

**CHILD
PROTECTION
FACILITATOR'S
MANUAL**

The
CODAGE project



volkshilfe.



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Preface

Community Driven Action for Girl Child Education (CODAGE) is an Austrian Development Cooperation funded project implemented by Palm Corps targeting girl children in and out of school. Its aim is to contribute to gender equality in girls' education in Northern Uganda. The project is implemented in Rhino camp refugee settlement and the host communities in Arua district in northern Uganda. CODAGE project specifically seeks to Improve management and infrastructure of 4 elementary schools in Rhino camp, improve attitudes and parenting skills of 800 parents / guardians regarding girls', increase awareness of girls' rights in education, sexual and reproductive health, and sexual and gender-based violence lastly reintegrate at least 20 school dropouts.

The district currently accommodates about 156,000 South Sudanese refugees. Adolescent girls face many challenges at a critical time in their development and it is important to protect them and hence forth CODAGE project is addressing the girl-child unfriendly school environment as exacerbated by the large number of refugees, extremely overloaded with the number of children and poor school infrastructure e.g. lack of classrooms and inadequate furniture and teaching materials. The projects improve the sanitation and hygiene condition due to few functional latrines and other sanitation facilities especially for girls who are particularly affected and disadvantaged with this situation which affect their retention in school.

This training manual is a great opportunity for all stakeholders who are engaged in working with girls to help them realize their rights and ensure protection from abuse which is essential for pursuing personal goals and dreams from which a whole society will benefit. The manual is heavily modeled around a series of activities for child protection training and in specific we would like to acknowledge the extensive work of Welthunger Hilfe, Crane network in their published manuals.

I thank the PALM Corps CODAGE project coordinator and project staff who have over the time participated in enriching this resource. I also wish to acknowledge Brigitte Berger, Programme Manager, Volkshilfe Solidaritat who has been part of the reviewers of the draft that led to the final version. I trust this manual will be a useful resource and tool for the work of the CODAGE team and education mentors as well as other many agencies and projects concerned with protecting the rights of the girl child in Uganda

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Contents

An Introduction to Child Rights	3
International - Legal Instruments.....	3
Domestic legislation	3
Overview of the Manual	4
Purpose of the Manual	4
Key Information on child protection for adult workers	4
Creating a good learning and interactive session	5
Facilitation methods to be used by facilitators	5
What to do if a child discloses abuse	5
Recording information about abuse reported	6
Welcome and introduction	7
Session 01	7
Understanding child protection.....	9
Session 02 – Introduction to child protection	9
Session 03: Child Protection Definitions	12
Child abuse	14
Session 4: Recognizing child abuse	15
Session 5: Rings of responsibility	18
Session 6: Child Sexual Abuse	20
Session 7: Physical abuse	24
Session 8- Bullying.....	26
The UN Convention on the rights of the child	29
Session 09: The UNCRC.....	29
Creating a safe environment	32
Session 10: - Identifying safe and unsafe situations	32
Session 11: Bribes and Threat.....	35
Session 12: Planning for safety.....	38
Session 13: Feelings and warning signals.....	43
Responding to risky situations.....	46
Session 14: Assertiveness	46

An Introduction to Child Rights

Child rights, like human rights, come from the idea that all people have fundamental rights that they are born with. These rights cannot be taken away because of a person's gender, age, religion, race, ethnicity, or other factors. It is recognized that special protection must be given to children to ensure full, happy, and healthy development without fear of harm or exploitation.

There are a number of international treaties that deal with child rights, the most important of which is the UN Convention on the Rights of the Child (1989). It is the most widely ratified human rights treaty (all but two countries have ratified it) and one of the most quickly ratified. The Convention on the Rights of the Child covers civil rights, family, health, welfare, education, leisure, and culture. It is a comprehensive set of goals developed to promote and protect the lives of children.

However, governments are not the only protectors of these rights but also organizations, businesses, and individuals should all work to ensure that these rights are upheld for all children.

Reading the Convention on the Rights of the Child will give your organization a sense of what basic rights you already work to uphold. It may also give you ideas about what direction to go in the future. There are many different ways to approach these rights, and it takes different solutions and different kinds of players to successfully achieve them.

International - Legal Instruments

- Universal Declaration on Human Rights -1948
 - The UN Convention on the Rights of the Child –UNCRC 1989
 - The ILO Convention 182 on the Worst Forms of Child Labour
 - The ILO Convention 138 on Minimum Age for Employment Admission
 - Two Optional Protocols to the UN Convention on the Rights of the Child -to increase the protection of children from involvement in armed conflicts and from sexual exploitation.
 - The African Charter on the Rights and Welfare of the Child
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- The Constitution of Uganda – it defines child rights, and citizens' mandate to protect children
 - The Children's Act as Amended 2016 – provides a legal and institutional framework for child care and protection
 - The Children's Statute – foresees establishment of secretary of children's affairs within LC structure & family courts at district level
 - The Penal Code – makes one liable for offences against children
 - The Local Government Act – makes district councils responsible for the welfare of children
 - NCC– Now the Children's Authority – for coordination, monitoring and evaluation of all policies and programs relating to the survival, protection, development of a child.

Overview of the Manual

The manual has been developed to be used by education mentors and Staff to facilitate child protection empowerment sessions. It is made up of training sessions with activities to help achieve the purpose of child protection awareness. Each session is made up of activities both indoor and outdoor however these are not written on stone. They can be adjusted to suit context and audience. For better results, it is recommended that the training sessions are done over several days than having more than two in a row.

Purpose of the Manual

To equip participants with knowledge and skills in:

- Recognizing and responding to unsafe situations
- Seeking assistance effectively
- Establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Key Information on child protection for adult workers

For an effective child protection awareness program, the host organisation must have a child protection policy in place. The child protection policy ensures that key issues around child protection are addressed and formalised, so that in the event that a child protection matter arises, the facilitating team would know how to respond effectively. The child protection policy also protects the host organisation, leaders, facilitators/ mentors, as well as the children. The policy must be made available for all people who are interacting with children, allowing them the opportunity to read over it in detail, and to ensure that there is clarity concerning all child protection issues and protocol.

It is essential that all people who will be interacting with the students go through the child protection process. This includes mentors, facilitators, as well as children (adolescents) who will be working as facilitators. The process includes having a child protection policy training, a designated child protection officer and signed declarations

Should a child disclose possible abuse to a mentor, the mentor must record the disclosure, as per the child protection policy, and report it immediately to the child protection officer. The child protection officer will then determine the correct action to be taken.

- Do not take reports of abuse lightly or into your own hands; this could place the child at greater risk
- Always report concerns or disclosures of abuse, regardless of if you think they are true or not
- Remember the confidentiality of the child is paramount, and the concerns must not be discussed with anyone else besides the child protection officer (except in cases where the child protection officer is the alleged abuser)
- The alleged abuser's identifying details should also be kept confidential

Creating a good learning and interactive session

Strategies and activities in child protection education can arouse strong feelings among participants. The activities are therefore designed to emphasize and build on a child's strengths and positive feelings, rather than to arouse fear.

An atmosphere of trust needs to be developed if participants especially children are being asked to discuss feelings and personal experiences openly. A facilitator can help generate purposeful, respectful discussion by:

- Establishing and upholding group rules
- Encouraging discussion and reconciliation if group rules are broken
- Promoting an environment free from harassment
- Being consistent when dealing with participants
- Modelling expected behaviours, for example, careful and active listening
- Maintaining the expectation that children can choose their own level of personal disclosure during discussion, unless information is too private.

Facilitation methods to be used by facilitators

- **Unfinished stories:** Some of these are written in this material but it is important that the names of children in this material get changed if they are the same as children in your group.
- **Group discussions & Games:** An atmosphere of trust needs to be developed if Children are being asked to discuss feelings and personal experiences openly. A facilitator can help generate purposeful, respectful discussion and avoid unpleasant experiences for children.
- **Debriefing:** Monitor the impact of child protection activities on children. It is necessary after activities which could evoke strong emotions, such as discussion of values, personal experiences, unfinished stories or case studies. For example: after a role play ask participants
 - How do you feel after that activity/ discussion?
 - Is there anything else that you want to say?
 - Tell the person next to you how you felt when we talked about...
 - Is there anything else that you want to say?

Note: To have an effective session, it is advisable the facilitators get time to go through the material to be able to identify resources needed and lessons that might need contextualising.

What to do if a child discloses abuse

The guiding principle in responding to any concerns around child protection is that the safety and welfare of the child should always come first. No child should be put at more risk by any action you take. If a young person informs you that s/he is concerned about someone's behavior to them or make a direct allegation you should:

- React calmly
- Reassure them that they were right to tell but do not promise confidentiality

- Take what they say seriously, even if it involves someone you feel sure would not harm them. We know from experience that we must listen to what we are told even if it is difficult to believe
- Avoid leading questions (Say “Then what happened? “Don’t say” Did he touch your leg”). Try to get a clear understanding of what the person is saying to you.
- Ensure the safety of the child or young person. If they need urgent medical attention, make sure doctors or hospital staff know that this is a child protection issue.
- Only contact parents and careers once you have advice and guidance from the organization’s designated child protection staff, manager or external agencies.

