

# Social and Behaviour Change Module for Child Protection and Allied Functionaries



**Workforce Development  
Community Level Activity-Based Module**





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## ABBREVIATIONS

ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AWC	Anganwadi Centre
AWW	Anganwadi Worker
BDO	Block Development Officer
CNCP	Children in Need of Care and Protection
CP	Child Protection
CWC	Child Welfare Committee
NGO	Non-Governmental Organization
POCSO	Protection of Children from Sexual Offences
PRI	Panchayati Raj Institution
SHG	Self-Help Group
SMC	School Management Committee
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
VHSNDs	Village Health Sanitation and Nutrition Days

## ABOUT THE MODULE

Child protection is a shared responsibility that requires a comprehensive understanding of various facets, including legal frameworks, psychosocial dynamics, and community engagement strategies. Village-level functionaries play a pivotal role in creating a protective environment for children, ensuring their safety, well-being, and overall development. This module aims to bridge the knowledge gap, empower participants with practical skills, and foster a collective commitment to safeguard the rights of every child within the community.

### Objective

This module will help in:

- ✿ equipping village functionaries and practitioners with the knowledge and skills necessary to create a protective environment for children in their communities,
- ✿ enhancing communication skills for engagement on child protection agenda,
- ✿ developing plan of action on priority child protection issues.

It is anticipated that the activities of these modules will contribute significantly to enhancing child protection activities and fostering a safer, healthier, and more nurturing environment for the children we collectively serve.

### How to use this module?

The sessions/activities of this module have been developed with the assumption that they will be facilitated by trainers who possess fair understanding about child protection processes. It is recommended that the trainers undergo comprehensive training of the Child Protection Smart Kit to ensure a deep understanding of the nuances within the domain. This background shall equip them to seamlessly integrate contextual examples into their facilitation, providing participants with real-world scenarios that enhance comprehension and application.

The sessions have been designed in a relatable and engaging way by framing the content in the form of activities, situating them in the context of child protection. The sessions of this module can be transacted by utilizing the existing platforms available at the community level such as Panchayati Raj Institution (PRI) meetings, Village Health Sanitation and Nutrition Days (VHSNDs), *Gram Sabha* meetings, adolescent/youth group meetings/*balika manch* meetings, SHG meetings, NGO meetings etc. Each session is 45-60 minutes long and utilizes materials which are easily available in the village.





## SESSION 1

# UNDERSTANDING CHILD RIGHTS THROUGH WANTS AND NEEDS



### ABOUT THE SESSION

The session will help participants in developing enhanced awareness of child rights.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, members of youth groups/adolescent groups/ *balika manch*, and field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Note books, pens, pins, board for pasting pictures, pictures taken from Anganwadi Worker (AWW) booklet, Child Protection (CP) Module 1 from CP Smart Kit.



### WARMING UP

Start the activity by asking the following questions:

- Ask participants who they would call a child?
- Ask to define 'child' and 'childhood'?



### DURATION

60 minutes



## ACTIVITY - UNDERSTANDING WANTS, NEEDS AND RIGHTS

- ✿ Divide all the participants into four groups and ask them to assume that they have become children again. Give them half a minute to get into the role.
- ✿ Give each group a set of card sheets with various wants and needs. These sheets contain 20 wants and needs. In addition, there are four blank boxes. Ask the groups to add four more wants and needs that they think they desire as children. Once all the groups have done this, tell them that their family is going through economic crisis and therefore they have to curtail their list from 24 to 16. Give them five minutes to bring the number down to 16 as they would need to discuss amongst group members and decide. Ask them to write them on a sheet of paper. Tell them that this list of 16 has to have the consensus of all group members.
- ✿ Now tell them that in addition to the financial problems, one of their family members have gotten seriously ill and therefore they need to further reduce their list to 8 so that the government can make several cuts in expenses. Give them three more minutes for this task.





- Ask groups to explain to the larger group as to how they came up with the consensus to shorten the list. Ask all the groups to display their list of eight items. Highlight the common ones from all the groups.

Explanation: Help the participants understand that what they eliminated first were things which were least important. Finally, what they got was the list of the most important wants and needs, by and large common to all the children, which they felt were non-negotiable even in an emergency situation.

Conclude as follows:



- Now ask the groups if the eight most important and non-negotiable wants and needs (rather rights) can be clubbed together under four main groups on the basis of the purpose they meet, e.g. nutritious food, healthcare and decent shelter

are necessary for survival. Similarly, playground and education are necessary for development. Help the participants categorise the eight rights under the following heads:

**Survival**

**Development**

**Protection**

**Participation**

- Such categorisation will explain that sometimes it is difficult to club a particular right under any one category as it may fulfill more than one purpose. For example, decent shelter may be clubbed under survival as well as protection, because homeless children are very vulnerable to exploitation and abuse; inadequate housing not only exposes children to disease but also to exploitation and abuse. We do need to understand the interconnection of these rights along with the fact that they are unalienable.



## SUMMARIZING KEY LEARNINGS

Different people have different wants and needs, but **rights are the basic needs that are common to all.**

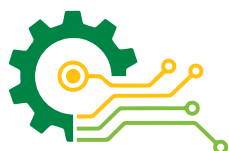
**Every child has rights.** No matter which region/state they are from, which community or religion they belong to, how old they are, whether they are a boy or a girl, disabled or not – all have same rights.

**Rights are non-negotiable in any situation whatsoever. The key aspect of rights is that they are indivisible. One right cannot be at the exclusion of another and all rights are equally important.** One cannot say that if a child has the right to survive, then the right to protection is not important.



All wants are not needs. But some certainly are, e.g. essentials for survival, such as food, healthcare, shelter.

Things that are **WANTS** but not **NEEDS** are the ones that are desirable but not necessary for survival such as toys, fast food or gadgets.



## REFLECT ON WHAT YOU LEARNT

**Conduct the same activity with other family members and see if the list needs to be expanded.**

**Discuss the things in your list with the children at your home or community and help them understand the concept of child rights.**



## SESSION 2

# UNDERSTANDING CHILD PROTECTION



### ABOUT THE SESSION

The session will help participants in understanding what child protection entails.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/balika manch and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Balloons tied to a string (about 10-15)



### WARMING UP

Start the activity by asking the following questions:

- Do you think children need protection? Why?



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key learnings from previous activity. Discuss briefly with the participants the additional things they have added under wants and needs. Were you able to explain the concept of child rights to children?



## ACTIVITY

- ✿ Divide the participants into four groups. Take members of the first group out of the training hall. This will be named as Group One. Distribute the balloons to them and instruct them to hold up the balloons and to tie their threads tightly to their wrists, ankles or any part of their body. Tell them nothing else.
- ✿ While this group is busy tying balloons, take the second group out of the training hall at a little distance from Group One so that they are not able to hear the conversation. This will be named as Group Two. Instruct them that their role is to ensure that the balloons tied to some of the participants (4-5) in the hall are protected and no one should be able to break them. Also instruct them that they must not talk at all.
- ✿ Make a third group comprising of two or three people. Tell them to mingle with the members of other two groups and when they see the opportunity, try to pop up all the balloons as quickly as possible.
- ✿ The remaining participants are told to observe the activity carefully. Make sure the groups know only what has been told to them and nothing about any instructions given to the other groups.
- ✿ Ask everyone to re-enter the room.
- ✿ Instruct groups to take their positions and start the activity.
- ✿ The activity is finished within one to two minutes. Usually, one minute is enough to pop most or all of the balloons.

## Debriefing by the facilitator

- ✿ Make all the participants sit in a circle.
- ✿ Ask the people with the balloons how they felt during the exercise. Typical comments are – did not know what was going on; frightened; attacked; frustrated; looked for help from someone stronger; did not trust the person standing next to me, etc.
- ✿ Ask members of Group Two – How did you feel? Typical comments are – frustrated because I did not know what the activity was; did not have time to prepare; could not protect the person well because the attackers seemed to have a plan; thought I could protect at the beginning then had no chance; helpless; did not really know what to do.
- ✿ Ask Group Three – How did you feel? Typical answers – great; easy to pop the balloons; sneaky; they were in more control.

