In a cold winter day a group of hedgehogs took refuge in a cave and clinged each other to protect themselves from cold. In a little while they felt relevant thorns and thus pain drived them out each other.
Then, when the need of warming up took them to get closer they bit each other one more time.
Time after time they repeated these attempts, tossed around oscillating between two pains, till they found the balanced distance from each other which is the best position, the right distance allowing them to warm up and not hurt themselves at the same time.

Arthur Schopenhauer

This book illustrates the project ideas, the experience of a cohesive and incisive partnership and two years of hard, demanding and exciting work. The opportunity that CALL for PROPOSAL 2009/2010 DAPHNE III gave us was extraordinary and allowed a real supranational cooperation. This institutional framework, for which we thank European Commission - DG JUSTICE – Daphne Programme, obtained thanks to the project commitment of the partners, has allowed all the involved person to promote a sensitive and important matter as the children's sexual abuse through a broad involvement of local communities, educational agencies, local, regional, national authorities and beyond.

Specchio Magico
(a cura di)

PORCOSPINI/HEDGEHOGS EMPOWERING CHILDREN AND FAMILIES AGAINST SEXUAL CHILD ABUSE AND VIOLENCE

Erickson

Specchio Magico
Cooperativa Sociale Onlus
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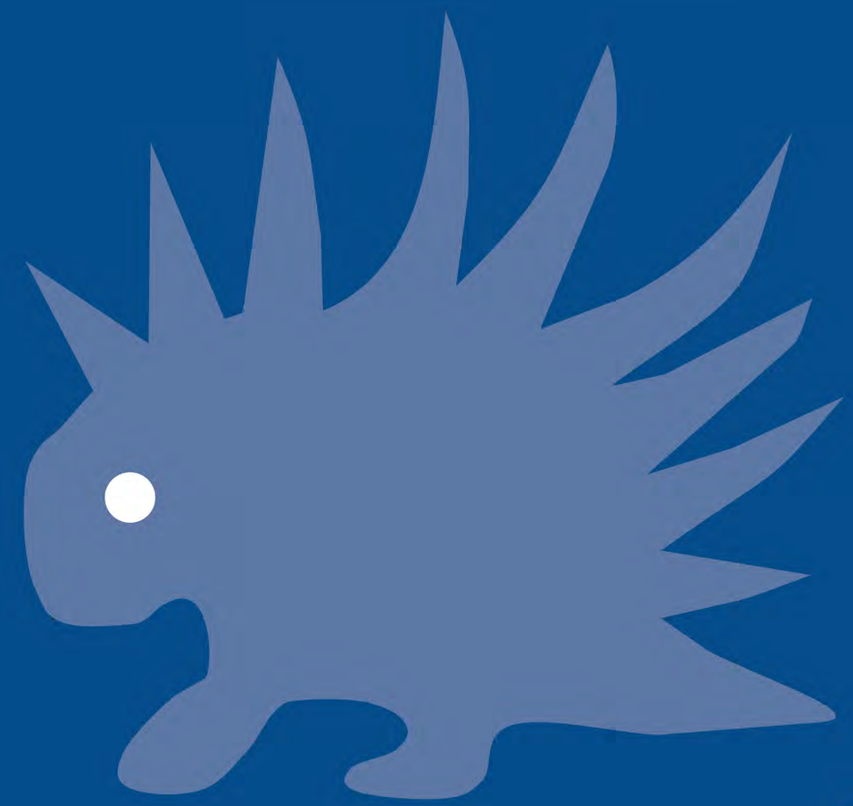
DAPHNE PROGRAMME CALL FOR PROPOSAL 2009/2010



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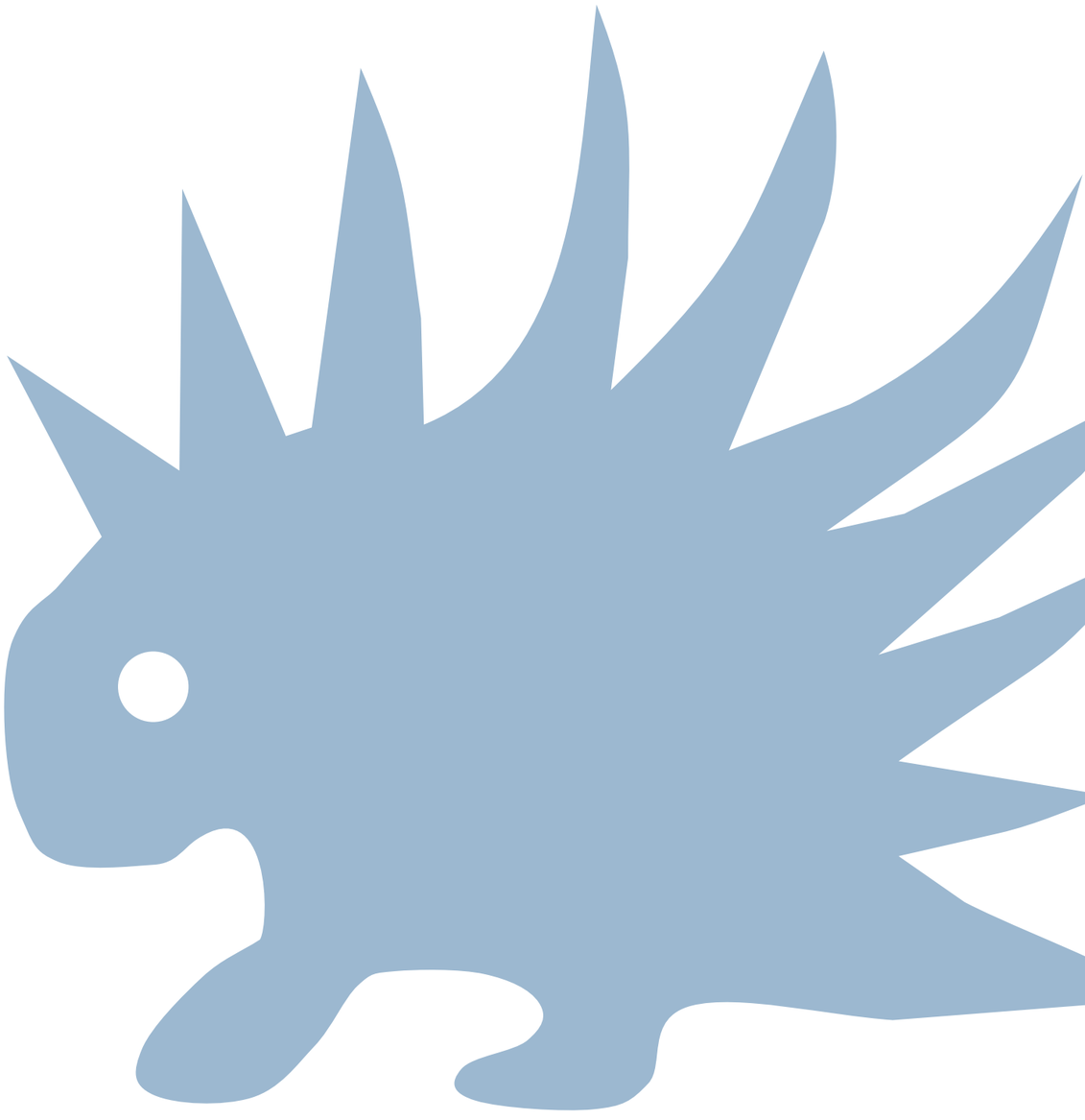

PORCOSPINI/HEDGEHOGS
EMPOWERING CHILDREN AND FAMILIES
AGAINST SEXUAL CHILD ABUSE AND VIOLENCE

DAPHNE PROGRAMME
CALL FOR PROPOSAL 2009/2010

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Project Coordinator

Specchio Magico
cooperativa sociale onlus

European Partners

EDUCARE

Associated Partner

Cooperativa Sociale Onlus "Specchio Magico"

INDEX

Preface

1 - The European experience of Porcospini 1

2 - Partnership 15

3 - Sexual abuse and its prevention 23

4 - Methodology 33

5 - Intervention model 43

6 - Evaluation and conclusions 75

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The following pages illustrate the project ideas, the experience of a cohesive and incisive partnership and two years of hard, demanding and exciting work. The opportunity that CALL for PROPOSAL 2009/2010 DAPHNE III gave us was extraordinary and allowed a real supranational cooperation. This institutional framework, for which we thank European Commission - DG JUSTICE – Daphne Programme, obtained thanks to the project commitment of the partners, has allowed all the involved person to promote a sensitive and important matter as the children's sexual abuse through a broad involvement of local communities, educational agencies, local, regional, national authorities and beyond.

A special recognition and thanks to all the partners (ACOEP - EDUCARE - MUNDELNINO - SOUTHWARK COUNCIL - RETESALUTE and LIONS CLUB VAL SAN MARTINO Associated Partner that will present later) that have accompanied and supported the oversight work of SPECCHIO MAGICO, Lead Partner; to the Professor Alberto Pellai, Scientific Director, the quality added value of the whole experience as well as the creator of the prevention model, milestones of the project; to all the families who have directly taken

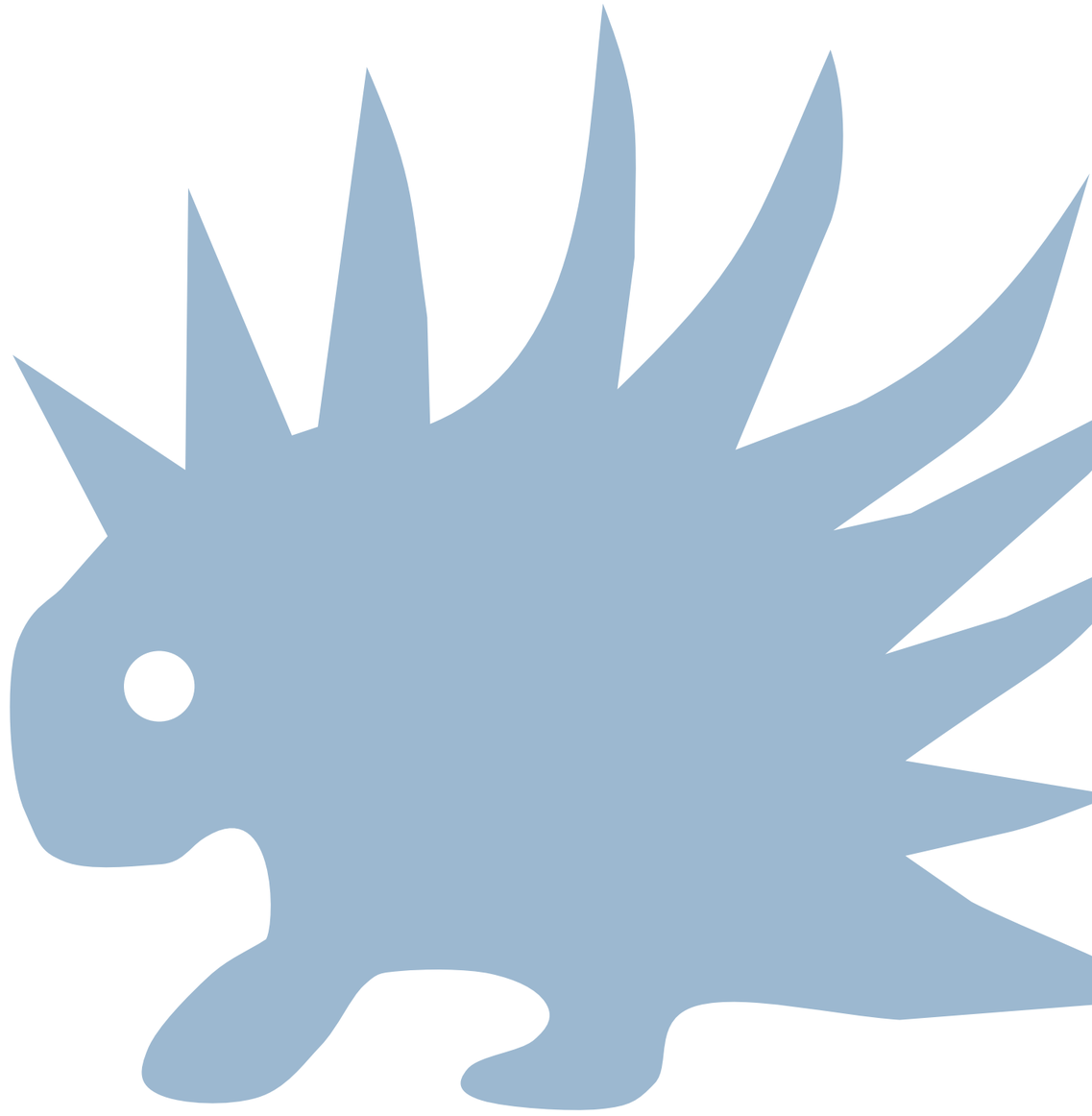
part demonstrating care, sensitivity and cohesion; to schools that have been able to create, together with the operators, the best possible setting for a such significant test in both its quantitative and qualitative impacts.

Two famous quotes have marked Hedgehogs during its entire development and also in this occasion we like they open and close the passion we has worked with in these years: the first one tells the origin of the name and the educational metaphor par excellence, while the second, here below, aims at showing how we should deal with the problem without reservation, fear and hypocrisy.

