

CHILDREN'S PARTICIPATION IN CHILD PROTECTION

Tool 4



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All children have a right to be protected from harm and have their welfare promoted – whoever they are, and wherever they are. Children also have a right to participate in the issues which affect them. Anyone who works for an organisation that comes into contact with children has a responsibility to keep them safe and promote their welfare. Children can also play a role in their own protection.

The Keeping Children Safe standards demand that staff and other agency representatives receive an appropriate level of training, information and support to fulfil their roles and responsibilities to protect children. These standards include developing a partnership approach to working with children and young people on child protection. This tool is designed to support that process.

ABOUT THIS TOOLKIT

Tool 4 is for adults who work with children on child protection issues.

Tool 4 has four modules. Each module has a set of three exercises. Each exercise has one or more activities. There is step by step guidance on how to conduct each activity. Tool 4 is a selection of activities and ideas to begin a discussion around child protection; it is not a complete course or curriculum.

PREPARATION

Adapt the exercises to suit your group

You and your team can select, adapt, develop and add to the ideas set out in the exercises to best fit the key child protection issues needing to be addressed in your specific context. Your choices and adaptations should be guided by the age and experience of the children you work with and the time allocated to conduct the activities. The Opportunities Chart on page 53 a useful starter tool to use with children to plan and prioritise topics and exercises.

AGE RANGE

In Tool 4, we refer to ‘older’ and ‘younger’ children. ‘Older’ children are over 10 years and ‘younger’ children under 10 years. As a rule, younger children enjoy activities that are shorter and require lots of movement and variety; older children can spend longer on discussions and are able to think more conceptually.

PARTICIPATION AND CONSULTATION

Involving children in the development of organisational policy is important because it brings the views of children into policy development and helps them to understand child protection. As abstract thinking abilities develop in older children (around 14 years), it is best to involve older children in formal consultations with adults to improve organisational policy. The perspectives and ideas of children under the age of 14 can be collected by going to

where they live or learn and using active fun methods to enable and ensure they contribute to the consultation process. Be cautious about asking children under 14 to participate in conceptual adult policy-making activities unless the children have the knowledge, skills and motivation to do so and a positive environment in which to do so. The process of consulting children can all too easily slip into tokenism or worse - manipulation. (Ladder of participation Tool 3 page 102)

Key Information on child abuse for adult workers ¹

- No-one is allowed to harm a child physically, sexually or emotionally, or through neglect, not even another child or family member.
- If an adult or another child makes the child feel unsafe or hurt, physically, sexually or emotionally, or through neglect, they may be being abused. With sexual abuse, this is true even if the child is being touched on parts of the body like the face but in a way that is inappropriate given the child's relationship to that person, the child's age and stage of development, and that may make the child feel uncomfortable.
- Child abuse is also when a child witnesses violence or abuse on someone they love. It is damaging to children especially when the perpetrator is also someone they love.
- If a child has been abused, if a child is afraid of being abused or if they know that someone they love is being abused, they must tell someone they trust or someone who has the authority to do something.
- People who abuse usually threaten and frighten children and tell them to keep the abuse a secret.
- Children can feel responsible, ashamed and fearful about abuse. They can feel it is their own fault and that no one will believe them. They may fear that the person/people who are abusing will hurt them more if they tell or make trouble for them.
- Abuse has a negative impact on the development of a child.
- Abuse is NEVER the fault of the child who is suffering the abuse. It is ALWAYS the fault of the person/people doing it.
- All abuse is wrong and abusers should be stopped. Those being abused need to find somewhere safe and the abusers need to be made to account for their unacceptable behaviour or criminal actions.
- Violent and abusive people were often abused as children. The abusive cycle needs to be broken.
- In many countries, there are places and projects where children who have been abused or even children who are afraid of being abused can go. Schools and projects should inform children of safe and supportive spaces for them.

¹ See Trainers Notes, page 197 in Tool 3

A TEACHER OR A FACILITATOR

In participatory work with children, part of the adult's role is to be a **teacher**, to instruct, give information and check what is learned is correct and at the level that is appropriate to the age and understanding of the children. There is an additional and essential role, that of a **facilitator**. This role is more children-centred and involves being a 'guide on the side' as children learn, plan and take action themselves. The table below sets out some of the distinctions between 'teacher' and facilitator. In participatory work with children, adult workers will 'dance' between the two roles.¹

| | The Facilitator | The Teacher |
|-----------------------------------|--|--|
| | ASKS! | INFORMS! |
| Motivation | Motivates by asking and following children's ideas on what motivates and inspires them | Rewards, encourages |
| Set goal | Gets the children to set the agenda | Set goals for the child |
| Feedback | Asks the children to describe their own experience | Praises or comments on what children say |
| Listening ¹ | Listens without speaking or judging and from the child's own point of view | Listens thinking about the right answers or ones own experience to make a comment, find out more or to judge |
| A style of questioning that is... | Open and without an answer in mind | Looking for the 'right' answer |
| A learning style that is | ...about supporting the child to find their own answers | ...information driven |

¹ See listening activities, page 125, Module 5 in Tool 3

GROUND RULES

At the start of a series of exercises, conduct a session on ground rules. Ground rules help participatory sessions work well. It is best if the adults and children create them together and if the rules are visible in the room, where the activities are taking place. Refer to the ground rules at the beginning of each exercise. This is especially important when new children join the group.

¹ The coaching dance is an idea borrowed from a project that seeks to inspire children and young people to set and work toward goals that they set themselves. www.21stcenturylegacy.com

1. Tell children that when working in a group together, some things help us as a group and some things do not. Ask the children for their ideas about the things that help us concentrate, do our work and learn new things (listening, laughing, thinking hard etc).
2. Ask the children to mention things that can happen that make working in a group hard to enjoy, or even boring (negative comments, difficult behaviour, interrupting, children feeling forced to do something they don't like, some children speaking a lot and others not at all, teasing children about what they say or do in a class).
3. Ask the children to think of some rules that will help the group feel happy and safe. Ask them to express the rules in a positive way i.e. to make the rules about what we should do and not about what we should not do.
4. Children can start this in pairs and then develop it in a small group.
5. Ask children to select the rule they think is most important and write it down on a piece of paper or card. (Adults can do the writing with younger groups or groups where the children are not able to write easily).
6. Using the suggestions on the cards, make a Ground Rules poster. Here are some examples:

*Respect each other * We are all important * Speak one at a time * Listen to each other * Listen when others are talking * Do not feel 'forced' to speak * Respect the privacy of anything personal someone says in the room * If the session makes you feel sad or emotional, let an adult know*

7. Ask children to read out the rules on the poster and talk about anything that they don't understand.
8. In a circle, ask children what they enjoyed and what they learned from the session on making ground rules.

Checklist

Before doing exercises on child protection with children, child protection policies and procedures need to be in place and informed consent obtained from the parents and carers for the children to participate in the sessions granted. It is also important that adult workers have had child protection training including training on how to handle disclosures. Children should be informed of who they can speak to if they wish to talk to an adult privately about any child protection issues after a session.

A checklist of questions for teachers to ask themselves:

| | |
|-----|---|
| 1. | Have you had adequate child protection training to give you knowledge of the types of abuse that children might be subject to, including in their families, communities and schools? |
| 2. | Do you know the correct procedures for dealing with a disclosure by a child? |
| 3. | Do you feel confident to deal with any issues which arise, including disclosures of abuse? |
| 4. | Has due consideration been given to ensuring the children feel comfortable making disclosures and expressing any concerns they may have? For example, in your project, it may be important that girls work with a female teacher. This is not always the case so do what is best for your context. |
| 5. | In the interests of building trust and developing children's participation in child protection, is the organisation/project able to work with the children over the medium to long term? And, as far as possible, can the adult workers involved in this activity stay the same. |
| 6. | Have you made it clear to children when (in the session) it is OK to disclose? It may be easier, for example, for both the child and adult to discuss concerns outside of the session rather than during an activity and it's important that children know this. However, adults need to be prepared to deal with distress during a session and should this occur, know how to follow up with the child after the session and have the confidence to do so. |
| 7. | Do the children's parents or carers understand the topics being discussed? |
| 8. | In places where children have access to a computer or mobile phone, are steps being taken to prevent online abuse and bullying? |
| 9. | Do children know that adults have to tell another person if the child chooses to disclose abuse and if not, how will children be informed about this before the sessions? |
| 10. | Are the activities happening in a place where children feel safe, where they know each other and where they trust the adults involved? |
| 11. | Do you have enough support to monitor the children's responses and manage any emotional reactions to the topics discussed? |
| 12. | Have you planned for sufficient introduction and trust-building activities to ensure activities are meaningful and helpful to the children involved? |
| 13. | Where necessary, have the activities been adapted for the children's cultural context and for their gender, age and experience? |

Case study²

I gave out child-friendly letters to children to give to their parents. When the parents signed the letters, it allowed their children to come and attend sessions at our Child Participation in Child Protection workshop. The parents expressed their interest in allowing the children to attend these classes.





Module One to Four



Module One: Children Recognise Child Abuse

INTRODUCTION

The aim of Module 1 is to ensure that children know what their rights are, what child abuse is, and to explore the ideas of feeling safe and unsafe. Exercise 1.1 focuses on Child rights. Exercise 1.2 on identifying what it is to feel safe or unsafe and where children can look to for safety and protection. The exercise helps to build children's confidence for Exercise 1.3 which asks children to look more specifically at physical, emotional and sexual abuse and neglect.

Online abuse and the use of mobile phones

The advance of technology means that there are more ways that children can connect with and be connected to information and other people. For the most part, this is of great benefit and a useful learning tool. However, it also means that children have access to and can be contacted by people they do not know and can be bullied or abused in new ways. New technology means that private thoughts and images can be made publically available at the click of a button. Abuse of any kind, including the taking and sharing of sexually explicit photos and videos can have lasting and damaging consequences for a child and it is important such issues are addressed with children. If the needs of the children you work with include educating them about the dangers of new technology and giving them skills to deal with the problems technology can bring, ensure that this is a part of your work with them. There are no specific activities about online abuse in this toolkit. There are links to information and resources about online abuse and the safer use of mobile phones in Tool 4, Module 4.

EXERCISE 1.1: CHILDREN'S RIGHTS

Note: Consult the checklist on page 6 before conducting this activity. This exercise is suitable for older and younger children. Adapt the activities to the needs and abilities of your group.

Aim

To help children understand what their rights are and how they are linked to needs and responsibilities. To inform children that these rights include protection and participation.

Key learning points

- That every child has rights and responsibilities
- The United Nations Convention on Children's Rights (UNCRC) was adopted in 1989. The countries that ratify this (agree to it) are obliged to uphold the UNCRC within their own laws and are accountable to international bodies who monitor their progress. All but two nations have signed up to it
- That the UNCRC includes the right of every child to be protected from harm and the right to participate in decisions that affect their health and well-being
- (Add other children's rights instruments that are relevant to the country in which you are working. For example the African Charter on the Rights and Welfare of the Child (ACRWC)).

Equipment

To do this activity you will need:

- A leaflet on the UNCRC, preferably one written for children and (where appropriate) the ACRWC.¹
- Paper (or paper taped together) large enough for a child in the group to lie on.
- Stickers for voting (optional).
- Crayons, paper, pens.
- (Where available) story books that focus on child rights issues for additional information.

Preparation

- Find out find out about the UNCRC and other locally appropriate child rights Charters, the instruments and/or laws on children's rights in your country and the ways in which the UNCRC and other agreements are being upheld.
- Have a leaflet on the UNCRC to show the children.

¹ http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf

Module One: Children Recognise Child Abuse

Process

1. Explain that this activity explores children's **rights and responsibilities**. That we all have rights and that children's rights are a commitment to what children need for their healthy development. That if we are to have rights, this means we have responsibilities to other people to ensure they have their rights met too.
Rights: *what children should have (food, shelter, safe water, health care play etc).*
Responsibilities: *what children should do with and for others (respect others' rights, help one another etc).*
2. Ask a child volunteer to lie down on the large piece of paper on the floor: another outlines the shape of the body. It may be useful to do this exercise in two groups, one of girls and the other of boys. Label the outline, 'every child'
3. Ask all the children to sit around the body drawing. (In big groups, have several body outlines and divide the children into smaller groups). Ask children to think about all the things that children need and write these onto the body. You may need to help them make the distinction between what children need (food, water, clothing, safety) and what they want (money, mobile phones etc).

Case study

By using the body drawing, children mentioned and discussed the following needs.

*Food * Love * Health * Education * Protection * Respect * Better shelter
* Clothing * Time to play * Care * Balanced diet * Empowerment*

4. Looking at this list, ask the children what they think they should have i.e. their rights. The adult writes all these suggestions outside the 'body'. If this is challenging for your group, prepare cards or slips of paper with 'rights' and 'wants' (such as a mobile phone). Instead of creating 'rights', the children select the cards that they think are 'rights' and discuss the differences between the 'rights' and 'wants' cards.

*Right to work * Right to education * Right to contribute ideas
* Right to clothing * Right to be listened to * Right to respect
each other and be respected * Right to be valued * Right to
shelter * Right to food * Right to health * Right to be prioritized*

5. Explain that as children have rights they also have responsibilities to make sure others

have their rights recognised too. Ask children to think about responsibilities linked to the rights they have listed. Write these responsibilities outside the map. To help them, show them that many rights have a corresponding responsibility, for example: A right to speak and a responsibility to listen. If this is challenging, 'responsibilities' can be set out on pieces of paper which children need to match to the corresponding right.

6. Show the children the UNCRC leaflet. If possible, give each child a copy and invite the children to ask questions about the UNCRC.

Have a short break here

7. Explain that children's rights can be divided into four clusters and write the following words in big letters at each of the four corners of the body map: **Survival, Development, Protection, Participation**
8. Read through all the rights that the children listed inside the body.
9. Ask each child to vote for the three rights that are most important to them. Children can make dots beside three different rights using a pen, or put a sticker on the three most important. (If the children are not literate, you can create symbols for different rights. Make sure the children can easily identify what the symbols represent. Then children tell the adult which rights they want to vote for and s/he shows them where to put their mark or sticker.
10. Ask the children to select the three rights with the most votes and discuss how this right can be realised, for example: *What needs to happen for children to have the right to protection from violence realised?* In the space outside the body, write children's ideas about how to achieve each of the top three rights.
11. Conclude the session by asking the children to form a circle and ask the young people to tell you in turn what they learned from this session or ask them to respond to three questions:
 - What did you like?
 - What didn't you like?
 - What were you not sure about?
 If the groups have been split by gender they can show each other and compare their results.

Module One: Children Recognise Child Abuse

Case Study from Kenya ¹

* The adult worker adapted the session on children's rights by first playing a game and then asking the children to form groups and appoint a secretary and spokesperson.

* Next she asked the children to make their body map and conducted the activity to focus the children on the key concepts. (steps 2 - 4)

* Using the 'rhythm clap'² to call for attention, children formed a circle. The children were asked to explain their understanding of these questions:

- Who is a child?
- What is a right?

The adult worker gave some input on who is a child and what a right is:-

A child

The Kenya Children's Act (2001) outlines that a child is under the age of eighteen years. It corresponds with that of the UNCRC.

A right

A right is a claim, which everyone is entitled to
Rights belong to people irrespective of their status in society
Every right has a legal limitation
Every right has a corresponding obligation.

* The adult worker took the children through steps 6 to 8.

* The children then formed a circle. One was given a ball and asked to throw it to another while giving a reason why a particular right was listed under a particular cluster. Each child then wrote two things they learnt.

The adult worker reflected on the session at the end and came to these conclusions:

'The best way to protect children is by empowering them through giving them relevant information and skills like participation'

'Never undermine a child's ability and capability in matters of their own protection. Just give them a pen and paper, time, space and the right guidance'

'It's always important to give children simple and precise instructions'.

¹ Sarah Mbira, Pendekezo Letu, Kenya

² See Module 4 page 75

Further activities

1. Ask the children to put their list of rights in an order of priority
2. Ask the children to consider if there are differences between children having their rights realised more/less than other children in their country and why this is so. For example the differences between the situation of urban and rural children.
3. Ask the children to make a poster about one of the rights or about a child's rights cluster (survival, development, protection, participation).
4. Ask the children to think of a situation in which they have one of their selected rights realised (access to education) and another situation where they do not. Ask children to create a presentation to raise awareness about this situation. It might be a song, poem, poster, role play or other ideas
5. Using a simple survey, children can find out what other children and their families know about children's rights. Older children can find out what key leaders and professional groups know such as community leaders, doctors, police, lawyers, journalists etc. Always ensure that younger children are accompanied by a trusted adult when conducting surveys in their communities and that older children work in pairs/small groups.

Case study on using surveys¹

Children were very creative when carrying out a survey on what their community knows about children's rights by coming up with their own checklist. The results showed that 70% of adults questioned knew about child rights; 30% did not know. The findings led to the children planning and conducting a community meeting to increase awareness. They will conduct a second survey to evaluate their work.