- Ask remaining participants – How did you feel? Typical answers are – Wanted to do something but did not know what I could do; helpless; entertained.

## Explanation

- Whom do the four groups actually represent? Ask the participants if they can guess what each group represents. Then share the following with them:
  - **Group One represents children who need protection.**
  - **Group Two represents adults who are doing their best to protect children.**
  - **Group Three represents those adults who have no regard for child rights** and therefore abuse children in a variety of ways, or those who, through ignorance, allow children to become more vulnerable. Group Three can also represent negative actions that can harm children. Although the group/organization/person may believe they are helping the child, through their lack of knowledge on child rights, child protection, and children's development, their ignorance may lead to negative actions, thus causing harm to children.
  - **Remaining participants represents those people who just watch and do nothing.** They may want to do something but do not know what to do. Or they may not think that something is so wrong.
  - Ask participants what was needed to stop the balloons from being popped by Group Three.



## SUMMARIZING KEY LEARNINGS

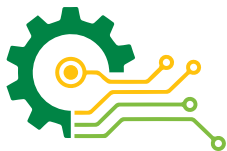
Children need to know what is happening. Some have skills to resist but others are more vulnerable (refer to the balloon game - some ran away and others were caught quickly). **Sometimes children team up together and protect each other.** All need some skills to protect themselves but they are not responsible for protection.



Adults as Protectors need to know what was going on. They need to combine forces and protect as a group, not just as individuals. **They need to know the tactics of those who intentionally abuse children or need to know how children become more vulnerable.**

**Abusers need to know that their behaviour is not acceptable.**

Ignorant and Observers need to know how their actions make children more vulnerable. They must actively participate in protection and not just observe. **Need to know how to recognize protection problems and how and when they should respond.** Need to know how their inaction compromises a child's protection.



## REFLECT ON WHAT YOU LEARNT

**Try to think of different ways to identify children who may be in need of care and protection.**

**Share cut-outs of pages with different child protection issues mentioned in the pocket book - *Talking to Adolescents: How Anganwadi worker can help children on issues of child protection during COVID 19* with the participants and ask them how they would respond in case of each issue.**

## REFERENCES

Talking to Adolescents: How Anganwadi worker can help children on issues of child protection during COVID-19. [https://drive.google.com/file/d/18to\\_l6-w\\_pSEblr4GpVwT8dYu-eH05DR/view?usp=sharing](https://drive.google.com/file/d/18to_l6-w_pSEblr4GpVwT8dYu-eH05DR/view?usp=sharing)

Please access Child Protection Module 1: Introduction to Children's Rights and Protection Laws here: <https://drive.google.com/file/d/1ASDEEbKz8afiGWfxSAPzaPeV0yo2waJl/view?usp=sharing>

Some important things to remember before the session:

- The term 'child protection' refers to preventing and responding to violence, neglect, 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.
- Child protection programmes also focus on children who are more vulnerable to these abuses, such as: when living without parental care, living with disability, when they are in conflict with law, in armed conflict, during natural disasters, pandemics to name a few. Let us understand these categories in more detail;



### CHILDREN IN NEED OF CARE AND PROTECTION (CNCP)

- Homeless/living on streets
- Missing children
- Children whose life is at risk
- Victims of natural calamities
- Disabled children
- Children engaged in begging
- Victims of trafficking
- Orphaned and abandoned children
- Those who cannot be looked after by parents
- Malnourished children
- Children engaged in substance abuse
- Victims of child marriage
- Mentally unstable children
- Victims of sexual abuse
- HIV/leprosy affected
- Victims of discrimination
- Victims of child labour



### SESSION 3

## IMPORTANCE OF CHILD-FRIENDLY COMMUNICATION



### ABOUT THE SESSION

The session will help participants in understanding that communicating with children is different than adults. The module will also highlight the importance of creating a safe and supportive environment for children to communicate freely and openly.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, adolescent groups, *balika manch*, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Papers and pens



### WARMING UP

Start the activity by asking the following questions:

- Is communicating with children different from communicating with adults?
- What can adults do to help children open up?



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key learnings from previous activity. Ask the participants about the probable child protection issues which children may face in their community. Allow the participants to share how they would respond to different child protection issues highlighted in the pocket book.



## ACTIVITY – WILL SHWETA OPEN UP?

- ✿ The facilitator will request four volunteers from the group. They will be divided into two pairs and will be given following scenes to enact.

### ✿ Pair 1 Scene

- One member of the pair plays the role of a parent (mother/father) and the other plays the role of the child - Shweta.
- Shweta has come home with a knee injury and looks very sad and scared.
- As soon as she enters her home, the parent notices the injury and shouts how did this happen, you must have done something.
- Shweta remains scared and tells the parent that she fell from the stairs. The parent then scolds her "You should be careful" and cleans the wound and applies ointment on the injured area.
- The parent again tells Shweta angrily "Be careful in future".



### ✿ Pair 2 Scene

- One member of the pair plays the role of a parent (mother/father) and the other plays the role of Shweta.
- Shweta has come home with a knee injury and looks very sad and scared.
- As soon as she enters the home, the parent notices the injury and politely asks her to sit and examines the injury.
- The parent then asks Shweta if she is ok. She responds yes but the injury is aching a bit. The parent then cleans the wound and applies ointment on the injured area.
- The parent then offers the child water and asks again "Are you alright"? and then affectionately asks "What happened"?
- Shweta hesitates but the parent assures that it is ok, and she can be honest. The child then tells the parent that an elder kid pushed her, and she got injured. The parent then asks her "Who was the elder kid and why did she do it"? Shweta then narrates the entire incident openly.



## Discussion

- ✿ At the end of the activity, ask participants what happened in Scene 1?
  - Ask: Did the parent listen to Shweta?
  - Ask: How did the parent speak to Shweta? What effect did this have on Shweta?
- ✿ Also ask participants about Scene 2?
  - Ask: Did the parent listen to Shweta?
  - Ask: How did the parent speak and treat the child? What effect did this have on Shweta?



- ✿ Highlight that **children are likely to get scared when we speak to them angrily.** Adults have authority and power and children are often scared of these. Therefore, **it is important that we talk to children in a non-threatening and comforting manner.** This will help them open up to us.
- ✿ **In Scene 1 the parent did not listen to the child and spoke to her angrily. As a result, the child did not share the real reason for her injury. Thus, Scene 1 does not reflect child friendly communication.**
- ✿ **In Scene 2, the parent calmed the child and spoke to her politely and affectionately. Resultantly, the child opened up and honestly shared how she got injured. Thus, Scene 2 represents child friendly communication.**



## SUMMARIZING KEY LEARNINGS

**Communicating with children is different than adults.** Children do not have authority and power like adults. Thus, if we speak to them angrily and in a threatening manner, they are likely to be scared. As a result, they may not open up to us.

Some simple tips for communicating effectively with children include:



Talking to them **politely and affectionately.**

Telling them you are there to listen to what they have to say, thus, **encouraging them to open up and speak.**

Using **simple words.**

**Asking children how they are feeling** and if they are in distress comfort them.

**Praising the child for specific actions,** similarly criticizing their behaviour or action and not them, for instance instead of saying "You are careless", saying "I don't like it when you leave your clothes all over the floor."



Often children hesitate in sharing some information out of fear or other factors. There may be **need for prompting and probing in a non-threatening and supporting manner** to get the correct details from them.

In such cases, merely taking information shared by the children on its face value will not help them in the long run.

**Lead by example,** for example if you do not want the child to use some words, you should also not use them; if you do not want the child to look at the phone while talking to you, you should also pay attention when they are talking.



## REFLECT ON WHAT YOU LEARNT

How can you ensure child-friendly communication in your families and communities?

Try talking to children in simple language and in a polite and friendly tone one day and in a serious tone another day? Was there any difference in the responses of the children?

Try to praise and criticize a child's specific actions not the child himself/herself in their home or locality. Note the difference in behaviour of the child in each case.



## SESSION 4

# FACILITATING OPEN DIALOGUE WITH CHILDREN



### ABOUT THE SESSION

The session will help participants in understanding what type of communication will help while interacting with children.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Thick sheet/cardboard, two sets of ten locally available items - ball, pen, stick, piece of cloth, packet of biscuit, etc.



