

A Teacher's Manual on Child Sexual Abuse

# **Teaching Children To Be Safe**



**PUBLISHED BY**

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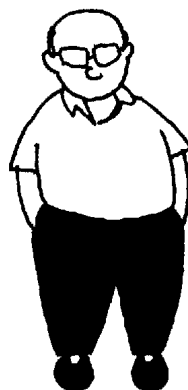
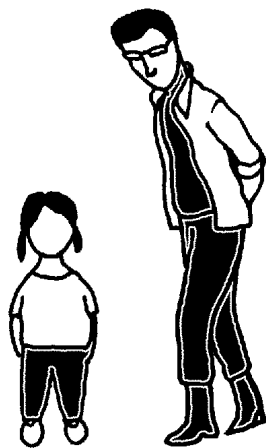
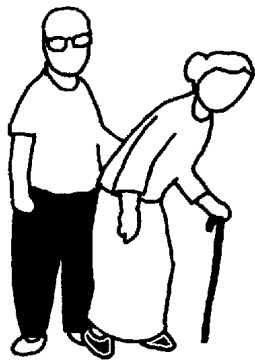
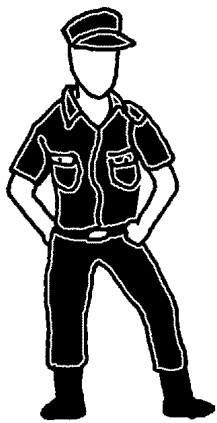
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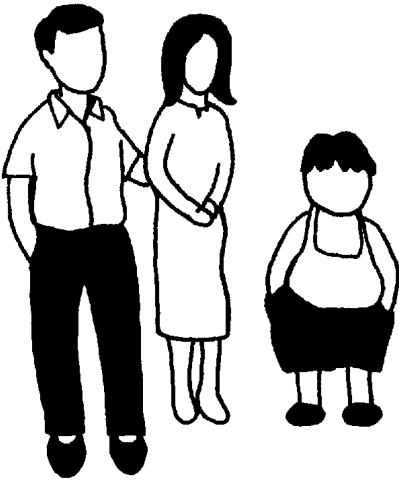
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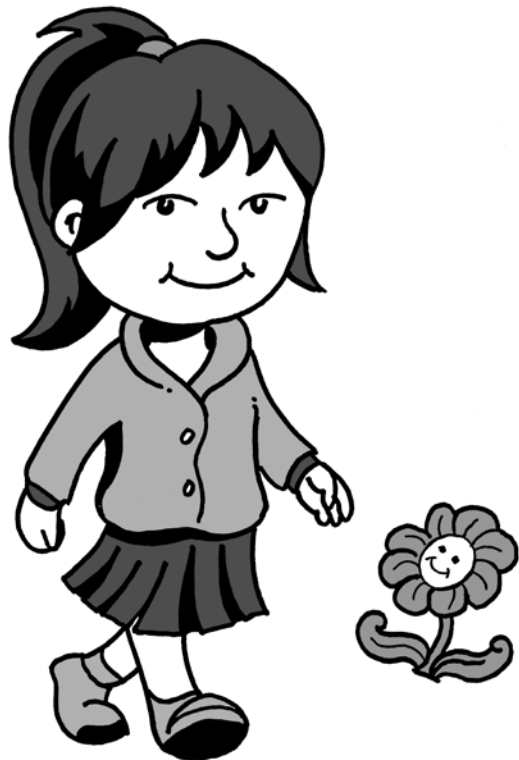
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**“A child is like a piece of paper on which every passer-by leaves a mark”.**

*Ancient Proverb*



# Acknowledgements

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# Introduction

Women's Centre for Change (WCC), Penang was set-up in 1985 to help women and children in crisis. While providing support and assistance to women and children who are victims of violence, WCC became concerned about the number of reported cases of incest and rape involving children. WCC's experience and research elsewhere indicates that a large number of cases of child sexual abuse are not reported, and therefore many of these children would not have received help.

WCC believes that our schools and parents can help children to protect themselves. They have to be pro-active and teach children to be aware of their own safety, to say NO to sexual abuse, to know who they can go to for help and to teach them to respect others so that they will not become abusers themselves. The schools, through their teachers, can play a very important role in teaching children about protecting themselves from child sexual abuse.

## The role of teachers

Teachers are in the best position to recognise and respond to an abused child. Outside the home, no one interacts with children more consistently and over a longer period of time, than teachers. Teachers have an important role in identifying and helping a child in need.

There are three steps to a child's safety:

- Identification
- Investigation
- Intervention

Teachers can help to identify cases of child sexual abuse. They are not required or expected to investigate or intervene, but rather to set the investigation process in motion. In a very real sense, teachers are the first line of defence in the prevention of child abuse. Educators can make themselves aware of indicators of abuse and reporting procedures. They can also use prevention materials in the classroom curriculum.

## Who is this manual for?

This training manual has been specially developed for primary school teachers. It is aimed at creating awareness and understanding amongst teachers about child sexual abuse and to encourage teachers to play an important role in teaching their students to protect themselves. It also gives information on relevant agencies in Penang that are handling child sexual abuse cases.



## What is the manual about?

This manual provides teachers with information on how to teach personal safety skills to children and to be more sensitive to those who have suffered such abuse. They will learn a variety of strategies to help children become more assertive over their personal safety. Teachers will also learn the importance of listening to children and be equipped with avenues for help should the need arise.

## How to use this manual

This manual is divided into three major parts:

1. The Problem
2. Prevention
3. Group Dynamics

### 1. The Problem

This section gives an insight into the problem of child sexual abuse. It will give teachers basic information on child sexual abuse so that teachers can identify victims of child sexual abuse. The topics in this section include:

- Introduction to child sexual abuse
- Myths and realities of child sexual abuse
- Identifying a sexually abused child
- Disclosure
- After disclosure



## 2. Prevention

This section provides tips on basic personal safety and suggests ways to talk to children about personal safety in a sensitive, yet fun way. The major part of this section deals with how teachers can incorporate personal safety lessons into the present primary school curriculum. The topics covered are:

- Basic personal safety skills to teach children
- How to talk to children about personal safety
- Tips for teaching personal safety skills
- Suggestions on incorporating personal safety lessons into the primary school curriculum

## 3. Group Dynamics

This section introduces teachers to fun games and activities that can be used to teach children personal safety. The aim of this section is to encourage teachers to break away from formal classroom teaching to informal and creative ways of approaching the issue. Other than the suggestions given below, teachers can also create their own games and activities to teach personal safety. Some of the activities and games suggested are:

- Board game - snakes and ladders
- Puppetry
- Role play situations
- Fun activities
- Music, song and movement
- Story-telling

Teachers using this manual are encouraged to read Part I of the manual to gain some basic knowledge of child sexual abuse before venturing into Part II and Part III. Having acquired this basic knowledge, teachers will be more confident when conducting personal safety lessons. They will be able to identify signs of sexual abuse, know what to do and where to go for help.



**This manual is not intended to be an in-depth study of child sexual abuse. It is a practical approach to helping children in our schools.**

**Please note that in this book the word “she/her” can be used for both a male or a female child.**



# **Part I**

## **THE PROBLEM**

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## What is child sexual abuse?

Child sexual abuse is the exploitation of a child for the sexual gratification of an adult or any significantly older person.

It is called incest if sexual intercourse occurs between family members i.e., those whom the child cannot marry according to the law (father, grandparent, uncle, cousin, sibling).

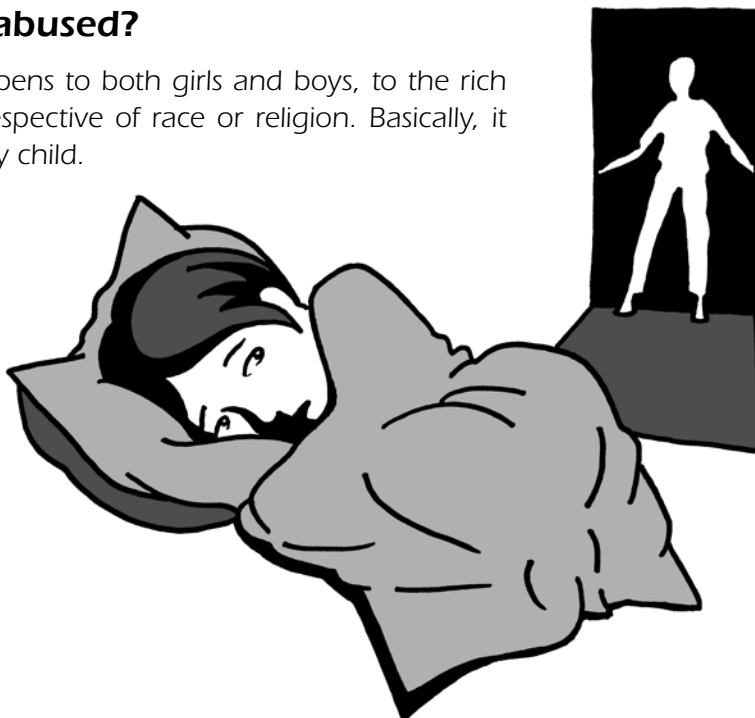
## What is not child sexual abuse?

Child sexual abuse should not be confused with physical contact between an adult and a child that are positive expressions of love and affection.

Responsible adults limit their physical exchanges with a child, respect the child and at the same time, maintain a warm, healthy, affectionate relationship.

## Who can be abused?

Sexual abuse happens to both girls and boys, to the rich and the poor, irrespective of race or religion. Basically, it can happen to any child.



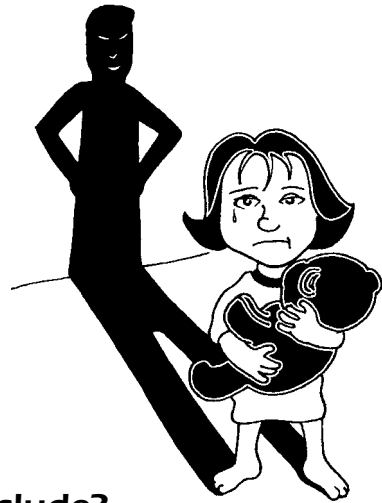
## Who abuses children?

The familiar images of “perverts”, “molesters” and “dirty old men” are not accurate portraits of the majority of people responsible for the sexual abuse of children.

The offender, at least in reported cases, is almost always male. He may be professionally successful and socially prominent or he may be a person of low income or poor education.

The offender appears perfectly normal to those who know him. The offender is frequently a family member i.e.:

- A father
- A stepfather
- An older brother
- An uncle
- A cousin
- A grandfather



## What does child sexual abuse include?

Child sexual abuse covers a wide range of behaviours, including:

### Non-physical:

- Verbal stimulation
- Obscene phone calls
- Exposure
- Voyeurism
- Showing a child pornographic pictures or films

### Physical:

- Fondling children's private parts
- Oral intercourse or attempted oral intercourse
- Vaginal or anal intercourse or attempted intercourse
- Exploitation of children through prostitution and/or child pornography

# Myth and Reality about child sexual abuse

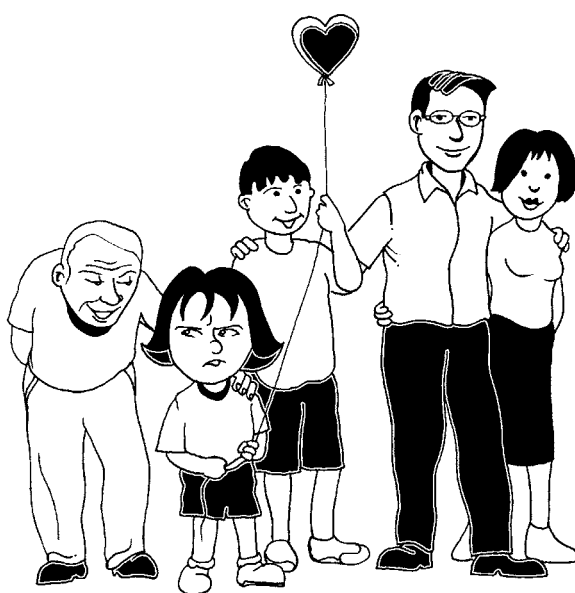
We often hear stories about child sexual abuse. It seems to happen to other people's children or in some other school and there are numerous descriptions of the offender, nearly always portrayed as ugly, dirty and monstrous. Here, we will attempt to dispel the myths and give you the facts.