Thus, the last but not least thanks goes to the children who followed Hedgehogs: a sincere and heartfelt thanks for have sharing with us their stories, fears, ambitions, expectations, dreams, and growth. Thanks for allowing us to better understand, to closely see through their eyes, how it is necessary to invest in, on and for them, because this is the first element and engine of prevention.

Fairy tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten.

Gilbert Keith Chesterton



THE EUROPEAN EXPERIENCE OF PORCOSPINI

The experience of Porcospini “Daphne” was almost indescribable, as it has been used to define it.

Specchio Magico, a small body, although ambitious in ideas and will, was to coordinate and manage organizations and bodies over an excursus of 24 months that have profoundly marked the growth of the cooperative.

In addition to the economic and financial dimension, not negligible and certainly fundamental related to what it could do, the “European” dimension and supranational point of view brought Specchio Magico the greater elements of growth, development and skills acquisition.

The well-structured, expert and varied partnership, concerning its composition and fields, and at the same time so full of ideas, effectiveness and creativity, has allowed Porcospini to achieve results which would not have absolutely thought to reach.

Just to give an example: the experimental action was able to pass by far what we expected, beyond expectation. The attendance of schools, families and institutions were the elements of greatest recognition of the project goodness and this was the key step for the mainstream and

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the structuring of a series of steps for future sustainability, allowing the project continuity in the various countries.

We want to briefly describe the path the project has gone through in these two years.

The project is promoted by six partners, who have social, educational and wealth competences to integrate the project results into local plans and policies. They combine their professional know-how and suitable structures to make communication and dialogue in families easier through the help of schools, bringing school and family together in the most delicate and respectful way.

Besides the development of the context analysis that defines models and procedures on prevention programmes for child abuse and the elaboration of training tools, main activities of the project are the Educational training sessions with children of the schools involved in the project.

Working together in a transnational cooperation project and evaluating the project at European level, the partners will have the opportunity to define a shared innovative European model of primary prevention on abuse against children.

The project has been lasting 24 months, from 1st March 2011 to 28th February 2013. The activities are structured into 6 work streams. The most important were (contained by a management and a communication action):

1. Implementation and presentation of the "Porcospini" initiative
   To meet the partners and share and define the context and methodology to develop
2. Transfer of good practices: identification of a joint intervention model
   To define the common model and methodology to adopt with the target groups and train the technical group
3. Intervention planning (experimental action): classes identification; teachers training; parents training; operators training and supervision; intervention protocols from the school towards the local authorities in case of check of "cases"
   To identify the schools, train teachers, operators and parents and implement the educational training for children in schools
4. Intervention assessment of the initiative adapted at European level
   To evaluate the impact of the intervention model in the territories involved and finally define an European model of primary prevention on abuse against children

The project aims at providing children with tools able to foster a deeper awareness of their body and emotions, by teaching them how to recognize, trust and listen to their own sensations. Moreover, the project aims at helping children to identify trustworthy adults and turn to them for help or to report their negative or positive experiences without being afraid of being told off or misunderstood. The project addressees are: nine/ten- years-old children attending primary school, parents, teachers, educators and professionals in the field. It consists of an intervention involving an "educational community" addressing sensible territories and schools willing to implement concise actions and their dissemination in order to prevent child abuse. The project also is based on the socio- relational empowerment of children families, teachers and educators. Thanks to this method of intervention it should be possible to develop a network of relations and family interest groups (potential future associations) which will take advantage of the European context created by the project.

Porcospini began with an introductory seminar conducted by the scientific director Alberto Pellai and held in Italy (March 2011) where the partnership has come to know each other directly and personally and share the first elements of scientific nature on which the design was based. This framework has allowed institutions to present their activities in detail and their experience on the subject for the benefit of others subjects as well as for the benefit of all the participating stakeholders. Specchio Magico has always involved institutions and significant subjects on the territory in order to do a constant throughout the project dissemination and

mainstreaming action, the same path that has been asked partners to carry out.

The complexity of the content and the necessities of technical nature related to the professionalization of operators required to conduct the experimental actions pushed the partnership to define two close steps connected to two meetings in London (July 2011) and Granada (November 2011).

This choice was imposed by the great attention directed to children sexual abuse and the need to homogenise theoretical elements not always corresponding against different socio-cultural contexts expressed by the involved bodies and at the same time in order to create a precise education session, that would generate a first draft of an intervention mode.

London has been a landmark for a strong and deep sharing of the principles of this primary prevention project, always under the leadership and guidance of Professor Pellai it has been able to open a full immersion on the contents, approaches and theoretical, normative, psycho-pedagogical orientations related to the theme. A very intense and productive meeting that allowed to focus all the key points of intervention, working specifically on the Life Skills and protective and risk factors.

The possibility of a direct comparison with a luminary of the matter as the scientific director Alberto Pellai was an opportunity for the partnership to have a targeted and precise analysis, from theories to techniques, from scientific studies to practice.

From here, immediately, there is the need of a phase, almost consequential, of special training on techniques for managing various activities. The lead partner, in Granada, focused the meeting on a structured work experience through direct experience in the fruition and management of the shared intervention model.

This project section has been particularly effective, has meant that the whole partnership could completely immerse in the operative part, simulating exercises, discussing assumptions, methodologies and objectives.

Thanks to this laborious and in-depth work, it has been able to see with own eyes when what and how to propose to children Porcospini intervention. The meeting was a decisive milestone cause it allowed the model structuring in terms of concrete practicality, developing guidelines for the activities management in the classes and defining the steps in detail. A sort of vademecum.

The meeting in Granada was also an opportunity for the processing of the first sheets of self and hetero evaluation aimed at a first qualitative and quantitative analysis of various interventions.

Each partner has started at this point the out-and-out implementation of what has been hitherto defined, presenting to schools and families Porcospini and choosing the classes for the experimental action.

The scholastic year has been the place of all the interventions in different countries and then, in Bratislava (October 2012), a specific meeting oriented to the testing and evaluation, following the work carried out on all the identified annuity for the experimental action that brought the partners to illustrate the strengths and weaknesses elements they identified and faced and the observed criticalities and excellence. This work allowed, finally, to finalise the best model of intervention, properly evaluated and validated as a result of direct experiences of the involved bodies and the observations collected by schools, cooperating educational agencies, families and especially by children. Thus the project has produced a detailed scientifically supported model of intervention for the education of families and teachers and of course for the modules management addressed to children.

Together with the most intervening part, the project has also produced a number of particularly significant outputs and deliverables. The most important were the production of the context analysis for the start of activities, key documentation and statements to adjust and modulate the interventions on the socio-cultural and economic realities of the partner

countries. A lot of work has been done on the "intervention protocols", that is how each country takes of responsibility of those who are victims of abuse and what are the activation procedures, paths, modalities, methodologies, protocols precisely analyzing relevant tightness and vulnerability elements of the got going practices.

The document sets out a series of questions to compare good practices, regulatory or procedural gaps, contextual elements of affinity and different settings in a mutual gaze to the strength and excellence of the other involved countries.

Porcospini is innovative due to the approach applied: raise awareness through the psychopedagogical study of affectivity and sexuality. The educational efforts play the most important role in the project, as well as the direct involvement of children and families, a field where the quality of operators and thus the necessity of appropriate education and supervision are fundamental and convey to the project its added value. Porcospini aims at fostering the gradual, child friendly awareness that prevent children to feel guilty and does not cause fear into them so that they acquire orientation skills and capabilities as far as their growth and emerging drives. Traditional approaches to this issue tend to address families and institutions, while in this project the intervention is centred on skills which are transferred to children. The indirect action on the community (family, school, educators) is still a fundamental matter that will be furthered developed after the project.

The model proposed by the project thanks to the competent and diversified partnership's contribution will make it possible to develop an European intervention plan and to reach a large number of users over a relatively short period of time. Thus the project can develop an observatory of the phenomenon in order to implement appropriate social and psychopedagogical policies in cases of critical situations or excessive exposition to dangers. At the same time, the European approach allows to extend the modelization of the proposed intervention and make it highly flexible and usable in different contexts, so that it can be proposed

as a tool capable of adapting to the different areas where it will be carried out after the end of the project. This potential role as an extended observatory allows to carry out territorial policies and local interventions as a tool of prevention. The project provide training also to children and adults to tackle the issues of affectivity and sexuality through the SAID and by avoiding the UNSAID, the real trap of paedophilia and of problems deriving from abuse and mistreatment. An aware child is a less exposed child, he/she is less likely to be allured by potential abusers, it's a child that discusses the theme and allows those who surround him to understand, realize and intervene.

The project doesn't intend to intervene on abuse victims, but to prevent cases from happening by detecting risk situations, reporting them to competent authorities and professionals or specialized centres. Porcospini works on normal and everyday situations to guarantee prevention to a target group of people who start experiencing, both physically and psychologically, adult life and the first aware affective and sexual relations. The involved partners carry out their efforts in their normative context both at regional and national level. Practices and tools will be developed to safeguard privacy and data, procedures for the transfer of sensitive data will be implemented in respect of the laws of involved countries. The training of educators will be the most important element, as far as quality is concerned, it will also be the most important indicator of the effectiveness of the intervention and of its ability to succeed without shocking. This is why operators will be chosen by every single country very carefully. Project partners will have to propose highly specialized staff, according to national law. Beyond training, technical supervision will be implemented that allows to evaluate and verify, step by step, the intervention in classrooms and reorient the program based on the different interlocutors. In this sector, the action of a Scientific Committee is fundamental. The Committee will be an appropriate tool to work out strategies and solutions for all ethical problems which might emerge, and thus this body will be an essential guarantee of success

of single interventions

The project is structured in order to avoid any kind of negative consequence in classes. This means that after identifying schools willing to participate, students will just start a new course during their school hours and will thus benefit directly from the intervention which does not imply any discrimination or necessity to sign in. Problems generally emerge because families oppose to the project, as they are not ready to recognize the beginning of their children's sexual and affective relations and therefore reckon that the initiative is premature. So, the project proposes to start with parents' education by introducing the theme gradually and revealing what kind of activities will be carried out in class, making parents familiar with the contents of the project. We expect that parents will themselves spread the ideas of the project by reporting to their mates in the educational phase on their personal experiences as victims of abuse or mistreatment. This should create trust in the project and its aims. The direct effectiveness is guaranteed by accurately trained educators and the educational plan reduces potential difficulties in children as well as in parents. The substitution or turn over of operators cannot be regardless of the educational phase allowing to empower operators who will then go into classes. If unexpected turnover should take place in the project's staff, if partners agree, an ad hoc educational phase will be added to allow new staff to continue the activities with the same competence degree. The skills and experience of operators is a fundamental prerequisite of success.

The impact of the project involved a definitely large target group due to its methodology: a single module involved 10 classes of 25 students on average. The project has reached 250 students with a single operational unit (each PP). Thanks to the European planning and modelization the project reached at least 50-60 classes and thus more than 1000 students and their families. So, the impact on involved communities was particularly significant. Each territory was the scenery of a personalized implementation, in which local populations took

part. Implementations addressed local administrators and professionals in order to transfer the knowledge produced by the observatory and allow a wider dissemination. The project is based on the experiences of students and quantitative/qualitative statistics on real or alleged sexual experiences reported by students. The dissemination strategy of prevention has to start from the project's final target groups, i.e. Children and families. Workstream 5 was entirely centred on the dissemination of objectives, actions and outputs realised by the project through local and transnational information and communication actions. The project has been particularly active in the production of informative material (leaflets, website, informative kits) in order to disseminate the realization and modelization of primary prevention intervention on the theme of child abuse at European level. Each partner organized institutional meetings in order to strengthen the connection with local authorities. The partnership's institutional connections therefore registered the achieved outputs and deliverables by acting as a direct interlocutor for the sustainability and transferability of the model beyond the scenery and the Daphne Programme. The final transnational conference guaranteed the presentation of the project's achievements in the involved communities and guaranteed the capitalization of results and their transferability in other areas. The projects aimed at influencing the scientific community as well by proposing the new approach in specialized journals. The dissemination strategy of the project also included the contact with specialized medias on childhood. The Scientific Committee namely started contacts with national media in order to transform the educational modules in classes into a tv-educational approach to present the experience and perhaps propose a further spread of its results.

The communication and dissemination activities realised were aimed to raise awareness local institutions and authorities in order to guarantee the project prosecution after the end of the financial contribution. Each partner organized at least two higher institutional meetings in order to present and promote the project on the territory and allow not only its promotions,

but also further discussion and its introduction into the planning of social intervention at local level.

The project produced concrete deliverables which can be used after its end (educational kits, intervention protocol) not only by PPs, but also by communities willing to approach and get to know this new way of tackling child abuse and mistreatment. Project deliverables can be transferred and used in other areas since the model has been planned to be transnational and flexible in order to react to the problems of different analyzed context. The Partners will continue their cooperation on initiatives concerning the theme of child abuse and they will participate in shared projects at European level and commit to gather resources to contribute to the development and spread of the experienced techniques. This is why the website will keep on reporting on new projects and will be monitored by the LP and updated by PPs also after the end of the project. The associated partner Lion Club Val San Martino is active among the local community and its strategic role in the project is linked with its being part of a big European network spread on the territory. Their attention to the project and the present discussion in the Club at regional and nation level on supporting this Daphne initiative are a further element of development.

This type of work was considered of particular importance because the comparison between activation models and formal protocols of the different partner countries, that here we illustrate rough in, allowed we could mutually benefit from the added value that each subject brought to the project, with the awareness of a fruitful partnership.