Recording information about abuse reported.

The use of a standard reporting form is a sensible way of making sure that you gather all the relevant and important information.

Any concerns, allegations or disclosures should be written down as soon as possible. Records should be signed and dated. It is very important that staff and others never promise confidentiality either to a child disclosing abuse or to an adult disclosing concern about another adult of information about their own behavior. Staff and others must make it clear that they are obliged to follow this policy and explain the possible outcomes that will result from information being given to them.

Records should be detailed and precise. They should focus on what you and the other person said what was observed, who was present and what happened. Speculation and interpretation should be clearly distinguished from reporting.

Any concern, disclosure or allegation is alleged rather than proven at this point. All such records should be treated as confidential. They should only be disclosed to designated staff who have the obligation to report criminal concerns to the appropriate external bodies. This will usually occur as a consequence of the reporting procedure, however if urgent action is required in order to protect children it may be prior to the reporting procedure.

Welcome and introduction

Session 01

Objective: To help participants feel comfortable and get to know each other as soon as possible

Time: 30 minutes

Note: The introductory activity is for children. See introduction activity that applies to both below

It is good practice to help participants whether children or adults to get to know each other's. use the BINGO games to get participants talk to each other.

Give participants a bingo sheet, and instruct them to go around the room and find a person with every characteris5c, every person with that characteris5c should sign the bingo sheet. The one who fills the sheet first wins.

Introduction activity for adults

Someone who has a pet	Someone who likes strawberry ice cream	Someone whose name starts with M, R, T, or D	Someone who likes vegetables
Someone who is wearing something blue	Someone whose birthday is in June or December	Someone who has brown eyes	Someone who has used crutches
Someone who likes chocolate	Someone who has fallen over in public	Someone who likes mathematics	Someone who likes to play soccer
Someone who sings beautifully	Someone who has brothers or sisters	Someone who is wearing something white	Someone who knows how to play an instrument
Someone who knows how to swim	Someone who has been in hospital	Someone who has read the Bible today	Someone who likes to dance

Tell Us About Yourself



- Pass around a bag of candy. Tell the participants to take as many as they want. Once all the participants have candy, tell them that for each candy they took they have to say one thing about themselves.
- For instance, if a participant took 10 candies, they would have to say 10 things about themselves. Note: You can also pass around a roll of toilet tissue.
- Ask the participants to take as many individual sheets or squares as they think they might need (do not tell them the purpose of the sheets).

Understanding child protection

Session 02 – Introduction to child protection

Objective: To introduce the topic of child protection in a fun, non-threatening manner

Time; 90 minutes

Note: The session can be used by both children and adults. Adjustments can be made to suit context.

Activity: - Ballon game



Materials:

- Balloons tied to a string – enough for one quarter of the participants
- Large space that is large enough for people to move around freely
- Pens

Instructions:

1. Count the number of participants and divide that number by four. Ask for that number of volunteers for an activity (don't give any more information than that). Step out of the room with them. They will be Group One. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Tell them nothing else.
2. Request another group of volunteers (same number as group 1) to step out of the room with you. Their instruction is that when the game starts they must each stand by one person with a balloon and protect that **one** person only. They must not talk at all. They are Group Two.
3. Request a third group of volunteers of 2 or three people. Tell them that their task is to pop all the balloons as quickly as possible and they can strategize however they like. They are Group Three.
4. The remaining participants are told to watch. They are Group Four.

Do not inform group 1 or 2 or 4 what the aim of the game is. Only group 3 knows.

The Game

1. Have everyone re-enter the room.
2. Call the group to silence.
3. Instruct group two to stand by the group one people. One-on-one.
4. Call —start the game.
5. The game is finished after one to two minutes. Usually one minute is enough to pop most or all of the balloons.

Debrief

1. Sit all of the participants in a circle.
2. Ask the people with the balloon how they felt during the exercise? Typical comments are: didn't 't know what was going on, frightened, attacked, frustrated, looked for help from someone bigger, didn't 't trust the person standing next to me etc.
3. Ask Group Two: - How did you feel? Typical comments are: frustrated because I didn't 't know what the game was, —didn't have time to prepare, couldn't 't protect the person well

because the attackers seemed to have a plan, thought I could protect at the beginning then had no chance, helpless, didn't 't really know what to do.

4. Ask Group Three —How did you feel?

Typical answers —great, easy to pop the balloons, sneaky they were in more control.

5. Ask Group Four —How did you feel?

Typical answers are —Wanted to do something but didn't 't know what I could do, helpless, entertained.

Explanation Who the four Groups actually represent

Ask the participants if they can guess who each group represents.

Group One - represents children who need protection

Group Two- represents adults who are doing their best to protect children

Group Three - represents those adults who have no regard for child rights and therefore abuse children in a variety of way or those who, through ignorance, allow children to become more vulnerable. Group three can also represent negative actions that can harm children. Although the group, organization, person may believe they are helping the child, through their lack of knowledge on child rights, child protection, and children 's development, their ignorance may lead to negative actions thus causing harm to children.

Group Four represents those people who just watch and do nothing. They may want to do something but don 't know what to do. Or they may not think that something is so wrong.

Ask participants what was needed to stop the balloons from being popped by Group Three?
Some potential responses:

Children

- Need to know what is happening.
- Some have skills to resist but others are more vulnerable (refer to the balloon game -- some ran away and others were caught quickly). Sometimes children team up together and protect each other.
- All need some skills to protect themselves but they are not responsible for protection -- adults are.

Protectors

- Need to know what was going on.
- Need to combine forces and protect as a group not just as individuals.
- Needed to know the tactics of those who intentionally abuse children or need to know how children become more vulnerable.

Abusers

Need to know that their behaviour is not acceptable. Ignorant -- need to know how their actions make children more vulnerable.

Observers

- Must actively participate in protection and not just observe.
- Need to know how to recognize protection problems and how and when they should respond.

Session 03: Child Protection Definitions

Objective: To ensure that children understand what child protection is

Time :1 hour

Note: For adults only

Facilitator Notes: Child Protection consists of reducing risks to children’s well-being, making children’s rights a reality, restoring hope where abuse has occurred and creating an enabling environment that supports children’s positive development.

Explain that the definition consists of four major points. You can write the definition up on a flipchart and underline the points or you can read the definition and go back and point out on your fingers the four major points as listed below.

1. Reducing Risks (or preventing abuse)
2. Making children ‘s rights a reality (or child rights)
3. Restoring hope and a dignified living (or well-being)
4. Creating an enabling environment (or protective environment)



Activity 1: Group Work/Group Discussion:

1. Ask participants what each point means and discuss examples within the local context that illustrate the point.
2. In case you have enough time, break participants into separate groups after each point is discussed and have them explore the issue as a group and come up with local examples. Four groups can be established each exploring one of the four key points.
3. Where time is limited, discuss each point in a plenary session.

Reducing Risks:

- Discuss with participant’s different abuses children encounter.
- Ask participants if they can identify any local responses in preventing those abuses from happening to children. *for example: establishment of child protection committees*

Making Children ‘s Rights a Reality:

- Ask participants for some examples of child rights that as a community they have valued and made an effort to uphold.
- Discuss how as a community they ensure that all children have for example access to education. (Some examples to illustrate may include: reduced school fees, transportation options, feeding programs, making of school uniforms, etc.)
- **Point out to participants that a child protection problem is any violation against a child ‘s rights.** The lack of one right can increase the likelihood of additional child protection problems. Explain to participants that child protection is not only about preventing abuse but responding to abuse when it happens. Every child who has

experienced a child protection problem has the right to be treated with dignity and provided with services to help restore their well-being.

Restoring hope and a dignified living (or well-being)

- Ask participants if they can think of examples within the community where as a community they have responded to a child protection problem to support and restore hope to a child. See if participants can give examples of extreme child protection cases as well as child protection problems that are often not recognized as a problem...for example child participation.

Enabling Environment:

- Ask participants to imagine what their community would look like if children were always protected and safe.
- Discuss the roles of various community members: teachers, religious leaders, police, parents, local council, etc.
- Ask how some of these roles endanger children and discuss what improvements to these roles could foster protection for children.
- Discuss with participants about the local laws and/or traditional practices within the community that may bring harm to children.
- How can these practices protect children?

Children cannot flourish, achieve their rights, and develop fully if aspects in our environment are endangering children. This can be as big as not having a law on sexual abuse, to traditional practices that burn a child for misbehaving, to not having a response mechanism in place when children get lost, to a playground for children that is littered with glass. It can also mean that the driver of our organization or the cook or cleaning person needs to understand what child protection is and how to respond if they see a problem. Where there is a lack of information and understanding child protection problems will continue and be left untreated.

Child abuse

WHAT IS CHILD ABUSE ?



Verbally abusing a child



Teasing a child unnecessarily



Exposing a child to pornographic acts or literature.



