

## 保护我们的孩子，我们可以做得更好！

### ——“儿童保护”工作坊所得分享

前两天，有幸参加了 CIS (Council of International Schools) 举办的关于儿童保护 (Child Protection) 的工作坊，感触颇深，在这里跟各位分享一二。

首先，先界定一下“儿童”这个概念，这里将“Child Protection”翻译为“儿童保护”采用了国际《儿童权利公约》对“儿童”的界定——18岁以下的任何人。

此次为期两天的工作坊，从内容上可以分为三大版块：儿童保护的必要性及侵害儿童者的行为心理分析；识别虐童现象和初步应对儿童公开被虐事实；帮助儿童建立自我保护意识。

#### 一、重视

Dr. Joe Sullivan 作为一名审判心理学家/法庭心理学家，分享了他多年来参与分析的案件与接触的侵害儿童者的行为和心里。他分享的信息十分惊人，具有强大的警示效果。

##### 1. 儿童性侵害(Child Sexual Abuse)形式多样

他的讲座拓展了我对 Child Sexual Abuse 的理解。Child Sexual Abuse 除了我们惯常理解的身体接触的性侵害以外，还有非身体接触的性侵害，比如下载/持有儿童色情图片/视频也是 Child Sexual Abuse 的一种。在他参与分析的案件中，有人因为下载/持有儿童色情图片/视频而获刑。不过，不同国家和地区对这种行为的量刑不同：比如在英国仅仅是一个警告，而在美国最少要监禁 15 年。有人可能觉得这种人只是自己下载或拥有儿童色情图片/视频而已，不见得真的会付诸实际行动。但是一个对儿童有“性”趣的成人从他/她看着图片和视频单纯地意淫到实施犯罪，这个过程不会很艰难。这种推理在专家分析那些侵害儿童者的行为心理的过程中也得到了证实。而这种情况一旦真的发生，对孩子造成的影响将是终身都难以抹去的。鉴于这种行为将会带来的巨大伤害，个人认为有必要加重对这种行为的处置。与此同时，在生活中，如果你发现身边的朋友/同事/亲戚有人喜欢下载或者观看儿童色情图片或视频，请一定让孩子们远离他/她，并且向公安机关举报。

##### 2. 儿童性侵害(Child Sexual Abuse)的隐蔽性极强

数据显示，只有 5% 的受害者会选择举报，而只有 7% 的指控会被最终定罪。所以我们目前知道的只是冰山一角而已。还有大量的受害者因为种种原因选择沉默，还有许多指控因为证据不足而让罪犯成为漏网之鱼。就像演员杨蓉在微博中勇敢地曝出自己 4 岁曾遭性骚扰之后，很多网友在微博上回复了自己以前类似的经历一样。所以大家不要觉得这种现象离我们很远，不可能发生，事情只是没有被曝光而已。因此大家需要提高警惕。

##### 3. 侵害儿童者(Child Sexual Offender)不被“重视”

在 Dr. Joe Sullivan 分享的案件中，侵害儿童者不乏履历十分出色的老师和志愿者，他们依靠光鲜的履历和才华获得了同事、学生和家长的信任与喜爱，往往在多年“侵害”了多个儿童之后才被发现。而当他们的劣迹被曝光之后，除了不敢相信，竟然也有人选择轻易地“原谅”，使这些侵害儿童者有机会逃脱法律的制裁并辗转各地继续作案。试问一下，究竟有几所教育机构在雇佣老师的时候查证了他们的无犯罪记录呢？因此，在此呼吁各个教育机构的行政决策者，请把好招聘的第一关！

#### 二、应对

作为老师，在平时的工作中，要真正的关心学生，留意学生的变化。一个遭受了虐待 (Child Abuse) 的学生，心理的冲击和压力会导致一些行为方面的改变。所以当你发现学生出现了不良的学习习惯和学习状态时，在责备他们之前，先考虑一下这个孩子可能经历了什

