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TOGETHER FOR PROTECTION

A young person's guide to keep self and others safe
(age 13-17 years)

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PROTECTION
POSTER

Making it work for you

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Real teens, Real stories.



Save the Children

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Dear reader,

This booklet tells you about your right to be safe and protected. We hope reading this book will help you protect yourself, your friends and your siblings from abuse, neglect, exploitation and violence. The information and activities in this book will guide you to think more about what you can do to keep yourself and others safe. You will also learn how other young people have stood up to keep themselves and their friends safe. These stories are real life examples.

This booklet also lists important websites and resources that you can read to further your own understanding about all forms of violence faced by children and young people. If you find some words hard to understand, you can look at the explanations in the Word Bank at the end of the book. All the words that can be found in the Word Bank are underlined throughout this booklet.

This book can also be used by teachers, parents and other caregivers, organizations working to end violence faced by children and others who care about children.

We can all do our part to make the world a safer place for children and young people. After reading this book, you will know how one person can make a difference – and that person can be you. Always remember that adults have the main responsibility to keep you safe.

Your friends at Plan International and Save the Children.

HOW TO USE THIS BOOKLET

Young People (13–17 years)

- Read the booklet and discuss the issues with your friends and family
- Try each of the activities alone and/or with your friends
- Talk to your friends about how to protect yourself on the internet and in the real world

Adults

- Read the booklet and discuss the issues with young people in your community, school or family.
- Join or form a child protection committee in your area. If you need help with this, contact your nearest Save the Children or Plan International office.
- Discuss how you can respond to child abuse within your community and report it.

NEGLECT. HITTING. BEATING. SHOUTING. SEXUAL ABUSE AND EXPLOITATION. CHILD MARRIAGE. HARMFUL CHILD WORK. BULLYING. TRAFFICKING.

Everyday around the world, millions of young people are at risk of becoming victims of this kind of violence. Knowing how you can keep yourself and your friends safe will reduce these risks. One place to start is to learn about your rights.

Which rights do children and young people have?

To help keep children and young people safe and healthy, countries that are members of the United Nations have agreed on a set of rights, which are written in the Convention on the Rights of the Child.

The Convention lists the rights of all people under the age of 18 years. It says ALL children and young people have the right to be safe, secure and protected at ALL times. This is clearly mentioned in Article 19 of the Convention.

Children and young people also have the right to health, education, medical care and to live with their family or in a family like environment. You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

This is known as children and young people's right to participation, which is pointed out strongly in Article 12 of the Convention.

You can read a short version of the Convention at <http://bit.ly/yP8s1S>. The Convention is available in different languages at <http://bit.ly/zBU2dW>.

Rights come with Responsibilities

As a young person, you have rights and responsibilities. You have a right to be safe and protected, and you have the responsibility not to hurt others.

You have the right to be respected, and you have the responsibility to respect other people, including your parents, family members, teachers and friends.

Think about other rights that you have and the responsibilities that come with those rights.



However, despite progress, the reality is that children and young people continue to face violence. Much more needs to be done to end violence against children and young people.

BIG IMPORTANT POINTS

Governments have to make sure that anyone who commits violence against children and young people is punished.

Governments have the main responsibility to protect children. They must also help families to care for and protect their children in a safe environment.

Some children and young people are more at risk of facing violence, because they are already more vulnerable and less able to defend themselves. They may be poor, or with disabilities or belong to a minority group. Being a girl or a boy may also increase the risk of facing different forms of violence (for example, girls are often more at risk of sexual exploitation).

Children and young people have the right to express their views, and to have those views taken into account in any decision that may affect their lives, including decisions about how to prevent and stop violence against children and young people.



YOUNG PEOPLE WHO HAVE STOOD UP FOR THEIR PROTECTION

If you want to stop violence against children and young people, you are not alone. Across the world, many young people are standing up against violence.

“My friends and I are part of a children's group called the NATRAS or the National Movement of Working Children and Adolescents in Nicaragua. Together we work to stop sexual abuse of working children. Recently we conducted a survey to find out how many working children in the cities and villages face sexual abuse. We also made pamphlets and posters on the issue and met with local officials and the media. Our campaign has made many people aware of the problem. The main thing is that NATRAS has helped children defend themselves against abuse.”



Protection Activities

These games can be played alone or in groups with siblings, friends, peers, family members, caregivers and teachers. They can be used at home, school, in community settings, at clubs, workplaces and camps.

ACTIVITY 1: WORD PUZZLE

Unscramble the words below to find key words that are linked to the protection of children and young people. Discuss each word with your friends, teacher or parent. What does it mean? What do you know about it? You can use the word bank to learn more about these words.

For example the correct answer below is **Human Rights**- Try it!

HISNUTRAMGH U A R G S

Now get going with the others:-

BEUSA

LYLNIUBG

REIHOOCIDTLNCP

SIRHITCLHGD

MOTSINNIIDAIRC

CIGIFANTFKR

XOLTOTINPEAI

LEHSIINYHSUMCAPNPST

SAESUULAEBX

NIXPAISEULTOXOATEL

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D **S** **M** **N** **I**

☒ R ☐ F ☐ F ☐ K ☐ N

E X ☒ ☒ I ☒ I N

P Y S C L U N H M N

S X L B S

E X L X P O A I N

Take the **CIRCLED** letters that appear in boxes and unscramble them for the final message.

□ □ □ □ □ □ □ □ □ □ □ □ □ □

Violence against children is always wrong. Children should not be less protected from violence than adults. All violence against children can be prevented. Violence between children themselves is more common in communities where there is unemployment poor housing, and fewer opportunities for work, study, and life and to look unhappy frustrated in a

When Children have nothing to look forward to or are very unhappy, they may sometimes show frustration and anger by behaving in a violent way. Use of drugs and alcohol make this behaviour worse.

alcohol in
behaviour
worse. Boys
and young men
may
be encouraged to be
violent because they have been told
that this is part of what it is to be
a man. But really, no one
should be
violent.