Touching a child where he/ she doesn't want to be touched.



Forcing a child to touch you.



Breaking down the self-confidence of a child.



Hitting or hurting a child - often to relieve your own frustration.



Manipulating a child



Not taking care of a child, for example: unclean, unclothed, unfed child



Using a child as a servant



Not listening to a child



Neglecting emotional needs of a child



Making your own child a 'servant' depriving of time for education/leisure



Hitting and ridiculing a child at school



Neglecting a child's medical needs



Neglecting a child's educational needs



Leaving a child without supervision



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Session 4: Recognizing child abuse

Objective:

- Participants identify forms of harm that children might experience
- Participants differentiate between accidental and intentional injuries

Note: This lesson can be used by both children and adults

Time: 90 Minutes

Activity 1: Ice breaker- Balloon game



Steps

- Plan according to the number of participant you have in your group. For example, if it's a group of 12 children, 9 will have a balloon and 3 will remain without it. Materials: 9 balloons: 3 yellows, 3 reds, and 3 blues (you can pick your colours).
- Give one to each of 9 the children (let around 3 stay without a balloon) children will have to follow your instructions.
- Instruct them to throw the balloon to the air and tell the children to hit them with: their head, their leg, their nose, and their elbow, encourage them to not let the balloons fall down.
- Give them two or three minutes to do as you say. Stop the game, and tell children that the ones who have the yellow balloons are out of the game.
- Keep the game going as the children hit the balloon with their forehead, ear, feet, knees, etc. Stop the game and tell the children that the ones that have the blue balloons are out of the game.
- At the end leave just one balloon and let two children fight for it. Play until you have one winner if your program time allows.

Activity 2: Core learning

Steps



1. As you start the lesson, show the children a blank paper and money (preferably use a very low value one).
2. Ask them which one would they prefer as a gift? Let them answer:
3. After they have given their answer, trample on the money and crumple it.
4. Ask again, which one do you still prefer as a gift? Usually most of the children would like the bill better.
5. Explain to them that the money it's just like children. Some have passed through difficult and painful experiences but to God they have the same value and importance, because of the value He put in them.

What we know about the subject of abuse can make a big difference in our lives. Many children go through sad experiences; maybe some of the participants in your group know one or have heard stories. Give one or two volunteers room to share.

Let participants know that abuse can happen to anyone and it's not the fault of the person who was abused. We cannot assume that it will not happen to us, that is why we need to be ready to

prevent it and go away in case of danger.

Notes for facilitator: *check details of abuse and touch at the end of this lesson to help you conclude the activity.*

Activity 3: The right touch: right -me and right people

Step 1:



Read the following statements and ask the participants if it is a **RRR**? Ask participants to clap three times. If they think it's an RRR touch. Ask children not to clap when they think it's not a right touch. As children respond ask them why they think it's right or wrong.

1. A friend of the opposite sex hugs you for a long time
2. At a party your friend cousin comes, introduces himself and shakes your hand
3. Your mom kisses you when you make her happy
4. Your father or care taker hugs you
5. Your teacher asks you to stay after class and rubs your leg
6. Your uncle asks you to sit in his lap like a young child
7. Your mother's boyfriend wants to hold your hand and kiss you when you are alone with him
8. Your doctor examines your body
9. You hold hands with your best friend

Step 2:



Divide participants in two smaller groups after they identify the situations that are right or uncomfortable for them (situations 1, 5, 6, 7). let participants think how could they help someone to respond to that situation in order to stop that uncomfortable touch. Give them time to share their work within the group.

Activity 4: - Evaluation activity



Children should not be abused, what would you do to inform your friends about the types of abuse and how to respond to it? Let the participants think. Some of the ideas you can use if participants do not come out with their own idea are:

Make posters that will communicate:

-  The different types of abuse
-  Messages that will explain about good and bad touch

END

Facilitators Guiding Notes for the session.

Abuse is any behaviour, which aims to control and overcome another human being through the use of fear, humiliation, and verbal or physical assaults.





These are the different kind of abuse someone can face:

- Physical. Can involve hitting, slapping, pushing, kicking, poisoning, burning or others that can cause physical harm to a child.
- Emotional. When you are threatening, often criticized, belittled, treated like others know best, invalidate your opinion, and minimize your emotions like they are not important.
- Sexual. Kissing, exposure or unwanted touch of private parts, unwanted sexual activity, rape, exposure to pornography.
- Bullying. Name-calling, saying or writing mean things about you, when other children use their power to embarrass you, hurt your body or your possessions.

One of the powerful things we need to learn to prevent abuse is to learn how to touch people and receive their touch. Touch is just one of the ways we show others that we love them. Giving a hug, or a kiss can be an expression of love to our dear ones, but we need to learn to do it at the right time and with the right people. However, there are kinds of touch that are not appropriate or can make us feel uncomfortable.

Also there are places on our bodies that are private and not often touched, except when a doctor or a nurse examines us, or when we wash them. But this never happens as a secret. Usually those parts are the ones we cover with underwear or a swimsuit when we go to the beach.

When someone/ an adult want to: Touch us in an uncomfortable way or touch our private parts, we need to say NO! and get away from him or her. We need to tell someone we can trust and **NEVER** keep it as a secret. When you face one of these situations you can:

-  Tell the person you don't like it
-  Leave the place
-  Avoid being with that person again or invite others to be with you in case you need to see him or her again.
-  Look for a trustable adult that you can tell what it's going on.

You are created in the image of God, and just as money does not lose its value, even you may go through difficult things you will never lose the great value you have for God, for him you are always special and his special son or daughter treasure.

Session 5: Rings of responsibility



Activity

Objectives;

- To illustrate responsibility of child protection through simple diagrams
- To explore participants 'understanding of responsibility for child protection

Time: 15-20 minutes

For children

Resources:

- Large flipchart papers; individual paper, markers, masking tape

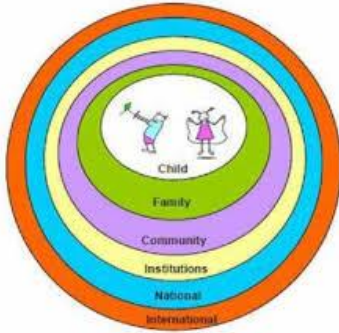
Note: Activity for only adults

Instructions:

- Provide each participant with a piece of white paper and a marker.
- Ask each participant to draw a diagram that would illustrate who is responsible for child protection. Explain to participants that if they were trying to illustrate this responsibility through a diagram or flowchart what would it look like and who would be the key players or stakeholders in their diagram.
- Each participant should try to draw a diagram that represents their thinking.
- Walk around the room and as participants begin to complete their illustration ask 3 to 5 participants to take their diagram and enlarge it on a large flipchart paper. Try to select 3 to 5 different illustrations to encourage better discussion and debate.
- After these participants have enlarged their diagrams have them hang these diagrams around the room and ask each one to present on their diagram and why they view responsibility in this particular manner.
- Encourage discussion and brainstorming after each presentation with other participants in the room questioning the way the diagram was drawn.
- Continue going through each presentation highlighting key commonalities with the diagrams and key differences between each of the diagrams drawn by participants.
- Conclude the session by linking into the Rings of Responsibility diagram and highlighting where some participants had similarities and where others were very different.

Facilitators notes;

- On a flip chart paper, draw a child. Draw 6 circles around the child.
- Explain that there are various levels of protection around children and each ring reinforces one another. Many people are responsible for the protection of children.
- Ask participants who they think the rings might represent. Discuss the varying levels of family, community, institution (school, church, etc), national (country laws), and international. Participants might want to add a layer between institution and national for county, state or provincial laws where appropriate. Families are the basic unit of society.



In almost all cases, the family provides the best environment for meeting a child's developmental needs. In addition to providing care and protection the family is where children learn how to interact with other people, where they discover their family history and the language and customs of their community. In some cultures the family is defined as the child's immediate relatives: their parents and siblings. Elsewhere, there may be a far wider extended family that includes grandparents, aunts, uncles and more distant relatives within a clan, village or community.

Ways of caring for children may vary but almost all societies recognize that the best place for a child is with his or her family.

- Have participants give examples of each of the rings. For example, who in the community supports a particular child? What types of institutions
- There can be breakdowns in any of the rings, affecting the protection of the child. How could one of the rings —break? *Ask for some examples, such as family separation during a conflict, a family moving and having to re-establish community connections, a school burning down, laws protecting children not being enforced by the state, the international community failing to intervene, etc.*
- There are times as well that one of the rings can become a risk factor for a child. Ask participants when this might occur. Some examples might be when a parent abuses a child, when a community discriminates against a child because of the child's ethnicity, when a girl cannot continue going to school because of a community belief, when a child is excessively teased at school and wants to stop going, etc.
- Ask the group who usually comes in to fill the gap when one of the rings breaks down. Often, people say that this is the role of NGOs. *There are many ways that communities formulate their own responses as well (ie/ creating community watch/alert teams during times when the government is abducting children to join the fighting forces).*
- Another important aspect of the rings to point out is the role of the international NGOs (IRC, CCF, Save the Children, World Vision, etc.). Note that the family and community come —before institutional support, or that institutional support can reinforce the support of institutions such as NGOs. International NGOs do not want to take the place of the community or family, or act on their behalf, but rather support existing structures.

