

SESSION – 2 – PLAN FACE SHEET

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| TRAINING COURSE: An Introduction to the CPMS | SESSION 2: Exploring Beliefs and Values about Girl and Boy Children |
|  TIMING: 1 Hour 20 Min | VERSION: 1 | DEVELOPER: CPMS Task Force |
| SESSION Aim: * To begin to draw out existing beliefs and values about girl and boy children in context.
* To introduce the subject of fragmentation and its potential impacts
* To initiate recognition that beliefs and values are different throughout the world and the CPMS aims to validate existing contextualise believes as a foundation to build appropriate approaches to improving quality of child protection work

SESSION LEARNING OUTCOMES: * To identify existing contextual beliefs and values that support implementation of the CPMS
* To identify contextual beliefs and values that challenge implementation of the CPMS

SESSION ActivitIES: * Individual Activity– Sentence Stems (see handout )
* Group debrief of the activity

 child protection Minimum STandardS: n/aCPIE COMPETENCY FRAMEWORK: N/A  |
| REFERENCE(S): Minimum Standards for Child Protection in Humanitarian Action |
| RESOURCE(S): | Copy of sentence stem handout for each participantFlip Charts and Marker Pens or computer and projectorPowerPoint **(optional)** |

SESSION 2 – LESSON PLAN –

EXPLORING BELIEFS AND VALUES ABOUT GIRL AND BOY CHILDREN

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| TIME | OUTLINE – 1 HOUR 20 MIN |
| **\* RESOURCES REMINDER \*** |
|  | * Have a hand-out of the sentence stems ready for each individual participant
* Prepare a flip-chart with the definition of Fragmentation (or, alternatively, use the powerpoint slide with the definition)
* Prepare two flip-chart pages drawn up in advance - one with the words “Helpful Beliefs to Child Protection Practices” and the other with “Challenging Beliefs to Child Protection Practices”
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| **INTRODUCTION** |
| 2 min | * As an introduction to the session, provide instructions on individual activity
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| **BODY** |
| 10 min | Individual activity – sentence stems |  |
| 10 min | Debrief on the process of the individual activity and introduce concept of fragmentation |  |
| 45 min | Debrief on the responses to the individual activity  |  |
| **CONCLUSION** |
| 3 min | O | We have now identified some beliefs in this context that may help or hinder our child protection work in the communities where we work.  |
| F | These helpful and challenging beliefs should be factored in as we look at how the Minimum Standards can be achieved here. Some beliefs may support reaching the Standards while others will pose challenges that will need to be addressed.  |
| F | Let the participants know what the next session will cover after the lunch break. See the note below. |

*\*If the group has a basic understanding of Child Protection, continue with Day 1 Session 3 Child Protection Risks in the Community. If the group has limited understanding of Child Protection or has not had any training on Child Protection, proceed to Day 1 Session 3 Child Protection first and then continue on to Day 1 Session 3.*

**SESSION 2 – NOTES FOR TRAINER – EXPLORING BELIEFS AND VALUES ABOUT GIRL AND BOY CHILDREN**

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| LEARNING OUTCOMES* To identify existing contextual beliefs and values that support implementation of the CPMS
* To identify contextual beliefs and values that challenge implementation of the CPMS
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**Part One: Introduce the session by providing the instructions for the individual activity.**

**INDIVIDUAL ACTIVITY - SENTENCE STEMS** - Give each participant a copy of the sentence stems and ask them to wait until you ask them to begin. Ask participants to complete each sentence stem on the handout with the first thing that comes to their mind. No over-thinking this. They should complete the handout quickly and not return to change their first responses.

The intent is to get people to write *first thoughts*, rather than provide ’the right answer’.

Ask if there are questions about what they are supposed to do and clarify as needed. When everyone is ready, ask them to begin. The facilitator does the activity as well.

Call the exercise to a close when each participant has completed the sentence stems.

**Part Two: Debrief on the process of the individual activity and introduce concept of fragmentation**

**PURPOSE OF ACTIVITY** – To allow participants to think about and feedback on the activity itself and build relationship through validating and the inherent challenges of the activity.

To introduce the subject of Fragmentation and its potential impacts; to recognize, validate and normalize that holding contradictory beliefs is part of the human experience but can be harmful to people and programs if it is kept silent or secret; and to highlight the evolving nature of beliefs and values through learning and exposure

Casually, debrief the *experience of the activity* as a large group. This is a discussion about what it was like to do the activity, prior to sharing their answers on the sheets.