BIG IMPORTANT POINTS

I have the responsibility not to hurt others (go forward 2 spaces). 10

I have harmed another child. Is this the correct thing to do? (Go back 2 spaces) 9

I understand that I have the right to say "NO" when any person's action makes me uncomfortable physically, mentally or sexually (go forward 3 spaces). 7

I know I can speak to an adult with responsibility when someone makes me physically, mentally or sexually uncomfortable (go forward 4 spaces). 3

I have the right to be protected from abuse, exploitation, neglect and violence. I have the responsibility not to hurt others (go forward 2 spaces). 1

FINISH

I want to continue to learn and share about protection. 100

I do not care about my online protection (Online safety is crucial - you can learn more about it in Activity 4). 96

I know my protection rights and responsibilities. 91

I do not care about the protection of my friends and siblings (You have a right to be safe and protected, and you have the responsibility not to hurt others). 90

When I am angry, I allow myself to calm down. I do not scream at my friends and call them negative names e.g. stupid. I understand I may regret saying something and may hurt others. 12

I speak up and let my family know how I feel. I am comfortable speaking to them about my protection and the safety of other children (go forward 2 spaces). 15

I know that I can talk to my parents or an adult I trust about things that may be difficult. I tell them if someone touches me or asks to take pictures of me that makes me feel uncomfortable. I understand that it is not my fault and these adults can help me (go forward 3 spaces). 19

I say nothing when someone makes me see sexual pictures or watch a very violent video (Read box 15 and 19: Do not be afraid to say "No" when you are in a situation like this. Discuss with an adult you trust, so that they can help protect!). 20

ACTIVITY 2:

MY JOURNEY OF PROTECTION

START HERE

You can play this game with friends or even alone. Play this game using a single dice. Each player rolls the dice once, with the person scoring the highest number getting the first turn to play. He/she starts on 1 and moves the marker based on the numbers shown on the dice. All players take turns rolling the dice and moving their markers.

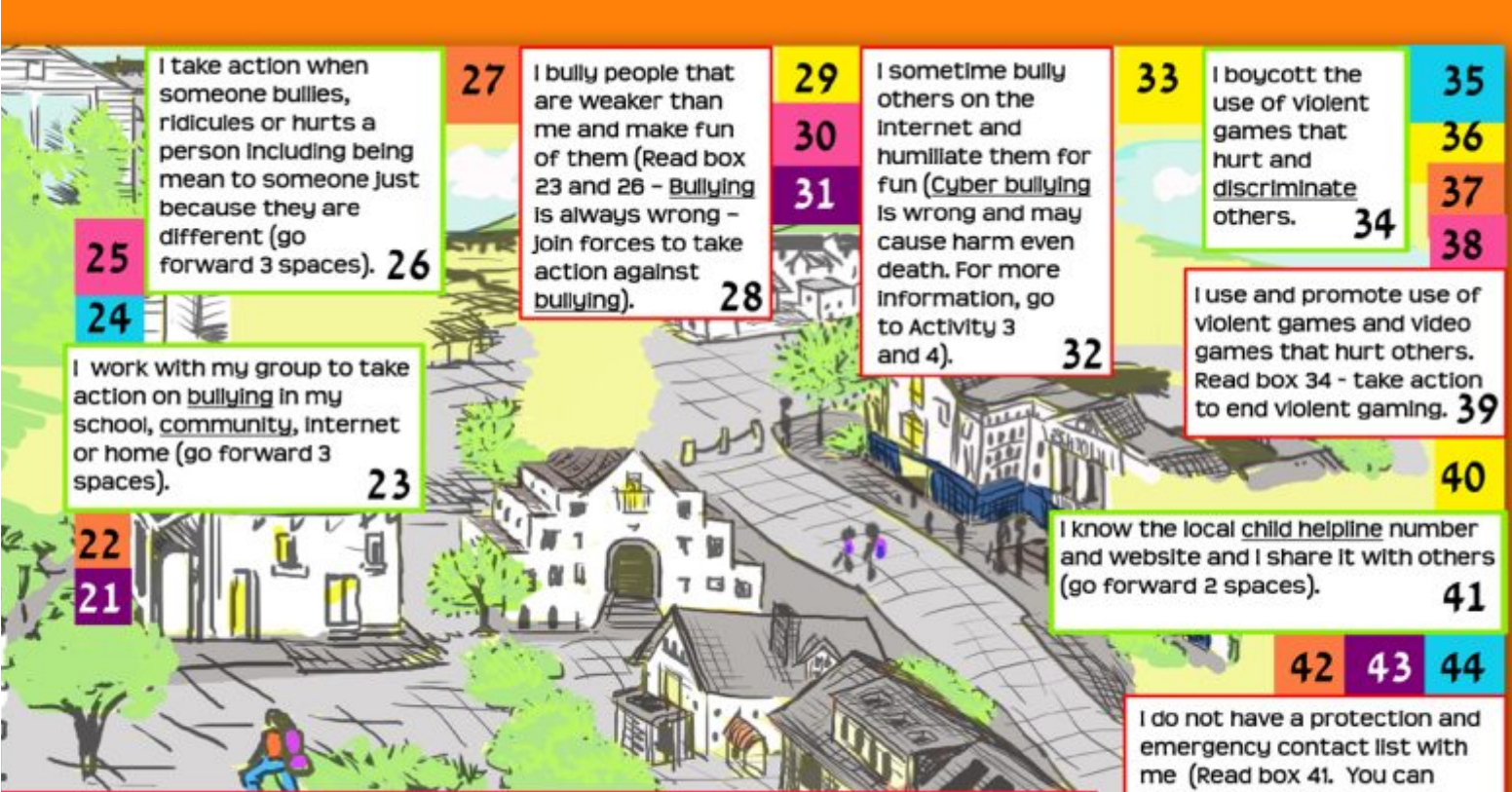
I actively learn about online safety and share it with my peers and family members (go forward 6 spaces). 77

81 80 79 78

I fill surveys or register at sites without my parent's or care giver's knowledge (Always seek consent of a trusted adult before filling surveys or registration). 82

I pick a screen name that will attract the kind of friends I would like. I do not use a name that is negative or provocative (go forward 2 spaces). 85

83 84



25

24

I work with my group to take action on bullying in my school, community, internet or home (go forward 3 spaces).

23

22

21

27

I bully people that are weaker than me and make fun of them (Read box 23 and 26 - Bullying is always wrong - join forces to take action against bullying).

28

29

30

31

I sometime bully others on the internet and humiliate them for fun (Cyber bullying is wrong and may cause harm even death. For more information, go to Activity 3 and 4).

32

33

I boycott the use of violent games that hurt and discriminate others.

34

I use and promote use of violent games and video games that hurt others. Read box 34 - take action to end violent gaming.

39

40

I know the local child helpline number and website and I share it with others (go forward 2 spaces).