Session 6: Child Sexual Abuse

Session objective:

- Participants discuss risks that expose children to abuse
- Participant discuss the impact of child abuse
- Participants explore measures to protect children from abuse and exploitation

Time: 30 minutes

Note: This lesson is a story with learning aims and can be used both with adults and children.

Activity –Amaji’s story



- Divide the participants in to smaller groups according to the number of volunteers available
- Select a leader or a volunteer to read out the story
- Allow time for participants to discuss in small groups
- Address any issues that might arise from the discussion.



Amaji lives with her Mum but visits her father’s house on weekends. Today she walked home slowly. It’s a Tuesday. Every Tuesday Amaji’s Mum goes for a training course after work. The course didn’t finish till 10 pm so Amaji mother came home quite late. Amaji’s older cousin Mike would come over to look after Amaji. Mike was a shift worker. He told Amaji’s mother that he didn’t mind coming over on a week night because he could sleep in the next morning. Mike would make Amaji something to eat, help her with her homework and send her to bed on time.

At first Amaji really looked forward to Tuesday nights. Mike would often bring Amaji and her Mum the latest magazines. Sometimes he would bring Amaji something special like a new toy or a computer game. Once Mike bought Amaji a picture kit for her school project and they worked on it till bedtime.

On Tuesday nights when it was time for Amaji to go to bed she would go upstairs, put on her pyjamas and get into bed. Then Mike would come upstairs and they would read a book or a magazine together. He would always kiss her goodnight on her forehead or face before he turned out the light.

One-night Mike sat on Amaji’s bed and showed her a new magazine. The magazine had pictures of naked men and women. Mike told Amaji it was OK for him to show her these pictures because he was her cousin.

Mike stared at Amaji in a way that made her feel too embarrassed to say that she didn’t like the magazine. The next Tuesday night after they had finished looking at the magazine Mike kissed Amaji on her forehead.

The next Tuesday night after they had finished looking at the magazine Mike kissed Amaji her forehead. The kissing continued to Amaji’s neck and she felt confused and uncomfortable. Mike kissed Amaji’s sexual (or private) parts over her pyjamas. Amaji tried to tell him to stop.

Mike got angry. He told Amaji that this game was special and she was stupid and ungrateful if she didn't play. Mike later told Amaji that the new magazines and kissing games were a secret. If Amaji ever told anyone about their secret the whole family would be disgraced and her Mum might lose her job. Then they would have no money and Amaji would be blamed for bringing trouble to the family.

Amaji started having trouble sleeping. She started having nightmares and didn't want Tuesday nights to come around. Amaji asked her Mum if she could stay at her Dad's house on Tuesday nights. Amaji's Mum got cross. She told Amaji that she was lucky to have such a good and kind cousin as Mike. Amaji started getting into trouble at school. She was angry and tired most of the time. She found it hard to concentrate. Amaji stopped playing with her classmates and hated Tuesday nights.

Discussion based on the following questions: (for children)

- ✚ What type of abuse is this?
- ✚ What did Mike do that was wrong?
- ✚ Did Amaji do anything wrong?
- ✚ How did Mike trick Amaji's mother into thinking he was good and kind?
- ✚ How did Mike trick Amaji into not telling?
- ✚ Do you think this would really happen?
- ✚ In what ways could the abuse affect Amaji?
- ✚ What should Amaji do?

Discussion based on the following questions: (for adults)

- ✚ What type of abuse is this?
- ✚ What did Mike do that was wrong?
- ✚ Did Amaji do anything wrong?
- ✚ How did Mike trick Amaji's mother into thinking he was good and kind?
- ✚ How did Mike trick Amaji into not telling?
- ✚ Do you think this would really happen?
- ✚ In what ways could the abuse affect Amaji?
- ✚ What should Amaji do?

Facilitators Notes:

Child sexual abuse: Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by an activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person

Sign of sexual abuse

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Symptoms of sexual abuse

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempt
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

Session Discussion

✚ What type of abuse is this?

(Sexual abuse)

✚ What did Mike do that was wrong?

✚ Did Amaji do anything wrong?

(No.)

✚ How did Mike trick Amaji's mother into thinking he was good and kind?

(By looking after Amaji every Tuesday, making food for her, helping with her homework and buying special gifts for her.)

- ✚ How did Mike trick Amaji into not telling?
(He said that the family would be disgraced, Amaji's mother would lose her job, they would have no money and Amaji would be blamed.)

- ✚ Do you think this would really happen?
(No. These are threats. Most threats made to children never come true. Threats are often made so that children will be too scared to tell. Then the person can keep on abusing them. Amaji should tell a trusted adult about these threats.)

- ✚ In what ways could the abuse affect Amaji?
(Emotionally, mentally, socially and at school - academically)

- ✚ What should Amaji do?
(Amaji should tell her Mum about what Mike was doing.)

Session 7: Physical abuse

Session objective:

- Participants discuss risks that expose children to abuse
- Participant discuss the impact of Physical abuse
- Participants explore measures to protect children from abuse and exploitation

Time: 30 minutes

Note: This lesson is a story with learning aims and can be used both with adults and children.

Activity –Eric’s Story



Mr Straker handed Eric the note. Eric wished he didn't have to take the note home. Mr Straker was sending a note home because Eric didn't hand in his homework, again. Eric knew his Mum was going to be mad. He had wanted to hand in his homework but he hadn't finished it.

Every night Eric had to look after his little brother and baby sister and put them to bed. His Mum was always busy and she was always tired. If Eric left his brother and sister alone so, he could finish his homework they would start to fight and cry. Then Eric's Mum would yell at him, for a long time. Sometimes Eric's Mum got very angry and while she was yelling at him she would throw things around the room. Once she threw a plate at Eric and it hit him on the face and cut him above his eye.

Eric never knew what his mother would do when she got angry. Once she had pushed him out the back door and down the back steps.

That night Eric's mother had just made a cup of hot coffee. He put the note on the table and went to his room. Eric heard his Mum open the note and start shouting. He heard her chair crash backwards on the floor as she stood up very quickly. Eric was worried. She stormed into Eric's room yelling. She told him he was lazy and stupid and that he never did anything right. She said he was an embarrassment and that he made her life very difficult. Eric tried to explain why he hadn't done his homework. His mother screamed and told him she didn't want to hear his excuses. She threw her cup of coffee at Eric. The hot coffee burnt Eric's arm. He screamed. His mother flew across the room at him and started slapping his face and pulling his hair.

She told him to stop whimpering, then she left the room. The next day Eric's Mum said she was sorry. She told Eric that she'd been having a hard time at work and that he just made her so cross sometimes. She told Eric that if he made breakfast and cleaned it up properly he could go to the park and play with his friends. Eric didn't feel like seeing his friends.

Discussion based on the following questions:

- What were some of the ways that Eric was hurt by his mother?
- Were these accidents or abuse?
- What kind of abuse was Eric experiencing? (Physical abuse. The teacher acknowledges that Eric's feelings and thinking were also harmed and informs students that harm to

feelings and thoughts happens with all kinds of abuse.)

- Do you think that Eric had talked to his teacher or friends about his experiences at home? (No.)
- Why not?

Facilitator's Notes

Physical abuse of a child is the actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents.

Physical abuse may involve hitting, kicking, slapping, shaking, poisoning, pinching, whipping, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sign of physical abuse

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises - in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Symptoms of physical abuse

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, e.g. in hot weather
- Depression
- Withdrawn behavior
- Running away from home

Children are sometimes hurt or injured on purpose by people they know. Although this is often kept a secret, to avoid causing trouble or a 'fuss', it is not acceptable in our community and there are people in schools and in community agencies whose job it is to help people to stop harming or injuring children. Children have a right to be safe from harm and they should TELL someone if they are being harmed.

Session 8- Bullying

Objective: By the end of the session children will be able to:

- Tell what a bully is and how to identify one
- Explain how to avoid bullies
- Discuss what to do in bullying situations

Resources: Red cards for each child and a timer

Time: 90 minutes

Note: This lesson is entirely for children.

Activity 1: introduction to bullying



1. Introduce the lesson and brain storm with participants on the following questions
 - What might a person who bullies other people look like?
 - What are some things that a person who bullies does to hurt another person?

Read the facilitators notes at the end of this lesson to help you summarise this activity.

Activity 2: Fish bowl



Steps

1. Create two circles. I.e.: The inner circle and the outer circle.
2. The inner circle should be made up of 3-4 volunteers that will form the leading panel.
3. The outer circle can be bigger. The role of the outside circle is to listen and learn. If anyone from the outside circle wants to contribute they are to vote out and replace one person from the inner circle.

Note: For the exercise to be effective, use the set of questions provided for below, the facilitator should be the modulator and each child should give a red to be able to vote out and join in the discussion.

