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CHILD PROTECTION ACTIVITY GUIDE

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CHILD PROTECTION ACTIVITY GUIDE

FACILITATOR'S GUIDELINES - EXERCISES AND ACTIVITIES ON CHILD PROTECTION

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FACILITATOR'S GUIDELINES - EXCERCISES AND ACTIVITES ON CHILD PROTECTION

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EXERCISES AND ACTIVITIES FOR ENGAGING CHILDREN, FAMILIES AND COMMUNITIES ON CHILD PROTECTION

Introduction

The purpose of this section is to provide guidelines for the use of the tools and exercises developed for engaging children, families, community members and teachers with participatory methods for social mobilization and change for child protection.

The ultimate objective is to stimulate reflection, action and social change leading to prevention of violence, abuse, neglect and exploitation of children. This is in line with the Child and Family Welfare Policy of the Government of Ghana ³⁰ that seeks to create an effective child protection system with the capacity to prevent and respond to child protection abuses. One of the objectives of the Policy is to “empower children and families to better understand abusive situations and make choices to prevent and respond to situations of risk”. The tools and exercises outlined in these facilitator’s guidelines correspond directly to this specific objective.

These guidelines are accompanied by a “toolkit” with pictures cards, flipcharts and other resources to help the community facilitator/mobilizer undertake the activities. The methods include role plays, group discussions, Forum Theatre, Brainstorming Sessions, and Story Circles using picture cards and so on.

The toolkit can be used in both the urban and rural areas. Apart from children, families, teachers and other community members, such as chiefs, queen mothers, religious leaders etc., the tools and exercises can also be used to engage local NGOs, CBOs, government institutions (Departments for Social Welfare, Children and Community Development), District Assemblies (MMDAs) etc. on child protection.

Method and Approach – Tips for the Facilitator

Most of the tools provided in the toolkit contain pictures or illustrations to help the audience create their own stories and start discussions on important family issues including those for the protection of children. When using communication support materials such as cards or poster flipcharts, remember the following:

- First, show the card, illustration or picture to the audience. Let them hold it and describe what they see on the card.
- Hold the card up when using them so that the picture faces the audience and the text faces you.
- Do not hide behind the card when using them. Hold the card to the side or at your chest so your audience can see your face as you speak.
- Explain each picture and point to the picture as you talk. This will help the audience remember what the picture represents.
- Watch for facial expressions to the pictures.
- Ask if the situation depicted in the picture can be found in their community.
- Participants can also be divided into groups to discuss a picture and share ideas at a plenary.
- Encourage people to talk and explain the pictures in their own words.

³⁰ The Child and Family Welfare Policy was approved by Cabinet on 12th February, 2015.

Remember to apply the “GATHER Approach” of Interpersonal Communication (IPC) in order to create a very friendly environment for the target audiences to participate fully in the discussions.

- **GREET** the community/ participants
- **ASK** people about themselves
- **TELL** people why you have come and what you have to share
- **HELP** people in decision-making (Are they willing to listen to the information you are offering? Are their choices help them to make a decision?)
- **EXPLAIN** fully the information on their decision
- **RETURN** to the community to see how things are going and whether anyone has any problems or need any support.

It is advised that the tools are used for discussions one after the other in the order as listed. This is to help gradually build on the knowledge of the target audiences on child protection issues to help them decide to and actually improve their behaviours that will lead to the provision of a safe and protective environment for children in the homes, schools and the entire community.

The methods applied are based on principles of participatory engagement and adult learning stressing the fact that participants learn effectively when:

- They see what they are learning as valuable
- The experience of all participants is valued and drawn upon
- New knowledge and skills are connected to what participants already know
- They get direct and frequent feedback
- They share/debate/discuss what they are learning with others³¹

- They feel respected and listened to
- They have a say in how the teaching and learning happens
- Differences in identity and experience are acknowledged and accepted.

Monitoring Change and Results

It is important that facilitators using the tools and exercises outlined in these guidelines record and document both the activities undertaken and the possible changes and results observed. Module G in the training manual contains detailed information on the expected monitoring process. In addition, these guidelines include recommendations and simple checklists and tools for the purpose of monitoring both inputs and results (outputs and outcomes).

³¹ The GATHER approach is explained in detail in Module G

TOOLS AND EXERCISES: TOOLS AND EXERCISES FOR ENGAGING CHILDREN

The focus of these set of tools are for children to know their rights and responsibilities, signs to look out for and where to go for help in case of any instance of abuse as well as how children can help to protect themselves.

These activities can be conducted with children in the community while their parents and caregivers are also engaged in the exercises for parents and community members (if the children are present during these community sessions).

Facilitators will have to set aside some time to work with the children on the activities and can provide the parents and adult members of the community with feedback during the time set aside for the children's sessions. They can also be carried out in the schools during club meetings.

Intended age group is indicated for each of the activities.

Activity C.1: Children's Drawing



Purpose

The purpose of this activity is to assess the way children relate to members of their immediate family.



Age Group: 3-10 years



Materials



Methods

- Give each child a sheet of paper and some color pencils and ask them to draw members of their immediate family.
- When they have completed their drawings, ask them to explain who they have drawn to the rest of the group.
- The facilitator is to accept all drawings and commend the children for their effort
- The facilitators can share the drawings with the adult participants for the family or community discussions and highlight the way the children's pictures reflect the relationships in the house.

NOTE:

If this activity is repeated with the same group of children over time it can be used as a monitoring measure (for details, see Module G on Monitoring)

Activity C.2: Good and Bad Behavior



Purpose

The purpose of this exercise/activity is to assess the children's understanding of good and bad behaviours.



Age Group: 3-10 years



Materials



Methods

- Give each child a sheet of paper and ask them to write down or draw good and bad behaviours that come into their minds which are present in their community/school.
- When they have completed their drawings, ask them to explain whom they have drawn to the rest of the group.
- The facilitator is to accept all drawings and commend the children for their effort.
- The facilitators can share the drawings with the adult participants for the family or community discussions and highlight the way the children's pictures reflect the relationships in the house.

