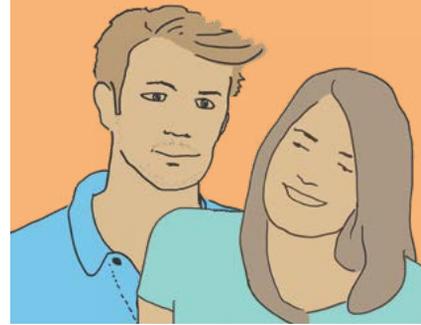
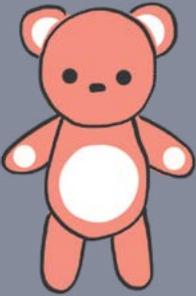
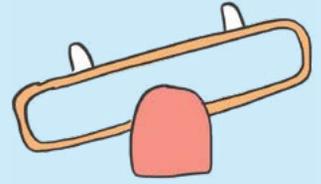
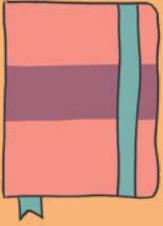
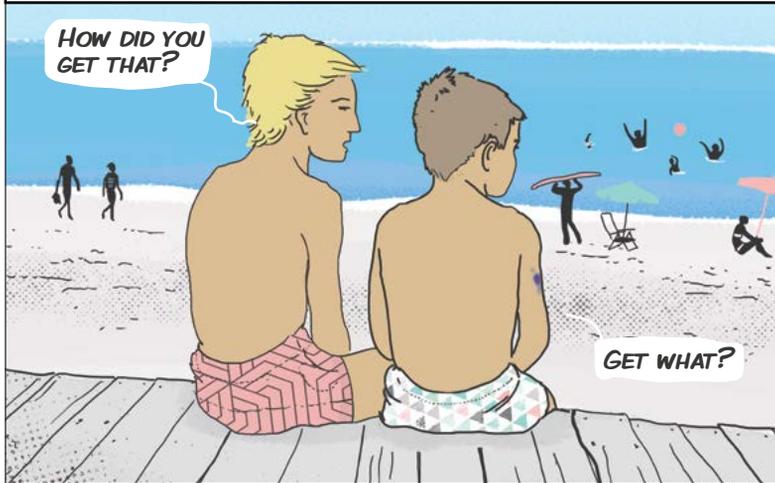



NON-VIOLENT
childhoods



**A NON-VIOLENT
CHILDHOOD**

A WARM SUNNY DAY AT THE BALTIC SEASIDE...



HOW DID YOU GET THAT?

GET WHAT?



THAT BRUISE?

IT'S NOTHING

BUT IT'S REALLY BIG!
YOU MUST REMEMBER.



MY MUM AND DAD HIT ME SOMETIMES.

WHAT?! WHY?



THEY SAY I'M NO GOOD...
NO GOOD AT HOME, NO GOOD
AT SCHOOL. AND THEN THEY
YELL AT ME...

THAT'S CRAZY!
YOU GET MUCH BETTER
MARKS THAN ME



MY PARENTS DON'T THINK SO. THEY'RE ALWAYS ON ME. THEY GET SO ANGRY.

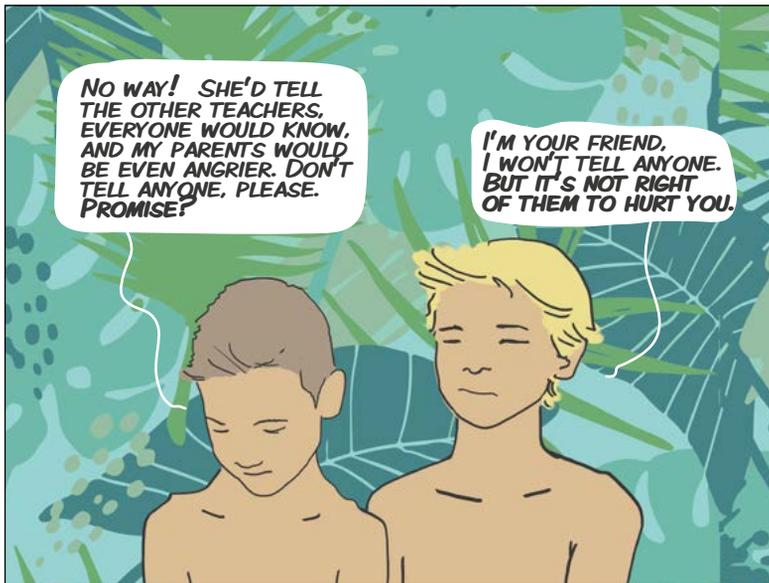
BUT THEY SEEM SO NICE! I'VE ALWAYS THOUGHT YOUR PARENTS WERE MORE LOVING THAN MINE



WELL THEY'RE OK, I SUPPOSE. THE THING IS, THEY WORK REALLY HARD AND OF COURSE MY LITTLE SISTER NEEDS A LOT OF ATTENTION. IT SEEMS LIKE THEY GET EXTRA MAD AT ME WHEN THEY ARE STRESSED.

THAT'S SO UNFAIR! YOU'RE NOT BAD!

WHY DON'T WE TALK TO OUR TEACHER? THEN SHE COULD TALK TO YOUR PARENTS.



NO WAY! SHE'D TELL THE OTHER TEACHERS. EVERYONE WOULD KNOW, AND MY PARENTS WOULD BE EVEN ANGRIER. DON'T TELL ANYONE, PLEASE. PROMISE?

I'M YOUR FRIEND, I WON'T TELL ANYONE. BUT IT'S NOT RIGHT OF THEM TO HURT YOU.