Saidi is secretary of the Child Rights Club at Bulala. He has been in the club for the past three years and is one of its most active members. He says the main challenge the club was facing was to highlight the gaps in child rights knowledge within communities. As a result, the club did not always work with those with little knowledge. He said of using surveys:

„It is a good tool to assess the gaps and enable the club to be well focused. It also calls for full child participation“.

From now on the club will be using the survey to assess the level of success in developing child rights knowledge in communities.

¹ Keston Ndhlovu, Everychild Malawi

Module One: Children Recognise Child Abuse

6. Children can prepare a two minute talk on one or more child rights.
7. They select three adults , who would be happy to answer questions, to talk to about the UNCRC. Children deliver a two minute talk and follow up with questions e.g. what do you think about my talk on child rights? What do you know about children's rights? What do you think about children having rights? What do you think children could do to help themselves have these rights upheld?

Children can compare the results from their surveys and presentations with each other; what responses were similar; what were different and what ideas the children have about what they can do to have their rights upheld. Here are some ideas about what children can do to uphold their right to be **protected from harm**:

- Children can report anyone who is harming them and support others to do the same;
- Children can help organisations and institutions make policies that prevent children from being harmed. They can help to monitor and evaluate the implementation and development of the policy;
- Children can help form a special group to promote child protection and children's rights. The group can plan campaigns to publicise awareness about child abuse;
- Children can bring hidden problems into the open;
- Schools, communities, and children's organisations should have safe spaces where children can access support. Children can help create and run these spaces and tell others about them;
- In many countries, police stations now have special Victim Support Units that can help children who have been abused or who feel threatened. Children who know about these places can tell others;
- Children can support children who have been abused.

Children can plan how to raise awareness in their families, schools and community. It is important to consider when, where and how it is safe and appropriate to raise awareness. Older children think about what they can do to raise awareness among professional groups, such as the police and social workers and community leaders.

Through the medium of song, poster competitions, film-making, radio, marches, article-writing and meeting professional groups to tell their stories, children can raise awareness about their rights. Children can set up new child rights clubs as a way of regularly focusing on learning about and raising awareness of their rights.

Children can reflect on the action they took to promote their rights and to prevent abuse. What was the result? What were the reasons why it worked liked this? They may decide to repeat the survey to measure if the action had any impact. They can discuss how to develop knowledge sharing on child rights within their communities and can plan new activities.

Case study ¹

In a project in India, children formed a Child Rights Club. The children were interviewed by the media about their rights at the launch of the club. Here are some of the replies:

- I was not allowed to play because I am a girl
- My mother does not send my sister to school, but she sends me [a boy]
- A right to live a proper life is important because it is only after having this right that we can ask for the other rights. For example, if a girl does not even have the right to live, then what will she do with the other rights?
- Because I was not educated, a vegetable seller cheated me
- The police beat me up and put me in an observation home. I wish I could live freely and safely. I hope the police will not beat me in future.

The Club is enabling these children to learn more about their rights and communicate them to their communities.

¹ www.butterflieschildrights.org



Module One: Children Recognise Child Abuse

EXERCISE 1.2: FEELING SAFE AND UNSAFE²

Aim

The aim of these activities is to help children understand and develop a vocabulary around what is safe and not safe. This is an introduction to talking about child abuse which may be more sensitive and difficult. Some activities are suitable for older children and some for younger children. Use your knowledge and understanding of the children with whom you work to judge which activities to use and adapt with your group.

Key learning points

- That in the same situations, some children can feel safe and others unsafe depending on their own experiences
- To be able to express feeling ‘safe’ and ‘unsafe’
- To identify places in the community where some children may feel unsafe and the reasons behind this
- To introduce the idea of a ‘personal space’.

Equipment

To do these activities you will need:

- A glass of water
- Stationary
- A flip chart with paper or a blackboard.

Preparation

- A glass of water.

Activities

Introducing the idea of feeling ‘safe’ or ‘unsafe’

1. Catch the interest of the group by first putting a glass of water in the middle of the table and then on the very edge of the table so it nearly falls off. Ask the children; *‘is the glass of water safe or unsafe?’*
2. Follow this with the question, *‘what makes people feel safe?’* And/or, *‘what makes children feel safe?’* E.g. being looked after; spending time with friends; walking with an adult I know and like...

Mapping a journey

1. Using discussion (for older children) or a piece of paper and pencils/crayons (older and younger children), ask the children to draw a map to show their journey to the activity session today. The exercise works best with two or three children in each group. Show them an example that you have drawn which could look something like this:

² Marie Wernham, CREATE: Child Rights Evaluation, Advice & Training Exchange for these materials developed as part of work completed for EveryChild Kyrgyzstan, August 2006



2. Ask the children to put a circle on the map where they may feel safe. Example of responses may be my house, school etc. Then ask the children to put a cross where they feel unsafe. Example of responses might be noise, traffic, other adults, other children etc.
3. When the groups have finished they find another group and show each other the maps. For younger children this can be done in the whole group. Older children can draw or discuss a subsequent map that combines ideas from the original two maps.
4. Ask the whole group:
 - What is it to be safe?
 - Did everyone agree on places that feel safe/ unsafe? What are the reasons that different children feel differently?
 - Is feeling safe always a good thing? (No, e.g. – feeling unsafe near a busy road helps you to be careful). It is important that the teacher highlights that most of the time children should feel safe; if they do not, they must talk to an adult about what is causing them to feel unsafe.

A vocabulary for 'safe' and 'unsafe'

1. Ask the children ,what other words do you think of when you hear the word 'safe' or 'unsafe?'. Think about the place you are in, the people you are with, the numbers of people, the way people speak, the emotions you have etc
2. Write their ideas in bubbles:

Module One: Children Recognise Child Abuse



FEELING SAFE



FEELING UNSAFE

Guided meditation

1. Ask the children to find a space and lie down.
2. Ask them to close their eyes and imagine they are in a place where they feel safe and happy.
3. Ask them to remember walking to school/a project and their time in school/at a project, identifying what made them feel safe or unsafe in their daily life.

Throw away those words!

1. Give each child some coloured crayons and strips of paper. Invite them to write hurtful words that they have heard children being called.
2. When there are enough adults workers available, they take time with each child to talk about what they have written and how they feel. This can be done in small groups too. Allow children to discuss deeper feelings at their own speed.
3. Where it is good for children to forget hurtful things that were said encourage them to throw these words into a bin.

Sentence completion

1. Ask the children to form a circle. If there are more than 10 children, split the group in half.
2. Give each group a ball.
Invite the children to complete one of these sentences as they throw a ball to someone else. The person holding the ball completes the sentence.
 - I feel safe when...
 - I don't feel safe when...
 Give children some generic examples as these can be used by children who do not wish to talk about personal issues. e.g. I don't feel safe when I see a poisonous spider; I don't feel safe when I cross the busy road to school.

Safe spaces (suitable for older children)

1. (If you have a suitable space to do this...) ask the children to find a space in the room (or this activity can be done outside)
2. Ask the children to walk in different directions, but to make sure they keep the same distance between themselves and others – not too close or too far apart
3. Ask the children to move faster and faster until everyone is running but still paying attention to the spaces in-between
4. At the end, bring the children together and discuss:
 - How much space do people find comfortable to keep between them?
 - When does this change? For example, in a crowded space?
 - How can we tell if people are coming into our own space?
 - How does this make us feel?

Stop! (Suitable for older children)

1. Ask the children to form two lines, facing opposite each other so each child has a partner.
2. Ask them to close their eyes and start to walk **slowly** towards each other. They eventually bump into each other.
3. Ask them to open their eyes but NOT MOVE and then ask the group, how it feels to be so close together.
4. Do the exercise again but this time children on one side only to walk towards their partner. Children on the other side say 'stop' to their partner when they start to feel uncomfortable at how close the other person is to them. When they have completed this, look down the line to observe the different distances.
5. Repeat the exercise again this time with the children swapping roles.
6. Bring the group together and have a discussion using or adapting these questions:
 - What is a safe space?
 - What is personal space?
 - Can you stay 'stop!' if you are feeling uncomfortable with someone in your space? Why? Why not?

Module One: Children Recognise Child Abuse

EXERCISE 1.3: UNDERSTANDING CHILD ABUSE

Note: This section has five activities to develop understanding of child abuse including physical, sexual and emotional abuse and neglect.

Understanding Child Abuse

- Activity 1: Traffic lights
- Activity 2: What is physical and emotional abuse?
- Activity 3: Circle of life and the 'but why' game
- Activity 4a: My body is my own
- Activity 4b: Touch
- Activity 5: Closed door, open door

Activity 1: Traffic Lights

Aim

The aim of this activity is to help children understand child abuse: what it is and how to respond to it.

Key learning points

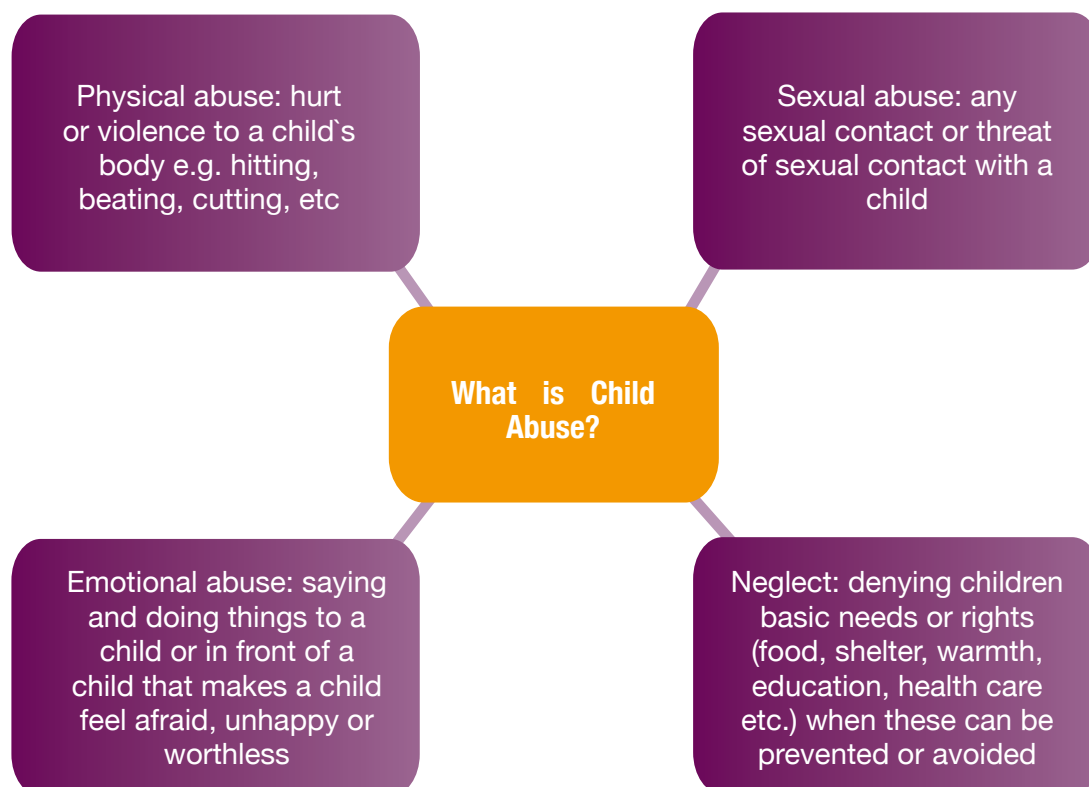
- A definition of child abuse
- To be able to recognise and describe what is child abuse.

Equipment

- Traffic light cards. These are cards with a red or green tick on them. Make sure there is one of each colour for the children.

Preparation

- Draw the following chart onto paper or card and cut out each of the five squares i.e. the central question, What is child abuse? and the four types of child abuse in bubbles around it.



- Make the red and green 'traffic lights' cards for each child.
- When doing this with younger children, create a physical sign to represent each of the four forms of abuse: **physical, emotional, sexual and neglect**.
- Write the following six scenarios onto separate pieces of paper – enough for one per group of three to four children. Ensure they are relevant issues for your group of children and change them if they are not.

Module One: Children Recognise Child Abuse

Ali is a very energetic, talkative boy who finds it hard to sit still and listen to his teachers and parents. He is always in trouble. He goes to church on Sunday with his family. One Sunday the leader of the group notices that Ali has a lot of bruises on his arms and face and he is very quiet.

Fatima has special needs. She cannot walk properly and her speech is very slow. She does not go to school and she spends much of her day tied by the ankle to a table in her house so that she cannot harm herself by wandering about outside.

Paulo is eight and his sister is three. During the week, Paulo's mother has to go out to work at night two hours before their aunt can come to look after them. She leaves the children watching the TV or playing.

Alex and Thomas were playing football with their friends. Thomas scored a goal. Then Alex, a much stronger boy, said the goal did not count. The boys started to yell at each other then Alex started kicking and punching Thomas.

Priscilla went to her uncle's house each weekend. She used to like going but now she does not. When she is alone with her uncle, he kisses her and touches her body in a way that feels wrong and frightening.

Every week Emma uses a computer at the library. She likes to e-mail her friends. She gets an email from a boy who says he is her age. He seems nice. He asks for her photo and they start to make friends by exchanging e-mails. After a while, he asks to meet up with her. Emma is very excited.

Process

1. Ask the children to put their hands up if they know what child abuse is. Ask those children with their hands up to say in turn what they think it is. Record the total number of children, the number who had their hands up and their ideas.
2. Using the five elements of the child abuse diagram in turn, explain each element to the children.
3. Divide the group into four and have each group arrange themselves in the room. Give each group physical abuse, sexual abuse, emotional abuse or neglect. Stand in the middle and ask the group out loud, what is child abuse. In turn one member of each group reads out the words on the card.
4. Ask children individually or in pairs to draw the child abuse diagram using only the headings.
5. **With older children** ask each of the groups to think of a sign to represent that form of abuse. Remind them of different types of signs such as the one for 'stop', 'come here' or be quiet.
6. **With younger children** teach them signs you have made up. Using signs can be a powerful and useful way to help children remember types of abuse and even help them to express themselves in other activities later.
7. Give all the children two cards one with a red cross and one with a green tick and give out the scenario cards/sheets.
8. Ask the children to divide into five groups. Ask the children to read the scenarios (adapt these so they are relevant to the group of children). Ask them to decide which stories could be child abuse and why they think this. Tell them to be ready to present their scenario to the whole group.
9. Remind the whole group that they must listen to each other telling their scenario. If they agree that it is child abuse they hold up the card with the green tick and if they disagree, the one with the red cross (if preferred do this in pairs).
10. One child from each group describes their scenario and says if they think it is child abuse and why. The rest of the group hold up their green or red cards. Ask the children the reason for this decision.
To do this activity with older children and to use movement ask the children to 'vote with their feet' by individually moving to one side of the room if they agree and the other side if they disagree. Then ask them to volunteer the reasons why they moved in the direction they did. This method is very useful to begin lots of different debates.
11. Ask children if they think that there is anything else which is child abuse. For example: taking money from a child who works or not giving a child money for their work (slavery); using up most of a child's time by getting them to wash clothes, cook food or look after small children and not letting this child play or go to school.
12. In pairs, children share what they learned from the whole session. In the whole group children share their ideas.
13. Where appropriate, **conclude this session** by showing the children a *Questions and Comments Box* (a small cardboard box with an opening in the top). Invite the children to write down questions and comments and put them in the box for the adult worker to read. As children might use the box for disclosures it is important that children know what can be kept confidential and what cannot. Encourage children to write their name on their comments.

Module One: Children Recognise Child Abuse

Activity 2: What is physical and emotional abuse?

Aim

The aim of this activity is to help children understand what physical abuse is and what emotional abuse is and what to do if it happens to them or to someone they know.

Key learning points

- For children to understand what is physical abuse and what is emotional abuse.
- That harsh punishments from teachers and parents are abuse.
- That children who are suffering any form of abuse must ask for help.

Preparation

- Photocopy or copy out the table below onto a poster or blackboard.

Process

1. Explain to children what is abuse. Adapt the information on page 3 for the age and stage of the children you work with:
2. Ask the children to look at the table on the next page. This was created by primary school children in Vietnam in answer to the questions:
 - How do teachers punish you?
 - How do you feel towards teacher(s) who punish you in this way?

| How do teachers punish you? | How do you feel towards teachers who punish you in this way? ¹ |
|--|---|
| Stand against the wall | – I feel let down in front of the class and shy of other children |
| Stand with hands in the air for a long time | |
| Slapped hard | – I feel disappointed |
| Told to stand in the sun or run around the school yard | – I feel sad and pained because teachers should give knowledge not violence |
| Kneel down on the edge of a step | – The image of the teacher in my mind gets distorted |
| Made to drink salty water | |
| Students are asked to slap each other | – I feel scared |
| Fetch water from far | – I feel angry and do not want to attend the class anymore. |
| Emotional punishment such as shouting, making fun or discriminating. | |

¹ Plan Vietnam project to address violence punishments in schools

3. In pairs or groups, ask children to discuss and list punishments they have experienced or witnessed. If appropriate, ask how it makes them feel.
4. In the whole group, make two lists to bring together all the children's ideas
5. Each child then chooses to do a drawing or a role play showing a situation in which a child is being punished. Ask the children to write under the drawing or put into the role play an alternative consequence that is not harsh.