NOTE:

If this activity is repeated with the same group of children over time it can be used as a monitoring measure (for details Module G on Monitoring)

Activity C.3: Mapping of Safe and Unsafe Areas within the Communities/Schools



Purpose

The purpose of this activity is to help children identify areas children consider unsafe within their communities/villages.



Age Group: 6 -15 years



Materials



Methods

- Divide the children into groups and hand out a sheet of paper and marker pens to each group.
- Ask each group to draw a map of their community/ village/school or the road to school and to mark out on the map areas considered safe and unsafe.
- Ask a volunteer from each group to provide the feedback to the larger group and to highlight why they consider the areas unsafe.
- The facilitator is to accept all drawings and commend the children for their effort.
- Facilitator should also discuss with the children what they can do to be safe, i.e. to help each other, to avoid the 'unsafe' areas and to seek help from an adult.
- The facilitator can share this information to the adults to make them aware of the concerns of the children around unsafe areas in the community that can also be included in the Community Action Plan

TOOLS AND EXERCISES: TOOLS AND EXERCISES FOR ENGAGING CHILDREN

NOTE:

If this activity is repeated with the same group of children over time it can be used as a monitoring measure (for details, see Training Manual, Module F on Monitoring)

• Some of the rights and responsibilities are:

1. Children have the right to be taken seriously and the responsibility to listen to others
2. Children have the right to quality of medical care and the responsibility to take care of themselves
3. Children have the right to a good education and the responsibility to study and respect their teachers
4. Children have the right to be loved and protected and the responsibility to show love and respect to others
5. Children have the right to special care for special needs and the responsibility to be the best people they can be
6. Children have the right to be proud of their heritage and beliefs and the responsibility to respect the origins and beliefs of others
7. Children have the right to a safe and comfortable home and the responsibility to share in keeping the house neat and clean
8. Children have the right to make mistakes and the responsibility to learn from their mistakes
9. Children have the right to be adequately fed and the responsibility not to waste food
10. Children have the right to play and the responsibility of playing safe games rather than dangerous games that will hurt themselves or others
11. Children have the right to be protected from violence, abuse, cruelty, exploitation and neglect and the responsibility to protect themselves from violence and abuse and not to bully or harm or abuse each other.

Activity C.4: Children's Rights and Responsibilities



Purpose

The purpose of this game is to introduce children to some of their basic rights (in accordance with the Convention on the Rights of the Child, CRC) as well as their responsibilities that go with those rights.



Age Group: 5-13 years



Materials



Methods

- Introduce this exercise by explaining that children have rights as human beings and also need special care and protection. With these rights also come responsibilities that children are expected to respect.
- Show them the pictures on Children's Rights and Responsibilities Z card one by one and ask them to try and identify which rights and responsibilities the pictures are depicting.
- When they have identified the rights and responsibilities let them explain how they understand those rights and responsibilities

Activity C.5: The Cat and the Bird Game



Purpose

The purpose of this metaphoric game is to allow the child to discover what 'leaving the nest (home) to explore' means and how to protect oneself from possible dangers.



Age Group: 8-15 years



Materials



Methods

- The group is divided into three families of birds that start the game in their nests; their aim is to each collect a seed and bring it back to the nest.
- Scatter the seeds on the ground to feed the birds (one seed per bird). A volunteer plays the role of the cat with the aim to catch the birds, put them in the cage that has been designated in the middle of the area, and stop the other birds from freeing them.
- Start the game by calling a family of birds, the crows for example, to leave their nest to collect their seeds. If the cat catches a crow, its aim is to put it into the cage. However the captured crow can be freed by any other bird, even from another family (which has not been called yet), and brought back to their nest.
- When each crow has managed to bring back a seed, they return to their nest. Then another volunteer is chosen to play the role of a cat and another family of birds is called, and so on, until all the seeds have been collected.
- The rule is that the cat cannot go into the nests, but he can move freely all around them. The birds are also obliged to leave their nests when they are called and cannot return until they have collected a seed.
- In the feedback session ask the children: How do you feel the game went? What were the strategies used in your group to manage and pick the seeds and go back to your nests? Have you learned anything new? If yes, what?
- In linking this game to child protection ask the children what are the elements that help them as children decide if a particular action is safe or not? For example, following what the teachers or parents say to do or not to do, or following an unknown person?
- Three children play the roles of three birds in one bird family who go out of their nests to look for food (seeds) and the hungry or sleepy cat is out there who will try to prevent them from going back into their nests. Yet the birds are not allowed to go back to their nests until they have managed to pick at least a seed each. Use the picture card of a cat and the birds to introduce the game.
- Demarcate the play area based on the number of children to be engaged in the game (between 10 and 16) and mark out three zones in the form of a triangle each to represent the birds' nests and a circle/rectangle/square on the ground to signify the cage in the middle of the play area.
- Ask the children to first name different types of birds e.g. sparrows, pigeons, crows, ravens, hawk, eagles, etc. and ask them to imitate their cries and the way they move.
- Ask one volunteer to also imitated a cat in different situations e.g. asleep, hungry, scared, aggressive, etc. and depending on demand or the situation, the cat can be changed to an antelope, a lion etc.

- Conclude by explaining that the notion of a nest also allows them to deal with the dangers of leaving home (leaving the nest) or what they should do to be sure that they are safe when they are not at home and are out there in school or have been sent to go and buy something for the house; e.g. knowing exactly where they are going or making sure that someone (an adult, a parent, caretaker, older siblings, etc.) knows where they are going, not passing anywhere else except to go straight to where they are going and making sure they return home safely etc.



Activity C.6: The Shark's Island (or the Crocodile's Island)

Purpose

The purpose of this metaphoric game creates the opportunity to discuss who the 'sharks' or 'crocodiles' are, i.e. the dangerous people in real life. The notion of security, safe or unsafe places, reliable or unreliable people can be dealt with in relation to child protection.

