

SESSION – 4 – PLAN FACE SHEET

|  |  |
| --- | --- |
| TRAINING COURSE: An Introduction to the CPMS | SESSION 4: Child Protection Risks in the Communities |
|  TIMING: 40 min | VERSION: 1 | DEVELOPER: CPMS Task Force |
| *\*\* This session can be replaced or omitted if the group has already identified and prioritised child protection risks in an earlier process, particularly if an interagency group.* SESSION Aim: * To generate initial dialogue with participants ;
* To build on existing participant knowledge of context, of systems, of issues related to CP and the CPMS

SESSION LEARNING OUTCOMES: * To identify as a group the major child protection risks that affect boys and girls in this particular context that will serve as the basis of later discussions.

SESSION ActivitIES: * Small group brainstorming
* Large group activity and discussion

 child protection Minimum STandardS: n/aCPIE COMPETENCY FRAMEWORK: Foundations in Child Protection: Understanding Protection Concerns for Children  |
| REFERENCE(S): Minimum Standards for Child Protection in Humanitarian Action |
| RESOURCE(S): | * Flip Charts
* Markers for participants
* Note cards in different coloured paper
* Tape or other material to stick the note cards to the flip charts
 |

SESSION 4 – LESSON PLAN –

Child Protection Risks in the Communities

|  |  |
| --- | --- |
| TIME | 40 MIN |
| **\* RESOURCES REMINDER \*** |
|  | * Prepare a large flip chart with three different rows (or use three different flip charts) with the headings “Girl”, “Boy” and “Girl and Boy”
* Have note cards (or half sheet of papers) with markers for each participant ready
 |
| **INTRODUCTION** |
| 2 min | * Introduce the session explaining that you will now look at your specific content and the particular child protection risks in the communities where you work
 |
| **BODY** |
| 15 min | Brainstorming in small groups on main child protection risks |  |
| 5 min | Groups place note cards on the corresponding flip chart  |  |
| 15 min | Large group discussion on the different risks that girls and boys face  |  |
| **CONCLUSION** |
| 3 min | O | Girls and boys can be distinctly affected by emergencies. We have identified the following main risk….. |
| F | The Minimum Standards, while global, are best used in relation to our specific context. We will use these main risks identified for girls and boys when working with the Standards later today and tomorrow.  |
| F | In the next session, we will start to look at the CPMS in particular – their development, purpose, content and use. |

**SESSION 4 – NOTES FOR TRAINER – CHILD PROTECTION RISKS IN THE COMMUNITIES**

|  |
| --- |
| LEARNING OUTCOMES* To identify as a group the major child protection risks that affect boys and girls in this particular context that will serve as the basis of later discussions.
 |

This session is about engaging the group in what they already know. To build on that, keep the group focused and thinking about how what they know can be supplemented by (not usurped by) what they are about to learn.

**PURPOSE OF ACTIVITY**

* To generate initial dialogue with participants ;
* To build on existing participant knowledge of context, of systems, of issues related to CP and the CPMS

**Part One: Brainstorming in small groups on main child protection risks (15 min)**

 Divide participants into small groups (3-5) and ask them to brainstorm the main child protection risks that affect girl children, boy children and both girl and boy children in the community where they work and write them on note cards. One risk per note card.

If there has been a recent child protection assessment undertaken by the participants as a group, remind them to recall these findings as well.

Examples of child protection risks include early marriage, sexual abuse, discrimination against a particular group, etc. It may be helpful to remind participants to focus on child protection risks and not general risks (lack of healthcare, food insecurity, etc.) and discuss what this means if participants are not clear on the difference.

**Part Two: Groups place note cards on the corresponding flip chart (5 min)**

Once the risks have been identified by each group, ask a representative from each group to place their cards one by one onto the appropriate flipchart with the heading Girl/Boy/Girl and Boy according to whether they believe the risk identified affects mainly girls, mainly boys or both girls and boys. Groups can do this simultaneously.

**Part Three: Large group discussion on the different risks that girls and boys face (15 min)**

Once all the cards are placed on the flip chart, facilitate a discussion about how girls and boys are distinctly affected. Go over the main risks identified for Girls and ask if the participants agree. Do they agree these risks mainly affect girls? Is there one or two risks that they were prioritise? (if so circle or highlight these risks). Have the same discussion for all three categories.

If there is time, you can also consider what could be done by the children and families to mitigate the risks.

During the discussion, remember to use what is happening in the room. If there is silence, use it: Ask what is the silence about? Are there questions? Are there issues? A plan is only as good as the willingness to adapt it to whatever is going on in the group.

This session and the risks identified will be referred to later on when it comes to dividing up for Small Group Work

**Conclusion**



|  |
| --- |
| **CONCLUSION** |
| 3 min | O | Girls and boys can be distinctly affected by emergencies. We have identified the following main risks…..(add here) |
| F | The Minimum Standards, while global, are best used in relation to our specific context. We will use these main risks identified for girls and boys when working with the Standards later today and tomorrow.  |
| F | In the next session, we will start to look at the CPMS in particular – their development, purpose, content and use. |