41

42

43

44

I do not have a protection and emergency contact list with me (Read box 41. You can learn more about this in Activity 5).

45

46

47

If I see a neighbour hitting his wife, I tell a guardian I trust who can help me report the abuse.

48

49

50

51

52

I share information about safe use of mobile phone so that I and others remain safe (go forward 1 space).

53

54

55

56

I share pictures of my girlfriend/boyfriend over the phone which makes her/him feel uncomfortable. (Read box 53 - Never share sexual images).

57

58

59

I inform my friend through SMS or in person about child protection services in my neighbourhood.

60

I do not learn about my protection before I register on any website or mobile app (All young people should know how to keep themselves safe in the cyber world).

66

I never engage in sexting or sexual MMS harassment and I report it to local authorities such as police officers and other law enforcers. (go forward 4 spaces).

61

65

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72

I tell my parents or care giver if I encounter inappropriate or offensive messages or attachments. I never respond to these messages (go forward 3 spaces).

71

70

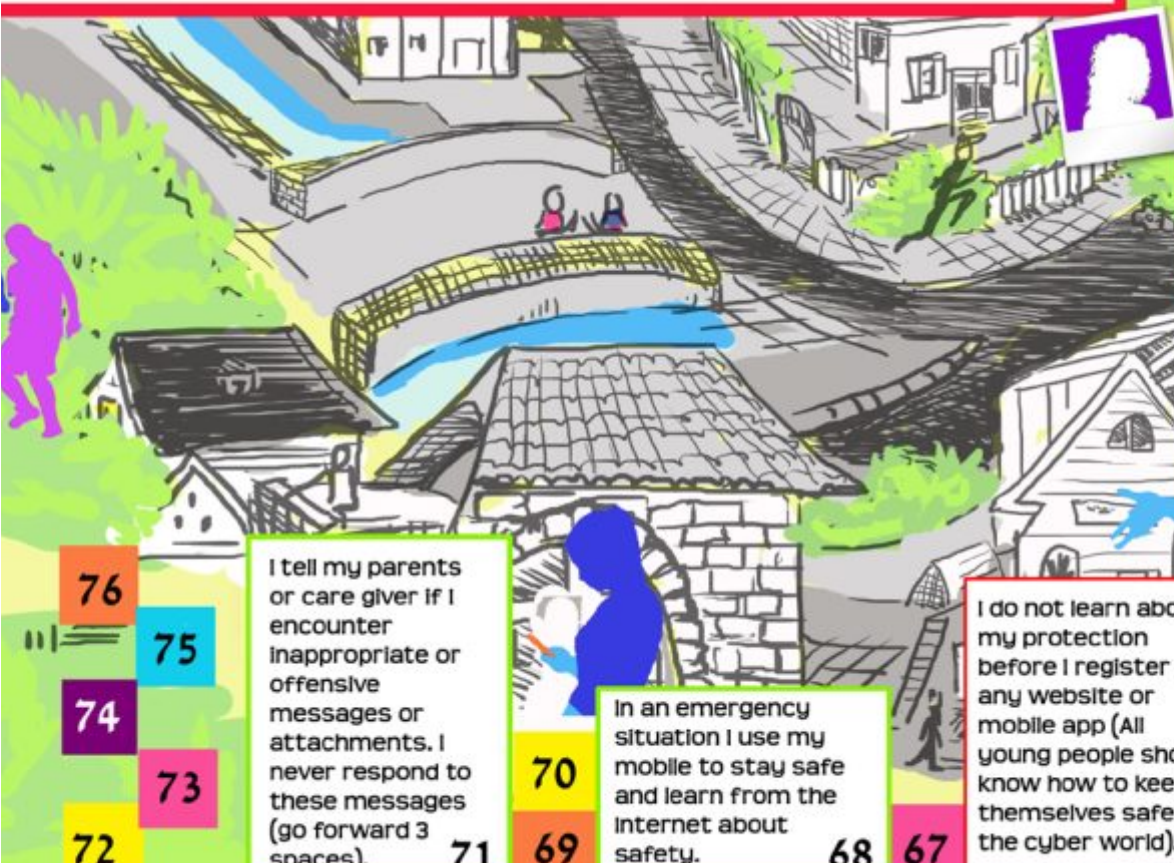
In an emergency situation I use my mobile to stay safe and learn from the internet about safety.