Myth	Reality
<i>Sexual abuse normally happens to someone else but not your own child.</i>	<p><b>Victims can come from any socioeconomic age, class, sex and religion.</b></p> <p>According to the parliamentary statistics, in 2017, out of the total number of 1,951 reported cases, 28% of the rape victims are children between the age of 16 to 18 years old, 48% are between 10 to 15 years old, 3% are below 10 years old while only 20% are above 18 years. This means 80% of rape victims are children.</p>
<i>Sexual abusers are evil-looking strangers and not known to victims.</i>	<p><b>Most offenders are known to their victims (i.e. relatives, neighbours, etc.)</b></p> <p>According to the Parliamentary statistics, in 2015, 85% of the perpetrators are known to the rape victims.</p>
<i>Child sexual abuse usually involves violence.</i>	<p><b>Violence is seldom used in child sexual abuse.</b></p> <p>Many offenders will build and gain a child's trust before taking advantage of her. They can also manipulate a child into accepting the situation of abuse.</p>

<p><i>Children lie about sexual abuse or imagine it happened.</i></p>	<p><b>It is extremely rare for a child to lie about such things.</b></p> <p>More often, a child may withdraw or minimise a previous disclosure out of panic or discomfort or family pressure.</p> <p>Very young children with inappropriate sexual knowledge must have gained that knowledge from somewhere, and most probably from first-hand experience.</p>
<p><i>Child molesters are usually homosexuals.</i></p>	<p><b>A very small percentage of child molesters are homosexuals.</b></p> <p>The vast majority of molesters consider themselves heterosexuals and are probably in an on-going physical relationship with an adult.</p>
<p><i>If penetration did not occur then nothing really happened.</i></p>	<p><b>An incomplete sexual assault is just as traumatic as a complete one.</b></p> <p>The feelings of powerlessness, degradation, anger, guilt, shame and confusion can be felt whenever abuse takes place.</p>
<p><i>Offenders can be trusted if they promise never to do it again.</i></p>	<p><b>It is unlikely an offender will stop without help.</b></p> <p>Past theory held that incestuous offenders tended to restrict their abuse to the family. Current research however indicates that many incestuous offenders do approach victims beyond family boundaries. Therefore, they should be made to seek professional help.</p>

<i>If something “like that” is going on, mother always knows.</i>	<p><b>Many mothers have no idea, yet often blame themselves for not knowing after disclosure is made.</b></p> <p>Sometimes women who were victims themselves may accept the abuse as a regrettable part of childhood and not raise alarm.</p>
<i>Anyone who would molest a child has got to be a monster.</i>	<p><b>Offenders look, and for the most part, act just like non-offenders. That is how they manage to carry on the abuse.</b></p> <p>Research have found that the offenders were not those with a history of crime or violence. Instead, they were found to be law-abiding and hard-working people.</p>
<i>A child who has been sexually abused will tell someone.</i>	<p><b>Many children keep quiet about sexual abuse which happened to them.</b></p> <p>Offenders often give gifts or use threats to convince a child that no one would believe her if she told.</p> <p>Normally, children are taught to obey the elders without question and thus become innocent and silent victims of sexual abuse.</p>





# Identifying a sexually abused child

A child who is sexually abused will usually show signs or indicators of that abuse, be it overtly or in a more reserved manner. The following is a non-exhaustive list of possible physical, psychological and behavioural signs:

## Physical indicators


- Reddening/itching of genital or anus
- Painful or injured genitals or anus
- Pain in passing urine
- Vaginal or penile discharge
- Abdominal pains
- Venereal diseases (anal, oral, vaginal or external genital regions)
- Unexplained abdominal pain, sore throat, other psychosomatic symptoms
- Pregnancy



## Psychological indicators

Depression manifesting in complaints such as:

- Headache
- Stomach-ache
- Chest complaints
- Fatigue
- Insomnia
- Fainting spells
- Tearfulness
- Hysteria
- Irrational fears
- Lack of concentration
- Loss of appetite
- Poor self-esteem



**Some of these indicators, by themselves, may not signify that child sexual abuse is occurring. However, patterns or a combination of indicators should give you cause for concern and a reason to question whether child sexual abuse is occurring.**

## Behavioural indicators

- Clinging behaviour / fear of going home, fear of a particular person
- Withdrawal into a fantasy world
- Infantile behaviour
- Thumb-sucking
- Bed-wetting inappropriate for age
- Poor school performance
- Running away
- Alcohol and drug abuse
- Suicide attempts
- Depression
- Poor peer relationships
- Nightmares, fear of going to bed, sleepwalking, needing bed light on
- Excessive rubbing of the genital area (their own or others)
- Sexual knowledge and activities inappropriate for age.
- Unwilling to change for Physical Education lessons (P.E.) or take part in P.E.
- Irritability, excessive anger, acting up
- Distrust people who are nice
- Fear of touch, recoil from affection
- Change in personal hygiene (infrequent or excessive bathing)



## Family indicators of child sexual abuse

Often, the history or even the on-going dynamics within the family can indicate problems. These can include:

- Previous occurrence of child sexual abuse
- Other types of violence in the home
- Families dominated by rigid role structure (paternal dominance or abused, passive mother)
- Excessive interest in daughter's activities (with boyfriends, other peer relationships etc.)
- Extreme over-protectiveness towards the child
- One parent absent (through chronic illness, depression, divorce, separation, illness etc.)
- Parents have unrealistic or inappropriate expectations of child
- Alcoholism within the family

# Disclosure: Signals from sexually abused children

Children may disclose sexual abuse in a variety of ways. They may come to you in private, and tell you directly and specifically what is going on. Unfortunately, this is one of the less common ways of disclosure by children victims. More common ways include:

## Indirect hints

*“Abang Joe wouldn’t let me sleep last night.”*

*“Pakcik wears funny underwear.”*

A child may talk in these terms because she has not learnt more specific vocabulary, feels too ashamed or embarrassed to talk about it directly, has promised not to tell or a combination of these reasons.

Gently encourage the child to be more specific, within the limits of her vocabulary.

## Disguised disclosure

*“I know someone who is being touched in a bad way.”*

*“What would happen if a girl told her mother she was being raped but her mother did not believe her?”*

Encourage the child to tell you what she knows about the “other child”. It is probable that the child will eventually tell you whom she is talking about.

## Conditional disclosure

*"I have a problem but if I tell you about it you have to promise not to tell anyone else."*

Most children are all too aware that some negative consequences will result if they break the secret of abuse. Often the offender uses the threat of these consequences to force the child to remain silent.

Let the child know you want to help her and that the law requires you to make a report if a child discloses abuse.

Assure the child you will respect her need for confidentiality by not discussing the abuse with anyone other than those directly involved with the legal process.



**Remember! Your role is not to investigate the situation. It is your responsibility to report the abuse, set in motion the process of getting help for the child and be supportive of the child.**

## Responding to disclosure

- Find a private place to talk with the child.
- Stay calm and confident. Do not panic or express shock.
- Do not play saviour.
- Do not make assumptions about how the child feels.
- Get straight to the point. Be open and honest.
- Be specific and say positive statements.
- Express your belief that the child is telling the truth.
- Use the child's vocabulary.
- Render support, comfort and listen actively.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her fault, that she is not a bad child.
- Determine the child's immediate need for safety.
- Reassure her that she is safe and will be protected from further abuse.
- Do not promise not to tell.
- Tell the child exactly what to expect; if you do not know, say so, but let the child know she can expect to be supported and helped by you.
- Do not deal with the abuser yourself.
- Do not take on a parental role but involve them in the intervention process.
- Render support to the child's parents and encourage them to give the child support too.

- Encourage the child to resume a normal life while allowing the child to talk about the abuse whenever she wishes.
- Report to the proper authorities.

If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson. Afterwards, find a place where you can talk with the child alone.



**Confidentiality is very important. The identity of the child should not be revealed unnecessarily so as to protect the child from further trauma. Only those teachers directly involved in handling child sexual abuse cases in schools need to be informed.**



# After disclosure: how we can help the child

Life after disclosure can be very difficult for a child. Disclosure introduces a child to many new systems outside the family – police, lawyers, counsellors. After disclosure, a child encounters new and unfamiliar situations such as meeting with unfamiliar adults, playing with different toys, talking to strangers and being restricted from seeing a person she loves and misses.

The child may feel “damaged” or “ruined” by the abuser and may think that this damage can be seen by others. Children who have experienced sexual abuse often feel different from other children. They feel many different (and often overwhelming) emotions, including:

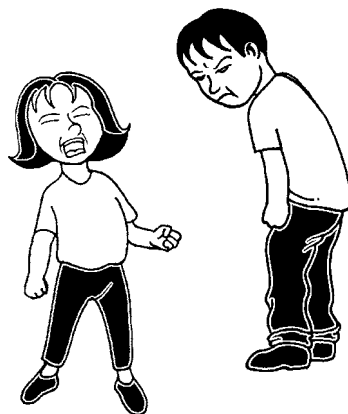
## Fear

- of the abuser
- of causing trouble
- of losing adults important to them
- of being taken away from home
- of being “different”



## Anger

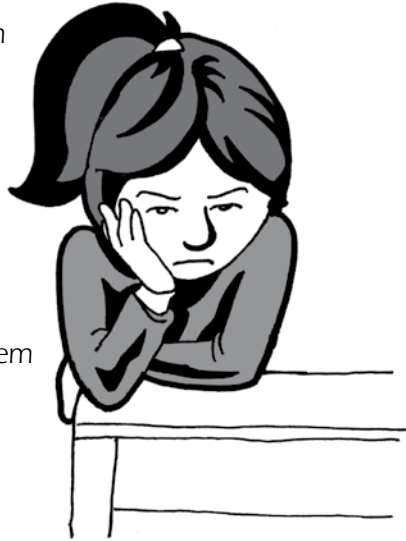
- at the abuser
- at other adults around them who did not protect them
- at themselves (feeling as if they have caused trouble)





## Isolation

- because something is wrong with them
- because they feel alone in their experience
- because they have trouble talking about the abuse



## Sadness

- about having something taken from them
- about losing a part of themselves
- about growing up too fast
- about being betrayed by someone they trust

## Guilt

- for not being able to stop the abuse
- for believing they “consented” to the abuse
- for keeping the secret

## Shame

- about being involved in the experience
- about their bodies’ response to the abuse

## Confusion

- because they may still love the abuser
- because their feelings change all the time



**Very often an adult will make matters worse by treating the child differently after disclosure.**

Very often these feelings of “being different” emerge in behavioral changes exhibited by the child. Children showing the following behavior may need help to resolve their feelings of impairment and responsibility:

- Fantasising: believing they are outwardly, visibly changed, for instance, thinking they are pregnant.
- Drawing themselves without body parts especially parts that were violated.
- Displaying poor body image.
- Expressing concern about not growing up to be “normal”.
- Believing they are “not as good as before”.
- Describing themselves as “ugly”.
- Expressing guilt after disclosure, feeling themselves to be at fault as a result of disclosure.