My picture is about a teacher beating three children who were talking in class. The beating resulted in marks and bruises on their bodies. This is very bad. The teacher used a rod and then asked the children to kneel in the sun and drink salt water. The solution is to let the children apologise and promise not to do it again.

6. Conclude the session by talking about other times when children might experience physical or emotional abuse. Their ideas might include instances of traditional harmful practices.
7. Invite children to use the questions and comments box if they have questions they wish not to share with the group.

Module One: Children Recognise Child Abuse

Case Study

As part of the Plan Vietnam project in Quang Ngai province to reduce physical and emotional abuse in schools, a workshop was held for parents and teachers. Children performed a play about being beaten and neglected by their parents and schools and the affect that it was having on them. After the workshop, one headmaster said, 'Many Vietnamese people believe in the saying 'Spare the rod - spoil the child', but we know that the rod is not making the child better. In fact, the long-term effect on the children is very serious.' Research by a group of non-governmental organisations found that more than 95% of children admitted their parents, teachers or other adults abused them physically and/or emotionally.

Children's club case study

In the aftermath of the Haiti earthquake in 2010, Tearfund set up around 70 Children's Clubs around Leogane, some in association with local churches. One of them was led by sisters Francoise and Monette. They had 130 pupils between 3 -14 years old coming two or three times a week.

They taught the children songs about health care and disease prevention and provided a safe place where children could be children again in the midst of the hardship. Francoise and Monette's enthusiasm for the club and passion for children's education made an enormous difference. The club became one of the most exciting places to be for the children of Gressier. It helped them to cope with the trauma of the earthquake.



Activity 3: The Circle of Life and 'But Why' games

Aim

The aim of this activity is to help children understand neglect: what it is, the reasons behind it and how children can respond to it.

Key learning points

- To reflect on what are a child's basic needs
- To reflect on what is behind the causes of neglect
- To understand what children can do if they do not get what they need.

Equipment

- pens, paper, sticky notes

Preparation

- Draw an image of a child in the centre of a circle.
1. In pairs or threes, ask children to draw an outline of a child about their age in the centre of a circle. Give the outline child a name (which is not the same as any in the group!)
 2. Ask children to discuss the needs of a child starting with the most basic needs
 3. Ask the children to write or draw symbols for the basic needs on small slips of paper (or sticky notes).
 4. Ask the children to position the 'needs' ideas around the picture of the child putting the ones that they think are the most important closest to the child
 5. When each group has finished, ask them to visit each other's pictures
 6. Ask them to return to their own child and to remove one of the basic needs, For example, 'food' or 'shelter'
 7. Ask the children to create a sentence or two about their child who does not have this basic need. For example, 'She did not have enough food even though there was enough in the house for everyone else; she was always hungry.'
 8. With the whole group, ask the groups to read their sentences. After they finish, the whole group can chorus the question, 'But Why?'. Ask children to volunteer different ideas why Sahil has not got enough food. For example, 'Her family don't like her eating with them'. Invite the whole group to chorus again, 'But Why' and as before, come up with ideas why her family don't like her eating with them. Do 3 or 4 rounds of this game to build up a story in the whole group about her.

She did not have enough food even though there was enough in the house for everyone else; she was always hungry.

Her family don't like her eating with them.

She is a girl; the other children are boys.

The boys are seen as more important in her family; they are fed, clothed, and sent to school.

9. In the same or bigger groups, ask the children to develop their own stories, using the 'but why' method

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10. Select one or two groups to tell their stories to the whole group
11. Get the children to ask what can a child do when they are without their basic needs? For example, what can she do?
12. Conclude the session in the whole group, asking children what they learned about the causes of neglect and for their ideas about what children can do if they face neglect.

Activity 4a: My Body is my own (younger children)

Aim

To raise children's awareness of sexual abuse to enable them to identify it and do something about it.

Key learning points

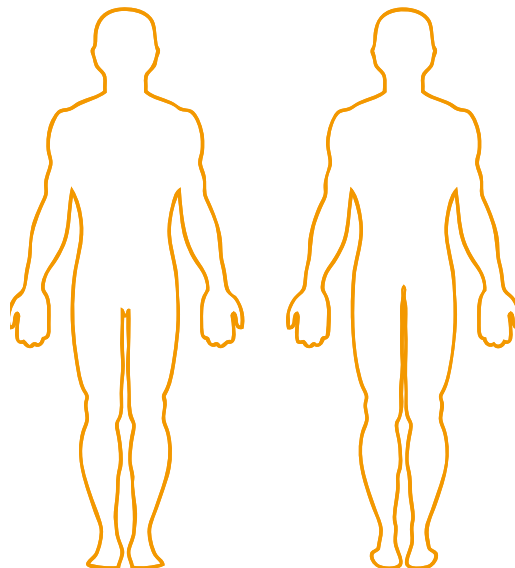
- To enable each child to think about what feels like good touch and what feels like bad touch to them
- To make children aware that no-one is allowed to touch them in a way they do not like, not even their parents or others close to them. To ensure that if someone is touching them in a way they do not like, they must tell.

Preparation

- Prepare a short introduction to this session

Process

1. Ask each child to draw a body map (see below) onto paper or in a notebook



2. Ask the children to draw a criss-cross pattern to show the parts of the body they feel happy that some people in their family, friends and others close to them can touch for different reasons:
 - to show love
 - to get your attention
 - to give them something.

Explain to children that each body map may be different as we each have different situations and different experiences. Explain that it is not just where we are touched but how we are touched that matters too.

3. Ask the children to draw a shaded pattern to show the parts that friends or family do not touch. Some of these can be called our '**private parts**'. (There may be surprising parts identified such as the back of the neck, ears, inside leg etc. It varies according to the situation and the kind of touch.)
What is important in this activity is to give children a given a chance to think about and express what 'touch' feels (or might feel) fine and what does not.
4. In the whole group, discuss what children should do or say if someone tries to touch them in a way they do not like. For example:
 - I feel bad when you touch me like that – don't do it
 - Stop touching me. It is not right
 - Please do not touch me. Leave me alone
 - My body belongs to me. It is not yours to touch.
 - If you touch me like that, I will tell my...
 - Stop that! I do not like it
5. Ask children to make or use finger puppets using a twist of newspaper on a finger and marking a face on the paper with a pen or by creating a cartoon strip, drawing characters and speech bubbles. Create a dialogue between two finger puppets in which one tells another about someone who tried to touch them in a way they did not like. They describe what they did or said and ask for advice from the other. They then swap roles and do this again.
6. In the whole group show the finger puppet dialogues and invite children to ask and answer each other's questions.
7. Tell the children that if someone tries to touch them in a way they do not like they must tell an adult about it. Explain that if all children are able to do this and if everyone in the community knows that children will speak up about child abuse; this will help prevent sexual abuse.
8. Ask the children to practice their dialogues again and add on what the characters in their stories do next to report it.
9. If it is safe and appropriate to do so, consider holding a community event for children to perform their dialogues and to have a question and answer discussion with community leaders after the performance.

Module One: Children Recognise Child Abuse

Activity 4b: The touch chart (older children)

Aim

To raise children's awareness of sexual abuse so they can identify it and take action.

Key learning points

- To understand what is safe and unsafe touch.
- To make children aware that no one is allowed to touch them in a way they do not like, not even their parents or others close to them. To ensure that if someone is touching them in a way they do not like, they must tell.

Preparation

- Prepare a short introduction to this session.
- Copies of the touch chart (or draw it on the board).

Process

1. Start by asking how many children understand what is safe and unsafe touch are. Ask those with their hands up to give their ideas. After the session, record the number and ideas to monitor one indicator of success for this session.
2. Introduce positive ideas of touch. For example you may say...‘most people like to be hugged by others we love. Babies are happier when they are cuddled. But sometimes being touched can make us feel uncomfortable and some parts of our bodies are private’.
3. Give children a copy of the chart or ask them to draw it into a notebook³

³ This activity is adapted from a similar activity in, Grade 5, ‘Let’s Talk, an AIDS Action Programme for Schools’, Ministry of Education and Culture, Zimbabwe and UNICEF 1995

The TOUCH Chart

| Code A = always N = never S = sometimes | Parents | Grandmothers | Grandfathers | Aunts | Uncles | Brothers | Sisters | Teachers of the opposite sex | Young friends | Family friends | Strangers |
|---|---------|--------------|--------------|-------|--------|----------|---------|------------------------------|---------------|----------------|-----------|
| Touch | | | | | | | | | | | |
| Hug | | | | | | | | | | | |
| Kiss | | | | | | | | | | | |
| Pat | | | | | | | | | | | |
| Squeeze | | | | | | | | | | | |
| Tickle | | | | | | | | | | | |
| Pinch | | | | | | | | | | | |

- As appropriate, ask the children to fill in the touch individually, in pairs or small groups. For example, if you always feel good about a hug from your parents put an 'A' in the square where, 'Parents' and 'Hug' cross.
- In the whole group, discuss if any of the touches are always good e.g. a hug from your mother and which are always not good for example a squeeze or pinch from a stranger and the reasons for this.
- Ask children what they would do if they were touched in a way they did not like. Tell the children that it is important that they tell someone if this happens to them. Tell them that is all children are able to do this and if everyone knew that all children were able to do this, and then this will stop people from touching children in a way they do not like.
- Consider helping the children to create and perform a drama about 'good touch'/'bad touch' and the importance of talking to a trusted adult. For example, the drama could be about two children, one of whom does not tell and becomes more scared and the other that tells and sets off a positive response that helps to protect the child and her siblings. The drama can be performed for parents and others with a questions and answer session at the end. Ensure the drama is realistic in your context and involve those who actually do provide support services to the community in which you work.

Further activities

Develop the story

Read or tell the following story to the children:

Every school holiday, Priscilla went to stay with her aunt and uncle in the city. When she was small, Priscilla liked her uncle. He used to buy toys for her and carry her on his shoulders. One holiday he started to touch her private parts when they were alone. She was 11 years old. It frightened and upset her. He said it was their secret and that she must not tell anyone. Priscilla told her mother that she did not want to stay with her uncle any more but she did not say why. Her mother was annoyed and said she must do what she was told.

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Discuss:

- What should Priscilla do next?
- Imagine that you are Priscilla's friend (or brother or sister) and she is telling you about this. What do you say and what can be done? In pairs work out a conversation between you.

Handprints in sand

1. Ask children to make a handprint in sand, draw around the hand or cover the hand with paint and make handprints.
2. Discuss with children:
 - What are good things about hands? (e.g. they help us be creative, they are useful, we can touch things)
 - Is every type of touch good?
 - What are good touches and what are bad?
 - Why are bad touches bad?
 - If we experience a 'bad touch', what should we say or do? (Say 'stop! I don't like that!' try to walk away; tell an adult you trust etc).

Handprints with strong child protection messages can be made into a mural or a public display alongside mutually agreed rules or a code of conduct relating to behaviour between children and between children and adults.

Screaming FIRE!

Tell children that if they are approached in a way they do not like, if they are asked to touch someone in a way they do not like or if they feel afraid for any reason and asking for it to stop doesn't work, and even shouting doesn't work, they should:

- Scream
- Shout 'Fire' and
- Run.

People will take more notice of the child in danger if the child shouts FIRE! The child must tell someone they trust why they were afraid and shouted FIRE.

1. In pairs, one child acts out a stranger asking the other to come with him/her
2. The other child shouts 'Fire' and runs away.
3. Swap over so you both practice.

(Choose a place where screaming is allowed for this activity!)

Kings and Queens Club

St John's Community Centre in Nairobi has developed a unique approach to helping children keep safe and ensuring that their communities protect them. Children have joined the **Kings and Queens Club** where they are helped to develop their self-esteem. The children learn how to recognise and resist the threat of sexual abuse.

At the same time, the communities have mobilised to take responsibility for every child. In 2002, 1500 children volunteered to take part in a ceremony where they received a special headband or bracelet which symbolised the community's commitment to protecting all children.

Children have learnt strategies for dealing with abuse. For example, if someone tries to drag a child off the street to have sex, the child will now cry, Fire! to draw attention.

Opportunities Chart

With older children, consider using the opportunities chart to explore the topic of sexual abuse particularly in places where abuse is common among children themselves. Ensure that you are able to handle disclosures before undertaking any of the listed activities, especially those which address child abuse.

Activity 6: Closed door or open door

Aim

To give children the awareness and skills to tell someone if they are experiencing difficulties or abuse.

Key learning points

- To understand that adults and children can help and support children facing difficulties or abuse.

Preparation

- To find a location with a door where the group will not disturb others
- Hats or scarves as 'props' to help the adult workers become characters in a role play.

Module One: Children Recognise Child Abuse

Process

1. Stand by an open (classroom) door and say the following...When difficult things happen to children they can feel angry, alone and sad and that life has nothing for them now. Instead of having lots of chances to do things in the world outside (point through the door) they feel the door has shut on their lives (actually shut the door shut)
2. Put on a hat/scarf to represent becoming another person and say...*'My name is Sarah (or select another name), some difficult things have happened to me. I know they are wrong. I am feeling unhappy and I feel I cannot tell anyone. I feel I have many problems. Each problem feels like a door shutting in my face. Help me to find ways to open the door'*
3. Using the list below for ideas, the adult worker as 'Sarah' says, *'I have been abused but ...'* and completes the sentence with a statement such as the ones from the 'closed door' list below. As she says the statement, she shuts the door
4. Ask the children to get into pairs and think of ideas that will 'open the door' for Sarah
5. Ask a volunteer to come to the door and say the 'open door' idea such as *'I will tell someone my secret'*. If the class agrees, the child can then open the door.

Ideas for the game

Note: adapt these and add your own

| Closed door | Open door |
|--|---|
| I will stay quiet | I will tell someone my secret |
| I will hide | I will go and be with others |
| I will not tell my friends in case they laugh and tease me | I will ask my friends for help |
| I will carry on as if nothing is happening | I will realise something is wrong and decide to do something |
| I will not ask anyone to help me | I will ask someone I trust for help |
| When someone asks me if something is wrong I will say no | If someone asks me if something is wrong I will tell the truth even if its hard |
| I will not trust anyone to help me | I will trust someone |
| Add more.... | Add more.... |

6. Discuss the following:
 - Is it easy or difficult to think up the 'open door' ideas?
 - Do you think the open door ideas will help Sarah?
 - Can positive thinking help people cope with their problems? How?
 - Can children help others who do not feel safe? How?
7. Conclude the activity as a whole group with children saying in turn what they have learned. If the group is large, divide it into smaller groups (approximately 10 children in each group) with a lead child or adult for each.



Module Two: Children keeping themselves and others safe

Introduction

In Module 2, the exercises equip children with skills to take action on child protection in their families, schools and communities. Exercise 1 is about giving children a vocabulary for and experience of expressing their feelings. Exercise 2 sets out a structured decision-making process. It acknowledges and provides a framework to deal with the difficulties children might face in order to keep themselves and others safe. Exercise 3 introduces a tool to children to organise and prioritise issues around child protection. The tool helps children generate ideas for actions they can take to help protect themselves and each other.

EXERCISE 2.1: TALKING ABOUT FEELINGS

Aim

To help children develop a vocabulary around feelings that they are able and confident to use.

Key learning points

- That everyone has feelings which act as guides for us
- We can choose how to act when we have feelings
- We can have sudden feelings that can last a long time
- We can talk about feelings and express them.

Preparation

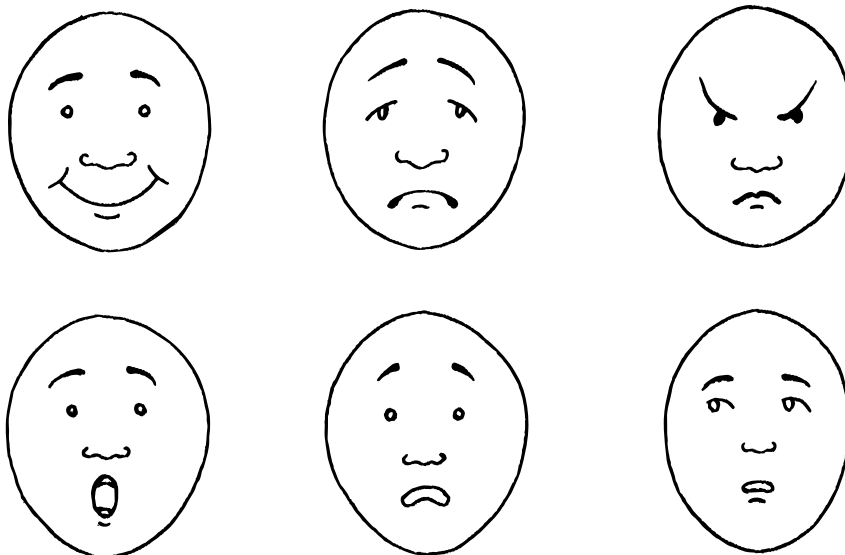
- Select one or two of the suggested activities and plan the session carefully including a trust-building activity at the beginning and an evaluation activity with the children at the end. Two 45-minute sessions are recommended instead of one 90-minute session.

