

Leader Education Manual for Child Safety

*Defend the poor and fatherless;
Do justice to the afflicted and needy.
Deliver the poor and needy;
Free them from the hand of the wicked.
(Psalm 82:3-4)*



Keeping His Blessings Safe



Children at Risk
Awana

Leader Education Manual for Child Safety

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DISCLAIMER: The content in this manual is for informational purposes only and is not in any way intended to constitute advice from trained professionals in any field. The information contained in this manual should not be interpreted as legal advice, but is only intended to provide information for leaders in developing their own training and child protection policy in their own countries. Leaders referring to or using this information should refer to their own in-country legal counsel, laws, government resources and partnership affiliates for professional and legal advice on abuse issues.

Dear Reader,

In 2007, Awana International piloted an Awana club that could be sustainable in any area of the world. As a result, we are working with millions of children, many of whom are at risk.

At-risk children grow up in an environment where they lack food, shelter, education, health care, safety, and love. These at-risk children are vulnerable to abuse and exploitation.

Awana International's focus is on evangelism and discipleship. Through Awana Clubs, we train leaders who introduce these vulnerable children to God. During discipleship, leaders teach children simple safety measures. When families and communities are educated, they are empowered to save lives.

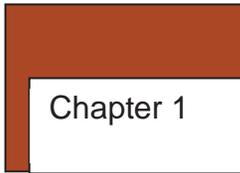
Awana leaders can be advocates for vulnerable children. Discipleship and intervention can reduce child exploitation and abuse. The following guide provides information, techniques and tools for Awana club leaders working with children at risk. Given different cultural norms worldwide, leaders must adapt the information to fit the needs of the participants and for the particular country in which they are working.

This manual is **informational** regarding issues that affect children at risk. It is an education tool, not legal advice nor professional advice in these child protection areas. Awana leaders working with these special kids should utilize partnership contacts that have expertise in these subject areas. This manual is a practical guide and is not intended to provide an all-encompassing, definitive program.

Awana International

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Trainer Information

Training adults to train children

This information and child training is for Awana leaders who run Awana clubs, but may be used to train church leaders and parents as well. Awana is reaching more children than ever before. We now reach many **children at risk**. Club leaders must be educated about the difficulties **children at risk** experience. Discipling **children at risk** requires that Awana leaders have unique knowledge about the trauma **children at risk** experience. Further, leaders need to know what to look for as signs of abuse and exploitation. Awana club leaders will educate children in their clubs with lifesaving knowledge.

God-given training requirements

God commands us to teach the Word. God gives “gifts” for teaching. Obedience, using God-given gifts, strengthens the body of Christ.

We are commanded to teach and love children. (Deuteronomy 6:7; 1 John 4:11; 4:21) We are called to defend the poor and fatherless; do justice to the afflicted and needy. Deliver the poor and needy and free them from the hand of the wicked. (Psalm 82:3-4)

Pray for the right person to lead this safety training in your Awana club.

God at work through the power of the Holy Spirit:

- Uses the Word of God as the core of Christ-centered teaching.
- Empowers and teaches through the teacher.
- Prepares and moves the child/student, inside and out.

Trainer strengths

Sensitivity to the feelings or emotions of others: these are difficult topics

Excellent communication skills: speaking and listening

Ability to engage participants

Authenticity

Transparency

Flexibility

Passion

Child learning

All people learn through their senses in different ways:

- Learning by sight (Visual)
- Learning through hearing (Audio)
- Learning through movement (Kinesthetic)
- Enlightenment through the Holy Spirit

Because each club will have different types of child learners, incorporate different materials and information using all three styles for maximum learning. For visual **learners** use visual materials such as pictures, drawings, coloring sheets, graphs, or diagrams. For **auditory learners**, tell them what they will learn, teach them by speaking and tell them what they learned. Speaking the information to them three times aids in retention. **Kinesthetic or movement learners** must be physically active to learn. Get them doing activities in the room, acting, drawing, writing, talking, and moving, etc. Use prayer actively in your teaching sessions.

Useful training techniques

Use many different techniques for teaching. Examples may include: Playing games, group activities – to share ideas and thoughts; discussion (the trainer describes a problem and invites comments from the children); small groups for more intimate sharing; role plays (practicing skills with each other and showing children right behaviors); and physical activities (drawing, acting and writing.) Abundant activities keep children engaged in the learning experience.

Teaching qualities for working with children

- Affection
- Awareness
- Beauty
- Caring
- Celebration
- Comfort
- Commitment
- Compassion
- Confidence
- Consequences
- Cooperation
- Courage
- Creativity
- Curiosity
- Delight
- Empathy
- Empowerment
- Fairness
- Generosity
- Gentleness
- Goodness
- Gratitude
- Helpfulness
- Hope
- Humor
- Imagination
- Independence
- Joy
- Kindness
- Love
- Nurture
- Openness
- Order
- Patience
- Peace
- Positivity
- Quietness
- Relationship
- Respect
- Responsibility
- Serenity
- Sharing
- Trust
- Wholeness
- Worship

Working effectively within different cultures

Culture refers to a set of beliefs, ideas, customs, or practices that belong collectively to a group of people. Sometimes culture is obvious – we can see differences such as clothes or how we look. But much of what makes up a particular culture is hidden from view. A person's culture is such a part of who they are; they are often unconscious of their cultural viewpoint. Because their culture is what they have lived and understand, they think certain behaviors are normal and accepted. Leaders must question cultural expectations where they are inappropriate for children.

In working with leaders, professionals, partners, families and children within different cultures, there will be many different perspectives. Exploring differences takes skill, because each person's beliefs are deeply ingrained in their understanding. A leader must be able to challenge wrong perceptions, stereotypes and ideas within a culture. We must genuinely engage with people who offer unhealthy perceptions or stereotypes, to gain their understanding. Often just questioning whether a value is appropriate can allow discussion and get people thinking about their beliefs. Exposure to different beliefs can help people move to healthier alternatives.

Remember, this is a spiritual battle. The enemy is a liar and a thief. Rely on Scripture for the truth! Also, whole communities may live in traumatic situations where fear and darkness prevail. Prayer is essential for understanding and change.

Accepted universal principles

A child's safety is an adult's responsibility.

Children should be taught how to keep themselves safe and rely on safety measures. However, adults must be responsible to keep children safe! We are commanded to be the beacon of light for these children!

Culture should never be used as an excuse for abuse and exploitation.

While there are many different ways of living that are equally valid, it is important to distinguish relationships that are abusive and exploitive. Abuse is **never** acceptable! Exploitation is sinful! Primary importance should be given to the safety and protection of children.

Power imbalances and discrimination must be recognized and acknowledged.

Dominant ideas exist in all societies about race, sex, ethnicity and culture – it is important to recognize these behaviors and consider how and to what extent their negative effects can be minimized or changed.

We must work in an open and transparent environment.

A safe and supportive environment must be created. Assumptions, perceptions and values must be revealed, examined and challenged where appropriate.

Culture and ethnicity are important, but not always obvious.

Even within a country, town area, or neighborhood, do not assume that all people from a local place are the same. They may well have different rules, behavior, status, preferences, family traditions, or local culture.

Open communication to acquire understanding is essential.

Be humble and open. Ask open-ended questions to attempt to understand, rather than to assume or appear judgmental.

Sensitivity is important.

These issues are traumatic; avoid superficiality. Be humble; it is impossible to know or understand victim trauma. Do not pretend to know why and how others feel.

Chapter 2

Children at risk

Children and children at risk

A **child** is defined as any person less than 18 years of age. All children have legal rights to protection from abuse and exploitation. A **child at risk** is a person under the age of 18 who lives in an environment where they lack food, shelter, education, healthcare, safety, or love. These children are especially vulnerable to abuse and exploitation.

As members of the body of Christ, we must evangelize and disciple these children at risk. We are also called to: *Defend the poor and fatherless; Do justice to the afflicted and needy. Deliver the poor and needy; free them from the hand of the wicked (Psalm 82:3-4).*

Abused and vulnerable children live in a variety of places such as:

Slums, Streets, Brothels, Orphanages, Leper Colonies, Refugee or Internally Displaced Persons Camps, Garbage Dumps, Under Resourced Areas, and Broken Families.



Children at risk are everywhere – every country, state, region, and neighborhood.



Perceptions about children at risk

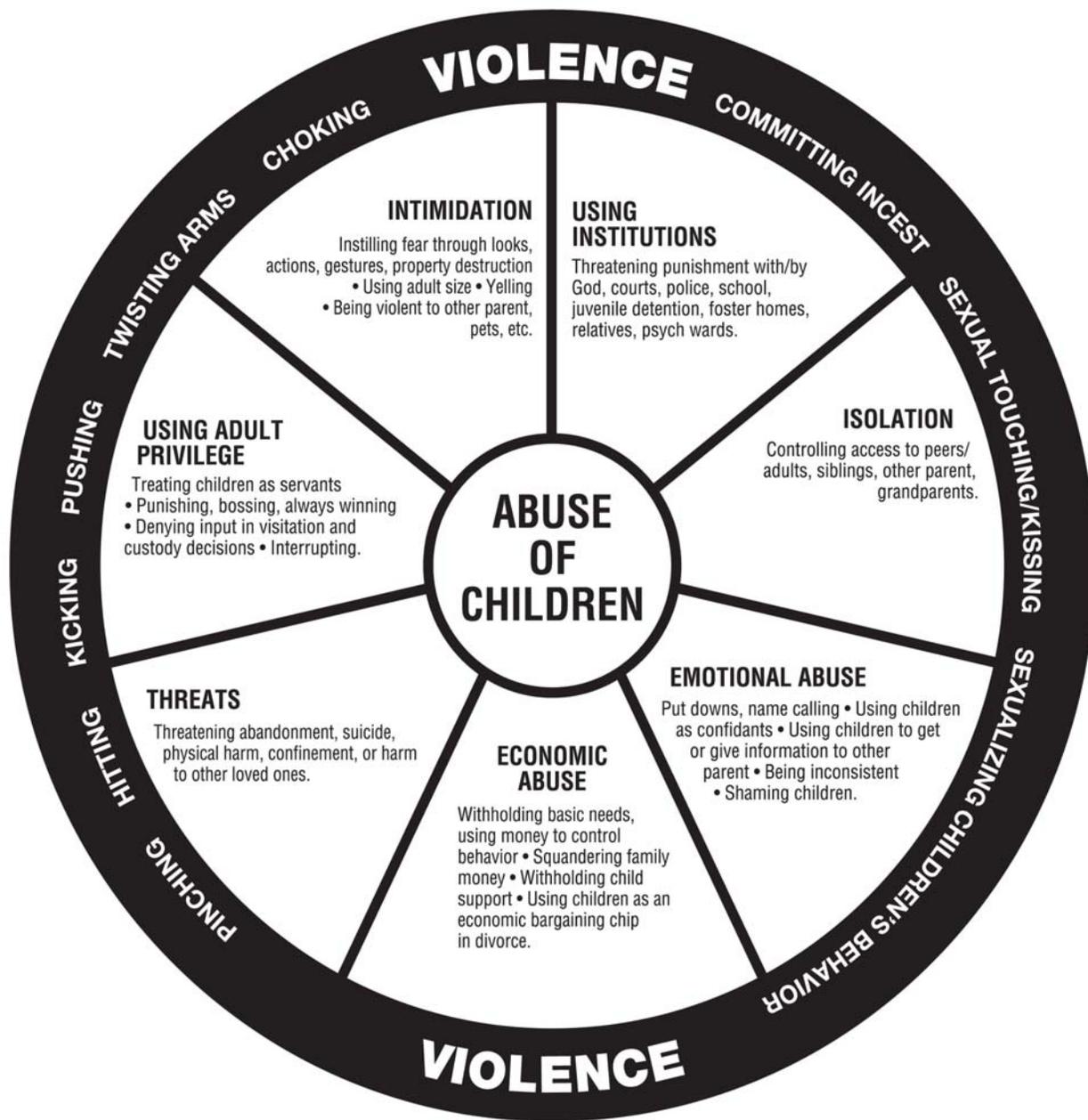
How are children perceived in your culture? Are children loved and cared for?



DOMESTIC ABUSE INTERVENTION PROJECT

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Perceptions about children at risk
In your culture is child abuse normal and acceptable?