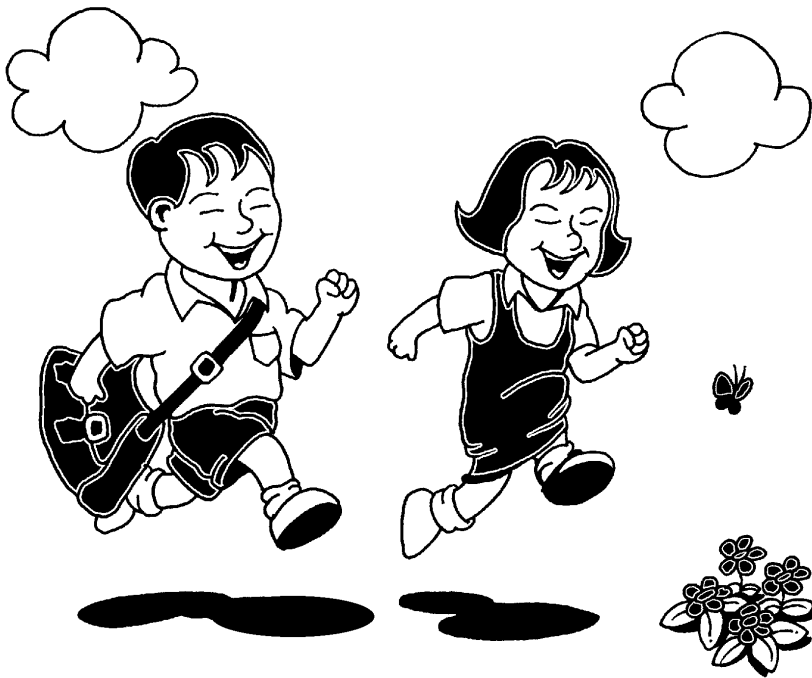


## Helping the child after disclosure

Here are some suggestions on how we can help a sexually abused child:

- Treat the child as a child.
- Do not expect the child to appear “changed”. Any problems that existed before the disclosure will often continue.
- Children need to be with children. They need to play together. Encourage the child to be with other children. Group involvement is important.
- Tell the child that what happened is not her fault. This will help the child build her self-esteem.
- By telling the child, ‘you shouldn’t feel guilty’, may sometimes reinforce the child’s increased helplessness, feeling of powerlessness and discourage verbalisation of inner thoughts and feelings. This is called “Absolve-Complex”. Acknowledge the child’s feeling of guilt. Remind the child that what happened is not her fault. This is an empowering process in which the intervener can help the child focus and change feelings of guilt.

- School is important to the treatment process. Try not to resent the disruptions caused by the child. The child may have difficulties getting along with other children and adults, their concentration level may be poor and the ability to complete tasks slow. It takes time to treat victim syndrome.
- Boost the child's self-esteem through concrete, achievable activities which they will be able to succeed.
- Have further talks with the child at the child's initiation. Let her know that she can always talk to you about things that trouble her.
- Let the child know what to do, should another incident of sexual abuse occur.



# How to report child sexual abuse

When a child is suspected of being sexually abused, she should be taken to one of the following helping agencies:

- Government Hospital
- Social Welfare Department
- Police

This chapter will attempt to give an idea of what happens to a sexually abused child when she is taken to these agencies.



## Government Hospital

Every government hospital has a Suspected Child Abuse and Neglect (SCAN) Team which oversees child sexual abuse cases. It comprises paediatricians, gynaecologists, medical social workers, psychiatrists, as well as, doctors and nurses from the One Stop Crisis Centre (OSCC) of the Emergency and Trauma Department.

1. The child is registered with the front desk at the Emergency & Trauma Department in the government hospital. The guardian/social welfare child protector will have to make a police report at the police counter at the front desk. The police investigating officer will accompany the child for the medical examination at the OSCC.
2. At the OSCC, the child is first treated for any bruising or existing injuries.
3. A gynaecologist will be called to the OSCC to conduct a medical examination to ascertain whether sexual abuse has occurred. The gynaecologist will conduct the following tests on the child:
  - The doctor makes a note of her mental state, whether there are signs of shock, anxiety, or distress.
  - Physical development in respect to age is noted.
  - Careful examination of the body for injuries, especially on the breast and back.

- Examination of thighs and genital area, especially for blood stains, seminal stains or foreign matter. Finger nail clippings are taken for evidence of blood, hair and tissue under the nails.
  - If the child came in her original clothes, these clothes are carefully inspected, collected and sent to the police chemist for further analysis.
  - Genital examination, to see if the hymen has injury.
  - Check for abnormal discharge and to ascertain if infection occurred during intercourse.
  - If the child is suspected to be pregnant then a pregnancy test is done.
4. After the examination, if there is suspicion or confirmation of sexual abuse, the child will be warded at the Paediatric Ward if she is below 12 years of age. If the child is older, she will be at either the obstetrics and gynaecology ward (if the child is a girl) or the surgical ward (if the child is a boy).
  5. Once the child is in the ward, the medical social worker informs the district Welfare Officer to begin initial interviews with the child, parents/ guardian and doctors in charge of the case.
  6. While the child is in the hospital, she will receive medical attention and counselling. When the child is ready to go home, the medical social worker together with the district Welfare Officer are responsible for ensuring the child is placed in a safe environment.

**Social Welfare Department (Jabatan Kebajikan Masyarakat)**

1. The role of the Child Protector in the Social Welfare Department (JKM) is to ensure the safety and well being of the child.
2. When JKM receives a report of child sexual abuse from the hospital, the Child Protector will go to the hospital to visit the child. If however, a child is brought to the Social Welfare Department with a complaint of sexual abuse, the Child Protector will take the child to a government hospital for medical attention or get the parents to immediately send the child to a government hospital.
3. At the hospital, medical investigations are conducted to ascertain whether or not the child has been sexually abused.
4. If the medical report confirms that the child has been sexually abused, a police report will be lodged by the Child Protector, the parents or the hospital authorities.
5. The Child Protector will conduct an investigation. S/he interviews the child, parents, relatives, the child's teacher (if the victim is schooling) and any other persons related to the incident.
6. If the child is found to be in danger in her own home (i.e., living with the offender), the Child Protector will bring his/her report to a Magistrate at the Children's Court. The court will order the Child Protector to place the child in a safe environment i.e., with close family relatives or if there are no other options, in a welfare home for the child's safety.
7. Depending on the court order issued, the Child Protector will conduct regular visits (either at the victim's own house or at a safe place) to monitor the well-being and progress of the child. Where necessary, the Child Protector will refer the victim and family to see a counsellor at the district JKM.

## Police Department

1. The role of the police is to investigate the complaint and collect evidence for the prosecution of the suspect.
2. A child who has been abused or suspected of being abused will be brought by her mother/father/guardian or a trusted adult (relative, teacher) to the police station to lodge a police report.
3. An Investigating Police Officer (IO) will then be assigned to take on the case for further investigation, which includes taking statements from the complainant and taking the child concerned to the One Stop Crisis Centre (OSCC) at the Emergency and Trauma Department of the government hospital.
4. While the child is in the hospital, the IO will continue with the investigation and take statements from everyone involved, including the suspect.
5. Sometimes, the suspect will be held in remand or the lock-up while the investigation takes place.
6. Once the investigation is completed, the IO will submit a report to the Deputy Public Prosecutor (DPP) who will then determine whether the case can be brought to court.
7. If there is sufficient evidence, the suspect will be charged in court. Otherwise, the suspect will be released.

## FACTS REQUIRED IN A POLICE REPORT

<b>WHAT</b>	What is the incident of abuse?
<b>WHEN</b>	When did it occur?
<b>WHERE</b>	Where did it happen – location, name of town, village, road, house number?
<b>WHO</b>	Who was involved, the identity or description of suspect or witness.
<b>HOW</b>	How did it happen?
<b>EFFECT</b>	Damages, losses or any injury sustained.



**A police report can be lodged at any police station regardless of whether the incident occurred in/outside the jurisdiction of the police station.**





## **Part II**

# **PREVENTION**

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## What to tell children

Children can be taught to love and respect their own bodies, and that there are certain rules as to what adults can do to them. It is also important to emphasise that there are right and wrong touches and that, often, we are able to judge whether something is right or wrong by trusting our feelings and listening to our inner voice.

The following are basic principles that a child can be taught:

1. A child's body is special and belongs specifically to her.
2. She has the right to control who touches her and how. No one has the right to touch her private parts without her permission. Grown-up doctors or nurses can touch her private parts for medical or health reasons.
3. Trust her feelings about people and touches. Listen to her inner voice.
4. She has a right to say "No" to anybody that hurts, frightens or confuses her even if the grown-up is someone she respects or trusts. Teach her how to say "No" like she means it.



5. She has a right to ask questions about puzzling adult behaviour and have them taken seriously.



6. Secrets that make her feel bad, scared or confused should be told. If anybody wants her to keep a secret about touching or about anything that makes her feel uncomfortable, she should tell a grown-up right away.

7. If the person she tells doesn't seem to believe her, she should tell somebody else and keep doing so until she gets help.
8. If anybody touches her in a way that makes her feel uncomfortable, or says anything to her that makes her feel bad or scared, or wants to show her something or makes her do something she does not want to do, remind her that it is not her fault. Get away as quickly as she can, and tell a grown-up right away.



# Teaching children personal safety skills

A personal safety lesson would be more effective if teachers prepare it in advance. Below is a brief checklist on what to do before conducting a personal safety lesson.

## You know your students best

- Use teaching methods that work for your class, e.g., story-telling, games, etc.

## Choose an appropriate time

- Avoid teaching the programme just before weekends, holidays or vacations in case the students have further questions to ask.
- Schedule your presentation before a free period such as lunch or recess, so that students will have an opportunity to talk to you privately.

## Teaching environment

- Set the tone for sharing and listening – perhaps by sitting on the floor or arranging the desks in a circle.
- Acknowledge possible embarrassment. Share that “many people are uncomfortable discussing sexual issues and that is OK. However, the only way we can stop sexual abuse is to talk about it.”
- Expect some questions that you may not be able to answer. Be prepared to say “I don’t know,” “What do you think?” “I will find that out for you.” These are all appropriate responses.



## Observe your students' reactions

- During the personal safety lesson, pay particular attention to students who act out, avoid eye contact, become ill in the middle of the class, ignore the subject, or ask specific questions or give specific answers indicating more knowledge of the topic than the other students. You may want to speak to these students privately.
- On the other hand, there could be other reasons for their behaviour than possible abuse.
- Clarify all terms that may be unfamiliar to your students.



**Do not try to feed students with answers. Allow them to take their time to think, answer and ask questions.**

## Tips when teaching personal safety skills

### Teach Assertive Skills

Teach children assertiveness and problem-solving skills. Give children opportunities to practise refusal skills one to one and then as a group. A loud “NO” can be very effective and empowering.

### Stress the Positive

Build children's self-esteem with specific praise.

Help children to believe in themselves and to trust their feelings. Confident children are more capable of resisting abuse.

Avoid using the term “bad” in association with touches. In the counselling field we have discovered that some children may identify sexual touches as “bad”. Rather, use terms such as “OK” and “Not OK”, “Safe”, “Unsafe”, “Uncomfortable”, “Confusing”.

Try to balance discussion of “Not OK” or confusing touches by closing sessions with sharing of “OK” or nurturing touches.

Be as creative as you want, and have fun in teaching the personal safety lessons.

## Feelings

It is important to help children identify feelings and to explain to them that by listening to their feelings they will be able to know if something is not right. Here are some notes on how you can approach the topic.

## Discussion

Feelings are very good warning signals that tell us when something is right or not right. We should learn to trust that warning signal (our feelings).

When we feel scared, uneasy or anxious it is a warning sign that tells us that something is not right. Example:

- When we see a snake on the road, we feel scared. That is a warning signal that tells us that something is not right.

When we feel happy and relaxed, it is a signal to tell us that everything is all right. Example:

- When mommy gives you a good-night hug you feel happy and comfortable. That is a signal that tells you everything is all right.