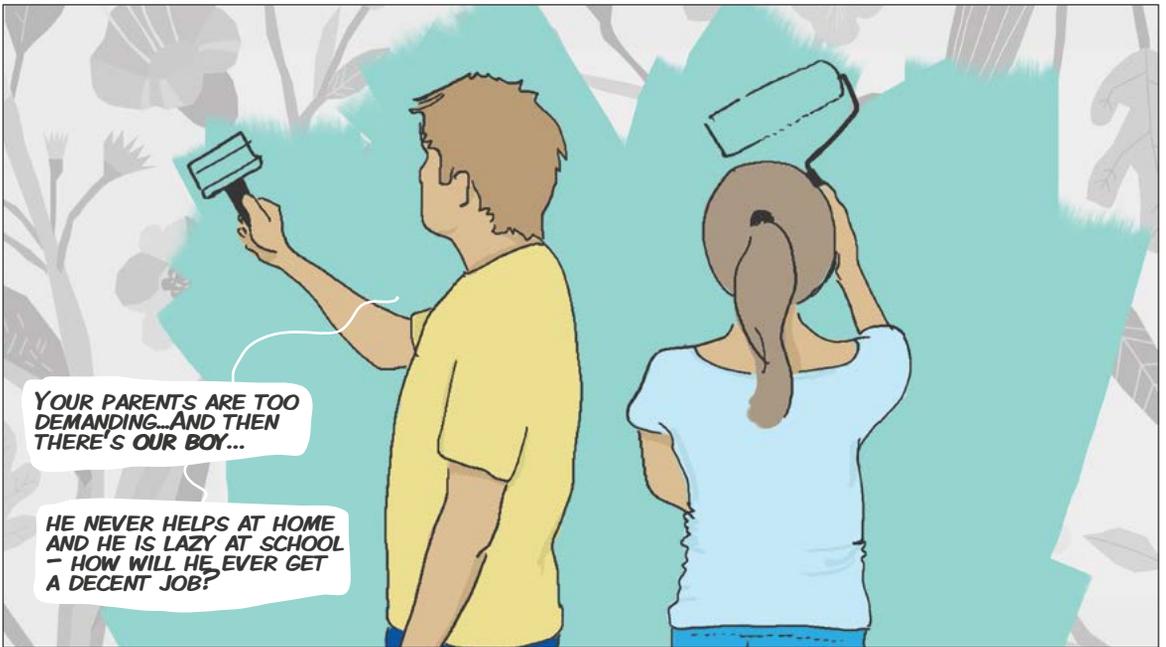
LET'S RUN AND SWIM... FIRST IN THE SEA!

MEANWHILE, AT THE BOY'S HOME...

IT'S TOO MUCH.

I COME HOME AFTER STRESSING OUT ALL DAY MEETING DEADLINES. MY BOSS IS ON MY BACK THE WHOLE TIME...

MINE TOO! AND NOW MY PARENTS WANT ME TO HELP WITH MY BROTHER'S BIRTHDAY PARTY. IT'S SO ANNOYING! HE'S NEVER LIFTED A FINGER FOR ME.



YOUR PARENTS ARE TOO DEMANDING...AND THEN THERE'S OUR BOY...

HE NEVER HELPS AT HOME AND HE IS LAZY AT SCHOOL - HOW WILL HE EVER GET A DECENT JOB?

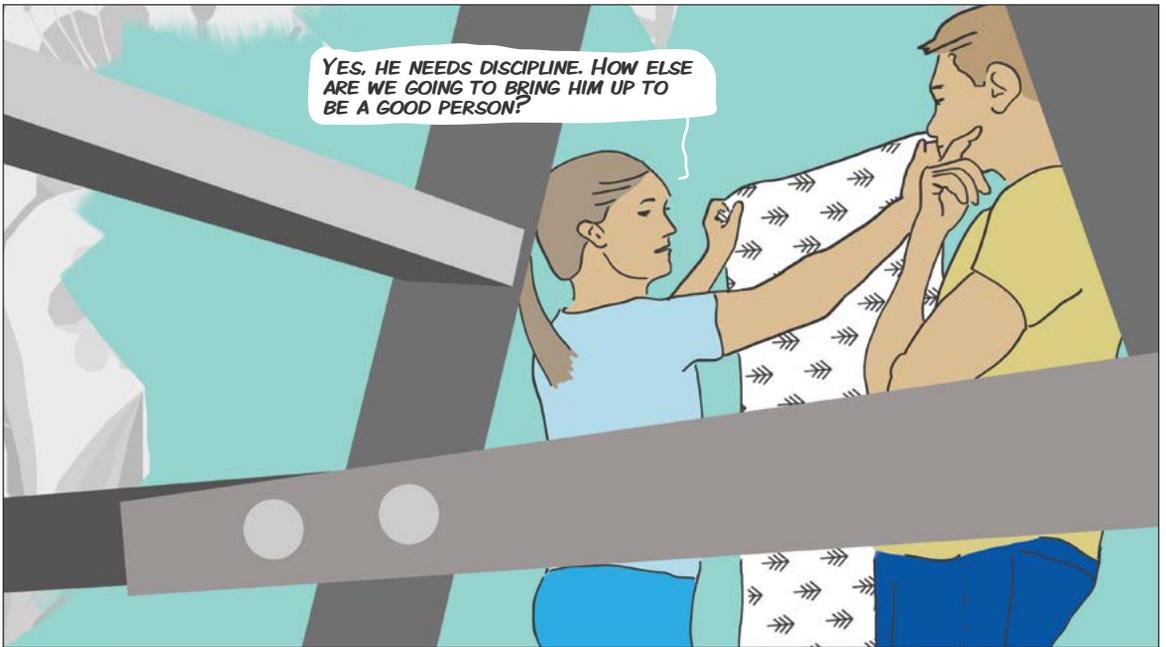


YES, I WORRY ABOUT HIM. HE WON'T DO ANYTHING I SAY. HE'S GOT NO RESPECT FOR US.

I DIDN'T LIKE PUNISHING HIM THIS MORNING, BUT I DON'T KNOW WHAT ELSE TO DO. HE HADN'T DONE HIS HOMEWORK, HIS ROOM'S A MESS AND THEN HE ANSWERED BACK!



YES, HE NEEDS DISCIPLINE. HOW ELSE ARE WE GOING TO BRING HIM UP TO BE A GOOD PERSON?



