

CHILD PROTECTION

Supplement



AFLATOUN
INTERNATIONAL

Acknowledgements

History of the Curriculum

The present publication represents a series of additional resources that can be used as complementary to the other Aflatoun International materials. This resource has been built based on a consultation with partners.

All resources have gone through a process involving partners and stakeholders with expertise in pedagogy and curriculum development as well as thematic technical expertise in the focus areas.

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THE CHILD PROTECTION SUPPLEMENT

Welcome!

Welcome to the Child Protection Thematic Supplement. This supplement was created in response to the Aflatoun International's network demand for specific material that focuses on child protection. This material is based on the vision that children and their communities have important roles in fulfilling child rights, more importantly, protection rights. Children are at the core of our work, and we need to ensure they can develop and thrive in a safe environment. This mission involves both children and families, hence the reason for having activities geared towards children and their families. This supplement aims to lay out basic strategies for children and their families to cope with potential situations of child abuse.

We hope that this curriculum takes you on a journey that you find stimulating and rewarding.

Background

According to the Convention on the Rights of the Child¹, all children have the right to be cared for and protected. Thus everyone that has contact with children has the responsibility of keeping them safe. Children also have the right to participate in issues that are related to their wellbeing and play a role in keeping themselves safe.

"State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child."

Article 19.1 of the United Nations Convention on the Rights of the Child

This supplement hopes to contribute to the basic understanding of child protection. Additionally, it proposes basic activities for adults and children to become aware of the importance of protecting children's rights. To do so in an effective way, the child protection supplement was designed not only focusing on the content related to child protection but also considering the 21st century competencies that fall under the four pillars of learning². In the case of child protection, the prominent competencies to be developed are:

- Social and cross-cultural skills – "Good social and cross-cultural skills are crucial to successful functioning both in school and life. These skills allow individuals to interact effectively with others."³
- Personal responsibility, self-regulation and initiative – "The high level of interaction and teamwork expected in the twenty-first-century workplace has heightened the importance of personal qualities among learners. The ability to self-govern is at the heart of twenty-first-century learning."⁴
- Seek and value diversity – "It involves respecting and valuing the concerns of people and cultures different from their own and acquiring the social and cross-cultural skills to seek out the views of others" (Barrett et al., 2014). It also involves building awareness of and appreciation for differences among individuals and communities (Pink, 2005)."⁵

¹ United Nations, Convention on the Rights of the Child, 1989

² <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/about-us/strategy/the-four-pillars-of-learning/> - Please refer to the introductory section of the supplements package for more details.

³ UNESCO 2015, Cynthia Luna Scott, The Futures of Learning 2: What kind of learning for the 21st century? – p.6

⁴ Ibid, p.6

⁵ Ibid, p.7

- Intercultural competence – “The ability to understand and communicate with each other across cultural barriers is a fundamental prerequisite for making societies work. All learners need to acquire intercultural competence. For this reason, intercultural education, which aims to develop and enhance this ability, can make an essential contribution to peaceful co-existence and inclusive learning” (Barrett et al., 2014).”⁶

What is Child Protection?

According to UNICEF, the term child protection refers to “preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.”⁷ While most organisations focus on protecting the rights of certain groups of children that are more affected such as children that live without parental care, children in conflict with the law, in armed conflict or children with disabilities, every child can be affected by the violation of the protection of their rights.

To have an effective child protection system in place, certain components are fundamental⁸:

1. Child Protection laws and policies, compliant with the CRC and other international standards and good practice
2. Meaningful coordination across government and between sectors at different levels
3. Knowledge and data on child protection issues and good practices
4. Effective regulation, minimum standards, and oversight
5. Preventive and responsive services
6. A skilled child protection workforce
7. Adequate funding
8. Children’s voices and participation
9. An aware and supportive public

Aflatoun International hopes to contribute to the prevention of the violation of child protection and, at the same time give the opportunity to children to have a voice and participate. This is done through activities that help children understand the instances when their protection may be in jeopardy, as well as, analyse the possible support options they may refer to if needed.