**It is important to tell your students that whenever their feelings tell them that something is not right, they should immediately tell a trusted adult.**

# How to talk to children about personal safety skills

Parents, teachers and other caring adults often teach children safety rules when cycling, swimming or crossing roads. Children do not become fearful of the bicycle, swimming pools or roads as a result of such teachings. Teaching personal safety skills can be approached in the same straight-forward, matter-of-fact manner. Ideas for talking with children about personal safety skills are as follows:

## **Include personal safety rules when you talk about other types of safety.**

*“If you are touched by an older person in a way that you don’t feel right, tell me or someone you trust about it. We will believe you and help you”.*

## **Repeat simple safety guidelines often:**

*“We don’t keep secrets about touching”.*

*“Grown-ups don’t usually need to touch children in private areas unless it is for health or hygiene reasons”.*

*“Never go away or get in a car with a grown-up you don’t know, no matter what they tell you”.*

*“Trust your inner-voice (instinct, judgement) if it’s telling you something doesn’t seem right”.*

## **Play “What if” to practise decision-making**

*“What if you were playing and a man or woman tries to make you get in their car?”*

*“What if you and I got separated in a shopping mall?”*

*“What if someone you know well touches you in a confusing way and asks you to keep it a secret?”*

*“What if an older person offers you money (or something you really want)? Would you break safety rules about touching?”*

## **Help children develop assertiveness skills. Practise responding verbally:**

*“NO!”*

*“I don’t like that!”*

*“Leave me alone”.*

*“I am not allowed to do that.”*

*“I won’t do this”.*

## **Practise responding non-verbally:**

Taking someone’s hand off them; running away; moving away; standing tall, shoulders back; looking at the person in the eye; shaking the head etc.



# Incorporating personal safety lessons into the primary school curriculum

Here are some ideas on how to incorporate personal safety lessons into the primary school curriculum.

The examples given are for the Primary One, Primary Two and Primary Three only. Teachers who are teaching Primary Four, Primary Five and Primary Six can use the information given in this chapter as a guideline to come up with their own methods to teach their students personal safety skills.

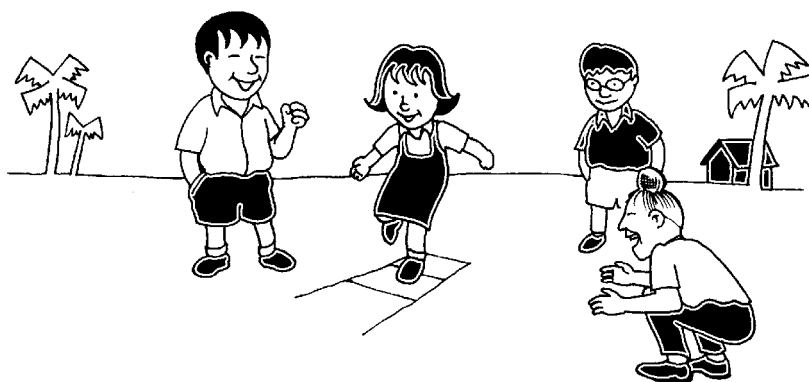
Four major subjects have been identified:

1. Physical and Health Education
2. Languages (Bahasa Malaysia & English)
3. Moral
4. Art

Teachers can teach their students personal safety skills in creative ways by using games and fun activities. Some examples of games and fun activities that teachers can use in their lessons can be found in Part III.



**We encourage teachers to come up with their own fun activities and games.**



## Subject: Physical & Health Education

In this subject the following have been identified as possible units to incorporate safety lessons:

1. Movement and Reaction
2. Personal Safety
3. Safety at Home
4. Safety at School
5. Our Body and Senses/Taking Care of My Body

### 1. Movements and Reactions

This unit can be used to teach children how to react physically when in danger. Teach children to use their bodies and voices to fight off anyone touching them in an unsafe, confusing or exploitative way.

Below are examples of how you can incorporate personal safety skills into your lessons:

Show children pictures with touching activities (OK and Not OK) or ask children to act out a scene that requires touching. Examples:

- Mummy gives you a hug (OK touch)
- Your brother tries to put his hands into your pants (Not OK touch)



Discuss with children how they would feel and react if they were touched in such a way. Also discuss about their reactions/ actions.

At the end of the activity summarise discussions by repeating the personal safety steps discussed.

This type of activity will help the child to identify OK and Not OK touches and give them a chance to explore possible steps to get away from abusive situations. This will also help to build confidence in her abilities to handle dangerous situations.

See Part III – Games and Activities.

## 2. Personal Safety

Personal safety skills can be taught in this unit by discussing with children situations that can lead to sexual abuse and smart ways to avoid them. Discussions can be conducted by presenting situations that can lead to danger and safety steps that can be taken.

Situations that can lead to danger	Safety steps
<p><i>Talking to a stranger and giving out personal information like your name, address, where your parents work, home telephone number, etc.</i></p>	<ul style="list-style-type: none"> <li>▪ Do not to talk strangers.</li> <li>▪ Tell the person politely that you are not allowed to talk to strangers and walk away quickly.</li> <li>▪ Immediately tell a trusted adult.</li> </ul> <p>A stranger can easily manipulate this information to gain the child's trust and take the opportunity to exploit the child later on.</p>
<p><i>Being alone in dark and quiet places. Example - walking alone in dark alleys.</i></p>	<ul style="list-style-type: none"> <li>▪ Always walk in a group.</li> <li>▪ Avoid dark and lonely places.</li> <li>▪ Always tell a trusted adult where you are going and the route you will be taking.</li> <li>▪ Try to walk behind somebody else.</li> </ul>

<p><i>Someone touching you on parts of your body and making you feel uncomfortable</i></p> <p><i>See Part III - Games and Activities.</i></p>	<ul style="list-style-type: none"> <li>▪ Say “NO, I do not want to be touched!” loudly and assertively.</li> <li>▪ If this does not stop the touching, tell a trusted adult and ask her to help you to stop the touches.</li> <li>▪ If the person you tell to does not believe you, do not give up. Ask another person for help. Tell as many people as you can until someone helps you stop the touching.</li> </ul>
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### 3. Safety at Home

Teachers can use this unit to discuss with children the importance of being safe at home and to create awareness of home situations that can lead to sexual abuse.

This can be done by teaching children to identify dangerous situations and ways to avoid unsafe situations.

Below are examples of activities that can be done with children. Other than the examples given below, further activities can be found in the group dynamics section of this book, which is Part III Games and Activities.

Situations that may lead to sexual abuse	Preventive Measures
<p><i>Letting a stranger or a friend into the house when your parents are not at home.</i></p> <p><i>Giving personal information to a stranger or a friend who calls.</i></p>	<ul style="list-style-type: none"> <li>▪ Do not let a friend or a stranger into your home when your parents are not in.</li> <li>▪ Request that they come back when your parents are at home.</li> <li>▪ Do not give out personal information to a stranger or a friend.</li> <li>▪ Never tell a caller that you are alone at home.</li> <li>▪ Tell the caller that your parents are busy at the moment. Ask the caller to call back later.</li> </ul>
<p><i>Someone (family/ friend) is touching you or making you do something that makes you feel uncomfortable.</i></p>	<ul style="list-style-type: none"> <li>▪ Look straight into his eyes and say “NO” assertively and loudly.</li> <li>▪ Tell a trusted adult immediately. If the person you approach does not believe you, do not give up. Ask another person for help. Tell as many people as you can until someone helps you stop the touching.</li> </ul>

#### 4. Safety in School

Teachers can use this unit to reinforce some of the safety rules in school. Create awareness amongst children on the issue of safety in school and educate them on how to be safe.

Below are some safety rules in schools that can be discussed with children:

- Encourage children to walk in groups when in the school compound, especially when going to the toilet.
- Encourage children to tell a teacher immediately if she sees a stranger in the school compound.
- Discuss with children places that are safe and unsafe.
- Encourage children to tell a trusted adult immediately if they have a “touching problem.”

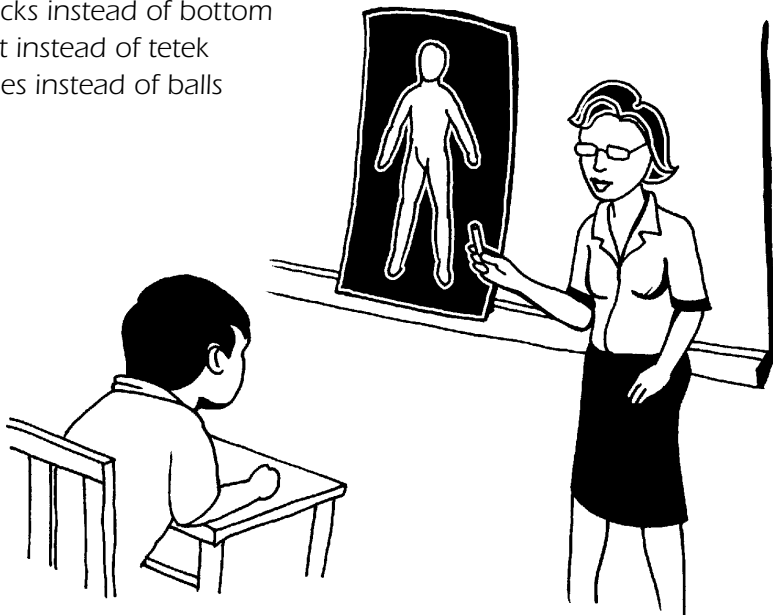
## 5. Our Body and Senses/Taking Care of My Body

One of the most important aspects of personal safety skills is to teach children about their bodies and help them to understand and respect their bodies and other people's bodies. This can be done through 2 units: Our Body and Senses and Taking Care of My Body.

Teachers can teach children to identify and use the correct words for body parts, especially the private parts. This is important because the knowledge and the ability to identify body parts will equip them with the vocabulary they need to relate accurately when sexual abuse happens.

Teach children to use the proper terms. Avoid using a slang or cute names. For example:

- penis instead of cuckoo bird/birdie
- vagina instead of pok-pok
- buttocks instead of bottom
- breast instead of tetek
- testicles instead of balls



Children should realise that their bodies belong to them and no one has the right to touch them unless they want to be touched.

Explain to children that there are certain parts of their bodies (breast, vagina and penis) that are special and should be taken care of. Other people are allowed to touch these parts only for health and/or hygiene reasons. For example:

- Doctor touches you to clean a wound – for a health reason.
- Mother changes her baby's napkin – for reasons of hygiene.

Remind children that they have a right to their bodies. If anyone touches them in a way that makes them feel uncomfortable, they must say “NO”. Encourage them to tell a trusted adult or a friend who can help them whenever they feel uncomfortable or confused about a touch.

To make your lessons more interesting, we suggest that you use a doll or the drawing of a human body. You can also use suggestions from the group dynamics section; for example: music, song and movements and fun activities.

*See Part III - Games and Activities.*

## **Subject: Languages - English/Bahasa Malaysia**

The following has been identified as possible ways to incorporate safety lessons:

- Greetings
- Personal Particulars
- Family Members
- My Body
- Giving Instructions

## 1. Greetings

Besides teaching children on giving 'salam'/ greetings, we encourage teachers to discuss with children on the dangers of talking to strangers, and how to react if a stranger approaches them.

Example:

Encourage children to discuss and practise their reactions for each situation given.

Situation	Reactions
<i>If a stranger approaches you and offers you a lift in his car.</i>	<ul style="list-style-type: none"> <li>▪ Say "NO" and walk away quickly.</li> <li>▪ Immediately tell a trusted adult.</li> </ul>
<i>If a stranger asks you to follow her to a certain place.</i>	<ul style="list-style-type: none"> <li>▪ Walk away from the place immediately.</li> <li>▪ Tell the stranger you are not allowed to follow anyone you do not know.</li> <li>▪ Immediately tell a trusted adult.</li> </ul>
<i>If a stranger asks your name, address, telephone number etc.</i>	<ul style="list-style-type: none"> <li>▪ Do not answer him.</li> <li>▪ Immediately walk away and tell a trusted adult quickly.</li> </ul>

Teachers can use interesting teaching methods such as role-play, puppetry and story-telling.

*See Part III - Games and Activities.*



## 2. Personal Particulars

Use this unit to explain to children the dangers of giving out personal information to strangers.

Example:

- Never tell a stranger your name, house telephone number, how many people live in the house, what time your mum and dad go to work or come home.
- If you are alone in the house and someone calls, never tell the caller that there is no one else in the house.
- Never let anyone into the house if you are alone. Ask the person to come back later.

At the end of the discussion, teachers are to do a summary discussion.

We encourage teachers to use fun activities such as story-telling and board games, to make their lessons more interesting.

## 3. Family Members

This unit can be used to teach children the role of each member of the family and to identify trusted adults in the family whom children can approach when they have a “touching problem”.

Teachers can use this unit to discuss the issue of incest in a very sensitive way.

Make the lesson more fun using fun activities.