Panel questions for discussion:

- Why would you stand against bullying?
- Why is it harder to stop non-physical ways of bullying?
- Do you think it is wise to get back at the bully? Why or why not

Activity 3: Response plan



What do you think would be the best actions to take to stop someone bullying given the situations below?

- You go into the toilets and you see some other students using insults and put downs to bully a classmate. Your classmate is very upset.
- You are walking home from school and two high school students start to follow you. They come up close and one grabs your arm and twists it. They tell you to give them some money and threaten to hurt you if you don't. There is no one else around.

- A child in your class always calls you names and makes fun of you when the teacher is not looking.

Discuss the consequences of each action

The leader sensitively suggests alternative strategies if those offered are unrealistic or unsafe.

End

Facilitator's notes

1. What is bullying? *Bullying is repetitive, ongoing and kept a secret. It hurts or harms a person and includes putdowns, threats, frightening or ignoring (excluding) a person. It is different from disagreements or one-off conflicts.*

- **Verbal bullying:** *Name calling, persistent teasing, mocking, taunting and threats.*
- **Physical bullying:** *Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.*
- **Emotional bullying:** *Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.*

2. How do bullies look like? *A person who bullies others looks just like anyone else. Bullies can be large or small, boys or girls, have lots of friends or few friends, can feel good about themselves, can be good or weak at school work and sport and can come from any kind of family.*

3. What do bullies do to hurt another person?

“These can include physical abuse, threats, putdowns and ‘leaving others out’ of social activities to hurt their feelings intentionally.

4. Why would you stand up against bullying? *Bullies often pick on people over and over again. This makes them:*

- *feel afraid, stressed, depressed, or anxious*
- *have thoughts about suicide or hurting themselves*
- *have trouble with their schoolwork*
- *have problems with mood, energy level, sleep, and appetite*

5. Why is it harder to stop non-physical ways of bullying? *It is harder to prove that bullying has happened and that it was meant to hurt you. Often a person feels too sad to even talk about what was said or done to them.)*

6. How do bullies look like? *A person who bullies others looks just like anyone else. Bullies can be large or small, boys or girls, have lots of friends or few friends, can feel good about themselves, can be good or weak at school work and sport and can come from any kind of family.*

What do bullies do to hurt another person? *These can include physical abuse, threats, putdowns and ‘leaving others out’ of social activities to hurt their feelings intentionally.*

Actions to take to stop someone bullying.

- *Ignore the bully. Go and talk to, or stand with other people.*
- *Don't react.*
- *Pretend you don't hear or know about what the bully is doing or saying.*
- *Don't name call back.*
- *Be confident and happy with yourself. Then you can ignore what the bully says, and the insults won't matter. They are probably not true.*
- *Don't show that you are upset and insult the bully back.*

Try to:

“ Agree with the bully - “You might think that”, “That’s your opinion”

“ Stand up for yourself - “You’re annoying me, stop it”

“ tell the bully to go away.

Try not to:

“ Cry

“ show that you are angry

“ sun straight for the teacher

“ think that something is wrong with you.

If these strategies don't work, speak out about the bullying to teachers, friends and parents.

The UN Convention on the rights of the child

Session 09: The UNCRC

Objective:

- Participants will get basic knowledge about The United Nations Convention on the Rights of the child and their responsibilities.

Time: 90 minutes

Note: Session is for both children and adults.

Activity - Core learning



Brain storm on: What a right is? - Explain to participants—a right is an entitlement we get when we are born. In Uganda, a child is any one between 0-18 years. There are many laws and treaties that protect children and young people but one of the most important is the UNCRC.

The CRC is a set of international laws written by an organisation called United Nations. These laws were written to safeguard the rights of children.

What is a convention? A convention is an agreement between countries to obey the law.

Uganda signed the CRC on August 17, 1990 and therefore agreed to up hold the rights children and young people.

Ask if anyone knows them? Write on a flipchart. Explain that there are 4 categories of rights: – explain each category

- Survival rights. (having your basic needs met)
- Protection rights (being kept safe from harm)
- Developmental rights (education and experience that allows you to grow up into an adult)
- Participation rights (being kept safe from harm)

Activity -Scavenger hunt



Steps

1. Before this activity, hide posters 2-10 around a given space. The activity works well if only a few of them are very well hidden. The others should be spread out but not too difficult to find.
2. Put poster one in plain site to enable you to model how to fill in the answer sheets.
3. Model how the learners match the numbered posters to the correct number on their answer sheets.
4. Now explain that they can either paraphrase the poster, write the key words or draw what the poster is trying to say (this is their choice).
5. Allow the participants to race to finish the scavenger hunt. They should be able to keep the answer forms for further information on other activities. The winner is the first person or team to return with the form complete.

6. Talk through the UNCRC with participants and discuss what denial of these rights would mean to children.

Activity



The participants have a good idea of their rights, and what they can do if they think they are being violated. However, they may not have considered their responsibilities. Explain to children that being responsible means you play part to make things happen.

- Ask volunteer to think about children's responsibilities at home and why it is important.
- Divide children into smaller groups, and give each group a category of rights or let them make a choice. For the right they have chosen, what do children think their corresponding responsibilities are?
- Children should discuss their ideas in their group, and write them down. After a few minutes, encourage students to share their ideas.

Note for facilitators:

Make additional responsibilities to what the children have. Some ideas are from the ACRWC every child must have responsibilities towards his/ her family, society, country and world. The ACRWC (Art.31) specifies the following responsibilities of children.

- To work and help family stay together, respect parents, elders and assist them when they need you.
- To serve your nation in using both your energy and mind for the benefit of your community!
- To make sure that what you do and say, helps your country.
- To know your culture and share it with others as long as it does not harm you.
- To preserve and strengthen the independence and integrity of his /her country.
- To contribute to the best of his/ her abilities at all times and at all levels to the promotion and achievement of African Unity.
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Activity – Story time



Dana was nine. Many people lived at her house including Dana's Mum, her Mum's friend, her Aunty and her two younger brothers and sister. If none of the adults was at home it was Dana's responsibility to take care of her younger brothers and sister. Dana had to make their breakfast and cook their dinner. Dana was expected to clean up all the mess the children made. On the weekends she had to wash and iron the clothes for all the family. Dana never had time to play and was often hungry. Dana had no one at home to talk to. Her Mum was never around. Her Aunty always told Dana that she was 'stupid' or 'lazy' and said she was 'painful to have around'. Dana felt sad, tired and very alone.

Discussion based on the following questions:

- What were Dana's responsibilities at home?
- Were these responsibilities fair?
- Were Dana's rights respected?
- What actions or behaviours took away Dana's rights?
- Is this a fair or OK way for Dana to be treated?

Creating a safe environment

Session 10: - Identifying safe and unsafe situations

Objective:

- Participants will identify the people, places and things that may pose a risk to children's safety.
- Participants will explore appropriate safety strategies. They will identify choices made and the reasons for choices and action.

Note: The lesson can be used by both children and adults

Time: 90 minutes

Activity 1: Safe People:



Children need to be aware of their personal safety. They must be able to identify the people, places and things that may be a source of danger to their personal safety. They also need to recognise the people they can talk to if they have a problem.

Steps:

1. Ask the children to think of people who can help them when they are having some of the sad or worried feelings, encourage children to think of trusted adults who they know e.g. parent/carer, teacher, mentor, grandpa, social worker etc
2. Sometimes when we have a worried or sad feeling we may think being on our own is the best choice, reinforce to children that it's important to talk to someone safe about how they feel, rather than making an unsafe choices remind children of Henry's story and the choice he made.
3. Ask each child to look at their hand, hold their thumb, and for each of their fingers think of one person they can go to for help. This activity can be extended by drawing around a hand and writing the names of the people on the hand or using our hand outline template.

Activity 2: Safe Places



1. Outline a number of places from the community where the training is taking place for example: Market, police, bar area, saloon, town center etc– try to relate to locations of these places and more. If possible you could project pictures of these places.
2. Ask the participants to vote on each of the locations: hands up if they think it's a safe place, thumbs down if they think it's an unsafe place to go to if they needed help.
3. When the voting is complete look at the pictures or the locations with the highest number of votes and ask the children why they think these locations are safe/unsafe and what kind of help they think they could get?
4. Discuss if there is anything that can make any of the safe places become unsafe at certain times, e.g. other people who use the places

Activity 3: Staying safe advice Heart jigsaw –instructions



1. Give each person one single piece of the jigsaw (ensure that pieces that fit together are not next to one another).
2. Explain that everyone is to write down one person or organisation that could help them while in danger or risk of abuse (these could be names of NGOs, specific roles or people).
3. Now allow everyone to stand up and find other people to make their completed jigsaw.
4. Ensure that once they have done this, they colour the jigsaw pieces whilst discussing how they could potentially contact the people they have named.

Note: Find pieces of the Jigsaw at the end of this lesson.