The project has thus defined a fundamental milestone (a special section is herein dedicated to) representing the model of intervention, a series of in-depth analysis and articles related to local, national and international press, mainly managed by the Scientific Director Alberto Pellai on the basis of the European experience, an author story translated into several languages for raising awareness purpose .

Of particular note, two other key deliverables: the analysis of intervention protocols and supervision model.

One of the specific action Porcospini considered was to examine the operating modalities running in different local areas of the involved partners, as regards the management of child sexual abuse which can be found in different environments where children live, in particular in schools, in order to highlight common issues, and underline the most effective aspects and critical points, thus to draw up a sort of summary that may represent an overall model for optimised prevention management.

This document illustrates the results of the collected data by the involved partners, with their own particular knowledge of the reality and facts and their own specific point of view.

The outcome of this data collection should not be considered an exhaustive survey, but rather a real starting point for the different subject committed with prevention at different levels in order they may use it to carry out their tasks at their best.

It allows a reflection on what could be the best conditions for carrying out a prevention action, detecting abuse situations, calling all parties involved to go deeper into their scope of action, to better understand the conditions in which they operate and fully exploit their potential and improve or even correct such conditions.

In order to do this the partners implemented a series of guideline questions to acquire more in-depth knowledge of all the aspects involved in the existing contextual conditions - at regulatory, institutional, and cultural level - that are the prerequisites to the implementation of effective prevention, detection, and reporting actions.

Partners chose to focus on aspects concerning collaboration, assignment and sharing of tasks, responsibility and roles between two educational and social agencies which have been involved into the three stages under consideration, namely schools and social services.

Strictly related to the experimental action and considering a more practical basis, it was de-

cided to produce a supervision model, or at least a proposal for a supervision model for the operators. By supervision we mean a special participated process of observation (vision), which is characterised by a multiple use of different perspectives in observation. The horizontal "hic et nunc" dimension of the event is completed by an additional vertical angle of observation ("super").

Supervision is the tool to grasp the flow of the present time through the delicate work of decomposition and re-composition of what has taken place -i.e. experienced as it was happening- at a later time. Observation, freed from the contemporaneity of the happening, enables a widening of the space and restructures what happened after it has happened, by further exploring it.

Therefore, supervision must be performed when still working on the object of observation, in a sort of pause between two moments of acting.

There are different types of supervision. One is referred to the modalities of management and performance of the activities that focus on the technique and methodology of the intervention, another one focuses on the infra-psychological aspects which are a characteristic of the operator and affect his or her attitude toward users and his or her way of doing what he or she does with and for the end user.

Such supervisions are placed at two well differentiated levels: the technical-operational level which aims at instrumental and methodological learning; and the personal one, which is linked to the concept of a person who becomes an instrument at the service of a process of reworking and renewal of another person.

Technical-operational supervision finds its application at the stage when an operator, after acquiring the essential theoretical knowledge and completing practical guided training, starts carrying out his or her activity in full autonomy and submits his or her results and doubts to supervision.

Personal supervision requires the awareness of and mastering the relational implications -both emotional and functional- of the operator's subjectivity. Personal supervision should be performed by an external professional, who could offer an off-the-field space, where the operator can be fully free in processing his or her experience (Simeone, 2012).

Specchio Magico Cooperativa Sociale Onlus is a non-profit social cooperative (IT) established in May 2001. It is registered in the National and Regional Register of Social Cooperatives and it is a member of the National League of Cooperatives and Mutual Associations. SM offers quality services by an experienced, qualified and professional staff, with specific expertises in pedagogical, educational, psychological areas, supported by updating training. SM guarantees effective interventions and significant implications on childhood, educational, parenting, child abuse and psycho pedagogical policies. Educational methodologies and organization processes at schools are part of its activities too. SM has a leading role in the identification, planning and realization of social, socio educational prevention policies at primary schools. SM is a well-known reliable partner and coordinator of territorial projects concerning the prevention of abuse.

SM has developed a good experience in project, both at European and Italia level, allowing an efficient implementation and impact on services, concerning policies about infancy, education, parenthood, migration processes,unease, sex abuse, psycho-pedagogical support, edu-

cational methodologies, organizational processes at schools. The key interlocutors of SM's activities are Italian and European local bodies.
SM also promotes direct intervention at schools, where it develops most of its projects on active citizenship and psycho-pedagogical services, enhancing the networking of resources and territorial education agencies.

Retesalute – Azienda Speciale Consortile (IT) was established in 2005. It is an instrumental economic body of associated institutions and it is a legal entity with legal managing autonomy. It is composed by 25 members, exclusively Public Institutions (Municipalities, Unions of Municipalities and the Province of Lecco) fromthe Merate District in the Province of Lecco (IT). Its objectives includes socio-welfare and socio-medical functions, and the management of services to individuals and families in connection with the activities that the associated institutions carry out by law, including educational interventions aiming at promoting psycho-social well-being of citizens in the area. Retesalute promotes the development of an integrated service network at interprovincial level and is perceived as a tool to optimize the efficiency of services for the empowerment and development of local welfare. Moreover, it fulfils the prescription of law 328/2000, according to which towns are supposed to be associated on territories where, according to regional authorities, the joined management of the local service sector is possible. Moreover, Retesalute has been appointed as leader institution in the realization of the Merate District Area Plan (L.398/2000). As leader institution, its task is to supervise the implementation of the plan, by supplying services through its organization strategy and managing the necessary financial resources and by ensuring support. Retesalute has a board of directors, a chief executive and a technical structure structured in three strategic areas: Children and Adults, Seniors and disabled people, Administration.

Foundation MUNDELNINO/MNO-ITW was established in 1989. It includes a staff of 5 employed people. It is a NGO foundation and its focus is on capacity building of people especially for migrant women.
Most of the funding is supported by the national government & the Municipality of Amsterdam. The staff is always involved in the coordination of project management and the organisation has over 20 year of experience.
Since over 20 years it has been focusing at the empowerment of women and children, through training programmes especially implemented for the Municipality of Amsterdam. The target group is migrant women and MNO–ITW did many projects for reducing the gender imbalance and to educate parents and, most important, migrant women to reduce violence and support women in their empowerment. It also implemented a parent project for conflict resolutions with respect to children education; as well as the experience with projects to support the role of fathers i.e. to achieve an equal role in the education of their children.
It always targets at strengthening the capacities and wellbeing of people to enhance skills development and training programmes as to projects for parents and research programmes.
The Foundation MUNDELNINO, MNO-ITW is very interested in working in partnership with ITALY as we think it is a very important project to support awareness raising concerning sexual abuse and recognising behaviour for parent education. The two organisations finally come to work together after having shared and discussed about common important issues in international meeting- training contexts.

Asociación Centro Andaluz de Programas Europeos – ACOEP was legally created in January 2009 by people who have been working in European Projects 8 years. Nowadays there are 35 associates who carry out staff tasks, and there is a Board formed by 5 people. The usual funding sources are public grants and membership fees of the associates. The association carries

out different tasks such as: developing educational and informative tasks concerning European Programmes; arranging campaigns and programme activities in order to inform about European Programmes; publishing papers concerning European Programmes, participating in European programmes, projects and activities; arranging debates, campaigns, conferences and seminars to encourage the offer of European programmes for the internal use of the association as well as for the society in general, developing educational activities for the members, developing teaching and educational activities for different communities, promoting professional links and exchanges so as to compare projects and investigations carried out in Europe through European Programmes.

Educare, n. o. is an independent, apolitical, non-governmental and non-profit organization established in 2008. It is an independent legal entity working with the whole Slovakia and with international contacts. It offers counseling, consultancy and services of cultural, social, educational and training character, as well as scientific and technical services to promote regional development and employment. The organization was founded mainly for the purposes of raising the overall life quality in the Slovak Republic and improvement of the socio-economic background at different groups of people. Educare, n. o. is used to provide training and consultancy services to different target groups from the disadvantaged ones to whom just need a help in difficult life situation. Thanks to the wide portfolio of services and high experienced staff, this organization is able to effectively implement its initiatives such as training, workshops, seminars, informative events and classes.

Educare, n. o. is used to work with different groups of people, which was also proved in the projects implemented on national level. This organization had opportunity to participate in actions related to the special training of people in pre-school and school age. More specifically, the actions were addressed to pupils with problems in learning like dyslexia, dysgraphia and hyperactivity. During the project activities, also the parents were involved and innovative learning methods were prepared. It also cooperated on activities related to the education and development of personal skills of women living in Czech-Slovak border area. Educare n. o. is also involved in the activities related to avoid children right wing extremism, bullying and violence in pre-school and school age. Educare is fully aware that the involvement of parents is one of the most important parts.

Southwark Council (UK) was established in 1967.

It is one of 32 London local authorities, located south of the River Thames, which has been in existence since 1967. It is part of the 5 central London boroughs. Over the past ten years, Southwark's population has grown at more than three times the rate of the country as a whole and stands at 275,000. It attracts thousands of daytime visitors: around 30,000 business employees. It has the eighth largest ethnic minority community in the country and about 80 languages spoken in our schools. Southwark is a place of contrasts: rich suburbs lie just minutes from some of London's most deprived areas. Southwark's Children's Services Directorate delivers education, social care and some health services working in partnership with other statutory, business and voluntary agencies.

Soutwark Council has experience in transnational projects under the following funding programmes: INTERREG, the Community Initiative EQUAL, and the European Social Fund. Children's Services education managers receive annual government and other national agency grant income of £ 21 million. Of this £2.7million is managed by the relevant Assistant Director. Southwark Council has a strong history of developing, implementing and coordinating key initiatives regarding sex and relationship education and safeguarding, infact it have prioritised the development of sex and relationship education as part of the strategy to

protect children and young people and to reduce teenage pregancy. We have considerable expertise in this area, working within national requirements and guidance on best practice. The overarching framework is provided through the national healthy schools programme (more information can be viewed on http://home.healthyschools.gov.uk/) which accredits schools that achieve nationally specified criteria in a range of health –related activity including provision of sex and relationship education.

90 % of Southwark schools have achieved healthy school status which means they are delivering sex and relationship education and have consulted with both parents and pupils to inform their programme. Southwark offer specialist support to targeted primary schools to develop and deliver their sex and relationship education through The Christopher Winter Project (more information can be viewed on www.tcwp.co.uk/index.php?m=home)

LIONS CLUB Associated Partner

The local club shares the objectives and aims of the international statute. We believe everyone deserves a healthy life. From providing health programs that focus on hearing loss to supporting efforts to control and prevent diabetes, we're working to improve children's and adults' health around the world. We empower the next generation. Whether it's providing volunteer and leadership experiences in a Leo club or sharing a message of peace through our Peace Poster contest, our youth programs invest in the future by reaching out to young people.

Lions Club Val San Martino cooperates with Specchio Magico. They developed together several social projects on the territory with great success.

Lions Club Val San Martino accompanied the applicant in the project proposal preparation, putting at its disposal its skills and great experience of social projects on the territory.

Lions Club Val San Martino is a local club widely organized at international level. It has promoted the initiative at local level and now it would like to maintain its role of promoter and supporter, and keep institutional relations also in the reference territory. Its role would also be important in order to enforce international links for project diffusion and promotion and for the relevant results achievable.

The club members follow project activities and participate to the events planned in Italy. They help in spreading and diffusing project results trough the huge network they are part.

SEXUAL ABUSE AND ITS PREVENTION

In the last twenty years we have been working hard and intensively about the issue of sexual abuse.

Even when you have been working in this field for years it is easy to talk about the prevention of sexual abuse. Times are really mature and therefore it is time the community learn to tolerate the implicit suffering in dealing with such a thorny and difficult issue, learning how to prevent it, learning to say those words that everyone omit and prefer to keep hidden, often in pain and in the silence of the heart.

At a previous time the prevention of sexual abuse was all in a sentence that adults handed down to children from generation to generation: “Do not take candies from a stranger”. Entire generations hid in that candy, not to be taken or accepted, the ghost of all violence, more or less inconceivable, that an adult can commit on a child.

The sentence was used for the prevention of drug, tobacco, sexual abuse and who knows precisely for how many other things. But the great truth that warning, handed down from generation to generation, could not spread is that candies do not have to be accepted even

JUST_2010_DAP3_AG_1097

JUST_2010_DAP3_AG_1097

from people you know. In fact, epidemiology confirms us sexual abuse is often perpetrated by adults who have won the sympathy and confidence of a child and based on his relational power “seduce” child in situations driving into a sexual sphere, with the gradualness and intensity that the progressive involving makes possible.

A child who is involved in this kind of situation is often alone and disoriented. The suffered violence is almost always accompanied by the implicit pact that what happened between the child and the abuser adult will remain a secret to never tell to anyone, in any manner or occasion.

The child lives in the incapability to make sense of what has happened: suspended between fear, disorientation and often the pleasure felt, relies on the strength of secret and, doing so, often implicitly authorizes the repetition of sex abuse thus it becomes chronic and more and more entraps the victim and his executioner in a game that has the characteristics of the vicious circle.

What is it that drives a child to be forever silent about his secret even when it causes him so much pain and when he can disclose and ask adults, who love him, for help and support?