*See Part III - Games and Activities.*

## 4. My Body

For explanation on how teachers can incorporate safety skills into this unit, please refer to Physical and Health Education subject under No. 5 Our Body and Senses/Taking Care of Our Body (pg. 40-41).

## 5. Giving Instructions

Child sexual abuse cases must be reported. A child who has come into contact with abuse will find it difficult to:

- Come to terms with what has happened.
- Understand what has happened.
- Talk to others about what has happened.

It is important for teachers to tell children that they should tell a trusted adult immediately should sexual abuse take place.

Children can be trained to know:

- How to report to the teacher.
- How to report to the school headmaster.
- How to report to the police.

The lessons can be conducted using role-play, puppetry or story-telling.

## Subject: Art

Art lessons can be an interesting and creative way to raise awareness of child sexual abuse.

By using art as a medium, children can be allowed to think critically about the issue and to express their feelings in creative ways.

Start the lesson by discussing the issue with the students first, then ask the children to create:

- A poster on child sexual abuse and its prevention measures.
- A brochure on child sexual abuse and its prevention measures.
- A game to educate children and parents on child sexual abuse.

Art can also be used to allow children to explore their feelings about a particular issue. After discussing the topic, ask them to draw/paint or make a collage.

Example:

What could happen if:

- You get into a stranger's car.
- You take sweets and drinks from strangers.
- You allow a stranger into the house.



Teachers can also think of other topics. It is very important to discuss the artwork after the session with the children. This allows time for teachers to discuss key ideas and essential elements regarding the issue of safety.

## Subject: Moral Education

Moral education has many avenues for the teacher to incorporate lessons on personal safety. The following are some of the units that have been identified:

- Respect
- Love
- Courage
- Community Living/Society

### 1. Respect

Teachers can use this unit to teach students the importance of respecting their own and each other's bodies.

Discuss with children about their rights to their own body.

Teach children to say "NO" if someone violates their bodies and to tell a trusted adult immediately.

Teachers can use fun activities or song and movement in Part III of this manual to conduct the lesson.

## 2. Love

Teachers can use this topic to create awareness of incest. This can be done by explaining the role of each family member and what a healthy family relationship is. Emphasise that if a relationship with any family member makes them feel uneasy, they should immediately tell an adult they trust.

Below are some examples that can be used by teachers during discussion:

- An older member of the family forces you to keep a secret that makes you feel uneasy.
- An older member of your family touches your private parts.

Discuss with the children possible actions that can be taken if this happens to them. At the end of the lesson, summarise the ideas given by the children.

Teachers can use role-play, story-telling and puppetry to make the class more interesting.

## 3. Courage

Teachers can use this unit to teach children to have the courage to approach someone for help, e.g. parents, teachers, police officers or friends if they have a problem.

- Tell children when someone violates them sexually, it is not their fault. It is the perpetrator who is at fault.
- Encourage children to keep on telling people until someone helps them.

## 4. Community Living/Society

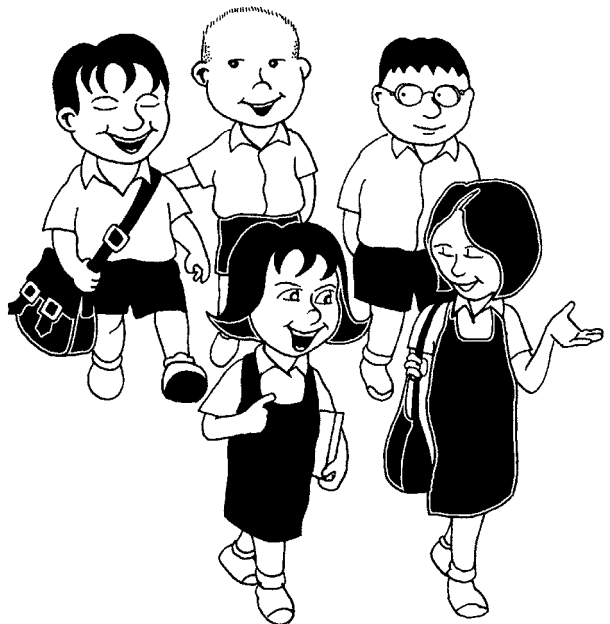
Teachers can use this unit to create awareness of social issues in society.

This can be done by selecting a topic that you feel is relevant and discussing the issue with the children, for example:

- Child sexual abuse
- Missing children
- Running away from home
- Staying out late at night

Allow children to express how they feel about the issue. Try not to feed them information but instead encourage them to have a discussion.

Discuss with children possible actions they can take if they were in any of these situations. To make lessons more interesting, ask your students to act out their suggestions.





# **Part III**

## **GAMES & ACTIVITIES**

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# Board game (Snakes & ladders)

Board games can be an interesting way to teach children personal safety. It allows the teacher to break away from formal classroom teaching.

## Guidelines

1. Divide children into groups of 6.
2. Get the groups to sit in circles.
3. Read out the rules of the game to the children. Ensure that everybody is clear on how to play the game.
4. After the game, take time to discuss what they have learnt about personal safety skills. Ask them to share other safety skills that they know.

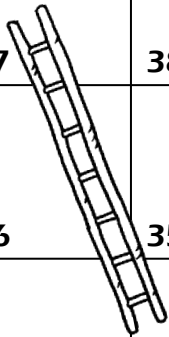


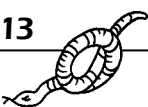
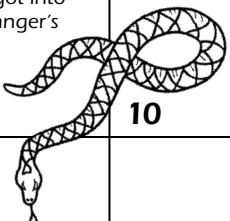
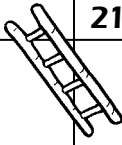
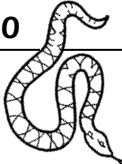

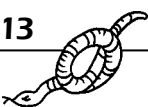
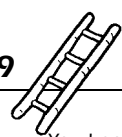
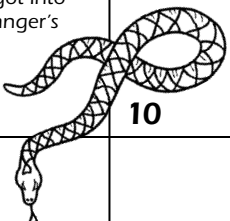
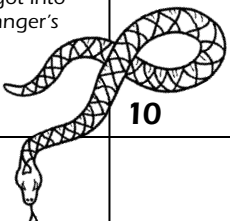
## How to play the game

To play this snakes and ladders board game you need:

- Buttons of different colours
  - A dice
  - 5-6 players
1. Each player is given a button which she will place on the “start” box of the board.
  2. First player rolls the dice and moves her button on the board according to the show of the dice, for example:
    - If the dice shows 6, move forward 6 boxes.
    - If the dice shows 3, move forward 3 boxes.
  3. If a player lands on a box at the bottom of the ladder, bonus points are given. Read the message in the box to see why you have been given the bonus points and then move your button up the ladder.
  4. If your button lands on a box with the tail of a snake then you are forfeited. Read the message in the box to know why you have been forfeited and then push your button down the snake’s body to where the head of the snake is.
  5. The first player to complete the journey is the winner.



## Snakes and Ladders

37 	38	39	40 	41 	<b>Congratulations!</b> You have completed your lesson on Personal Safety
36	35	34	33	32	31
25 	26 	27	28 	29 	30
24	23	22	21	20	19 
13 	14	15	16 	17	18
12	11	10	9	8	7
<b>START</b> 1	2	3	4 	5	6 

# Puppetry

This is a very creative way of teaching children personal safety skills. To conduct a puppet show, teachers will need a puppet. If a puppet is not available, a simple puppet can easily be made using a sock and two buttons (for the eyes).

## Guidelines

1. Get the students to sit in a circle, preferably on the floor.
2. The teacher sits in the centre of the circle. Make sure that all the children are able to see you.
3. Get two children to help:
  - One to be the narrator
  - Another to be the puppeteer
4. Act out the script and later get the children to discuss the issue and possible action that can be taken in the given situation.

Below are examples of puppet scripts for teachers:

### PUPPET SCRIPT I

#### Getting away

**Narrator** : There are many ways to get away. Sometimes someone we know and like touches us in a way we do not like. We have to get away from that person.

**Teacher** : Hi, (puppet name). You look so good today. I want to give you a hug! (hugs puppet).

**Puppet** : NO, STOP! (move away slightly).

**Teacher** : (Let go of the puppet) Don't you feel like being hugged today?

**Puppet** : NO! I don't want to be hugged today. I don't like it.

**Teacher** : Well, that's fine. I won't hug you unless you let me know that you want to be hugged. After all, your body belongs to you and nobody else.

**Narrator** : Sometimes we have to get away from a person that comes near us so that the person can't touch us. For example, when a stranger stops to ask us a question and touches us. We can immediately get away so that the stranger will not be able to touch us.

**Teacher** : Hi, little puppet. Come over here a minute.

**Puppet** : (Move away to be out of reach).

**Teacher** : Come on! I just want to ask you something!

**Puppet** : (Move even farther away).

**Narrator** : This is a time for (puppet name) to move even farther away. We can answer any questions while staying far enough so that the person cannot touch us.

And sometimes we must get far away, out of sight. We might want to get far away from someone who is hitting, pinching, kicking, trying to push us down or frightening us. And if we can, we might want to get far away when someone wants to touch our private parts or ask us to touch his/her private parts. We try to get far away when a stranger follows us or walks up to us or asks us to get into a car.

**Teacher** : (Ask a student in the class to act as someone that the puppet doesn't know).

**Student** : Hi little puppet, come with me and I'll buy you an ice cream cone (move towards puppet).

**Puppet** : NO! STOP! (run away).

**Student** : Wait! I only want to buy you an ice cream cone (move towards puppet).

**Puppet** : (Keeps running) NO! STOP!

## PUPPET SCRIPT 2

### Telling Someone

**Narrator** : When someone is touching us in a way we don't like or in a way that makes us feel uncomfortable or confused, we say, "NO! STOP!", get away and tell someone immediately.

Telling someone is very important if we need help to stop touches we don't like, the way a person is touching us, or the person touching us has told us to keep the touching a secret.

But sometimes we can make a touch we don't like stop without help. When we can make the touch stop by ourselves without someone else's help, we don't always need to tell someone about it right away. We may want to wait to tell someone later on.

**Puppet** : (Proud of itself) I feel very good that when Fatimah pulled my hair, I said, NO! STOP! And got away. I made the touch I didn't like stop all by myself. I don't need to tell someone about it right now. Maybe I'll tell mom about it later.

**Narrator** : Sometimes we do tell someone about a touch we don't like even if we can make it stop all by ourselves. We tell someone so that he or she knows about it.

**Puppet** : Pakcik Din!/Makcik Esah!

**Teacher** : What is it (puppet's name)?

**Puppet** : Joe hit me when we were playing and I didn't like it. I stopped it by saying "NO! STOP!" and I moved away.

**Teacher** : Thank you for telling me, (puppet's name). We are glad you could stop the touching you didn't like.

**Narrator** : There is another kind of telling that we save for times when we really need help to stop the touch we don't like.

When someone is touching our private parts or asking us to touch his/her private parts, we tell a person we trust because we need help to make it stop.

When someone is hurting us, we must tell a person we trust because we need help to make it stop. When someone is telling us to keep a secret about touches we don't like, we must tell a person we trust. It is very important that we tell someone about a secret that makes us feel uncomfortable.

**Teacher** : What is it, (puppet's name)? Do you need to talk to me?

**Puppet** : Someone is touching my private parts. I don't like it. I need help to make it stop.

**Teacher** : I'm glad you told me (puppet name).



# Role-play situations

Role-play requires children to participate because it encourages them to think and act out situations. The following are some examples of role-play situations that can be used by teachers in a personal safety lesson:

## Guidelines on how to conduct the role-play

1. Select a few volunteers amongst the children to act out a scenario given to them.
2. After the play, encourage discussion and ask the children to give suggestions on how to avoid dangerous situations.
3. Ask the children to act out their suggestions.