么。当然，孩子们可能遇到的问题有很多，不见得就是遭受了虐待。但是被虐待往往是最难以启齿的，也是伤害最大的。如果没有足够的信任，孩子是很难轻易地说出自己的遭遇的。作为老师，多关爱学生，多从他们的角度考虑问题，与学生建立一种信任关系，是保证他们身心健康成长的第一步。

那么如果怀疑或者发现学生受到了虐待，或者学生准备向老师吐露被虐待的事实时，我们应该怎么做呢？我的第一反应是马上报告给学校顾问（School Counselor）和校长啊！这当然毋庸置疑。不过听完 Dr. Jordan Greenbaum 的讲座后，我认识到在向上级汇报之前，我们还可以做得更好。首先老师要尽最大的可能给学生提供一个安全的环境，安抚他们的情绪。然后，为了同时保证你对学生的诚信和你作为老师的义务（一方面要保持学生对你的信任，另一方面又要履行为了学生的安全在必要的时候向上级汇报的义务），有必要在学生讲述具体细节之前告知学生你有可能需要将这件事告诉别人（即学校顾问和校长），给学生这个知情权以后再听学生陈述。否则你与学生之间建立的信任就会消失。在聆听的过程中，尽量不要打断学生，更不要问一些引导性的问题误导学生，保持一种尊重和开明的态度，不评判任何人和事件中的任何细节。如果学生在陈述中有犹豫、沉默的时刻，给他们一点时间，不要催促他们。表现出同理心，同时称赞他们敢于将事实讲出来的勇气。还有一点特别重要，就是要强调他们的优点，强化他们经历挫折和遭遇之后的恢复能力。一般听到孩子的遭遇以后，会激起我们强大的保护欲，把他/她当作一只受伤的小鸟，呵护备至，恨不得什么都替他/她做。这种反应当然会给孩子极大的安慰，但不利于培养孩子从困境中恢复的能力。我们不能永远都陪伴在他们身边，他们需要变得更加坚强来面对未来可能会遇到的各种问题。所以在谈话的时候适当地给学生更多的主动权和决定权会更好一些，因为这样会给他们一种积极的心理暗示——即便经历了这样不幸的事情，他们依然有能力坚强地面对，而自己的这种能力才是最终帮助自己走出阴影的最佳工具。当然，这种主动权和决定权的给予要以适当并且循序渐进的方式进行，比如，让孩子决定是自己把这件事告诉顾问和校长还是由你（老师）来做这件事；让孩子自己选择是去上下一堂课还是去医务室休息等等。这些选择虽小，但却能给学生一种暗示——我的生活没有那么糟，我还可以掌控很多事。总之，作为普通老师，在让学生寻找更加专业的帮助之前，给他们提供一次心理安慰和情感的缓冲对他们是有利的。

### 三、预防

很多外国人觉得生活在中国十分安全，这一点常常让我们国人觉得自己很幸运。但同时也是因为这种相对安全的环境导致我们在教育孩子的时候会缺少一些安全防范意识。比如参加培训的所有来自北美洲的老师在培训老师问道：“当你身上着火了应该怎么办？”时，他们异口同声地说出了“Stop! Drop! Roll!”这个答案。说实话，听到他们回答得如此整齐，我还是觉得挺震撼的。这是他们小时候（幼儿园或者小学阶段）就学过的安全技能，而这种技能直到今天还让他们铭记于心，达到了条件反射一样的效果。可以想象，在危险真正发生的时候，这种条件反射会使他们的伤害降到最低。与此同时，这也让我反思我们的教育到底应该教什么。我们有时候太注重学术，却忽略了基本的生活技能或者说生存技能。殊不知“Giving children and young people the tools to safeguard their health and well-being is vital to education.”