Process

Select two of the following activities. As an additional session evaluation activity, consider asking the children what they learned about how to talk about feelings after the completion of each activity.

Face Mapping

1. Make a chart of eight or more facial expressions



2. In pairs, ask the children to discuss what experiencing each of the facial expressions feels like. (If you think the children may find this tool difficult, give them the words to match to the facial expressions such as love, happiness, sadness, anger, frustration, confusion, surprise, fear...)

Follow on activity

If appropriate, children then describe and/or act out a time when they had one of these feelings.

Picture a feeling

1. Show the group photos or pictures from a magazine or newspaper where someone is showing a strong feeling
2. In small groups, ask the children to discuss the photos/pictures:
 - What feeling is this person showing?
 - Why do you think they are feeling that way?
 - What do you think will happen next?
 - What do you think are good ways of handling feelings?
3. Ask the children to share their ideas with one other group
4. In the whole group, discuss the picture(s) and the difficulties and benefits of coping with our feelings.

Birthday presents

(suitable for a group of children with experience of present-giving in their families).

1. Divide the children into pairs
2. One of the pair imagines it is their birthday and thinks of a present they would like but does not tell their partner (the presents should be realistic within the context of their lives)
3. The other member draws or writes about a present to give
4. When finished, they 'give' the imagined present to their partner
5. The child receiving the present is asked how they feel about the present. Is it what they wanted and if so how does it feel, if not how does that feel?

Module Two: Children keeping themselves and others safe

Case Study¹

The children took part in the Birthday Presents activity. The children were very keen as they drew their gifts to their friends. They expressed high levels of concentration in the activity. Once through, they exchanged their gifts and it was all written on their faces how they felt about the gifts. Some children expressed happiness since it is what they liked; others were disappointed since the gift was not of interest! Some children were even particular with the colours used on the gifts. It started a useful discussion on feelings!

Body sculptures

1. Ask children to work in pairs and complete these sentences (by writing or speaking):
 - Things that make me angry are ...
 - Things that make me sad are ...
 - Things that make me afraid are...
 - Things that make me happy are ...
 - When I am angry, I ...
 - When I am sad, I...
 - When I am happy, I...
2. Ask the children to share their ideas with another pair.
3. In groups of four, children make body sculptures to show different feelings such as anger, happiness, sadness, fear.
4. In the whole group, the children perform the body sculptures and other children try to identify the feeling each one represents.
5. In small groups, children practice the body sculptures with each group adding words which are the opposite of what the body is saying. For example, you make a body sculpture showing anger and the words you say are calm.
6. Show these to the whole group.
7. Ask children to talk about situations when they say the opposite of what they feel and ask them to talk about why they do this.

Drawing feelings

1. Read/tell a simple short story about children who are the same age as the group you are working with. The story needs two or three scenes in it where the characters are having different feelings – happiness, love, fear, excitement etc. You can use traditional stories such as the boy who cried wolf.
2. At the end of the story, identify some of the feelings discussed with the children.

¹ Eunice Akayo Oyosi, SOS Children's Village, Kenya

3. Ask the children to make 'feelings cards' by:
 - Drawing a face, shape, symbol (abstract) or object (e.g. spider for 'scared') on each card to represent each feeling.
 - Draw the facial expression of each feeling onto the shape
 - Colour each feeling a different colour.
4. Display the feelings cards by stringing them together.
5. Ask the children to visit the 'feelings cards' of others.

Follow on activity

Discuss the different feelings as they arise in the story. If appropriate for the group, at the end or during the story ask the children to show hands if they have had these feelings and ask them for examples.

Speaker-Listener feelings stories

1. The adult worker gives an example of a situation in which they had a strong feeling and describes how they expressed these feelings.
The adult worker asks the children to do the same e.g., 'I spent a long time getting to my school for an extra class. When I got there, the teacher was not around. I saw another teacher and I lost my temper with her and shouted, as I was so angry and frustrated. I got into a lot of trouble for this'.
2. When the speaker has finished, the listener says: I For example: 'From your story, I could see that when you found out that the teacher was not around, you felt very angry and frustrated and you showed it by shouting at someone who was not responsible for this'.
3. Swap over the role of speaker and listener.
4. In groups of four or six share similar stories and responses.

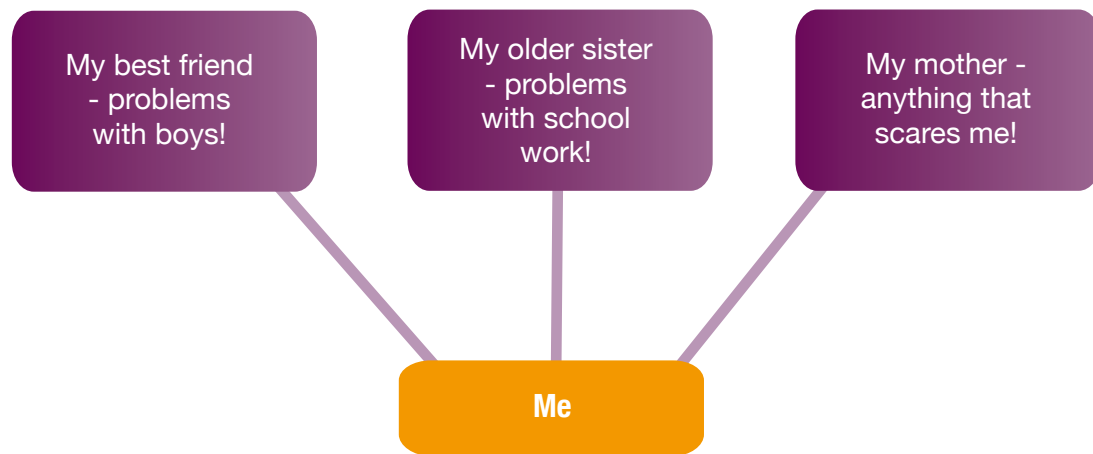
How can I help you with your feelings?

1. In small groups, role-play situations where a person is angry, afraid, or sad. These could be role-plays based on the stories in Module 3.
2. Continue the role-play to show how the person with the emotion can express it in a different way and how the other person can help them to do so.
3. One or two of the role plays can be acted out and discussed by the whole group.

Talk to me

1. Ask the children to draw a spider diagram such as the one below showing the people you might consider talking to, if you have a problem. Write beside the person the kind of problem you might talk to that person about.

Module Two: Children keeping themselves and others safe



2. Ask the children to practice a role play with a friend in which they try talking about a problem they are having (real or imaginary).
3. Swap over so both children get a turn to role play their situation.

Disclosure dialogue

1. Make two puppets – one is a listener and the other a speaker - for example face puppets on a stick or finger puppets
2. Practice a conversation in which a child talks to an adult about something difficult that has happened to them e.g. being bullied by an older child, the death of a loved one, a friend stealing an important possession etc. Again, highlight to children that they can use a real or imaginary situation – whichever they feel most comfortable with.

A feelings book

This is a longer or on-going activity. Make a written or picture book with children. You can ask for help from local artists. The picture book can be used by children to help them communicate their feelings, to trigger questions they may want to ask or stories they may want to tell. Here are 20 ideas for headings. You can make up many more.

| Younger children | Older children |
|--|---|
| <ul style="list-style-type: none"> – A child feels brave when she holds a spider – what makes you feel brave? – A child feels angry when another child takes sweets/toys/laughs at him. What makes you feel angry? – You are making a giggle potion – what makes you giggle? – Draw your family on a very sad day. Why are they sad? – Draw your family on a very happy day. Why are they happy? – Draw who you talk to when you are sad – Draw who you talk to when you are happy – Draw a prize/trophy. Who would you give this to and why? – If you fall and hurt yourself, draw who can help you. | <ul style="list-style-type: none"> – You are on a desert island and you can choose one person and one item to be with you. Who would that person be and what would you choose as your item? – Draw your future in a crystal ball – A young person feels guilty. What does s/he feel guilty about? – A child has lots of presents for his birthday. Another person feels jealous. Draw what makes you feel jealous – If you could bury a memory, what would it be? – A child feels embarrassed when s/he trips over. What makes you feel embarrassed? – If you could magic something that could make you happy – what would this be? – The young person's dad is a nurse, s/he is proud of him, what makes you proud? – You have planted a memory seed. Make it grow. What is the memory? – You go on a balloon ride. Draw where you would go. |

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EXERCISE 2.2: DECISION-MAKING

Please note:

This is one example of many life skills exercises adult workers can conduct with children to strengthen their abilities to keep themselves and others safer. Field workers using Tool 4 have adapted the exercises in Tool 3, Module 4 on Asking Open Questions and Active Listening to use with children. See Module 4 for details on other life skills resources.

If you work in another language, you can find three words for the three “C”’s of decision-making which also begin with a similar letter. For example in Spanish, NGO Jacobi in Mexico used three Ds: Desafío, Diyuntiva and Desenlace instead of the English 3 “C”’s (challenges, choices and consequences).

Aim

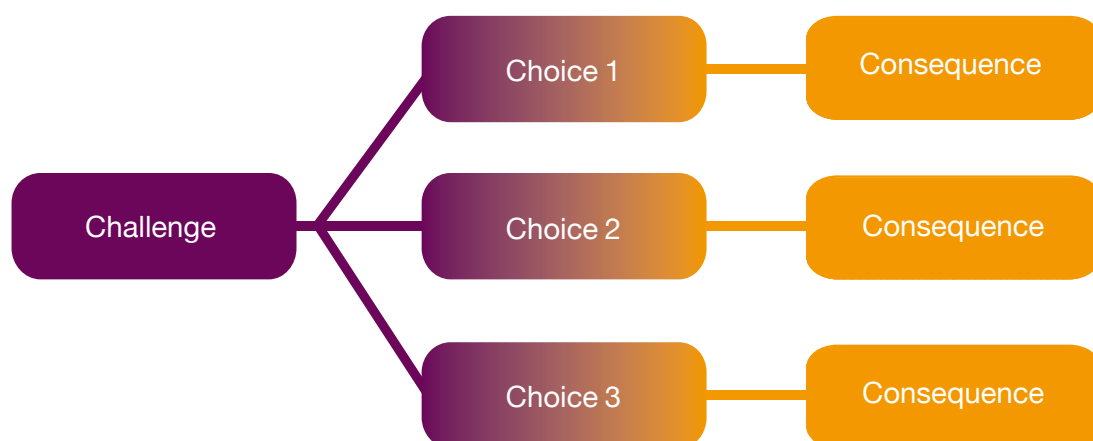
To enable children to learn how to make and contribute to good decisions.

Key learning points

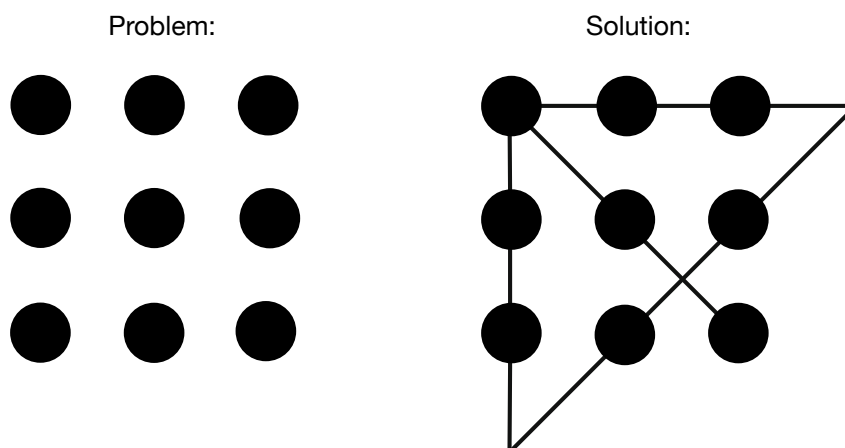
- To understand that there are skills involved in making good decisions
- To learn decision-making processes
- To practice putting the decision-making processes into practice.

Equipment

- Poster showing the three “C”’s in decision-making



- Poster with the join-the-dots brainteaser:



- Blank page for drawing an outline of child

Process

1. Give each child a blank piece of paper.
2. Draw the nine dots on a large piece of paper or blackboard and ask the children to copy the pattern. Tell them that they have to join all the dots using only four straight lines. After five minutes or so, give them the answer.
3. Ask what we can learn from this brainteaser. (To solve a problem you may have to go outside the most obvious answers).
4. Talk about how we make decisions:
 - suddenly
 - putting off the decision until something else makes the decision for us
 - not deciding at all
 - letting others make the decision
 - looking at choices and then deciding.
5. Explain that this session focuses on looking at choices and then deciding.
6. Draw an outline of a child on a flip chart. Ask the children what decisions this child may be facing, for example: what to do about a situation that is making me/us feel afraid or unhappy e.g. bullying or whether to join a group or club?
7. Point to the word **Challenge** on the poster and explain that this is the first “C”.
8. Point to the word **Choices** and say that this is the second “C”. Ask children to think about the different choices that a child making a decision has. In this example:

Choice 1: To talk to other children who go to the club to find out more

Choice 2: To find another club

Choice 3: To carry on without going to the club

(There should be at least three choices).
9. Point to the word **Consequences** and explain that this is the third “C”. Ask the children to think of positive and negative consequences of each choice.

Choice 1: To talk to other children who go to the club

The children who attend the club may tell you useful information and encourage you to join BUT you worry you may not like the same things they do or not fit in.

Choice 2: To find another club

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There may be a better club with more opportunities for you BUT you have not tried it so you don't know if this one will help you.

Choice 3: To carry on without going to a club

You will not be taking a risk BUT you will not be taking the opportunities to bring something fun into your life.

10. In small groups, children can select one or two more examples of challenges they face in their lives and practice the three “C”s.
11. Explain that in life, you have to face your own challenges and make your own decisions but you can ask for other ideas before making a decision.
12. Summarise the three steps of three “C”s as a helpful decision-making process.
13. Conclude the exercise by discussing:
 - Has anyone made a decision that did not turn out well?
 - Would the 3 “C”s steps have helped? How?

Case study¹

Children Work on Decision-Making

Group 1 Challenge: Children being forced into marriage

Choices:

1. Obey parents by marrying early
2. Go and stay with other relatives
3. Report the matter to NGOs or Social Welfare.

Consequences for Choice 1:

- Parents will be content
- Child will drop out of school
- If the child becomes pregnant, they may face problems during pregnancy and birth as their body is not fully developed.

Consequences for Choice 2:

- Relatives may support the child's decision and enable them to continue their education
- Some relatives can share the same views as those of parents
- The child may face new issues such as child labour or sexual harassment.

Consequences for Choice 3:

- The NGO/social welfare can assist the child to continue with school
- The NGO/social welfare can work with the parents to educate them on the dangers of early marriage
- If parents are resistant, they may face legal charges.

Decision: The group made a decision to select choice three.

Group 2 Challenge: Child has no school uniform

Choices

1. The child starts casual work to earn money to buy it
 2. The child asks their parents to buy it for them
- The child drops out of school

Consequences for Choice 1:

- The child will be absent from school
- It may take time to get enough money to buy the uniform
- The child should be able to buy the uniform.

Consequences for Choice 2:

- Parents may not be able to afford the uniform
- Parents may be able to buy the child the uniform
- The child will not miss classes.

Consequences for Choice 3:

- The child will no longer need school uniform
- Not being in school means the child may not have a safe space to be during the day
- Without an education, children are at a disadvantage. It is more difficult for them to reach their full potential.

Decision: This group finally made a decision to ask the parents to buy the uniform. If the parents cannot, the child and parents can talk to the school together to try and find a solution. The final option is for the child to do casual work, but in a safe environment outside of school hours such as in a relative's shop for two hours after school each day.

1 Keston Ndhlovu, EveryChild, Malawi

Further Activities

Practising making decisions

Here are some scenarios for practising making decisions. Encourage children to look for further ideas from other sources such as discussing the process of decision making with other friends, adult workers and appropriate adults.

- Meena's uncle says there is no money to pay for Meena's school fees. Her father always sent money before but recently he has sent nothing. Her mother tells her she is sure he will send the money but Meena doesn't believe it. She wants to run away early in the morning and go to town to find her father. She knows the area he lives in but she has never been to his house.
- Achieng belongs to a group of girls who are a bit older than her. They like to show how grown up they are. All except Achieng have already had sex. They now tell Achieng that she doesn't deserve to belong to the same group. She has a boyfriend but they have never had sex together.