Age Group: 7-14 years

Materials

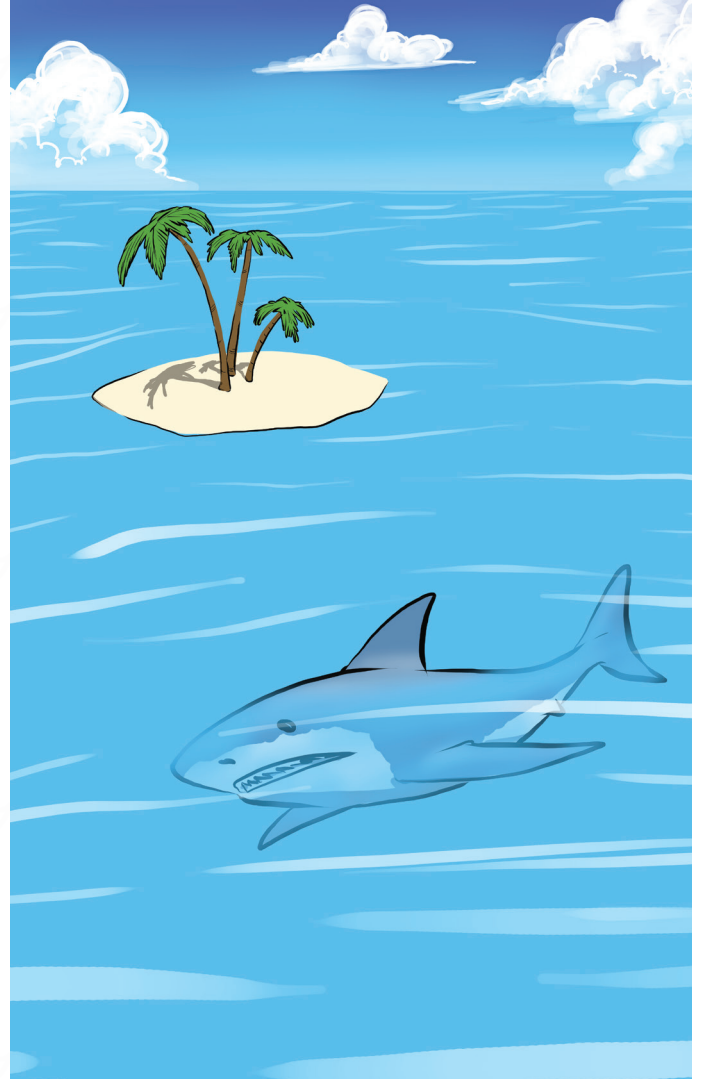
Methods

- Explain that the mat on which the children stand is their island and there are sharks/crocodiles outside the island (the mat) to introduce the game.
- Demarcate the area for the game (the sea) and put the mat (the island) on one side of the ground. Select six to ten children to participate in the game. Ask them to imagine being at the sea, swimming and playing in the water (jumping and singing).
- When the sharks/crocodiles (imaginary) arrive, the lifeguard (played by the facilitator) gives a signal by clapping hands or whistling and everyone must seek refuge on the island (small mat) without their feet being in the water (they should all find space on the mat).
- Then when the danger has passed, the lifeguard gives the signal twice and the children can return to the water.
- But the tide comes in and the island starts to disappear underwater little by little (the facilitator/animator folds the mat so that the surface area becomes smaller and smaller).
- When the lifeguard gives the signal again, the children must try once again to reach the island without anyone being left in the sea. If one or several children are left in the water (a foot over the edge of the mat) they will be eaten by the sharks/crocodiles so the 6-10 children must find a way to cooperate (they can talk) and succeed in all finding a space on the mat. Otherwise the whole group would have failed and would need to sing a song, run round the play area three times, make a human pyramid, etc. or whatever the children will decide for the group to do.

- Ask another group to play the game again till all the children in the room have had the chance to participate in the game.
- In linking this game to child protection ask the children:
 1. Who are the 'lifeguards' (those they can trust to protect them)?
 2. Where are the 'islands' (safe places) or other places where children can feel protected?
 3. How can the children help each other in order to be safe?
 4. It is also possible to discuss the other 'dangers of the sea', the places or situations where the children can be more or less at risk (e.g. in the street, staying outside late in the night, going away from home without being accompanied by an adult, being a victim of domestic violence, etc.).

Discuss with them and ask them how they think they can protect themselves from these dangers.

Conclude by reminding them that protecting themselves from these dangers is one of their responsibilities that goes with their right of being protected.



TOOLS AND EXERCISES: TOOLS AND EXERCISES FOR ENGAGING FAMILIES

These tools can be used to engage parents, caregivers, aunts, uncles, and grandparents for the protection of children.

Use their answers to engage them in a discussion about the importance and responsibilities every family member has to provide a safe and protective environment for children.

Activity F.1: Child Protection Flash Cards



Purpose

The purpose of this exercise is to help family members identify and talk about child protection issues and cases that are common to the families and communities.



Materials



Facilitator's Notes

Recognizing some child protection issues as 'concern' that ought to be addressed is a very good start for a dialogue on child protection.

- After your introduction and setting a friendly environment using the GATHER Approach, ask the parents or other family members gathered for the discussion to pick three or four of the over 30 picture cards and use them to come up with a story about something that is happening in their community, using some of the picture cards. The story must have a beginning, mid-point and an end.
- After they arrange the picture cards and tell their story ask if the issue they have described in the story normally happens or has ever happened in the community. If they answer in the affirmative, ask them:
 1. How they feel about the issue?
 2. What they think is right or not right about the story?
 3. What would they recommend is done to make it right?

- Thank them and ask permission to leave after scheduling the next meeting date with them.

Activity F.2: The Maize Plant



Purpose

The purpose of this exercise is to help family members state and describe what children need for their proper development (psychological and emotional), and to understand that these needs are the responsibility of the family to help provide a safe and protective environment for the children.



Materials



Facilitator's Notes

Children are like maize plants, they need to be cared for and if you take good care of your maize, you will have strong plants and a good harvest. It is the same with children, if you look after them, they will grow strong. Our harvest is the next generation of children who will grow up to respond to any challenge as well as help the community.



