

PREPARING “MY BODY, MY SAFETY PACKAGE” FOR ENHANCING PERSONAL BODY SAFETY TEACHING SKILLS AMONG PRIMARY TEACHERS

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Abstract

This action research analyses the effectiveness of personal body safety training in an educational context. The proposal for action is based on the use of arts, crafts, and games activities as an instrument of primary prevention. This action research focuses on teacher's perceptions regarding teaching personal body safety teaching and child abuse prevention programs in elementary schools. The sample of this action research was teachers who handled fourth and fifth standard classes of selected schools located in the Vennandhur block of Namakkal District. An experimental approach was established using before and after single group design. The program aims to aware teachers of child abuse prevention, in addition, it also aims to educate primary children about personal body safety and to improve a child's capacity to face potentially threatening situations. This action research includes providing training to the teachers. In turn, the teachers stick to the handbook principles and tutor child body safety education to their students' using arts, crafts, and game activities. A pre-test was conducted among the teachers and students by using separate assessment tools in the form of a questionnaire. Followed by training and several repeated practices a post-test was conducted. From the findings, the pre-test was conducted for both teachers and students. The pre-test score of teachers was 42.32 and the students was 41.2. The post-test score of teachers was 91.2 and the students was 84. As a result of this action research, 10 teachers have enhanced their teaching skills and 168 students have empowered their knowledge on personal body safety.

Keywords: *Personal body safety education, child sexual abuse, teaching skill*

INTRODUCTION: Education systems play a key role in empowering children to make informed decisions regarding their health and well-being, and behaviour in the physical environment and digital environment. At the same time, education systems and policymakers share responsibility for protecting children from

risks in both the physical world and the digital environment. Schools and teachers are responsible for implementing a range of measures to protect children.

The concept of Personal Safety Education works to allow every child the right to feel safe all the time, using a methodology that promotes the safety of self against abuse.

The program is an extension of the safety rules we teach our children, that is, don't play with fire, look both sides before and while crossing the road etc. Besides empowering children to take part in their protection, it strengthens the ability of those morally, socially, and professionally responsible for the protection of children, that is, the State, parents, educators, and the larger community.

One of the most important things a teacher can do is protect our school children by educating them about personal safety. Teaching the children simple strategies about keeping safe can help them build confidence, and resilience and empower them to be safe in a variety of situations. It's not difficult to educate children about personal safety. All it takes is the willingness to start, some help with content, and time. "It's never too early to teach personal safety among children". It's never too early to sow the seeds of personal safety and children can begin learning about keeping safe as young as three. As teachers, we need to teach our children about basic child safety rules.

Child safety rules include principles such as:

To trust their feelings and to distinguish between 'yes' and 'no' feelings.

To say 'no' to adults if they feel unsafe and unsure.

That they own their bodies

That nothing is so yucky that they can't tell someone about it

If they feel unsafe or unsure run and tell someone they trust.

In the classroom, the teacher has taught the children water safety and road safety — it is equally important to teach our children 'body safety' from a very young age. As both a teacher and a parent it is important to recommend that 'body safety' become a normal part of every regular classroom and parenting conversation. The sexual abuse of children has no social boundaries, and any child anywhere can become a victim. Educating school children with body safety skills is an empowering and crucial life skill that could save them from the irreversible damage of childhood sexual abuse.

NEED AND SIGNIFICANCE OF THE STUDY

Safety at all places allows children to look forward to being in an encouraging environment, promoting social and creative learning. If by any chance, their safety is not met, children are at constant risk and may stop showing up. Promoting safety education creates healthier children for a healthy society. Providing such education to a child is the foremost duty of a teacher. Young children need brief simple information for their safety. This means it

should be in the form of informing children in a right and fearless way of teaching personal body parts and self-protecting ways. So, all the children according to the appropriate age level should be educated regarding how to know their personal body safety information and prevention measures of abuse on them. So, this education can be properly channelled by teaching only through trained teachers. The instructional practices offered in teaching body safety education for primary children should be implemented in a comfortable learning zone with simple learning activities. Hence the investigator has chosen this topic for action research to enhance the teaching skills of teachers in personal body safety education.

REVIEW OF RELATED LITERATURE

Evelin, M. Euser et al. (2013) conducted a meta-analysis study on the current prevalence rate of sexual abuse among girls. They collected data since 1992 and reviewed it among adolescent girls age between 13 to 19. These six studies suggest that the overall prevalence rate of sexual abuse is 7.5% -11.7%. The prevalence rate among girls is 10.7% -17.4% and for boys is 3.8% - 4.6%. An estimated 7.9% of men and 19.7% of women globally experienced sexual abuse before the age of 18. U.S. rates were 7.5% for males and 25.3% for

females. The highest prevalence rate of child sexual abuse geographically was found in Africa (34.4 %). Europe showed the lowest prevalence rate (9.2%). America and Asia had prevalence rates between 10.1% and 23.9%.