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Many people in different cultures hold negative attitudes towards children, or have unrealistic expectations of how a child should look or act. Children who have been abused and exploited are victims, not accountable for their situation. We as believers are commanded to teach and care for these children at risk. We must protect these children. Scripture warns us of this age:

Perilous Times and Perilous Men

But know this, that in the last days perilous times will come: For men will be lovers of themselves, lovers of money, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy, unloving, unforgiving, slanderers, without self-control, brutal, despisers of good, traitors, headstrong, haughty, lovers of pleasure rather than lovers of God, having a form of godliness but denying its power. And from such people turn away! For of this sort are those who creep into households and make captives of gullible women loaded down with sins, led away by various lusts, always learning and never able to come to the knowledge of the truth. Now as Jannes and Jambres resisted Moses, so do these also resist the truth: men of corrupt minds, disapproved concerning the faith; but they will progress no further, for their folly will be manifest to all, as theirs also was. (2 Timothy 3:1-5)

The Man of God and the Word of God

*But you have carefully followed my doctrine, manner of life, purpose, faith, longsuffering, love, perseverance, persecutions, afflictions, which happened to me at Antioch, at Iconium, at Lystra—what persecutions I endured. And out of them all the Lord delivered me. Yes, and all who desire to live godly in Christ Jesus will suffer persecution. **But evil men and impostors will grow worse and worse, deceiving and being deceived.** But you must continue in the things which you have learned and been assured of, knowing from whom you have learned them, and that from childhood you have known the Holy Scriptures, which are able to make you wise for salvation through faith which is in Christ Jesus. (2 Timothy 3:6-9)*

All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)



We have been equipped for this work

Identification of children at risk

Indicators for children at risk:

1. Factors relating to the family:
 - Low level of education in the family
 - Sexual abuse within the family
 - Lack of family support within the educational system
 - Substance abuse/addiction/alcoholism within the family
 - History of abuse and violence within the family
 - Lack of communication between parents and children
 - Single-parent families or families in which there has been a divorce
 - Absence of parental care – children whose parents are absent or children whose parents have placed them in institutions

2. Social and economic factors:
 - Little or no access to education
 - Lack of employment opportunities/high levels of unemployment/insecurity of employment/low levels of pay for unskilled work
 - High levels of cyclical migration (seasonal working)
 - Positive success stories from others who have migrated (true or untrue)
 - Lack of information on migration opportunities
 - Lack of information on workers' rights
 - Lack of information about foreign countries (illusions about life in other countries)
 - Lack of a child-friendly environment
 - Cultural norms of discrimination against girls and children from minority groups
 - Discrimination against girls which leads to lack of opportunities for education and work
 - Lack of an effective child protection system
 - Impact of the mass media forming negative and distorted attitudes towards sexual relationships
 - Children viewed as a commodity within their community
 - Cultural norms that view girl children as property within their community
 - Cultural norms where children are expected to grow up early (early marriage, child labor, dowry)
 - Extreme poverty

3. Children in difficult circumstances such as:
 - Children using drugs or alcohol
 - Neglected children
 - Children who have dropped out of school
 - Children in substitute care
 - Children who are displaced or refugees
 - Children who are members of marginalized minority groups
 - Children involved in illegal activities

- Children who are already selling themselves for sex within their own communities
- Children involved in trafficking

Consequences of abuse:

Abused children are affected by various forms of trauma. Victims will have suffered physical, emotional, and/or sexual abuse. In extreme cases they are repeatedly beaten, raped, tortured, and many killed.

They endure suffering at an age when they should normally be trusting, healthy, and energetic kids. During childhood, children develop physically, socially, and psychologically. Developmental milestones are evident in their growth process. When trauma occurs during important stages of childhood, the children are forever changed with devastating consequences.

Children at risk often show a complex pattern of symptoms related to multi-traumatic experiences. For some children, the effects of abuse are clearly visible. For others, they suppress feelings and symptoms making identification difficult. **Leaders must be aware of signs of abuse.**

Effects on physical health may include:

- Symptoms such as: nausea, headache, chest pain, respiratory problems, dizziness, stomach, and abdominal pain, backache, skin diseases
- Pregnancy, suffer pregnancy complications, and/or be forced to undergo abortions
- Because victims frequently suffer physical deprivations, sensory, and food deprivation – they are often disoriented and malnourished
- Pain, bruises, scratches, wounds, fractures, or sexually transmitted diseases

Effects on mental health and emotional responses may include:

- Depression (behaviors associated with sadness, sense of isolation, apathy, fatigue, complaints of pain)
- Feelings of hopelessness, guilt, or shame
- Suicidal thoughts
- Exhaustion and sleeping problems (not sleeping or oversleeping)
- Flashbacks, nightmares, anxiety, irritability, and other symptoms of stress
- Dissociation or emotional withdrawal
- Inability to concentrate/limited ability to organize and structure
- Loss of self-confidence (sometimes leading to overconfident manner to compensate)
- Degradation, low self-image, believing themselves to be worthless
- Low self-esteem/feelings of self-hate
- Easily feel “picked on”
- See themselves as saleable commodities
- Confused sense of time
- Confused feelings about love and sex

- Nervous breakdowns, sometimes with permanent effect
- Anger

Effects on behavior may include:

- Inability to trust adults
- Adoption of anti-social or aggressive behaviors
- Difficulty relating to others, including within the family, at school, or work
- Drug and alcohol addictions
- Suppression of anger resulting in anger outbursts, against others or against themselves (self-harm)
- Development of dependent relationships with their abusers (Stockholm syndrome)
- Constant worries that they will not be able to have a normal life
- Tremendous fear and worry about people in their families becoming victims and families/communities knowing what has happened to them
- Eating disorders (not eating, overeating, or binge-eating)
- Hyper-active and hyper-vigilant behaviors
- Inability to determine healthy boundaries and relationships (mix with the 'wrong' people) Flirtatious and sexually provocative behavior/clothing choices
- Stealing and hoarding
- Increased desire to have and spend money
- Abuse or bully others, resort to lying and cheating
- Running away from a protective environment
- Feelings of powerlessness and the need to 'be in control' by getting their own way (temper tantrums)
- Harming themselves (self-inflicted cuts or other injuries) or suicide
- Pride in self-sufficiency
- Stoicism (pretending that the abuse or exploitation has had no effect on them)

Issues children at risk may face

Bullying

Bullying happens when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words, or in other ways.

Bullying is an act of repeated aggressive behavior in order to intentionally hurt another person mentally or physically. **Bullying is characterized by an individual behaving in a certain way to gain power and control over another person.**

What does bullying look like?

Bullying can occur in many different forms: name calling, teasing, verbal, or written abuse, gossip, physical threats, actual abuse or violence, and exclusion from activities to socially isolate the victim.

Physically, abuse can occur through shoving, poking, throwing things, slapping, choking, punching, kicking, beating, stabbing, pulling hair, scratching, biting, scraping, and pinching.

What should children do in cases of bullying?

We can teach children how to handle bullying. What is the best method in your culture? Different options include: 1) **ignore**, 2) **avoid**, or 3) **confront** the bully.

Sometimes **ignoring** a bully will cause a bully to stop the inappropriate behavior. Teach children not to show their feelings (fear) to a bully. A child acting as if they don't notice or care about the bully may make the behavior stop. Bullies like to get an emotional response from their victim through abusive verbal or physical behavior. Victims, who show no emotion or interest, may bore the bully and he or she may move on to a different victim. Pray for the bully.

To **avoid** a bully, teach children about awareness. If possible, avoid being near the bully. Take a different route or travel with a buddy. Coach them to get help from adults and others to determine if the bully is near.

Tell children it is OK and important to tell a trusted or safe adult what is happening to them. Children need to know NOT to keep this type of information secret. Talk often about trust; be a positive role model of trust.

If a child must **confront** the bully, teach them to stand tall and pretend to be brave. Even if the child doesn't feel brave, acting brave can sometimes stop a bully. Give children permission to tell the bully to STOP! If a bully wants the victim to do something they don't want to do, give the victim permission to say NO! Advise them to walk away from bullying. **Advise children to get adult help if the situation becomes physically threatening.**

It is also important to instruct children on protecting themselves from hurtful words. Explain that name-calling and hurtful language is not appropriate anywhere! We must teach children about "lies" bullies and others may use to hurt them. Teach the children they should not believe the lies. A useful teaching technique for children is to role play bullying situations. Have the instructor and children go through different scenarios of bullying. Have the children practice being brave and not showing fearful emotions. Teach *Philippians 4:6: Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God which transcends all understanding will guard your hearts and minds in Jesus Christ.*

Domestic abuse

It may be common for fathers and mothers to disagree or have arguments. Normally, adults should be able to handle their emotions. In those instances, a child should stay out of the way, and things should cool down. Sometimes the quarreling gets very bad and becomes violent. This is wrong. This situation is called domestic abuse. Physical abuse is when one person hits,

kicks, punches, or hurts the other person in any way. It is also abuse if someone tries to physically control another person's movement or personal freedom. Speech and language can also be abusive. When a person yells insulting or hurtful words to manipulate a situation, it is verbal and emotional abuse.

What about children who live in a violent home?

Most children living in a home where domestic abuse takes place know about the violence. Parents may think children do not know, but most children do. Children often know or figure out what happened. Because of such behavior at home, they can feel helpless, scared, and upset. They may also feel like the violence is their fault.

Violence in the home is dangerous for children. Children live with scary noises, yelling, hitting, and other physical dangers. They are afraid for their parents and themselves. Children feel terrible because they cannot stop the abuse. If they try to stop the fight, they can be hurt. They can also be hurt by things that are thrown or weapons that are used. Children are harmed just by seeing and hearing the violence.

Children in violent homes may not get the care they need. A parent who is being abused may be in too much pain to take good care of their child.

Children who live in violent homes can have many problems. They can have trouble sleeping. They can have trouble in school and difficulties getting along with others. They often feel sad and scared all the time. They may grow up feeling bad about themselves. These problems generally do not go away. These difficulties often affect children into adulthood.

Warning signs of domestic abuse in children

Behavioral signs:

- Clinging behavior
- Withdrawal
- Bed-wetting
- Poor school performance
- Running away
- Suicide attempts

Physical and psychological signs:

- Headaches
- Stomach aches
- Chest pain
- Fatigue
- Insomnia
- Tearful
- Irrational fears
- Loss of appetite
- Low self-esteem
- No confidence

What should we teach children to do in cases of domestic abuse?

1. Stay out of the way, move to safety!
2. Teach children about trust. Help children identify people they can trust.
3. If they have a safe adult at home (mother, father, or other adult family member) tell them to talk about their feelings and fears.
4. If there is no safe adult at home, tell a safe and trustworthy adult outside the home, what is happening at home. The child can tell a grandparent, an uncle, an aunt, a close family friend, a teacher, a school counselor, a trusted neighbor or an Awana leader.
5. Because children are afraid, they have a difficult time expressing their feelings. Even though they are worried, scared, or uncomfortable they need to understand that what is happening to them is very important to talk about with others. They need to know that with these people there is a safe environment in which they have permission to talk.

Child sexual abuse

Child sexual abuse is any sexual activity between an adult and a child under the age of 18. Sexual abuse can also occur between two children, when one exerts power over another to commit a sexual act. Incest is sexual activity that occurs between family members, a child, and a mother, father, brother, sister, grandparent, aunt, uncle, cousin, adoptive, and step relations, legitimate or illegitimate children, or relatives of whole or half-blood.

Children by nature are particularly vulnerable to all types of abuse because of their inexperience, helplessness and dependence on adults. Children and youth lack knowledge about danger and self-protection.

Feelings of fear, guilt, shame, and helplessness are common reasons why children and youth do not report sexual abuse. Many methods are used to keep children silent such as bribes, threats, emotional intimidation, and physical abuse. The abuser threatens the victim or threatens to kill the victim's family if they talk about the sexual abuse. If the abuse is reported, it is often months or years afterwards, especially if the abuser is a person close to a child. Keep in mind; many perpetrators were victims of sexual abuse themselves.

What is NOT child sexual abuse?

Child sexual abuse should not be confused with physical contacts between an adult and a child that are fond or playful expressions of love. Responsible adults limit their physical exchange with a child, respecting the child and at the same time, maintain a warm, healthy, affectionate relationship.

Who sexually abuses children?