68

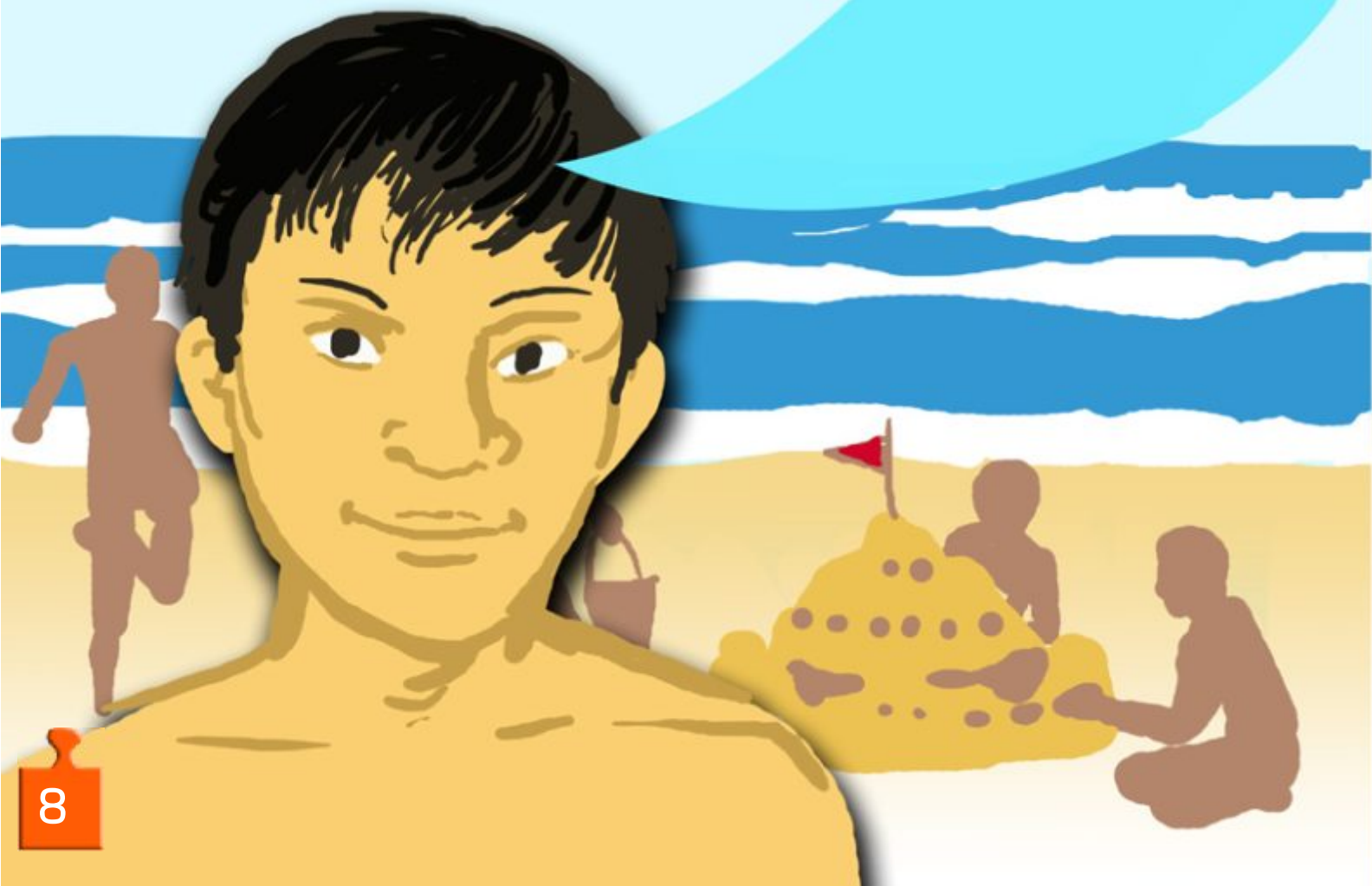
67

ROTECTION

It is important that you take time to discuss each milestone written in the box you land on, so that you understand what it means to you, your friends and siblings. Remember to follow the directions, if any, written on the spot that You've landed on. For example, if it says "go forward three spaces", you must do so.



“When the tsunami struck Asia in 2004, many people died in Thailand, my country. My school and house were destroyed. Some of my friends were left without parents and had nowhere to go. With help from a local organization, my friends and I pointed out risky places in our schools, homes and community if a tsunami, flood, earthquake or fire would strike our village again. We also made a map of safe and unsafe places in the village and the school and shared it with everybody in the village. We spoke to our friends, families and other adults about these risks and came up with a plan to reduce them. This helped our school authorities to redesign the school in a way that is safe for children and teachers. Together with my friends, I also spoke to the Government about how children are affected when disaster strikes.”



“Last year in Abidjan – the biggest city in Cote d’Ivoire – the government decided that in the evening everyone must be off the street and in their homes. This badly affected children living on the streets who had no place to go. In the evenings, the police began to arrest all people on the streets, including the children, and took them to detention centers, where many children faced violence. When my children’s group heard about this from adult groups, we decided to act to protect our friends. Our group went to different meeting places for children living on the streets. Since we had better knowledge about who these children were, it was easier for us to find them. Once these children were found, with the help of local Child Protection Committees, we suggested safe places where children living on the streets could live for a few days while the rule was in place. In this way, about 80 children were able to get safe shelter during this difficult time.”



BIG IMPORTANT POINTS

Talk to your parents/care givers about which internet sites can help you learn about your protection and being safe, which are okay and which are off limit.

Engage with local organizations to learn more about what they do to stop violence against children in the area where you live.

Find out how organizations and governments make decisions on policies and laws relating to children, including budget decisions (for example, how much money the government is planning to spend to stop violence).

'Silence violence'. It is important to tell someone you trust (for example, an adult, a professional such as a social service worker, doctor, teacher or police officer or a guardian) if you or someone you know is experiencing abuse. They can help stop it.

If your friend tells you that she/he is being abused, you should know that this information was told to you in confidence and that you should not share this information for any purpose other than telling an adult, so a trusted friend can help your friend.



Do research

- Create surveys and questionnaires for youth in your community on what they suggest should be done to stop violence.

Share ideas

- Find other youth who are interested in these issues – create a network so that you can have a stronger voice.
- Find organizations that care about these issues and engage with them.
- Together with social workers, psychologists and healthcare workers, make a brochure which shows the signs of violence. Distribute the brochures to teachers, parents and caregivers in health centers and in places of worship.

Raise awareness

- Put anti-violence messages on shopping bags, at bus or underground stops, or on buses and trains.
- Create a declaration or pledge on violence against children. Get parents, teachers, law enforcement personnel, and local officials to sign it.
- Create a poster on how violence affects children and what should be done to stop it. Make copies and display the posters where many people can see them.
- Encourage discussions about discrimination and ways to prevent and end it

Here are some ideas for action to end bullying in your school:

Organize a group of student volunteers who will walk home with others who have been bullied, or sit with them during lunch and breaks.

Work with the school to set up a way to report on violence, such as a 'post box'.

Find someone from a child-focused organization who can talk to teachers and parents/caregivers about ways to discipline without violence.

Ask an organization to come to the school to teach young people and teachers about non-violent ways to resolve conflicts.

Talk to elected officials about the need for laws against physical punishment in schools.

Organize a debate on physical punishment and hold it in a school or community.

Work with a youth-focused organization to set up a telephone hotline to which students can report violence and get help in handling it.

BIG IMPORTANT POINTS

Bullying may be physical, verbal (using words), or sexual. E-mail, instant messaging, and websites can be used to bully.

Excluding (leaving a person out of the group) can also be a form of bullying.

Bullying means actions taken by one person or a group against another person, with the intent to threaten, humiliate or harm that person.

"I come from Romania. In my country many children and young people are trying to end cyber bullying and make internet a safe place for children. For example more than 7,000 Romanian children and young people took part in a competition, where they wrote about their views on cyber bullying. With help from children's organizations, my friends and I have created a network that tells others children and young people about the dangers children can face online. Through the network, we also tell children and young people how to use internet in a safe way. This includes not revealing their personal information to strangers, going to safe websites and so on. We also teach children and young people not to bully other children online. My friends and I, along with 200 other young people, also participated in a play performed in many high schools that tells teachers and students how to be safe on the internet."