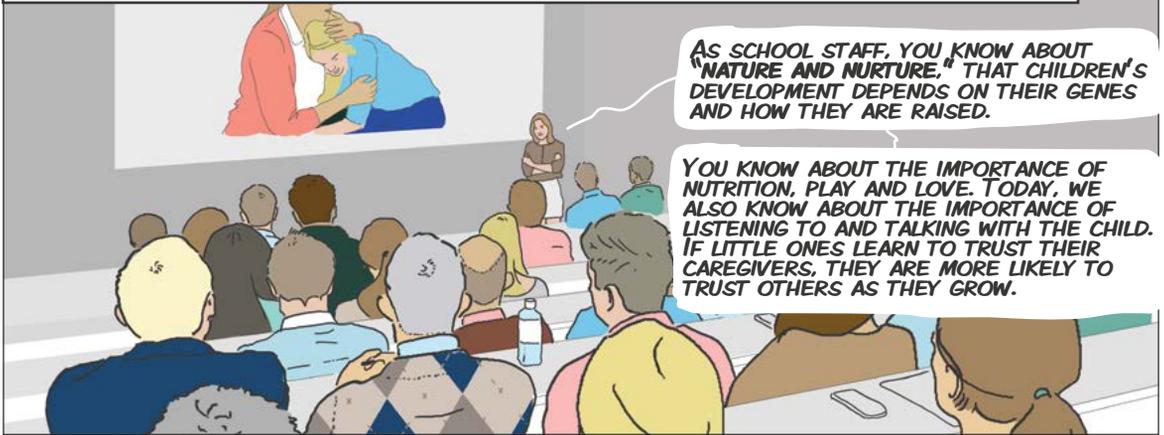
MY DAD WAS VERY STRICT. I KNOW IT HELPED ME GET TO WHERE I AM TODAY.

THEY SAY YOU SHOULD JUST TALK TO CHILDREN AND NOT PUNISH THEM. THAT'S NEVER GOING TO WORK! AT LEAST NOT WITH OUR BOY. HE WON'T DO A THING.

IT'S LIKE HE WANTS TO LEARN THE HARD WAY.



IT'S NON-VIOLENT CHILDHOODS DAY AT SCHOOL. THE TEACHERS ARE LISTENING TO A LECTURE FROM A PROFESSOR.

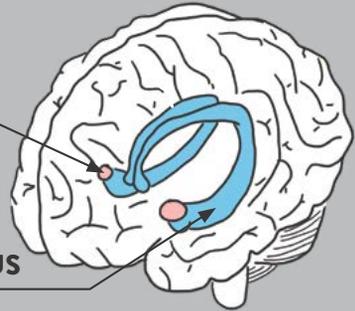


BUT DID YOU KNOW ABOUT THE IMPORTANT ROLE OF THE BRAIN?



AMYGDALA

HIPPOCAMPUS



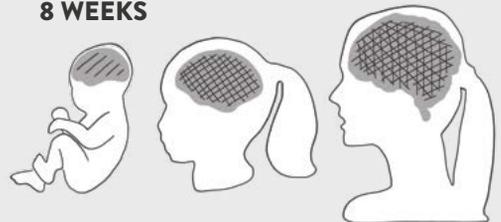
THE BRAIN IS STRONGLY AFFECTED WHEN CHILDREN LIVE WITH CONSTANT ANXIETY AT HOME OR IN SCHOOL. STRESS REDUCES THEIR CAPACITY TO CONCENTRATE, LEARN AND REMEMBER, AND IT AFFECTS THEIR EMOTIONAL CONTROL. HIPPOCAMPUS AND AMYGDALA ARE CENTRAL IN THESE PROCESSES SINCE MEMORIES ARE STORED IN THE HIPPOCAMPUS AND THE AMYGDALA REGULATE THE EMOTIONS.



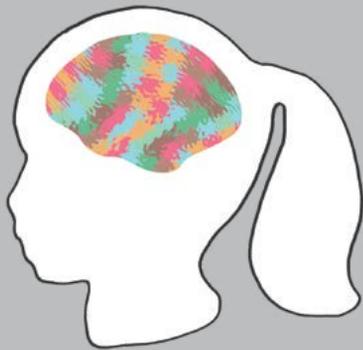
8 WEEKS

3 YEARS

20 YEARS



PLEASE REMEMBER THE BRAIN KEEPS DEVELOPING FOR THE FIRST TWENTY YEARS. EVEN AFTER THIS AGE, THE BRAIN WILL ADAPT TO NEGATIVE OR POSITIVE STIMULATION.



SHE WILL PROBABLY NOT REMEMBER THIS INCIDENT BECAUSE THE HIPPOCAMPUS ONLY CREATES VISUAL MEMORIES FROM ABOUT THE FOURTH YEAR. BUT THE AMYGDALA, THE ALARM CENTRE, WILL REGISTER AND STORE HER FEELINGS OF EXTREME CONFUSION AND FEAR.

AMYGDALA

vibrating under stress



WHEN A PARENT OR A PERSON CLOSE TO THE CHILD REPEATEDLY USES PHYSICAL OR MENTAL VIOLENCE, IT CAN TRANSFORM STRUCTURES IN THE BRAIN INFLUENCING THE PERSONALITY AND THE HEALTH OF THE CHILD.

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× ! ×

AS SCHOOL STAFF YOU CAN BE THERE FOR CHILDREN. IF YOU SUSPECT THAT A CHILD MAY BE EXPOSED TO VIOLENCE, YOU NEED TO TALK WITH THE CHILD AND FIND OUT WHAT IS WRONG.

GUIDANCE AND SUPPORT SHOULD BE PROVIDED TO THE CHILD AND ITS CAREGIVERS.