Method

- After greeting and setting the pace for a friendly atmosphere by refreshing the memory of the family members present on what was learnt in the last meeting, show the pictures of the maize plant with a baby in it as the maize fruit and pictures of a mother, father, brother, sister, extended family to the family members and ask them to describe what they see in the pictures.
- With the picture of the child in the maize plant placed in the middle, ask the members:
 - What does a maize plant need to grow?
 - Continue the discussion by drawing the attention of the family members present to the fact that the child is the maize plant with the family members attending to the maize plant differently by pouring water, putting manure or fertilizer around the plant, weeding around the plant etc.
- One major need is to protect the plant from the weeds by weeding around it so ask one member to identify that picture and place it around the maize plant.
- Another critical need is sunshine without which the plant will die and will not be able to bear fruits. Ask the members to describe why the sunshine has a smiling heart in it (i.e. this is the love from all the family members for the child to grow). This is to help you enter the next stage of the discussion.
- Inform them that “now we are going to look at what a child needs to grow into a strong adult” and as they mention the needs let them look through the rest of the picture cards and identify which picture corresponds to the need mentioned/identified.
 1. A house representing -Physical/survival needs - (including food, water, shelter)
 2. A school representing - Intellectual needs - (Education)
 3. A heart that is smiling representing - Emotional needs- (Love and care)
 4. Smiling people embracing the child representing - Social - (Sense of belonging to a family or community)
 5. Church/Mosque with pastor/imam representing - Spiritual needs - (Belief in a higher being) -
 6. A parent crossing street with the child representing - need for protection - sense of security in the environment
 7. A child being listened to in a family discussion representing - the need for child participation - being allowed to contribute to decisions that concerns them

- Show them the pictures of the family/people and the picture of money (to be used to group the needs of children into either needing money or people). In determining the cost of meeting the needs of children identified, ask the members present to indicate which of these needs can be met with or without money by letting them group the pictures representing the needs under money or people.
- Count the number of needs that can be met by people, and those that can be met by money. Usually, this exercise will show that PEOPLE are more important than MONEY in meeting the needs of children.
- Conclude this exercise by pointing out that some needs of children require both people and money, but the most important needs (like love, play, trust, protection and a sense of belonging) can be given by families and communities without needing any additional resources. Thank them and ask for permission to leave after scheduling the next meeting date with them.



Activity F.3: Child Developmental Ladder



Purpose

The purpose of this exercise is to help family members to identify what every child goes through during the developmental process, some of the common features they will depict at every stage and what they need to help them develop properly.



Materials



Facilitator's Notes

Children at certain age groups display certain behaviours as part of their development and hence knowing and understanding these aged linked behaviours will help parents and caregivers be able to handle the children in a way that will help them feel safe and protected in the house.



Method

- Introduce the exercise by explaining that we will start to look at the different stages of child development and their needs. Children, whatever their age, need care and protection if they are to reach their full potential as adults. Raising children is not an easy task and is often challenging. Many of us learn how to parent from our parents or those who raised us and have continued to use methods of parenting that we have seen practiced in our communities over time. In this session we will start to explore child development and also look at how we as parents and caregivers respond to common problems and needs.
- Put the picture of a ladder with the 8 stages of the child's development as the steps on the ladder (starting from 0-6months, 6-12months,

1-2 years, 2-3 years, 3-5 years, 5-9 years, 9-13 years and 14-18 years) on the mat on the floor in the house or hung it on the wall in the house/outside the house where the this exercise is being carried out.

- Give the 8 cards with pictures of children in the 8 age brackets to the family members present to match each of the 8 pictures with the age bracket on the ladder.
- Ask whether there are particular practices common in our villages or communities in relation to physical development of children at these age groups and discuss with them the answers given.
- For the next stage of discussion ask whether there are particular practices common in our villages or communities in relation to general behaviour of children at these age groups After the discussion give out the other 8 picture cards with the processes, some of the common physical features they depict, the common behaviours at the various stages as well as what they need to develop at each of the stages and ask them to match them with the age brackets on the ladder (you may have to read and explain each if the family members are not literate to help them do the matching appropriately).
- To conclude the exercise, remind them of the child's needs already identified (the picture cards representing the needs can be taken from the Maize Plant Tool/Exercise above) and ask them to use their experiences to discuss the needs and possible problems a child may face at the various age brackets.
- If a solution mentioned for dealing with the common problems is punishment and harsh treatment, you can introduce the discussion on discipline and what it means to teach a child at these various stages in life and then explore what discipline means in individual families.

Activity F4: Boys and Girls Roles Analysis



Purpose

The purpose of this exercise is to help families identify household chores girls and boys have to complete and the implications of the rights of girls and boys.



Materials



Facilitator's Notes

This exercise will help family members agree on some of the chores/roles that can be done by both the boy and girl child in order to reduce the work load on the girl child.



Method

- Put the picture of the boy child on one side and that of the girl child on another side (on a mat on the floor in the middle of the compound where everyone in the house participating in the discussion can see).
- Ask the family members to look at the pictures depicting the various house chores and reflect on who usually undertakes the chores in the family. Ask them to arrange the pictures depicting the various house chores under either the boy child or the girl child depending on which of the two normally plays that role in the house. The chores both play in the house can be arranged in between them.
- After the arrangements, because the chores of the girl child will be more than that of the boy child, discuss with the family what the effects will be on the child with too many household chores.

- Then, ask family members are then asked to think about the issue to think about how some of the chores from the girl child can be re-assign to the boy child in order to achieve greater equality.
- Conclude this exercise by discussing with the family the importance of treating each child equally whether a boy or a girl as part of the family's responsibility of providing a safe and protective environment for each child in the home.



Facilitator's Notes

By asking the participants to arrange the picture cards under "good behaviours" and "bad behaviours", participants will reflect on and realize the good behaviours that are to be encouraged and the bad ones that are to be discouraged. There can also be a pile 'in between' if participants are indecisive about the action, but as much as possible, the facilitator should encourage the behaviour being defined as either good or bad



Method

- Introduce the exercise by informing the family members that there are certain behaviours that may cause harm to the children. Creating a safe and protective environment for the child in the home involves preventing both intentional and un-intentional harm.
- Put the two cards with "BAD" and "GOOD" written on them on two opposite sides of the mat on the floor.
- Show participants the Child Protection flashcards and ask participant to arrange the cards according to what they believe is good or bad behaviour. Encourage them to discuss why they see some of the behaviours as good or bad.
- Identify any misconceptions and traditional or social norms that underlie the reasons they would give for their classifications of the behaviours and try and correct those misconceptions using your knowledge on child protection.
- In closing, ask participants what they can do to encourage the good behaviours and ways of stopping the bad behaviours in order to provide a safe and protective environment for the child.