### WARMING UP

Start the activity by asking the following questions:

- What according to you is the objective of communication?
- Tell them that we will understand this better through an activity.



### DURATION

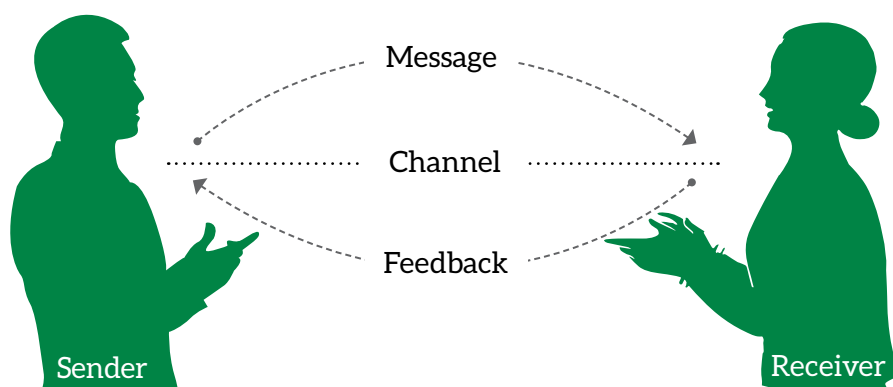
60 minutes

**Recap:** Ask any volunteer to summarize the key learnings from previous activity. Ask the participants how communicating with children is different than communicating with adults. Allow the participants to share their experiences of criticizing and praising their children and recording the difference in their behaviour.

## ACTIVITY: UNDERSTANDING EFFECTIVE COMMUNICATION

This activity will need four volunteers.

- ✿ The facilitator will ask two participants to volunteer.
- ✿ Ask them to sit facing each other in the middle of the training room/area, keeping a distance of about one metre. Give each volunteer a set of ten items, which they will keep in front of them. We will call them Volunteer 1 and Volunteer 2.
- ✿ Ask the other two volunteers to hold a thick sheet/cardboard and place it between Volunteers 1 and 2. The sheet should be held in such a way that both cannot see each other.
- ✿ Ask the group to stand and observe the activity. Both sides will have same set of objects, say 10 items.
- ✿ One volunteer will play the role of the instructor, while the second volunteer, as the recipient of instructions. The instructor will arrange the objects placed in front of him/her in one order and instruct the person sitting on the other side of the sheet to arrange the objects in the same order.
- ✿ At the instructor end, the items are arranged in a particular order.
- ✿ In Scenario one, the recipient arranges the items based on what he/she understands on listening (no questions or clarification is possible).
- ✿ Request all other participants to remain quiet and observe the activity.
- ✿ Once the recipient has arranged the objects, The screen between them is removed.
- ✿ Both the instructor and the recipient can see the results of the completed activity.
- ✿ Now, tell the same volunteers that the same exercise will be repeated with some changes. This time the volunteers will be free to communicate among themselves (asking and answering questions). Both the volunteers can change their place if they wish.
- ✿ When the instructions are finished, ask both the volunteers again to tell the correct and incorrect numbers. Write the answers on the board and remove the middle sheet.



Share the video in the link below with participants and ask them why communication was not successful in the situations:

[https://youtu.be/UW8nEQ4hA3E?si=Fe6BL48UAml\\_sygz](https://youtu.be/UW8nEQ4hA3E?si=Fe6BL48UAml_sygz)

<https://youtube.com/shorts/md2zq2AsbSE?si=Rgo-AcfSVF12yhT->



## DISCUSS THE FOLLOWING

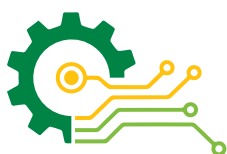
- When do obstacles in communication arise and what are their reasons? Do we give children time to explain their side of the story? Do we hold any type of bias while interacting with children?
- During interaction with children, it is important to use other aids such as drawings, story-telling, sharing own experiences etc. to make children comfortable.



## SUMMARIZING KEY LEARNINGS



**The responsibility of the sender does not end until the receiver understands the message given by the sender.** Thus, it is important that while communicating with children, we try to **understand why children are saying something** and assess whether some information is missing and if additional help will be needed in interacting with the child.



## REFLECT ON WHAT YOU LEARNT

When you go back home, talk to your children keeping the completion of communication loop in mind and see if it makes a difference on how the child reacts?

Seek their views during the conversation and make them feel heard.





## SESSION 5

# RECOGNIZING COMMUNICATION DYNAMICS MATTER IN CHILD INTERACTIONS



### ABOUT THE SESSION

The session will help participants in gaining familiarity with how both verbal and non-verbal communication play an important role while interacting with children. The participants will be able to appreciate that active listening and emphatic communication helps in connecting with children and convey messages effectively. They will also understand that such communication helps in connecting with children and identifying signs of vulnerability.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, adolescent groups, *balika manch*, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Papers and pens



### WARMING UP

Start the activity by asking the following questions:

- Do children's expressions and sometimes silence tell us something?
- Does it happen that sometimes children do not convey what they actually feel?



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. What aids can adults use to assist in communicating with children? Allow the participants to share their experiences of practising open dialogue with children.

## ACTIVITY – I SEE YOU

- ✿ The facilitator will request four volunteers from the group. They will be divided into two pairs and will be given following scenes to enact.

### ✿ Pair 1 Scene

- One person will pose as a parent, who will be looking at their mobile phone.
- The other person will pose as a child. The child will be a little sad and will say “Today I do not feel like eating. I will go inside and lie down.”
- The parent still looking at mobile phone will say “Ok, cover the food and go to sleep. We will talk later.”
- The child will see the parent sadly but parent will keep using the mobile. The child will go inside silently.



### ✿ Pair 2 Scene

- One person will pose as a parent, who will be looking at their mobile phone.
- The other person will pose as a child. The child will be a little sad and will say “Today I do not feel like eating. I will go inside and lie down.”
- The parent will immediately put the phone aside and look at the child and say “I can see you little one, what happened why do you look sad?”
- The child will tell “Today I had a fight with my friend and we hit each other and then teacher punished us both.”
- The parent will tell the child “Let us eat together and then you tell me what happened in detail.”
- The child smiles and says “Yes let's eat”.



## Discussion

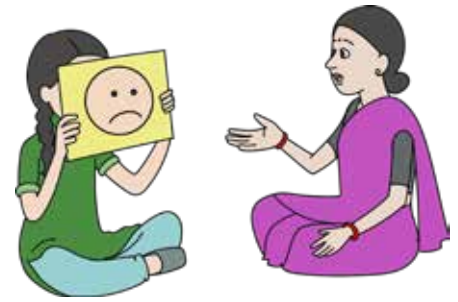
- ✿ At the end of the activity, ask participants what happened in Scene 1?
  - Ask: Even though the parent was talking to the child, was he/she paying attention?
  - Did the parent ask why the child did not want to eat and lie down?
- ✿ Also ask participants about Scene 2.
  - What happened when the parent looked at the child and asked him/her about his/her day?
  - What made the child open up to his/her parent in this case?



- ✿ Highlight that **when we communicate, we not only talk with words but also through our body language** which includes our facial expressions, eye contact, tone of our voice and our posture. This is called non-verbal communication.

- ✿ In Scene 1 the parent did not look at the child and did not make eye contact although words were spoken. The parent did not observe the child's facial expressions and body language.

- ✿ In Scenario 2, parent immediately put the phone aside and paid attention to the child. This little act of **paying attention made the child open up to the parent**. The child felt that he/she will be heard.



## SUMMARIZING KEY LEARNINGS

Communication which happens with words is called verbal communication. The unspoken part of communication which happens through **body language, eye contact, tone of our voice and our posture** is called non-verbal communication.



Our non-verbal cues tell the other person, particularly children, if we are paying attention to them or not and if we are listening to them or not. **Children are keen observers and they learn a great deal from observing others in their environment.**

For instance, if adults in a family do not pay attention to the child, it is likely that the child may observe and pick up this behaviour. **He/she may not also pay attention to parents or adults while talking to them.** The child may just distance himself/herself from adults.