Session Structure

The sessions, lasting between 45-60 minutes, will consist of you taking the participants through a variety of tasks that generally involve the participants in discussions or activities. There is no place in this programme for lecturing. Sessions will involve interactive learning methods and will require the participants to engage in an inclusive manner. At the end of each session, participants will reflect on the key messages of that day’s learnings and/or prepare for the week ahead, building up on the topics of each session.

For easy use, in both formal and non-formal education settings, each topic contains activities for different age ranges. Throughout this supplement the facilitator will find the stage number clearly marked at the beginning of the session. In addition to the standard sessions for children, this supplement includes some activities to be conducted by children or the facilitator.

stage **1** 6-9 years old

stage **3** 12-13 to 14-15 years old

stage **1,2,3&4** all stages

stage **2** 9-12 years old

stage **4** 15 years old and above

⁶ Ibid, p.8

⁷ Save the Children, A ‘rough guide’ to child protection systems, p.7, 2009

⁸ Ibid.

2. DO I FEEL SAFE?



LEARNING COMPETENCES

- **To know:** Language
- **To do:** Critical thinking, Communication and collaboration
- **To be:** Social and Cross-cultural skills, Personal responsibility, Self-regulation and initiative
- **To live together:** Teamwork and interconnectedness, Intercultural competence



OVERALL OUTCOME

To reflect on the places where they feel safe



SESSION OBJECTIVES

By the end of the session, participants will be able:

1. To list places where they feel safe
2. To explain what they can do when they feel unsafe
3. To understand what can be done to help others feel safe



MATERIALS

- Tape or chalk
- Paper (one per participant)
- Pens or pencils
- Flip chart and markers for small group work



METHODOLOGY

- **Start:** Active group game
- **Learn:** Drawing, group discussion, brainstorming
- **Reflect:** Group discussion



FORMATIVE ASSESSMENT

Group discussion with open questions



DURATION

stage **1&2** 40 minutes

stage **3&4** 50 minutes



KEY WORDS

Safe places



INFORMATION FOR THE FACILITATOR

- Make sure you have all needed materials. If paper and pens are not available, you may need to do this based on what children imagine without using drawing as a strategy.
- Please check if the group has dealt with major traumatic experiences. This activity is not meant to bring back victimising memories, and this should be taken into consideration when planning the activity. If needed, ask the support of a child protection specialist or adapt the activity.