Activity F.5: Three Pile Child Protection Cards



Purpose

The purpose of this exercise is to help members of the family to identify acceptable and unacceptable behaviours in the house around children, how the bad/unacceptable behaviours have to be changed and how the acceptable ones can be improved and maintained in ensuring the family's responsibility of providing a safe and protective environment for the child.



Materials



Activity F.6: The Family Gift Box



Purpose

The purpose of this exercise is to guide parents and family members to identify and list what they can do for children in the house (the gifts they can give to children) to make them feel loved, secure and protected from harm



Materials



Facilitator's Notes

This exercise is to remind participants that there are gifts besides money, food and clothing that parents and communities can give children to make them feel loved, secure and protected. These gifts are also their rights. The emphasis is on emotional, social and spiritual gifts. Examples are: love, acceptance, trust, respect, protection

This exercise should be carried out in a fun mode to ensure that parents, and caregivers who participate happily and willingly agree on their responsibility in providing a safe and protective environment to the child in the home as part of the child's right.

Note that the pictures of the sun symbolizes "warmth"; the picture of the heart, symbolizes "love" and the picture of the fence symbolizes "structure".



Methods

- Ask participants to think of a 'gift' that their parents or guardians gave them as a child – something that made them feel loved, safe and protected and helped them to grow strong (qualities such as courage, or trust, or determination).

- Put the small (foldable/collapsible) colorful paper box on a table or the floor in front of participants
- Ask them to mention what they can do to make children in the house feel safe and protected (their gifts to the children).
- Explain that the cut out cards of the sun, the heart and the fence symbolizes warmth, love and structure. Ask participants to pick one or several of the cut outs and ask them to name what they can do to give children warmth, love and structure.

Example:

1. To give children warmth, parents/care-givers can listen to them; supporting them when facing challenges; telling them that they believe in them; recognizing their efforts and successes; having fun with them etc.
2. To give children love, parents/care-givers can tell them they love them; that they are valuable to them; hug them and kiss them etc.
3. To give children structure, parents/caregivers can agree on rules for the family that everyone have to respect; explain the reasons for rules; teach them about the effects of their actions on other people; give children the information they need to make good decisions; talk with children often; religious and spiritual guidance; acting as positive role model and a guide. Structure could also involve 'physical structure' like creating a safe and child-friendly place in the house and in the community.
4. Ask participants to drop their "gifts" in the box and as they do so, explain their gift.

- In conclusion stress on the fact that children have been created with the inner strength to solve many problems on their own but need “gifts” from parents to build and sharpen this inner strength. No matter how strong children are or may appear to be, we as parents, caregivers and family members need to remember that they are still children and need all our love, warmth and structure to guide them to become responsible adults.



TOOLS AND EXERCISES: TOOLS AND EXERCISES FOR ENGAGING COMMUNITY MEMBERS

These tools are intended for targeting other community members, including community elders, Chiefs and Queen mothers, assemblymen, opinion leaders, religious leaders, religious groups and other community based groups including youth groups.

Activity CM.1 Child Protection Flash Cards

Purpose

The purpose of this exercise is to help community members identify and talk about child protection issues and cases that are common to the families and communities.

Materials

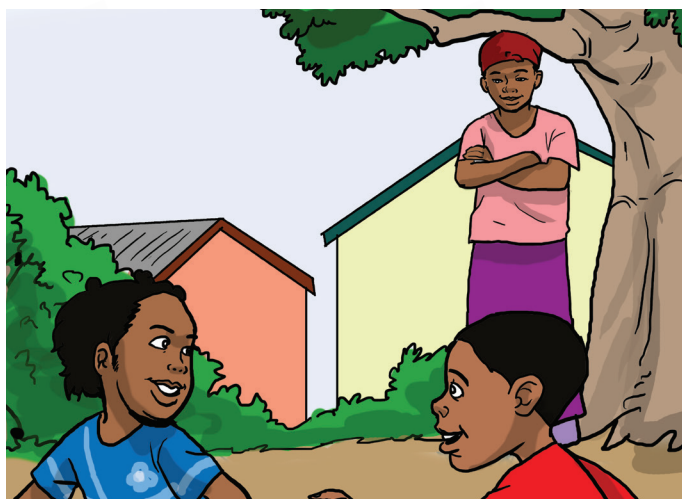


Facilitator's Notes

Recognizing some child protection issues as 'concern' that ought to be addressed is a very good start for a dialogue on child protection.

Method

Same as under Activity F.1.



Activity CM.2: Three Pile Child Protection Cards

Purpose

The purpose of this exercise is to help members of the community to identify acceptable and unacceptable behaviours in the house around children, how the bad/unacceptable behaviours have to be changed and how the acceptable ones can be improved and maintained in ensuring the family's responsibility of providing a safe and protective environment for the child.

Materials

Facilitator's Notes

By asking the participants to arrange the picture cards under "good behaviours" and "bad behaviours", participants will reflect on and realize the good behaviours that are to be encouraged and the bad ones that are to be discouraged. There can also be a pile 'in between' if participants are indecisive about the action, but as much as possible, the facilitator should encourage the behaviour being defined as either good or bad

Method

Same as under Activity F.5.

Activity CM.3: Tug of War

Purpose

The purpose of this exercise is to sensitize the community on how problems children face pull them in various directions and can cause them not to stay focused in life.

Materials



Facilitator's Notes

The activity involves one volunteer standing in the middle of a circle with ropes tied around his or her waist that represents the various problems children face. If community members work together they can help reduce the load of problems in the lives of children in the community and hence provide a safe and protective environment in the community for children.

Method

- Place the Child Protection flash cards with child protection challenges in front of participants and ask about 10 of them to pick one card that represent a problem that they see in their community.
- Ask one volunteer to stand in the middle of a circle or in front of all the participants. Tie about ten different colors of ropes around the waist.
- Then, tell the participants that each rope represents the issue depicted on the card chosen by the 10 people. Ask the 10 people to pull the ropes one after the other to demonstrate how difficult it can be for a child to face too many problems at the same time.