R. Umadevi, R. Rama et al. (2013) conducted a study on adolescent health present status and its related programs in India. Study shows that 2.7% of boys and 8% of girls reported sexual debut before the age of 15 and most of the sexual activity happens in the context of marriage, this leads to early pregnancy due to social pressure. Even though contraceptive awareness is 94% among girls aged 15–19, only 23% of the married and 18% of the sexually active unmarried girls in this group, used a contraceptive once at least. All three show almost equal prevalence (59.1%, 59.8%, and 58.2%) of pregnant and mothered adolescents and there is a steady increase in the percentage of first pregnancy among adolescents (11.7%, 12.4%, and 14.4%). Early marriage and low contraceptive usage are the reasons behind this trend.

B.Muneeswari (2013) performed a study to assess the effectiveness of a planned health teaching program using a child-to-child approach to knowledge of selected first aid measures among school children in selected schools at Dharapuram in Tamil

Nadu, India. A quasi-experimental design was adopted. The samples were 200 selected by a simple random sampling method. The results showed that ('Z' value =1.96) mean pre and post-test values were 10.26 and 21.55. The study concluded that about 68.5 percent of students gained adequate knowledge after the teaching program using the child-to-child approach.

OBJECTIVES

To enhance teachers' teaching skills in child's body safety education.

To identify the teacher's transactional knowledge level on child's body safety education using pre-test.

To prepare teacher's handbook on child's body safety education.

To train teachers about child body safety education and inculcate the skills through activities.

To assess teacher's skill attainment on child's body safety education through post-test after training.

To find the students to empower their knowledge on personal body safety.

METHODOLOGY

Sample:10 Primary Teachers from the Vennandhur block were selected for this study.

Tool: The teacher's Questionnaire was prepared and used as a tool for this action research. It consists of 25 statements. The questionnaire statement was designed in the form of a personal view of body safety teaching and its essentiality in protecting children from abuse. Hence, it reflects the perception of teachers about body safety teaching. To test the students' knowledge question paper was prepared, and it consisted of 10 objective-type questions on body safety protection.

Method: The experimental method was adopted. Pre-test and post-tests were conducted and administered through a questionnaire.

Instructional strategies: The teacher's teaching skill and student's comprehension of the child's body safety was enhanced through simple activities such as,

Body art (Discuss the answers that everyone's body is alike & how the bodies are different) (Identify and name the parts)

Body tracing (Drawing their feeling through colours when exposed to different situations –Good touch, bad touch, unwanted touch)

Touching activity (Identify private body parts, distinguishing safe touch, unsafe touch, and unwanted touch and describing body safety measures)

My network hand (helping hands & listed 5 trusted adults)

Sorting activity (safe and unsafe touches through sticky pictures)

Who am I? (To recognize the child that he/she is unique forever)

Feeling cards, “Me” paper dolls (Happy, sad, scared, angry, faces according to response to the situation)

I love myself (Feeling proud)

Circle play game (Decision making)

Picture-Situational completion task (Identifying abuser, trusted adult, seeking help from others)

Flip cards (Practice saying No)

Provided a teaching resource: the ‘MY BODY, MY SAFETY’ handbook was provided to the teachers for classroom transaction of the concept.

Training was organized in their block center and the skeleton of the content was delivered to the teachers. On the training day, needed materials for teaching purposes were supplied, and prepared and teachers' demo classes were also observed.

Subsequently, as per the content schedule of the teacher’s handbook, the investigator steered the activities to be followed in the classroom setting to the teachers through WhatsApp day by day.

After the intervention, the impact of training was assessed using a post-test. (Student’s knowledge of the content was also tested through student question papers.)

Data analysis- The obtained mean scores in the pre-test and post-test were tabulated and analyzed for further findings.

OVERVIEW OF DESIGNED STRATEGY IN THE HANDBOOK FOR EDUCATING PERSONAL BODY SAFETY AMONG PRIMARY CHILDREN

ANALYSIS OF DATA

TABLE 1: Showing the pre-test and post-test scores of Teacher’s perceptions on body safety protection education

The above Table 1 shows the pre-test and post-test scores of the teacher’s perception and skill of teaching body safety protection education. The data analysis shows the obtained pre-test average score as 42.32 and the post-test average score as 91.25.

TABLE 2: Showing the pre-test and post-test scores of Student’s knowledges of body safety protection education

The above table 2 shows the pre-test and post-test scores of the student’s knowledge of body safety protection education. The data analysis reveals the pre-test average score as 41.2 and the post-test average scores as 84.

FINDINGS OF THE RESEARCH

The average score difference between the pre-test and post-test shows that there is an increase in achievement level. The improvement reflects the impact of training provided to the teachers.

From the analysis, the training program on body safety education influenced the teachers' perception and enhanced their teaching skills toward child body safety education. Subsequently teaching strategies and the mode of teaching increased the knowledge of students on child personal body safety.

At first, as the subject is one with such considerable emotional connotations, the teachers expressed their worries and fears. In addition, they stated that this may lead to a problem if misunderstood by the students. Later, once the contents of the program (appropriate to the children's age of maturity) and the procedure (the use of strategies as a resource), the adequacy of the contents to the children's language skills, were clearly explained by the investigator and assured that there would be no harmful sight were known, then the program was given the green light, and unnecessary fears of teachers were eroded. The strategies that were used for the action research provided a narrative, attractive, and step-by-step structure that allowed a

package to be followed. The program uses several activities that capture the children's attention, and which are remembered later. This provides the children with a framework to make learning a sense.