START: Sharks and fish

stage

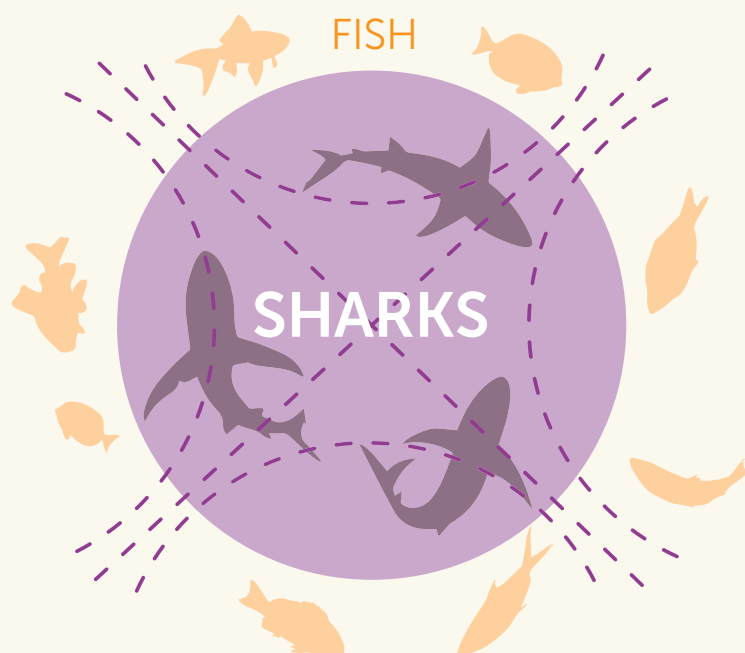
1,2,3&4



10 m

1. Find an ample space to play a game with your group. If you don't have enough space, you may want to limit the way children will play. Find some suggestions in the next steps.
2. Create a middle area (circle or square) with tape, or by drawing it on the ground with chalk. This will be where the sharks are. All the space around is where the fish will be.
3. Explain the rules of the game:
 - Two volunteers will be the sharks, and the remaining children are the fish.
 - The sharks need to eat. You will shout 'eating time', and the fish need to move around, including crossing the middle area where the sharks are – the fish cannot stay in the safe zone!
 - Once the fish start moving, the sharks will try to catch them. All the fish that got caught wait outside the game area.
 - You will shout 'the sharks are full' and the fish can stop running. All the children that got tagged become sharks and join the middle area.
 - Do another round of 'eating time' and continue the same steps until all fish are caught and become sharks.
 - NOTE: If you don't have enough space, you can ask them to hop, or do it in small jumps to avoid running around. If you have children that are not able to move due to disability, they can monitor who gets caught by the sharks.
4. After playing the game, ask the children how they felt when they played the game. Ask them how it felt to run into the sharks' area, and how did they feel when they would reach the safe area.

Example of the game area:





LEARN: Where do I feel safe?

stage **1&2**  20 m

1. Just like in the game we played, there are areas that make us feel safe. Give paper and pens to all participants and ask them to draw a place where they feel safe, happy and comfortable. If the concept of safety is not clear yet, remind them for the earlier discussion about what it is to be safe. Someone is safe when they are not in dangerous situations, and when they are not in situations where they can get hurt or harmed.
2. After giving some time to finalise ask if someone would like to share. They are not obliged to share with others. If some children are willing to do this, ask them to show and explain it in small groups.
3. Reconvene the big group and ask them why do these places make them feel safe (possible answers: because there are people there that take good care of me, because there are nice activities to do there, etc.)
4. Ask children to think for themselves if they have ever felt unsafe and what did they do (possible answers: I spoke with my parents or my sibling, I went to a place I knew was safe, I couldn't do anything and was afraid). As children share, write down their answers on a flipchart/blackboard.
5. Using their list, remind children that there are many options of things they can do when they feel unsafe. Nobody should make them feel unsafe, and if that happens they should look for help. Reassure them that you will discuss this further in other sessions.

stage **3&4**  30 m

1. Ask each participant to think of a place where they feel safe. If the concept of safety is not clear yet, remind them for the earlier discussion about what it is to be safe. Someone is safe when they are not in dangerous situations, and when they are not in situations where they can get hurt or harmed.
2. Form groups of 5 or 6 and ask them to describe, if they'd like, the place they thought of.
3. Distribute a flipchart and markers and ask the group to draw the safe places they thought of. It can be their houses, or their sports club, in a local shop, in a park, anywhere. They can draw it according to reality, as if it were a map of safe places.
4. After they are done with drawing the safe places map, ask them to discuss what they would do if they feel unsafe. They can list their ideas on the backside of the flipchart.
5. Reconvene the group and ask them to present their ideas of a safe places map, and what to do when they feel unsafe.
6. Conclude this part of the activity by reminding the participants that there are many options of things they can do when they feel unsafe. Nobody should make them feel unsafe, and if that happens they should look for help. Reassure them that you will still discuss more on this in other sessions.



REFLECT: What can we do?

stage **123&4**  10 m

(Please adapt the level of difficulty according to the background of children and age range)

1. Remind the group that they have discussed responsibilities towards themselves and others.
2. Ask them what they think they can do to support others in feeling safe (possible answers: help someone in trouble if I feel I have the capacity to do so, or a safe place to take them to; share information about a place that can help a person; not being aggressive towards others; etc).

EXTRA ASSESSMENT OF ALL STAGES

stage **123&4**

The reflect part provides an opportunity to do a formative assessment with the groups. By posing these open questions to the group, you will understand the level of understanding of how to stay safe and how to support others. If their knowledge and skills need to be consolidated, this can be addressed in the following activities that are a continuation of this topic.