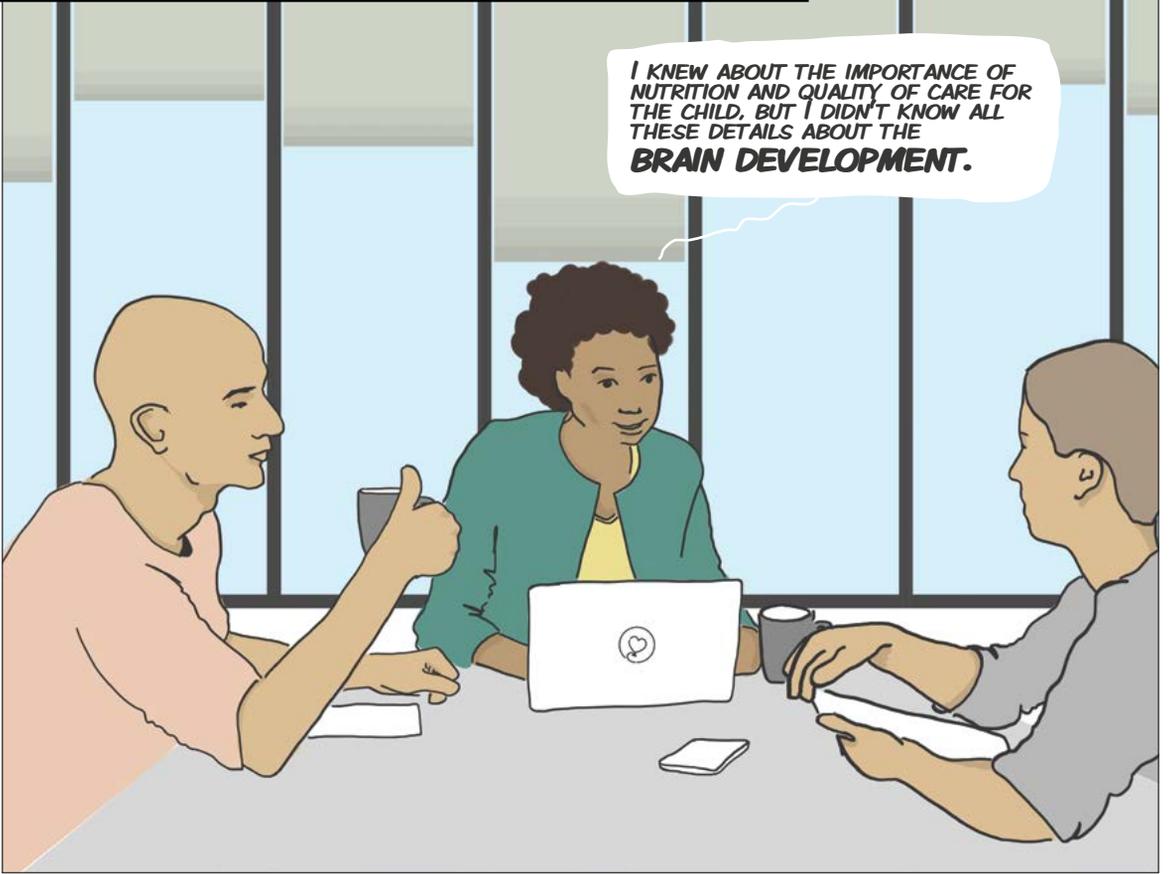
AS A RESULT, STUDENTS WILL BE MORE CONFIDENT, AND AGGRESSION WILL BE REDUCED, WHICH IS A WIN-WIN SITUATION FOR THE SCHOOL AND SOCIETY.

YOU COULD ALSO ASK CHILDREN IN YOUR SCHOOL ABOUT HOW BEST TO SOLVE CONFLICTS AND HOW THEIR ENVIRONMENT COULD BE MADE SAFER. YOU MAY BE SURPRISED AT THEIR RESPONSES!

CHILDREN CAN BE WISER THAN WE THINK.

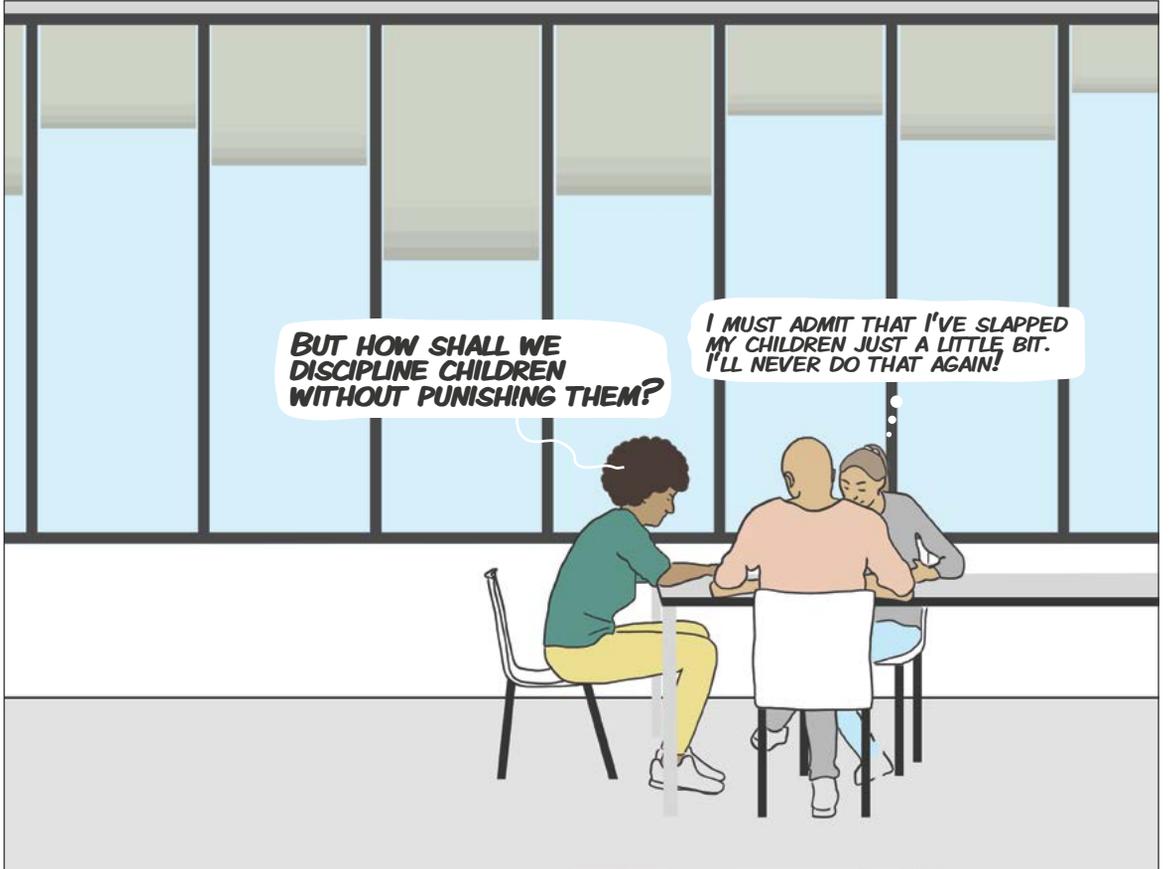
LATER, IN THE TEACHER'S LOUNGE ...