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- Nasir belongs to a group of boys who sell drinks to buses that stop in the village on the way to the city. The boys have discovered that it is easy to steal small things from the passengers as the bus drives away (earrings, handbags etc.) by pulling them away as the bus gathers speed. Nasir has never dared to try although it looks easy and his friends laugh at him and call him a coward.

Case Study¹

Lusungu, a girl of 16 years is doing her third year at Community Day Secondary School. She was pleased to undergo a workshop on decision making using the three Cs.

Lusungu's elder sister got married when she was thirteen years old due to financial challenges the family was going through. Currently Lusungu's grandparents are fostering her as her father is serving a jail sentence and her mother re-married. Lusungu has been meeting so many challenges in her life that making decisions became another big challenge until the time she attended the decision-making workshop. She said:

'I have been meeting many challenges in my life and to make a decision was hard for me. I could always ask my friends to help but usually these decisions made had a negative impact on me. Now I have the skills to analyse my choices by looking at the consequences of each. I can make good decisions now'.

¹ Keston Ndhlovu, EveryChild Malawi

Discussion questions:

Is it easy or difficult to make decisions? What makes it difficult? For example, the influence of emotions, alcohol, and pressure from peers, pressure from a boyfriend/girlfriend etc. What makes it easy? (Knowing how to resist pressure, being sure about your values or goals, getting good advice from people you trust). Have you made a decision that affected other people? What happened? How likely is it that you may not make the best decision sometimes? What will you do if that happens?

EXERCISE 2.3: CHILDREN KEEPING CHILDREN SAFE

Aim

The aim of this session is to help children understand what child protection means to them and the part that children can play in keeping each other safe.

Key learning points

- Protecting children is the responsibility of all adults including those in a child's family, community and school
- Most people do not abuse children and organisations like the Keeping Children Safe Coalition try to ensure that all people working with children are able to recognise and appropriately respond to abuse as well as working towards keeping children safe and actively engaged in having their right to be protected from harm realised. Children can help themselves and each other and make positive changes in their schools, families and local communities
- Support from adults is important to help children achieve this.

Preparation

- Read the ideas for children's action on Exercise 1.3. on page 22.
- If you think the group would benefit from a presentation on what is child abuse, prepare this; exercise 1.3 page 22 guidance.
- Select a key question for the children to discuss.

Process

1. Ask children to form groups of four or five per group.
2. Using the Opportunities Chart (see page 50), explain to the children that they will be exploring a topic such as keeping children safe or a key question like what makes some children feel unsafe at school? Other questions could include:
 - What difficulties do children face in school from other children?
 - What difficulties do children face from adults in the community?
 - Why do some children feel unsafe in their schools, homes and communities?
3. The groups brainstorm up to ten points or problems in answer to the question e.g. in response to under 'what makes some children feel unsafe at school? children might identify bullying, harsh punishments, hunger etc'
4. Ask the children to vote for or select three of the most important reasons and list these on the left hand side in the Opportunities Chart.
5. For each of the three problems the children discuss how serious each problem is (life changing, life threatening? and how common (how many people are affected as a % of the whole population?). It is important to work with the group before they fill in the Chart to help them reach a common understanding of what is meant by 'serious' and 'common'. All participants in each group need to agree an understanding of 'serious' and 'common' before starting to score.
6. The groups score each problem using a points system. For example the Chart below

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uses 5 = most serious/most common and 1 = least serious/least common. The numbers assigned to each do not have to be chosen by the group on any scientific basis; they are more about the 'sense' of how serious a problem is. All group members have to agree on the scoring or, if this is impossible, work out an average score.

7. Ask the children to think of what opportunities there are for children to help solve each problem and then give this a score out of 5 where 1= a few things children can do, to 5 = a lot of things children can do.
8. Total the points awarded against each problem and discuss the outcome.
9. Ask the children to discuss what they would need from adults to transform these opportunities into actions they could take (this is not scored).
10. Ask groups to come together (if possible groups pair up) and share their Opportunities Charts. Invite the new groups to make one chart together. The richness of this activity is in the discussions not the specific scoring. If the children write suggestions like 'report' or 'raise awareness', ask them to work out how to do it.
11. If there is enough time and if appropriate, a whole group chart can then be created putting together the most popular ideas from all the charts.
12. Conclude the exercise by setting out how the children's ideas could be taken forward into actions.

Here is an example that was developed by children in Sierra Leone. The question they were given was:

What difficulties do children face in school from other children?

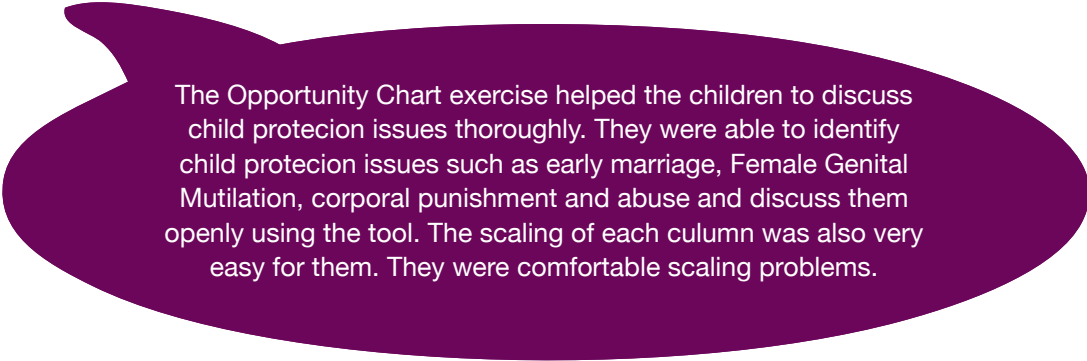
Opportunities Chart

(Children can add general information here like date, time, place, names etc as appropriate to the specific task)

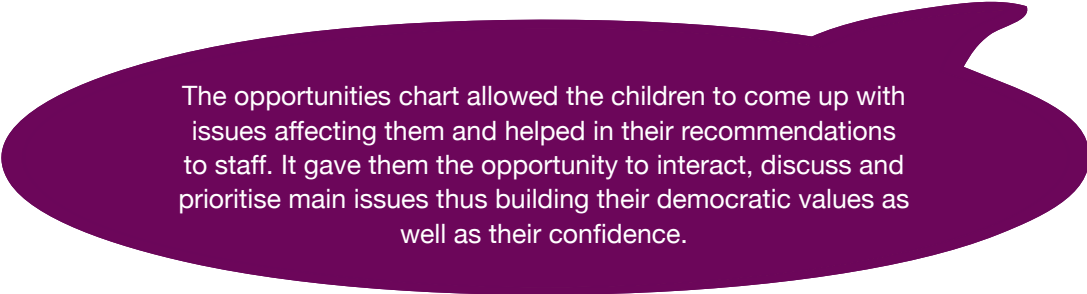
Topic: the harm can children suffer from other children and adults

| Problem | How Serious | How Common | How much can children do + examples | Importance to us |
|---|-------------|------------|--|------------------|
| Sexual abuse/ exploitation (by children and adults) | 5 | 4 | Score: 4 Examples: Report, shout, ask for help, join clubs where experiences can be shared and support given, peer discussion, raise awareness | 13 |
| Bullying/beating each other | 4 | 5 | Score: 4 Examples: Ask for help, report, raise awareness, for rights to protection; form clubs and committees to support the school in developing an anti-bullying policy | 13 |
| Taking food from younger/weaker by older/stronger | 5 | 5 | Score: 5 Examples: Talk to school authorities, talk to children, and develop a code of conduct. | 15 |

Here are two reflections from field workers who used the chart with children to explore child protection issues.²



The Opportunity Chart exercise helped the children to discuss child protection issues thoroughly. They were able to identify child protection issues such as early marriage, Female Genital Mutilation, corporal punishment and abuse and discuss them openly using the tool. The scaling of each column was also very easy for them. They were comfortable scaling problems.



The opportunities chart allowed the children to come up with issues affecting them and helped in their recommendations to staff. It gave them the opportunity to interact, discuss and prioritise main issues thus building their democratic values as well as their confidence.

Note: The Opportunities Chart can be used with children who cannot read by using pictures or symbols for the key ideas. It is useful to do a ‘trial run’ of this exercise with a straightforward topic that is not as sensitive as a child protection. For example, a focus on health topics like ‘immunisation’ or ‘road safety’ can be good starting points to learn how the tool works.

2 Tabu Sarr, SOS Children’s Villages, Gambia and Sara Teklemariam Zegu, Plan International, Ethiopia

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Case Study¹

In Ethiopia, the adult worker using the opportunities chart with children in Addis Ababa, the capital city was amazed at the children's approach and ability to look at problems affecting their lives in Ethiopia. She suggests this could be another use for the chart:

'As I was working with children who live in Addis Ababa, I thought they were just going to analyse children in Addis but to my utter surprise all groups came up with an analysis separating urban and rural children. They came up with an average of the scaling taking the urban and rural situations into consideration.'

¹ Ref Sara Teklemariam Zegu, Plan International, Ethiopia



Exercise 2.3. Worksheet 1

Opportunities Chart

Topic: what harm can children suffer from other children and adults

| Problem | How Serious | How Common | How much can children do + examples | Importance to us |
|---------|-------------|------------|-------------------------------------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

What support from adults do children need to do these activities?

Module Two: Children keeping themselves and others safe

Case Study ¹

Children from our project experience more abuse from schools and less in their homes and communities. Children highlighted the following as serious issues:

1. Harsh punishments such as forcing young children to dig a latrine pit during class session
2. Children carrying 100 bricks from sites on their heads
3. Corporal punishment
4. Teachers proposing to girls who have just reached puberty
5. Telling girls to go and work in teachers' houses washing clothes, cooking and drawing water
6. Sexual abuse

The highest scoring issue raised was sexual abuse.

¹ Grace Masanya, Plan International, Malawi

Case Study using the Opportunities Chart

Opportunities Chart ¹

Violence and abuse faced by children in their homes

| Problem | How Serious | How Common | How much can children do to prevent and protect themselves and each other | How important is this topic |
|--|-------------|------------|--|-----------------------------|
| Rape | 3 | 3 | 5 – Raise awareness on child rights through meetings and posters -Report to NGOs or police when someone is raped | 11 |
| Forced early marriages | 5 | 4 | 3 Conduct meetings to raise awareness on child rights -Report to NGO, Social Welfare or the police (especially the Child Protection Unit if there is one) | 12 |
| Children subjected to drinking alcohol and smoking | 3 | 2 | 5 Raise awareness to parents on child rights through meetings, drama, songs etc | 10 |

How adults can help: Children need support from local leaders to support community meetings and speak against receiving payment for child brides.

¹ Keston Ndhlovu, Everychild, Malawi



Module Three: Children Help Make Organisations Safe

Introduction

When children work with organisations they should be able to expect to feel safe, that staff act in children's best interests and that there is a child protection policy and procedures which are followed if a child is abused or at risk of being abused.

Children can participate in keeping organisations safe in lots of ways. The most important one is that children of any age feel able to report any service or situation that makes them (or other children) feel unsafe. To do this, children need:

- to know what situations are safe and unsafe;
- to be able to act on what they feel;
- to be with people and/or in a place that enables them to speak out; and
- to feel motivated to do so.

Taking children through will equip them with the knowledge and skills they need to undertake the exercises in this module effectively.

Exercise 3.1 contains activities that help children explore and express what makes them feel safe and unsafe in their communities, schools and projects. Exercise 3.2 is about listening and talking to children who feel unsafe and need to make disclosures. Exercise 3.3 is about supporting children who wish to set up a group as a forum for work on child participation in child protection.

The aim of the activities is not to set the children up to criticise projects or staff. If done effectively, the activities serve to check that policies and procedures are not only in place but are working effectively for the people who matter most. Having these checks is a way to prevent problems arising. All child focussed organisations should create child-friendly, positive environments that enable children and adults to work together to keep themselves and others safe.

EXERCISE 3.1: SAFE OR UNSAFE IN COMMUNITIES, SCHOOLS, AND PROJECTS? ¹

Aim

To get groups of children to explore and express what makes them feel safe and unsafe in the context of communities, schools, projects and organisations.

Key learning points:

- That there are places and situations that make children feel safe and unsafe
- That when children feel unsafe it is important to talk to someone about this

Equipment

- Materials for drawing: paper, pens, crayons
- Doll/puppet (used with younger children) or magazine cutting of a doll puppet or person (used with older children)
- Glass of water
- Soft ball for throwing
- A questions and comments box (see page 27 for an example)

Preparation

This activity is set out using the example of a female character represented by a doll or puppet. Ensure this activity is adapted for the group, for example if most of the group are boys, use a male character; if for older children, a photo might be better to use. Adapt the story to a context which most of the group will be familiar with.

Process

1. Explain to the children that they will hear a story and play a game to see where and when 'Sara' (show the doll or puppet) feels safe or less safe in her daily life.
2. Narrate the journey of a little girl who is walking to get to a project and explain who is participating in the project. At various points, stop and ask the children, 'Does she feel safe or unsafe?' Encourage the children to call out 'safe!' or 'unsafe!' as appropriate.
3. Involve as many incidents as possible on the way to the project which cover examples of:
 - physical safety (e.g. road traffic)
 - psychological safety (e.g. fear of walking past a certain area where people might be drunk, be violent or be selling drugs or that is dark); and
 - sexual safety where appropriate (for example: fear of being harassed by local taxi drivers).

¹ Marie Wernham for her source material developed for the CREATE project (Child Rights Evaluation, Advice & Training Exchange) EveryChild Kyrgyzstan, August 2006

Module Three: Children Help Make Organisations Safe

Example:

'I'd like you to meet Sara. She's 10 years old and she lives with her mother and older brother in a poor area of town. Say 'hello' to Sara.

Unfortunately, her father left home and the family can't afford to send Sara to school. But luckily, there is an organisation that is helping her to have free lessons. Sara likes going to her lessons very much and when she grows up, she wants to be a teacher herself so that she can help other children to learn. However, to get to the lessons, she has to walk across town every day. Let's go with her on her journey and see if she feels safe or not safe

Here she is crossing a busy road (make the doll/puppet look left and right). The cars and bicycles are going very fast. Do you think she feels safe or unsafe? [Children should answer]. Why?

After she crosses the road, she walks down a nice quiet path where the local women are sitting outside their houses preparing vegetables. The women are friendly and they speak kindly to her. Do you think she feels safe or unsafe? [Children should answer]. Why?

Next, she has to walk along a dark alley. Her older brother often teases her by saying that there are ghosts here who like scaring little girls. Do you think she feels safe or unsafe? [Children should answer]. Why?

Sometimes, her best friend walks with her to lessons. Do you think she feels safe or unsafe when her friend comes with her? [Children should answer]. Why?

After she gets past the dark alley, she walks behind the market area where all the taxi drivers are waiting. They often call out things to her like 'Hey pretty young lady – where are you going in such a hurry? Why don't you come here and we can talk?' Do you think she feels safe or unsafe? [Children should answer]. Why?



Finally, she gets to the NGO centre where she has her lessons. Will Sara feel safe here?' (This leads into the idea of exploring what is safe and unsafe inside the organisation/project which is the key point of this exercise).

What do you think Sara should do about the situations where she feels unsafe?

4. In pairs or groups of three, ask the children to imagine that they are Sara and describe their daily routines. Ask the children to talk about any places, activities or times that they feel less safe or unsafe. For example in the playground, kitchen, classroom, when they are alone with older children, when visitors come and take photos etc.

I used to live on the streets. The staff said if I came to the centre, I would be safe but it was not long before a staff member began to abuse me. I don't know how this can happen. I am afraid but I don't want to go back on the streets.