In your culture, what does a person who sexually abuses children look like? Contrary to a common misconception, perpetrators do not fit into a model stereotype. Most offenders appear to be perfectly normal to those who know them. They may be parents or step-parents, relatives, family friends, or caregivers. Offenders, in most reported cases, are usually male and are

known to the children. He may be successful and socially prominent or he may be a person of low income or poor education. Women can be offenders and some mothers perform sexual acts with their children as calming methods. This is wrong!

What sex offenders look for in child victims:

- Vulnerable/needy behaviors
- Children who crave attention and love
- Not trusting of others
- Poor boundaries with others
- Will keep a secret
- Low self-esteem
- Few social supports
- Behavior problems
- Lack of confidence

Abusers go to great lengths to gain access to children, and often choose jobs or activities that get them close to children. They rarely choose self-confident children. Self-confident children are less prone to victimization, will more readily stop abuse attempts and report the offender. Sexual offenders carefully choose obedient, submissive and emotionally needy children. These children have low self-esteem, tending to be passive and fearful. **Grooming** is defined as any action made by the abuser to prepare the child and/or the child's family or caregivers allowing for easier access to the child. Abusers use a **grooming process** and **grooming techniques** on the targeted child and often on the child's parents, so as to win their confidence, affection and acceptance.

The grooming process happens in stages:

- Target the victim by watching their behaviors
- Do things to gain victim's trust – getting to know child's interests and needs – learns how to fill the child's needs
- Fills the child's needs and becomes important to the child – the child is loved, cared for, or appreciated in a special way
- Isolates the child in a "special" relationship to allow alone time – desirable connection, unique trustworthy relationship
- Progressively sexualizes the relationship. They talk, play, and engage in exploitive behavior
- Maintain the relationship through power and control techniques (abuse, fear and little acts of kindness)

Common grooming techniques used by sex offenders:

- Bribe the victim, giving gifts, special privileges, drugs/alcohol
- Pretend to be a boyfriend or father figure
- Give affirmation or compliments to the victim
- Be affectionate with the victim, showing them desired attention
- Seek victims that are needy emotionally
- Convince the victim that sex is a "game" or is "normal"

- Gain parents/teachers trust then move to a position of authority
- Convince the victim that they must do what adults tell them
- Lure the victim to a secluded place
- Threaten the victim, threaten to kill the victim's family members, or does kill them
- Pretend to "wrestle" or "play" so the victim gets used to physical contact
- Convince the victim that they are "learning" about sex
- Use other children to convince the victim that it is "okay" or that "everybody does it"
- Get victim intoxicated or high
- Blackmail (threats to reveal sexual behavior, or show photos to others, etc.)
- Child may be lured into a car when the offender states that the victim's parent is hurt and they will take them to the hospital to see them
- Offer a ride home
- Use position of authority (e.g., coach, club leader, teachers, Sunday school teacher, caregiver, family member)
- Look for ways to be with kids without adult supervision
- Share common interests with victims
- Pretend to be handling children's hygiene, washing, diapering, changing, etc., or medical needs
- Offer children safety or protection
- Use pornography to set a sexual tone

Caution: Some of the above mentioned items may not be grooming behaviors by abusers. Some of these behaviors may be legitimate offers of help. If you question someone's behavior, seek help from partners who specialize in working with sexual abuse.

What behavior does sexual abuse include?

Forcing, coercing, or persuading a child to engage in any type of sexual act is classified as abuse. Physical offenses include: fondling, oral intercourse or attempted oral intercourse, vaginal or anal intercourse or the attempt, or actual exploitation of children through prostitution and/or child pornography. It also includes non-forced acts such as: exhibitionism, exposure to pornography, voyeurism, and communication in a sexual manner via phone or internet. Physical and sexual violence can be an everyday reality of many sexually exploited children.

Warning signs of sexual abuse in children and youth:

Behavioral signs:

- Noticed changes or differences in behavior
- Clinging behaviors exhibiting fear, anxiety, tension, and/or nervousness
- Irrational behavior
- Reluctance to interact with individuals they previously have had relationships with
- Hyper-vigilance or paranoid behavior

- Secrecy about where they have been or what they have been doing
- Defensiveness about questions
- Express interest in, or are in relationships with adults or older men
- New clothes or possessions, with no financial means to acquire them
- Evidence of controlling or dominating relationships – numerous phone calls or unreasonable expectations regarding the victim’s activities
- Excessive concern about displeasing a boyfriend or partner
- Family dysfunction
- New familiarity with language regarding private parts
- Lies about age and personal information
- Truancy or tardiness in school
- Wearing sexually provocative clothing
- Keeping late or unusual hours
- Sexual behavior and language that are not age appropriate

Physical and psychological signs:

- Redness, rashes, or swelling in the private areas, urinary tract infections
- Excessive fear, anxiety, tension, and/or nervousness
- Signs of depression
- Unexplained bruises, black eyes, cuts, or marks
- Pregnancy or sexually transmitted diseases
- Physical injury of sexual organs
- Tattoo or identification markings

What should we teach children about sexual abuse?

Efforts should focus on empowering children to prevent and report sexual abuse by:

- Preparing children for everyday life, by building up healthy self-esteem and encouraging children. We are all uniquely created by God and we all have gifts.
- Teach children to respect and have empathy for others. Help them understand appropriate behavior and how to set boundaries.
- Encourage children to be self-assertive and give them permission to express needs and feelings.
- Encourage problem-solving and decision-making skills; allow them to make mistakes.
- Empower children to recognize and react effectively to potentially dangerous situations.
- Teach that EVERYONE has a right to safety, every child, including them, has a right to be safe.
- The right to safety also encompasses respect for other people’s right to safety and encourages children to help others as well.
- How to identify and respond to potentially dangerous situations. A key reaction to potential danger should be to seek help from a trusted adult. Children must realize that they are not “snitching” and that seeking help is their right.

- Honest explanation of situations that threaten their safety. Establish a rule: if someone gives a child a gift and asks them to keep a secret or tries to spend time with them alone, the child needs to tell a trusted adult.
- Teach children safety rules appropriate for your culture.
- Give examples of inappropriate behavior.
- Teach children to know how to react when threatened.
- Teach children to pay attention to their body's early warning signs of feeling threatened (butterflies in the stomach, increased heartbeat, weak knees, nausea, fear, etc.).
- Identify what constitutes sexual abuse.
- Teach children that their body is their own, that no one can touch it without permission.
- Identify body parts so children can effectively communicate and know what is appropriate contact.
- Educate on safe and unsafe touching. It is not OK if someone looks at or touches their private parts.
- Teach that inappropriate touches are wrong and against the law. If they are not sure whether someone else's behavior towards them is acceptable, make sure they know to ask a trusted adult for help.
- Children should be taught and trained to instantly and firmly say "no" to inappropriate physical contacts, to get away from unsafe situations and to tell a trusted adult as soon as possible.
- Explain the difference between bad secrets and good secrets (abuse versus birthday secrets, etc.). Secrecy is a main tactic used by sexual abusers. Innocent children are threatened by the abuser to keep the abuse a secret.
- Children are taught to respect and obey authority figures. Children become confused when adults do bad things to them; they know it's not right, but are afraid to tell.
- Children should believe and understand that every secret that makes them anxious, uncomfortable, fearful, or depressed is not good and should be told to someone they trust (a safe person).
- Let children know that they are not at fault and will not be punished for reporting touching incidents but, rather, will be praised for acting responsibly.
- Normal looking people can be dangerous. However, children must be told that not all strangers, not even the majority of them, are dangerous. They should know that in dangerous situations they can also get help from strangers.
- Children should also be made aware of tricks that kidnappers frequently use to lure children. These tricks must be defined in various different cultures. Examples include: offering a ride in a car; telling a child that their parents have had an accident and that they will take them to see them; help looking for a lost puppy, etc. Children should know to first check information with a trusted person.
- Children should be taught how to obtain help from trusted adults and other resources in the local community. Children need to be instructed about adults who can be part of their safety network.

- They should be encouraged to select adults whom they trust, are available and ready to listen and help when needed.
- Having open communication with children builds relationships that are based on mutual confidence and increases the likelihood of disclosure.
- Trusted adults could include a family member, a teacher, or other person that can give advice and help children address the problem and find relief. Having such a person to turn to increases children's confidence that solutions can be found to their problems.

The initial reaction universally reported by adult victims of child sexual abuse is parental disbelief and reluctance to listen. This parental reaction produces lifelong difficulties for the victims. Because they are not believed, they suffer doubt, shame, guilt, and self-loathing. "You can tell me anything" is great parental advice, but only if parents are willing to listen to anything without negative consequences for the child.

Steps for preventing, recognizing, and reacting responsibly to child sexual abuse:

1. Learn the facts and understand the risks. Every country has different laws, requirements, and resources. Research and understand your country's laws, government abilities and services available for victims of sexual abuse. Research potential partners in your area who you can trust for accurate information and services.
2. Minimize the opportunity for sexual abuse. Teach safety to children. Reduce or eliminate one-adult and one-child situations. Require a two-adult rule when working with children.
3. Talk about sexual abuse. Children are shamed, threatened, and afraid to disappoint adults. Children are told to keep things secret, but by openly talking about it, they can get help.
4. Stay alert and pay attention for signs of abuse.
5. If you suspect abuse, make a plan. Learn where to go, whom to call, and how to react. Do not overreact, be supportive. Believe the child, thank the child for telling you, and praise their bravery. Seek help of professionals. Assure the child that it is your responsibility to protect him or her and that you will do all you can to help.
6. Contact professionals in your area who have experience in dealing with sexual abuse.

Children are resilient, with a high capacity to heal after abuse, if given the care and support. Without care and help, extreme stress and trauma resulting from sexual exploitation or other serious abuse can lead to an identifiable long-term illness called **Post Traumatic Stress Disorder (PTSD)**.

PTSD can be difficult to diagnose and to treat. Look for these symptoms:

- Re-living the event through dreams, nightmares, flashbacks, and intrusive thoughts
- Avoidance of reminders of the event(s)
- The person's general responsiveness is numbed to current events

- Persistent symptoms of high arousal such as sleep disturbance, aggressive behavior, and poor concentration

PTSD is known to affect memory in different ways. Children suffering from PTSD may not be able to produce a description of what happened. Lack of cooperation, hostility, impaired ability to recall events in detail, are all likely to occur as a result of trauma.

Typical coping mechanisms include:

- Substance abuse
- Materialistic/consumerist attitudes or self-indulgences (clothes, food, etc.)
- Rationalizing their situation (we are doing what we need to do to survive)

Human Trafficking

Simply, human trafficking is slave trading – buying and selling humans for profit. A legal definition of slavery or human trafficking includes: all acts of recruitment, transportation, purchase, sale, transfer, receipt, or harboring of a person including a child within or across borders that involves the use of deception, coercion, or debt bondage, whether or not any payment is given or received, for the purpose of placing or holding such person in involuntary servitude (domestic, sexual, or reproductive), in forced or bonded labor, in slavery-like conditions or for false adoption. In the U.S. anyone under the age of 18 who is involved in the commercial sex trade is automatically considered a victim of sex trafficking regardless of the existence of force, fraud, or coercion.

What is NOT human trafficking?

Many women, men, and children move from one place to another, either temporarily or permanently, as a survival strategy or simply to find better paid work. This is called migration, which can mean moving within one's country of origin or going to a different country. This alone is NOT human trafficking.

Who are the traffickers?

Watch out for those dogs, those men who do evil, those mutilators of the flesh. (Philippians 3:2, NIV)

Traffickers cannot be identified by specific socio-economic or racial characteristics, but trafficking is more prevalent among cultures that do not value women. Traffickers can be family members, individuals, small operations, or highly organized crime networks that are international businesses.

Both men and women participate in the crime of trafficking. A large number of traffickers are men, pretending to be boyfriends or caring adults, tricking children and families into believing they will help them. Women are increasingly being used to lure children and young women into exploitative situations. In numerous trafficking cases, girls were tricked and recruited by female family members or even women friends. Women and children are

forced to recruit others under a death threat, in an attempt to stay alive themselves. Traffickers are always trying to recruit new victims.