CONCLUSION

Based on the results, educational centers must assume actions aimed at training the pupils in strategies that minimize the probability of the appearance of situations of neglect. Such actions should be aimed at making the pupils aware of the different forms that child abuse can take, and especially, how to act when faced with this type of situation. It is precisely at this level that preventive actions can train children to handle potential situations of child abuse. That is why the integration of this type of learning transversally into the curriculum is so important. As we have seen, the prevention program, we have carried out has a highly positive impact on the pupils, increasing their knowledge of body safety education and improving the skills they have to face such situations. The results of the action research confirm the effectiveness of the training program. The children who participated in the program acquired greater knowledge and skills, particularly decision-making, and refusal skills. The highlights of the present research are the use of crafts, arts, and games for primary prevention in educational centers.

The usefulness and great potential of the “My Body My Safety package” in primary education for the protection and prevention of child abuse shows a positive impact among school children.

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OVERVIEW:

SESSION	CONTENT DEALT WITH	INSTRUCTIONAL STRATEGY	ATTAINMENT
1	Naming the body parts	<ul style="list-style-type: none"> ➤ Naming the body parts in the given picture. ➤ Drawing themselves. ➤ Body tracing and colouring ➤ Importance of dressing code. ➤ completing the picture. 	<ul style="list-style-type: none"> ➤ Knowledge of naming body parts and Private parts. ➤ Knowing the value of dressing and dressing code. ➤ Positive self-body image
2	Knowing the private parts	<ul style="list-style-type: none"> ➤ Identifying private parts in the given picture 	<ul style="list-style-type: none"> ➤ Knowledge of naming body parts and, Private parts. ➤ Feel- Boss of his/her own body.
3	Feelings	<ul style="list-style-type: none"> ➤ Situational tasks, ➤ Day-night chart, ➤ Route map- Identify safe & unsafe paths from their home to school. ➤ Emojis 	<ul style="list-style-type: none"> ➤ Decision-making skills ➤ Response skill ➤ Expressing without fear. ➤ Understand their feelings.
4	Secrets and their defects	<ul style="list-style-type: none"> ➤ Elucidating their innate happy feelings employing tabulating different actions (response towards various life activities) 	<ul style="list-style-type: none"> ➤ Understand not to keep secrets, and share with their trusted adults.
5	Identifying characteristics of abusers	<ul style="list-style-type: none"> ➤ Safe& unsafe touch pictures 	<ul style="list-style-type: none"> ➤ Knowledge of Touches.

6	Protection ways, safety rules, Handling measures in risky situations	<ul style="list-style-type: none"> ➤ Setting Personal boundaries, ➤ Identifying trusted adults through helping hands safety rules games. ➤ What can I do and who can I go to? ➤ Refusal tasks - Practice & realize to say “NO” (unhealthy situations) 	➤ Knowledge on safety rules- Say to NO, move away, Seek help from others.
7	Safety Smart Award certificate	➤ Providing smart student certificate.	➤ Feeling proud to be a Smart student. (after knowing the child helpline number, and body safety rules)

Table 1:

S.NO	NAME OF THE TEACHER	NAME OF THE SCHOOL	PRE-TEST	POST-TEST
1	Teacher -1	PUPS, KATTANACHAMPATTI	49.3	97.3
2	Teacher -2	PUPS, A.SAMATHUVAPURAM	42.6	89.3
3	Teacher -3	PUPS, VELLAPILLAYARKOIL	39	85.3
4	Teacher -4	PUPS, O.SOWDHAPURAM	43	91
5	Teacher -5	PUPS, ATHIPALAGANUR	47	93.3
6	Teacher -6	PUPS, RASAMPALAYAM	37.3	89.3
7	Teacher -7	PUMS, NADUPATTY	44	95
8	Teacher -8	PUPS, ATHANUR	35	87
9	Teacher -9	PUPS, VENNANDHUR	47	97
10	Teacher -10	PUPS, ARAMATHAMPALAYAM	39	88
		TOTAL	423.2	912.5
		AVERAGE	42.32	91.25

Table 2:

S.NO	SCHOOL NAME	NO.OF STUDENTS	PRE-TEST	POST-TEST
1	PUPS, Aramathapalayam	13	41	81.5
2	PUPS, Vennandhur-1	28	40	75
3	PUPS, A.Samathuvapuram	6	37	85
4	PUPS,V.Pillayarkoil	29	49	80
5	PUPS Kattanachampatti	16	42	80
6	PUPS Athanur	25	39.2	90
7	PUMS, Nadupatty	20	40.5	77
8	PUPS, O.Sowdhapuram	14	41	88
9	PUPS Athipalaganur	8	39	87
10	PUPS Rasampalayam	9	43	94
	TOTAL	168	412	837.5
	AVERAGE		41.2	84

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