Observing children's non-verbal cues also tell us a lot about them. For instance, **if the child becomes quiet, withdrawn, looks sad or scared, loses appetite, does not want to go out to play or spend time with friends.** These are all signs that the child may be facing some form of bullying, violence, abuse or harassment.



## REFLECT ON WHAT YOU LEARNT

Ask the participants to use non-verbal cues such as paying attention and making eye contact while interacting with children in their homes and community.

Ask them to notice signs of abuse or vulnerability in children and talk to them if they are facing any problem.

Inform other adults in the family and community about importance of non-verbal communication while talking to children.

Discuss before beginning the next activity if participants noticed how non-verbal cues affected their interaction with children.



## SESSION 6

# BUILDING POSITIVE INTERPERSONAL RELATIONSHIPS



### ABOUT THE SESSION

The session will help participants in understanding how to build positive interpersonal relationships using GATHER approach.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Papers and pens



### WARMING UP

Start the activity by asking the following questions:

- Do you think sharing information is enough for behaviour change?
- Is there a need for additional effort to ensure that behaviour change has taken place?



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. What are some of the non-verbal cues which we should keep in mind while interacting with children? Discuss with the participants how non-verbal cues affected their interaction with children.

## ACTIVITY

1. Discuss with the participants the importance and what each component of GATHER approach means:



**G-GREET the beneficiaries (establish rapport):** It is necessary to overcome biases to meet people as equals. Greeting people personally helps in building rapport to a great extent.



**A-ASK the child/caregivers (gather information on overall well-being):** It is important to elicit the needs of the children/caregivers. Ask open-ended questions such as: "How are you today?" "How are your studies going on?" "How is everyone at home?" as the case may be.



**T-TELL (provide information):** Give only required information and check for understanding. Encourage to ask questions. Provide various alternatives, and to consider the advantages and disadvantages of each alternative.



**H-HELP:** Help in decision-making or problem-solving so that the barriers can be removed and people are able to take informed decisions.



**E-EXPLAIN:** Once the individual has made a choice, use Information, Education and Communication (IEC) materials to help the individual remember key information and clear any myths or misconceptions. Give further details on how to implement, and execute, covering where to go, what timings are applicable.



**R-RETURN/REFER/REALITY CHECK:** Return visits or referrals should be planned. If necessary, repeat the information given. Assure the client that s/he can contact the communicator whenever in need.

2. After talking about the GATHER approach, narrate the case of Baldev and Lalita given below to all the participants.

**Caselet:** Baldev and Lalita live in a small village that has a primary school. Their daughter Radha has completed class five. But the middle school is 3 kms away in another village. Her parents do not want to send her there and want her to discontinue studies. Radha's father is now considering sending her to the nearby town with a family member who works there and has assured to find a good home for working there. However, Radha's mother thinks it is not safe for her daughter as she has reached puberty and asks her husband to consider getting her married.

3. Ask for 7-8 volunteers. Tell them that you are being given two situations. One group of 3-4 participants will prepare and enact a role play on the first situation and the next group of remaining volunteers will enact a role play on the second situation.

**Situation 1:** Radha's teacher came to know about Radha from her friend Ranu. She went to Radha's house and talked to her parents about it.

Radha's teacher reached her home and greeted her parents and inquired about their well-being.

After talking for some time, Radha's parents became comfortable and started feeling good. Radha's father told the teacher one by one about the financial condition of the house and not sending Radha to school. Due to this he wants Radha to work for a few days so that she can earn some income and then get her married as soon as possible so that he can be freed from this responsibility.

Radha's teacher listened to him very attentively and explained the benefits of Radha continuing her studies. She told Radha's parents that she is an intelligent and hard-working girl and one of her best students.

Radha's teacher talked about a scholarship scheme and showed its format and explained its benefits, with the help of which Radha can continue her studies. In this way, Radha's family will not have any additional financial burden for her education. Radha's teacher also asked them to talk to the village head as she knew that under a scheme of the Panchayat, Radha could also get a bicycle so that she could go to school with other girls. She explained to them that Radha is still a child and it is not good to marry her at this age. After a long discussion, Radha's parents agreed to fill her scholarship application.

Radha's teacher asked Radha and her family to come to school the next Monday so that Radha's scholarship application could be filled. She reminded Radha to bring along her Aadhar card, report card and important documents of her parents and also gave her phone number so that Radha's family can talk to her if they feel there is any problem.



**Situation 2:** Radha's teacher came to know about Radha from her friend Ranu. She went to Radha's house and talked to her parents about it.

Radha's teacher reached her home and sat on the cot lying nearby without even greeting her parents. Radha's father greeted her and asked Radha's mother to bring water for her.

After drinking water, Radha's teacher angrily asked Radha's parents the reason for her not coming to school.

Radha's parents felt uncomfortable and one by one they told the teacher about the financial condition of the house and not sending Radha to school. They shared that due to this they wanted Radha to work for a few days so that she can earn some income and get her married as soon as possible so that they can be freed from this responsibility.



Radha's teacher did not listen to them very attentively and interrupted them and asked them to let her continue her studies. She told Radha's parents that employing minor children is a crime and is a punishable offence. Radha's teacher asked them if they were aware of the scholarship scheme about which they could get information from other people in the village. She also asked Radha's father to meet the village head so that Radha can get the benefit of the cycle scheme.

Radha's teacher explained to Radha's parents that Radha is still a child and it would not be good if they marry her at this age. She will complain about this to the police.

Radha's parents were very scared but they also got angry. At that time, they agreed with the teacher and asked Radha to fill her scholarship application. The teacher left from there saying that she would meet again.

Radha's parents did not marry her due to fear of the teacher, but did not make her fill the scholarship application and also put her to work in a house in the town.

4. Now ask the remaining participants (those were not engaged in the role play) to identify the differences between these two roles plays and ask which steps of GATHER were kept in mind in both the situations.
5. Repeat the GATHER steps, writing participants' learnings on the board and end the session.



## SUMMARIZING KEY LEARNINGS

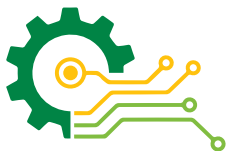


The **GATHER** approach is a communication framework which can improve the effectiveness of discussions and interactions.

By **integrating the GATHER approach** into our interactions, we can build deeper, more meaningful relationships characterized by mutual respect, understanding, and support.

The key components of this approach are:

- establishing **rapport**
- **gathering** information on overall well-being
- **providing** information
- helping in **decision-making**
- helping in **remembering** key information and clearing any myths or misconceptions
- planning **return visits** or **referrals**



## REFLECT ON WHAT YOU LEARNT

During the next/upcoming School Management Committee (SMC) meeting, suggest to the Principal/Headmaster that the students should be made aware about the basic features/provisions of Prevention of Children from Sexual Offences (POCSO) Act through a special class/session. Some of the parents might not be willing to agree to this. Use GATHER approach to convince them.

## REFERENCES

Refer to the pocket book Talking to Adolescents: How Anganwadi worker can help children on issues of child protection during COVID-19. [https://drive.google.com/file/d/1Bd8JmYJw9995D6SUqIFLK-OCXHo\\_LZSH/view?usp=sharing](https://drive.google.com/file/d/1Bd8JmYJw9995D6SUqIFLK-OCXHo_LZSH/view?usp=sharing). Identify how GATHER approach can be applied to each scenario.

Please access Child Protection **Module 1: Introduction to Children's Rights and Protection Laws** here: <https://drive.google.com/file/d/1ASDEEbzk8afiGWfxSAPzaPeV0yo2waJl/view?usp=sharing>







## SESSION 7

# FACILITATING GROUP DISCUSSIONS



### ABOUT THE SESSION

The session will help participants in understanding how to facilitate group discussions, especially on issues involving child protection.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Papers and pens



### WARMING UP

Start the activity by asking the following questions:

- What is the difference between communicating with 1-2 persons and a group of people?