Another name for trafficker is "tracker." Trackers (also called pimps) are known to recruit at malls, fast food restaurants, schools, after-school programs, or on the street. Recruitment can take multiple forms, including: 1) kidnapping; 2) solicitation by other women or girls recruiting on behalf of the sex tracker; 3) the "lover boy" approach where a man appears genuinely interested in a romantic relationship while gradually coercing the victim into prostitution; and 4) trick the victim into believing a job awaits (modeling, domestic service, nanny, etc.) and they are brutally forced into prostitution. Because victims desire attention, they will easily be tricked by someone who pays attention and treats them well – at the beginning. During the relationship, these men stop being the "lover boy" and become the victim's pimp/tracker.

Traffickers are experts at beating down their victims with mental, emotional, and physical abuse until the victim is too weak and scared to tell anyone. Traffickers threaten, force, torture, manipulate, and coerce young victims. Traffickers convince their victims that they are valueless and worthless. The victims believe they have no choice or control over their life. The victims live in constant fear of violence. They are convinced that if they don't do what they are told, they will be severely beaten or their family will be harmed or killed. Traffickers do kill children and family members if their victim does not comply. Slavery is really about controlling people.

Professionals in the field of military torture list isolation, induced debility, exhaustion, threats, degradation, physical abuse, enforcement of trivial demands and small indulgences as effective torture techniques. These are the same torture methods used on victims forced into prostitution, pornography, and other forms of labor.

Who is in danger of being trafficked?

Anyone can be trafficked. Men, women, boys and girls can be held against their will and be subjected to horrible treatment. However, in many cultures females are perceived to have less value than males. Women and girls are often less educated than men and boys, having less opportunity to work in skilled professions. Their social value leads to many forms of discrimination. Individuals that grow up in unhealthy environments are especially vulnerable to abuse and trafficking. A person with low self-value is easy prey for those who do evil. This makes women and girls especially vulnerable to trafficking.

Of the 27 million people reported by the [International Labor Organization](#) to be currently enslaved, the [US Department of State](#) reports that 80% of are women and girls. An even larger percentage of sex slaves, 98%, are female. Clearly, the face of modern slavery is primarily female.

Why are humans trafficked?

Human trafficking is a highly profitable business for building wealth and power. In the past, the sale of drugs and guns were the top money

producers, but slavery is now the second largest income producing activity in global crime.

Their "masters" or "owners" of trafficking victims illegally make money by forcing victims to work in horrible conditions, dangerous jobs, or as prostitutes. Vulnerable people, often poor, are deceived, or forced into some type of slave labor, with promises of a better life. They are held against their will in horrible conditions. They are continuously held under the threat of severe violence, and murder is common. Because many countries do not have good law enforcement mechanisms, the victims don't contact authorities for help. The crimes often go unreported.

What are different types of slavery?

Bonded labor – One form of force or coercion into slavery is the use of a bond, or debt. This type of slavery is often referred to as “bonded labor” or “debt bondage.” Workers around the world fall victim to debt bondage when traffickers or recruiters unlawfully exploit an initial debt the worker assumed as part of the terms of employment. Workers also may inherit debt in more traditional systems of bonded labor. In South Asia, for example, it is estimated that there are millions of trafficking victims working to pay off their ancestors' debts.

Forced child labor – Most international organizations and national laws recognize children may legally engage in certain forms of work. A child can be a victim of human trafficking regardless of the location of that nonconsensual exploitation. Indicators of possible forced labor of a child include situations in which the child appears to be in the custody of a non-family member who has the child perform work that financially benefits someone outside the child's family and does not offer the child the option of leaving.

Child soldiers – Child soldiering is a manifestation of human trafficking when it involves the unlawful recruitment or use of children – through force, fraud, or coercion – as combatants, for labor or sexual exploitation by armed forces. Perpetrators may be government forces, paramilitary organizations or rebel groups. Many children are forcibly abducted to be used as soldiers. Others are unlawfully made to work as porters, cooks, guards, servants, messengers, or spies. Young girls can be forced to marry or have sex with male soldiers. Both male and female child soldiers are often sexually abused and are at high risk of contracting sexually transmitted diseases.

Child sex trafficking – According to UNICEF, as many as two million children are subjected to prostitution in the global commercial sex trade. International covenants and laws criminalize commercial sexual exploitation of children. The use of children in the commercial sex trade is prohibited under both the Palermo Protocol and U.S. law as well as by legislation in countries around the world. There can be no exceptions and no cultural or socioeconomic rationalizations preventing the rescue of children from sexual servitude. Sex trafficking has devastating consequences for minors, including long-lasting physical and psychological trauma, disease (including HIV/AIDS),

post-traumatic stress disorder (PTSD), drug addiction, unwanted pregnancy, malnutrition, social ostracism, and possible death.

Ordinary people can help stop trafficking.

Throughout the world, men are having sex with small children and adolescents. Many people don't know about this problem or acknowledge the problem. Many individuals want to hide the truth and pretend it doesn't exist. The problem won't go away until this evil is exposed and we understand what drives the problem. People must be told about this horrific problem and as the body of Christ, we need to do what we can to change it!

Experts say there are several reasons why sex crimes continue to flourish: 1) many men are willing to pay for sex with children; 2) an endless supply of vulnerable girls and boys; 3) a reluctance by the public or individuals to report suspicious activities or get involved; 4) government authorities who fail to protect the vulnerable populations or aid traffickers by profiting in the business; 5) ineffective laws that are lenient on men and traffickers; 6) ineffective laws that prosecute vulnerable victims instead of helping them.

Public awareness and proactive behaviors can be used to help stop trafficking! Children, parents, and people in their community need information to recognize and prevent trafficking. Informed communities can become unified in purpose and become more socially powerful.

Families and communities need to learn how the recruiters deceive and trick. They need to hear the stories of others who have been lied to and cheated. People can then be aware of the ploys and lies recruiters use. With more information, different choices can be made.

In poor communities, children may be sent with traffickers in "hope" of better income or educational opportunities. The allure of a steady job may cause parents to overlook the risks of sending their child off to a faraway destination. Teenagers might be promised a modeling job or work in a restaurant or a store. Parents report sending their child to work for a wealthy family in a city and never hearing from their child again. Some children are taken to be a domestic servant or a nanny. These job offers are crafted to extract children and to ultimately sell them. Recruiters have no intention of fulfilling their promises; their intention is to lie and steal children for profit.

Some parents in poor communities voluntarily sell their children to a trafficker, for economic gain. Some parents sell a child to a recruiter even when they are fully aware that the child will be exploited physically or sexually. The recruiter might pay the parents a cash advance for their child's future earnings, with the promise of more payments in the future. Some parents believe that a life in prostitution is a good life. They do not know a different way.

In economically advanced areas, traffickers enslave young women and boys into service, through the use of manipulation and fear. Fear can manifest in many ways through physical harm, of death, arrest, or harm to loved ones. They are held captive to the situation because traffickers use power, control,

and threat of great physical danger. There are countless horror stories of young girls being prostituted in high income neighborhoods with organized crime groups. Sometimes they are secretly involved in servitude, while living with their parents and families, afraid to speak about the horrors endured. Traffickers have little regard for the value of life and easily use people to gain profit. As believers, we must warn others of the violence and evil these people are capable of enacting on our children. Once again we are reminded that the evil one would love for us to remain silent and do nothing about this issue.

Many people question why victims don't just run away? Victims are psychologically controlled and brainwashed with torture techniques. They suffer from **traumatic bonding** (a.k.a., Stockholm syndrome). Survivors of sex trafficking endure brutal conditions that result in physical, sexual, and psychological trauma associated with complex post-traumatic stress disorder (CPTSD).

A mixture of severe trauma (torture) and intermittent protection disables the victim. The abuser becomes a protector by inflicting harm and injury and by being the only one who can spare the victim from further harm. Extreme psychological manipulation, fear of cruel behavior and deep shame associated with activities they have been forced to perform, lead victims to self-blaming attitudes.

Victims demonstrate resilience strategies and defense mechanisms to stay alive. These coping mechanisms allow the victim to view the abuser with empathy and positive feelings. These feelings toward their captors are generally considered irrational in light of the danger or risk endured by the victims, who essentially mistake a lack of abuse from their captors for an act of kindness. Often, trauma victims protect, defend, or minimize their trafficker's behaviors, which may lead observers to conclude that victims were not actually harmed or that they voluntarily work as prostitutes.

Most countries have laws against slavery, but that does not preclude the usage of bond laborers in those countries. Human trafficking often takes place in black markets with governments not intervening, unaware or impotent to stop slavery. Internationally, the Declaration of Human Rights, which forbids human trafficking and forced labor, is considered authoritative international law regarding slavery, but little enforcement is enacted. Sadly, many government officials turn a blind eye in favor of a cut in the profits from human trafficking.

Girl child stigma

All people are made in the image of our Father and have value. However, a female's perceived value differs from culture to culture. In many places in the world, women are viewed as being inferior to men. Over a billion people in our world live in extreme poverty. Of those people, 70% are women and girls. Girls are three times more likely to be malnourished than boys. Women are used and viewed as actual property of men. Having to pay dowry for a girl is seen as a huge burden to a family. In some places, girls are viewed only as a

tool, a child bearer for propagating the family line. Parents in some cultures desire only sons. In these cultures, if a girl child is born, she is denied the same human rights as her brothers.

In some countries, females are killed in the womb before birth. If a girl is born, she is considered a liability and devalued from birth. She is discriminated against by division of household chores, lack of education, and lack of job skills. Eventually, neglecting behaviors lead girls to believe they have little value or status in society. As she grows and matures in this unhealthy environment, she continues to be disempowered. Education, health, nutrition, and overall nurturing will not be available in her life. She may face child marriage, abuse, rape, trafficking, honor killing, or be killed for her dowry. Because these girls are so down-trodden, they will believe men who lie, cheat, and steal them. They desire and want attention. They are especially vulnerable to abuse and manipulation.

This girl child is neglected, abused, and society is heavily biased against her. Many women in these cultures will live marginalized lives. Girl child stigma with discrimination abundantly flourishes in parts of our world. The absence of girl empowerment is deeply engrained in cultural, regressive gender beliefs, customs, and traditions that thrive within a given society.

Although some religions have improved the welfare of women, some religions have been used to oppress women and girls. Religious leaders and people of faith everywhere have a special responsibility to affirm eternal spiritual principles that define God's view of women.

Scripture defines how God views women

God created women: *And God made the beast of the earth according to its kind, cattle according to its kind, and everything that creeps on the earth according to its kind. And God saw that it was good. Then God said, "Let Us make man in Our image, according to Our likeness; let them have dominion over the fish of the sea, over the birds of the air, and over the cattle, over all the earth and over every creeping thing that creeps on the earth." So God created man in His own image; in the image of God He created him; male and female He created them. Then God blessed them, and God said to them, "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth."*

And God said, "See, I have given you every herb that yields seed which is on the face of all the earth, and every tree whose fruit yields seed; to you it shall be for food. Also, to every beast of the earth, to every bird of the air, and to everything that creeps on the earth, in which there is life, I have given every green herb for food"; and it was so. (Genesis 1:25-30)

In this description of the creation of man, the Greek term used to define man includes both man and woman. There is no differentiation here between the man and the woman. They were both made in the image of God; both were

given dominion over other creatures and over the earth. Both were given seed bearing plants and fruits for food.

Simply, woman was a creation of God. She was made in His image and likeness. God gave her authority with man, over other forms of life. They had equality in their relationship before the fall:

There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus. (Galatians 3:28)

Both man and woman sinned, falling from grace. Eve ate the fruit first, and then Adam followed. If Adam had tenderly reproofed his wife and endeavored to lead her to repentance, instead of sharing her guilt, the man may have been seen as superior. However, both fell equally from innocence and from grace. During their creation, they had been created in His image. The fall did not change how they were made. Did sin produce some distinction between man and woman differentiating them?

A patriarchal world system desires and sustains an international sub-culture of compliant and easily managed women. This oppressive system reveals and perpetuates itself in innumerable expressions of violence against women and children around the world every day.

Acknowledging a patriarchal world system does not imply that all men are abusive toward women, or that all violence against women is carried out by men. Patriarchy is not just something someone does. It is a set of expectations and relationships, a social system. A society can be oppressive without most of the people in it actively being oppressive, but simply following the expectations and rules of the society. If you grow up in such a society, oppression is the norm and is accepted.