“About 200 young people in Germany are working hard to make their schools violence free, as part of the ‘Learn Without Fear’ project. My sister and I are members of a group that says physical and humiliating punishments, bullying and sexual violence will not be tolerated in schools. 21 of us were elected by the group to encourage other students to say no to violence in schools. In each of our classrooms, we made action plans. Then we negotiated with our school management on what we can do together to stop violence that students face at school. 15 teachers worked very closely together with us. We managed to reach nearly 4,000 students, their teachers, and parents. Our group also researched the situation in many schools. We tried to find out if students felt safe or unsafe in school and why this was so. I can proudly say that we have been quite successful in changing the situation in our school. In one class, for example, nearly half of the girls said they no longer feel unsafe at school.”



BE IN THE SAFE ZONE

ACTIVITY 3: AN ONLINE SAFETY QUIZ

WHAT WOULD YOU DO?

Take the quiz to learn about internet safety. You should remember that the wise and safe use of internet, social media and mobile phones or smart phones can help your own development and development of your community. You can use them to learn and share knowledge about protection and human rights.

Question 1: I just met someone new in a chat room and he or she wants my phone number. What should I do?

- ☐ I should give them my number.
- ☐ I should always speak to my parents/caregivers before sharing my phone number with anyone.

Question 2: A person I have been talking to online said that he or she wants to share passwords with me. Should I do that?

- ☐ No, I should not tell them my password.
- ☐ Sure, it will help build our online friendship.

Question 3: I have a picture of myself that I want to send to my online friend that I just met. Should I send it to him or her?

- ☐ No, it is not safe to send out my picture to strangers.
- ☐ Of course I should. He or she sent a picture of himself or herself. I'm just being friendly.



Question 4: I received a mean and threatening email from someone online. What should I do?

- ⦿ Reply back with a mean and threatening email.
- ⦿ Do not respond and tell my parents/caregivers.

Question 5: I'm over at my friend's house. What rules do I need to follow since I'm not on my own computer?

- ⦿ I need to follow my parents'/ caregivers' rules and the guidelines.
- ⦿ I don't have to follow rules on other peoples' computers, only on my own.

Question 6: I'm on a website that wants my name, address, and phone number to enter a contest. Should I give out my information?

- ⦿ Yes, it's just a contest. No harm can be done by giving out my name and phone number.
- ⦿ No, it's not a good idea to give out my personal information to someone I don't know.

Question 7: My online friend says he or she wants to meet me in person and that I shouldn't tell my parents/caregivers. Should I meet the person and not tell my parents?

- ⦿ Yes. Parents/caregivers will just get in the way of our friendship.
- ⦿ No. It's not safe and I should always tell my parents/caregivers when I meet people online.

Question 8: My online friend says he or she wants to chat with me about private matters and wants me to keep it a secret. Should I keep it a secret?

- ⦿ Yes. I am a good friend and should not tell our secret to anyone as it will affect our friendship.
- ⦿ No. I should share the secret with my parents/caregivers as sometimes people 'groom' (or prepare) children to become their sexual victims in the future, by becoming their friend first.

BIG IMPORTANT POINTS

Talk to your parents/caregivers about which sites may be harmful to you and which sites are ok. Keep your passwords secret and change them regularly. Never take for granted that someone is who they say they are.

Never give out a phone number, address, or photo to an online friend or someone you met in a chat room unless you talk to an adult that you trust first and she/he says it is alright to share this information. NEVER agree to meet with an online acquaintance without talking to your parents/caregivers.

Do not respond to mean or threatening emails. Always follow these guidelines no matter what computer you are on or where you are. Finally, if you ever have any doubts about anything online (websites, e-mail, or giving out information, etc) always talk to your parents/caregivers. Never keep it to yourself.



ACTIVITY 4: MY PROTECTION POSTER

Develop your protection poster by filling in telephone numbers of friends and adults that you can trust. You can prepare this for yourself, individually and with your friends. Update the information from time to time. You can also fill in all of these boxes with numbers, but fill in the ones that apply to people you think may support you. You also encourage your friends and siblings to have this with them all the time in their wallets, bags and on their desk.

My Name:

Child Helpline



Parents/ Caregivers



Friends



Family Friends



Teachers



Child Protection Service



Police and Emergency



Social Worker



Emergency SMS Group



Protection Websites



Child Ombudsperson



Others



BIG IMPORTANT POINTS

You should know both your rights and responsibilities. Having rights does not mean that you get everything you want, but it means you should be protected, cared for and remain safe.

Everyone in your community (including your parents, people who take care of you, teachers, other adults, and your Government) has a duty to protect and respect your rights and keep you safe from violence.

Every child, everywhere in the world, has the same human rights. You should be able to get help when you are hurt or mistreated by someone.

What was the UN Study on Violence against Children?

In 2001, the UN recognized that not enough was being done to protect children from violence. This led to the start of the UN Study on Violence against Children (often called the UN Study). The study concluded that violence against children and young people is always wrong and that all violence against children and young people can be prevented.

As part of the UN Study, meetings with children and young people were held in many parts of the world from 2005 to 2006, so that they could share experiences and ideas about what could be done to stop and prevent violence. Many of these ideas and recommendations were included in the Study. The UN Study was released in 2006 and can be read at <http://bit.ly/wVqvOu>. The Study also proposes that there should be a Special Representative to the UN Secretary-General (the head of the UN) on Violence against Children.



ACTIVITY 5: MAKING STRONG CHOICES



ACT AGAINST BULLYING

This activity will take you through a series of incidences in the life of a young person, Amal, who faces bullying. It will make you think of what can be done to speak up and take action to stop bullying. Take time to reflect and fill in the bubbles, speak to others, discuss and act.

START

Amal is often bullied at school, by other boys and girls. He stammers when he speaks and is always nervous. Children throw small stones at him, call him names and make fun of him at school and in chat-rooms online. They send humiliating messages to his mobile phone and post mean comments on his Facebook wall.

PLAN : What can I do?

1

What would you do if you were Amal?

WILL YOU not do anything? Keep quiet and let this go on? Amal is not the only young person that is bullied, there are others too, so why bother? But remember **SILENCE BREEDS VIOLENCE**

WILL YOU DO SOMETHING? Will you take action to stop this? Will you talk back or find a positive solution to handle this smartly? How? Who can help? What can be done?



If you are being bullied
TELL SOMEONE NOW!

2

What can you do to stop bullying?