It is difficult to answer to a question like this, but I believe that child victims of sexual abuse are also victims of the fear to tell it to someone. They feel that no one around them could be able to manage and deal with such an huge event and at the end they give in to the inability to tell it. So, those words that should come out with the explosive force of the suffered abuse and the need to be heard, remain entrapped, sometimes forever, and frequently disturb the existence of the subject causing problems more or less obvious, such as affective difficulty, disorder of attention, concentration, memory and learning. Often, the emotional and sexual life of a person who has suffered sexual abuse has problems, sometimes very serious, and therefore preventing the sexual abuse means to prevent all the consequences deriving from it in a medium and long term and have serious implications on the health, not only organic but

also psychosocial, of the involved individual and of those who live close.

Preventing children sexual abuse is the duty of every civilized society. Receiving preventive news and information is a right for child. Child “expects” adult takes care of him from the very beginning of his existence, feeding, protecting, defending, reassuring and containing him, accompanying and supporting him in the tests he lives and will have to face, over time, individually and socially, to grow.

The child “expects” to be loved and protected by her parents, relatives and adults, in general, that take care of him.

Due to this I have tried to promote prevention activities, research activities and projects that involved all adults, especially those that care of kids, in order they become more aware and able to take-charge responsibly of this phenomenon on all the three levels of preventive intervention: primary (to prevent the occurrence of abuse), secondary (to recognize as early as possible an abuse already happened), tertiary (to help the return to a psychophysical well-being situation through integrated and systemic actions). The importance of intervention by preventive actions has been confirmed also by the study group of the World Health Organization for child abuse in the context of the Decalogue they developed.

However, the implementation of preventive strategies concerning a problem that involves and impacts an entire community takes place only when the community itself is capable of recognizing it, defining epidemiological characteristics such as prevalence and incidence and structuring interventions aimed at early diagnosis and detection of risk factors, all conditions still not always present in the Italian reality for what concerns the sexual abuse.

The most effective intervention would be a systematic and intensive education of adults and parents in particular, in order the prevention of sexual abuse can be a reality for every child who receives principles and values within his own family. This intervention should be, then, integrated by the systematic action of the school that, assisting the growth of each child,

should also provide the necessary knowledge and skills to prevent sexual abuse in a synergistic action with the family. In practice, unfortunately, in our country, this integrated action of sexual abuse prevention between family and school remains a great utopia. Sexual abuse is a problem so disturbing that adults without proper preparation and awareness, prefer not to deal with and act accordingly, an impressive action of emotional detachment, removal, rationalization, denial and censure (Galli, 1994) .

Analyzing the attitudes of the adults forming the educators community, we realize that primary prevention of sexual abuse remains a cinderella within our schools, families and aggregation reality. The reason lies in fear, emotion behind which a strong denial of the problem is hidden, prejudice and lack of concrete and proper answers to talk growing subjects of an acute and essential matter.

Such a generalized denial of the problem leave children more vulnerable and at the same time allows the abuser to act undisturbed in a reality that does not make his presence thinkable, and therefore possible.

The mood of terror in which victim lie makes asking for help more difficult. Victims firmly keeps silence because they are afraid, but if the children feel the fear of adults, will sink into the abyss of silence, convinced that giving word to the unspeakable reminders unmanageable emotions by adults who take care of them. Nothing is more frightening to a child than an adult, which instead of protecting him when frightened, shows himself even more terrified and, in this way, it becomes frightening.

The true prevention adults can offer children should not be saturated by anxiety and fear, but of authority and security, desire to communicate and share, awareness that significant adults are people who have to promote growth and give children means to face difficulties.

Adults cannot be just dispensers of laws, rules and prohibitions, but have also to transmit life skills.

Programs of primary prevention interventions include training, education and information for adults. During these information sessions is necessary to explain that children need to learn and know from their everyday experiences, that family members will listen to their concerns and anxieties concerning “disturbing” behaviors without disapproving, scolding them or make them feel guilty. It ‘also important that parents discourage an atmosphere of “secrecy” within the family and support children when they refuse to get involved in physical interactions with people who do not know. Schools should use all the possible means to maximize families’ involvement.

It can be said that more the educational intervention and preventive is in-depth, systematic, intensive and not extemporaneous and more can help children to improve their skills in analyzing risk situations, learning to distinguish situations of real risk from those in which there is not and especially to make them aware of their own self-efficacy and ability to implement protective and defensive behaviors when needed, as well as reporting to adults any significant experiences in which they were risk exposed.

In order to allow children to live experience of emotional and sexual education serenely, it is necessary to build an adult-underage relationship, where the latter feel free to be truly himself, to ask questions and express doubts about sexual matter; in other words, it needs to demonstrate children that adult is willing to give them a listening characterized by an unconditional acceptance of what they want to communicate (Galli, 1991).

It becomes essential, in this sense, that educator is able to handle the skills related to the areas of “knowledge”, “know-how” and “how to be” in relation to child’s sex education. For area of “knowledge”, we mean the area of the necessary knowledge required for the basic understanding of human sexuality, for area of “know-how” we mean instead the skills that are a prerequisite of educational work, especially in terms of affectivity and sexuality and for the area of “how to be” the personal and attitudinal qualities and skills, such as tolerance, respect,

acceptance, ability to give and receive trust and call himself into question.

For a child who is growing up, sexuality and affectivity become a series of "unspoken words" questions not asked, answers not given. For the child is difficult to orient himself in the "labyrinth" of sexuality, because a heightened ostentation of sex (and not of sexuality) by means of mass media

is in contrast to the emptiness of the significant adults' world.

What comes from the exosystem is passively received by the subject, influencing his knowledge, values and behaviors, but cannot be discussed by the receiver.

As educators, we cannot be pleased with the culture and the symbolic and cognitive environment created by media in which the individual lives. Often, we face a world of consumerism and materialism, where everything is lawful, possible, testable. A growing boy finds in the exosystem a real saturation of messages and situations with more or less explicit sexual connotations. In this context it is hard to understand what are the differences between thinking / dreaming sexuality (key process in the growth process) and, instead, acting it out.

More and more often, we stand in front of boys and girls who become sexually active and only secondarily ask themselves about the real and deep meanings of their behaviors.

The confusion that governs boys' thoughts and sometimes actions, at least in part it is a reflection of ambivalence that pervades and permeates the whole society, that faces sexuality, with a highly ambivalent attitude. On one side sex, in a consumer society driven to buy and sell, is nothing more than a commodity to be put on the cover to boost sales of periodicals, to "embalm" in a calendar of coated paper, under the pretext of supporting a healthy and elegant class eroticism. On the other side, who is growing is left alone in a macrocosm that shows off sex but at the same time does not know sizing it in a perspective of values and education. This "systemic" complexity makes more and more difficult for adults, and often children themselves, to understand what is "normal" and what is not in sexual act of whom is growing.

Starting from the complexity of the systemic model, it is necessary to redefine roles and principles that must be shared by all for a healthy and positive affective and sexual education in our society.

Pedophilia can be fought only if we build a society that has learned to talk about sex and love, without trivialize, manipulate, "trade them."

Educators, whether they are parents or teachers, must learn to recognize their role as sex educators is unique and that in recent years their fragility and their attitude of delegation have done nothing but encourage the dominance of a sexual information / representation dominated by market objectives and certainly not educational ones. It is in this culture of "consumption" and educational silence that pedophilia has fertile ground.

In the specific context of child sexual abuse prevention based on educational methodology, the aim should be to foster children the expressive capacity of pleasant and unpleasant emotions related to sexuality, using also the game language, drama, graphic expression. The ability to put into words the ambivalent aspects of sexual experience expands in the underage his self-defense power against the risk of appropriation of his body.

The lack of confidence in himself and low self-esteem are elements of great attraction for the abuser, one of the key aspects that must be encouraged in working with children is related to have more confidence and give more importance to their emotions , feelings and perceptions.

Perhaps it would be necessary to promote a more general cultural reflection concerning educational practice in our society leading children to grow uncritically confident about any adult figure and, instead, with a low level of confidence and trust about own quality sense. It is important that children, while grow up, receive from us adults a strong sense of support and and validation of their value, a condition that probably is the most important pre-requisite to protect them from any adult abuser (Elliot, et al ., 1995).

All educational programs must aim at teaching children that it is possible to say no to adults

in some circumstances. Children are provided with information regarding what to do in case of victimization or abuse, in the hope that this information makes a child able to escape an abusive event and to report abuse immediately to adults they trust.

Porcospini wants to help children understanding there are not dangerous people tout court, but there are situations and relationships where it is easier to feel a sense of discomfort, vulnerability and danger against which you must use a self-defense strategy and request the help of a significant and competent adult.

JUST_2010_DAP3_AG_1097

JUST_2010_DAP3_AG_1097

JUST_2010_DAP3_AG_1097

METHODOLOGY 4

"Some children are so busy in managing the inner self, to have no energies for what lies outside their concerns. Knowing the facts of the world may not be very interesting for whom knows himself incorrectly and in a confused way".

Feuerstein

The key objective of this project is to facilitate the process of communication, dialogue, comparison within the family through the school channel, approaching participants of school / family scenario in the most delicate and respectful way as possible.

Due to this the title of the presented project is "Porcospini, children and parents together to prevent sexual abuse." The quote is obviously of Schopenhauer that describes how a family of Porcospini live through the cold warming each other, with the difficult task of staying close without tipping, without getting hurt. The metaphor refers generally to a complex relationship with adults that, in the view of the project, defines the essential ability to getting closer without choking, approach and live emotions respecting the individual and everyone's

JUST_2010_DAP3_AG_1097

need, but also and above all, the thorny issue of family dialogue, the ability to explore and face some issues that, by their nature, hurt even if the situations are not risk ones.

The developmental years is full of unspoken and the project aims at finding the balance point that allows to communicate the essential enabling the parent to understand possible unease, exposures to risk, warming but not biting. At the same time child learns behavior with adults, learn to manage their communication and their comparison overcoming resistances and understanding the different connotations related to the interaction with adults. Secrecy is one of the more difficult element to manage on sexuality and abuse matter.

Sexual abuse is an interaction of sexual nature between an adult and a child with former's sexual gratification purpose only. In such a definition we alight on abuse, sexual gratification, sexual connotation, elements not always caught by the child that instead lives and articulates an own touch thanks to an interaction, that he has to learn to manage and decode. Porcospini represents also the difficult balance between demonizing the relationship with the other and with adult, making inflexible all the child's affective past under the specter of abuse and promoting an affectivity understanding as pleasant and necessary, wonderful and indispensable as respectful and attentive to the needs, the will of the other, to the sharing with the other.

The theory behind the whole project is systemic eco-friendly, expressly referred to containers that are children's setting of affectivity and sexuality, that may become empty boxes and lacking of the necessary receptivity or comfortable family walls where you feel protected, listened understood, treated with all the essential seriousness which children ask for to be lead of their own growth. Based on the systemic eco-friendly view, the approach can only create the best possible conditions by redefining the interaction containers more lived by the child. These boxes create a model of relationship and interaction between the inner and outer world. School and family are the microsystems that mainly structure the subject identity, in its entirety, including the sexual one.

JUST_2010_DAP3_AG_1097

The project aims at breaking the bounce of delegation between school and family on this difficult and complex issue in its joints inserting as third party, more complementary to children because out of the educational logics on one side, and tied to embarrassment and guilt towards the family environment on the other side. At the same time, an intervention such the foregoing one retraces the peer's mediation results taking advantage of this incredible driving force of "peer's training" containing the devastating influence on the matter of the mass media. Overexposure of eroticism and ostentation of sex in the media world clashes with the lack of space for questions that remain unexpressed, for comparisons that do not occur and if they occur are muffled and artificial. Unspoken words or spoken in such a way to be not absorbed in the proper manner.

The systemic complexity makes extremely difficult to distinguish what is "normal" and what is not in the sexual acting of someone who is growing.

The aim is not to find the philosopher's stone on the subject but to give families a few essential keys and above all to promote a mindset towards the theme that facilitates comparison, dialogue, receptiveness to biting and sometimes annoying and painful inquiries and requests, that affect the immaculate image of his son to trigger imaginary scenarios absolutely not reassuring for the parent. But the family affectivity also runs through this, the ability to support the developmental age in its most complex and risk exposed stages. On the other side, the main aim is to equip children with an expertise of means to read systems that incorporate them and try to depersonalize their behavior, to feel in the right when expressing their questions and investigate their growth.

Starting from the basic assumption remarked by the World Health Organization, primary prevention includes teaching, education and social support. "Improving parenting skills, social family and personal resources, individual skills in dealing with adverse events or disadvantage situations and to identify the conditions of mental health which may result in

JUST_2010_DAP3_AG_1097

risk factors." Equipping adults and introduce children to the constant comparison within the family context.

In a standard family situation, during a dinner with a newscast in the background, to give a concrete example, the news of an abuse is decoded by the child without the necessary background. The parent responds with disgust, maybe comments, maybe he gets angry and shows emotion not completely identifiable and to understandable by the child who builds a sense of the whole. At this stage it is necessary to teach how decoding the emotions they experience, directly or indirectly, as in this case, and to share and redefined them within the family context.

The project aims at developing an intervention for the prevention of children's sexual abuse, enhance the well-being of the local community, promote an accurate, complete and not alarmist information, train parents in particular about primary prevention.

The project aims at developing a method to prevent child abuse, in order to promote well-being through communication, knowledge, awareness of the totality and complexity of the phenomenon by all the people involved: children , families, schools and professional operators.

The project aims at making children strong and confident through habit to practice a daily dialogue in the family, at school and in every relationship, to listen and give voice to emotions and feelings and the construction of a wilful and critical thinking.