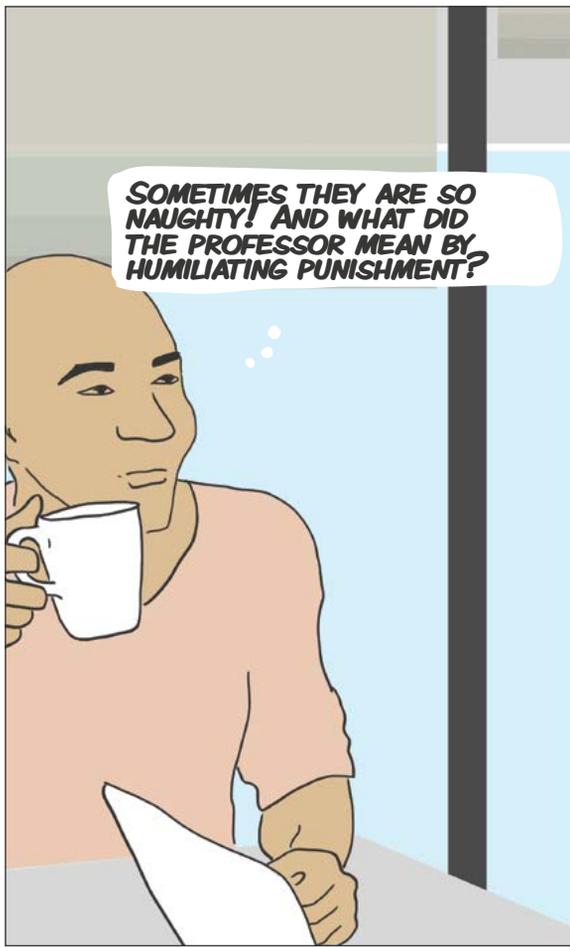
I KNEW ABOUT THE IMPORTANCE OF NUTRITION AND QUALITY OF CARE FOR THE CHILD, BUT I DIDN'T KNOW ALL THESE DETAILS ABOUT THE **BRAIN DEVELOPMENT.**



BUT HOW SHALL WE DISCIPLINE CHILDREN WITHOUT PUNISHING THEM?

I MUST ADMIT THAT I'VE SLAPPED MY CHILDREN JUST A LITTLE BIT. I'LL NEVER DO THAT AGAIN!

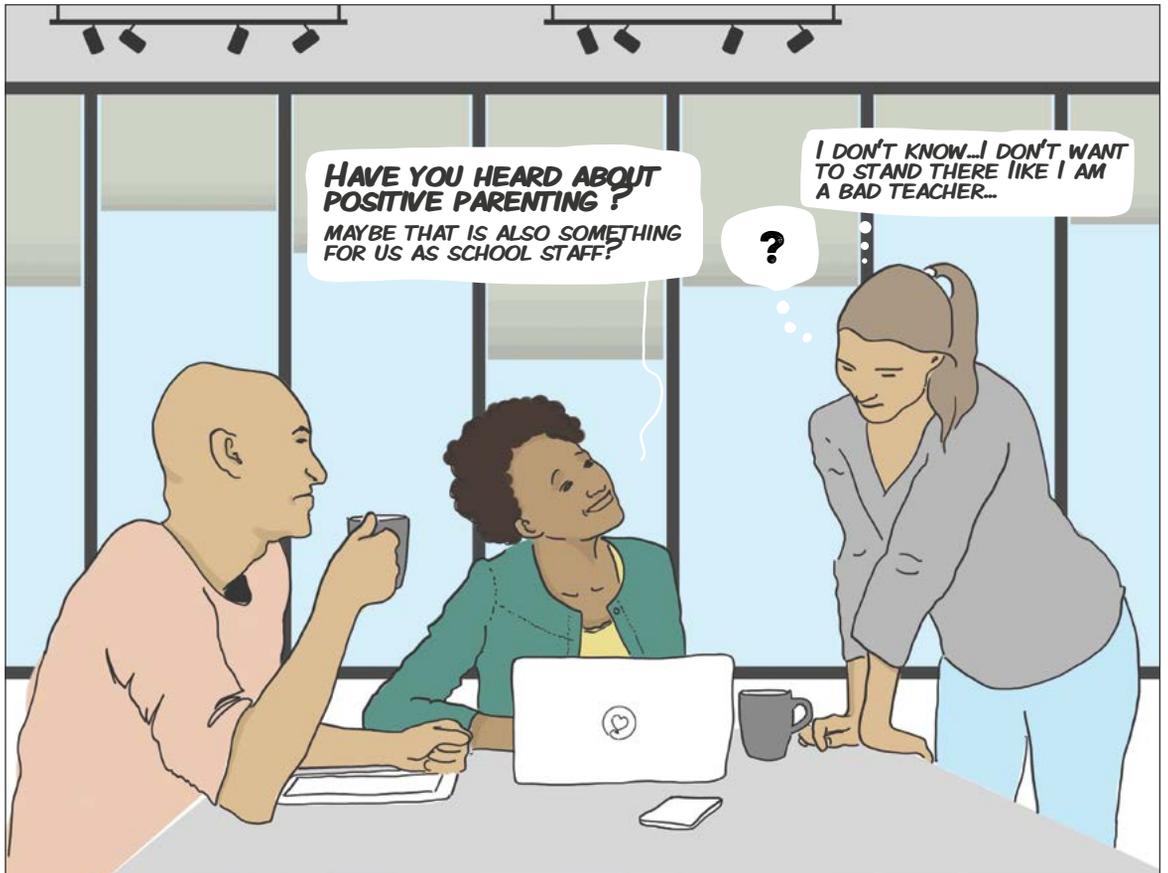




SOMETIMES THEY ARE SO NAUGHTY! AND WHAT DID THE PROFESSOR MEAN BY HUMILIATING PUNISHMENT?