- As they pull the ropes ask each of the volunteers to mention the problem children face in their community.
- Ask them how they think each of the problems they have mentioned can affect the child.
- Conclude the discussions by asking them to mention how the community members can work together to help reduce these problems children face so they can be assured of a safe and protective community.



Activity CM.4: Sack of Stones

Purpose

The purpose of this exercise is to sensitize the community on how the problems children face can weigh them down and how the community can work together to help reduce the weight

Materials



Facilitator's Notes

This is similar to the Tug of War activity but problems are signified by stones. This is to sensitize community members on how overwhelming loading children with problems can be as well as the importance of each community member taking the responsibility of protecting the child for the load to be lighter. Like in Tug of War, the facilitator can use some of the Child Protection Flash cards (protection concerns) to help identify the issues.

Method

- Ask the participants to all go pick stones (sizeable ones, not too small or too big)
- Hang a sack on one volunteer and ask the participants to mention some of the problems children in their community face. When a problem is mentioned, a stone is put into the sack, each problem equals a stone.
- After all problems are mentioned the volunteer is asked to try and carry the sack on his/her back that will definitely be difficult for him/her.
- Remember to add that some of the problems children face may include (note that some of the problems interface):
 1. **Physical Abuse** - Hitting, shaking, burning, female genital mutilation, torture
 2. **Emotional or psychological abuse** - Bad name calling, constant criticism, belittling, persistent shaming, solitary confinement and isolation, separation (from parents), loss of loved ones,
 3. **Sexual abuse** - incest, early and forced marriage, rape, involvement in pornography and sexual slavery, indecent touching or exposure, and showing children pornographic material
 4. **Neglect:** parents or care givers not providing for the child's needs such as food, clothing, shelter, education, love, protection, etc.
- Discuss the problems and ask participants how they would know that children face these problems. Mention signs of abuse or signs that a child is facing problems, including:
 - Bed wetting
 - Unexplained injuries or burns, bruises, dislocations, bites
 - Unlikely excuses for injuries
 - Chronic running away
 - Self-destructive tendencies, lack of self-worth
 - Aggression towards others
 - Distrust of adults
 - Fear of physical contact - shrinking back if touched
 - Physical, mental and/or emotional development is slower than in other children
 - Overreaction to mistakes
 - Extreme fear of any new situation
 - Stealing or hiding food
 - Poor personal hygiene
 - Untreated medical problems
 - Scavenging

- Conclude the discussions by asking them to mention how the community members can work together to help reduce these load of problems children face so they can be assured of a safe and protective community.

Activity CM.5: Children's Problems, Our Problems

Purpose

The purpose of this exercise is to help community members realize that the problems that children face are their problems as well; hence they are also responsible for creating a safe, protective and problem free environment in the community for the children.

Facilitator's Notes

This exercise is carried out using the Forum Theatre Technique where part of the community members participating in the exercise will act out the problem and the other groups act the solution to the problem.

This activity seeks to elucidate the potentials in the community members to be creative so there will not be any script, except the short guidelines/ instructions to help the participants to perform the role plays.

Method

- Divide the participants into three groups (by asking them to number one, two, three) and explain to each group their functions as follows:
 - Group One will act out the problems children face in the community as mentioned in the "Tug of War" and "Sack of Stones" exercises above and how a child is affected by the problem he/she is experiencing in life (taking wrong steps, falling into the hands of wicked and wrong people, etc.).
 - Group Two will also act how the family/ community is affected by the problem the child in the family/community is facing (teenage pregnancy resulting in low school enrolment, drug addicts making the family/community lose a future leader, armed robbers, etc.).
 - The third group will act what the family or community can do to help solve the problem for the child so everyone lives happily in the community.
 - As the third group acts the solution to the problems the participant who acted the particular problem is asked to leave the stage (the problem is replaced by the problem solver).
 - Allow the participants to have fun acting their various roles but ensure that they learn in the process. Conclude the discussions by mentioning that some of the factors that pose risks to a child's development and should be prevented include:
 1. Experience of violence, abuse, neglect
 2. Separation from family
 3. Lack of opportunities for education
 4. Excessive burden of work at an early age
 5. Child marriage
 - Some of the factors that help solve the children's problems and hence promote growth and should be encouraged include:
 1. Good parental support and guidance,
 2. Support from social network, including extended family, community members, teachers, etc.
 3. Educational climate that is emotionally positive, open and supportive
 4. Appropriate role models that encourage coping skills

Activity CM.6: The balloon game

Purpose

The purpose of this exercise is to help community members understand that children are like balloons (very vulnerable) tied to our legs that need to be protected from every form of danger/harm.



Facilitator's Notes

This exercise is carried out using fun and movement.

Method

- Divide participants into two groups and explain their roles: Group 1 ties balloons (several colorful balloons with pictures of smiling children on them) around their own ankles with string and then tries to protect these balloons from any attacks; Group 2 are the attackers and must try to burst the balloons;
- Start the game by asking the participants to carry out their different roles. Let the two groups interact for approximately 10 minutes. Call an end to the game and ask the participants for their thoughts.
- Ask group 1:
"How did you feel when you were trying to protect the balloons? What made protecting your balloons easier? What made it harder?"
- Ask group 2:
"What made it easy for you to attack the balloons? What made it difficult?"

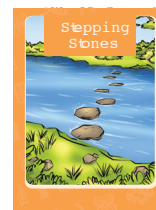
- Conclude the exercise by explaining that the balloons are like children and the carriers of the balloons are like families/care givers/communities, who are trying to protect their children from danger. The attackers represent all the dangers that children face in their communities. Protection is about safe guarding children and helping those who have been harmed.

Activity CM.7: Stepping Stones

Purpose

The purpose of this exercise is to challenge participants to work together and provides an opportunity to solve child protection issues collectively.

Materials



Facilitator's Notes

This activity uses the image of a river to present all the child protection problems that are identified in the community and helps community members to focus on the idea of working together/bringing resources together to provide a safe and protective community for children.

Method

- Divide participants into two groups, and give each group three pieces of stones.
- Use the Stepping Stone Flip Chart picture 1 to explain that children's protection problems put together (violence, abuse, neglect and exploitation) is like a river – difficult and sometimes dangerous to cross.