Activity 4: Evaluation - Story Time



Maureen is 14 years old. She loves spending time with her friends and going to school. She wants to become a nurse when she is older. Sadly, she lost both of her parents to HIV/AIDS last year. Luckily, her aunt and uncle agreed to take her to the village to become part of their family. However, in her new home Maureen has not been given a chance to continue with school. Instead, she has to stay at home to look after the younger child and do all the household chores. One day her uncle beat her terribly because she had delayed at the well. Maureen tried to explain why she had delayed but no one wanted to listen to her. Maureen wants to go back to her old home and school but she has no one to take care of her there.

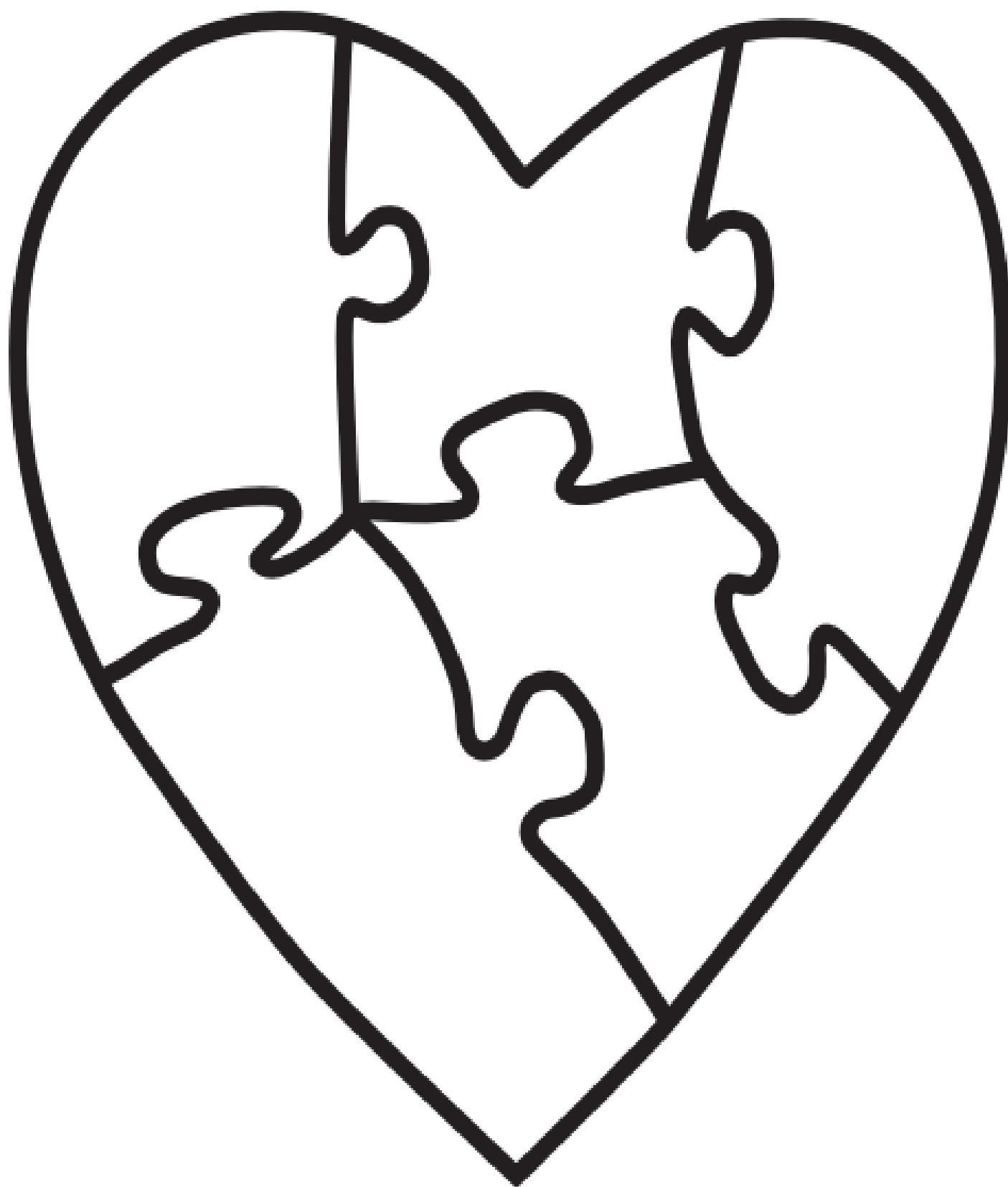
1. What does Maureen need protection from and why?
2. What is likely to happen to Maureen if she is protected?
3. Which people do you think can offer support to Maureen.

Facilitator's Note:

Inform children that

- Adults have a responsibility to care for and protect children.
- When you are at school, teachers and other staff have a particular role or duty to care for children. They must keep them safe.
- As children get older and are able to do more things by themselves they should also try to protect themselves as much as possible and to ask for help from adults when they feel unsafe or if they need help.
- Information can also help us to keep safe and healthy. (Knowing home telephone number and address, knowing a parent's work telephone number, knowing how to use a helmet correctly, knowing emergency phone numbers.)
- 116 is a toll-free number used nationally.

End



Session 11: Bribes and Threat

Objective: The session is for participants to learn about bribes and threats from abuser and explore ways of keeping safe.

Resources: Manila, Balloons, Markers " CD player and a roll of threads

Time: 90 minutes

Note: The session is for both children and adults

Activity 1- Balloon Burst

Steps

1. This is an outdoor activity but can also be done indoors. Demarcate a play area either in a rectangle or circle
2. Invite participants to play. You could divide them in groups if the number is bigger.
3. Give each Participant a balloon and Instruct them to tie the balloon on their ankle. They are to dance to the beat of the music and protect their balloon (child) from getting bust by the enemy.
4. Play the game until few participants remain in the circle.
5. Summaries the activity by asking the team the following questions
 - How did you feel about the game?
 - Ask survivors the tricks they used to survive
 - Ask participants how they felt when their balloon got bust

The activity is to help participants understand that children and young adults are vulnerable and at risk and that they need caring adults to protect them.



Activity 2: Core learning

Step:1 Facilitator explains - Understanding what a bribe and a threat is, important to helps us identify people and situations that can put our lives at risk. To have a clear picture, let us start with understanding “**Gifts**”

Step:2 Ask for one or two volunteers to share about a time they got a gift, who gave it to them, how they felt, why they were given a gift and how they showed their gratitude to the person who gave the gift

Step: 3 Ask- Do others expect you to do something for them when they give you a gift? If so, what?

Step 4: Explain that often it is polite to show gratitude by saying thank you. Sometimes however people with wrong intentions might bribe you with a gift and in turn expect you to do something which is not ok or what you are not comfortable with. Children need to be careful about who gives them gifts, for what reason. Very often that the perpetrator will find it easy to threaten you because of the gift. You need to understand when a gift is used as a bribe.

Activity 3: Discussion

Read out the following questions to the group for discussion



- Who do you tell someone is bribing you with a gift? (* When favors are being asked in return to gifts given,
* *When you are asked to keep it a secret, when you feel uncomfortable about the gift or someone giving you the gift.*)
- Is it OK or fair that when you receive a gift that you are expected to give a gift or favour in return?
(Real gifts are given freely with no conditions or expectations. It is not OK or fair if another gift or favour is required in return.)
- if someone gives you a gift for no reason at all should you have to do anything in return?
(No. That person chose to give you a gift. They did not have to. Real gifts are given freely with no conditions or expectations. It is not OK or fair if a favour is required in return.)
- If someone *promises* that they will give you a gift, but only if you will do something for them in return, is this really a gift?
(No. It is not a gift because gifts are given freely. There should be no conditions or expectations before you can receive a gift.)
- What should you do if this is expected but you feel uncomfortable or unsafe? *
* *(Talk to a trusted adult about it. You have a right to be safe and have your body and feelings respected.)*
- Mention any likely traps set using gifts and bribes that young people in your community have scammed to. *(Defilement, trafficked, child sacrifice, cheap child labor)*

Activity – Evaluation – story time

Brodie had been visiting Norman for as long as she could remember. Brodie and Norman got along well. They both loved to exercise and keep fit. Norman called Brodie his ‘**special girl**’. He had given her expensive exercise shoes and designer label track suits and exercise gear. All Brodie’s friends thought she was very lucky. Sometimes Norman would take her for a long run to exercise with him. Norman had a bad back and often went to the local medical centre to have it massaged by a physiotherapist. For a special treat he would pay for Brodie to have a massage after their long run. Brodie felt safe, secure and very relaxed as she had her back, arms and legs massaged. Norman told her to keep the massages a secret because they were expensive and her Dad might not approve.



When Brodie was ten she started to stay at Norman's house when her Dad had to work late. One day after a long run together they returned to Norman's house. Norman asked Brodie to give him a massage. Norman asked Brodie to massage the sexual parts of his body. Brodie was confused and felt very uncomfortable. She didn't want to do this because she knew it was not OK. Norman told Brodie that she was his '**special girl**' and he had always given her special things. He said that because she had always taken his gifts Brodie should now do what he wanted. Brodie knew she should say NO and TELL about this situation but she was worried. Norman told Brodie that she couldn't tell anyone because she would be in trouble with her Dad about the other massages she had been having at the medical centre.