When oppression is experienced and accepted in the fabric of everyday life, one need not be overtly oppressive in order for an oppressive system to produce oppressive consequences. The consequences can be ever so subtle, but still oppressive. Have you ever heard the saying, "what evil requires is simply that ordinary people do nothing"? In this system, the same world that is quite satisfying to some people is utterly devastating to many others, especially vulnerable women and children.

In God's vision for the world, captives are set free, and women and children have no need to fear violence, abuse, or exploitation. Male domination and exploitation of women, in any form, should be resisted because it is evil. God calls His people to stand with the vulnerable and powerless and to resist those who use their power to oppress and harm others. When Jesus declared in Luke 4:18 that He had come "*to set at liberty those who are oppressed*", He showed that bringing freedom for captives and relief to the poor and oppressed was at the very center of His mission.

His ultimate act of liberation was His sinless life, substitutionary death, and victorious resurrection, which set His people free from slavery to sin and

death. Now His people, the church, can join in His mission to work against evil and oppression and proclaim liberty.

A godly woman, who goes into the world to do the will of God, does not work, as a “female.” She goes as a beloved, dignified messenger of God, and everything she does happens irrespective of her sex. She communicates the gospel with all peoples, to help save them from destruction. She has God-given gifts and should expect to be used mightily by God.

Supporting girl child advocacy

In order to support girl child advocacy, one must understand different worldviews. Worldview is defined as the overall perspective from which one sees and interprets the world or a collection of beliefs about life and the universe held by an individual or group.

As believers in Jesus Christ, our biblical worldview is to have the mind of Christ. That means we think like Christ; love like Christ; walk like Christ; have humility, patience, longsuffering, and all other fruits of the Spirit (Galatians 5:22-26).

However, the lies of the enemy lead to unbiblical worldviews. Such as:

- Gender roles that portray girls and women as spiritually, physically and intellectually weak and inferior to boys and men.
- Male control over females seen as necessary and justified.
- Violence against women and girls seen as accepted, necessary, and legitimate.
- Neglect, abandonment and death of a girl child seen as acceptable behaviors within the family.

Do you know people who believe these lies? How can we change their worldview?

Challenging a patriarchal world system is slow, tough work. Traditions and cultural norms must be questioned, challenged, and changed. New beliefs and desires must be established, lived out, and seen as good. Change is not easy, but can be so valuable and positive.

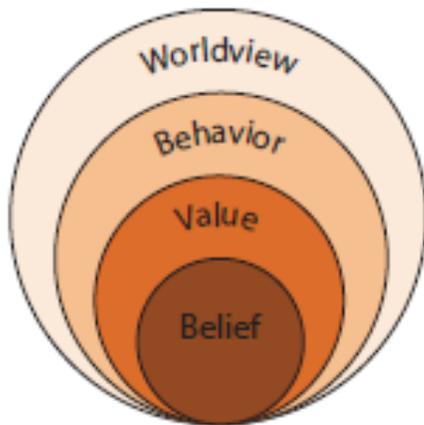
We clearly need a paradigm shift. All children deserve to be built up and shown their value. Empowered daughters should work equally with their brothers, and be educated equally with their brothers. Teaching values associated with education, work, and accomplishment may relieve poverty. Daughters would not be married off early or sold by their parents for economic gain. A different understanding of godly human rights would prevail; love and justice for all people. Girls need to see themselves as valuable and be treated respectfully.

Men and boys who believe girls are not valuable need to learn the truth. We are all created equal and should not be devalued because of gender. Men

and boys need to be educated and shown how to respect and care for the women and girls that are in their lives. Godly men need to set the example for the boys of how to treat women and girls.

For women to be able to fully participate in our world, they must be given the requisite tools, level of education and opportunities, of which they are often deprived. Through love, training, education and empowerment, women will make unique contributions for God and humanity. Empowered women are characterized by action, cooperation, harmony, and a degree of compassion that will change history.

Cycle of Change



How do we change Society? How do we move from a mistaken belief to a true belief founded on God's word?

Change the belief → change the values → change behaviors → change worldview

Change in our **belief** changes what we value.

Change in our **values** changes our behavior.

Change in our **behavior** changes our **worldview**.

Example using the Girl Child Stigma:

How do we change a **mistaken belief** that girls do not have equal worth, to a **true belief** that because the Lord created every human being in His own image, girls have the same worth as boys?

The mistaken belief:

A girl child is born to parents who *believe* girls do not have equal worth. They believe their baby is a curse or liability upon their family. Left unchanged this *belief* will lead to the girl not being *valued* by her parents. Her perceived lack of *value* dictates the *behavior* occurring in her life. She could be abandoned or even killed by her parents. If she survives, she is most likely malnourished. Because her parents *believe* boys are more *valuable*, food and care will be given first to boy children in the family. As she grows, a difficult, abusive, unsupportive home environment, or no home environment, allows for the ongoing disempowerment of the girl child. Compared to her male siblings, she will be given an unequal workload and will not attend school. She may be given in early marriage or even sold by her parents for economic gain. The parent's treatment of the girl child is accepted by family and society. Because she grows up believing she is worthless, if she births a girl child, she will most likely repeat the same behaviors in her daughter's life, perpetuating the mistaken belief in society.

How can this be changed? Change the belief →change the values →change behaviors →change our worldview Tell people about Jesus. Teach the Christian worldview. All people are created in the image of God have equal worth. Teach love. Renounce the lie that girls and women should be devalued.

True Belief:

A girl child is born to parents who *believe* the child is a gift from God. They believe every child is born equal, irrespective of gender, and they *value* the gift. Because of her perceived *value*, their *behaviors* are different. They nurture and care for her. They protect her because she is unique and special. They know that school is important and allow her to attend with her brothers. The parents support both her and her brothers and encourage hard work and achievement. Their children are allowed to use their God given strengths and abilities in their community. Not only does the family thrive, so does life in the society around them.

Care, protection and assistance to all children at risk

What are care options for neglected, abused, traumatized, sexually abused or trafficked children in your country? What partners can assist with children at risk in these areas? What relevant agencies or partners will operate in a collaborative manner for these children?

- Assess and prioritize the needs of the child
- Ensure immediate care and protection, including physical security, food, and accommodation in a safe place, health care, psychological support, legal assistance, and social services if available
- Refer victims quickly to appropriate social services or to partners who work with children at risk
- Care and assistance must be suitable for the child's cultural identity/origin, gender and age
- Care and assistance must be suitable for the protection of the child against others (abusers or traffickers, staff, or other children in the same facility, the media, public, etc.)
- Follow the advice of trusted individuals within your community to ensure a thorough follow-up of the child's best interests

Know the laws in your country

Laws are different in every country. Familiarize club leaders with the laws in your country. If the legal system is not adequate to ensure proper child protection, apply existing remedies and work with partner organizations that have experience with child safety issues.

Provide facts for Awana leaders regarding various National Laws in your country:

- Age of majority
- Age of criminal responsibility
- Minimum age for marriage
- Minimum age for consent to sexual relations with another person
- Minimum age for working in paid employment
- Persons who have legal rights over children or responsibilities for children (parents, guardians, teachers, caregivers, etc.)

Find out as much as you can about your national laws.

Provisions that set out:

- Offences relating to physical abuse of children
- Penalties relating to physical abuse of children
- Persons who have legal rights over children or responsibilities for children (parents, guardians, teachers, caregivers, etc.)

Provisions that set out:

- Offences relating to sexual abuse of children
- Offences relating to sexual abuse of children in situations of dependency
- Penalties for sexual abuse of children (include different age categories)
- Offences relating to the exploitation of children for profit (for labor/sexual exploitation)
- Penalties for exploitation of children

Provisions that set out:

- Provisions concerning prostitution
- Penalties for prostituting
- Penalties for offenders
- Penalties on owners of premises used for prostitution
- If prostitution is legal, restrictions on where sexual services can be sold
- The criminal or non-criminal measures applicable to a child found in prostitution, or to the parents/guardians of such child
- Penalties applicable if child prostitution is a criminal offence on the part of the child
- Anti-social behavior/child delinquency provisions in the criminal or administrative codes
- Rules available to the authorities to deal with minors who offer themselves for prostitution

Provisions that set out:

- A definition of child pornography
- The offence of making child pornography
- The offence of distributing child pornography
- The offence of possessing child pornography
- Penalties for making, distributing, and possessing child pornography

Provisions that set out:

- A definition of human trafficking and whether it is defined differently for children
- Offences relating to human trafficking
- Offences relating to child trafficking
- Penalties for human trafficking
- Penalties for child trafficking

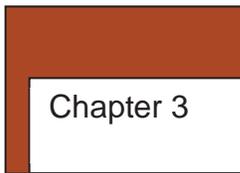
Provisions that set out:

- Protections for separated or unaccompanied children entering the country
- Age at which a person may leave the country unaccompanied
- Rules regulating children's entry to or departure from the country
- Documentation that must be produced for children entering or leaving the country

Has your government ratified the international laws below?

- UN Convention on the Rights of the Child (CRC)
- Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography
- Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime
- ILO Convention No.182 on the Worst Forms of Child Labor

If you are unable to access the current laws of your country, contact a partner group who can help you understand the laws in your country. A good partner example would be International Justice Mission. Find them at www.ijm.org.



Teaching Children Safety Lessons

One lesson per week for six weeks

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Introduction

Children at risk may not possess ordinary life skills. These concepts may seem simple to adults, but children need to be taught life skills. Incorporate life skills into your training activities and model them well. All children and adolescents need to learn:

- Effective communication skills
- Critical thinking
- Decision making
- Problem solving
- Negotiation
- Managing interpersonal relationships
- Conflict management
- Self awareness
- Empathy for others
- Coping mechanisms for stress and emotions

When training children and adolescents on these skills, child participation in the teaching is critical. Do not lecture children on these topics, teach them by doing these critical life skills with them. Be creative!

Teach/train older kids to learn these games and skills, having them teach the younger children these games and skills. Training must be participatory – this is how people learn best! This is godly work. (Deuteronomy 6:6-9)

Before starting the lessons, think about these questions and determine how to proceed:

1. Are you affiliated with a church, school, or organization that sponsors or supports your Awana club?
2. Do you need approval from leadership to teach this material?
3. Do you need approval from parents to teach this material?
4. If the answer to any question above is yes, how will you obtain necessary approval?

Instructor material guide

What you will need for this safety course:

Lesson 1: Our Identity in Christ

- Copies of Handout 1, pages 1 and 2, from the Appendix, “Affirmations of My Identity in Christ – Worksheet”
- Pencils, pens, or crayons for children to use
- Copies of Handout 2 pages 1 and 2, from the Appendix, “Affirmations of My Identity in Christ”

Lesson 2: Clean Kids are Healthy Kids

- Drawing materials: pencil/pens, markers, or chalk/charcoal, crayons
- Butcher paper or large pieces of paper (or draw body form on the floor or wall)
- Paper for cutting out hair, body parts, and swim suits (or draw these on the body form)
- Toothbrushes, toothpaste, brushes or combs, and bars of soap for the kids

Lesson 3: Smart Choices

- Copies of Handout 4 from the Appendix, “Daily Schedule” and Handout 5 from the Appendix, “Patterns for Safer Living”
- Pencils, pens, or crayons for the children to use

Lesson 4: It is OK to Say “NO!”

- Green and red paper (or white paper colored red and green)
- Scissors for cutting circles out of the paper
- Copies of Handout 6 from the Appendix, “It is OK to say ‘NO!’”
- Crayons for the children to use

Lesson 5: Good Touch, Bad Touch

- Body outlines from Lesson 2
- Green and red circles from Lesson 4

- Copies of Handout 7 from the Appendix,
- Pencils, pens, or crayons for children to use



For Red Light Situations

Lesson 6: Safety Points with Buddies

- Plain Paper
- Copies of Handout 8 from the Appendix, “Safety Points Checklist”
- Copies of Handout 9 from the Appendix, “I Need to Know”
- Pencils, pens, or crayons for children to use

Note: You may need more supplies if you do the additional ideas for older students.

Lesson 1: Our Identity in Christ

Objective: To remind children of their identity in Christ as believers

Many children at risk do not know Christ, nor who they are in Christ. However, to be in Christ, they must have trusted in Christ as their Savior. This very important decision is one that each child must make alone. It is the basis for their identity in Christ. Although we can't be sure that each child we teach is saved, we can make a clear presentation of the gospel and let them know of the promises of God and the change that takes place in them when they trust in the atoning work of Jesus. He shed His blood for us when He died on the cross and was resurrected three days later. He paid for our sins in full and gave us His white robe of righteousness for those who trust in the sufficiency of His sacrifice. If you are familiar with the Gospel Wheel you will easily see how to use it in this exercise (another gospel presentation method may be used as well).