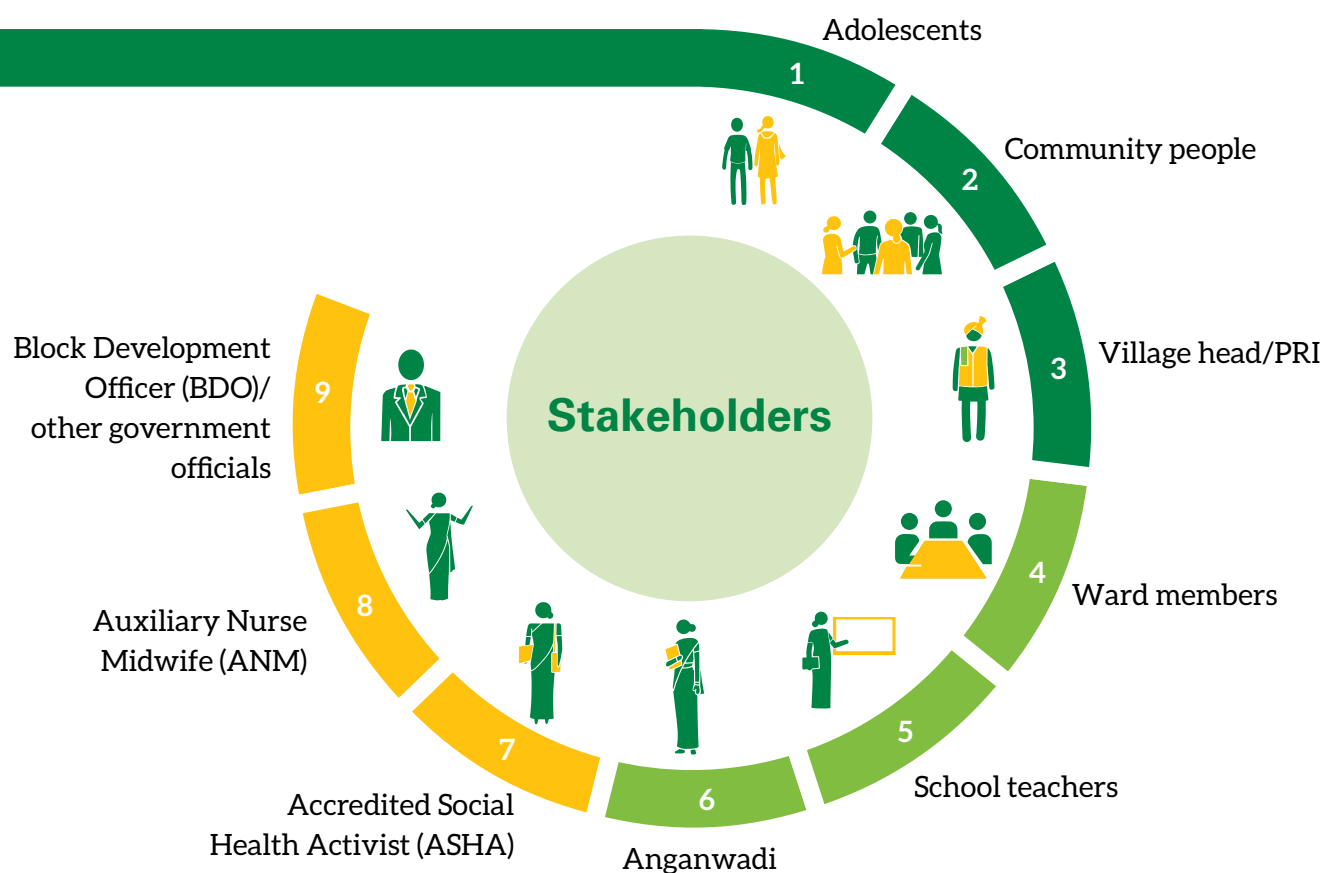
### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Ask the participants if they can explain key components of GATHER approach. Discuss with the participants if they were able to convince the community members/other parents to conduct a session on POCSO Act, through GATHER approach.

## ACTIVITY

- ✿ Tell the participants that in the last session you learned about interpersonal communication, which discussed things to keep in mind during a conversation between 2-3 people.
- ✿ In this session, we will discuss about things to be kept in mind while communicating with 4-8 people.
- ✿ Ask participants who are the people with whom they often communicate in groups? Listen to a few responses and share that they often need to communicate either with the primary stakeholders such as adolescents, their parents or various types of village or block level functionaries such as:



- ✿ Narrate the following incident to the participants:

"There was a 14 year-old girl in the village whose parents were daily wagers. She would stay at home and look after her younger siblings while her parents went to work. One day a boy in the neighbourhood approached her and shared with her that he worked in the city and earned good money. Both of them started seeing each other and one day it was heard that she had eloped with the boy.

A few weeks later the boy was caught taking another girl from a nearby village and it was found that he was engaged in trafficking."



- ✿ Divide the participants into two groups and ask for one volunteer each from both the groups.
- ✿ Ask the volunteer from the first group to demonstrate a group communication session (communicating the message with all the members of the group) with a group of adolescents from the village to make them aware on taking preventive steps to avoid such situations.
- ✿ Ask the volunteer from the other group to demonstrate a group communication session with members of the village standing committee that may include village pradhan, ward members, school teacher, ASHA, ANM etc. on what steps can be taken to prevent and tackle such situations from occurring again.
- ✿ Instruct the volunteers that they can select 4-8 participants from their respective groups to demonstrate the group communication session for about 10-12 minutes. Give both groups about five minutes to plan their demonstrations.
- ✿ Once the group discussion demonstrations are over, appreciate the volunteers and thank the participants for their participation.
- ✿ Now generate a discussion on the following points:
  - Was there a group leader/facilitator in the groups?
  - If there was a group leader/facilitator, what role was played by him/her?
  - Were all group members participating actively?
  - Were there any members who either did not speak at all or spoke very little? Why?
  - Were there any members who dominated the discussion?
  - Were there any members who wanted to speak but seemed to be hesitant?
  - Was the group leader/facilitator speaking to only specific group members?
  - Were the group members introduced? Were they greeted? Was the purpose of the discussion shared?
  - Were discussed points summarized and purpose of the discussion met?



## SUMMARIZING KEY LEARNINGS

The facilitator/group leader must ensure that all group members are encouraged to participate in the discussion.

The group leader/facilitator should:

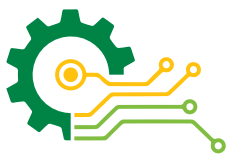
- **Welcome** and introduce the group members
- **Introduce** the topic
- **Ensure participation** of all
- Not let the discussion be dominated by few members
- **Encourage** passive members to speak
- **Summarize** the discussion at the end and thank them



Tell the participants that a group discussion becomes meaningful only when everyone puts forward their ideas and opinions.

Similarly, if only a few people dominate the discussion during the meeting, and the rest remain silent, then those who do not get a chance to speak will not be able to express their doubts or concerns. This will result in incomplete and ineffective communication.

Conclude the session by **emphasizing the equal participation** of all participants and role of group leader/facilitator for an effective group discussion.



## REFLECT ON WHAT YOU LEARNT

Meet the *Gram Pradhan* and plan a community meeting/session on explaining the harmful impacts of child marriage/early marriage in your village.



## SESSION 8

# EFFECTIVE COMMUNICATION AND RELATIONSHIP BUILDING



### ABOUT THE SESSION

The session will help participants in understanding how to effectively communicate and build rapport.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Papers and pens



### WARMING UP

Start the activity by asking the following questions:

- We have previously discussed about communication, interpersonal communication and group communication.
- To do all these communications effectively, some skills are very important like listening to people carefully during the conversation, and praising them during the conversation so that a good rapport can be built with them.



### DURATION

45 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Ask the participants the key roles of a good facilitator. Allow the participants to share their experiences of meeting the Gram Pradhan for planning a meeting on child marriage in the community.

## ACTIVITY

- Tell the participants that here we will listen to Sarita's story. In this story they will have to tell where during the conversation the work of building rapport and active listening was done, which are among the most effective skills of communication.
- Now ask the least vocal participants to read the following story, paragraph by paragraph:

### Story

Sarita turned 15 and passed class eight with good marks this year. Her parents decided to marry her instead of sending her to high school for further studies. Sarita's teacher came to know about her marriage from Rani, a Child Welfare Committee (CWC) member from her village. The teacher, along with village *Sarpanch* Rani Devi, decided to go to Sarita's house and talk to her parents about the matter.