WILL YOU LET AMAL BECOME A BULLY? If you do not take action against bullying, Amal may become a bully himself. **LETS BREAK THIS CYCLE OF VIOLENCE.**

TAKE ACTION SPEAK UP -report to your teacher, parents and ask other friends to help you take action to make your school, community and online community bullying free

Write your ideas on what Amal can do to get support.

I have a right to...
_ feel safe
_ be respected
_ have friends
_ be accepted
_ not be teased

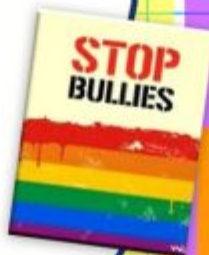
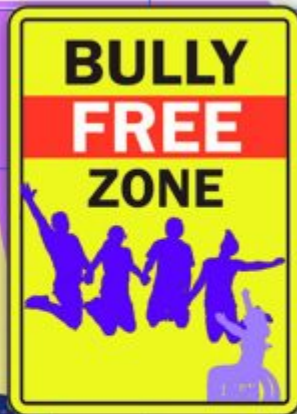
STOP BULLIES

4

* Be a good friend * Listen
* Be a mediator * Talk to someone who can help * Be an ACTIVE bystander

Write your thoughts on what more can be done.

To end bullying means changing attitudes and creating a safe and happy life. Write down your thoughts.



STAND TOGETHER



CHANGE ATTITUDES.
CHANGE BEHAVIORS.
CHANGE DIRECTIONS.
CHANGE LIVES.
CHANGE POLICIES.
CHANGE VOICES.
**BE AN ALLY.
BE THE CHANGE.**



5



WILL YOU? What if the bullies stop bullying in public spaces, but then target Amal on the internet and by sending him mean SMS and MMS. Will you keep quiet? Remember online bullying has led to suicide among young people.

WILL YOU ? Use the internet and your mobile phone positively to spread messages against bullying. Start an online group or chat to discuss ideas and share examples to stop bullying. Start an SMS campaign. Develop a blog on ending bullying. Join online campaigns to stop bullying.

Bullying can be done through emails, through instant messaging, in a chat room on a website or gaming site, through digital messages or images sent on a cellular phone.

7



What can you do to stop cyber bullying now?

6



What can be done to stop violence?

The 12 recommendations of the UN Study say that Governments should:

1. Take stronger action to stop violence against children.
2. Ban all violence against children.
3. Pay more attention to make sure that violence against children doesn't happen in the first place.
4. Be clear about that violence against children is never allowed, and that everyone should learn about non-violent ways of dealing with each other.
5. Teach adults who work with children how to stop all violence against children.
6. Help and support children who have suffered from violence.
7. Listen to children's views and take them seriously.
8. Make it easy for anyone to report violence against children.
9. Make sure that anyone who is violent against children is punished.
10. Address the different ways in which violence towards girls and boys takes place.
11. Collect information and do research on violence against children.
12. Make sure that Governments really take action when they sign international agreements about to stop violence against children.

What has happened since the UN Study?

1. The UN Secretary-General has appointed a Special Representative on violence against children.
2. Governments have taken more steps to end violence faced by children and young people.
3. Children and young people continue to be involved by giving their views and sharing their experiences



1. **Appointment of the Special Representative of the UN Secretary-General (SRSG) on Violence against Children:** In May 2009, responding to the Study recommendations, the UN Secretary-General Ban Ki-moon appointed Marta Santos Pais as his Special Representative on Violence against Children. She is responsible for promoting:
 - ☞ Governments take actions to stop violence against children and young people.
 - ☞ Information and research is available to understand the issues of violence against children.
 - ☞ Children and young people continue to be involved in initiatives to stop violence.

2. More efforts have been made by Governments to end violence faced by children and young people. Some of these efforts include the following:

- ☞ Since the Study was presented, more than 16 countries have banned, by law all forms of physical and humiliating punishment against children and young people: Costa Rica, Spain, Venezuela, Uruguay, Portugal, New Zealand, the Netherlands, Luxembourg, South Sudan, Poland, Congo, Liechtenstein and Togo and a few other countries.
- ☞ In 2009, Philippines made a law to end child sexual abuse images in all forms.
- ☞ In 2010, Mauritania banned the practice of Female Genital Mutilation/ Cutting (FGM/FGC).

What is a Special Representative of the UN Secretary-General?

A Special Representative is a person appointed by the UN Secretary-General, the head of the UN, to work towards solving a specific issue or situation that requires attention. More information on 'What is a Special Representative' is available here <http://bit.ly/ztEQ1U>

3. Children and young people continue to be involved: In 2011, Marta Santos Pais the Special Representative on Violence against Children undertook a survey to find out exactly what has changed after the launch of the Study. She has also asked Governments to tell her how they have used the UN Study's recommendations to prevent and end violence against children in their countries.

She also wanted to hear from children and young people if there is less violence in their communities and countries and to find out what else needs to be done to prevent and end violence against children. For this reason, children and young people in many countries participated in a survey to find out whether the UN Study recommendations had made any difference in their lives.

**Learn - Take Action Now -
Stop Violence**



ACTIVITY 6: WHAT NOW?

MY LEARNING FROM THIS BOOKLET

I have learnt to keep safe by

I will share the following tips with my friends to be safe and protected.....

I will take these actions to keep myself and my friends safe...

I think that adults in my community can/should take the following steps to help kids feel safe....

FOR MORE INFORMATION, LOOK UP THESE RESOURCES ONLINE

APPLICATION OF THE UN GUIDELINES FOR THE ALTERNATIVE CARE OF CHILDREN: Your right to live in a family and to be cared for in all the situations of your life

http://sca.savethechildren.se/PageFiles/2861/UN%20Guidelines%20on%20Alternative%20Care_Child%20friendly%20version.pdf

CONVENTION ON THE RIGHTS OF THE CHILD

<http://resourcecentre.savethechildren.se/node/2470>

CHILD EXPLOITATION AND ONLINE PROTECTION CENTRE

<http://www.ceop.police.uk/safety-centre/>

<http://www.thinkuknow.co.uk/>

EQUAL YOU AND EQUAL ME

http://sca.savethechildren.se/PageFiles/1228/Equal_You_Equal_Me_FINAL.pdf

GAME ON SAFE SURFING

http://www.wildwebwoods.org/popup_langSelection.php

GENERAL COMMENT NUMBER 13 (2011): The Right of the Child to freedom from all forms of violence

<http://bit.ly/nu80yY>

GLOBAL SURVEY ON VIOLENCE AGAINST CHILDREN (2011)

<http://resourcecentre.savethechildren.se/node/5172>

I PAINTED PEACE: HANDBOOK ON PEACE BUILDING WITH AND FOR CHILDREN AND YOUNG PEOPLE

<http://resourcecentre.savethechildren.se/node/5148>

IT'S ABOUT ABILITY': CONVENTION ON THE RIGHTS OF THE PEOPLE WITH DISABILITIES

<http://bit.ly/yNVdYI>

LEARN WITHOUT FEAR CARTOON: SO WHAT WOULD YOU DO?