培训过程中，Ms Susie March 又再次提出了英国防止虐待儿童协会制定的著名的 PANTS 原则：

**P**rivates are private.

**A**lways remember your body belong to you.

**N**o means no.

**T**alk about secrets that upset you.

**Speak up, someone can help.**

这些原则在幼儿园阶段甚至之前就需要教给孩子，让他们能更好地保护自己。培训结束后，我回到家做的第一件事就是给快要上幼儿园的儿子讲了这个原则。这些原则的教育不能一蹴而就，需要反复多次灌输，不断强化，希望有一天也能达到条件反射的境界。

至于性教育，老师和家长都要摒弃一个观念，那就是“**If you teach them about sex, they are going to have sex.**”性教育是为了让孩子对“性”有个全面、健康的认识而非其他。不过作为普通老师，我们也发现在给学生讲性教育时有些吃力，不仅是因为老师们在学生时代未必接受过良好的性教育，更是因为时代在变化，很多传统的理念有时不符合现代学生的实际生活经验。老师推荐了一本书“**International Technical Guidance on Sexuality Education**”，推荐给大家好好学习。此外，如果能加强对老师在性教育方面的培训，效果会更好。

除了儿童性教育以外，Ms Stephanie Howdle-Lang 讲的“**Intelligent Disobedience**”也给了我很大的启发。我们一直在教我们的孩子“听话”，尤其是对长辈、老师等熟人。却没想到很多伤害孩子的人正是所谓的“熟人”。因此，教会孩子机智的拒绝就非常必要。这里推荐一本书 **Intelligent Disobedience**（作者 Ira Chaleff），书中有更详细的讲解。培训中老师介绍了书中的“**Blink! Think! Choice! Voice!**”原则，个人感觉也十分有用。

**Blink** - (当你听到一个令你疑惑的指令时，先眨一下眼)

**Think** - (想一想你是不是应该听从这个指令)

**Choice** - (做出你的选择——服从还是拒绝)

**Voice** - (说出你的选择以及原因)

但是这个原则在实施时有两个难点。一个就是如何训练孩子学会判断是非，再一个就是整个社会环境是否支持这种行为。比如老师教了闯红灯是危险的行为，即使别人让你这样做也不行。但是孩子在生活中闯红灯之前，虽然意识到这种行为不安全，但很可能还是被父母或者其他人强行拽着过了马路。这样的话在学校的训练就失去了意义。只有在整个社会环境（最起码在学校和家庭环境中）都支持这种行为时，这种教育才会有效。当然，这种技能的训练也要把握好尺度，否则 **Intelligent Disobedience** 就会变成 **Random Disobedience** 了。

以上是我参加儿童保护工作坊的一些所得和感想，希望对大家能有帮助。最后用一句话来结束：**Being a teacher, there is always more to do!**

#### **Secondary School Chinese Teacher**

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The following English translation has been edited slightly for clarity by ICMEC.

**To protect our children, we can do better!**

- Sharing of "Child Protection" Workshop

Two days ago, I had the privilege of attending the workshop on child protection organized by CIS (Council of International Schools). I was very impressed and wish to share it (my impressions) with you.

First, define the concept of "children". Here, the translation of "Child Protection" to "child protection" adopts the definition of "children" in the International Convention on the Rights of the Child to anyone under the age of 18.

The two-day workshop can be divided into three sections from the content: the necessity of child protection and behavioral psychoanalysis of adults and children who have infringed upon children; the identification of child abuse and the initial response to children's abuse; and helping children establish self-protection awareness.

### **First, attach importance...**

Dr. Joe Sullivan, as a trial psychologist/forensic psychologist, shared the behavior and psychology of the children who had been involved in the analysis and cases he had been involved in over the years. The information he shared was staggering and had a powerful warning effect.

#### **1. Child Sexual Abuse is diverse**

His lecture expanded my understanding of the Child Sexual Abuse. In addition to our usual understanding of physical contact sexual assault, there are non-physical contact sexual assaults, such as downloading/holding child pornography pictures/videos. However, different countries and regions have different sentencing for this kind of behavior: For example, in the United Kingdom, it is only a warning, and in the United States, it is at least imprisonment for 15 years. Some people may think that such people only download or own child pornographic pictures/videos themselves, and they may not actually be put into action. However, an adult who has "sexual" interest in children when he/she looks at pictures and videos (may overcome barriers) ...to commit crimes. This reasoning has also been confirmed in the expert analysis of the behavioral psychology of those who violated children. Once this happens, the impact on children will be hard to erase for life. In view of the great harm that this kind of behavior will bring, (I) personally think it necessary to aggravate the treatment of this kind of behavior. At the same time, in life, if you find that friends/colleagues/relatives around you like to download or watch child pornographic pictures or videos, be sure to keep the children away from him/her and report them to the public security authorities. Note from editor: the possession of child pornography or child abuse material is evidence a crime has been committed against children and should be reported.