Discuss the following questions:

- Was Norman's behaviour OK?
(No.)
- What do we call Norman's request that Brodie massage his sexual parts?
(Sexual abuse.)
- Were the massages Brodie had from the physiotherapist at the medical centre safe? Why?
(Brodie felt safe. The parts of her body that were massaged were not private parts.)
- What bribes did Norman use?
(He gave her gifts but expected something that was not OK in return.)
- What threats did Norman make?
(He told Brodie that she would be in trouble with her Dad if she told.)
- Was this threat true?
(No. Brodie's Dad might be upset but Brodie's safety would be more important to him.)
- What should Brodie do?

Session 12: Planning for safety

Objective: - By the end of the lesson, participants will be able to assess and identify safety risks and will be able to brainstorm strategies that can be put in place for their safety

Resources: Flip charts and Markers

Time: 90 Minutes

Note: Session is applicable for only children but can apply to adults with adjustments.

Activity



1. Divide participants into manageable groups. Assign or ask the group to construct plans for one of the following situations. Situations may be written, in advance, on a chart or on the board. Provide time for each group to present their plans to the whole class.

Situations

- A. You are having an end of year party. Plan who to invite and what you'll need to do to make sure you have a successful party
- B. You are going on an early morning fishing trip and are being picked up at 4 am. Plan what you will need to do and take.
- C. You are going for a one week's camp in the forest by the water. Plan what you will need to be able to survive.
- D. Your school is asking you to take lead in organizing a camp fire. Please share your plans.

Facilitators Notes: Highlight common features and reinforce where participants have anticipated possible needs. Ask the other groups to comment about the presentations. For example, you could ask: **Is there anything you could advise them to add on their plan, are they safe etc– remember to keep in line with the objective of the session.**

Explain to children that If your parents are going to trust you to do something on your own without their supervision, you need to show that you know how to keep yourself safe. For example:

- Can you follow safety rules?
- Can you avoid dangerous risks?
- Can you use safety strategies?
- Are you aware of your surroundings?

Activity 2: Story Time



Bujji and Akilu were close friends. They were responsible and usually took care to think about their safety.

Yesterday was their end of year party at school. They both prepared and got ready. They planned that since the party was ending late Bujji would sleep at Akilu's home as it was closer to school. They were feeling excited when they left to walk to school. Akilu's older brother said he would walk up to meet them at the school when the dance finished if they phoned him. The dance was fun but when it was over Bujji and Akilu realised they didn't have the contact of Akilu's brother or money to call their house.

They decided to walk home although it was late. They had gone a short distance when a well-dressed man pulled up in his car beside them. Akilu had seen the man in the neighbourhood before.

He told them that his youngest girl had just run away from home. He begged them to get into his car and help him find the girl. He said that three sets of eyes were better than one and he had no one else to help him. Bujji and Akilu politely said NO. He promised it would only take a few minutes, then he'd drop them home. He promised he was an honest man and was only concerned about his little girl. Again, they told him that they couldn't go with him in his car.

The girls felt a little scared. Bujji was particularly concerned and she knew that it was getting dark and no one knew where they were or what time they would be home. This man was pressuring them to do something that could be unsafe. He finally gave them his telephone number so that they could call him if they came across the girl.

Discussion based on the following questions:

- What was Bujji and Akilu Tegan's relationship with the man in the car?
- Were they at risk, or in an unsafe or threatening situation?
- What signs (internal and external) could Bujji and Akilu trust to help them know they were unsafe?
- If the stranger in the car was honest and fair how would he act?
- What could Bujji and Akilu have done?
- What plans could Bujji and Akilu have made for their safety before they went to the dance?
- If the man in the car had harmed Bujji and Akilu would it be their fault?

Group Activity

Ask children to get back to their groups and write a safe ending to the story. The story could end with lessons about safety learnt from the discussion. Give children time to share their story.

Facilitators guide

- What was Bujji and Akilu Tegan's relationship with the man in the car?
(He was a stranger. Despite having seen him around and despite the details he told them, neither they nor their families knew the man.)
- Were they at risk, or in an unsafe or threatening situation?
(They could have been.)
- What signs (internal and external) could Bujji and Akilu trust to help them know they were unsafe?
(Bujji had warning signals and uneasy feelings. The girls were isolated and the man was being overly familiar. He was taking advantage of their kindness and desire to be helpful. He was using pressure to get them to break safety rules.)
- If the stranger in the car was honest and fair how would he act?
(He would respect Bujji and Akilu's feelings, their right to be safe and their right to say NO. He would understand that they could not risk their safety and had to follow their safety rules.)
- What could Bujji and Akilu have done?
(They could say NO loudly and firmly. They could have used the broken recording strategy and started to GO. They could GO to the nearest family house or a safety house or to a shop that was open. If the man followed them they could shout to get attention. They should TELL someone as soon as possible about the situation.)
- What plans could Bujji and Akilu have made for their safety before they went to the dance?
(They could have found out what time the dance finished to make it easy for Akilu's brother to meet them. They could have planned where they would ring from, or they could have taken a phone card, change or a mobile phone. They could have planned what to do if they were unsafe or threatened.)
- If the man in the car had harmed Bujji and Akilu would it be their fault?
(No. Any intentional harm is not OK behaviour. It is abuse and would be the fault of the abuser. The man in the car is responsible for his behaviour.)

Scavenger Hunt

Find all ten posters and copy key fact from each

1.

2.

3.

4.

5.

6.

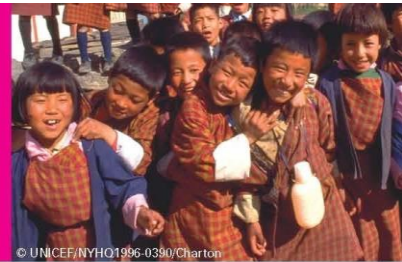
7.

8.

9.

10

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.
Go to www.unicef.org/crc to read all the articles.



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Session 13: Feelings and warning signals

Objective:

- To help children gain an awareness of a range of feelings.
- To help children recognise their emotions and learn how to handle them

Time: 45 minutes

Note; Session is for only children.

Activity 1- Play Statues:



steps

1. Have some music, a drum or simply sing. Have a list of emotions ready for display
2. Ask participants to dance to the music, then stop the music and call out a feeling. Participants will act out the feeling with their whole body and face, holding the position they select just as a statue.
3. Point out someone who is expressing it really well, and ask the participants to look at him or her. You can use the emotions cards included in this lesson to mention those emotions out loud.

Alternatively, participants in small groups, identify at least one feeling word for each letter of the alphabet. Encourage participants to discuss the meaning of each feeling word they write.

Activity 2: - Core learning



Feelings and warning signals give us messages about being safe. We need to understand and act on these messages especially when we feel uncomfortable or feelings get confusing. Nobody can help having feelings; they are part of everyone. We feel different things all day long as different things happen to us.

- Sometimes we feel sad; **ask the group if they can think of anything that could make them feel sad.** (You could give examples such as when someone we love goes away).
- Sometimes we feel happy; **ask the group to give you some examples of things that make them feel happy.**
- Sometimes we feel scared, angry, guilty, lonely or any of a huge range of emotions, like the ones we acted out earlier.

We don't always feel the same emotions as others, even in the same situation. What makes others feel happy may make you feel sad. When we experience these feelings sometimes we can feel it in our bodies.

Sometimes we have headaches if we are angry, shaky legs if we are fearful, tears when we are sad. **Have you experienced these things?**

Activity 3:

Steps:



1. Take 4 of the emotions cards (happy, sad, excited, worried) and put them in the four corners of the room.
2. Read the scenarios one by one, telling the participants to go and stand in the corner with the emotion they would feel in each of these situations:
 - You are having posho and beans for dinner every day this week
 - You are asked to perform a dance and sing on your own in front of your whole school
 - Your parents tell you that you are moving to a new town next month
 - Your teacher gives you a surprise maths test
 - You have to go and stay with your grandmother for the school holidays
 - The colour of your school uniform is changed to pink
 - You find a really big snake outside your house
3. Pick some of the scenarios which had the most different responses and discuss with the participants why they responded differently. Explain to participants that we are all different and we will have different feelings. We should know that it is ok to feel differently about things than others do, and also understand that others may not have the same feelings as us.

Inform children that when someone has two feelings at the same time it is called *mixed feelings*. This is when two or more opposite or different feelings are experienced at the same time. (eg I am *nervous* that I have to speak at assembly but *proud* to have been asked. I *like* my aunty but I feel *uncomfortable* when she wants me to sit on her lap.)

God created us and he created feelings; we should not be ashamed of our feelings. What counts is what we do about our feelings. We can all learn to show our feelings in ways that are helpful to us and to others.