I SHOULD APOLOGIZE TO MY CHILD, BUT DO I NEED TRAINING AS A PARENT?!



HAVE YOU HEARD ABOUT POSITIVE PARENTING?
MAYBE THAT IS ALSO SOMETHING FOR US AS SCHOOL STAFF?

I DON'T KNOW...I DON'T WANT TO STAND THERE LIKE I AM A BAD TEACHER...

?

THE TEACHERS JOIN THEIR LOCAL POSITIVE PARENTING COURSE.

POSITIVE PARENTING IS ALWAYS NON-VIOLENT.

IT AIMS TO BUILD A STRONG AND POSITIVE RELATIONSHIP BETWEEN THE CHILD AND THE PARENT.

Positive Parenting



SOME TEACHERS AND PARENTS STILL BELIEVE THAT CORPORAL PUNISHMENT IS NEEDED.

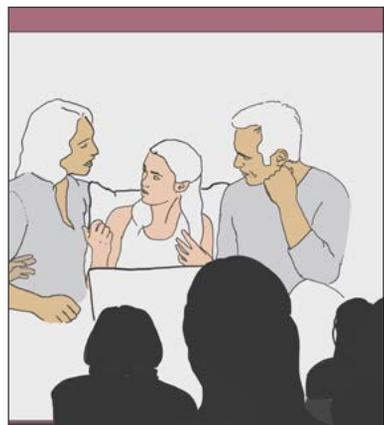
IF YOU TELL CHILDREN THAT THEY ARE GOOD FOR NOTHING OR BEAT THEM, THEY WILL STILL REMEMBER THAT WHEN THEY ARE OLD - AND IT WILL STILL HURT.



A NON-VIOLENT UPBRINGING DOES NOT MEAN THAT CHILDREN CAN DO ANYTHING THEY LIKE.



ON THE CONTRARY, IT IS VERY IMPORTANT THAT CHILDREN, PARENTS AND SCHOOL STAFF HAVE RULES, STRUCTURE AND BOUNDARIES IN THE HOME AND IN THE CLASSROOM.



HOWEVER, IT IS IMPORTANT THAT CHILDREN OF DIFFERENT AGES UNDERSTAND WHY THESE RULES ARE IMPORTANT, AND THE CONSEQUENCES OF BREAKING THEM.

SOME PARENTS AND TEACHERS DISTRACT THE CHILD'S ATTENTION WHEN THE CHILD IS STUBBORN, OR THEY MAKE A JOKE ABOUT SOMETHING AND THE WHOLE FAMILY OR CLASS CAN LAUGH.

BUT NEVER USE HUMOUR TO HUMILIATE CHILDREN!

EACH CHILD HAS SPECIFIC WAYS OF HANDLING EMOTIONS AND NEED DIFFERENT TYPES OF SUPPORT.



MANY CONFLICTS CAN BE SOLVED WHEN PARENTS AND TEACHERS ARE ABLE TO EXPLAIN TO CHILDREN HOW THEIR ACTIONS MAKE THEM FEEL



EXPLAIN YOUR FEELINGS

SHARE YOUR FEELINGS AND CONCERNS

LISTEN TO EACH-OTHER

ASK AGAIN



FOR INSTANCE, SAYING, "WHEN YOU DO THIS IT MAKES ME FEEL SAD, BUT WHEN YOU DO THAT IT MAKES ME HAPPY." CREATING SITUATIONS WHICH ALLOW CHILDREN AND ADULTS TO EXPLORE THEIR FEELINGS WITHOUT SHAMING IS IMPORTANT.

SAY: "TELL ME ABOUT IT, I'LL LISTEN". SOME CHILDREN NEED TIME BEFORE THEY ARE WILLING TO SHARE.

NOW ITS TIME FOR TEACHERS TO LISTEN AND LEARN! THE CHILDREN ARE TELLING WHAT A NON-VIOLENT CHILDHOOD MEANS TO THEM.



WE CHILDREN AGREE THAT ALL VIOLENCE MUST END NOW.

WE DON'T LIKE IT WHEN WE ARE BEATEN OR SCREAMED AT WHEN WE DO SOMETHING WRONG, AND WE ALSO DON'T LIKE IT WHEN WE DO THIS TO EACH OTHER. VIOLENCE HURTS TOO MUCH!

WE NEED YOU TO LISTEN TO US AND TAKE WHAT WE SAY SERIOUSLY.

CAN YOU KEEP A SECRET? LISTEN TO US IN CONFIDENCE, AND DON'T GOSSIP WITH OTHER TEACHERS. TELL US HOW YOU CAN HELP AND WHAT YOU WILL DO AFTER WE TELL YOU OUR STORIES.

