

SESSION – 6 – PLAN FACE SHEET

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| TRAINING COURSE: An Introduction to the CPMS | SESSION 6: CMPS Case Study |
|  TIMING: 60 min | VERSION: 1 | DEVELOPER: CPMS Task Force |
| SESSION Aim: * To generate thinking and understanding about the CPMS and how to use it in programming
* To ensure participants open and read through the CPMS handbook itself

SESSION LEARNING OUTCOMES: * To understand how to use the CPMS in programming

SESSION ActivitIES: * Case study
* Small group discussion

 child protection Minimum STandardS: n/aCPIE COMPETENCY FRAMEWORK: Foundations in Child Protection; PRINICPLES AND APPROACHES TO CHILD PROTECTION PROGRAMMING |
| REFERENCE(S): Minimum Standards for Child Protection in Humanitarian Action |
| RESOURCE(S): | * Copies of the case study for each participant
* Flip chart and markers
* Copies of the CPMS for each participant
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SESSION 6 – LESSON PLAN –

INTRODUCING THE CMPS

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| TIME | 60 MIN |
| **\* RESOURCES REMINDER \*** |
|  | * Have a hand-out of the case study for each individual participant.
* Ensure each participant has a copy of the CPMS handbook with them.
* You may wish to adapt the case study to better fit your context and enhance the understanding of the participants. This should be done in advance so that copies are printed with the adapted case study before the day of the workshop.
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| **INTRODUCTION** |
| 2 min | * Introduce the session by explaining that we will now look at a case study to help us start using the CPMS. Each participant should be have the copy of the CPMS with them to use during this session.
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| **BODY** |
| 5 min | Instructions and divide the participants into small groups |  |
| 5 min | Individual reading of the case study |  |
| 25 min | Small group discussion |  |
| 20 min | Small group presentation to the larger group |  |
| **CONCLUSION** |
| 3 min | O | The CPMS are a practical tool to use when designing and implementing our chid protection responses and for mainstreaming child protection into other sector responses |
| F | While this case study was fictional, we will look at using the CPMS in our own programming tomorrow (Day 2 of the workshop).  |
| F | In the next session, we will focus more on the Standards to mainstreaming Child Protection in other sector responses.  |

**SESSION 6 – NOTES FOR TRAINER – CPMS Case Study**

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| LEARNING OUTCOMES* To understand how to use the CPMS in programming
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This activity will ask participants to begin to think about how their existing knowledge fits with the CPMS.

**PURPOSE OF ACTIVITY**

* To generate thinking and understanding about the CPMS and how to use it in programming;
* To ensure participants open and read through the CPMS handbook itself



A generic case study outline a humanitarian situation is provided with this workshop package. You may wish to adapt the case study to better fit the context and experience of the participants.

**Part One: Instructions and Divide the Participants into Small Groups (5 min)**

Introduce the case study and provide instructions.

The Case Study outlines a fictional humanitarian scenario and posits the participants as INGO staff hired to implement Child Protection programs within a new displaced camp. The participants will be divided into groups. They will then have a few minutes to individually read through the case study that will be handed out. When everyone in the group has finished reading, they will answer the questions at the bottom of the case study handout in a group. Each group will present a summary one of the responses back to the group.

Divide participants into three goups (or groups of 5 to 6 people) and have them sit together. Remind them to bring their copy of the CPMS with them and refer to it as necessary to complete the exercise.



Distribute the case study handouts.

**Part Two: Individual reading of the Case Study (5 min)**

Each participant should take a few minutes to read the case study individually. When all participants have read through it within the group, the group can begin discussing the questions.

**Part Three:**  **Small group discussion (30 min)**

 Give the small groups 30 minutes to go through the questions (which means approximately 10 minutes per question). The group will need to present back but there is no need to write the answers on a flip chart as their feedback with be oral only.

This is an opportunity for participants to begin working with the CPMS. Emphasize that they won’t have time to go into too much detail in their ‘program’ but that the emphasis is on them having a chance to use the CPMS book to guide their thinking

Circulate through the room to answer questions as they arise. This exercise provides another opportunity for the group to familiarize themselves with the Standards and with different aspects of them and how to use and refer to them in their future programming.



If you are running short on time, you can assign one question per group (Group 1 discusses question 1, Group 2 discussions only question 2, etc.).uestion per group. ions.study before the day of teh ipants. orkshop). the

**Part Four:**  **Presentations to the larger group (15 min)**

Ask each group to present the summary of their response for one question, listing the Standard they choose and the key actions to justify the choice. Have one group present for Question 1 and then ask if other groups choose the same or different Standards. If different, ask for some examples. Do the same for the following two questions. The presentations of the responses and discussions should be brief.

**Conclusion**



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| **CONCLUSION** |
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| F | In the next session, we will focus more on the Standards to mainstreaming Child Protection in other sector responses.  |