Step 1:

Assemble the children in a teaching and learning environment. Explain to the children that during club, over the next few weeks, they will be discussing safety. To begin the lessons, it is important that the children understand who they are in Christ. To do this, we will look at some of the promises of God in the Bible and what we can learn from them. We will learn ten affirmations and review two of them in each of the next five lessons.

Step 2:

Start with prayer. Pray as led or ask the Lord to be present in the lives of everyone there. Ask for open eyes and hearts to receive Him. Put protection around everyone there. Allow learning of life-saving measures – spiritual and physical. Allow for good communication, understanding, and development of trust. Allow for fun during the training.

Step 3:

Ask participants to brainstorm the question: “What are some of the **names of God and Jesus?**” Encourage active participation among the children to answer the question out loud. Make a list of the many possible answers. Now answer: “What are some of the **characteristics of God and Jesus?**” Make another list. (See some lists provided for you below.)

Step 4:

Ask participants to answer the question: “What are some of the **characteristics of people**, in general?” Encourage active participation among the children to answer the question out loud. Look at the two lists and compare the character of God with the character of man. For example,

whereas God is holy, we are not, whereas He is righteous, we are sinful. There are many possible answers. Using these lists, **present the gospel**, either using the Gospel Wheel or some other method. Allow an opportunity for students who may be hearing or understanding the gospel for the first time who would like to trust in Jesus to speak to one of the other leaders present.

Step 5:

Pass out Handout 1, pages 1 and 2, from the Appendix, “Affirmations of My Identity in Christ – Worksheet” that has missing words. (As the instructor, you should use the completed document that you will hand out later for them to take home.) Read through the verses, noting any of the names of God that might be there. Then read through the affirmation of our identity from God’s perspective and allow students to fill in the blanks. When finished with the list, read through the affirmations out loud as a group. As you say the words, *I*, *me*, or *my*, point to yourself and have the children also point to themselves. In groups, children can also say the affirmations again, going around and substituting in one child’s name as they say the affirmation and point at that child. For example, “God made Scott’s body. He is fearfully and wonderfully made!” “Christine is a beloved daughter of the Most High God; He is Christine’s Father!” (Throughout the subsequent lessons, you will be reminding students that most of these affirmations are for believers.)

You may want to have children put their names on these sheets and collect them before they leave. That way, you can have them ready for the next lessons. Each lesson will review two of the affirmations.

Step 6:

Pass out Handout 2, pages 1 and 2, from the Appendix, “Affirmations of My Identity in Christ.” Give each student the ten affirmations and accompanying verses to take home and show to parents and other family members. Suggest to the students that they post them at home if possible. (That’s why we suggest that you use print on just one side of the paper for this handout.) Ask students if they have any questions about the things you’ve been talking about today. Remind them to review the affirmations at home. Next week, you’ll look into two of the affirmations a little more. Finish by praying, asking all willing students to give short (one or two sentence) prayers, thanking God for His Son Jesus, and the marvelous attributes of our Triune God.

Names of God and Jesus with Bible References:

Advocate – 1 John 2:1

Almighty – Revelation 1:8

Alpha and the Omega – Revelation 1:8

Anointed One – Psalm 2:2

Apostle – Hebrews 3:1

Bread of Life – John 6:35, 48

Carpenter – Mark 6:3

The Christ – Matthew 1:16

Comforter – Jeremiah 8:18

Creator – Isaiah 40:28

Deliverer – Romans 11:26

Emmanuel – Matthew 1:23

Everlasting Father – Isaiah 9:6

Friend of Sinners – Matthew 11:19

Good Shepherd – John 10:11

Great Shepherd – Hebrews 13:20

Guide – Psalm 48:14

High Priest – Hebrews 3:1

I Am – Exodus 3:14

Jehovah – Psalm 83:18

King of Kings – 1 Timothy 6:15; Revelation 19:16

Lamb of God – John 1:29

Life – John 11:25

Light of the World – John 8:12; John 9:5

Lord of Lords – 1 Timothy 6:15; Revelation 19:16

Master – Matthew 23:8

Mediator – 1 Timothy 2:5

Messiah – John 1:41

Mighty God – Isaiah 9:6

Passover Lamb – 1 Corinthians 5:7

Physician – Matthew 9:12

Priest – Hebrews 4:15

Prince of Peace – Isaiah 9:6

Rabbi – John 1:49

Redeemer – Isaiah 41:14

Refuge – Isaiah 25:4

Resurrection – John 11:25

Righteousness – Jeremiah 23:6

Rock – Deuteronomy 32:4

Ruler of God's Creation – Revelation 3:14

Sacrifice – Ephesians 5:2

Savior – 2 Samuel 22:47; Luke 1:47

Servant – Isaiah 42:1

Shepherd – 1 Peter 2:25

Son of God – Luke 1:35

Son of Man – Matthew 18:11

Son of the Most High – Luke 1:32

Teacher – Matthew 26:18

Truth – John 14:6

Way – John 14:6

Wonderful Counselor – Isaiah 9:6

Word – John 1:1

Vine – John 15:1

Characteristics of God and Jesus with Bible References:

Faithful – Deuteronomy 7:9; Psalm 89:1-8

Good – Psalm 25:8; Psalm 34:8; Mark 10:18

Gracious – Exodus 34:6; Psalm 103:8; 1 Peter 5:10

Holy – Leviticus 19:2; 1 Peter 1:15

Light – James 1:17; 1 John 1:5

Love – John 3:16; Romans 5:8; 1 John 4:8

Merciful – Deuteronomy 4:31; Psalm 103:8-17; Daniel 9:9; Hebrews 2:17

Omnipotent (all powerful) – Genesis 18:14; Luke 18:27; Revelation 19:6

Omnipresent (present everywhere) – Psalm 139:7-12

Omniscient (all knowing) – Psalm 139:2-6; Isaiah 40:13-14

Righteous and Just – Deuteronomy 32:4; Psalm 11:7; Psalm 119:137

Sovereign – 2 Samuel 7:22; Isaiah 46:9–11

Spirit – John 4:24

Triune – Matthew 28:19; 2 Corinthians 13:14

True and Truth – Psalm 31:5; John 14:6; John 17:3; Titus 1:1-2

Unchanging – Psalm 102:25-27; Hebrews 1:10-12; 13:8

Wise – Proverbs 3:19; Romans 16:26-27; 1 Timothy 1:17

Lesson 2: Clean Kids are Healthy Kids

Objective: To encourage children to become comfortable with their bodies

Scripture: *And this is His commandment: that we should believe on the name of His Son Jesus Christ and love one another, as He gave us commandment. (1 John 3:23)*

Affirmation: I am saved when I trust in Christ!

Scripture: *I will praise You, for I am fearfully and wonderfully made;*

marvelous are Your works, and that my soul knows very well. (Psalm 139:14)

Affirmation: God made my body. I am fearfully and wonderfully made!

Step 1:

Assemble the children in a teaching and learning environment. Take ten minutes to go deeper into the first and third affirmations that we learned last week. Ask a child to give the gospel message, or part of it. Then allow others to expand on it. Make sure that when you are finished each child is aware of the complete gospel message. As a reminder, here are some of the points that might be covered:

- God is holy and just.
- Man is sinful and has chosen to reject God. We cannot be reconciled to God in our sinful state.
- God is also love.
- He sent His Son, Jesus, to die for us on the cross, paying our penalty for sin.
- Because Jesus was sinless, He was the perfect sacrifice for our sin.
- He was buried and on the third day He rose from the dead, conquering death.
- If we trust that what Jesus did for us was truly sufficient and personal, then we become part of the family of God.

Although most of the affirmations are for people who have a personal relationship with Jesus, the one from Psalm 139 applies to all of the people on the earth. God has uniquely fashioned each person, making them just the way He wants them. This is a fantastic truth, to know that God is aware of every aspect of our lives, because He is our Maker, our Creator.

Step 2:

Explain to the children that during club, over the next few weeks, they will be discussing safety. To begin, practice the song below to begin a discussion of different parts of the body.

Game interaction: Sing and play “Head, Shoulders, Knees, and Toes” with the children.

Lyrics:

Head, shoulders, knees, and toes,
Knees and toes.

Head, shoulders, knees, and toes,
Knees and toes.

Add eyes, ears, mouth, and nose.

Head, **eyes, ears, mouth, nose**, shoulders, knees, and toes,
Knees and toes.

Place both hands on the parts of the body as they are mentioned. Sing the song a second time. On the second time, speed up, and get faster with each verse. If the instructor does not know the children’s song and game, research “Head, Shoulders, Knees and Toes” on YouTube or online at: <http://bit.ly/Xe8P9w>. If the group is already familiar with this song and game, consider playing and naming body parts in a different language. **Children need to know the names of their body parts.**

Step 3:

Explain to the children that in order to protect and keep themselves safe; they have to know what they are protecting. Invite two children (one girl and one boy) to come forward and be traced either on the wall with chalk or on butcher paper with a marker. Name the body outlines with the girl’s or boy’s real name (example: Ruth and John), give the body outline dolls bathing suits (pre-made out of paper or material) as clothes. Display them in front of the children.

Step 4:

Explain that today they will be discussing four parts of the body that are important to keep clean and healthy.

- Head
- Mouth
- Hands
- Feet

Invite child volunteers to come forward and identify these places on the body outline dolls (girls on the female outline and boys on the male outline).

Step 5:

Guide the children in a conversation about how to keep each of these parts of the body clean (examples: bathing, washing hair, combing hair, brushing teeth, washing hands, wearing sandals or shoes, etc.) and why it is important.

Use culturally appropriate examples for your country.

Some examples:

- Wash hands often during the day. Why? Because hands get dirty/unclean easily. We use our hands to clean our private parts,

noses, etc. We don't want germs entering our mouths from dirty hands, because that could make us sick, we could get a disease, or we could pass them to others. You should wash your hands with soap for about 20 seconds. When you wash your hands with soap, sing "Jesus Loves Me." This will remind you that Jesus made you and loves you and will keep you washing your hands with soap long enough to make a difference.

- Brush teeth twice a day. Why? Because food left on teeth is unhealthy and leads to disease. Once you have damaged your permanent teeth, there is no going back. Your teeth are worthy of your investment in them. If you take care of them, they will serve you for a long time.

As they move from head to feet, allow a volunteer to come up and draw or glue appropriate accessories on the body outline dolls (cut out hair and glue or draw hair, draw in teeth, cut out shoes for the body outline, etc.).

Step 6:

Invite the children to play "Head, Shoulders, Knees, and Toes" again. This time, have them pause and tell you how to keep those parts of their bodies clean and healthy!

Step 7:

Physically, show the children how to wash their hands, faces and/or brush teeth and hair. If possible, use soap, toothpaste, and shampoo. Remind them that next week they will be asked what they learned today.

If able, pass out toothbrushes, combs, and soap to the children. Explain that these are tools we can use to care for our bodies! Keep the body outline dolls to use in future lessons. You will use them again during Lesson 5.

Additional Ideas for Older Students

For older kids, add age appropriate activities and safety advice relevant to their age group. Have a discussion or other creative formats for learning (examples: role play, quizzes, songs, skits, etc.). Teach older kids to teach the younger kids how to play the games. If you have access to the internet, you may want to print out some of the information on <http://www.cdc.gov/features/handwashing/> that would interest them.

Another idea is to have them look up Psalm 139 in the Bible to learn more details about God's intimate relationship with them. He created them, each one, unique and different. Consider the following portions: Psalm 139:1-10, 13-14, and 23-24. Ask them to report back to the larger group what they have learned.

Lesson 3: Smart Choices

Objective: To encourage “patterns of living” or behaviors that protect children from different types of harm

Scripture:

Resist the devil and he will flee from you. Draw near to God and He will draw near to you. (James 4:7b-8a)

Affirmation: I draw close to God, but I run away from evil!