5. In the whole group, discuss what children can do when they feel unsafe in certain situations and how other people can help.
6. Individually or in pairs or small groups, ask the children to fold a piece of paper in half and write 'Safe?' on one side and write 'Less Safe/Unsafe?' on the other. Ask the children to draw pictures or write, on the relevant side of the paper, about an activity where they feel safe and an activity where they feel less safe (they can draw or write about more than one). Tell the children they can put their pictures into the questions and comments box if they don't want to share with others. If they would like to share go onto step 7. (If confidentiality is important in this group, ensure that you do not go around the groups to look at the work).

| Safe  | Less safe/Unsafe  |
|--|--|
| | |

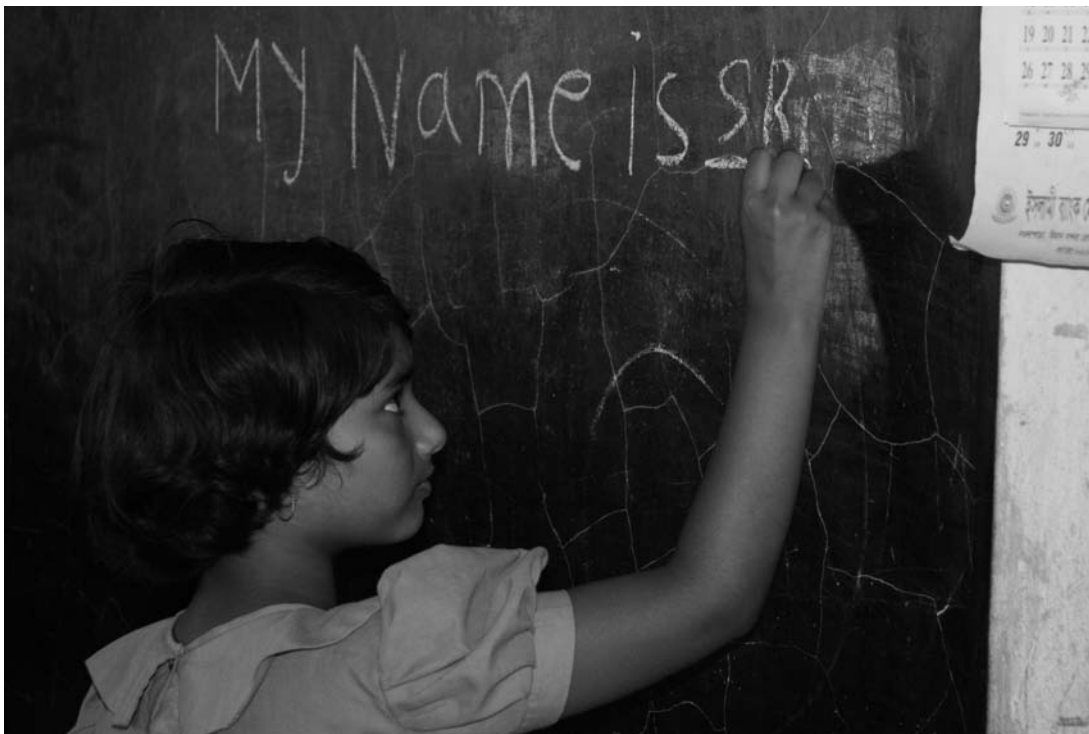
7. Ask the children to form a circle and conclude the session by showing and describing their picture (if they wish to) or speaking about what they learned in the session and how they can share their learning with others. If working with a large group, divide the group so that there are approximately 10 children per circle.

Further activities:

1. Ask children to imagine their own journey to school and draw a map marked with safe and unsafe places.
2. Ask children to complete the sentences:
 - I feel safe at...
 - I don't feel safe at...
3. Ask children to sit in a circle. Throw a soft ball to one of the children. Get them to complete the sentence:
 - I feel safe when
 - I don't feel safe when
 They should then throw the ball to another child who says their sentence. The adult worker explains to the children that they only need to complete the sentence 'I feel safe when' if they do not feel comfortable saying when they feel unsafe.
4. Ask children to design a poster to advertise a child-safe organisation. What makes it child-safe? Hold an exhibition of posters.
5. Ask children to draw an outline of a building with a line down the middle. On each side of the line, get them to draw/write what makes them feel safe and unsafe within a project or organisation (e.g. 'being with my maths teacher makes me feel safe but being on my own at the project gates makes me feel unsafe')

Module Three: Children Help Make Organisations Safe

6. Ask children to draw around the body of a child. Draw a line down the middle. On each side of the line, children discuss then draw or write what makes them feel safe and unsafe.
7. Ask children to draw an outline of an adult and ask them to write what they want from adults to ensure children feel safe in the organisation or project. These ideas can be turned into poems or 'raps.'
8. Children can build a representation of the organisation from cardboard boxes, or paper. Then discuss what makes organisations safe for children. These ideas can be represented by symbols or flags that can be then pasted onto the 'building' that children have made.
9. Ask children to list their ideas about how to improve the safety of children in the community, school, organisation or project and how to welcome new children and ensure they feel safe. This list can form the basis for discussions with staff at decision-making level. Children can ask for responses and progress on the issues they have raised.



EXERCISE 3.2: LISTENING AND TALKING ABOUT FEELING UNSAFE

Aim

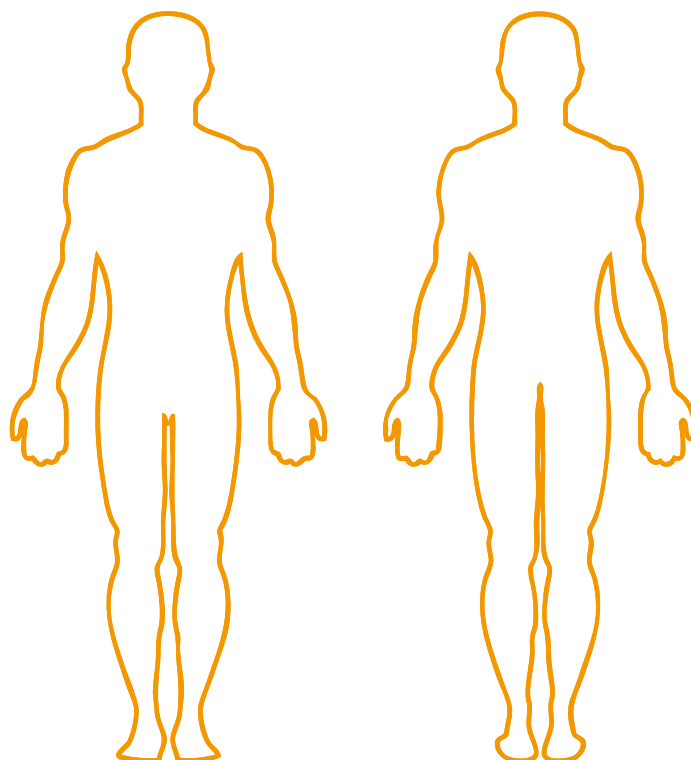
To explore what making a disclosure means and to collect ideas on what children think adults need to support children in making disclosures.

Key learning points

- For children to understand that there is (or should be) a system that help children tell adults about abuse or fear of abuse. That this is called ‘disclosing’ and that systems are there to support children and adults.
- For children to feel confident to speak about how adults behave.

Preparation

- Copies of worksheet Exercise 3.2a
- Three life-sized body outlines, two child-size and one adult-sized. (If you have used body maps in previous activities, consider using or making a puppet instead).



- Prepare a brief introduction to what a disclosure is
- On a flipchart, write ‘confidence’ as the heading and a scale of 1-5.

Module Three: Children Help Make Organisations Safe

Process

1. Talk to the children briefly about what a disclosure is and why a child may choose to make a disclosure (approximately five minutes recommended).
2. Show the children two body maps - one of a child and one of an adult. Explain that the child body map represents a child who has been harmed and give the map a name ensuring that it is not the name of any of the children in the group. Ask the children to give an example of harm e.g. a bully taunted 10-year old Amir on his way back from school, stole his money and beat him. The bully told Amir to keep it a secret or the beating would be repeated.
3. Ask the children to discuss in groups of three or four:
 - What does Amir feel?
 - What should Amir do?
4. Children share their ideas with the whole group.
5. The whole group discusses what Amir could say to an adult at home or at school about the incident and how the adult should respond.
6. The group selects one person to role play Amir and another to role play a trusted adult. They act out Amir telling an adult at home or school what happened to him. (You can also use puppets for this.) The others in the group are observers; at the end of the role play they tell the characters what they felt when they were watching the role play and give them ideas to develop the telling and responding. It is important to ensure children feel comfortable role playing in front of the group before commencing the activity. Let others know that they do not have to act as they are still taking on an important role as observer.
7. Ask two or three groups to perform their role plays.
8. Ask the children for their ideas about how Amir might be feeling. Write their suggestions onto the child body map.
9. Tell the children that one of the body maps represents the trusted adult that Amir is telling. Ask the children for their ideas about how they would like adults to respond to children like Amir. Write their ideas onto the body map.
10. Give the children exercise sheet 3.2a. Ask them to read it in pairs or threes and then say what they like about the ideas, what they don't like and what they would change.
11. Conclude the session with each child standing in the centre of the circle and stating strongly how they feel an adult should behave when a child has something important to tell them.
12. As the children leave the session, get them to put a mark on a scale of 1-5 (where 1=not at all and 5=completely able) to show how confident they feel to voice their opinions in front of adults.

Further activities

1. Ask the children to find out how organisations and schools respond if/when a child discloses abuse or fear of abuse.
2. Children can ask their school or project to show them their policies and procedures that help keep children safe.
3. Ask the children to do a survey of how many people in the project or school know what the policies and procedures are. If some do not, plan an assembly or workshop to inform other children and adults about the policies and procedures.

Exercise sheet 3.2a

Most schools, organisations and projects have guidelines on what to do when a child wants to talk about something difficult (such as abuse). They may also have a special person who has been chosen because they are a good listener. Listed below are the things that children have said they would like from their listener.

General points to consider during the disclosure **from a child's point of view**²:

- Listen to what we say. Listen from our point of view³
- Keep calm, don't panic and don't ask for someone else to help while we are talking to you
- Let us know that you need to tell someone else
- Help us understand that we are not to blame for the abuse
- Ask us open questions such as those beginning with 'what' to help us explain
- When you think we have finished speaking, stay quiet, as we may want to say more. After you have waited, ask 'is there anything else?' This might help us to remember
- Don't speak loudly or repeat questions
- When we have finished, respect that we no longer want to say any more.
- Make sure you have really listened to what we said and record this accurately as soon as possible afterwards. Do not fill in words we did not say, finish our sentences or make things up
- We may have been told to keep things secret. We may be very scared of what will happen next. It may be that we care for the person who has harmed us. We may need you to make sure we are safe after we have spoken. We may need to talk to people who are specialists in supporting with children who have been abused or fear being abused
- If you don't believe us or if you have not had training to listen to us telling you about abuse, then ask if it is ok to take us to someone else who has
- When we have finished, tell us what will happen next.

Helpful things to say to us:

I am going to try to help you.

I am glad that you told me. You are not to blame.

Thank you for trusting me with this.

I am going to talk to the school's child protection officer about this, who may then need to talk to social welfare but we will not tell anyone who does not need to know.

I will keep you informed about what is going on.

Find out what an organisation that helps children in your area does if a child discloses abuse. What do you think of their ideas? Can you suggest ways of developing those ideas?

2 VIP project <http://www.violenceispreventable.org.uk> and to SOS children's villages <http://www.soschildrensvillages.org.uk/> for source material for this list.

3 See Tool 3 Module 5 Exercise 5 for more on listening FROM a child's point of view

Module Three: Children Help Make Organisations Safe

EXERCISE 3.3: SETTING UP CHILDREN'S GROUPS TO HELP KEEP CHILDREN SAFE

Note: Children can be supported to set up a group to undertake a one-off project such as helping to develop an organisation's child protection policy (for older children) or for an on-going programme of child protection related work. Children often like to set up groups or clubs. They benefit from the support of adults to develop a programme of activities, help with discussions and deal with problems that arise.

A group of children can often tackle sensitive and difficult issues (e.g. dealing with family violence, harmful traditional practices or early marriage) that would be hard for an individual child to tackle alone. Children's groups can identify gaps or problems within organisations and projects designed to help them and help develop solutions such as informing staff about child protection through drama, music, art and presentations.

Aim

To help children understand how to set up a group that helps understand and work towards realising the rights of all children.

Key learning points

- To know the steps needed to set up a children's group
- To understand the pros and cons of setting up a group.

Preparation

- A copy of Worksheet 3.3.1 for each child.

Process

1. Give the children Worksheet 3.3.1. Ask them to look at the short descriptions of the two groups and the ten questions.
2. In groups of three or four, discuss what they think the advantages and disadvantages would be of belonging to each group.
3. Come back together as one group for everyone to share their ideas. Ensure that children question each other. Many children may like the idea of a children's group which certain children are not allowed to join. Challenge ideas by asking open questions such as: 'But why? What are the down sides of this view? Is that everyone's view or does anyone have another view?'
4. In groups of six or seven, ask children to read through the 10 questions listed below with the worksheet. Give each group one question to discuss. If they finish their question before the others have finished, invite them to tackle a further question(s).
5. When all groups are ready with answers to at least one question, share the ideas. Ask children to ask each other questions during the discussion

6. Conclude the exercise by talking about whether or not to set up an actual children's group. If the children want to set up a group, agree a process to do so.

Here are some ideas for possible answers to some of the questions (but ensure you listen to the children's ideas first.)

What is our group for?

To promote children's rights; to campaign against child abuse against children in communities, schools, organisations and projects; to advocate for safe spaces for children in the community; to be a link between local leaders and children; to have easy access to a trusted adult who can report child abuse; to set an agenda to address specific issues on child protection.

What do we want to keep ourselves safe from?

Having to take care of ourselves; name calling; physical violence like hitting, pushing, hair pulling or anything that hurts; touching children in a private place or in a way that we don't like; asking children to do anything that makes them afraid; threatens or intimidates us.



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What activities do we do in the group and what responsibilities do we have as group members?

| The group can... | Each group member can... |
|---|--|
| <ul style="list-style-type: none">– Find out about and tell others about children's rights– Create a code of conduct for all adults and children to stick to– Learn how to solve problems in and outside the group in a positive way– Help the school, group, organisation or project to create or check their child protection policies (policies are sets of promises)– Tell the school, group, organisation or project how effective the policies are– Have a poster competition about keeping children safe– Use plays, songs and speeches to inform parents and community leaders about children's rights. | <ul style="list-style-type: none">– Find out and tell other group members about child abuse– Ask other children to help solve a problem to do with child abuse.– Tell a trusted adult if someone has hurt or said something to a child to make them feel afraid– Talk about feelings– Identify children who appear unhappy or hurt and ask if they would like support– Help support children who want to tell an adult about something difficult (such as abuse) that has happened to them but feel frightened to do so– Write stories or letters about child abuse for newsletters and newspapers (do not mention children's names or identify the child in these stories)– Make up and sing songs about keeping children safe at home, in schools, and in our communities, organisations and projects– Make up plays about parents and teachers using positive ways to help support children |

What do we do if there are conflicts between group members?

If a child has been unkind or has had other children being unkind to them, we try to find out why. The children involved come up together with a solution that helps both children. Group members do not believe in beating and other physical punishments that harm a child. This type of punishment should never be used⁴.

Note: If a child has been abused then children must tell a trusted adult. ⁵

⁴ See the section on positive discipline in Module 4 page 70

⁵ Grace Masanga, Plan International, Malawi

Children request that they need to set up a group to make their voices heard because there is victory in unity they said. Children designed posters inviting other children to come and open a **Child Advocacy Group (CAG)** in their community. This is because they already have child rights groups in their schools so they chose to from a CAG to raise awareness.

Exercise 3.3.1

Sunflower is a children's club in the community. The club has been set up to raise awareness about child protection. Children from the club help a local organisation ensure their child protection work is child-friendly. Three adults (a teacher, a health work and a parent) set up the club and there is always an adult at the meetings. The number of children changes from meeting to meeting and is between 20 and 30. Any child who wants to is allowed to join. The club has ground rules which every member must agree to. There is a rotating ,chairperson' who changes every school term. The club creates its own agenda through discussions and voting. The club often invites adults from the community to give them information and help them undertake activities.

Majestic is the name of a children's club. The club has been set up to promote children's rights in the country. It has fifty members aged 12 to18 from three different schools. The club has a president and four vice presidents who are elected by the members. New members have to find three supporters to vote them in. The president has the final say. The club does not allow adults at its meetings. The club is used to represent 'the voice of children' in the country by media and other organisations. The club was set up and is funded by the government.

Designing a children's group: 10 questions

1. Which of the above groups would you like to belong to, and why?
2. What is the group for?
3. What do we want to stay safe from?
4. What activities do we want to do in the group?
5. What responsibilities will we have as group members?
6. How will our group be organised (Where do we meet? How often will we meet? Is there a leader? How will the leader be chosen? How long will the leader serve? How many members? How will new members be able to join? Will we need funding to run it – why? Why not?)
7. What adults will support the group and how do we want them to support it?
8. What ground rules or code of conduct will we have?
9. What do we do if things go wrong for a group member or in our group as a whole?
10. How will we make regular checks that our club is doing what we want it to do (monitoring)?

Module Three: Children Help Make Organisations Safe

Case Study¹

A field worker shares some important reflections on what children found to be useful support and what can go wrong when children form groups or clubs:

- Children's groups have an important role in protecting children from abuse
- The assistance of adults is important to help children articulate ground rules, plan a programme of activities and set and guide discussions
- It is important to consider how to help children keep all club members motivated and involved
- Children need support in thinking about what to do when group members do not follow ground rules or the code of conduct
- Group activities should be monitored and evaluated
- Children's groups can be strengthened by inviting non-members to meetings from time to time. For example, family members, teachers, project staff and other stakeholders.