**Ask the following questions:**

* How was the activity?
* Was it hard? Was it easy?
* What made it hard or easy?
* What is the purpose of the activity?

This is important because it demonstrates that you recognize that simply doing the activity is a part of a learning process that can be challenging.

Not everyone will answer and that is ok. This part of the debrief is informal and intended as a step towards the potentially more challenging activity of sharing one’s answers within the large group

Next, explain the definition and connect it to the underlying purpose of the activity. Explain that as human beings we each may hold beliefs or values that are in contradiction with some of our other beliefs and values. This is a normal part of human experience. Over time though, and particularly when documents like the CPMS are developed outside of a context, holding these contradictory beliefs may impact programs or the mental health of staff, so we need to develop our awareness of some of these beliefs.

**IDENTIFYING FRAGMENTATION -** Draw participants’ attention to the flip chart sheet (or powerpoint slide) with the definition of fragmentation written on it. Read the definition aloud and ask participants if it’s clear or if there is need to further define it or clarify.

**Definition: Fragmentation**

*“Simultaneously living with contradictory or conflicting beliefs between an organisation and/or culture and the potential effects to mental health and program delivery. When a person must adhere to the rules and guiding legislation of the organization that employs them (or at least present as if they believe in those rules), while simultaneously holding beliefs generated by the culture, religion or norms of the society in which they were raised that may be in contradiction to the organization’s beliefs.”*

Explain that next participants are asked to share sensitive information about what they believe and the reason for that is to ensure the CPMS does not impose unrealistic or potentially fragmenting approaches on a given community.

**Part Three: Debrief on the responses to the individual activity**

**PURPOSE OF ACTIVITY** - For participants to share out loud their beliefs and values about girl and boy children, towards identifying those that will help them implement the CPMS and those that may be a challenge to implementation. For participants to gain self-awareness about the beliefs and values they hold that are helpful and potentially hindering in their CP work; to become aware of contradictions.





Have two flip chart sheets prepared in advance; one with Helpful Beliefs to Child Protection Practices written on it and the other with Challenging Beliefs to Child Protection Practices written on it.

Debrief the answers to the sentence stems within the framework of beliefs and values that may be Helpful to Child Protection practices (CPMS) and those that might be Challenging to Child Protection practices (CPMS) in this context.

Ask participants who are willing to share some of their answers. Ask for clarification and make sure you understand what is being said. This is a discussion, so ask for examples, clarification; ask if other group members feel similarly or if they disagree.

Once you think you understand the answer/belief being shared, ask participants if the belief should be recorded on the Helpful Beliefs to CP practices flip chart sheet or on the Challenging Beliefs to CP practices. You will begin to generate a list of beliefs and values that will help to identify potential fragmentation as well as set up the following discussions on implementing the CPMS specifically in context.

Participants in training sessions often move between the comfort of ‘invisibility’ and periodically stepping out to ‘expose’ themselves through sharing answers. Validate **all** responses given even if what is shared does not fit within your own belief system. This is the time for honouring existing beliefs and values, rather than suggesting there is need for change.

Allow participants to respond naturally, while paying attention to those who are holding back. You can gently ask the silent members if they are willing to share. It is ok to push people a little by stating explicitly that you value their contribution whatever it may be. At the same time, respect someone’s right to pass or not share. This discussion can be light. It does not need to be heavy just because of the subject matter.

Most importantly, do not judge. Allow participants to have dialogue about the responses that are being given, remind them of the agreed-upon Group Norms if there is tension or disagreement and allow participants to respond to each other and determine if a belief can be recorded as possibly Helpful or Challenging.

Many belief systems are grounded in what one ‘ought’ to believe. Through the process of being asked to think about and share aloud what one believes, participants can reconnect with what is true for them, what may be less true, and what might need to shift. Participants are being given the opportunity to have their existing beliefs validated, thereby creating space to consider new information as we move into talking about the CPMS.



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| **CONCLUSION** |
| 3 min | O | We have now identified some beliefs in this context that may help or hinder our child protection work in the communities where we work.  |
| F | These helpful and challenging beliefs should be factored in as we look at how the Minimum Standards can be achieved here. Some beliefs may support reaching the Standards while others will pose challenges that will need to be addressed.  |
| F | Let the participants know what the next session will cover after the lunch break.Note: If the group has a basic understanding of Child Protection, **continue with Session** 4 on “Child Protection Risks in the Community. If the group has limited understanding of Child Protection or has not had any training in Child Protection, **Session 3 Child Protection first** and then continue on to Session 4. |