#### **2. Child Sexual Abuse is highly concealed**

The data shows that only 5% of the victims choose to report, and only 7% of the allegations will be finally convicted. So what we know now is just the tip of the iceberg. There are also a large number of victims who choose to be silent for various reasons. There are also many allegations that criminals have...escaped...because of insufficient evidence. Just as actor Yang Rong bravely revealed that he was sexually harassed at the age of four, many netizens replied to their previous similar experiences on Weibo. Therefore, we must not think that this phenomenon is far away from us. It can happen. Things just haven't been exposed. Therefore, everyone needs to be vigilant.

### 3. Child Sexual Offenders (may be) "valued"

In the case shared by Dr. Joe Sullivan, there were many teachers and volunteers who had a very good curriculum vitae (experience). They depended on their bright resume and talents to gain the trust and love of their colleagues, students, and parents. They often "infringed" many years. (Misconduct against) children was only discovered later. When their misdeeds were exposed, in addition to disbelief, some people even chose to easily "forgive", so that these (people) who have violated children have the opportunity to escape the legal sanctions and continue to commit crimes everywhere. Just to ask, did several educational institutions verify their criminal record when hiring a teacher? Therefore, in this call for administrative decision makers of various educational institutions, please put the first round of good recruitment!

### **Second, deal with (those who experience abuse)**

As a teacher, in the usual work, we must really care for the students and pay attention to the changes in the students. A student suffering from Child Abuse (has) psychological shocks and pressures (which may) lead to some behavioral changes. So when you find that students have bad learning habits and learning status, before condemning them, think about what the child may have experienced. Of course, there may be many problems children may encounter, not necessarily being abused. But being abused is often the most difficult and most damaging. If there is not enough trust, it is very difficult for a child to tell his own story easily. As teachers, care more about students, think more about issues from their perspectives, and establish a trust relationship with students. This is the first step to ensure their healthy growth.

So what should we do if we doubt or discover that students have been abused or if students are ready to tell the teacher about the abused facts? My first reaction was immediately reported to the School Counselor and the principal! Of course, no doubt. However, after listening to Dr. Jordan Greenbaum's lecture, I realized that we can do better before reporting to our superiors.

First of all, teachers must do their best to provide students with a safe environment to soothe their emotions. Then, in order to ensure your integrity to students and your obligation as a teacher (on the one hand, to maintain student confidence in you, on the other hand, to fulfill the obligation of reporting to the higher authorities...is necessary). Before students tell specific details, tell them that you may need to tell others about this matter (that is, the school counselor and the principal) and give the students the right to know and then listen to the student's statement. Otherwise, the trust established between you and the students will disappear. In the process of listening, try not to interrupt students, let alone guide questions that mislead students. Maintain a respectful and open-minded attitude,

and (do) not judge anyone and any details in the incident. If students are hesitant and silent in their statements, give them a little time and do not urge them. Express empathy and praise their courage to dare to tell the truth.

It is also particularly important to highlight their strengths and strengthen their ability to recover after experiencing setbacks and encounters. After hearing the child's experience, it will arouse our strong desire for protection, take him/her as a wounded bird, take care of it, and wait for anything to do for him/her. This reaction will certainly give the child great comfort, but it is not conducive to the child's ability to recover from the difficulties. We can't always be with them. They need to be stronger to face the problems that may come up in the future. Therefore, it is better to give students more initiative and decision-making power during the conversation, because it will give them a positive psychological suggestion. Even after such unfortunate things, they still have the ability to strengthen the ground. Yes, this ability is your best tool to help you out of the shadows. Of course, this kind of initiative and decision-making should be given in an appropriate and gradual manner. For example, let the child decide whether to tell the matter to the consultant and the principal or whether you (teacher) do it; let the child himself (make) the choice is to go to the next class or go to the infirmary to rest. Although these choices are small, they can give students a hint that my life is not that bad and that I can control many things. In short, as an ordinary teacher, before providing students with more professional help, providing them with a psychological comfort and emotional buffer is extremely beneficial to them.