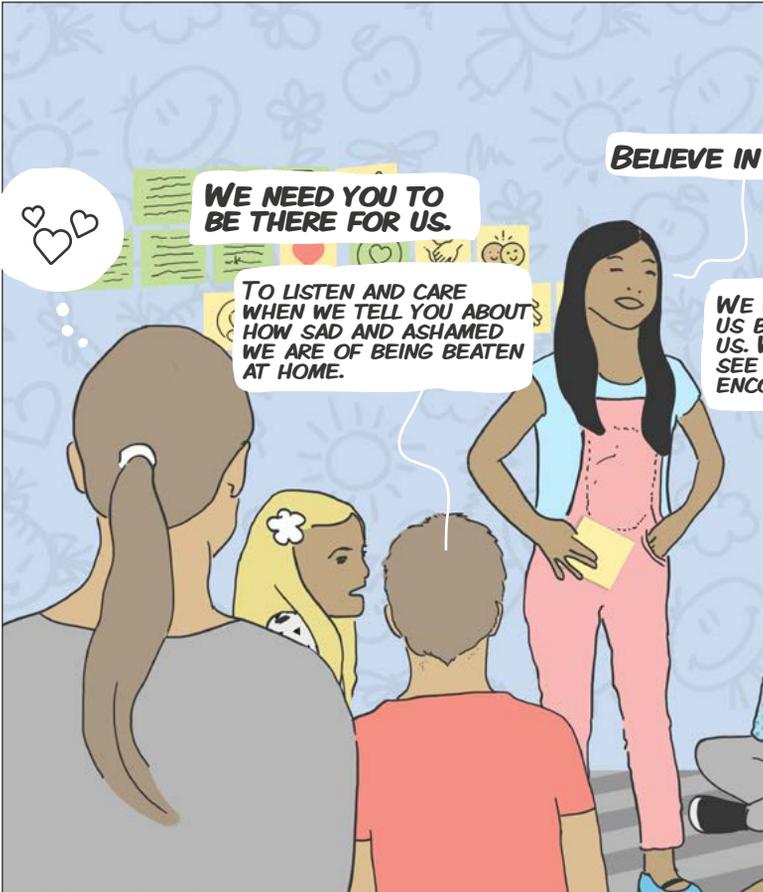
TELL OTHERS ONLY AFTER YOU HAVE TALKED WITH US. IF WE ARE HARMED BY OTHER STUDENTS, OR BY A TEACHER OR BY OUR PARENTS, WE WANT TO BE SURE THAT YOU WILL BE PROFESSIONAL.

AND ONLY REPORT TO OTHERS IF IT IS ABSOLUTELY NECESSARY.

WE ARE SCARED WE WILL BE SENT AWAY OR THAT OUR PARENTS WILL GET IN TROUBLE WITH THE POLICE.

WHO WILL LISTEN AND TAKE US SERIOUSLY.

WE WANT TO HAVE MENTORS AT SCHOOL. SOMEONE FOR EACH STUDENT THAT WE CAN TRUST.



WE NEED YOU TO BE THERE FOR US.

TO LISTEN AND CARE WHEN WE TELL YOU ABOUT HOW SAD AND ASHAMED WE ARE OF BEING BEATEN AT HOME.

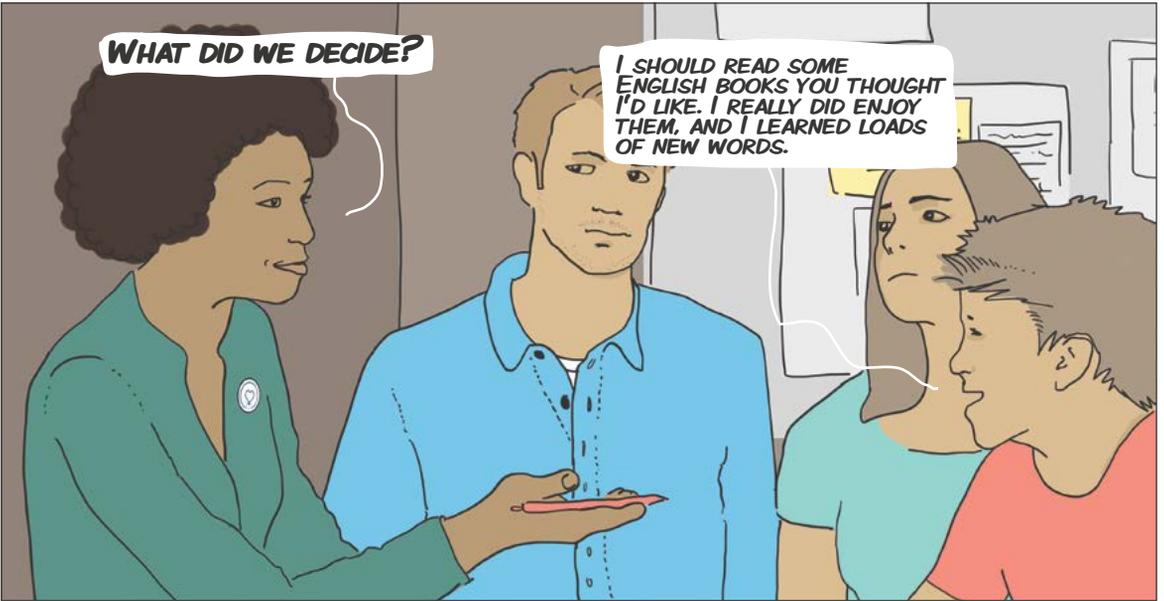
BELIEVE IN US.

WE WANT YOU TO GUIDE US BECAUSE YOU RESPECT US. WE WANT YOU TO SEE OUR STRENGTH AND ENCOURAGE US.

THE BOY AND HIS PARENTS COME ONE STEP CLOSER TO A NON-VIOLENT CHILDHOOD.



AS YOUR SON'S TEACHER AND MENTOR IN SCHOOL WE TALK ABOUT HIS STUDIES AND LIFE. HE HAS GOOD FRIENDS AND LIKES ART AND MATH. HE GETS GOOD GRADES IN MANY SUBJECTS BUT NEEDS HELP IN ENGLISH.



WHAT DID WE DECIDE?

I SHOULD READ SOME ENGLISH BOOKS YOU THOUGHT I'D LIKE. I REALLY DID ENJOY THEM, AND I LEARNED LOADS OF NEW WORDS.



IS THAT ENOUGH - JUST READING STORIES?