¹ Geremew Yerega, Social worker SOS Children's Villages Ethiopia – Bahir Dar Children's Village

Further activities for children's groups

1. Using the activity session for guidance, children can create ground rules or a code of conduct for their group. Emphasise the importance of using positive ways to resolve conflicts where all those involved can come up with solutions together. When children are participating in child protection work it is important to ensure the values of respect and listening are used even when things go wrong.
2. Children's groups can use the opportunities chart to identify key child protection issues that affect them and put the issues in order of priority. One topic can provide a focus for several weeks of activities. Using approaches like the six-step Child-to-Child approach or the Design for Change framework can help children design a campaign and structure a series of activities⁶
3. Children's groups need to be fun and sport, dance, art and music activities can be mixed in with the discussions and workshops on child rights
4. Children's groups are a good place to learn life skills such as negotiation, decision-making, problem solving and conflict resolution through activities and discussions. See Module 4 for Life Skills resources and adapt the two sessions in Tool 3 Module 4 on Listening and Asking Open Questions to use with Children's groups. All the materials in this tool can be adapted for use with Children's groups.
5. Older children can work with adults to answer questions such as the ones below to help identify risks, review child protection policies and develop or review codes of conduct.
 - Does a child protection policy exist?
 - Is the policy a good one?
 - Does the policy work in practice? Why/why not?
6. Older children can help schools and projects monitor and evaluate whether measures to protect children are working and how to develop them.

⁶ See descriptions of these approaches to children's participation on page 4 in Tool 3 Module 5

Take note of the following on consulting older children:

Consulting with older children on child protection issues

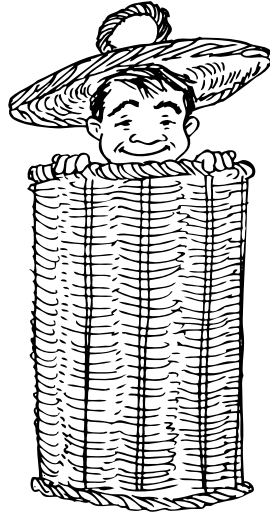
Most people agree that consulting children on what to do and how to do it should be part of common practice. However, most children are not used to taking part in decision-making processes as this can be seen as an adult's role. Children need opportunities, space and support to participate to the best of their ability. Just because of their age, their ideas must not go unchallenged and checks must be made to ensure their views are representative. Children's ideas may need gentle exploration and development within a trusting environment of mutual respect. Skilled and experienced adults who can provide the subtle balance between support and challenge must be involved in the practice sessions and consultation process. Those facilitating consultations with older children may benefit from undertaking the training sessions on Active Listening, Asking Open Questions and Working with Groups as set out in Tool 3 Module 5 on Training Adult workers on Children's Participation and Child Protection.

It is important to ensure that the participation of older children in consultations is real and avoids being reduced to something that is either tokenistic or manipulative.



Module Four: A Resources Guide

This module contains resources to use with children in sessions on child protection.



1. Use and promote a positive discipline approach

Part of children's natural development is through taking risks and challenging boundaries. When children behave in ways that are inappropriate, unkind or risky, they learn best from a natural, logical consequence. There are three basic principles that underlie the successful application of this.

a. That the consequence is **related**

- When a child writes on a desk, the related consequence would be to have him or her clean the desk
- When a child is unkind to another, the related consequence would be for the child to do something kind for the other child.

b. That the consequence is **respectful**

c. That the consequence is **reasonable**

Consequences should never cause a child harm, either physical or mental, such as smacking, caning, shouting or name-calling. Such consequences damage children and contravene the UN Convention on the Rights of the Child.

2. Use physical movement to support learning

Using physical movement improves learning: if children can physically 'do' something which is related to what they are learning, they will remember it better. For example, rather than saying 'I agree' or 'I disagree', the children can move to an, 'I agree' or, 'I disagree' area or poster in the room.

3. Use energizers

Use plenty of energizers at the beginning of sessions, in between sessions or if the children's motivation drops. Involve children in facilitating energizers they know such as songs, clapping games and movement games.

4. Dealing with difficult behaviour

Trying to attract attention and demonstrating one's power are the most common underlying reasons for negative behaviours at home and in school. Children also misbehave if they feel rejected or inadequate.

In countries and communities where inflicting violent punishments on children (such as beatings) is accepted practice, it can be more challenging to involve and engage children meaningfully in child protection. This is because a child is being asked to question violent practices viewed as 'normal'.

Children who are subject to violence can be more challenging to work with as they often hide issues, shift blame onto other children, or tell lies to avoid blame. Violent punishment can lead children to believe they are bad, naughty, careless and worthless. They may feel angry or become withdrawn, being obedient through fear. It may make a child a more violent adult. A positive approach to discipline teaches children right from wrong through consequences which model positive behaviour.

Desire for attention can lead to children disrupting a group. When an adult responds to the bad behaviour it gives the child the attention they crave (even if it's negative attention) and this can lead to making the bad behaviour worse.

Things to try:

- Ignore the misbehaviour and give children attention when they behave well.
- Look sternly at the child without saying a word.
- Redirect the child into a more positive behaviour.
- Remind the child about the task he or she should be doing and give the child potential choices.
- Impose a logical consequence such as *'if you disrupt the group you will need to write a summary on the session to give to everyone who was unable to concentrate in today's session'*.
- Set up a schedule in which adults can spend time with the child with difficult behaviour on a regular basis.
- Work with the parents/carers to use a consistent and positive approach to discipline.

From a very young age, children **desire to test their power**. They measure their self worth through challenging adults and the established boundaries. The constant testing of limits may cause adults to become frustrated or angry.

Stay calm. Don't enter a battle. Allow the child to cool off.

Remember an argument needs at least two people for it to take place.

Acknowledge their feelings. Then state the effect they have on you and others:

'I can see that you are upset. When you are shouting I/we feel upset because we can't get on with our activity in a peaceful happy way.'

- Discuss how to avoid similar problems in the future.
- Help the child to realise that they can use power in a more constructive way.

Remember that either contending the child's power or compromising will make the child more eager to test his or her power again in the future.

5. Questions and comments

At the end of each session, ask children for general questions and comments before asking them specific questions on the activity. This helps to build their confidence and learn to expect questions.

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6. The feedback sandwich

This is a positive way adult workers can give feedback to individuals and groups. It can be taught to children to use with their peers:

- Say something positive
e.g., *'That was an imaginative idea! I really like it'*
- Next, say something to improve on
e.g., *'Have you tried thinking about the idea from another perspective?'*
- Finish with something positive
e.g., *'You have really given us all something to think about – thank you'.*

Be sincere in the feedback. Teach children how to give positive, helpful feedback.

7. Encourage respect in the group

Encourage children to use the following phrase to express an opinion about something – *'That's my/our view!'* This helps children learn that everyone has their own unique view of the world. For example, *'I think that girls and boys should be treated equally. That's my/our view!'*

8. I liked what you said about...

In a discussion, before criticising or adding to an opinion, encourage children to say first what they liked about the idea (even how it was said, when it was said). For example, *I liked what you said about smoking and I agree that it stops me feeling hungry. But I think smoking is bad for our bodies and that we should stop.*

9. Inappropriate behaviour, not a bad person

It is a child's **behaviour** that is bad, not the child who is bad. Reinforce this by using words which focus on the behaviour and not the person. For example, *Shouting at others is not helpful.* Teach this important point to children.

10. Encourage and validate

Focus on children's progress and contribution and not on grades and competition. Show children how to encourage each other especially when they are struggling with something difficult. Enable children to self assess. Validate children's efforts and improvement. Encourage them to notice good things about each other. Do not praise where it is not deserved or your praise will become meaningless to the children, who can tell the difference! Avoid favouritism and only make promises you can keep.

11. Avoid value judgements

Use value-free language to deal constructively with difficult situations and controversial issues (and continue to highlight unacceptable words or behaviour). This useful phrase responds to hurtful words or behaviour in a value-free way which reduces conflict:

- When you say/do X ... I feel Y ... because Z ...
 - When you interrupt me, I feel annoyed because I want you to hear what I have to say.
- Facilitators can teach this tool to the children to use with each other.

12. Promote the positive

Ask children to identify what's good about a good behavioural response and discuss why it is good. For example, instead of saying don't fight to children (which focuses attention on fighting), it is more constructive to focus on positive or desirable qualities: *'let's see how kind you can be by letting your friend play with that toy for a while. Maybe he will let you play with his toy another time.'* Ask the children how good responses can happen more or more often? Try to get children to visualise positive behavioural responses.

13. Asking questions which children do not want to raise in the group

If the children have writing skills, they can write questions on pieces of paper and put them in the questions and comments box. This allows children to have questions answered without fear or embarrassment after the session. The box can also be used to make complaints and to evaluate. It is important that children put their names on their papers so that they can be responded to one-on-one after the session. This is especially important if any child protection concerns are raised.

14. Group work

In participatory work with children, there is often lots of group work. Vary how you set up the groups, the types of discussions they have and the ways in which they report and conclude the session. Make groups of different sizes. Keep your group work varied. Children can become bored with group work as they can with listening to a teacher standing at a blackboard. Use imaginative ways to divide children into groups, for example the 'fruit salad' game at the end of this section. If some of the children are shy to speak, ask them to discuss things first in pairs, then share these ideas with a small group and then, if appropriate, with the whole group.

15. Mixed ability

All groups of children include children with different abilities, such as different stages of literacy. Consider how you will manage this. For example even if the majority in the group are non-literate, you can use symbols and drawings on large pieces of paper and children can record and share their ideas through drawings. Don't present large amounts of text on charts.

16. Monitoring and evaluation tools

Here are some monitoring tools you can use in addition to the monitoring questions suggested after each activity:

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Movement evaluation

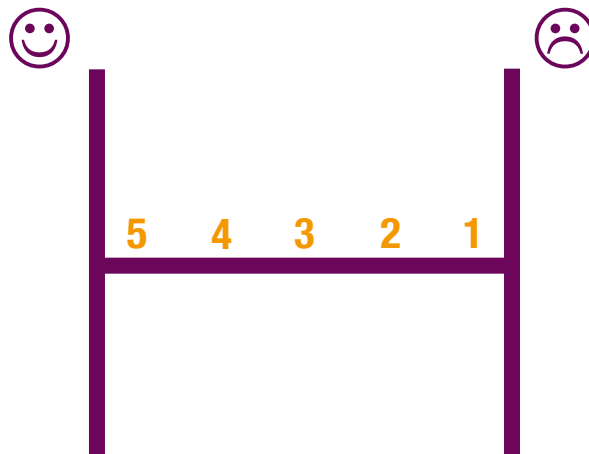
- Set up a line of five chairs across the room. Label the chairs to indicate that they represent a range of feelings from ‘strongly agree’ to ‘strongly disagree’.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

You can alternatively use drawings of faces taped onto the chairs.

- Read statements such as:
 - The session was interesting
 - I understand more about (this topic) now
- Ask the children to stand behind the chair that represents their answer to each question
- You can also ask the children to explain why they have chosen that answer.

H assessment

- Divide the children into groups. The groups sit around a large piece of paper with the letter ‘H’ written onto it (see illustration below).



- Under the happy face in the left column, the children list all the things they liked about the activity/workshop/programme.
- Under the sad face in the right column, the children list all the things they didn't like.
- Write a scale of 1-5 across the middle horizontal line. Ask each child to make a cross to show how good they thought the activity/workshop was. Work out the average score for each group and write it in the upper middle section of the 'H'.
- In the lower middle section, ask children to list ideas for future improvements of the workshop.
- Each group feeds back their scores and ideas (if there are more than three groups each group can stick their diagram on the wall and the whole group visit each others' diagrams).

If the children cannot write easily, do this with the whole group verbally, with the children giving their responses and the adult recording the responses in writing, drawing or using agreed symbols.

Games and closing activities

Games can be used at any stage of facilitating exercises. Some games have a specific purpose and some simply raise or lower the energy level. It is important to adapt games to suit the needs of your group.

Name game 1: memory list

1. Divide children into groups of nine or 10.
2. Each group forms a circle.
3. The facilitator picks a topic e.g. colours/animals/vegetables.
4. The first participant says their name and their favourite colour/animal/vegetable which begins with the same letter as their name e.g. My name is Clara and I like carrots. The next participant repeats this and adds their name e.g. Her name is Clara and she likes carrots. My name is Alberto and I like avocados. The list builds up as you go around the circle. Encourage children to help each other out if needed.

Name game 2: Call a name

You need a ball for this activity.

1. Children stand in a large circle.
2. One player stands in the centre with a ball. The player throws the ball high in the air and calls the name of another player. The named person has to run and try to catch the ball.
3. Continue until everyone has had a turn in the middle.

Rhythm clap

1. Children sit in a circle with their eyes closed and each think of a rhythm.
2. At a signal, they begin tapping or clapping their rhythms at the same time.
3. Listen to see if people gradually begin to move in similar rhythms: from the initial jumble of sound, you will find a growing order and after a while the whole group tapping or clapping a single rhythm.

Fruit salad

This game increases the energy of the group. Play it after lunch or mid afternoon when energy levels are usually at their lowest. It is also a good way to divide children into groups. You need enough chairs for each child to begin the game.

1. Think of the names of five fruits.
2. Ask children to sit on chairs arranged in a circle.
3. Call out the name of five fruit e.g. pear, apple, peach, banana, mango.
4. Give each child the name of one fruit repeating the same sequence of five fruits until everyone has a fruit name.
5. Stand outside the circle and explain that when you call out the name of one fruit, all the children with that fruit name stand up and run to a vacant seat, including the caller. Practice this twice so all children understand.
6. Remove one chair and call out the name of the fruit. This time one person will be without a chair. This person then is 'out' and becomes the next caller – removing one chair and calling the name of the fruit.
7. After a few rounds, the adult calls out fruit salad and all the children have to move chairs.
8. Continue the game until you have had enough or until there is a winner.
9. At the end of this game, the 'fruit groups' can be used as working groups for another activity.

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Points down

1. Explain to the group that there are seven points of the body that can touch the floor in this game - two hands, two elbows, two knees and one forehead.
2. Call out a number from one to seven. Each player must touch the floor with that number of points of the body.
3. Ask the children to work together in pairs. Now the number of points touching the floor must be combined for both children. E.g. Call out '5' the two children can kneel down (4 points) and one could put their hand down (1 point) $4 + 1 = 5$ points
4. Ask the children to work in three's. E.g. Call out 9 three children on their knees (6 points) 2 elbows (2 points) and 1 hand $6 + 2 + 1 = 9$
5. Finally try and get the whole group to work together e.g. with 10 children is you call out 5 they will need to balance on one knee and support each other.

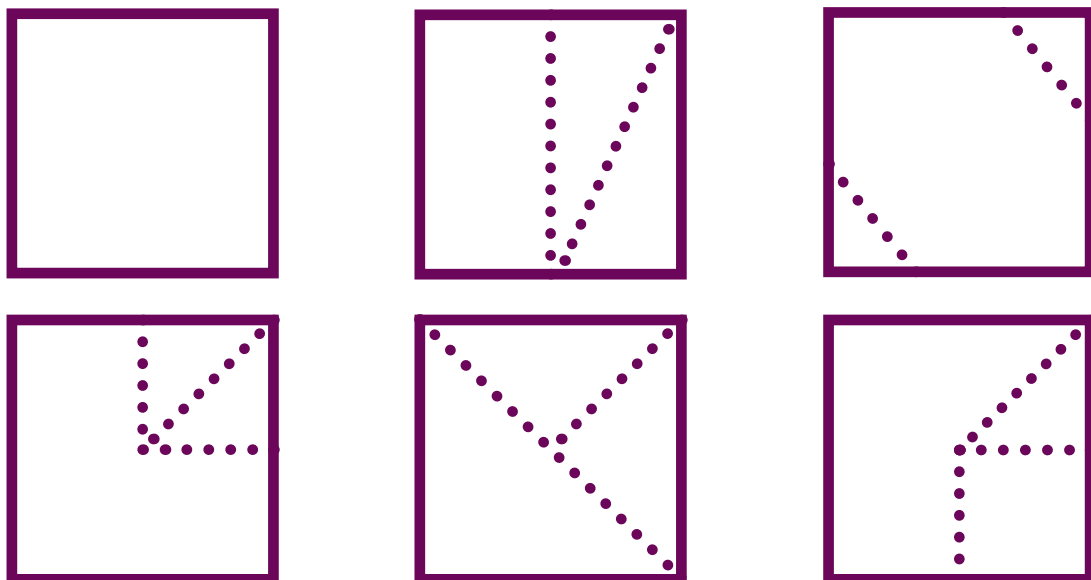
Remember that although the number called may not be higher than seven times the number of people in the group, it may be lower than the number of people in the group.

Sort the squares

This exercise helps to show what is meant by working as part of a team. The children may go through a frustrating time during the game: make sure they understand the instructions clearly, before the game begins. You may want to spend time on this, as the children should not consult the facilitator once the game has begun.