Upon reaching Sarita's house along with the *Sarpanch*, Sarita's teacher told her parents that Sarita is an intelligent and hard-working girl and one of the bright students of the class. During the conversation, Sarita's teacher praised her parents and said that Sarita has been passing with such good marks because they have always taken care of her studies. Sarita's parents were very happy to hear this and started feeling quite comfortable during the conversation. In this way she developed a good rapport with the parents.

The teacher also explained to them the benefits of continuing Sarita's studies. Sarita's parents tried to justify their decision to get her married by saying that the high school is not within walking distance from their house and also, they are not in a position to financially afford the expenditure on her education. Sarita's teacher listened to them very carefully and requested the *Sarpanch* to give information about the relevant government schemes.

The village *Sarpanch* talked about the scholarship and cycle scheme being run by the government. She explained to them that by taking advantage of these schemes, Sarita can continue her studies without having to walk long distance and also there would be no additional financial burden on them. Hearing about the scholarship scheme, Sarita also felt that now her parents would allow her to continue her studies. Sarita's parents told the *Sarpanch* that now they will not marry her and will let her continue her studies. Sarita became very excited but the teacher was paying attention to what her parents said and their expressions. She wondered how Sarita's parents agreed to her request so easily. Sarita's teacher asked Sarita and her family to come to school the next Monday so that Sarita could fill her application for scholarship. She reminded Sarita to bring her old mark sheets, Aadhar card and report card along with important documents of her parents.





Next Monday, Sarita did not go to meet her teacher. After school was over, the school teacher went to Sarita's house to find out the reason for her absence. Coincidentally Sarita's father was at home. He told them that Sarita is not finding it convenient to continue her studies further but as explained, now they will not get Sarita married soon, said Sarita's father. When Sarita's teacher asked Sarita about this, she also said that her father was right. Sarita's teacher was watching her body language and eyes very seriously. She realized that Sarita was trying to tell her something else. At that time, she did not say anything in front of Sarita's parents and she returned straight back to her home. She decided to meet and talk to Sarita separately.



After two days, Sarita's teacher again met her alone, talked to her and listened to her whole story carefully. Sarita told them that her family members want Sarita to get married as soon as possible so that they can be freed from this responsibility. Sarita's grandmother also says that she too got married at a very young age and she wants her granddaughter Sarita to also get married before she dies. The teacher patiently listened to Sarita and along with *Sarpanch* Rani Devi discussed the matter with her parents again and explained to them that Sarita is still a child and it is not good to get her married at this age. She also explained to them that it was illegal for Sarita to marry at a young age. She also told them about her dream of joining the army. After much negotiation, Sarita's parents agreed to fill her scholarship application. The teacher had brought the application form with her and she helped Sarita to fill it.

In the end, with everyone's efforts they were able to convince Sarita's parents not to marry her off yet and to continue her education. Sarita passed class ten with good marks and joined an institute in a nearby block that provided training to join the army. Sarita's parents are very happy that they listened and agreed with her teacher and the *Sarpanch*.

- ✿ After the story, listen to the participants for their thoughts on the story and summarize key points from the story.



## SUMMARIZING KEY LEARNINGS

Tell the participants that the teacher praising Sarita as well as the parents at the beginning of the conversation created a good rapport. She remained in **constant touch with the entire family** and was able to convince Sarita's parents to continue her studies.

Tell the participants that the teacher listened carefully to what Sarita's parents said. She understood the real problem only by **talking to Sarita separately and listening to her carefully.**

Due to understanding Sarita's expressions and body language, she decided to talk to Sarita separately and was able to understand her views clearly.

Because of this, we can also understand here that while listening carefully, it is important to understand body language also.

**'Rapport building'** is a state of harmonious understanding with another individual or group that enables greater and easier communication.

In other words, making a connection or rapport is getting on well with another person, or group of people, by having things in common, and this makes the communication process easier and usually more effective.



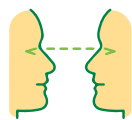
**'Active listening'** means, as its name suggests, actively listening. That is **fully concentrating on what is being said** rather than just passively 'hearing' the message of the speaker.

Active listening involves listening with all senses as well as giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

### Non-verbal signs of attentive or active listening



Smile



Eye contact



Posture



Mirroring

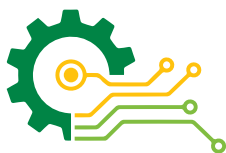


Distractions

Be aware that:

It is perfectly possible to learn and mimic non-verbal signs of active listening and not actually be listening at all. It is more difficult to mimic verbal signs of listening and comprehension.





## REFLECT ON WHAT YOU LEARNT

As part of your work, you interact with multiple people during the day. After visiting one of the community members as part of your work, note down the things which you have missed in your conversation that would have made your communication effective and helped in building relationship with the community member. These could be - amount of time spent, time allowed for the community member to speak, attentive listening during the conversation, taking interest in their life, maintaining eye contact during the interaction, etc.

During your next visit, remember the points noted and try to incorporate them within your conversation.

## REFERENCES

Session 3.3 from Module 7 on Social and Behaviour Change – Child Protection from CP Smart Kit.

<https://drive.google.com/file/d/1MqyaNmK0uqXDz0dIYxnXnYXt4PEvzaZZ/view?usp=sharing>

Video from movie Dhamaal showing key components of active listening-

<https://www.youtube.com/watch?v=UW8nEQ4hA3E&t=211s>





## SESSION 9

# ART OF QUESTIONING



### ABOUT THE SESSION

The session will help participants in understanding how to ask questions, especially to children.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Sheets, papers and pens



### DURATION

45 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Ask any two-three volunteers to share their experiences of using communication skills like active listening, rapport building, using non-verbal signs etc. and if these skills are helpful in their day-to-day communication.

## ACTIVITY

- ✿ Call out four volunteers from the participants and explain to them that they can imagine themselves as parents who are going out and giving instructions to their children regarding their conduct during their absence, behaviours, studies etc. The remaining group members can act as their children.
- ✿ Ask the imaginary parents to do a role play and demonstrate what they will ask the children upon their return.
- ✿ Ask the first set of parents to ask only closed-ended questions such as: Did you eat food? Did you watch TV? Did you finish your homework? Did you fight amongst yourself? Did you go out of the house?
- ✿ The other set of parents will be instructed to ask questions such as: What did you eat in our absence? How was your day at school? What was the homework about? How did you spend your time while we were away?
- ✿ Once the activity gets completed, ask the participants what did they notice? What was the difference between the answers given by children to both set of parents? In which case were the responses more detailed and more information came out?



## SUMMARIZING KEY LEARNINGS

We ask two types of questions during conversations:



- **Closed-ended questions** are those that can **easily be answered with a "Yes", "No" or one-two word** responses. For example, did you have lunch today? Or what time did you have lunch?
- **Open-ended questions** are those that **cannot be answered with a "Yes", "No" or one- or two-word** responses. For example, what did you eat during lunch today? How was your day at school? What was the homework about?

Tell participants that it is a good practice to **use mostly open-ended questions** while interacting with children so that the other person gets a chance to express his views as much as possible.

Ask the participants to keep simplicity in mind while asking questions and not to use unknown words while asking questions.

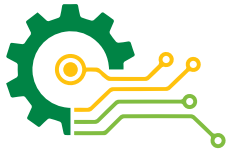
**Don't ask too many questions at once.**

After asking a question, **be patient** to wait for the answer.

If people do not understand a question, then ask it in a different way.

Always **start by asking simple questions** and move on to complex questions later.

And? Then? So?... it is good to use words like these in the form of questions.



## REFLECT ON WHAT YOU LEARNT

Repeat the activity at your home with family members and children.

Note differences in the responses and correlate with the learnings from the session.