Without demonizing the world outside, the promoted activities want to develop meta-cognitive functions allowing the construction of thoughts, questions, "mentalization of emotions", and the subsequent implementation of adaptive behaviors.

Porcospini builds its preventive action preparing "the field", i.e. forming and equipping the key containers to be receptive, friendly and protective, where children can feel safe, listened to, understood, treated with all the necessary seriousness they need to be protagonists of their own growth. The project logic is to build more than destroy or work on the abuse phenomenology disappearance.

We believe, supported by numerous studies and scholars, that there is no a real definitive solution related to this phenomenon and the main investment is on child's ability of self-assertion and self-determination.

Prevention begins giving children the opportunity, during the laboratories, to express themselves, to tell their stories, to build a common language, starting from fundamental issues, such as individual rights, body awareness and ability to listen their emotions, sexuality, affection.

The starting assumption is precisely "in the best interest of the child" (Article 3 of the Convention of Child Rights) where the aim is to exercise the right and his assertion beyond education and discipline to duty, potential dimension and dynamics, that of "I must" on which pedophilia often rooted, using the asymmetry and the authoritarian relationship role that distinguishes it.

Porcospini has the ambitious purpose to make children aware they have fundamental rights, to be considered global people, have the right to say no, not becoming "bad" at the eyes of the outside world. In adults reference environments, school and family, we often tend not to allow an opportunity of child own determination. The intervention, instead, aims at creating the space of "free expression", always duly accompanied, discussed and pondered with reference adults, in the logic of respect for others.

In this way, in Porcospini the child profile is of a good level of self-esteem, which has no need to seek other seduction or to feel special and unique by favoured and therefore dysfunctional relations. Who attends the Porcospini path is nevertheless called to feel unique and special, recognized by their affectively significant environments, even school and family, in a process of self-development that values the individual and its peculiarities. At this point, knowledge

is the element on which bringing awareness of the risk and protective factors, that the path promotes and teaches: children examine in depth and learn about their body changes, naturalness and sexuality and the resulting serenity in facing these matters. Knowing is the first step for any growth path. The child thus learns to know and recognize himself, feeling their sexuality as an essential and forming feature of own self in evolution. So discussed, the classes involved focus key concepts such as reciprocity, respect for themselves and others, sharing and dialogue.

Porcospini thus works on physical education and physicality where being awareness create the capacity, always starting from the self-respect, to respect others, monitoring acceptance or rejection, sharing or embarrassment, will or not in the ambitious attempt to educate to own emotions and other's.

Methodologically you work a lot on reflection and emotion and circularity through which cognition and emotion chase and follow each other. The exercises and proposals are on a metacognitive level where every game and every activity build strategies, skills, critical thinking, rudimentary problem solving, in short a training on Life Skills.

One of the recurring images shown to families is the attempt to provide children with a "toolbox" to deal with these challenges so complex and difficult.

A child of Porcospini acquires, hopefully, a set of tools to better understand its place, in a different light and through a new ability to look at their own experience and therefore more able to recognize the risk factors and to understand the great importance of telling what happened to their reference adults. The aim, therefore, becomes to avoid exposure to the risk or at least prevent it as much as possible through education to those who are called protective factors.

What has been built is part of the community scenario of the Early Childhood Education and Care (ECEC) and wants to draw attention to the need for a critical approach to the world of

JUST_2010_DAP3_AG_1097

the mass media today, the contradictions of modern society and the strong logic of possession and consumption in physical sense of the objects and, unfortunately, of people. We cannot win the dynamics of secrecy and primers asymmetrical guilt, shame, the logic of reward and the chains of impairment: the basic ingredients of enticement and a dimension of abuse unless we adult become aware of how these messages are ordinary, daily, constant.

Child feels that all these things are "normal" in the world of "adults" and then metabolize as they are, without question, without the famous critical thinking. The paradox, perhaps one of the most intense passages the project has shown and taught us through the words of children, is the protection not of the world of adults towards children but of the latter towards frailties and weaknesses of their reference adults. Children tell us the concern about delivering to mom and dad something that could hurt them, that could scare or just embarrass or bother them. Children describe with impressive punctuality which keys trigger fears in their parents and not only and how they protect them from what they do not want to know, face, feel, understand.

"... Dear parents, forget that your children talk with you about these things, your silence on sexuality has already closed as a tomb every possible hint on the subject. So just know that they will never say you anything, not to lose your esteem, your confidence, not to feel them dirty, to be able to look into your eyes without feeling your discomfort, your disapproval. Children will never speak, but you parents have to talk about sex and do it prematurely enough, as well you talk about food, school, swimming lessons. Because if you do not talk about sex it becomes taboo, and do you want a child has the strength to break a taboo that your silence has raised as thick as a wall?"

Umberto Galimberti

JUST_2010_DAP3_AG_1097

Scholars say that child abuse is an experience so abhorrent and worrying that the human mind struggles to contain and almost tends to eject it and delete it, but a child alone cannot do it, he always expects to be protected and defended and this is a duty of the whole community.

With this planning future Porcospini works in depth with schools and parents, through specific training dealing in detail with all the activities offered to children, allowing adults to get involved and compare their own growth path with that of their son.

At the same time school acquires precise technical equipment, experienced and effective to create the conditions for an ideal setting aimed at the discussion on the issues widely discussed in this short paper.

The identification of reference adults is one of the key factors of security and protection of the child, for this reason, even those who should receive, hold, allow the not said of the child should have the right predisposition or disposition.

On these last lines Porcospini tries to lay the foundation for an educational community, for a community that allows your child to read and recognize his own emotional states and express, without reservations or fears, what “the belly says.”

JUST_2010_DAP3_AG_1097

JUST_2010_DAP3_AG_1097

ORGANISATION

- 5 meeting
- Weekly
- Duration of lessons: 120 minutes
- Place: gym or big classroom without desks and chairs
- Each meeting will be divided into:

Presentation of the meeting (welcome)

Warm-up

Two or three practical activities with stages of consideration

Call back to mind re-elaboration of stressed concepts

Relaxation

Assignment of the activities for the next meeting

The activities proposed for each lesson will be more than those doable in a single educational session. The educator will choose the activities that are more suitable and appropriate for the class.

1st MEETING

LET'S DISCOVER OURSELVES BEAUTIFUL BUT DIFFERENT

MAIN GOALS:

- to increase the knowledge of one's own body
- to enhance the differences
- to recognise oneself alike and different
- to strengthen self-esteem

WELCOME:

Children sit down in a circle. They are asked the reason for these meetings and what they expect from this path.

They are asked to introduce themselves with their names and a characteristic of them.

It is explained that each meeting has a title or slogan. Moreover the functions of the "Dear Diary" and of the "Confidences Box" are explained.

WARM-UP:

The class dances in a circle in the middle of the gym as initial warm-up.

Aim:

- to create a peaceful atmosphere in the class.
- to help children to distinguish the different parts of the body enjoying themselves.

- the educator should find texts or kinds of music that can be danced with the class so that children can get moving and touch the different parts of their bodies.

ACTIVITIES

- THE TWINS

Activity:

Children run freely in the gym with a background of music. When music is switched off, children have to make a group with the classmates who have the same physical characteristic said by the educator.

e.g. same eye colour

same height

same hair colour

same hand and feet size

same height

- THE GAME OF QUEENS AND KINGS

Activity:

The class is divided into teams of five-six members. Each child sits in turn on the throne and holds an envelope with their name in hand. In the meanwhile the members of their team run a course and then write on a piece of paper a positive physical characteristic (a qualifier) of the child who is the king/queen sitting at the place of honour. After all children have sat at on the throne, they sit down in a circle and read the slips of paper get during the game. If a child gets a negative characteristic by mistake, the piece of paper will be torn and the author will

write a new slip of paper with a positive one.

The educator guides the discussion according to the aims of the activity.

Aims:

- children learn to enhance their own body and that of others
- children increase their level of self-esteem

The attention of the others is focused on the child as a unique and special person whose physical characteristics are appreciated by all. Maybe the child didn't like these characteristics. This activity is very important for children's self-esteem. The educator advises the teacher to repeat it periodically with the whole class outside this educational path adding also positive character aspects.

- IT IS BEAUTIFUL WHEN… IT IS UGLY WHEN….

This activity has two steps:

1st STEP: Children form a half circle in front of a poster. They say by a show of hands when a particular part of the body is "beautiful" or "ugly".

2nd STEP: During this step children who have problems with the perception of their body images should be helped to "size" the personal experiences of inadequacy and, if possible, to increase the level of self-esteem related to their own bodies. It is especially through the comparison with the others and the discussion led by a good "teacher/tutor" that some problematic personal experiences of children can emerge and be discussed by the whole class.

IT'S BEAUTIFUL WHEN	THE ...	IT'S UGLY WHEN

JUST_2010_DAP3_AG_1097

Aims:

- to help children to appreciate those parts of the body that they consider less attractive, to highlight some characteristics that some people like and others do not;
- to help children to understand that everybody has something beautiful.

ACTIVITIES TO DO AT SCHOOL AND AT HOME

On the "Dear Diary":

1. Create the heading and personalise the diary.
2. Write the slogan of the meeting.
3. Stick the envelope of the place of honour and embellish it.
4. Create a poster to be hung in the classroom. Each child will write the characteristic they liked the most in the game "The game of Queens and Kings".
5. Repeat the game "The game of Queens and Kings" changing the teams or adding the positive character aspects.
6. Explain and present the function and the usefulness of the "Confidences Box" (kept in classroom).

2nd MEETING

OUR BODY IS BEAUTIFUL BECAUSE…

MAIN GOALS

- to understand and deepen the changes of the body in the various stages of development
- to learn and analyse the differences between the male and female body
- to discover what it means to fall in love, to make love, to conceive a baby, pregnancy and childbirth

JUST_2010_DAP3_AG_1097

WELCOME

Children sit down in a circle and greet each other. The topic of the meeting is explained.

The “Confidence box” is opened and questions are read aloud.

WARM-UP

Children run freely in the gym with a background of music. When music is switched off, they are asked to make different movements (for instance males jump on the left foot, females jump on the right one).

ACTIVITIES

- THE GAME OF THE DIFFERENCES

Activity:

The class is divided into four teams that are placed diagonally to a centre where there are four stations delimited by circles containing post-its. In turn, each child runs to the corresponding circle with a felt-tip pen and writes the most important physical characteristic of males and females. The post-it is stuck on a big poster that will be seen by the whole class during a guided discussion.

Aim:

- children learn the differences between males and females

- GENITAL ORGANS

Activity:

Starting from the poster with the differences and using special pictures, the educator guides children to the knowledge of the sexual human body, explaining how male and female genital

organs are made and highlighting the differences.

Aims:

- to increase children’s knowledge of their bodies
- to discuss with children the changes of their bodies in the different stages of growth
- to know the male and female, internal and external genital organs and their functions

- COLOURED PENS

With a background of music, children pass each other three felt-tip pens of different colours corresponding to the colour of the writing on three posters. Children write on them the terms (scientific, nice or vulgar) that refer to the genital organs. When music is switched off, the children who have the felt-tip pen in their hands write on the poster with the same colour of the felt-tip pen. After all children have written on the posters, the educator guides the discussion in circle, highlighting the situations and motivations that lead to the use of these words. The aim is to emphasize the respect towards the human body and therefore the uselessness of vulgar words. The poster with vulgar words is torn in order to reinforce this concept.

Aims:

- to highlight the value of human body and in particular of genital organs which are
- fundamental to give life and feel pleasure
- children learn the correct terminology to name the genital organs
- children understand the importance of not naming the genital organs in a vulgar way

- THE SILHOUETTES

Activity:

Children play in pairs. Each child gets a sheet of brown paper on which they will lie down.

The mate will draw, following the outline, a shape representing the body of the partner with a felt-tip pen. Then they will reverse roles. Scattered through the gym, children will cut out their shapes from the sheets and portray themselves as if they were naked in front of the mirror.

Aims:

- children learn to become aware of their bodies through drawing (tool through which children express their feelings).

- THE RELAY FOR LIFE

Activity:

The class is divided into four teams that run a relay race towards a poster depicting the 5 stages of life:

- infants from 0 to 3 years old;
- children up to 10 years old;
- youngsters;
- adults;
- elderly people.

Children indicate in turn the different features that distinguish each stage.

INFANTS	CHILDREN	YOUNGSISTERS	ADULTS	EDERLY PEOPLE

At the end of the relay children are assembled to summarise and display the different features of each stage on a big poster.

JUST_2010_DAP3_AG_1097

Aims:

- to try to help children understand that the human being has certain behavioural characteristics which change in the different stages of life. A child has some similarities with an adult or a youngster, but differs from them in many other things.

RELAXATION

Children listen to relaxing music lying on exercise mats with opened arms and legs to take up as much space as possible. The educator requests them to fell with the different parts of the body the contact with the ground.

ACTIVITIES TO DO AT SCHOOL AND AT HOME

On the “Dear Diary”:

- Write the title of the meeting
- Write reflections on the meeting
- Stick the shape of the human body
- Colour it picturing themselves naked in front of the mirror
- Silent sheets of paper representing male and female genital organs to be completed and coloured
- Stick on the diary press clippings depicting people in the different stages of life (babies, children, youngsters, adults and elderly people). Write one or more features for each stage of life. The class can also make a summarizing poster.
- Possible view of a video that describes the human body and its genital organs. If there is a doctor or nurse in the school, it would be better advised to involve them in the explanation of the video.