Scripture:

Let all those who seek You rejoice and be glad in You; let such as love Your salvation say continually, “The LORD be magnified!” But I am poor and needy; yet the LORD thinks upon me. You are my help and my deliverer; do not delay, O my God. (Psalm 40:16-17)

Affirmation: I call on the Lord, who thinks about me!

Step 1:

Assemble the children in a teaching and learning environment. Today we want to remember the ninth and tenth Scripture and the affirmations that go with them. Both are related to our theme of making smart choices. The Bible is very clear and to the point. We should draw close to God, but run away from evil! This advice is great for all people, children and adults.

Also, for believers, it is a great comfort to know that when we draw close to God, He draws close to us! The second Scripture also is full of hope! When we love the salvation that God gives us, we want to worship Him. We recognize our deep need for the Lord and that He helps us and delivers us! God thinks about each and every one of you!

Step 2:

Remind the children that over the next few weeks they will be discussing safety. Ask them to review what they learned last week.

Game interaction: Play “Simon Says” with the children. “Simon Says” is a children’s game for three or more players where one player takes the role of “Simon” and gives instructions, (usually physical actions such as “jump in the air” or “pat your head”) to the other players. The players should only follow the instruction if “Simon” prefaced the instruction with the phrase “Simon says.” As an example, “Simon says: jump in the air.” The players must jump in the air. If Simon says: “jump in the air,” players are eliminated from the game if they followed the instructions that were not immediately preceded by the trigger phrase “Simon says.” It is the ability to distinguish between valid and invalid commands, rather than physical ability, that matters in the game, and in most cases, the action only needs to be attempted, rather than completed accurately. The object

for the player acting as “Simon” is to get all the other players “out” as quickly as possible, usually by modeling the behavior he or she wants them to follow that is not according to the rules. The winner of the game is usually the last player who has successfully followed all of the given commands. If the instructor is not aware of this game, the directions are found online at:

http://en.wikipedia.org/wiki/Simon_Says. If the group is already familiar with this game, play it in a different language.

Step 3:

Have the children write out their daily schedule. For younger children, walk them through a normal day. Then guide the children in a conversation about the “patterns” in their day. Suggest ways to create “safe patterns of living” that are not specific to one child’s schedule. Make an example schedule for everyone to edit. Use some of the suggestions below to make the daily schedule safer:

1. Check with parents or guardian before going anywhere with anyone.
2. Use the buddy system when away from parents. Explain what the buddy system is: a procedure in which two people, the “buddies,” do things together so that they are not alone and can help each other. In daily life or activities, the main benefit of the buddy system is improved safety; together, they may be able to prevent harm for one another or rescue each other in a crisis.
3. Make sure parents or caretaker knows where you are at all times.

Step 4:

Have the children play “Simon Says” again. This time call it “Simon Safety Says.” The teacher should be the leader and suggest things the children can do to be safe. For example, “Simon says: look both ways before crossing the street.”

Step 5:

Do something with the children to show them how to be safe. Example: looking before crossing the road; pick buddies to go places with; tell caregivers where they are. Have children practice safety measures. Remind the children that next week they will be asked what they learned today. “Simon says: BE SAFE!”

Step 6:

Help children fill out Handout 4 from the Appendix, “Daily Schedule” and Handout 5 from the Appendix, “Pattern for Safer Living.” Encourage them to take their sheets home to their parents or caregiver. Encourage at-home family discussion of the new daily schedule and safety patterns.

Additional Ideas for Older Students

1. Further discuss the Bible portions. Give examples of how these verses apply to our daily lives.
2. Discuss James 1:12-17. Have each person write two questions about these verses and then discuss the answers together. *Blessed is the man who endures temptation; for when he has been approved, he will receive the crown of life which the Lord has promised to those who love Him. Let no one say when he is tempted, "I am tempted by God"; for God cannot be tempted by evil, nor does He Himself tempt anyone. But each one is tempted when he is drawn away by his own desires and enticed. Then, when desire has conceived, it gives birth to sin; and sin, when it is full-grown, brings forth death. Do not be deceived, my beloved brethren. Every good gift and every perfect gift is from above, and comes down from the Father of lights, with whom there is no variation or shadow of turning.*
3. One way to made decisions is to ask the question, "What would Jesus do?" Do you think this could help you in times of decision making? Why or why not?
4. Choose some song lyrics from popular songs and ask students to examine them to see if they give good advice or bad advice according to God's Word. Then talk about how modern culture influences our thinking and decision-making.
5. Do a role play, in which some of you are parents, trying to teach your kids to avoid the same mistakes that they made. Others should pretend they are the children. Decide if you want to agree or disagree with your parents' advice.
6. Pass out Handout 3 from the Appendix, "Can You Follow Directions?" To set it up, you can be very dramatic. Hand out the papers face down, and let the students know that it is a timed test. When all students are in position, you can call out, "Start now!" and the race is on. Most people who have not seen this activity before will fall into the trap that is set for them. As students finish, the instructor can go around and quietly put a grade on the papers – "A" for those who followed directions and only wrote their name on the paper, and "F" for all those who worked through the various points. Since this is "practical joke" you want to do your best not to laugh until the end when everyone can see how easily they fell for the joke. Ask participants – what did you learn? Do you ever fall for peer pressure when you need to make immediate decisions?

Lesson 4: It is OK to Say “NO!”

Objective: To empower children to say “NO” when something is not right

Scripture: *Or do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? For you were bought at a price; therefore glorify God in your body and in your spirit, which are God's. (1 Corinthians 6:19-20)*

Affirmation: **To honor God, I protect my body which belongs to Him!**

Scripture: *Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. (Colossians 3:12-13, ESV)*

Affirmation: **God has forgiven me and so I also forgive others**

Step 1:

Assemble the children in a teaching and learning environment. Ask them to review what they learned in Lessons 2 and 3.

Today we want to remember the eighth and seventh portions of Scripture and the affirmations that go with them. The first one reminds us that if we believe in God, we acknowledge that He created us. We belong to Him. If we trust in Jesus as our Savior, then we have the Holy Spirit in us. Therefore, we must honor God through our bodies. It is a good thing to protect our bodies. In the second Scripture, we see some of the character traits of those who believe in God. Forgiveness is a key part of Christianity. We are able to forgive others, because Christ forgave us for our sins that condemned us to death.

Step 2:

Game interaction: Play “Red Light, Green Light” with the children. The "it" person stands at one end of the playing field, with the rest of the players at the other end. "It" turns their back to the others and calls out "green light!" The players then run as fast as they can towards the person who is "it." At any time, "it" can face the players, calling out "red light," and the others must freeze in place. If anyone fails to stop, they are out or must return to the starting line. Other variations include calling out "yellow light" as a diversion, or where they must walk instead of running to "it." Calling “yellow light” has no consequence. The first player to reach the person who is "it" wins and becomes "it" for the next round. In certain regions this game may be known as "sneak up on granny"; in this version the person who is "it" is the "granny," and the players try to sneak up on her with her back turned. If the instructor is not aware of this game, the directions are found on-line at: <http://bit.ly/Jaw5Ko>. If the group is

already familiar with this game consider playing it in another language.

Step 3:

Explain to the children that some circumstances are “green light” situations and some are “red light” situations. “Green light” situations are safe. “Red light” situations are unsafe. For example:

1. “Green light” – playing soccer (football)
2. “Red light” – watching violent adult movies
3. “Green light” – keeping a birthday surprise a secret from Daddy.
4. “Red light” – keeping a secret about something that is not good or you don’t think is appropriate.
5. “Green light” – talking with your friends
6. “Red light” – bullying

Step 4:

Provide red and green paper for the children. Invite them to cut out circles in each color. As you go over each situation, encourage the children to raise the color circle that responds to the “green light” or “red light” situation and yell out the name. For example:

1. Playing a game with your big brother at home. “Green light”
2. Taking candy from a man at the market who wants you to take it out of his pant pocket. “Red light”

Step 5:

Once the children understand that green stands for safe situations and that red stands for unsafe situations, invite them to share situations they have encountered. Help the class respond with red or green appropriately. The teacher should closely monitor this time of expression.

Practice role playing with children in how to handle “red light” situations and on how to handle bullying.

Step 6:

Give children Handout 6 from the Appendix, “It is OK to Say ‘NO!’” sheet to take home. Have the younger children write in the word “NO” on the hand before they leave. Ask children to discuss the sheet with their parents or caregiver. Tell the children to post the sheet in their home.

Save the red and green circles for next week’s lesson. Explain that next week we will talk about “red light” and “green light” situations related to our bodies.

Additional Ideas for Older Students

1. Bible study on forgiveness. Can you forgive someone who hasn’t asked or won’t ask for forgiveness? What are the advantages to the believer in forgiving, even if it is only in one direction?
2. Discuss bullying. Why are bullies cowards? What do you think are the best ways to deal with bullies?

Lesson 5: Good Touch, Bad Touch

Objective: To empower children to defend against potential sexual advances

Scripture: *Therefore there is now no condemnation for those who are in Christ Jesus. (Romans 8:1)*

Affirmation: **God does not condemn me, He loves me!**

Scripture: *Behold what manner of love the Father has bestowed on us, that we should be called children of God! (1 John 3:1a)*

I will be a Father to you, and you shall be My sons and daughters, says the LORD Almighty. (2 Corinthians 6:18)

Affirmation: **I am a beloved son or daughter of the Most High God; He is my Father!**

Step 1:

Assemble the children in a teaching and learning environment. Ask them to review what they have learned in Lessons 1, 2, and 3.

Today, we want to remember the sixth and second Scriptures and the affirmations that go with them. People who have trusted in Jesus Christ as their Savior are free from condemnation for anything that has happened to them in their past. *Condemnation* means “blaming, conviction.” Similar words are accusation, blame, disapproval, doom, and judgment. Words that are opposite are “freeing, pardon, and release.” In addition, for Christ-followers, we are part of God’s family. He has called us His sons and daughters. That also means that believers are brothers and sisters in Christ, no matter what their ages may be. Who are your brothers and sisters in Christ?

Step 2:

Remind the children about the “red light” and “green light” situations from last week. Explain that today we will study “red light” and “green light” situations involving our bodies. Remind them of the “Red Light, Green Light” game. Reintroduce the children to the body outline dolls from Lesson 2. Make sure the dolls are wearing bathing suits. Pass out a red and a green circle, from last week, to each child.

Step 3:

Sensitively begin a conversation about “green light” and “red light” places on our bodies. Use the colored circles and outline dolls to help guide the discussion. Explain: anywhere on our bodies we cover with bathing suits are “red light” places that should not be touched by others (chest, genitals and anus.) Obviously, you will need to use the male and female outline dolls for

this exercise as each have different red light areas.

Step 4:

After the children have successfully identified “red light” areas on the outline dolls, guide them into a conversation that will help them tell the difference between good touches and bad touches based on feelings. For example:

1. A hug from Mommy makes me feel happy. “Green light”
2. Your father hits your sister’s face and you feel scared and uneasy. “Red light”
3. Your brother touches you under your shirt or pants and you feel embarrassed. “Red light”

Step 5:

Sometimes certain “Red light” areas may need to be touched for hygiene or health reasons. Talk about this and give examples appropriate for your culture:

1. Doctor touches you to clean your wound. “Green light” (health reason)
2. Mother changes her baby’s diaper. “Green light” (hygiene reason)
3. A friend wants to touch a private area on your body. “Red light”

Remind the children that they have the right to safety and to protect their bodies. If anyone touches them in a “Red light” area, or in a way that makes them feel uncomfortable, they should say, and have the right to say, “NO!” Give “Red light” examples appropriate for your culture.

Encourage children to tell a trusted adult whenever they feel uncomfortable or confused about touch. If the adult does not believe their story, encourage them to tell their story to others, until someone does believe them!

Step 6:

At this point, some children may bring up the topic of LOVE. Talk about the love of God and love in a family. Explain what love in a family should be, what it feels like. Is it safe? Give lots of good examples.

This is a good time to address the issue of incest. You can start by explaining the role of each family member and what healthy relationships are in a family. Emphasize that if a relationship with any of the family members makes them feel uneasy, they should IMMEDIATELY tell an adult they trust. Talk with children about the concept of trust. Help children identify people in their lives they can trust. For example:

1. A family member forces you to keep a secret that makes you feel uneasy. “Red light” – TELL SOMEONE YOU TRUST IMMEDIATELY!
2. Anyone touches a “red light” area on your body. “Red light” – TELL SOMEONE YOU TRUST IMMEDIATELY!
3. A teacher who rewards a child with a sticker for excellent school work. “Green light”

Give children permission to scream and run away if anyone touches a “red light” area on their body. Ask the children to define who “anyone” could be? Examples: aunt, uncle, cousin, father, mother, brother, sister, or someone they do not know.