<http://www.youtube.com/watch?v=iZd8vYHuOWM>

ONE STEP BEYOND: ADVOCACY HANDBOOK FOR CHILDREN AND YOUNG PEOPLE

<http://resourcecentre.savethechildren.se/node/1787>

OUR RIGHT TO BE PROTECTED FROM VIOLENCE: ACTIVITIES FOR LEARNING AND TAKING ACTION FOR CHILDREN AND YOUNG PEOPLE

<http://resourcecentre.savethechildren.se/node/3013>

PRACTICE STANDARDS ON CHILD PARTICIPATION

<http://resourcecentre.savethechildren.se/node/5765>

PULLING A FACE AGAINST SEXUAL VIOLENCE

<http://resourcecentre.savethechildren.se/node/4572>

SAFE YOU AND SAFE ME

<http://resourcecentre.savethechildren.se/node/2833>

THINK OF ME, THINK OF YOU - An anti-discrimination training resource for young people by young people

<http://resourcecentre.savethechildren.se/node/1760>

UNITED NATIONS GUIDELINES ON JUSTICE IN MATTERS INVOLVING CHILD VICTIMS AND WITNESSES OF CRIME

<http://resourcecentre.savethechildren.se/node/5202>

UNITED NATIONS STUDY ON VIOLENCE AGAINST CHILDREN (2006): ADAPTED FOR CHILDREN AND YOUNG PEOPLE

<http://resourcecentre.savethechildren.se/node/2868>

VOICES OF YOUTH

<http://www.voicesofyouth.org/>

WHAT IS COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN? DEFINITIONS FOR YOUNG PEOPLE

<http://resourcecentre.savethechildren.se/node/5206>

WHAT IS? SERIES for young people

(Plan International, Save the Children, War Child Holland)

- Children's Participation
<http://resourcecentre.savethechildren.se/node/2469>
- The United Nations
<http://resourcecentre.savethechildren.se/node/2471>
- The UN General Assembly
<http://resourcecentre.savethechildren.se/node/3331>
- A Convention and a Treaty
<http://resourcecentre.savethechildren.se/node/2483>
- The UN Convention on the Rights of the Child
<http://resourcecentre.savethechildren.se/node/2470>
- Special Representative
<http://resourcecentre.savethechildren.se/node/2465>
- The Omnibus Resolution
<http://resourcecentre.savethechildren.se/node/2468>
- The Security Council
<http://resourcecentre.savethechildren.se/node/2464>
- The Human Rights Council
<http://resourcecentre.savethechildren.se/node/3344>

- The Complaints Procedure for the CRC
<http://resourcecentre.savethechildren.se/node/2467>
- YOKOHAMA YOUTH APPEAL
<http://bit.ly/HrtUr1>

If your country has a Save the Children and/or a Plan International office, they can also help you with information on violence against children.



Annex 1: Key to Word Puzzle:

- | | |
|----------------------------|--------------------------------|
| 1. <u>ABUSE</u> | 6. <u>TRAFFICKING</u> |
| 2. <u>BULLYING</u> | 7. <u>EXPLOITATION</u> |
| 3. <u>CHILD PROTECTION</u> | 8. <u>PHYSICAL PUNISHMENT</u> |
| 4. <u>CHILD RIGHTS</u> | 9. <u>SEXUAL ABUSE</u> |
| 5. <u>DISCRIMINATION</u> | 10. <u>SEXUAL EXPLOITATION</u> |

The final message is CHILD PROTECTION.

Annex 2: ANSWERS FOR ACTIVITY 3: AN ONLINE SAFETY QUIZ WHAT WOULD YOU DO?

1. **Correct Answer is 2:** You should never give out your personal information online before talking to your parents/caregivers first.
2. **Correct Answer is 1:** Keep your passwords secret and change them regularly.
3. **Correct Answer is 1:** Never send a picture of yourself online without first checking with your parents/caregivers.
4. **Correct Answer is 2:** Do not respond to mean or threatening emails. If you receive one, talk to your parents/caregivers.
5. **Correct Answer is 1:** Always follow your parents'/caregivers' rules and the guidelines on the website no matter what computer you're on.
6. **Correct Answer is 2:** Know the difference between advertising and entertainment. Sometimes it's not clear cut. Do not give out information to a company without the permission of an adult that you trust.
7. **Correct Answer is 2:** NEVER agree to meet with an online acquaintance without talking to your parents/caregivers.
8. **Correct Answer is 2:** You should share the secret with your parents/ caregivers as sometimes People 'groom' (or prepare) children to become their sexual victims in the future, by becoming their Friend first.

Annex 3: WORD BANK: Understanding difficult words

Word	Meaning
Abuse or child abuse	Any kind of harm done to children, including neglect and physical, sexual or mental violence by someone who is known or unknown to the child. (See more on child neglect and mental violence below).
Article	A paragraph or a section in a legal document that is numbered; these numbers make it easy to find information, and to write and talk about it.
Bullying	Bullying is when a child or a group of children repeatedly threaten, humiliate, or harm another child or children on purpose. Bullies are usually children who try to frighten other children who seem weaker or are smaller than them. Sometimes teachers also bully students.
Child	Any person below the age of 18 years.
Child Helpline	Child helplines are help and support services for children, run by civil society organizations and also in some cases government bodies. Child helpline counselors actively listen to children who wish to express their concerns, and link children and young people to resources and emergency assistance as needed. http://goo.gl/6FPUC
Child migrants	The migration (or movement) of children, with or without their parents, to another country or region.
Child neglect	When parents/caregivers, family members and other adults in children's and young people's lives don't show them love and care, it is known as neglect. For example, not speaking with a child or young person or answering his or her questions; leaving a child or young person alone for a long time; not giving enough food to the child or young person.
Child Ombudsperson	An institution with responsibility to promote and protect children's rights. The institution should be independent from political influence and is responsible for monitoring, promoting, and protecting children's rights. Sometimes the institution hears complaints on child rights violations and tries to solve them. The institution can also represent children in court.
Child protection	Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.