### ROLE-PLAY 1

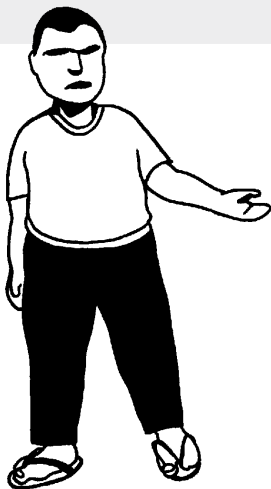
A person you don't know comes up to you on your way home from school.

**Stranger :** Hi, little girl/boy! Are you going home from school?

**Student :** (Says nothing and move away).

**Stranger :** You look like you have a long walk. Would you like a ride? I live in your neighbourhood.

**Student :** No! Thank you. (Get away and tells someone).



## ROLE-PLAY 2

A stranger walks up to you.

**Stranger :** Your mom asked me to come and get you.

**Student :** (Says nothing and moves away).

**Stranger :** Your mom wants you home right now. She says it is important and that you should come with me right now. My car is over there. Get in!

**Student :** NO! I am not allowed to get into a stranger's car. (Get away. Tell someone).

## ROLE-PLAY 3

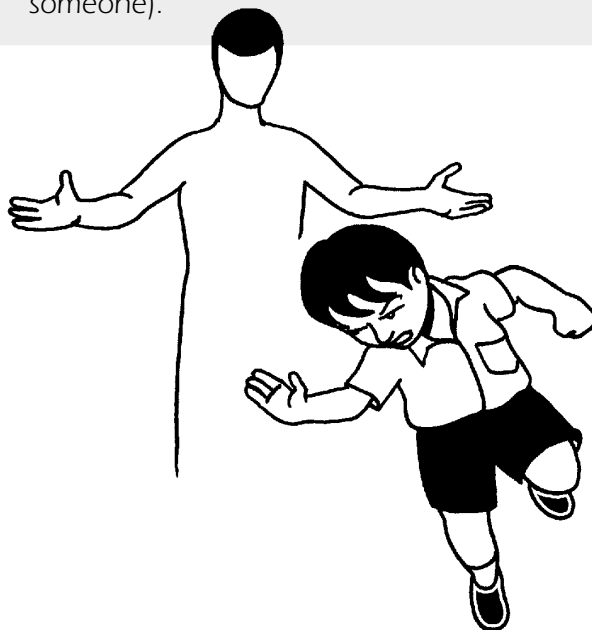
A person you don't know stops his/her car near you and leans over to talk to you through the car window.

**Stranger :** I'm lost and I need you to tell me where the nearest grocery store is.

**Student :** (Move away).

**Stranger :** Will you come with me and show me?

**Student :** NO! I am not allowed to follow strangers. (Get away. Tell someone).



**ROLE-PLAY 4**

A person you don't know stops you as you are walking in your neighbourhood.

**Stranger** : I lost my money in the bushes. Will you help me look for it?

**Student** : No! (Move away).

**Stranger** : Come on, it will only take a minute. If you are a nice person, you would help me.

**Student** : No! I need to go home. (Get away. Tell someone).

**ROLE-PLAY 5**

A person you know squeezes, hugs and kisses you but you don't like it.

**Person** : (Hugging and squeezing) Aren't you cute? I just love to pinch your cheeks.

**Student** : No, Stop! (Pull away).

**Person** : Don't you like to be hugged?

**Student** : No! I don't like it. I want you to stop.

**ROLE-PLAY 6**

A person whom you know and is very nice to you asks you to touch him in a way you do not like.

**Person** : This is a special game for special people and you are special. You can play this game with me. It will be our secret.

**Student** : NO! STOP! (Get away).

**Person** : Come on, you will really like this. You don't have to be afraid. I will not hurt you.

**Student** : NO! STOP! (Get away. Tell someone).



**ROLE-PLAY 7**

A person you know tickles you until you cannot breathe.

**Person** : I got you now! Tickle, tickle, tickle!

**Student** : NO! STOP! (Get away).

**Person** : I'm going to tickle you again!

**Student** : NO! STOP! (Move Away).

**Person** : Don't you want to be tickled?

**Student** : No! I don't like it when I can't breathe. I want you to stop. (Move away).

**ROLE-PLAY 8**

A person you know touches you in your private parts (the parts of your body covered by your underwear or your bathing suit).

**Person** : I'm doing this because you will like it. It's good for you and you're special.

**Student** : NO! STOP! (Move away).

**Person** : Come on, it's good for you. You have to let me do this. Your mom wants me to do this.

**Student** : NO! STOP! (Move away and tell someone).



# Fun activities

We can teach children serious issues such as sexual violence, in informal ways. Conducting fun activities will require participation from the children and this will give them an opportunity to share their ideas.

## Guidelines

1. To conduct these activities, a comfortable environment is important. Teachers can conduct the activity in the classroom or outdoors.
2. We encourage teachers to break away from the classroom style environment. Teachers could ask the children to sit in a circle or sit outdoors in a circle.
3. Before starting the lesson teachers should explain to the children the purpose of a personal safety skills lesson.
4. At the end of the lesson, reinforce safety tips learnt.

Here are some educational activities that can be conducted by teachers.

### 1. Pretend games

**Objectives: To encourage the children to be confident of their own abilities, to handle new situations, to trust their feelings and to act in their best interest.**

- Create new situations on the topic of safety.
- Have children act out their response for each situation. For example, practise answering the door and telephone; what would you do if you need help walking home from school; what would you do if a relative or a teacher touches you or a neighbour wants you to touch him/her in a way you do not like.
- Be sure to balance your examples with dangerous and non-dangerous situations.

## 2. Your body

**Objectives: To enable students to understand their body, and its function and body ownership.**

- Using a doll or picture, teach the correct names for parts of the body such as breast, penis, testicles, vagina, or buttocks.
- Tell the child that if anyone touches her private parts, even if it feels good, she should come tell you.
- Avoid slang or cute names.
- Continue to reinforce the point that their body is their own and no one has a right to touch their body if they do not like it.

## 3. Feelings

**Objectives: To help children identify feelings. To encourage children to trust their feelings, especially when something is not right.**

- Make five columns on a piece of paper.
- At the top of each column, list the five senses: smell, taste, sight, hearing and touch.
- On the left, write the word “OK” and further below “Not OK”.
- Have children list in each column things they like (OK) and things they do not like (Not OK).
- For example, I like to taste candy. I don’t like to taste chili.
- When children get to the touch column, discuss how to recognise OK touches (happiness, love, happiness felt between two people) and Not OK touches (pain, sweaty palms, tight stomach, confused, scared).
- Discuss how these feelings help us make decisions.

# Music, song and movement

Song and movement is a fun way to teach personal safety. It also encourages children to express their feelings.

## Guidelines

1. We encourage teachers to break away from the classroom style environment. Teachers could ask the children to sit in a circle. Alternatively, go outdoors and sit in a circle.
2. Before starting the lesson, teachers should explain to children the purpose of the personal safety lesson.
3. To make the lesson more interesting, work together with your students to come up with your own actions and song.



## Objectives

Teachers can use this activity to teach children to:

- Identify parts of their body.
- Tell them their bodies are special and that they are the owners of their bodies.
- They can say “NO” to someone who wants to touch their bodies.

### **If you are happy and you know it.**

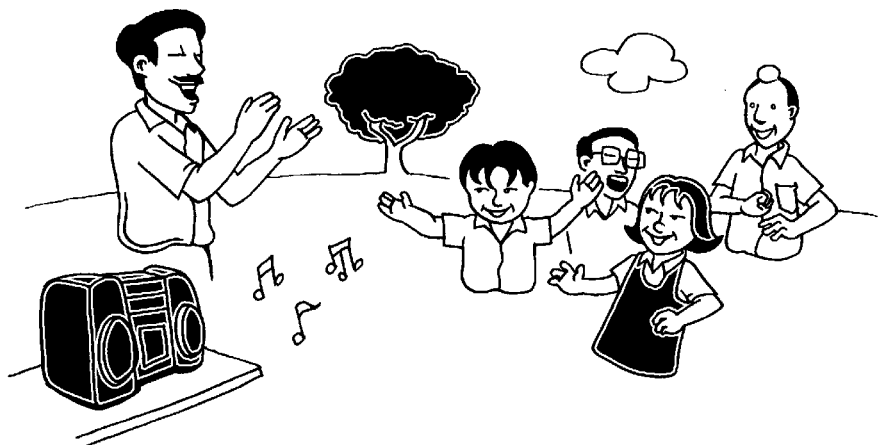
If you are happy and you know it, clap your hands!  
If you are happy and you know it, clap your hands!

If you are happy and you know it,  
Then your face will surely show it,  
If you are happy and you know it, clap your hands!

If you are not happy and you know it, stamp your feet!  
If you are not happy and you know it, stamp your feet!

If you are not happy and you know it,  
Then your face will surely show it,  
If you are unhappy and you know it, stamp your feet!

Pat your head  
Rub your tummy  
Shake your hips etc.



# Story-telling

Stories are always popular amongst young children. What better way to teach safety skills than by incorporating them in an interesting story. Children will remember the stories and the skills taught if they are given the opportunity to get involved in story-telling. To get the children to participate, allow time for discussion. Encourage children to ask questions.

## Guidelines for story-telling

1. Try to break away from the classroom environment. Get the children to sit in a circle.
2. Sit with the children but in a position where everyone can see you.
3. Before starting the story, inform the students that you will be conducting a personal safety lesson.
4. Encourage the children to participate in the story-telling process by getting them to ask questions.
5. At the end of the session, summarise all the safety skills the children have learnt during the story-telling process.

Here are some examples of story-telling that teachers can use during safety lessons:

## Stranger Asking for Direction

- Concept:**
- An adult wanting help may present danger to children.
  - It is not rude to refuse to help a stranger.

- Objectives:** Children will be able to:
- Identify potentially dangerous situations.
  - Suggest alternative courses of action in response to a variety of situations.
  - Identify safe responses to potentially dangerous situations.

The situation described here is a general safety situation. Safety guidelines apply in variable situations, whether with strangers or with people that you know. Common sense and safety guidelines can help a child make personal safety decisions. Introduce the concept of trusting our inner voice or intuition.

### Story

Joe is walking home from school one day. A woman stops him and asks for directions to the nearest grocery store.

### Discussion

Do you think Joe will help?

What are the safety guidelines Joe should remember?

- Do not get too close to the car of a stranger.
- Never take rides from strangers.
- It is OK not to answer the stranger's request for help; the stranger can find an adult for help if they need to.

What could Joe do if he has a strange feeling about this person?

- Stay far away from the car and not respond to her questions.
- Tell her he is not allowed to talk to strangers.

Have you ever had an uneasy feeling like that before? Discuss about trusting that uneasy feeling or inner voice.



## Answering the Door

- Concept:**
- If you are home alone, follow your family safety rule about answering the door.
  - If you do not have a family safety rule, do not answer the door when home alone.

- Objectives:**
- Identify potentially dangerous situations.
  - Suggest alternative actions in handling different situations.
  - Identify safe responses when handling dangerous situations.

### Story

Sarah is home alone. Her mother is still at work and won't be home for another hour. Sarah is in the living room watching television when she hears a knock at the door.

What do you think Sarah will do?

- See if it is someone her parents know.
- Do not answer the door.

What other actions can Sarah take?

- Stay away from the door when someone knocks.
- Say that her mother is busy.





How can Sarah tell who is knocking? What could she do?

- She could look through the window.
- She could ask.

What if it is your next door neighbour? A repair person? How would you know if it is the repair person?

- In most cases, the child will say it is OK to answer the door to their next-door neighbour; ask for family rules on this.
- Stress that it is hard to know for sure if it is a repair person, so do not answer the door in that case.

What if it is a woman you do not know but wants to use your phone because her car has broken down?

- Stress the idea that with no adult at home, a child should not open the door to help strangers.

If Sarah does not answer the door, is she being rude? No, she is following a safety rule.

Ask the children to tell you their family rules about opening the door when alone at home. For those who are not sure, ask them to ask their parents when they go home.

Ask the children to tell you what they would do if they were Sarah. This would give the students a chance to role-play the appropriate responses.