JUST_2010_DAP3_AG_1097

3rd MEETING

THE FRIENDLY TOUCH

MAIN GOALS:

- to learn to respect and enhance one's own body and that of others
- to understand the differences between the "positive touch" and the "negative touch"
- to improve the ability of saying NO.

WELCOME

Children are requested to sit down in a circle in order to greet each other, see the activities done at home and at school and share their reflections. The confidence box is opened and public questions are answered.

WARM-UP

RUN IN A CIRCLE

Children dance freely in the gym with a background of music. When music is switched off, a part of the body is mentioned and each child should touch that part of the body of the near classmate. (shoulder, head, belly, bottom, foot, leg).

ACTIVITIES

- THE CRAZY TRAFFIC LIGHTS

Activity:

Children move freely with a background of music and look at the educator who shows them different coloured signs. Each colour corresponds to an action they have to do getting in touch with classmates.

Yellow: caress; green: handshake; red: slap on the bottom; blue: kiss; black: hair pulled.

Aim:

-children experience different ways of relating their own bodies with that of others making a distinction between those pleasant, indifferent and unpleasant.

- PLEASANT-INDIFFERENT-UNPLEASANT TOUCH

Activity:

Children form a circle in front of the poster on which the pleasant, indifferent and unpleasant ways of touching or being touched are written. The poster has to be completed according to the emotions and sensations experienced during the previous game. There is a vote.

The educator guides this process: what connotes gestures? (who- the purposes – the manner- the moment – how one feels).

Aims:

to help children to:

- understand the differences between pleasant and unpleasant touch
- learn to respect and enhance their own bodies and that of others
- understand that each touch can be pleasant or unpleasant depending on "how I feel, from who I receive it, how I receive it, the intention, the moment and the context in which I am…"
- improve the ability of saying no
- recognize and experience some ways of relating their own bodies with that of others giving them a positive or negative value.

- LADIES AND KNIGHTS (“I CHOOSE YES! I CHOOSE NO!”)

Activity:

Children are divided into two groups and placed in two rows, facing each other. One of the educators shows one by one the cards with the “touches” of the crazy traffic lights. The children of a row go towards the children who are in front of them and who can accept or reject the touch with words, gestures or their bodies. They reverse roles.

Aims:

- to understand the differences between pleasant and unpleasant touch
- to learn to respect and enhance their own bodies and that of others
- to improve the ability of saying no

- BOMB BALL

Activity:

Children play bomb ball scattered through the gym. At the whistle of the educator, they have to stop and the chosen child takes a slip of paper in the bomb on which a situation is described. The slip of paper will be stuck on a poster in the column of “right” or “wrong” depending on the sensations felt, if they were pleasant or not.

RIGHT	WRONG
Pleasant sensation	Pleasant sensation
Unpleaseant sensation	Unpleaseant sensation

JUST_2010_DAP3_AG_1097

The situation are:

1. your doctor asks you to undress to visit you
2. the park keeper urges you to go in their house
3. a car stops and the driver asks you to go with him/her in a street he/she doesn’t know
4. on the bus a man approaches and touches your bottom
5. your uncle always caresses your head
6. your mum and dad kiss you goodnight

(such situations may be placed by children differently. Therefore it is important to conduct the debate with the class well. For instance, it is important that children understand that the situation with the doctor is unpleasant but right, and talk instead about the situation number 5, which may be right for someone and wrong for someone else).

Aims:

- to bring children into question as regards their abilities to perceive the risk in some situations helping them to recognize the different cases in which touching has a positive or negative value.

- RELAY IN PAIRS

Activity:

In pairs, children run a course holding a slips of paper with a part of the body without letting it fall: hand-hand, forehead-forehead, shoulder-shoulder, thigh-thigh, bottombottom, back-back, cheek-cheek and so on.

Aims:

-children come in contact with the classmates using the different parts of the body

JUST_2010_DAP3_AG_1097

- THE CHARACTERS

Activity:

Six children play the role of a character: unknown person, parent, friend of the family, neighbour, teacher, grandfather. The other children move freely and greet the different people in the most appropriate way according to the relationship they have with them.

Aims:

- children express and experience different ways of coming into contact with people

- THE TYPE OF GREETING

Activity:

Children form a circle in front of a poster which displays the characters, the different ways of relating and the reason for such behaviour.

Aims:

-children recognise that the emotional relationship with a person defines the ways of relating to him/her, the reason why behaviour changes depending on who they talk with.

RELAXATION

- LOAF OF BREAD AND BAKER

The class is divided in pairs. With a background of music, a child (the "loaf of bread") lies down while the other (the "baker") massages him/her gently as if kneading a loaf. Then they reverse roles.

- THE TRUSTED FRIEND (could be done at the 5th meeting)

Activity:

Children are asked to relax, image being in a very beautiful, quite, calm, secure place and

think of a person they can trust.

The educator asks than to write the name of this person on a coloured slip of paper which will be stuck on the "Dear Diary".

Aims:

-despite the many dangers of life, children have to understand that there are many people around them who they ask for help, from whom they can receive love and confidence. The important thing is to learn to communicate with others.

ACTIVITIES TO DO AT SCHOOL AND AT HOME

- Write the slogan on the "Dear Diary".
- Search newspaper clippings and articles where there are different ways (positive and negative) in which people can come in contact with others. This activity is particularly important because it allows children to "work" on the messages of massmedia and to "understand" the frequent trivialisation of relationships (also physical) suggested by media images.
- Complete the sentences individually:

  "my body said YES when……."

  "my body said NO when……."
- Interview two people of one's own choice asking them how they communicate the following emotions with their bodies: joy, sadness, fear, indifference, love, embarrassment... and in which parts of their bodies they feel these emotions.
- Copy on the diary and do a drawing of the poem "La pancia sceglie" (belly chooses) (by R. Parsi)

4th MEETING:

LET'S LEARN TO AVOID DANGERS

MAIN GOALS

- To learn to recognise dangerous situations
- To learn to prevent critical situations
- To learn to choose what is the appropriate behaviour to face dangerous situations
- To understand the importance of being able to trust people who love us
- To provide information on what sexual harassment is
- To teach the rules of self-protection and allow children to confront themselves with their value

WELCOME

Children sit down in a circle and greet each other. The topic of the meeting is explained.

The confidence box is opened and questions are read aloud.

WARM-UP

- DANCING ACCORDING TO EMOTIONS

Children dance freely in the gym with a background of music. When music is switched off, they express silently with their bodies (they mime) the emotion the educator indicates. (fear, anger, sadness, joy, wonder, cheerfulness, discouragement, indifference). There is a final discussion to share the emotions.

ACTIVITIES

-TRUST ME

Activity:

Children are divided in pairs, one partner is blindfolded and is guided by the classmate in a course not though verbal orders, but through physical contact. Then they reverse roles.

Children form a circle and discuss the reasons that led them to trust or not the mate.

Aims:

- children learn to inspire confidence and trust the classmates
- children recognise the elements that lead them to trust the closest people who love them and learn to be guide. To help children to:
- understand that it is easier to have a pleasant physical contact und find movement syn-chrony with trusted people
- Experience the chance to trust someone
- Be aware of intimacy bond between people

- STORIES HEARD HERE AND THERE

Activity:

The class is divided into 5 groups by the teacher according to the ability to collaborate in group. Each group analyses 5 stories and dramatizes one of them in front of the classmates. There are five stations in the gym delimited by circles which have a story and a felt-tip pen. Each group receives a schema to analyze the story (what the protagonist thinks, what the protagonist feels, what signs lead the protagonist to understand that the situation is strange, what the protagonist could do). When the group ends the analysis, the group goes to the next circle. All groups have to analyse all stories.

The analysis follows the following schema:

TITLE OF THE STORY	WHAT THE PROTAGONIST THINKS	WHAT THE PROTAGONIST FEELS	WHAT SIGNS LEAD THE PROTAGONIST TO UNDERSTAND THAT THE SITUATION IS STRANGE	WHAT THE PROTAGONIST COULD DO AND WHAT HE/SHE COULD HAVE DONE BEFORE

In circle all groups present their work and confront each other. The factors of attention, of protection and further considerations that emerged from the analysis of each story are highlighted. It is shown that the emotions felt by the protagonist are fundamental indicators to make the children understand if a situation could be a risk for them.

Finally, the three rules of self-protection are explained:

- Does my body say yes or no?
- Does a trusted adult know where I am?
- If I need, am I able to ask a trusted person for help?
- Each group dramatizes a story (it is recommended the use of fancy-dress costumes for the characters).

The stories proposed for the dramatization are the following (we propose more than five stories so that the activity can be done several times):

1. THE FORBIDDEN FILM

Tea, 11 years old, meets a neighbour while she is going down the stairs. Mr Ugo invites her gently to his house to watch a film. Tea thinks about it and then she accepts. Mr Ugo makes her take a sit in front of the television and he sits down next to her. Tea realises from the first scenes that the film is not suitable for children: there are naked men and women. Mr Ugo asks Tea to imitate the characters of the film.

Factors of attention	What to do	Further considerations
No adult of reference knows where the girl is	- to refuse to go - to ask permission	- strength difference between an adult and a child - difficulties in getting out of adult's house

2. TOBIA AND THE DOCTOR

Tobia goes to the doctor with his mum on Thursday afternoon after school. During the visit, after checking the throat and breathing, the doctor pulls down Tobia's briefs and checks that his private parts are healthy touching them. The child looks at his mum surprised and embarrassed.

Factors of attention	What to do	Further considerations
- the presence of the mother despite protagonist's embarrassment or discomfort	- to demand explanations - to express one's own embarrassment or discomfort	- importance of the visit

3. TILLY AND HER UNCLE

Tilly, 9 years old, asks her mum the permission for going get an ice cream with the uncle she loves very much. In the car the uncle caresses her thighs and promises her a bigger ice cream

if she doesn't say it to her mum and keeps the secret.

Factors of attention	What to do	Further considerations
- ask for the secret - perception of the way of touching - emotions felt	- not to keep the secret - to understand the discomfort - to accept that the situation ends	- to talk with an adult - possibility of not being believed - difficulties in telling it

4. NINA AND THE SPIDER

Nina, 10 years old, likes playing in the yard. One day she is playing alone and Mr Beppe, an acquaintance, comes near her telling that there is a big spider on her back. Under the pretext of removing it, he starts touching her. In the meanwhile Nina realises that there is no spider.

Factors of attention	What to do	Further considerations
- perception of the way of touching	- to say no, go away and ask for help	The rather protected environment allows to ask for help

5. PETER AT THE PARK

Peter is at the park waiting for his friends to play football. The park is empty because of the warmth. At one point, he hears the voice of a man telling him: " Hey, child, do you see those bushes over there? There is a very beautiful cat....come and see it with me, you'll have fun...". Even if Peter is tempted, he doesn't know whether to accept the invitation of the unknown person.

JUST_2010_DAP3_AG_1097

Factors of attention	What to do	Further considerations
- deserted environment - emotion felt	- to go away	- to meet each other in a less isolated place - the image children have of the unknown person

6. THE SWIM TEAM

At the end of the training, Marco, the coach of a swim team, invites his pupils to have a shower before going home so that they can relax after many demanding exercises. Marco goes with his pupils in the locker room and stays there while they get naked, have a shower and dress again to go home. Then Marco greet them friendly and goes back to the pull.

Factors of attention	What to do	Further considerations
-the presence of other children despite the embarrassment or discomfort	- to demand explanations - to speak about it with a trusted adult	- children's experiences in similar contexts

7. THE BABYSITTER

Filippo' s babysitter usually brings him to the park during the afternoon. While Filippo is playing, he falls in a big puddle and gets dirty. To avoid catching a chill, the babysitter comes back home, undresses Filippo and makes him a bath. She washes the child despite the fact that his mother didn't say it.

Factors of attention	What to do	Further considerations

Aims:

Children analyse stories in which they can identify themselves. They can also be guided to

JUST_2010_DAP3_AG_1097

find solutions to the different situations learning to react in unpleasant or dangerous situations in which they might be.

To help children to:

- learn to recognise dangerous situations
- learn to prevent critical situations
- think and learn to choose what is the appropriate behaviour to face dangerous situations
- understand the importance of being able to trust people who love us
- provide information on what sexual harassment is.

- ANOTHER PROPOSAL

Two stories among those treated are presented to children. The class has to find two possible endings, one positive and one negative.

The answers will be written on a poster. Finally, the possible consequences will be considered and discussed.

Aims:

- Children have to understand that each situation of life presents a multitude of choices. Their choices should be directed to the best option for them. To reach this aim, the class should think over the impact that the actions of the protagonist have on the more or less positive ending of the events in which children are involved.

RELAXATION

-THE STORY DOESN'T END THERE

Teachers ask children to relax thinking about the stories told and reassure them about the importance of the presence of people they can trust.

Aims:

- children have to understand that it is important to trust someone also in unpleasant situations in order to be helped.

-FULL BAG EMPTY BAG

With a background of music, children lie down and imagine they are an initially empty bag that slowly starts to fill up and suddenly empties.