## SESSION 10

# POWER OF EXAMPLES



### ABOUT THE SESSION

The session discusses the importance of using appropriate examples that resonate with children to make communication child-friendly. The module further dwells upon how use of examples help clarify concepts while interacting with children.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, members of youth groups/adolescent groups/ *balika manch*, field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Case study note



### WARMING UP

Start the activity by asking the following questions:

- Do we use examples in our everyday communication?
- Why do we use examples and what role do they play?



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Ask the participants if they can give few examples of open and closed-ended questions. Discuss with the participants their experiences of using closed and open-ended questions with children.

## ACTIVITY – APPROPRIATE EXAMPLES MAKE COMMUNICATION SIMPLE!

- ✿ Divide the participants into two groups. Explain the situation given below to both teams and then give them one example each.
- ✿ PRI members along with teachers organized a small function on Republic Day in the village school. The theme of the function was “Discipline is the key to success”. After the function was over, PRI members addressed the children. The following two incidents were narrated as examples:

- Group 1: “In Delhi, the schools have strict rules. Any child who breaks the rules of the school is punished, whereas children maintaining discipline are encouraged. Therefore, it will be nice if you all also maintain discipline of this school. Discipline helps children become emotionally and socially mature adults. The teacher also shared that a child was given a prize for maintaining discipline in school.”



- Group 2: Harsh was newly admitted in the school and had been there for about two weeks when this function on Republic Day was held. He was admitted to the school because his family had shifted from one village to another as his sister had run away from home. His family was shamed in the village and that is why they had to leave the village. He was finding it difficult to adjust to the environment of the school and had been aggressive with other children who had been teasing him using his sister’s name. He even got into a scuffle with few of the children there. The teachers gave example of Harsh to other children “Look at Harsh. He has not been adjusting with fellow children and fighting with them. You all should not be like him and all children should behave well and live cordially.”



### Discussion

At the end of the activity, ask participants the following questions about example 1 and 2?

- ✿ Were examples factually correct and were they easy to understand?
- ✿ Were examples related to the subject?
- ✿ Were examples related to rural areas?
- ✿ Did they refer to any specific person or revealed identity of that person?



- ✿ Reiterate that Example 1 about discipline in Delhi schools
  - was factually correct and easy to understand
  - did not refer to any specific person or revealed that person's identity
  - was related to the discussion - it spoke of discipline as an important characteristic of school life
  - ensured privacy
  - did not relate to rural context and referred to schools in Delhi
- ✿ Reiterate that Example 2 about Harsh
  - was factually correct and related to the topic of discussion but it was not appropriate
  - it referred to a specific person and revealed that person's identity
  - it did not take in to account Harsh's situation and suffering



## SUMMARIZING KEY LEARNINGS

**Examples make statements clearer, give receiver or listener more information, and decrease the chances of the fact or idea being wrongly understood with respect to real life situations.**



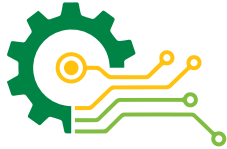
**While communicating with children, giving examples helps in explaining an idea or concept which may be complex or unfamiliar.**

**Examples also help children grasp an idea suitable and familiar to their context. Asking children to share examples helps them in communicating what they might observe in their surroundings or experience themselves. For instance, asking a child to cite an example where he/she saw a child in distress may unpack child protection issues and problems in her/his areas.**

**Examples should be related to the situation and children should be able to relate to them.**

**Some points to keep in mind while giving examples:**

- Examples should be correct
- They should be easy to understand
- They should be in local context
- They should not offend anyone
- They should be related to the topic of discussion
- While giving examples, one must ensure privacy of the person being cited



## REFLECT ON WHAT YOU LEARNT

Ask the participants to understand from children in their homes and communities about who their role models are? (These can be popular sportspersons, actors, influencers). Take relevant examples from their lives and share with the children those which you think would be helpful and drive behaviour change in children.



## SESSION 11

# FOSTERING INCLUSIVE ENVIRONMENTS FOR CHILD PROTECTION



### ABOUT THE SESSION

The session will help participants in understanding that certain children in their communities are more vulnerable than others. Special efforts are required to protect and ensure inclusion of these children.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, members of *balika manch*/youth group/ adolescent group and field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

List of roles written on small pieces of paper and list of questions



### WARMING UP

Start the activity by asking the following questions:

- Do all children need protection?
- Are there children who need more protection than others?

After receiving a few answers, tell participants let us play a game to find out.



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Ask the participants the importance of using examples in communication. Discuss with the participants what examples can they use with children for effective communication.

## ACTIVITY – POWER WALK

- ✿ The facilitator will request five volunteers from the group.
- ✿ Each volunteer will be given one of the 'roles' described below:
  - Son of *Sarpanch*
  - A girl with disability
  - A child labourer
  - An orphaned girl
  - A boy from extremely poor family



- ✿ If possible, these roles can be written on small pieces of paper and handed out to each volunteer.
- ✿ All volunteers should then stand together next to one another in a line.
- ✿ The facilitator will read out the following questions one by one:
  - **Will you be able to complete school education?**
  - **Will you get to spend time with your family?**
  - **Will you have time to play with your friends?**
  - **Will you get enough food in a day?**
  - **Will you be able to attend school everyday?**
  - **Will you be protected against any form of violence?**
  - **Will you have access to a tutor or some additional help with studies?**
  - **Are you susceptible to fall sick regularly?**
- ✿ If the volunteer in their role answers 'yes' to the question, they should take a step forward. If the volunteer answers 'no' they should remain standing where they are.



### Discussion

At the end of the activity, ask participants

Which volunteer moved forward and which remained at the back?

- ✿ Which children came last in the activity?
- ✿ Why some children moved forward and others remained at the back? Have a discussion and make participants recognize exclusion faced by children.



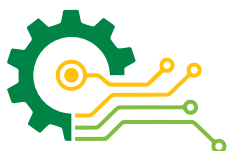
Highlight that while all children need protection, there are some in our communities who are more vulnerable. The children who are poor, disabled, do not have family support and girls in particular may need additional community support.

- These vulnerable children will also be more at risk of abuse and exploitation. They need more protection.
- Ask: what can all of us do to protect and include these children.



## DISCUSS THE FOLLOWING

- Vulnerable and at-risk children must be identified by the community members
- Their families/caregivers can be supported by the community, so that these children continue their education
- They can be linked to child protection and social protection schemes
- Communities can make special efforts to ensure that such children are not pushed into child labour or are physically or sexually abused or married early



## REFLECT ON WHAT YOU LEARNT

**Ask the participants to interact with children in their homes or community and find out if they or their friends felt excluded or left out at school or during playing with their friends?**

**Interact with SMC members and find out if some children face discrimination and how it can be addressed.**

**Discuss before beginning the next activity how that situation can be rectified.**





## SESSION 12

# SOCIAL MOBILIZATION AND SUPPORTIVE ENVIRONMENTS FOR CHILD WELL-BEING



### ABOUT THE SESSION

The session dwells upon the importance of strengthening community networks to create a supportive environment for children. It specifically focuses on the role of standing committees and improving capacities of key community stakeholders to promote child protection and create a nurturing environment for children.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, SHG members, NGO members, other implementing partners, youth/adolescent groups/*balika manch* as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Rings of responsibility instructions given in session



### WARMING UP

Start the activity by asking the following questions:

- What does a child need in his/her environment?
- Who all can ensure that children have access to adequate food, quality education, play and health services?



### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Discuss with the participants if they were able to identify instances of discrimination faced by children in their community. What is the solution to rectify this situation?

