science, EVS and local Language text books for 1st to 10th class students. The topics related to children's physical and emotional wellbeing and personal safety and were grouped into:

1. Self Esteem (including Gender Sensitivity)
2. Body Image
3. Managing Emotions and Effective Communication
4. Nurturing Relationships
5. Personal Safety in Public Spaces
6. Personal Safety in Private Spaces

Enfold identified core values and messages for each of the 6 topics listed above from its existing internally developed curriculum on life skills, sexuality and personal safety education for school students that it had followed and refined since 2002. Age appropriate, culturally relevant, value based messages, questions and exercises that could help students imbibe the core messages through reflection, internalization, relating with daily life and opportunities to practice the learning, were introduced. Space was created for each insertion by replacing certain exercises with new messages/exercises while maintaining the core learning intended in that lesson. Opportunities to introduce gender sensitivity and gender parity in the entire text and pictures of each of these books were noted. Lessons or activities that had a focus on marriage, especially in primary and middle school textbooks, were replaced with alternative activities that would help focus students' attention to development of their qualities, skills and intelligences. Reference to television watching/ activities that were contrary to core messages were replaced with alternative activities that would help develop the brain, body and social skills of the student.

Core messages introduced using age appropriate language and examples from grade 1-10:

Self Esteem

Each one of us is unique and special, with lots of qualities and abilities. Each person has unique mix of multiple intelligences. I can develop my Intelligences. People can do many different activities (irrespective of their gender)

Body Image

Our bodies are made by nature. We do not make or choose our bodies. I respect my body. I take care of my body – brain/body healthy and active. I neither take pride in nor feel ashamed of my body's structure. How we use our body is more important than how the body looks.

There is no shame in any part of the body. How we use our body brings us shame or respect.

Emotions, Communication, Relationships

We have many different feelings. Feelings are our friends. We can express them clearly. Managing teasing/bullying – words and actions show the character and personality of the person. We can intervene and help each other be safe. Expressing feelings to people who care for us helps us feel better and get help.

Safety in Public Spaces

Enfold Proactive Health Trust :: Creating Safe Spaces

Rules are made for safety. We often touch each other while talking/ playing. If I feel uncomfortable with the way a person is behaving with me, I can tell them to stop. People's behavior (including how they touch others) may be safe, unsafe or confusing. I can report unsafe and confusing behaviour to a safe adult who cares for me.

Personal Safety in Private Spaces

Safety guide to follow when someone breaks a safety rule: NO. GO. TELL. There is no shame in any part of our body. It is not my fault if someone troubles me. The trouble maker is to be blamed. I can tell until I get help. It is never too late to tell. Most adults care for children and want to keep them safe. I know people I can go to for help.

Std 6: Personal Safety Rules and Personal Safety Guide No – Go – Tell – page 108

While playing a game of Cricket, there are many rules. Similarly, we have rules to keep us safe and they are called Personal Body Safety rules. The three rules are:

1. Clothing rules - We keep private parts covered in front of others. Though we don't cover our mouth, it is private too.
2. Touching rules - We don't touch private parts in front of others.
3. Talking rules - We talk about private parts with Safe Adults.

If someone breaks 'Personal Body Safety Rules', I can say 'NO' to that person; GO away from that person as and when I can; TELL a safe adult about this person because he/she is doing something unsafe and has to be stopped. There is no shame in any part of the body. The person who breaks the Personal Body Safety Rules needs to be blamed and he/she needs to feel ashamed of their behaviour.

I am a safe person if I follow Personal Body Safety Rules for myself and for others.

108
Free distribution by T.S. Government

Std 8: Information on personal body safety rules and POCSO, Page 122

Our qualities and intelligences help us live well. 'Personal Body Safety' Rules help us be safe. These are:

1. Clothing rules- We keep private parts covered in front of others. Though we don't cover our mouth, it is private too.
2. Touching rules – We don't touch private parts in front of others.
3. Talking rules – We talk about private parts with Safe Adults.

If someone breaks 'Personal Body safety Rules', I can say 'No' to that person; GO away from that person as and when I can; TELL a safe adult about this person because he/she is doing something unsafe and has to be stopped.

I am a safe person if I follow Personal Body Safety Rules for myself and for others.

Sometimes people may trouble us by breaking these rules. We may feel ashamed and find it difficult to speak about it to others. Remember that shame and blame are not in the body. Those who trouble us are the ones to be blamed and need to feel ashamed of their behaviour. Our laws (example POCSO Act 2012) prescribe punishment for such offenders.

Enfold Proactive Health Trust :: Creating Safe Spaces

Std 5 EVS 'Breaking body rules; Do not feel ashamed or guilty, it is not your fault; Do not keep it a secret. Tell someone and get help' Page 181



Information on POCSO Act, 2012 page 183

16.6.2. Child Rights Protection Club

Child Rights Protection Clubs should be started in each and every school. Children should become the members of this club. They should help in the protection of Child Rights. They should meet every month and review the proceedings. The important activities of this club are to ensure that Child Rights are not violated and to fulfil the needs of the children.

- Always be happy. Play games. Ask and find out about things without fear. Remember, asking questions is your right and we can progress only by asking questions. Participate in every thing. Follow your likes. Honour the rights of other children. Act freely.

16.6.3. Special help centre for children - Child Line

To Whom?

It is centre for child labourers, street children, children subjected to discrimination, children habituated to drugs, victims of child marriages, H.I.V. / AIDS infected children.

How does it function?

The children or the persons who want to help such children can dial the toll number 1098. Then the information is passed to the officials on Child Line. They respond immediately and take proper action to protect the children. They unite the children with their parents when it is needed; otherwise, send the children to children's rehabilitation centres and provide free accommodation and education.

To protect children from sexual abuse and exploitation in 2012, the Government of India made Protection of Children from Sexual Offences Act-2012 (POCSO). Government also developed a toll free number 1098 to help children from atrocities and exploitation sexually.