Child Protection Committee	A group of people, sometimes including both children and adults, with the main objective to keep children safe and protected in the community.
Child sexual abuse images (Also referred to as child Pornography)	Photos and videos that depict a boy or a girl being sexually abused or portrayed in sexual poses. These images are very often found on the internet. Sexual abusers often exchange pictures among themselves.
Children who move	Children who have left home to find work or get an education in another country or in another part of their own country; who have run away from a conflict, family violence or a disaster; or children who have been trafficked. Some children have moved with their parents and others are on their own. Children who move are at great risk of being trafficked, sexually abused, or forced into dangerous work (Also read about child migrants above).
Children without appropriate care	Children who are not receiving proper and continuous care and guidance by either their families or other people responsible for them. Some of these children may be living in institutions; they may be neglected or abused children living in families; they may be children who move. (See more on children who move above).
Community	A group of people that know each other or live near each other (local community), or have other things in common, such as an interest or a belief.
Convention	An agreement between countries to behave a certain way. Conventions about human rights are promises between governments that they will treat the people who live in their countries in a particular manner. A Convention sets standards or rules that must be followed to protect human rights. Conventions can also be called treaties, covenants, international agreements or legal instruments. When a country ratifies a Convention, it agrees to the Convention and often changes its own laws so that the goal of the Convention can be reached. Conventions put a legal duty on the governments to do all they can to respect the rights in it.
Convention on the Rights of the Child	The United Nations Convention on the Rights of the Child is a document that spells out the human rights to which Children everywhere are entitled. 192 countries in the world have signed the Convention. You can learn more about it at http://bit.ly/yP8s1S .

Cyber bullying	When a child or young person uses e-mail, instant messaging, chat rooms, websites, or mobile phones to threaten, insult, or spread rumours about another child or young person. It can be done by an individual or group to purposely upset another child or young person.
Discrimination	When a powerful person or group of people treat other people or groups badly and unfairly. Many people experience discrimination, including women and girls and people from minorities.
Emergency or emergencies	Any situation where children's lives, well-being, and security are in danger. This could be as a result of conflict, war, or a natural disaster such as a tsunami, earthquake or fire.
Exploitation	Mistreatment or taking unfair advantage of someone for personal gain. For example, making a child work to pay off his or her parents' debts or making children do dangerous or illegal work to make someone else better off.
Family like environment	When adults are taking care of a child or siblings who have lost their biological parents or whose parents can't properly take care of them due to illness, poverty, violence, etc. Examples include grandparents, uncle and aunt, foster families, small group homes, etc.
Female Genital Mutilation /Cutting (FGM/FGC)	Practices to intentionally cause injury to the genital organs for cultural and non-medical reasons.
Harmful child work	Any kind of employment which harms a child or young person. Such work often keeps a child or young person from attending school. This kind of employment may not give a child proper wage and make them work long hours. In the worst cases, child labour can make children slaves, separate them from their families, expose them to serious dangers and illnesses and/or leave them to look after themselves on the streets– often at a very early age. However, not all work a child does is harmful.
Institution	A place where children live together and are looked after by adults who are not part of their family. Prisons, orphanages, children's homes and hospitals are types of institutions. Many institutions are unsafe, leaving children exposed to violence and exploitation. Children may not get the care and attention they need (See Family like environment above).
Mental violence	Hurting the mind, feelings and emotions of a child or young person for instance by saying mean things, threatening, insulting, taunting and criticizing. This can make the child or young person feel anxious, worthless and unloved.
Online	Being connected to the internet.

Optional Protocol	Optional Protocols are created because something needs to be added to an existing convention or because things change (for example: our understanding of how children are affected by armed conflict) and new commitments from governments are needed.
Orphanage	A place where children live who have lost their parents and whose families cannot care for them.
Participation	Being involved in, playing a part in something. Having your voice heard and being taken seriously usually when decisions are being made about something.
Physical and humiliating Punishment	Physical punishment is any kind of physical violence, including smacking, beating and whipping, which is done with the intention of controlling, educating or disciplining. Humiliating punishment includes treating people without respect or insulting them.
Research	Careful study and investigation for the purpose of discovering and explaining new knowledge.
Sexting	Someone taking an indecent image of him or herself, and sending it to their friends via a mobile phone, email or some other form of technology. This can be dangerous because once these images have been sent to others, they can end up anywhere.
Sexual abuse of Children	Any kind of sexual activity inflicted on children, especially by someone who is responsible for them or has power or control over them, and who they should be able to trust.
Sexual exploitation	Sexually mistreating, abusing and/or taking advantage of someone for personal gain and to make money. This may be done by involving them in prostitution or other sexual activity which is illegal or inappropriate.
Trafficking	Moving a child from one place to another for the purpose of exploitation for work, drug dealing, prostitution, illegal adoption, or for similar purposes.

Note for parents, caregivers and other adults

Discussing child abuse and exploitation with your child can be difficult. But one of the most important things a parent can do to prevent abuse of their children is to communicate openly with them.

This book can help you and your child to start that conversation. Use the exercises in the book to start a discussion on how children and young people can keep themselves and others safe. It is important that the explanations and the messages you give to your child about violence are appropriate to their age and development. The ideas for action presented in the book are only to spark their imagination on how they can be a part of stopping violence faced by children and young people.

Use the presented ideas, discuss with your child if and how he or she would like to be involved, what his/her concerns are about being involved and how you could help them overcome these concerns. However, your child should never feel any pressure to get involved. Having your support will be very important to your child when he or she decides how to deal with and act against violence. Some of the issues mentioned in the book, such as bullying and sexual abuse, may be uncomfortable to discuss. Encourage children to ask questions and express their opinions. But it is important not to force your child to speak if he or she doesn't want to. Some of the terms used in book might be difficult to understand, so it is important that you, as an adult is there to explain.



More about Plan International

Plan International works in 50 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan International is independent, with no religious, political or governmental affiliations. Founded 75 years ago, Plan International is one of the oldest and largest children's development organisations in the world. For more information, go to <http://plan-international.org>



Save the Children

More about Save the Children

Save the Children works in more than 120 countries. We save children's lives. We fight for their rights. We help them fulfill their potential. In 2010, we reached more than 100 million children around the world. For more information go to <http://www.savethechildren.net>