Explain that even if people tell them to keep secrets about “red light” touching, feelings, or situations, they have permission to NOT keep “red light” situations a secret. **TELL SOMEONE THEY TRUST IMMEDIATELY!**

Step 7:

It is important to leave “extra time” on this day as the children will have a lot of information to process. Be sensitive that this may be a very difficult topic and a traumatic time for a child in the group who has been abused (strong emotions in a child may be indicative of past abuse and current wounds). The abused child will find this day stressful. They will need time to contemplate telling you or another trusted adult. If they tell you, it is best for you to partner with experts on child abuse so they can help the child get the healing care they need.

Give children Handout 7 from the Appendix,  **For Red Light Situations** and talk about “trusting” adults and what that means and how that feels. Help children fill out the handout. Take time for the children to see trustworthy, sensitive adults in action – you!

Assure the children that they are loved, that trust is important, and that it is right for them to be safe.

Additional Ideas for Older Students

Do a short Bible study on forgiveness, considering some or all of the cases listed below. Can you forgive someone who hasn’t asked or won’t ask for forgiveness? What are the advantages to a believer in forgiving, even if the offender is unrepentant?

- Esau forgives Jacob (Genesis 33:4, 11)
- Joseph forgives his brothers (Genesis 45:5-15; 50:19-21)
- Moses forgives the Israelites (Numbers 12:1-13)
- David forgives Saul (1 Samuel 24:10-12; 26:9, 23; 2 Samuel 1:14-17)
- David forgives Shimei (2 Samuel 16:9-13; 19:23; 1 Kings 2:8-9)
- Solomon forgives Adonijah (1 Kings 1:53)
- The prophet of Judah forgives Jeroboam (1 Kings 13:3-6)
- Jesus forgives His enemies (Luke 23:34)

Lesson 6: Safety Points

Objective: To provide safety points for children, parents, and educators that are easy to remember

Scripture: *No longer do I call you servants, for a servant does not know what his master is doing; but I have called you friends, for all things that I heard from My Father I have made known to you. (John 15:15)*

Affirmation: Jesus is my friend! I am His friend.

Scripture: *I am the good shepherd. The good shepherd lays down his life for the sheep. (John 10:11)*

Oh come, let us worship and bow down; let us kneel before the LORD our Maker. For He is our God, and we are the people of His pasture, and the sheep of His hand. (Psalm 95:6-7)

Affirmation: Jesus is the good shepherd and I am His lamb. I can depend on Him! He takes care of me.

Step 1:

Assemble the children in a teaching and learning environment. Ask them to review what they have learned in lessons 2, 3, 4, and 5. Highlight the things they should have learned, remembered, and put into practice.

Today we want to remember the fourth and fifth Scripture portions and the affirmations that go with them. Both of them deal with the kind of relationship that we have with Jesus when we believe that He saved us when He died on the cross for us. The first one is quite surprising – Jesus is our friend! He has shared with us everything we need to know God. Secondly, Jesus is like a shepherd, and we are like His sheep. He takes care of us, He protects us from danger, and He provides for us. Without a shepherd, we would be lost!

Step 2:

Ask the children if they have any questions and encourage them to seek private communication/discipleship after today's lesson if they need to talk. Remind them of the "Red Light, Green Light" game.

Pass out Handout 8 from the Appendix, "Safety Points Checklist" to each child. Discuss each of the points with the children. At the bottom of the paper, have the children write down other safety points that are relevant to your culture.

To help the children remember the safety points, consider creating a clever song or rhyme with the main words of each point. Have the kids

take home the “Safety Points Checklist” to discuss with their parents or caregiver.

Step 3:

Once you have gone over the “Safety Points Checklist”, practice role plays. Create case scenarios or skits for the children to either watch or act out. Role play activities are particularly effective with older children. Use many examples to highlight “red light” situations in your culture. For younger children, add motions to the song or rhyme you might have created.

Step 4:

Close out the safety series by affirming each child’s right to safety and to protect their own body. Explain there is a difference between being respectful to our elders and having the right to say “NO” when something is inappropriate. Encourage the children to find “safe adults” with which to share concerns or questions. Stress that if someone does not believe them or want to listen to their questions or concerns, the child SHOULD FIND another trusted person who will listen and help!

Step 5:

Lastly, pass out Handout 9 from the Appendix, “I Need to Know” to the children. Assist them in filling out their personal information. Help the children to memorize this important information. Have the children take the handout home to their parents or caregivers.

Additional Ideas for Older Students

1. What are the similarities and differences of younger children and older children taking a friend or buddy with them when they go places?
2. What changes would you need to make in your routine to observe the first question more consistently?
3. If you go to a crowded place with friends or younger siblings, do you have a plan to re-connect in case you get separated? If so, what is it? If not, work out a plan.
4. How is having Jesus as your friend different from your other friends?

Appendix

Affirmations of My Identity in Christ – Worksheet

And this is His commandment: that we should believe on the name of His Son Jesus Christ and love one another, as He gave us commandment. (1 John 3:23)

I am _____ when I _____ in Christ!

Behold what manner of love the Father has bestowed on us, that we should be called children of God! (1 John 3:1a)

I will be a Father to you, and you shall be My sons and daughters, says the LORD Almighty. (2 Corinthians 6:18)

I am a _____ son or daughter of the Most High God; He is my Father!

I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well. (Psalm 139:14)

God made my _____. I am fearfully and _____ made!

No longer do I call you servants, for a servant does not know what his master is doing; but I have called you friends, for all things that I heard from My Father

I have made known to you. (John 15:15)

Jesus is my _____! I am _____ friend.

I am the good shepherd.

The good shepherd lays down his life for the sheep. (John 10:11)

Oh come, let us worship and bow down; let us kneel before the LORD our Maker.

For He is our God, and we are the people of His pasture, and the sheep of His hand. (Psalm 95:6-7)

**Jesus is the good _____ and I am His _____.
I can depend on Him! He takes care of me.**

Therefore there is now no condemnation for those who are in Christ Jesus. (Romans 8:1)

God does not _____ me, He _____ me!

Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. (Colossians 3:12-13, ESV)

God has _____ me and so I also forgive _____.

Or do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? For you were bought at a price; therefore glorify God in your body and in your spirit, which are God's. (1 Corinthians 6:19-20)

To honor God, I _____ my body which _____ to Him!

Resist the devil and he will flee from you. Draw near to God and He will draw near to you. (James 4:7b-8a)

I draw _____ to God, but I _____ from evil!

Let all those who seek You rejoice and be glad in You; let such as love Your salvation say continually, "The LORD be magnified!" But I am poor and needy; yet the LORD thinks upon me. You are my help and my deliverer; do not delay, O my God. (Psalm 40:16-17)

I call on _____, who _____ about me!

Affirmations of My Identity in Christ

And this is His commandment: that we should believe on the name of His Son Jesus Christ and love one another, as He gave us commandment. (1 John 3:23)

I am saved when I trust in Christ!

Behold what manner of love the Father has bestowed on us, that we should be called children of God! (1 John 3:1a)

I will be a Father to you, and you shall be My sons and daughters, says the LORD Almighty. (2 Corinthians 6:18)

I am a beloved son or daughter of the Most High God; He is my Father!

I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well. (Psalm 139:14)

God made my body. I am fearfully and wonderfully made!

No longer do I call you servants, for a servant does not know what his master is doing; but I have called you friends, for all things that I heard from My Father I have made known to you. (John 15:15)

Jesus is my friend! I am His friend.

I am the good shepherd. The good shepherd lays down his life for the sheep. (John 10:11)

Oh come, let us worship and bow down; let us kneel before the LORD our Maker.

For He is our God, and we are the people of His pasture, and the sheep of His hand. (Psalm 95:6-7)

**Jesus is the good shepherd and I am His lamb.
I can depend on Him! He takes care of me.**

Therefore there is now no condemnation for those who are in Christ Jesus. (Romans 8:1)

God does not condemn me, He loves me!

*Put on then, as God's chosen ones, holy and beloved,
compassionate hearts,
kindness, humility, meekness, and patience, bearing with one
another and,
if one has a complaint against another, forgiving each other;
as the Lord has forgiven you,
so you also must forgive. (Colossians 3:12-13, ESV)*

God has forgiven me and so I also forgive others.

*Or do you not know that your body is the temple of the Holy Spirit
who is in you,
whom you have from God, and you are not your own?
For you were bought at a price;
therefore glorify God in your body and in your spirit,
which are God's. (1 Corinthians 6:19-20)*

To honor God, I protect my body which belongs to Him!

*Resist the devil and he will flee from you.
Draw near to God and He will draw near to you. (James 4:7b-8a)*

I draw close to God, but I run away from evil!

*Let all those who seek You rejoice and be glad in You;
let such as love Your salvation say continually, "The LORD be
magnified!"
But I am poor and needy; yet the LORD thinks upon me. You are my
help and my deliverer;
do not delay, O my God. (Psalm 40:16-17)*

I call on the Lord, who thinks about me!

Can You Follow Directions?

1. Read this entire list carefully before doing anything else.
2. Put your name in the upper right-hand corner.
3. Write the word "name" and circle it.
4. Draw five small squares in the upper left-hand corner.
5. Put an "X" in each square.
6. Sign your name under the title of this paper.
7. Write sentence number seven above and put a circle completely around it.
8. Put an "X" in the lower left-hand corner of the page.
9. Draw a triangle around the word "corner."
10. On the back of the paper, add 75 and 13.
11. Stand up and sit down again.
12. Loudly call out your first name (for motivation) when you get this far.
13. If you think you have carefully followed directions to this point call out, "I have" (for self-affirmation).
14. On the reverse side of the paper, subtract 12 from 69.
15. Count backwards to yourself from 10 to 1.
16. Say in a loud voice, "I am a leader in following directions."
17. Circle all of the even numbers in this list on the page.
18. Call out, "I am nearly finished and I have followed directions."
19. Now that you have finished reading the entire page, do only sentence number two.

Daily Schedule:

(Child's Name)

I wake up at _____ a.m. in the morning.

I eat _____ for breakfast.

I go to _____ in the morning.

Write out other activities for the rest of the day:

For: _____

(Child's Name)

Patterns for Safer Living:

1. Check with parents or caregiver before going anywhere with anyone.
2. Use the buddy system when away from parents or caregiver.
3. Make sure parents or caregiver know where you are at all times.
4. Do not go with people you do not know.
- 5.
- 6.
- 7.
- 8.
- 9.

It is OK to Say “NO!”



Write the word “**NO**” on the sign and take it home.



For Red Light Situations:

You, _____, have permission to say “**NO**” when you think
(Child’s Name)

something does not feel right!!

What does it mean to trust someone?

Trust is being able to rely on someone and have belief in the good character (goodness) of that person. We trust someone when the person has high morals, and is honorable and dependable in action. A trustworthy person will be honest, keep promises, and they will not lie. A person you trust will treat you well, protect you, and not harm you. Trust involves confidence, openness, and no secrets. Trust is not an automatic response; trust builds and grows over time.

Do you know a person you can trust?

(Name)

Relationship: (circle best answer) father, mother, sister, brother, aunt, uncle, cousin, step-parent, someone you live with, teacher, or friend.

Why do you think you can trust this person?

Do you know a person you can trust?

(Name)

Relationship: (circle best answer) father, mother, sister, brother, aunt, uncle, cousin, step-parent, someone you live with, teacher, or friend.

Why do you think you can trust this person?

Safety Points Checklist

1. Tell your parents or caregivers before you go anywhere with anyone.
2. Know your full name, parents' or caregivers' name, address, and phone number.
3. Take a friend or buddy when you go places or play outside.
4. Say "NO" if someone tries to touch your "Red light" areas or tries to take you somewhere alone. Scream, yell, and run away from the person.
5. Tell a trusted adult if someone makes you feel scared, uncomfortable, or has touched your "red light" areas.

I Need to Know

My name:

My parents' or caregivers'
names:

My address where I live:

My phone number:

Who I am in Christ:

Help children memorize their information



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