Materials

Sets of the six squares you see below (one set per group). The squares should be of equal size. Cut the squares up (follow the dotted lines) and mix up all the pieces together into one pile. Keep square one separate.



1. Divide the children into groups of five. Appoint one observer per group; the rest are the square makers.
2. Explain the rules: **talking, whispering and sign language are not allowed.** No-one can take a piece of square from another player but anyone can **give** a piece of square to another person.

3. Ask observers to look out for:
 - The reactions of children
 - Rules being broken. If rules are being broken, which ones? By whom?
4. Ask the groups to sit on the floor or at a table. Give each group one set of the mixed up pieces for squares two to six. Then give each group the complete square (square one).
5. Ask each member of the group to make one square which is the same size as the complete square using a combination of the mixed up pieces.
6. The game is over when every player in the group has made a square and all the pieces are used up. The game can take anything from 10 minutes to an hour. The facilitator should not help the children as the aim of the game is for them to support each other to find the solutions.
7. Conclude the session by asking the children how they feel about the game. Observers make their comments and if any player broke the rules, they can discuss why e.g. was it due to frustration? Not being noticed? Not getting the desired response from another member of the group?

Conclusions emerge about working together for example:

- it is difficult
- personal needs often have to be given up for the benefit of the group
- some people are more helpful than others
- everyone must know the aims of the whole group

Take your turn

This game develops the idea that we must value what everyone has to say and give shy or quiet people room to contribute:

1. Divide the children into groups of four or five and have them sit in a circle;
2. Ask them to talk about a simple topic like accidents that have happened in the local area;
3. Give each child six markers (you can use stones, matches, coins, small twigs etc). Each time a child speaks, they must place one of their markers in the centre. Practice this several times -it is enjoyable as well as difficult at first. Even when the children say Hmm, Yes, Pardon, What did you say? They must place a marker in the middle. When a person runs out of markers, they can no longer take part.
 - Who gets rid of their markers the fastest?
 - Are there some people who should have more chances to speak?
 - Are the listeners really listening?

Dragon's heads and tails

1. Children line up, each holding the shoulders of the child in front.
2. The child at the front is the dragon's head the child at the back is its tail; the children in the middle are the dragon's body.
3. The game begins with the dragon in a straight line, standing still. The dragon is asleep.
4. It wakes up when one of the children in the middle of the body shouts, 'Chase!'. Then the head begins to chase the tail which in turn tries to keep out of its way

The fun of this game is that the body must stay together while the chasing goes on: none of the players may let go of the players in the front.

Fishbowl game

This game is a useful problem-solving game.

Half the children make an inner circle and face outwards; the other half make a bigger outer circle and face inwards; each child on the inner circle is facing a child on the outer circle.

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1. Children in the inner circle think of a problem, and ask their partner in the outer circle to suggest advice. The partner makes a suggestion
2. After a few minutes, all the children in the outside circle move one place to the right. The children on the inner circle ask the same question to their new partner in the outer circle
3. Ask the children to turn to the person to their left and compare the two pieces of advice they have been given for the same problem. How is it different? How is it the same?
4. Next, the children in the outer circle think of a problem and the inner circle suggests advice. After a few minutes all the children in the inner circle move one place to the right
5. Again ask the children to turn to their left and compare the advice given

As a whole group, ask the children to discuss why getting two views on the same problem can be helpful.

Continuous storytelling

1. Divide children into groups of four or five. Ask them to stand or sit in a circle
2. Someone starts a story and stops in the middle of a sentence
3. The next person in the circle continues the story, and so on around the circle until the story ends.

Who is the leader?

1. Children sit in a circle
2. One child volunteers to leave the room
3. While the volunteer is out of the room, invite any one group member to act as the leader while two others in the circle act as mirrors. The leader's job is to start one action (such as clapping) and keep it going rhythmically for a few moments, then change to another action (such as stamping one foot) and again, after a few seconds, to a third action
4. The **mirrors** should watch the leader and copy the movements but without letting the volunteer notice that they are **copying** not **starting** the action. The rest of the group should copy the mirrors rather than the leader to confuse the volunteer who is trying to identify the leader
5. After the group has done a few actions, the volunteer should try to guess which person in the circle has acted as the leader of the game.

The grizzly bear

1. Cut and fold as many pieces of paper as there are children in the group. Leave all of them blank except for one, which should have the words 'virus carrier' written on it
2. Fold the pieces of paper carefully and pass them out for children to pick one each. Each child looks at their piece of paper without letting others see.
3. Children then walk around the room looking at each other as they do so. The grizzly bear must try to catch someone's eye and wink. That person then imagines they have been 'caught by the bear' and falls to the ground
4. If working with a large group, each child 'caught by the bear' can touch other children as they fall over; all of those children are also then out of the game and go and sit at the side of the room.

The game goes on until the children guess who the 'grizzly bear' is before the 'bear' has had a chance to wink at them.

Community of five

1. Ask children to stand in groups of five at the start of this activity.
2. Tell them that you are going to call out different numbers and they should break up their groups and make new groups of a size matching the number you call. You may call out 'three', for example, then 'six' then 'four' etc.

- Each time the children must quickly decide who joins or who should be let go. Those who are not in groups corresponding in size to the number you have called out have to drop out of the game at that point.

Conclude the game by asking the children how they felt about belonging to or being left out of groups.

Theme park

- Explain to children that they will be given a theme and that they immediately have to form a frozen action relating to the theme. If the adult worker approaches and touches their arm, they can unfreeze and start the actions.
For example, the theme is 'park'. A child might freeze in a pose which shows they are playing with a ball. If the adult worker touches their arm, they can do this action - running or throwing a ball
- The adult worker calls a theme. All children freeze in action. The adult worker touches some of the children on the arm so they unfreeze and share their actions.

Ideas for themes: park, railway station, hospital, market, forest.

The whistlers

- While all the children are talking before an activity (or at the start of a lifeskills session), quietly ask one child to whistle.
- The children are called together and then asked if they heard a child whistling. The adult worker then talks about how one voice is not often heard in a crowd but if people unite, their voices together can be heard more loudly.
- The children are asked to carry on their talking but if they hear anyone whistling then they too start whistling.
- Within a few minutes all children should be whistling and the sound should be quite powerful.

If the children have trouble whistling, they can use clapping instead.

The trust fall (older children)

This game for older children is about putting complete trust in a team.

- In groups of seven to nine children, the children make a tight circle by standing shoulder to shoulder. From each group, one child is asked to volunteer to stand in the middle of the circle with their eyes blindfolded.
- The remaining children take a step forward so that they form a tight circle around the volunteer.
- With their eyes closed and their body relaxed, the volunteer is asked to fall in any direction. Tell the child that their team members will catch them and prevent them from falling.
- The children in the circle put both their hands up to support the falling child and **gently** push them back up into an upright position.
- The facilitator must highlight the importance of the group gently supporting the volunteer.
- After a couple of turns, another child can volunteer to stand in the middle
- At the end of the game, ask children about the importance of trust:
 - What did you learn from this game?
 - Is trust important?
 - Is it easy to trust in a group? Why?
 - Why makes it easy or difficult to trust someone?
 - How does trust help a group to work well?

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Team drawing

This game emphasises the benefits of working together and having an idea agreed by the group before starting a project.

1. Ask the children to working silently in groups of six to 10. They take it in turns to make 'one stroke' with a marker pen or crayon on a large sheet of paper. As each child adds their stroke, the team make a drawing (but without speaking),
2. After five to ten minutes or when most teams have made some kind of drawing, ask the children to share their drawings and discuss what they felt when they were creating it. Many children raise the point that if they had agreed on an idea before they began they would have been able to make a better drawing.

Closing activities

Physical and mental relaxation

1. Ask children to lie on the floor or to rest their head in their hands on a table in front of them,
2. Ask them to tense up their whole bodies and then relax. Ask them to do the same but taking each part of the body. For example, 'Tense your feet and your toes then relax your feet and relax your toes'. Then:
 - your calf muscles
 - your thighs
 - your chest
 - your shoulders
 - your arms and fingers
 - your neck and face.
3. The final part of the relaxation is to leave the group in silence for five to ten minutes. Encourage them to breathe deeply and listen to their own breathing. Many children love this experience of peacefulness and relaxation. It is good to play soft music.

Knots game

This is a good game to use if the activity has involved problem-solving activities.

1. Divide children into groups of six to nine.
2. Each group stands in a close circle with their eyes closed. Ask the children to stretch out their arms in front of them and grasp another person's hand so that they are holding hands with two different people.
3. Once connected hand-in-hand the children are asked to open their eyes. The whole group is in a knot. Without letting go of their partners' hands they have to work together to try to undo the knot so that they are standing together in a circle.

Chair game

1. Children sit either side of a chair in the middle of the room. Explain that the chair represents movement towards or away from their goal. For example:
 - being able to resist pressure to smoke before you feel ready
 - trying to study harder
 - starting to use some of the life skills developed in the sessions
2. In turn, each child comes up to the chair and moves it forward or back as they like with a statement about why they feel they are 'moving in that direction'. You can ask the children to begin each phrase with – 'I am moving the chair forward/back because....'.

The suitcase game

1. Either draw a suitcase or bring one to the session. Explain that the suitcase is full of all the things you brought to the session:
 - your experiences
 - your ideas
 - your confidence
 - (perhaps your bad behaviour!)
 - your fears
 - your worries.

Now that the session/programme is over you are going away with your suitcase but you will be taking extra things away with you and leaving some things behind.
2. In turn, each child says what they are leaving behind and what they are taking with them. For example, 'I am taking with me new ideas and confidence; I am leaving behind my fears about what others are saying about me'.

Circle Reflection

Children sit in a circle. In turn, they say what they learned from and what they liked about a session and the participants. This is a simple but effective way to develop a positive and supportive atmosphere.

The web game

This activity is particularly suitable if the children are coming to the end of their sessions on child participation in child protection. Be careful to keep the activity positive so that moving on feels positive. Endings can be sad.

1. Children stand in a circle. The facilitator stands with them and has a ball of string. One end of the string is held in the facilitator's hand (tightly).
2. The facilitator says something about what they have learned from the group e.g. how to listen more to other people. When they have finished, they throw the ball of string (keeping hold of one end) to a child. The child holds the string and then says something they have learnt from the group. The child then throws the string to another child.
3. The game continues until everyone has said something and everyone is connected to each other with string.
4. The adult worker finishes this by saying *'We have shared a lot and become connected together during the child participation programme. Let's look at each other and think about all the things we have learnt and shared. Each of us is a stronger person. I will cut the string to show we are ready to end this part of our learning. If you like, you can tie your piece of string around your wrist to remind you of the group and what we have learnt together'*.

OTHER RESOURCES

Free e-books on life skills activities to use with children

1. A life skills e-handbook

This book provides advice and active learning activities for teaching life skills to young people. It supports and guides facilitators who plan, manage, teach or work on formal and non-formal education programmes. It can be adapted and used in different cultural contexts worldwide. The Lifeskills Handbook is sent out free to those who contact this site and who cannot pay for it easily. <http://www.lifeskillshandbooks.com>

2. A Parrot on Your Shoulder

This illustrated activity guide is aimed at facilitators who are starting to work with children affected by HIV/AIDS and it is useful more broadly for those exploring other sensitive issues such as child abuse. The guide provides 30 activities for engaging children in group work, as well as fun ice-breakers, energisers, ideas for drama, mime and role play, painting and drawing. These activities are designed to develop co-operation, team work, observation, active listening and analytical skills. <http://www.aidsalliance.org/>

3. Communicating with Children: Helping children in distress

The effects of conflict and emergencies on children can be devastating, both physically and psychologically. They need special understanding and support to help them through the crisis and deal with the future. Communicating with Children aims to help people working in conflict situations and emergencies develop their listening and communication skills, in order to identify and help children with special needs. Using case histories to illustrate the problems facing children, this manual suggests ways of resolving them and offers practical exercises and details of how to run workshops. http://www.savethechildren.org.uk/en/54_2314.htm

Free e-books on child protection

– **Bamboo Shoots, Plan international (Cambodia), October 2010**

Bamboo Shoots is a training manual on child rights, child centered community development and child-led community actions for facilitators working with children and youth groups. It was developed to: Increase children's understanding of their rights as defined by the United Nations Convention on the Rights of the Child (UNCRC); raise children's awareness of their rights and build their capacities to claim them; create opportunities for children to recognize, identify and prioritize issues and problems or gaps in relation to child rights violations; and provide opportunities for children to influence agendas and action regarding identified and prioritized child rights violations. It is downloadable from this blog: <http://lindaraftree.wordpress.com/2010/10/26/bamboo-shoots/>

– **ChildHope's Child Protection Toolkit**

This is a practical learning tool and set of resources designed for non-government organisations, particularly in Africa, Asia and South America, who are working to protect children. It aims to outline both the key principles relevant to child protection, and also the stages needed to develop, implement and evaluate child protection policies. The toolkit includes:

- Information and guidelines on the recommended principles and steps involved in developing organisational child protection policies and procedures;
- A set of exercises to help users to understand and work through the steps described;

- Guidance notes for facilitators to adapt the material in the toolkit into their own training course
- The toolkit can be downloaded from <http://www.childhope.org.uk/article.asp?id=587>

Free e-books on Child Participation

1. Putting children at the centre: a practical guide to children's participation, Save the Children, November 2010

This two part guide supports practitioners working with children to develop their own best practice and pilot new ways of involving children. http://www.savethechildren.org.uk/en/54_13248.htm

2. Act, support and protect, Save the Children Sweden Regional Office for South and Central Asia, 2007

This child-friendly booklet records the results of consultations with young people who have shared their attitudes and experiences related to early marriage and physical and psychological punishment and their suggestions for what can be done to stop these practices. <http://plan-international.org/where-we-work/asia/publications/act-support-and-protect>

3. Children as active citizens, inter-agency working group on children's participation, 2008

This operations manual is a compilation of 34 documents to assist those responsible for coordinating the meaningful and safe participation of children in consultations and conferences. <http://plan-international.org/where-we-work/asia/publications/children-as-active-citizens>

4. Children's participation in decision making Inter-Agency Working Group on Children's Participation: ECPAT International, Knowing Children, Plan International, Save the Children Alliance, UNICEF EAPRO and World Vision, 2007

The aim of this booklet is to show how to put children's participation into practice in a practical way. It covers concepts of children's participation, why their participation is important, and how to make their participation effective. <http://plan-international.org/where-we-work/asia/publications/childrens-participation-in-decision-making>.

5. Free story books on children's participation with health and other children's rights themes

Twenty-six free e-stories about children's participation in health. <http://www.child-to-child.org/resources/onlinepublications.htm>

Free documents on consulting with children

1. The Consultation Toolkit

A practical guide to consulting with children and young people on policy related issues. The Consultation Toolkit aims to encourage and facilitate children's participation in decision making. The toolkit is written for a wide audience, from people with no experience of group work or consultations to those with extensive experience, such as youth workers, teachers and facilitators.

http://www.savethechildren.org.uk/en/54_9864.htm

2. So You Want to Consult with Children? A toolkit of good practice

This toolkit provides useful material for involving children in discussions about issues that affect them. http://www.savethechildren.org.uk/en/54_7730.htm

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Minimum standards for consulting with children, Inter-Agency Working Group on Children's Participation 2007

The recognition of every child's right to give their opinion to adults making decisions on their behalf was one of the innovations of the 1989 UN Convention on the Rights of the Child. However, a child's right to participate can only be achieved if their other rights are also considered, particularly their right to be protected from risk and harm. The publication of the minimum standards for children's participation, especially in events and meetings away from their home base, includes practical guidance about how to achieve these standards, from the first invitation to a meeting to follow-up activities after children return home.

<http://plan-international.org/about-plan/resources/publications/participation/minimum-standards-for-consulting-with-children>

Free documents on monitoring and evaluation

1. Hear by Right toolkit

Hear by Right is a toolkit developed in the UK to help youth workers and others follow best practice on safe and sustainable participation of children and young people in the services and activities they take part in. It is applicable to any organisation working with young people and helps provide evidence of the participation that is already happening within an organisation and how to plan for improvement. It helps children, young people and adults work together to plan for change at both strategic and operational levels. It includes an easy-to-use self-assessment and national award scheme.

<http://www.nya.org.uk/quality/hear-by-right/about-hear-by-right>

2. A Monitoring and Evaluation toolkit

This toolkit is not specifically focused on child participation and child protection. It covers the basics of setting up and using a monitoring and evaluation system for a field level project or organisation. It clarifies what monitoring and evaluation is and how to design a monitoring and an evaluation process. It also covers how to respond to what has been learnt through monitoring and evaluation.

<http://www.civicus.org/toolkits/civicus-planning-toolkits>



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For further copies of the toolkit please contact info@keepingchildrensafe or visit [www.keeping childrensafe.org.uk](http://www.keepingchildrensafe.org.uk)