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# Laws regarding child sexual abuse

## 1.1 Introduction

Child sexual abuse is a crime. Any person who commits such a crime can be prosecuted and, if found guilty, can be jailed and/or whipped and/or fined. The prosecution will be conducted by the Deputy Public Prosecutor (DPP) who represents the State. The accused will be represented by his/her own lawyer. The victim is the complainant and is required to give evidence in court as a witness. To reduce the trauma faced by the victim, it is necessary for the victim to be briefed about the legal process and receive counselling and support before and during the trial. The services of a lawyer should be obtained to act on behalf of the victim during the trial to protect the victim's interest (by holding a watching brief). This can be done with the help of Legal Aid Centre (LAC), the Government Legal Aid Bureau (Jabatan Bantuan Guaman) and Non-Governmental Organisation (NGO) which provide such services.

## 1.2 The Offences

The aim of criminal law is to punish and rehabilitate the offenders so that they will not commit the offences again. Even though the victim may not get any monetary compensation from the prosecution, it should stop further abuse of the victim and prevent the abuser from abusing other children. When the judgement is passed, the victim can seek compensation for any harm suffered.

The victim (through adults) can simultaneously institute civil proceedings against the abuser. The victim can claim for damages for expenses incurred (e.g. hospital treatment, alternative accommodation, traveling, etc.) and for pain and suffering. It is important to note that any school or institution may be sued for damages if it can be proven that the institution was negligent in not taking any safety measures or contributed to any case of child sexual abuse.

Under the Child Act 2001, a Protector from the Social Welfare Department can remove a child who has been abused or who is in

need of care and protection, and place the child under the care of other family members, foster family or welfare home. Offenders can be prosecuted for offences defined in the Act.

Depending on the facts or evidence, a person who commits child sexual abuse can be prosecuted for any one or more of the following criminal offences:

## 1.3 Penal Code – sexual crimes offences against children

### 1.3.1 Offences under the Penal Code

Sections	Offences	Sentences
354	Molestation is an assault or use of criminal force on a person with intent to outrage modesty.	Maximum 10 years jail or fine or whipping or any two of such punishment.
355	Assault or use of criminal force with intent to dishonour a person otherwise than on grave provocation.	Maximum 2 years jail or fine or both.
372	Exploiting any person for purposes of prostitution.	Maximum 15 years jail and fine and whipping.
375 (a, g) & 376	Rape is sexual intercourse with a woman who is not his wife and without her consent. <b>Statutory rape</b> is sexual intercourse with a girl under 16 years of age with or without her consent.	Maximum 20 years jail and whipping.
375B	Gang rape.	Imprisonment minimum of 10 years and maximum of 30 years.

<b>376 (2) (d,e)</b>	Statutory rape without a girl's (below 16 years of age) consent and sexual intercourse with a girl below 12 years of age with or without her consent can get heavier sentences.	Minimum 5 years and maximum 30 years and whipping.
<b>376 (4)</b>	Causes death of the woman while committing or attempting to commit rape.	Death or minimum 15 years jail, maximum 30 years jail and whipping minimum 10 strokes.
<b>376A &amp; 376B</b>	Incest is sexual intercourse with someone whom that person is not allowed to marry, whether under the law, religion, custom or usage.	Minimum 10 years jail and maximum 30 years jail and whipping.
<b>377A &amp; 377B</b>	Sodomy is carnal intercourse against the order of nature which is sexual connection with another person by introduction of the penis into the anus or mouth of the other person.	Maximum 20 years jail and whipping.
<b>377C</b>	Committing carnal intercourse against the order of nature without consent, or putting the other person in fear of death or hurt to the other person or any other person.	Minimum 5 years jail and maximum 20 years jail and whipping.
<b>377CA</b>	Sexual connection by the introduction of any object into the vagina or anus of another person without consent.	Minimum 5 years jail and maximum 30 years jail and whipping.
<b>377D</b>	Outrages on decency.	Maximum 2 years jail.
<b>377E</b>	Inciting a child under 14 years to an act of gross indecency.	Minimum 3 years jail and maximum 15 years jail and whipping.
<b>509</b>	Word or gesture intended to insult the modesty of any person.	Maximum 5 years jail or a fine or both.

### 1.3.2 Attempts

Under Section 511, whoever attempts to commit an offence and in such an attempt does any act towards the commission of such an offence shall be punished with such punishment as is provided for the offence: provided that any term of imprisonment imposed shall not exceed one-half of the longest term provided for the offence.

## 1.4 The Child Act 2001 and the Child (Amendment) Act 2016

The Child Act 2001 (“the Act”) came into force in 2001 and consolidates the laws relating to the care, protection and rehabilitation of children. It seeks to safeguard the interests of children who are at risk. It replaces the Juvenile Courts Act 1947, the Women and Girls Protection Act 1973 and the Child Protection Act 1991, all of which have now been repealed.

The Act provides for Child Protection Teams to be established throughout Malaysia to coordinate services for families and children who are or may be in need of protection. Each team is made up of a medical officer and a senior police officer, both under the leadership of a “Protector” (a specially appointed Social Welfare Officer).

The Act also covers the forming and powers of the Courts for Children where Magistrates, assisted by up to 2 advisers of whom one must be a woman, shall hear cases involving children. When deciding what kind of order to make, the Courts shall hold the child’s interests to be of paramount importance.

In 2016, the Act was amended to improve child protection through the setting up of the National Council for Children (to replace the Co-ordinating Council for the Protection of Children) and local Child Welfare Teams. In addition, the courts can now impose community service orders (CSO) for the rehabilitation of offenders and the penalties for offences under the Act have been increased.

In 2017, a registry of child offenders was set up by the Women, Family and Community Development Ministry to help employers run a background check on their potential employees. This database is being improved and is only available upon request made to the director-general of the Social Welfare Department.

**1.4.1 Definition of a child (Section 2)**

Under the Act, a “child” is a person under the age of 18 years, except in criminal proceedings, where it refers to a person under 10 years of age, or to a person between the ages of 10 and 12 years who does not understand the nature and consequences of what he has done.

**1.4.2 Restriction on media reporting and reporting (Sections 15)**

a. Any mass media report regarding:

- i. any step taken against a child who is or is said to be involved in any criminal act or omission;
- ii. any child in need of care, protection and rehabilitation who has been taken into custody;
- iii. any child beyond control whom has been detained;
- iv. any child victim or suspected child victim; or
- v. any proceedings regarding any child in need of protection and rehabilitation

shall not reveal the name, address or educational institution, or include any particulars which may lead to the identification of that child.

b. A picture of any such child or of any other person, place or thing which may lead to the identification of that child may not be published in any newspaper or magazine or transmitted through any electronic medium.

c. Any person who contravenes these provisions may be fined up to RM10,000 or sentenced to a maximum of 5 years’ imprisonment or both.

**1.4.3 Sexual abuse (Section 17)**

A child is deemed to have been sexually abused if the child took part in or was an observer of any activity of a sexual nature, for the purposes of pornographic, obscene or indecent material, photograph, recording, film, videotape or performance; or is sexually exploited by anyone to fulfil his or any other person’s sexual gratification.



#### **1.4.4 Child in need of care and protection (Section 17)**

A child would be deemed to be in need of care and protection if, among others:

- a. the child has been or may be physically or emotionally injured, or sexually abused by her parent or guardian or family member;
- b. the child has been or may be physically or emotionally injured, or sexually abused and the child's parent or guardian, knowing about this, has not or may not protect the child from such injury or abuse;
- c. the child is or may have been the victim of any of the offences in the First Schedule of the Act (including kidnap, rape, incest, sodomy and causing hurt) and his parent or guardian committed or is suspected of committing the offence or has not or may not protect her from the commission of such offence; or
- d. the child lives in the same household as either the victim or the offender in (c) above and may also be victimised, and his parent or guardian committed or may have committed the offence or may not protect her.

#### **1.4.5 Temporary custody (Section 18)**

Any Protector or an Assistant Protector or police officer who is satisfied that a child is in need of care and protection or rehabilitation may in the child's best interest remove that child from the child's home and place that child into temporary custody.

#### **1.4.6 Producing a child before a Court For Children (Section 19)**

Every child who is taken into temporary custody by a Protector or police officer should be brought before a Court for Children ("the Court") within 24 hours or before a Magistrate who may direct the child to be temporarily placed in a place of safety or centre, or under the care of a fit and proper person.

**1.4.7 Medical examination or treatment (Section 20, 21 & 22)**

If a Protector or an Assistant Protector or police officer, is of the opinion that the child needs medical examination or treatment, he or she may either take the child to hospital or direct the child's caregiver to do so. The Protector or police officer may also authorise the child's hospitalisation and any medical, surgical or psychiatric treatment needed if there is immediate risk to the health of the child.

**1.4.8 Duties of medical officers, family members and child care providers (Section 27, 28, 29)**

a. If:

- i. a medical officer or registered medical practitioner believes that a child he is examining or treating; or
- ii. any member of a child's family; or
- iii. a child care provider

believes on reasonable grounds that the child is physically or emotionally injured as a result of being ill-treated, neglected, abandoned or exposed, or that the child has been sexually abused, he shall immediately inform a Social Welfare Officer.

- b. A medical officer, registered medical practitioner or caregiver who fails to do so may be liable to a fine of maximum RM5,000 or maximum 2 years' imprisonment or both.
- c. Any family members who fail to comply with this duty and upon conviction can be liable to a fine maximum of RM5,000 or to imprisonment maximum of 2 years or to both.

**1.4.9 Information on children in need of care and protection (Section 29A)**

If any person, other than referred in sections 27, 28, and 29, has reason to believe that a child is physically or emotionally injured as a result of being ill-treated, neglected, abandoned or exposed or is sexually abused, he may give such information to a Social Welfare Officer.

#### **1.4.10 Powers of Court For Children (Section 30)**

If a Court For Children is satisfied that any child brought for temporary custody for child in need of care and protection, and after considering to place a child in a family based care may:

- a. order the parent or guardian to execute a bond to exercise proper care and guardianship;
- b. make an order to place the child in the custody of a fit and proper person;
- c. child with no parent or guardian, to be placed in the care, custody and control of foster parent or a fit and proper person;
- d. make an order to place the child in a centre.

#### **1.4.11 III- treatment, neglect, abandonment or exposure of children (Section 31(1))**

Any person having the care of a child and:

- a. who abuses, neglects, abandons or exposes the child or acts negligently in a manner likely to cause her physical or emotional injury or causes or permits her to be abused, neglected, abandoned or exposed; or
- b. who sexually abuses the child or causes or permits her to be so abused, commits an offence and shall be liable to a fine of up to RM50,000 or up to 20 years' imprisonment or both, and may be required to execute a bond of good behaviour subject to conditions approved by the Court and to perform community service.

#### **1.4.12 Children not to be used for begging, etc. (Section 32)**

Any person who causes or procures any child or, being a person having the care of a child, allows that child to be on any street, premises or place for the purposes of begging or any illegal activities shall on conviction be liable to a fine maximum RM20,000 or imprisonment maximum 5 years or both. In addition, may be ordered to perform community service.

#### **1.4.13 Offence to leave a child without reasonable supervision (Section 33)**

Any person who, being a parent or guardian or person having the care of a child, leaves that child without providing reasonably for the child's supervision and care shall be liable to a fine of up to RM20,000 or up to 5 years' imprisonment or both and in addition, to perform community service.

#### **1.4.14 Child in need of protection and rehabilitation (Section 38)**

A child would be deemed to need protection and rehabilitation if the child is being induced to perform any sexual act or is in any physical or social environment which may lead to the performance of such an act.

#### **1.4.15 Removal of a child to a place of refuge (Section 39)**

Any Protector or police officer who is satisfied that a child is in need of care and protection or rehabilitation may order the child to be removed immediately and temporarily placed in a place of refuge.

#### **1.4.16 Child in urgent need of protection (Section 41)**

- a. Any child who is in urgent need of protection may apply to the Protector to be put in a place of refuge. The Protector would need to be satisfied that there are reasonable grounds to believe, among others, that the child is being threatened or intimidated for any immoral purpose (e.g. prostitution or sexual intercourse); or if the child is female, that she is pregnant out of wedlock.
- b. Any child in urgent need of care and protection may also apply under this section to the person in charge of any place of refuge, who may also receive the child into the place of refuge.