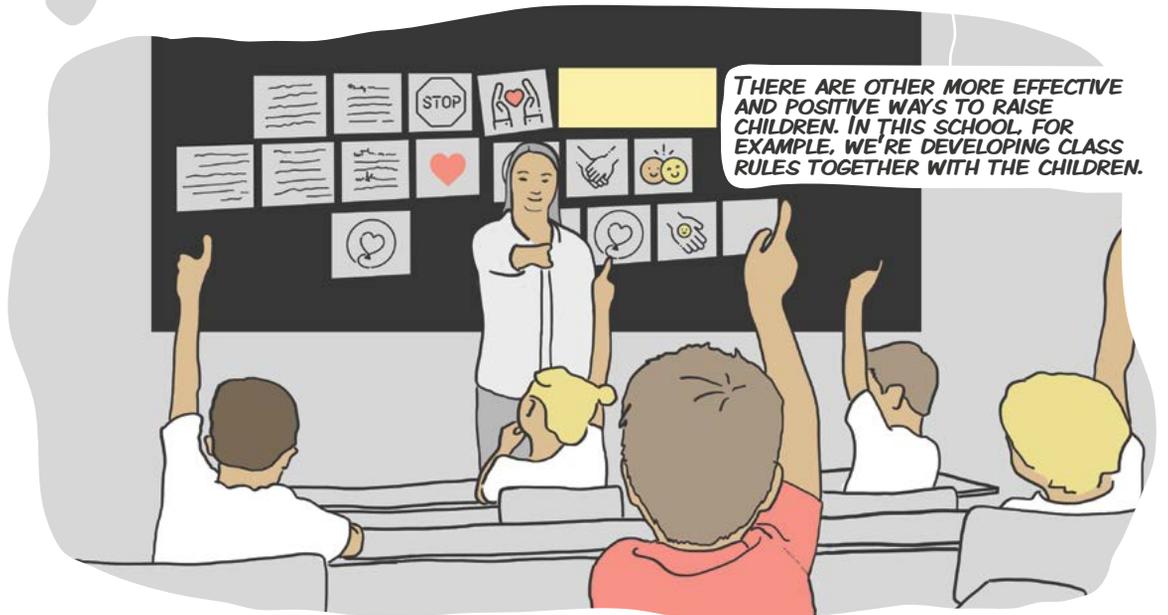
THAT'S THE BEST WAY FOR ME. THE TEACHER UNDERSTOOD THIS, SHE GOT IT RIGHT.





MOST OF US WERE BROUGHT UP WITH SLAPS. EVEN AT SCHOOL AS TEACHERS WE USED TO SLAP OUR KIDS UNTIL NOT SO LONG AGO.

BUT NOW WE KNOW HOW MUCH IT HARMS THE CHILD.



THERE ARE OTHER MORE EFFECTIVE AND POSITIVE WAYS TO RAISE CHILDREN. IN THIS SCHOOL, FOR EXAMPLE, WE'RE DEVELOPING CLASS RULES TOGETHER WITH THE CHILDREN.



YES, IT'S REALLY GOOD. THE TEACHERS LISTEN TO US.

IT'S CLEAR NOW WHAT WE SHOULD DO AND SHOULDN'T DO AND EVEN THE TEACHERS SAY SORRY WHEN THEY BREAK THE RULES. I'VE NOTICED THAT WE ARE ALL FRIENDLIER WITH EACH OTHER TOO...



I'M SURE YOU CAN AGREE ON NEW HOME RULES AND NEW WAYS OF COMMUNICATING. YOUR SON IS GRADUALLY BECOMING AN EXPERT IN THAT.



WHY DON'T YOU BEHAVE LIKE THIS AT HOME?

YOU ARE ALWAYS SO ANGRY... I DON'T KNOW HOW TO EXPLAIN.

MAYBE YOU WANT TO THINK ABOUT GOING TO A PARENTING CLASS. I WENT MYSELF - IT'S REALLY INTERESTING!



I PROMISE IT'S NOT ABOUT TELLING YOU THAT YOU ARE BAD PARENTS. I LEARNED TO BE AN EVEN BETTER PARENT. IT REALLY HELPED.



Want to know more?

Visit www.childrenatrisk.eu/nonviolence!

Non-Violent Childhoods

The aim of the Non-Violent Childhoods programme is to promote the full implementation of a ban on corporal punishment of children in the Baltic Sea Region through collaborative, multi-stakeholder planning and action. Its programme of work is managed by the Council of the Baltic Sea States Secretariat with co-funding from the European Commission, drawing on the experiences and lessons learned from the countries in the Baltic Sea Region.

The Non-Violent Childhoods programme has developed a set of guidance reports and a campaign, aimed at parents, children, practitioners, advocates and policy makers. Each report focuses on a specific theme; a step-by-step guide, implementing the ban in the domestic setting, positive parenting, awareness-raising campaigns, service provision and tracking progress. In addition, this comic book aims to raise awareness of the harmful impact of corporal punishment and the importance for children to have trusted adults to turn to. The reports and campaign offer inspiration and provide guidance standards and practical tools aimed at transforming societies and making non-violent childhoods a reality. While the reports are based on the experience of the Baltic Sea Region, they convey key messages and highlight best practices that have relevance not only to the 11 states in the region but also to Europe and beyond.

More information on the reports and campaign can be accessed at
www.childrenatrisk.eu/nonviolence

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Would you like to translate this publication?

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This is a story about the harmful impact of corporal punishment for each and every child, and the importance for each child to have trusted adults to turn to. The parents of a young boy fear he will not do well in life – that he is lazy and not taking his schoolwork seriously. They don't know how else to motivate him, so they use corporal punishment. After all, that is how they were raised. Meanwhile, the son thinks he cannot talk with other adults, and even his peers, because then everyone would know his shame. But change is happening. The school staff are learning, and the boy is getting the support he needs to feel empowered. In this story, the children are given the chance to be heard, and end up proving they are smarter than the adults tend to think!

Change is happening in the real world, too. Many countries are adopting laws against corporal punishment, and parents are increasingly applying positive parenting methods. Sweden was the first to adopt the ban in 1979. Since the late sixties, the use of corporal punishment has reduced dramatically, with less than 5% Swedish children being victims of severe corporal punishment today. Similar progress is being made throughout the rest of the Baltic Sea Region, showing that it is possible to change attitudes and behavior.

However, one child being beaten, smacked, threatened and/or humiliated is one child too many.

This heart is a symbol of non-violence. When you champion this symbol of non-violence – either by pin, profile photo, poster, or any other format – you declare your support that all children should be treated the way you would want the children close to you to be treated: with **respect, dignity and kindness**.

If you would like additional copies of this comic book and the pin, contact the Council of the Baltic Sea States Secretariat at cbss@cbss.org.

#nonviolentchildhoods
#goblue