ACTIVITIES TO DO AT SCHOOL AND AT HOME

On the "dear diary":

1. write the slogan of the meeting
2. write the considerations on the meeting
3. draw a comic strip telling a story. It can be a real or invented dangerous situation or it can describe a pleasant or unpleasant situation.
4. find a slogan with the teacher that can be useful for other children to recognize a danger situation
5. the teacher presents the stories that were not treated and analyses them following the same method used during the meeting
6. write the three rules of self-protection on the dear diary and make a poster to be stuck in the classroom
7. write the poem "L'orco vestito da re" (the ogre dresses as a king) on the diary.

stick the poem "I bambini non sono giochini" (children are not toys) and do a drawing.

5th MEETING

I CRY NO, RUN AWAY, GO RUNNING TO TELL SOMEONE

MAIN GOALS

- To identify the figures of reference in which to confide and ask for help
- To understand the importance of telling freely what happened, even if you can feel fear or embarrassment
- To learn to say no when you are in a strange situation
- To understand the difference between secret and surprise

WELCOME:

Children sit down in a circle and greet each other. The topic of the meeting is explained.

The confidence box is opened and questions are read aloud.

WARM-UP

- THE TRUSTED PERSON

At the first round of a simple obstacle course each child writes their name on a poster in a balloon. At the second round the child writes in the same balloon the names of two people they trust the most.

Children form a circle and say who they have chosen and the reason. The balloons with their names and the names of the people they trust the most are stuck on the wall.

Aims:

- children recognize the people they trust the most
- children are aware of the reasons that led to their choices

- I CRY NO AND RUN

Activity:

After reading some dangerous situations, each child cries “NO!” and runs towards the balloon with the names of the people they trust the most.

At the end, children explain why the situation is dangerous and why they trusted the person they chose.

Aims:

- children react to dangerous situations crying “NO!” and asking the person they trust the most for help.

- THE IMPORTANCE OF ASKING FOR HELP

Activity:

Children form a circle. The path undertaken is summarized and new questions can be asked.

The three rules of self-protection are recalled by children:

- Does my body say yes or no?
- Does a trusted adult know where I am?
- If I need, am I able to ask a trusted person for help?

Aims:

- children think about the importance of asking a trusted person for help.

- QUIZ ON DANGEROUS OR SAFE SITUATIONS

Teams read some dangerous or safe situations (see list below). After deciding quickly whether the situation is safe or dangerous, each child of the team runs in turn to ring the bell, chooses the red card (danger) or the green card (safety) and explains the reason for their choice. The child will cry no and say the name of the trusted person they will address to.

Aims:

- to recognise the dangerous situations and increase the ability of saying no

DANGEROUS SITUATIONS

- Aldo is chatting alone even if his parents have forbidden it. He meets on line a child of his age who wants to know where he lives, what school he attends, the gym…What do you suggest him?
- A boy calls you from a balcony of the building where you live and invites you to go and play with his new video games. What do you do?
- Mara is at the cinema with her parents and sits down with a friend of her some rows ahead . The man sitting next to her starts to caress her a thigh and she fells embarrassed. What do you suggest her?
- Matteo goes to school alone. One morning a man leaning out of a main door calls him. Matteo turns towards him and the man shows him his private parts. What do you suggest him?
- One day the brother of a friend of Betty touches her breast while they are alone in the lift. He threatens to beat her if she will say it to someone. What do you suggest her?
- Giosuè always meets an elderly man with a nice doggy at the park. He pets the dog every time. One day, while his mother is out to buy bread, that man goes and asks Giosuè to help him find the dog that ran away. What do you suggest him?
- The priest of the recreation centre invites Gigi to help him after the catechism class. In order to thank him for the help, the priest makes him sit on his lap and caresses him in a strange way. What do you suggest him?
- A new school caretaker finds Giacomo at the toilets and notices that Giacomo has played with water and wetted the floor. He promises not to say anything if Giacomo pulls his trousers and briefs down. What do you think about?
- A friend of the family usually touches Giovanna's bottom without being seen by other adults. The girl feels awkward and doesn't know what she should do. What do you suggest her?

SAFE OR EQUIVOCAL SITUATIONS (to use as stimulus for reflection on the rules)

- Your favourite aunt invites you for a trip at the lake after asking your parents for permission. What do you think about?
- Every Monday the grandfather fetches Gioia at the gym. One Thursday he makes her a surprise and suggests her to take and eat an ice cream. Even if there is the mum, Gioia prefers to go with her grandfather. What do you think about?
- Chiara and her class are on a bus. Some unknown boys give her their compliments and touch her in a joking way saying her that she is the most beautiful girl in her class. When the teacher looks at them, they stop but then start again. What do you think about?
- A friend of the family gives you a very expensive present for you birthday. What do you think about?
- A friend of your mother fetches you at school and wants to prepare a snack for you because your mother phoned her telling she is late. What do you do?

CONCLUDING REFLECTION

Children form a circle. The educator summarises the path undertaken and new questions can be asked.

The poem "il bambino è come un re" (the child is like a king) is read and commented.

ACTIVITIES TO BE DONE AT SCHOOL AND AT HOME

1. Write the slogan on the “dear diary”.
2. Write or stick the poem “il bambino è come un re” on the diary and do a drawing.
3. Write the slogan of the smart guys: “I cry no, run away and go running to tell someone”
4. Learn the nursery rhyme IO NON HO SEGRETI (I have so secrets)
5. Complete individually the 10 sentences in the sheet of paper “I think so”. These sentences summarise the whole path undertaken. A drawing of two or three children can be added to some answers:

- My body is …..
- Adults have to …..
- Adults shouldn’t …..
- A secret is not like a surprise because …..
- I must be careful …..
- I can trust because …..
- I must ask for help if …..
- I know I can always rely on …..
- I must not be afraid of …..
- A caress can mean ….. or …..

These sheets of paper are important to organise a:

CONCLUDING PAPER

The sheets will be collected and the educator will prepare a set of rules depending on the answers received. Children should keep in mind these rules which will be presented to the parents during the final meeting.

RELAXATION

The following proposals of relaxation can be used in rotation at the end of each of the five meetings included in the curriculum.

Some ways of relaxation are proposed. It is duty of the educator to choose which one to use depending on the class and other variables in play.

Aim:

each relaxation exercise uses the body which is the first element in contact with others and through which children strengthen the knowledge gained during the meeting finding out that it is nice to be inside their own bodies.

1. THE STATUES OF ICE

Children are scattered through the gym and play the statues of ice. These start from an upright and rigid position and are progressively warmed by a ray of sunshine that gently melts them and turns them into a water puddle on the ground. Following the educator’s words, children will progressively relax parts of their bodies and while statues are melting, they will lie down and let themselves go to total relaxation of all muscles.

2. THE GUIDED RELAXATION

Children lie on the ground with their eyes closed and listen to music and the words of the educator who guides them in an imaginary situation that takes place in different environments (e.g. sea, forest, lawn,…) and in which children perceive different sensations involving the five senses.

3. AUTOGENIC TRAINIG

Relaxation exercises including following sensory foci: heaviness, heat, breathing, heartbeat…

4. ALL OF US IS BEAUTIFUL

Children are scattered and lie on the ground. With a background of music, they are asked to think about and relax all parts of their bodies, both those enhanced by their classmates and those they consider less beautiful.

5. LOAF OF BREAD AND BAKER

The class is divided in pairs. With a background of music, a child (the “loaf of bread”) lies down while the other (the “baker”) massages him/her gently as if kneading a loaf. Then they reverse roles.

6. FULL BAG EMPTY BAG

With a background of music, children lie down and imagine they are an initially empty bag on the floor that slowly starts to fill up with the increase of music volume. When the volume is turned down, the bag empties.

JUST_2010_DAP3_AG_1097

JUST_2010_DAP3_AG_1097

JUST_2010_DAP3_AG_1097

6 EVALUATION AND CONCLUSIONS

Objective 1: to 'build children's confidence in asking questions and seeking information'

Objective 2: to 'enhance children's knowledge and understanding about their bodies'

Objective 3: to 'equip children with the necessary tools to enable them to understand when a situation is potentially risky and which actions to take to protect themselves'

Objective 4: to 'help children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help'

Objective 5: to 'raise awareness about the programme and provide relevant information to the adults (parents, carers and teaching staff) to enable them to support children's learning

JUST_2010_DAP3_AG_1097

Overall programme effectiveness

The overall positive feedback indicates that the Porcospini programme could benefit primary schools in several ways. All the teaching staff who provided feedback said they would like to be involved again. The large majority of the children said "yes" when it was asked them if other children should attend the programme.

In deciding whether the programme can be continued, it's necessary to consider several factors (e.g. curriculum, sustainability). Porcospini programme linked in with primary school curriculum subjects; the programme and curriculum appeared mutually complementary of each other. The programme tended to complement rather than duplicate existing school practices, and it appeared that, without the programme, there would be large gaps in learning.

Programme continuation and sustainability – factors for consideration

Schools should become involved with the programme in the future: they need to recognise that more time they can dedicate to the programme, more effective the outcomes will be.

This also means a commitment after the five lessons: they have to implement the good practice and learning related to the programme. Ideally, it should be created a framework and make it available to schools, in order they know what they can do to ensure sustainability.

The framework should consider several follow-up lessons with children as a mean of embedding learning, creating and maintaining a safe environment at schools, in order children may feel comfortable talking to any staff member. A more structured framework is required for primary schools that like to run the programme, informing them about necessary time, resources and actions to achieve the maximum effectiveness.

If the programme were continued, schools would likely explore the feasibility of delivering the programme by themselves, due to financial reasons. The view of teaching staff at the schools was that the programme would be better taught by an external facilitator, providing several reasons such as it would be "difficult to provide the same programme as effectively 'in-house'".

Another important feature to consider is that programme, in the future, should be implemented with additional aspects to improve its effectiveness, such as children education about Internet Safety performing Internet Safety workshop to parents. At the same time, it is necessary to consider group dimension and composition, related to religions and cultures, special educational needs and disabilities, gender ratio.

Despite initial reservations by teaching staff regarding the younger age group receiving the programme that it might 'steal children's innocence', teachers and facilitators recognised this age group particularly exposed to become victims of sexual abuse. Findings indicate how the identified age can benefit from the programme; they are vulnerable enough to require input, and are also generally advanced enough in their critical and reflective thinking to understand the subjects matter. Schools should dedicate additional time with children of this age group, with teaching staff allowing sufficient time for reflection after each Porcospini lesson, running follow-up lessons, and providing one-to-one support as necessary, to enhance understanding.

Conclusions and recommendations

The feedback of the Porcospini programme demonstrates the positive impact it had on children's learning, awareness, and relationships with adults.

These children have been equipped with knowledge and tools to protect themselves, with their parents', carers' and teaching staff's enhanced knowledge of the subject area and increased willingness to talk to the children about this, children may now be more able to avoid to become victims.

The programme should be delivered nationally, or indeed internationally, across all primary schools; in this way the potential impact on children's safety and the reduction of child sexual abuse could be substantial.

Porcospini programme was firstly designed to address the elements of complicity and secrecy, crucial in the drive to prevent abuse from occurring and to combat the shame and fear of disclosing, as children must feel able to tell a trusted adult, to know they will be listened to and can be protected. The programme identified the potential, for the age group most vulnerable, to become victim of sexual abuse as the capability of protecting themselves to some degree. It identified the value of working directly with the potential victim group, equipping them with the necessary means to remain safe from sexual abuse.

Objective 1

Build children's confidence in asking questions and seeking information

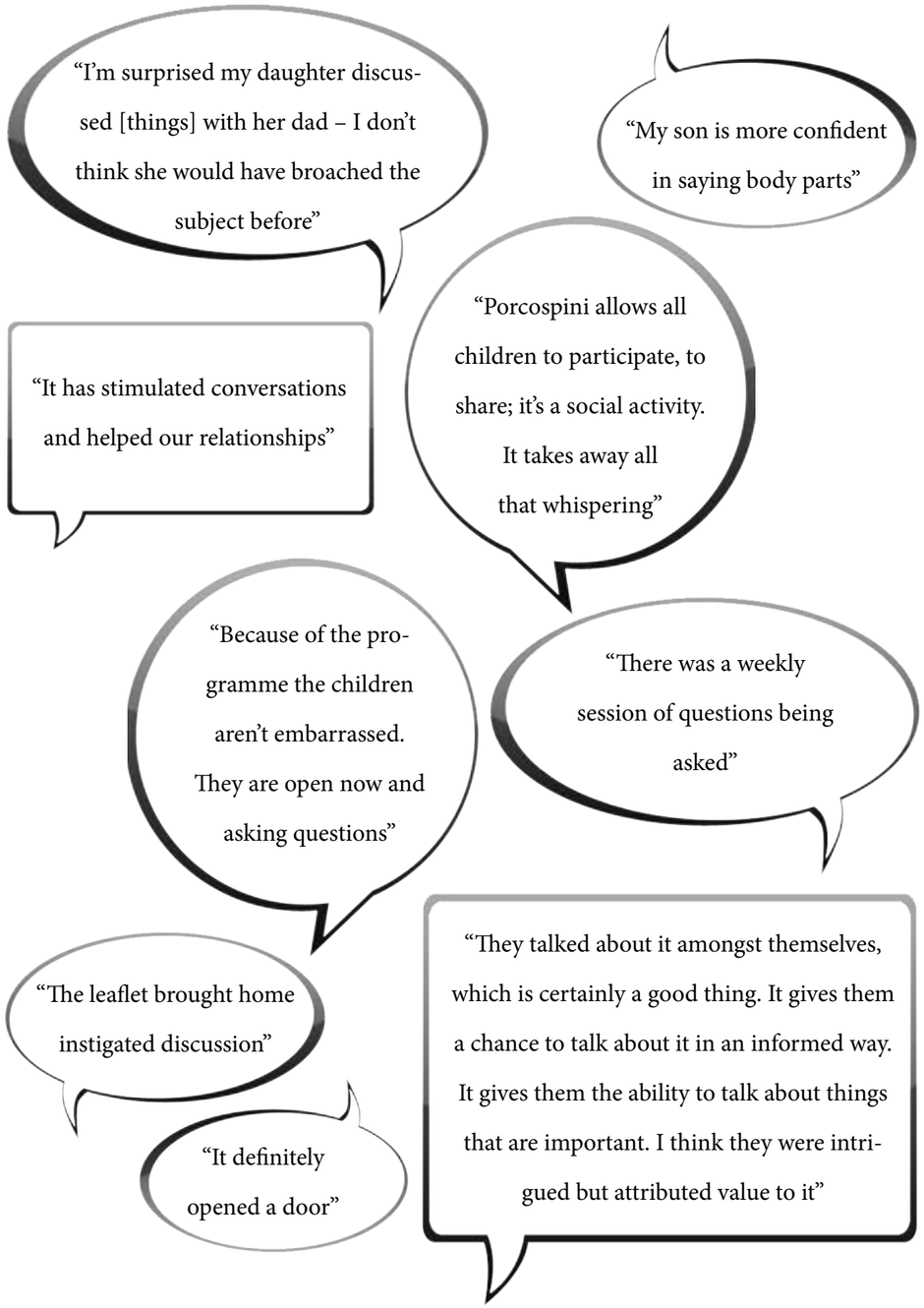
Feedback from the programme indicates the achievement of Objective 1. The Confidence Box appeared to play a key part in the programme in helping children to build confidence in asking questions. Teaching staff and children in both year groups were keen for the Confidence Box to stay after the programme had finished, indicating how useful and effective all involved found it.