#### **1.4.17 Other Offences (Section 43)**

Any person who buys, sells, lets for hire, traffics in or otherwise detains a child for the purpose of prostitution or for immoral purposes shall be liable to a fine of up to RM50,000 or up to 15 years' imprisonment or both.

## 1.5 Sexual Offences Against Children Act 2017 (SOAC)

The Act came into force in July 2017 to provide for certain sexual offences against children which are not adequately covered by the Penal Code and Child Act. For example, the use of grooming and social media to prey on children in order to commit sexual assaults against them have to be addressed. The most prominent case of this kind involved the British paedophile Richard Huckle who posed as a volunteer teacher in Malaysia for 9 years. It was found that he had groomed and sexually assaulted around 191 children including those from Malaysia and had shared thousands of images of sexually abused children on the dark web.

Among the new offences addressed under this Act are those involving child pornography, child grooming, physical and non-physical sexual assaults against children, and, punishment for these offences has been enhanced.

### 1.5.1 Offences relating to child pornography (Section 4 to 10)

- a. Section 4 to 10 of the Act prohibits the production, distribution, and viewing of child pornography. Child pornography is defined to cover all forms of visual, auditory, or written media. Any person who makes, produces or directs the making of, or participates in any way in child pornography, commits an offence. On conviction, the person is liable to imprisonment for a term not exceeding thirty years and whipping of not less than six strokes.
- b. Even those who make any preparation to make child pornography are liable to punishment.
- c. Section 8 prohibits the exchanging, publishing, printing, selling, transmitting, etc of child pornography and Section 9 prohibits the selling, dealing, distributing and advertising of any child pornography to a child.
- d. Any person who accesses, or has in his possession any child pornography commits an offence.

### **1.5.2 Offences relating to child grooming (Section 11, 12, 13)**

- a. Section 11 prohibits any form of sexual communication with a child. Anyone found guilty is liable to imprisonment for a term not exceeding 3 years.
- b. Section 12 prohibits child grooming such as the use of social media to develop a love relationship with a child with the intention of using the child to make child pornography. It is illegal for any person to communicate by any means with a child with the intention to commit any offence under the Act, even if they never actually meet, and on conviction, can be punished with imprisonment for a term not exceeding 5 years and whipping.
- c. Section 13 provides for heavier penalty if there is any meeting following child grooming. Any person who, having communicated by any means with a child, meets with the child with the intention to commit any offence under the Act is liable and can be punished with imprisonment for a term not exceeding 10 years and to whipping.

### **1.5.3 Prohibition of physical sexual assault on a child (Section 14)**

Section 14 defines sexual assault to include touching for sexual purposes any part of the body of a child or getting a child to touch any person or themselves for sexual purposes. If found guilty, the person is liable to imprisonment for a term not exceeding 20 years and to whipping.

### **1.5.4 Prohibition of non-physical sexual assault on a child (Section 15)**

Section 15 defines non-physical sexual assault on a child to include a wide spectrum of acts carried out by any person for sexual purposes. These acts include but are not limited to exhibiting any part of his body to a child, making a child exhibit the child's body to any person, repeatedly following or contacting a child by any means, threatening to use any image of any part of the child's body, causing a child to watch any person engaging in a sexual activity or making a child engage in a sexual activity. If found guilty, the person is liable to imprisonment for a term not exceeding 10 years or to a fine not exceeding RM20,000 or to both.

### **1.5.5 Extra punishment if offender in relationship of trust with the child (Section 16)**

- a. Section 16(1) provides for a more severe punishment if a person, who commits any offence under this Act, is in a relationship of trust with the child. Such person shall be punished for the offence and, in addition, he shall be given imprisonment for a further term not exceeding 5 years and whipping of not less than 2 strokes of whipping.
- b. Section 16(2) stipulates that a person is in a relationship of trust with a child if the child is under his care, supervision or authority. Such a person includes but is not limited to: parent, guardian or relative, child care provider, teacher, lecturer or warden of a kindergarten, school, public institution of higher learning or private institution of higher learning, any healthcare personnel, a coach, and a public servant.

### **1.5.6 Failure to give information (Section 19)**

Section 19 provides for punishment of any person who fails to give information if he or she is aware of anyone doing or intends to do any sexual acts to a child or does any acts that is considered an offence under this Act. The person with such information must report to the officer in charge of the nearest police station failing which the person is liable to a fine not exceeding RM5,000.

### **1.5.7 Whipping, Rehabilitative Counselling, Police Supervision (Section 25, 26, 27)**

- a. Section 25 provides that if a person who is convicted of any offence under this Act is a male who is more than fifty years of age, he may still be punishable with whipping.
- b. Section 26 provides that the court may, in addition to any punishment imposed, order a period of rehabilitative counselling on the person convicted within the period of his detention.
- c. Section 27 provides that when a person is convicted of any offence under this Act, the court shall direct that he be subject to the supervision of the police for a period of not less than 1 year and not more than 3 years after the expiration of the sentence passed on him.

# Useful agencies to contact

## Police (Headquarters)

Bukit Aman, Kuala Lumpur	03-2266 2222
Johore	07-225 4422
Kedah	04-774 1222
Kelantan	09-745 5622
Kuala Lumpur	03-2146 0522
Labuan	087-412 222
Malacca	06-285 4222
Negeri Sembilan	06-768 2222
Pahang	09-505 2222
Perak	05-245 1222
Perlis	04-908 2222
Penang	04-222 1522
Sabah	088-450 222 / 454 700
Sarawak	082-245 522
Selangor	03-5514 5222
Terengganu	09-635 4722

## Social Welfare Department

Johore	07-228 2971 / 228 2972
Kedah	04-700 1700 / 1710 / 1712
Kelantan	09-741 6900
Kuala Lumpur	03-4044 1188
Labuan	087-424 961
Malacca	06-232 4720 / 3072 / 3074
Negeri Sembilan	06-765 9555
Pahang	09-565 0222
Perak	05-254 5505 / 242 2505
Perlis	04-973 1957
Penang	04-650 5259 / 5278
Sabah	088-255 134 / 132
Sarawak	082-449 577
Selangor	03-5519 2876 / 5510 1400
Terengganu	09-627 4251 / 622 2444



## Government Hospital (Open 24 hours)

Johore	Johore Baru	07-225 7000
Kelantan	Kota Baru	09-745 2000
Kedah	Alor Setar	04-740 6233
Kuala Lumpur	Wilayah Persekutuan	03-2615 5555
Malacca	Bandar Malacca	06-289 2349
Negeri Sembilan	Seremban	06-768 4000
Pahang	Kuantan	09-513 3333 / 557 2222
Penang	Georgetown	04-222 5333
Perak	Ipoh	05-208 5000
Perlis	Kangar	04-973 8000
Sabah	Kota Kinabalu	088-218 166 / 517 555
Labuan		087-423 919 / 596 888
Sarawak	Kuching	082-276 666
Selangor	Klang	03-3375 7000
Terengganu	Kuala Terengganu	09-621 2121

## Legal Aid Department

Perak	Ipoh	05-254 4027 / 255 2240
Johore	Johore Baru	07-223 7073
	Muar	06-952 2410 / 9537487
Kedah	Alor Setar	04-700 1550 / 2
Kelantan	Kota Baru	09-748 2548 / 744 5075
Kuala Lumpur	Wilayah Persekutuan	03-2694 2700
Malacca	Bandar Malacca	06-234 5277 / 5288
Negeri Sembilan	Seremban	06-763 0457 / 7230
Pahang	Kuantan	09-516 1135 / 2639
	Raub	09-355 3677
Penang	Georgetown	04-210 9100 / 9107
Perlis	Kangar	04-976 7739
Sabah	Kota Kinabalu	088-488 434
Sarawak	Kuching	082-258 699 / 416
	Miri	085-423 606
Selangor	Shah Alam	03-5510 6192 / 6298
Terengganu	Kuala Terengganu	09-622 1722 / 3240

## Legal Aid Centre (LAC)

Johore	Johore Baru	07-223 5698
Kedah / Perlis	Alor Setar	04-733 3467 / 730 8305
Kelantan	Kota Baru	09-744 8660
Kuala Lumpur	Wilayah Persekutuan	03-2693 2072 / 2691 3005
Malacca	Bandar Melaka	06-284 5519 / 286 4514
Negeri Sembilan	Seremban	06-601 3844 / 3
Pahang	Temerloh	09-296 9410
Pahang	Kuantan	09-515 9244
Perak	Ipoh	05-255 0523
Penang	Georgetown	04-261 7451
Selangor	Klang	03-5510 7007 / 8
Terengganu	Kuala Terengganu	09-622 0249

## Non-Governmental Organisations (NGOs)

### Women's Centre for Change (WCC)

241, Jalan Burma, 10350 Pulau Pinang

Tel: 04-228 0342      Email: [wcc@wccpenang.org](mailto:wcc@wccpenang.org)

### WCC Seberang (Pusat Perkhidmatan Wanita)

13, Lorong Sutera 6, Taman Sutera

13700 Seberang Jaya, Penang

Tel: 04-398 8340      Email: [wccseberang@wccpenang.org](mailto:wccseberang@wccpenang.org)

### Children Protection Society (CPS)

118A, Jalan Scotland, 10450 Penang

Tel: 04-829 4046      Email: [cpspg@hotmail.com](mailto:cpspg@hotmail.com)

### Malaysian Child Resource Institute (MCRI)

No.4, Jalan 2/98, Taman Supreme, Cheras, 56100 Kuala Lumpur

Tel: 03-9133 7849      Email: [info@mcri.org.my](mailto:info@mcri.org.my)

### PS The Children

No. 5, Jalan 7/14, Section 7, 46050 Petaling Jaya, Selangor

Tel: 03-7957 4344 / 7956 4355      Email: [protect@psthechildren.org.my](mailto:protect@psthechildren.org.my)

**Childline Malaysia**

Lot 2, Jalan Pemberita U1/49, Temasya Industrial Park, Glenmarie,  
40150 Shah Alam, Selangor

Tel: 03-5569 2755 Email: [childline@mctf.org.my](mailto:childline@mctf.org.my)

**National Early Childhood Intervention Council**

26 Lorong Canning, Canning Garden, Ipoh, 31400 Perak

Email: [enquiries.necic@gmail.com](mailto:enquiries.necic@gmail.com)

**Voice of the Children**

29C, Jalan 52/1, 46200 Petaling Jaya, Selangor

Tel: 03-7960 4776 Email: [info@voc.org.my](mailto:info@voc.org.my)

**Malaysian Care**

15, Jalan Tasik Selatan 3, Bandar Tasik Selatan, 57000 Kuala Lumpur

Tel: 03-9058 2102 Email: [mail@malaysiancare.org](mailto:mail@malaysiancare.org)

**Yayasan Chow Kit**

24B &C, Jalan Chow Kit, Kuala Lumpur

Tel: 03-2602 0892 Email: [admin@yck.org.my](mailto:admin@yck.org.my)

**Child Abuse Hotline (Open 24 hours)**

Talian Nur: 15999



The Women's Centre for Change (WCC), Penang is a non-profit, tax exempt organisation dedicated to the elimination of violence against women and children, and the promotion of gender equality and social justice. WCC provides free counselling, legal advice and temporary shelter for women and children in crisis. We conduct outreach programmes for children and teenagers on personal safety to prevent sexual abuse as well raise awareness on gender violence issues to the various communities. WCC also advocates for the rights of victims of sexual violence and campaign for legal and policy reforms affecting women and children.

For further information, contact:

**Women's Centre for Change**

241 Jalan Burma,

10350 Penang, Malaysia

Tel : 04-228 0342

Email : [wcc@wccpenang.org](mailto:wcc@wccpenang.org)

**WCC Seberang**

13, Lorong Sutera 6, Taman Sutera,

13700, Seberang Jaya, Penang

Tel : 04-398 8340

Email : [wccseberang@wccpenang.org](mailto:wccseberang@wccpenang.org)



[www.wccpenang.org](http://www.wccpenang.org)



WCC Penang