- Draw on the ground to indicate a wide river like on the first picture of the flip chart.
- Explain that we need to find ways to cross the river – to solve the problems of child protection. Show the Stepping Stone Flip Chart picture 2 and explain that everyone has a contribution to make. Everyone has a role to play in helping to cross the river.
- Each group now has to cross the river, using only the three pieces of stones given them as stepping stones. Ask them to now cross the river. Leave them to struggle for a while.
- Then ask for other ideas, for example: “What are some other ways that you can cross the river?” Take a few minutes to discuss. Let participants try out their new ideas.
- If participants have not thought of any ideas, the facilitator then gives this hint: “If you share the stepping stones with the other team, will that help?” Make sure that the imaginary river can be crossed using all 6 pieces of stones.
- Show picture 3 in the Stepping Stone Flip chart. Emphasize that by working together, we can solve difficult challenges.
- Once the two groups have joined together using all the ‘stepping stones’ to cross over the river, ask them what they have learned from the game. They should have learned that working together means you can cross impossible obstacles and therefore achieve much more especially in providing a safe and protective environment for children in the community.
- Show picture 4 in the Stepping Stone Flip chart and mention that with everyone contributing, the path to solving child protection problem can be created.
- In conclusion, ask participants to mention some of the things they can do together as a group to create a community for the children that is free from violence, abuse, neglect and exploitation. Ask them to explore what each one of them can “bring” - what roles could they play in protecting children from harm?



Activity CM.8: Circle of Support



Purpose

The purpose of this exercise is to show how “Circles of Support” can help protect children in the community.



Materials



Facilitator's Notes

This activity helps the community to realize how they can become a more caring community to support children facing problems by working together.



Method

- Begin the exercise by asking participants which types of people provide support to the child's life as he/she develops. Possible answers include:
 1. parent/s
 2. school teacher,
 3. family relative,
 4. religious leader (imam or pastor)
 5. neighbor or co-tenant
 6. nurse/doctor
 7. Chief and/or queen mother
 8. assemblyman
 9. siblings and peers
- Ask eight to ten participants to stand in a circle around a child to represent the different people in the child's life who support children as mentioned by the participants.
- Inform the participants in the circle that they are the “Circle of Support” around the child.
- Next, mention that we are going to imagine that something terrible has happened to the child (for example, her last surviving parent has died). Ask the person representing the child to try and ‘break through’ the Circle of Support, and get lost on a wrong path. The participants in the circle are to allow the child some room to run about inside the circle but should prevent him/her from breaking out by holding hands to keep the child safely supported inside the circle.
- After a few minutes of holding hands to prevent the child from breaking free from the circle, ask the participants what challenges a child can face that may make the people in the circles of support want to stop supporting the child. Mention for example that the child might misbehave or even commit a criminal act. The child might become pregnant. Ask participants how this might change the situation. Possible responses include:
 1. The religious leader is refusing to support the child – the facilitator asks the religious leader to move out of the circle.
 2. The teacher does not want a pregnant child in her class in case the other children get ideas so he/she is also refusing to help - the facilitator asks the teacher to leave the circle.
 3. One of the girl's relatives thinks the girl is irresponsible and must have encouraged the man to sleep with her, so he/she also refuses to help and leaves the circle. As people leave the circle, leave the gaps open. Tell participants that they cannot make the circle any smaller. They may not hold hands or touch each other, but they must still try to prevent the child from breaking out.
- Now ask the participants left to continue the game. The girl tries to break out of the circle, with participants attempting to block her. Because of the gaps in the circle, the girl will usually succeed in breaking out of the Circles of Support.

- After a few minutes, stop the game. Show the “Circle of Support” picture and explain that when a support system is weak, absent or harmful, the child may do destructive things with his/her life.
- In conclusion ask participants what lessons they learnt from the activity. Ask about their ideas on how they can become a more caring community to support children facing problems? How can communities work collectively to solve children’s protection problems?

participate happily and willingly agree on their responsibility in providing a safe and protective environment to the child in the home as the part of the child’s right.

Note that the pictures of the suns symbolizes “warmth”; the picture of the heart, symbolizes “love” and the picture of the fence symbolizes “structure”.



Method

Same as for Activity F.6.

Activity CM.9: The Community Gift Box

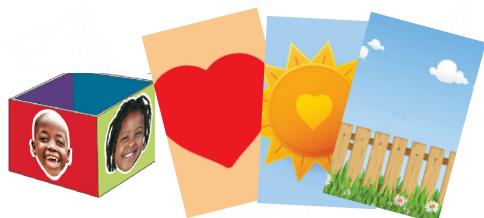


Purpose

The purpose of this exercise is to help community members think about what they can do for children in the community (the gifts they can give to children) to make them feel secure and protected from harm.



Materials



Facilitator’s Notes

This exercise is to remind participants that there are gifts besides money, food and clothing that parents and communities can give children to make them feel loved, secure and protected. These gifts are also their rights. The emphasis is on emotional, social and spiritual gifts. Examples are: love, acceptance, trust, respect, protection from violence and abuse, feelings of a sense of belonging, encouragement, appreciation, attention, guidance, approval, and parent-to-child communication.

This exercise should be carried out in a fun mode to ensure that parents, care givers and caregivers who



Activity CM.10: Community Action Plan



Purpose

The purpose of this exercise is to help community members identify some of the challenges in child protection they face in the community, what actions they need to take to address those challenges in order to ensure a safe and protective environment for children in the community, and how they are going to assess the progress they make in specified time periods.



Materials



Facilitator's Notes

It is important for communities to work and plan collectively so that they can identify what they want to do, who should be involved, the time it will take, and resources required as well as the results they must expect within a specified period.



Method

Step 1: Identifying the issues:

- On the basis of the exercises that participants have gone through, ask them to try and identify three to four key issues of concern that they – as a community – would like to work on and address over the coming 12 months. The Child Protection Flash Cards (the ones indicating child protection concerns) can be used to solicit ideas.

(Communities may, for example, identify the following issues: i) child marriage; ii) verbal abuse; iii) sexual harassment). Record the issues on a Flip chart.