Activity: 4



- Look again at the emotions cards. Ask children Which of these feelings are difficult or hard to deal with? (The children might mention sad, angry, scared, embarrassed, worried).
- Take time to talk about the ones which the children mentioned. What do they do when they have those feelings? What ideas do they have about what they could do? Some ideas are below to help your discussion.
 - ✚ Remember it's ok to have those feelings and to express them.
 - ✚ Take deep breaths and give yourself time to think about how you are feeling
 - ✚ Get ready to leave if your feelings are telling you that you are not safe
 - ✚ Talk to someone about it, you don't have to keep the feeling inside you
 - ✚ Talking to others can help you feel better and help you find ways to solve your problem

Activity: 5



If you still have time or the group is finding it difficult to talk, share one or two of these stories and ask the children for ideas of how the children in the stories should respond.

1. Sarah's mother beat her because she had not finished cooking the meal in time. Sarah had not finished because she had to take care of her little brother who was feeling sick (she feels sad). What do you think she felt?
2. Fiona has a maths test at school and she is really worried and nervous because she does not understand what they have been studying in maths class for the last few weeks. How would you feel if you were Sarah?
3. Grace's friend made fun of her because she is not a fast runner, and the whole class laughed at her (she feels really embarrassed). How would that make you feel?
4. Timothy's brother borrowed his school bag without asking him and then he lost it. Timothy is so angry and wants to fight his brother. Is Tim justified in his reason? Why?

End

Responding to risky situations

Session 14: Assertiveness

Objective:

- Participants will learn what assertiveness is, and how it can help them in their lives.
- By the end of the lesson they will also have learnt how to differentiate between a passive, aggressive or assertive response.

Time: 45minutes

Note: Session for children only.

Activity - The cotton game-



- One child plays this game at a time. Divide the children into two teams. Let them take turns according to the letter their name begins with (alphabetically).
- You will need some cotton balls or balls of scrunched up paper and a spoon. Players take turns to be blindfolded and then try to pick up a cotton ball with the spoon and carry it across the room and drop it into a bowl.
- The team will instruct the player where to go, and how close he is from the bowl. Players will take turns and the team with the most cotton balls in the bowl at the end wins the game.

When you have finished, ask the children if they found the activity easy or hard and whether they felt that the team gave them good instruction. Explain that communicating clearly is important and this is part of being assertive.

Activity -Core learning



Facilitators 'notes: Assertiveness is being able to speak out **clearly, openly** and **directly** about your rights, feelings, thoughts or needs while respecting the rights of others. Every day, we're in situations where being assertive can help us — like approaching a teacher with a question, or contesting for a leadership position. To be assertive means I know I have a right:

- Refuse requests without having to feel guilty or selfish
- Ask for what we want or need
- Be listened to and taken seriously
- Say “I don’t understand,” “I don’t agree” or “I don’t like it”
- Ask for information

Being assertive also means that we recognise that others have the same rights and we need to treat them with the same respect and consideration we want to be treated with.

Students need to learn the skill of assertiveness to get in position to communicate effectively in speaking up for their rights and those of others.

What behaviours/attitudes reflects assertiveness?

1. **Use body language:** Making eye contact – When you want people to listen to you, it is good to look into their eyes without staring rudely and without looking away.
2. Having a facial expression that is consistent with your message.
3. **Make your request short and easy to understand.** Remember that it's not about the other person; it's about you. So communicate in a positive way which focuses on yourself rather than the other person. For example, instead of saying, "You are a thief; you took my pen and you didn't give it back!" say, "Can I have my pen back please?"
4. **Using polite language** that is both definite and respectful, such as, "Excuse me!" "Please stop!" "I need your help!" "I'd like to sit here too." "I'd like to join the game."
5. Making your voice loud enough to be easily heard and positive instead of soft, hesitant, or whiny.
6. **Managing space** – Move away from someone who you want to stop bothering you. Move closer to someone who you want something from.

Assertiveness is a skill everyone can learn, even if you are a shy or a quiet person. It helps you to communicate with others in the right way. People listen to you better and bother you less when you communicate with an assertive attitude.

Activity



Divide the participants in to small groups and encourage discussions using the scenarios given below to facilitate learning. But first, explain the words to the participants and the different ways we can respond when something upsets us:

- We can be **aggressive** (being mean) and do something to hurt another person (their body or their feelings) or use force or threats to make somebody do something they don't want to do.
- We can be **passive** go along with what someone wants us to do even though you'd rather do something else.
- We can be **assertive** (Strong) being nice and respecting the other person while standing up firmly for yourself (your rights, your interests)

Situation one: Paulo has been seeing Juanita for about one month now. Paulo wants Juanita to come to his house; his parents are not home. Because he often talks about getting into a more physical relationship, Juanita is feeling pressured to be alone with Paulo. She tries to speak about her feelings a few times, but Paulo keeps interrupting her. Juanita, her head down, finally says to Paulo, in a soft voice, I know you'll think I'm silly, but Paulo interrupts again, approaches Juanita nose to nose, and says loudly with his hands on his hips, "You are silly, and not only that, you are childish too!" Juanita hangs her head down, looks at the ground, and agrees to go to Paulo's house.

- Is Paulo's behaviour passive, assertive, or aggressive? (Aggressive)

- Why?
- What did Paulo do to make you decide he was aggressive?
- What did he say? How did he say it?
- Describe his body language.

(Answers might include; body language - moving closer to her & occupying her physical space; standing nose to nose or with hands on hips interrupting, speaking in a loud voice, insulting her by calling her childish)

Is Juanita's behaviour passive, assertive, or aggressive? (Passive)

- Why?
- What did she do to make you decide she was passive?
- What did she say? How did she say it?
- Describe her body language.

(Answers may include: Body Language; head down, soft voice, Giving in to the will of others)

As participants that have learnt about protection, what advice would you give to other people like Paulo and Juanita to help them out of that situation.

Situation two: Tana has been upset with Kamel. When she sees him, she says, "Kamel, I need to talk to you right now. Could we talk where no one is around?" Moving to another room, Tana sits straight with her hands on the table and looks Kamel in the eye. She says in a calm but firm voice, "I have thought about your suggestion for our date, but I feel uncomfortable about it. I think we need more time to be close friends before being alone. I really like you and I know you'd like for us to be alone, but I'm not ready for that yet. Is that OK with you?"

- Is Tana's behaviour passive, assertive, or aggressive? (Assertive)
- Why?
- What did she do to make you decide she was assertive?
- What did she say? How did she say it?
- Describe her body language.

(Ideas might include: Spoke in calm, firm voice. discussed her needs; made her feelings clear Checked to see if he was comfortable with her statements. **body language**; she faced him, looked him in the eye)

Activity Facilitator's note:

- Print the set of cards, “How do you respond?” and the signs for **passive, aggressive** and **assertive** included in this lesson.
- Give the children one card each, and ask them to take it in turns to read. Ask the children to identify in each statement the form of response to the problem (passive, aggressive or assertive). Use masking tape to stick the situation card to the sign for passive, aggressive or assertive.

Situation 1: Subi, one of your classmates has started to call you names and it's bothering you. In the beginning you thought you could manage, but every day he is making you feel worse and worse. How did Subi respond?

Situation 2: Your sister Ruth is always taking your things and losing or breaking them. You got really upset last week when she got your favourite toy and broke it. How did Ruth respond?

Situation 3: Your mom always sends you to the shop, late at night, lately it has been scary as some drunkards have approached you. You don't know how to tell your mom. How did you respond?

Situation 4: Mike has very good friends, he enjoys playing with them, he is not very talkative so every time they play or decide something he gets the last place. This makes him feel sad because he also wants to be considered and have the chance to be the first one or decide what they will play. How did Mike respond?

As the children finish sharing their cards, ask them:

1. What things do the responses in the different categories (passive, aggressive and assertive) have in common? If time allows ask the children:
2. How do you think you can get what you want in a good and positive way?
3. Which way is the most effective?
4. What can happen if you communicate in an aggressive way?

End

Subi, you are a bully! I'm going to tell the teacher and my mom and you will be punished. You better stop before you get in serious trouble.

I will not do anything, I think he is bigger than me and has lots of friends. I better keep quiet and ignore him. I think I can get used to it .

Hello Subi! I really enjoy having you as a classmate but I don't like it when people call me names. Please stop. I would really appreciate it.

Ruth, please stop taking my things without asking first. I can share with you but I don't like when you take my things without my permission. Would you do that for me please?

Ruth, I am sick of you! You always take my things without my permission, you know I am going to do the same and tear that doll that you like so much.

Mom I'm not going to the store any more, send another person because I'm not going anymore.

Mom, lately when I go to the shop at night, I feel afraid of the drunkards that are around bothering people. I want to help but please send someone to go with me, that will make me feel more secure.

Mom my stomach hurts. The next day you tell her your head hurts and start making excuses every time she asks you to go to the shop.

I love playing with you, it's so much fun. Sometimes I feel you don't consider my opinion, so I would really like it if we all can participate and give our suggestions. That will make it much more fun.

You all are very unfair, you never listen to me and always want me to do what you want. I'm not playing with you anymore.

I'm not doing anything, maybe if I tell them something they are not going to invite me to play with them anymore.



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