# Pre-course self-learning tasks and activities

This is a self-directed learning Module. Please follow the steps below to complete the required material before attending the live training. This should take approximately 3 hours.

## Background reading / listening:

Listen to the webcasts:

* Webcast - CPMS Standard 13: Unaccompanied and separated children - an introduction - 50 minutes: <https://youtu.be/rC_Bs_vCCwQ>
* Webcast - CPMS Standard 13: Unaccompanied and separated children - in context - 20 minutes: <https://youtu.be/3jOpFsXlxk0>

2. Read the following documents in zip folder,

* Tool 1 Key International Instruments Guidelines
* Tool 38 Problem Tree
* Table 1 HB – Legal Principles
* Handout – Impact of Separation
* Case Study Cards

**After you have completed the background reading and listening complete activity 1, 2 and 3 and return completed tasks to** [**learning@alliancecpha.org**](mailto:learning@alliancecpha.org) **by June 17 th, 2024**

## Activity 1 – How are Children Looked After in Different Contexts?

Think about the ways in which children who have lost their parents or usual carers are looked after in your community.

### Write a paragraph to describe the following:

1. Describe the ways in which children who have lost their parents or usual caregivers are looked after in your community.

2. What are the expectations in your society in relation to caring for children?

3. Have these expectations changed in recent times?

4. If so, what has caused these changes?

5. Are there local laws or customs that determine how children who have lost their parents should be looked after?

## Activity 2 – Quiz – What are UASC?

**Decide if the following statements are true or false and write the reason below:**

1. Separation is most likely to occur in natural disasters
2. All children are at risk of separation
3. Accidental separation is the most common type of separation
4. Unaccompanied children are more of a priority than separated children
5. A child living with an aunt is not technically ‘separated’
6. Reuniting children with their parents should be the first priority
7. Married children cannot be considered as unaccompanied or separated
8. All UASC are vulnerable and need support or assistance from organisations working on IDTR programmes

## Activity 3 – Applying the Definitions

**Use** the Case Study Cards

**Use** the Definitions Document

It is important to be familiar with and be able to explain the definitions and terminology to those that you are working with, particularly families and communities. These terms will be used to identify and register children who are most at risk, so that immediate action for their protection can be taken.

**Read** the Case Study Cards and use the Definitions Handout to decide how you would classify the children in each Case Study – Separated or Unaccompanied? Write your answers with the reason below:

**Samah:**

**Khalid:**

**Issatta:**

**Prakash:**

**Grace:**

**Nadifa:**

**Aisha:**

**Joao:**