- Place the identified Child Protection Cards on the floor in front of the participants.
- Ask each participant to take a 'voting card' and take turn to 'vote' about which issue they believe are the most critical/serious in their community. Note the number of votes received by each issue on the Flip Chart.
- Make sure to note also the issues identified and the 'level of concerns' by the voting in the monitoring checklist (see Monitoring tool 1: Facilitator's Checklist).

Step 2: Addressing the issues:

- Next, ask participants what they think they can do as a community to address the issues identified.
- In smaller groups, ask participants to develop a plan they would like to carry out in their community (after the workshop/activity) to address the issues identified. Ask each group to work on one issue only (if 3 issues have been identified, divide participants into 3 groups). The plans should contain key activities they plan to do for children. This activity should be achievable, and should rely only on community resources, participation, and commitment.
- Ask each group to come up with the community plan that they would like to have. The plan should include the activities they intend to do, who will conduct the activities, how they will be carried out, and a timetable.
- Ask the smaller groups to report back their community plans to the main group.

- Ask one of the participants to compile a summary of the activities from each group into one community plan, using the flip chart.
- Conclude the exercise by commending the participants for the good work done in coming up with their own action plan and stress that it is up to the participants to decide how they wish to go forward with the plans they developed. They can decide if they want to meet again with the group to plan further about how to start these community activities for children.
- Note that it is up to the community to monitor how the identified issues are being addressed. Note also the timeframe for when there will be a return visit to monitor the status of implementation of the plan and the level of concern of the issues identified.

NOTE:

This activity is one foundational activity for monitoring progress in the community over time in addressing identified issues. For details, see Module G on Monitoring

MONITORING TOOL 1: FACILITATOR'S MONITORING CHECKLIST

1. Location where activities have taken place: Region: _____ District: _____ Village: _____	 first visit  second visit  third visit  fourth visit Date recorded: _____ Name of facilitator /s: _____
2. Information on activities conducted: Activities for Children: Activity C.1: Children's Drawing..... ☐ Activity C.2: Good and bad behaviour..... ☐ Activity C.3: Mapping Safe/Unsafe Areas..... ☐ Activity C.4: Children's Rights and Responsibilities..... ☐ Activity C.5: The Cat and the Bird Game..... ☐ Activity C.6: The Shark's islands..... ☐	3. Information on participants Total number of children: _____ Boys: _____ Girls: _____ Observations of child protection issues of concern identified by children in the community
Activities for Families: Activity F.1: Child Protection Flash Cards ☐ Activity F.2: The Maize Plant ☐ Activity F.3: Child Developmental Ladder ☐ Activity F.4: Boys and Girls Roles Analysis ☐ Activity F.5: Three Pile Child Protection Cards ☐ Activity F.6: The Family Gift Box ☐	Total number of participants: _____ Male: _____ Female: _____ Observations of child protection issues of concern identified in the families:.....
Activities for Community members: Activity CM.1 Child Protection Flash Cards ☐ Activity CM.2: Three Pile Child Protection Cards ☐ Activity CM.3: Tug of War ☐	Total number of participants: _____ Male: _____ Female: _____

MONITORING TOOL 1: FACILITATOR'S MONITORING CHECKLIST

Activity CM.4: Sack of Stones ☐ Activity CM.5: Children's Problems, Our Problems ☐ Activity CM.6: The balloon game ☐ Activity CM.7: Stepping Stones ☐ Activity CM.8: Circle of Support ☐ Activity CM.9: The Community Gift Box ☐ Activity CM.10: Community Action Plan ☐	Observations of child protection issues of concern identified in the community.....
Activities for Teachers: Activity T1: What do we see? What can we do? ☐	Total number of participants: _____ Male: _____ Female: _____ Observations of child protection issues of concern identified by teachers in the school:.....
3a.Community Action Planning: Issues identified by community to be addressed: 1)..... Level of concern (issue 1) (scale 0-30) High Medium.....Low 20-30 10-20 0-10 2)..... Level of concern (issue 1) (scale 0-30) High Medium.....Low 20-30 10-20 0-10 3)..... Level of concern (issue 1) (scale 0-30) High Medium.....Low 20-30 10-20 0-10	3b.Communication Action Planning Activities identified by community to be undertaken addressing the issues identified: Issue 1) actions:..... Issue 2) actions:..... Issue 3) actions:.....

MONITORING TOOL 1: FACILITATOR'S MONITORING CHECKLIST

4a. Monitoring observations - level of current concern of issues 1)..... Level of concern (issue 1) (scale 0-30) High Medium.....Low 20-30 10-20 0-10 2)..... Level of concern (issue 1) (scale 0-30) High Medium.....Low 20-30 10-20 0-10 3)..... Level of concern (issue 1) (scale 0-30) High Medium.....Low 20-30 10-20 0-10	4b. Monitoring observations - Action implementation on-track contained no progress abandoned     Issue 1) actions:..... on-track contained no progress abandoned     Issue 2) actions:..... on-track contained no progress abandoned     Issue 3) actions:.....
5) Other field observations:	6. Significant change Story collection Story collected and attached: Yes  No 

REFERENCES

The tools and exercises outlined in this Facilitator's Guidelines have been adapted from existing community-based facilitation/social mobilization resources and reference materials developed in Ghana and other countries. These include:

- *The Journey of Life* Training Manual for UNICEF Myanmar;
- *Children Are Gifts from God*, UNICEF Pacific;
- Child Protection Policies and Procedures Toolkit by Child Hope, UK;
- Child Protection Training Manual for Teacher Training, by Save the Children UK;
- Facilitators Manual for the Elimination of Worst Forms of Child Labor - National Programme For The Elimination of Child Labor in Cocoa Industry (NPECLC), Ministry of Employment and Social Welfare; Ghana;
- IPC Skills Training Manual for Community Mobilizers, UNICEF Ghana;
- Child Protection Study - Participatory and Qualitative Research, by the Government of Ghana with support from UNICEF;
- "Free to be Me – a Child Protection toolkit for addressing trafficking of children", by IOM Ghana;
- Draft toolkit/manual for child protection/peace building,
- Traditional Games for Child Protection, by "Terre des hommes";
- Draft Positive Discipline Pack by GNECC and Action Aid Ghana;
- Other community engagement resources from Ghana