### **Third, prevention**

Many foreigners feel that living in China is very safe. This often makes our people feel very lucky. But at the same time, it is precisely because of this relatively safe environment that when we educate our children, we will lack awareness of safety precautions. For example, all the teachers from North America who attended the training (responded to) the (presenter's question), "What should happen when you are on fire?" They said the answer "Stop! Drop! Roll!" in unison. To be honest, I still feel very shocked to hear that they have responded so neatly. This is the safety skill they learned in their childhood (kindergarten or elementary school), and this skill has kept them in mind today, achieving the same effect as conditioning. It is conceivable that such conditioned reflexes will minimize their damage when the danger actually occurs. At the same time, it also made me reflect on what we should teach in education. Sometimes we pay too much attention to academics, but we ignore basic life skills or survival skills. As everyone knows *"Giving children and young people the tools to safeguard their health and well-being is vital to education."*

During the training, Ms. Susie March once again proposed the famous PANTS principles developed by the British Child Abuse Prevention Association:

***Privates are private.***  
***Always remember your body belong to you.***  
***No means no.***  
***Talk about secrets that upset you.***  
***Speak up, someone can help.***

These principles need to be taught to children...even before kindergarten so that they can better protect themselves. After the training was over, the first thing I did at home was to tell the son who was going to kindergarten. The education of these principles cannot be accomplished overnight. It requires repeated indoctrination and continuous reinforcement. It is hoped that one day it will reach the condition of reflex.

As for sex education, teachers and parents must abandon the idea that "If you teach them about sex, they are going to have sex." Sex education is to make children have a comprehensive and healthy understanding of sex. other. However, as an ordinary teacher, we also find it difficult to teach students sexual education, not only because teachers did not necessarily receive good sex education in the student's time, but also because the times are changing, and many traditional ideas sometimes do not meet modern students'...actual life experience. The teacher recommended a book, "[International Technical Guidance on Sexuality Education](#)," which is recommended for everyone to learn. In addition, if we can strengthen the training of teachers in sex education, the effect will be better.

In addition to child sex education, Ms Stephanie Howdle-Lang's "Intelligent Disobedience" also gave me a lot of inspiration. We have been teaching our children to be "obedient", especially to acquaintances such as elders and teachers. (I) did not (know) that many people who hurt children are the so-called "acquaintances." Therefore, it is very necessary to teach children...refusal (skills). A book, Intelligent Disobedience (Ira Chaleff), is recommended here for more detailed explanation. During the training, the teacher introduced the "Blink! Think! Choice! Voice!" principle in the book, and personal feelings are also very useful.

***Blink - (When you hear a command that puzzles you, look first)***  
***Think - (think if you should follow this instruction)***  
***Choice - (make your choice - obey or reject)***  
***Voice - (speak your choice and reason)***

However, there are two difficulties in implementing this principle. One is how to train children to learn to judge right and wrong, and the other is whether the entire social environment supports this behavior. For example, it is dangerous for a teacher to teach (the danger of crossing) a red light, even if others let you do it. However, before the children have seen a red light in their lives, although they are aware that such

behavior is not safe, they may be forcibly forced by their parents or other people to cross the road. In this way, the training in school will lose its meaning. This type of education will only work if the entire social environment (at least in school and in the home environment) supports such behavior. Of course, this kind of skill training must also grasp the scale, otherwise Intelligent Disobedience will become Random Disobedience.

The above are some of the benefits and feelings I have participated in the Child Protection Workshop. I hope that I can help everyone. Finally ended with one sentence:

Being a teacher, there is always more to do!

**Secondary School Chinese Teacher**

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