Evidence of children's confidence in asking questions particularly started to arise during lesson 2, 'Our bodies are beautiful because...', where puberty was discussed. The general feedback from teaching staff and the facilitator was that children were a little shy and giggly at first, but further into the lesson displayed more maturity and were able to ask a lot of questions. The children appeared more relaxed and grew in confidence as the programme continued; this was evident across all schools. By lessons 4 and 5, the children continued to ask a lot of questions, and many participated freely in in-depth and honest discussions about situations they were unsure or worried about.

"Children have challenged and asked questions, and been able to voice their own individual opinions"
(teacher)

"Children ... felt much more comfortable and confident to speak out both individually and when working as a group"
(teacher)

It was not only during the lessons that children were seen to become more inquisitive, but between lessons during school time and also at home. This generally started following lesson 2, where children tended to ask teaching staff a lot of questions based around sex education. This filtered into home life, and several parents talked about how their children had become more inquisitive as a result of the programme. Children returned home from school asking questions about subjects such as periods, masturbation, and wet dreams. Although a few parents said they had encouraged their children to ask questions of this sort prior to the programme, many felt that lessons had increased their children's confidence in asking questions and feeling comfortable talking about what was perhaps previously viewed as an uncomfortable subject. The following figure presents some of this feedback from parents and carers regarding the observed increase in their children's communication.



Objective 1 therefore appears to have been achieved, with children becoming more inquisitive both at school and at home. The facilitator was seen to be key in achieving this objective, creating a safe environment in which children felt they could ask questions and talk about this subject matter with adults in a way that may not have previously been encouraged. Achievement of this objective is important in working towards Objective 4 in particular, where children are encouraged to identify an appropriate adult that they feel they can approach and talk to. Objective 5 also links in very closely, because if adults feel comfortable and knowledgeable enough to answer questions, children will become increasingly likely to ask them.

Objective 2: Enhance children's knowledge and understanding about their bodies

Findings indicate some achievement of Objective 2. The second lesson was essential in enhancing children's knowledge and understanding about their bodies. Teaching staff from all three schools expressed their surprise at the range of understanding and prior knowledge children generally had about puberty. It was observed however that children in both year groups knew a lot of words but not what they actually meant, "Many 'think' they know but when asked for an explanation it is completely wrong" (facilitator). The depth of understanding of the younger age group was generally not as good as they think. The lesson was therefore a rare opportunity to correct misconceptions.

A lot of giggling and laughing came from the children when using words and the facilitator felt it necessary to address the issue to make sure they understood the appropriateness of using the words in the correct context.

Teaching staff displayed surprise at the number of places children had acquired their information from and the types of films and television programs they had watched and how

some views, such as stereotypical views of the meaning of some words appeared to have been influenced by these sources. The impact that children's access to such a range of information sources can have is something parents and carers should be made aware of, so they can restrict and monitor this access.

Lesson 3 built upon the previous lesson, aiming to enhance understanding about their bodies in terms of 'positive touch' and 'negative touch'. Children were generally "excitable" and "uncomfortable" at first with the various 'touching' actions, but after a while they calmed down and felt more comfortable with appropriate forms of contact. Evidence of learning was demonstrated when teaching staff observed pupils being "More aware of touching in the playground playing tag". However, in the majority of groups, the facilitator was unsure at the end of lesson 3 whether children fully understood the difference between 'positive touch' and 'negative touch'. This lesson would therefore potentially require more input. The school that appeared from evaluation forms to have grasped concepts to a greater degree, was the school where teaching staff were engaged with the programme a larger amount compared with the others.

Objective 3

Equip children with the necessary tools to enable them to understand when a situation is potentially risky and which actions to take to protect themselves

Evidence indicates that the programme achieved this objective with a large number of children. Part of the reason for enhancing children's awareness and understanding of their bodies was so that they could identify the difference between 'positive touch' and 'negative touch'. Understanding this difference children would enable to understand how they might feel in certain risky situations that may involve, or have potential to involve, negative touch.

In lesson 3 children were taught how to say 'no' if they were uncomfortable with a certain touch. Pairing together the understanding of when a situation is potentially risky and knowledge that they have the ability to say 'no' (and developing the confidence to do this), is a key part of the Porcospini programme's objectives. The next step taught children to then tell a trusted adult if a situation made them feel uncomfortable, which is addressed below under **Objective 4. The children worked through a large number of scenarios in lessons 3, 4 and 5, with the complexity of situations increasing towards the end of the programme to enable steady learning.**

"The children seem to be making connections about what is ok/not ok...they spoke a lot about feeling what was appropriate or not". By the end of the programme, staff commented, "They are also now much more aware about strange situations which could occur and who to talk to or how to deal with situations which are unfamiliar to them".

A key part of the programme that appeared to enhance learning was the numerous scenarios that children worked through, and the interactive nature of these lessons, whereby all children were encouraged to participate. Staff felt that one of the most effective parts of the programme was the use of scenarios to embed learning.

Evidence indicates that this objective was achieved with a large number of children. However, some scenarios can evoke challenging questions from the children, and answering these requires a tactful approach by the facilitator. Additional work is also required by the schools to focus on individuals who do not fully comprehend by the end of the programme.

Objective 4

Help the children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help

On the whole, the programme appeared to have achieved this objective. The programme aimed to teach children how to appraise situations and people in order to come to judgements about whether or not they may be risky. The programme wanted to help a child to develop this critical awareness so that they could approach adults they have judged to be trustworthy, if they wanted to talk or ask for help. There is some crossover with the first part of Objective 4; 'Help the children to develop critical awareness', and part of Objective 3 'Understanding when a situation is potentially risky'. Therefore, because the first part of Objective 4 has already been covered in the above section, only the second part of the objective will be evaluated here.

Although it is difficult to measure whether all children who attended Porcospini lessons would feel confident enough to approach a trusted adult for help in a real-life situation, the case studies go some way to reflect that, and there was evidence to suggest a large number of the children felt increased confidence in talking to teaching staff and their parents and carers, as detailed under Objective 1. Teaching staff commented, "Since the programme they have been better at expressing and communicating concerns and problems".

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Objective 5

Raise awareness about the programme and provide relevant information to the adults (parents, carers and teaching staff) to enable them to support the children's learning.

The programme achieved this objective with the majority of teaching staff and some parents and carers. It was recognised how important it was for the parents, carers and teachers of the children to understand the programme and what it was trying to achieve, and to equip them with enough knowledge to enable them to provide the appropriate support to the children to maximise learning. For this reason, briefing meetings of teaching staff were held before commencement of the programme, so they understood the programme objectives and their roles within this. Meetings before and after the programme were also arranged with the parents and carers of children in each school, providing the opportunity for the adults to learn about the programme and ask questions to alleviate any anxieties they may have had

"I would be happy to endorse this programme further and am very keen to help with its continuation and development whenever possible. It has been a very worthwhile and well run programme. Thank you" (acting Head teacher)

The Porcospini programme was delivered to over 1000 children, who over the course of five weeks were equipped with knowledge and tools that have the potential to help them keep safe both in the short and longer term. Teaching staff recognised that the programme was "equipping the children with important life skills" and feedback from the children, teaching staff, parents and programme facilitator indicated that this was successful with a large number of children. Quotes taken from feedback received from children and teaching staff are below, demonstrating how they felt at the end of the programme.

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FEEDBACK FROM THE CHILDREN

‘Should other children take part in the Porcospini programme?’

YES, BECAUSE

“It helps children to understand about how you change when you grow up”

“Because they need to know stuff we learnt”

“It teaches how to deal with problems”

“If they’re in a bad situation they can say ‘No!’”

“Like us other children need to know how to protect themselves”

“For people to protect their bodies and tell an adult when something goes wrong”

“So they can stay away from danger”

“It helps in life and tells us what to do in different scenarios”

“I was shocked about how many of children in my class did not know about these things that we did in Hedghogs”

“Children need to know how to protect their body”

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FEEDBACK FROM THE CHILDREN

‘Should other children take part in the Porcospini programme?’

NO, BECAUSE

“They need to know more about their bodies. And what situations they can find themselves in”

“To learn how to take care and know when someone touches you inappropriately you can tell someone older”

“Then they know what is safe and what is not safe”

“It might be inappropriate for other children, but it helps them learn!”

“I don’t know”

“Some people don’t want to learn about it”

“A bit when they are older or because they won’t listen”

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FEEDBACK FROM THE TEACHERS

"Very pleased with the Porcospini programme"

"Overall very pleased with the programme"

The programme has been invaluable to the school"

"It should be continued as I feel that if this helps even one child then it has been successful"

"Really valuable and a real shame if it disappeared"

"The programme was well delivered, both pupils and staff gained from it"

Two of the three overarching aims of the programme appear to have been met; 'Raise awareness about child sexual abuse among families and teachers' and 'Teach child sexual abuse prevention rules and principles to school children'. The final aim 'Decrease child sexual abuse incidence and prevalence rate among this target population' cannot be measured, at least not at this stage; it is difficult to attribute changes in incidence and prevalence rates to specific initiatives. From the evaluation material used, it has been possible to conclude that overall the five objectives were achieved.

TEACHING STAFF FEEDBACK ABOUT THE FACILITATOR

"The trainer made sessions enjoyable and gave the children time, encouragement and valued their opinions and understanding to gain more knowledge"

"Tricky comments addressed professionally giving children responses they fully understand"

"Children felt in a secure place to be able to talk about issues"

"Made the children feel at ease and encouraged them to talk"

"Good uses of learning styles to engage the children"

"Excellent delivery of sessions, pitched at the children's understanding and child friendly approach"

"Dealt with silliness appropriately and seriously. Children responded well"

"She is always able to make the reading contents relevant to the children (experiences and age)"

"Professional when dealing with children's questions so children behaved more maturely"

"An excellent session, skilfully delivered again very good, sensitive handling of pupil feedback and contribution. Good vocabulary focus and definitions at a level appropriate for the age and cohort"

Very professional and friendly, trainer worked very well with both children and school staff. Sessions planned well and implemented. Sessions time went quickly, children were fully engaged and interactions positive and beneficial"

The feedback received from the Porcospini programme was generally very encouraging and can go some way to demonstrate the positive impact it had on children's learning, awareness, and relationships with adults.

Desired effects of the programme would include increased reporting rates of child sexual abuse, with children able to identify situations as abuse and feeling confident enough to tell an adult. Even more preferable, which the programme primarily aimed to address, is the prevention of the abuse occurring in the first place. Now that these over than 1000 children have been equipped with the knowledge and tools to protect themselves, and with their parents', carers' and teaching staff's enhanced knowledge of the subject area and increased willingness to talk to the children about this, children may now be more able to avoid becoming victims. As a consequence they would evade the problematic short and longer term effects that can arise from being victim to abuse. Should the programme be delivered nationally, or indeed internationally, across all primary schools, the potential impact on children's safety and the reduction of child sexual abuse could be substantial.

Research has previously found that child abuse prevention programmes can lead to significant gains in safety knowledge and skills, in children, parents and teachers. It is the multisystemic programmes that target not only children but also key adults that tend to be the most effective, which was done with the Porcospini programme. Individual differences and home circumstances of children are likely to affect how well learning is maintained; however research has concluded that increasing the likelihood of maintenance of learning is rehearsal of behaviour, repeated presentations, standardised materials, trained instructors and the involvement of parents; best practice that can be drawn upon in the future in the case of the Porcospini programme.

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