## ACTIVITY – RINGS OF RESPONSIBILITY

- ✿ Tell the participants to stand in a big circle.
- ✿ Ask one volunteer to come forward and stand at the centre of the circle as an adolescent girl.
- ✿ Ask the group who will influence the adolescent girl most in her environment. The likely answers would be parents, relatives, friends and neighbours. Ask 3-4 volunteers from the group to pose as family member, neighbours and friend/s and form a small circle around the girl.
- ✿ Ask the group who all influence the adolescent girl's education and access to health and nutrition services. The answers would include teachers, PRI members, AWW, ASHA, SHGs etc. Ask 3-4 volunteers to pose as these stakeholders and form another bigger circle around the small circle.
- ✿ Ask the group who all have the responsibility of making sure that education, health and other services for adolescent girls are provided. The likely answer would be government officials and NGOs. Again, ask 3-4 volunteers to pose as government officials and NGO representatives and ask them to make a bigger circle around the last circle.
- ✿ Now ask the volunteer posing as an adolescent girl what all would she need to grow up well. (Ans: opportunity to continue education, food and nutrition, skill development)
- ✿ Ask the volunteers standing in the circle closest to the adolescent girl, what all should families and relatives do to ensure that the adolescent girl gets what she needs. Sometimes there are challenges at family level for adolescent girls such as pressure of marriage, pressure to leave school and discrimination between boys and girls. What can be done to address these challenges?
- ✿ Ask volunteers in the next circle what PRI, AWW, ASHA and teachers can do to support adolescent girls.
- ✿ Talk about the village standing committee comprising Sarpanch, SHG member, frontline functionaries and others.
- ✿ Ask volunteers in the last and bigger circle what government officials and NGOs do to support adolescent girls. Ask if they know about it or is it constituted in their village. If not tell them it will be constituted soon.



Conclude by saying that each ring of stakeholders have responsibility to create protective and supportive environment for children.





## Discussion

**At the end of activity discuss the following:**

- A number of **stakeholders at different levels have a role to play in ensuring a supportive and protective environment for children.**
- Cooperation from all stakeholders at family, village and organizational levels is required for this.
- Village-level stakeholders particularly the standing committee plays an important role in creating a protective environment for children. They are responsible for
  - **Identifying at-risk children**
  - **Sensitizing parents and families** to ensure well-being of children
  - Linking at-risk children and their families with government schemes and programmes
  - **Creating awareness on child rights** and roles and responsibilities of various stakeholders
- Government officials and NGOs ensure that quality services are available to children and their families.



## SUMMARIZING KEY LEARNINGS

All children and adolescents require adequate education, health and play opportunities. They also need care and affection at home. They need to be protected from violence and other forms of abuse in families and communities.

**Families provide immediate care and support** to children and provide supportive environment for children to grow and develop. However, if family's ring of responsibility is broken i.e., if the child faces violence or denied adequate food and education, then the family is not the best environment for the child.



Similarly, **village level stakeholders/** standing committee members have the responsibility to **ensure that children have access to health, education and other services**, create a protective environment for children at community level and identify and support at-risk children and families.

Village-level stakeholders particularly the standing committee plays an important role in creating a protective environment for children.



Government officials and NGOs ensure that at village level all services are provided adequately and there are no gaps and lapses.



## REFLECT ON WHAT YOU LEARNT

Ask the participants how they can create a protective and supportive environment for children.

Go for a walk within your locality during early morning or slightly late at night. Do you see a child who needs help or attention? What can you do in this case?

## REFERENCES

### Indicative social mobilization activities on different issues of child protection

#### Ending violence and child sexual abuse

Engage with the local youth group/*balika manch* and discuss with them if they know about different types of child abuse which children are vulnerable to? Encourage them to contact the local police official and facilitate a session on POCSO through the platform of youth group.

#### Bal surakhsha mela with local police

As there is an urgent need to combat human trafficking and reduce children's vulnerabilities, you engage with the local police to organize a monthly bal surkasha mela wherein the local police creates awareness amongst children on human trafficking through videos and posters. Children are informed about whom to call/ contact when they sense something suspicious. As part of the event, children are given tour of the local police station so that they are able to communicate freely with police officials.



## SESSION 13

# CREATIVE TOOLS FOR COMMUNICATING WITH CHILDREN



### ABOUT THE SESSION

The session will help participants in understanding effective tools for communication with children.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Story book, dialogue cards



### WARMING UP

Start the activity by asking the following questions:

- Do we talk to children in the same way as we talk to adults?

Initiate discussion and highlight the following: Children understand through stories, activities and when engaged.



### DURATION

30 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Ask any two-three volunteers to share if they could identify any child or situation that needs attention. What type of social mobilization activity can be conducted for this situation?

## ACTIVITY

- ✿ Initiate a discussion with participants on how children understand an issue.
- ✿ Ask: Would a child understand issues through a lecture or through a story?
- ✿ Emphasize at the end of the discussion that **children also learn differently; through audio, visual and kinesthetics etc.** Therefore, it is important to use different types of tools for children to understand.
- ✿ Explain that we will use two types of tools in the session today i.e., Story book and dialogue cards.
- ✿ Share a few copies of **Madhav and Muskan Comic Series** with the group.
- ✿ Show the books to the group present and initiate discussion on any one theme.
- ✿ In a participatory manner read a story from one comic and explain how these books can be used to talk about different issues with children.
- ✿ Next, share the **dialogue cards from Rajasthan Ending Child Marriage Package** with the participants.
- ✿ In a participatory manner, engage the audience and discuss the issue of child marriage through the story of Sarita.
- ✿ Explain how using the cards, one can talk about complicated issues in a simple manner with children.
- ✿ Discuss the advantages of story books and dialogue cards after the session.





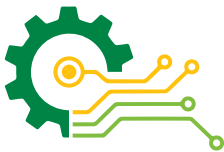
## SUMMARIZING KEY LEARNINGS



Engaging communication helps in retaining the message



Visual images and story format of communication help in effective communication, especially with children.



## REFLECT ON WHAT YOU LEARNT

When you go back home, talk to your children using some of the materials available like comic books/newspapers or through a video and see if it makes a difference on how the child receives the information.

Check at the school and Anganwadi Centre (AWC) if there are story books, dialogue cards, board games that may help in talking to children in an effective manner.

## REFERENCES

- Package on ending child marriage: <https://drive.google.com/drive/folders/1KTC7J7N46CPzarp7ev0IPzaLJPUSs65s?usp=sharing>
- Madhav aur Muskan Comic: [https://drive.google.com/drive/folders/1mzG\\_ushtTsY8YPz1ebOXQa8FvXFhj8QL?usp=sharing](https://drive.google.com/drive/folders/1mzG_ushtTsY8YPz1ebOXQa8FvXFhj8QL?usp=sharing)
- Relevant communication materials from Tarunya: <https://prachicp.com/tarunya/community-key-influencer.html>





## SESSION 14

# TEAMWORK AND COLLABORATION FOR COMPREHENSIVE CHILD PROTECTION



### ABOUT THE SESSION

The session will help participants in understanding how to work and collaborate with other team members.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Four chairs without arms



### DURATION

45 minutes



### WARMING UP

Start the activity by asking the following questions:

- How should teams work?
- What is the role of each member of the team?
- What type of leadership brings about the best results?

**Recap:** Ask any volunteer to summarize the key points from previous activity. Discuss with the participants if they were able to find tools (games, story books, comics etc.) that can be used for communicating with children.

## ACTIVITY

- ✿ Keep four chairs in the centre of the room/space and invite four volunteers to sit.
- ✿ Ask the other participants to observe keenly on what is going to happen.
- ✿ Now, ask the volunteers to lean backwards and rest their shoulders on the thighs of the person behind them, as if they are leaning into the lap of the person behind them. Once this position has been achieved, slowly, start removing chairs. Here you are playing the role of a facilitator and leading the team.
- ✿ Gradually and cautiously, remove all the four chairs one by one. Once all the four chairs have been removed, it will be seen that all the four volunteers are supporting each other with very little effort. Note that if one person falls, the group will fall.
- ✿ Once the activity is completed, congratulate all the volunteers and ask them to go back to their seats.

Ask the volunteers for their reaction.

- ✿ What they felt when they volunteered and how they felt as the activity proceeded?
- ✿ Were there any inhibitions or fears?
- ✿ Did at any point during the activity they feel that the task was challenging?
- ✿ Did any of them feel that the activity should be abandoned owing to possible challenges?
- ✿ Ask the observers to explain the role played by different members (volunteers, leader and their reaction etc.).



At the end of the session, show this video to the participants on team work from the movie Gold: <https://www.youtube.com/watch?v=FiSXq0M6v4E>





## SUMMARIZING KEY LEARNINGS



### **Trust building:**

It is extremely important to have trust in all team members. In order to be effective

in child protection activities, trust is key. It is also necessary that children are able to form trust in the teams working for their safety.

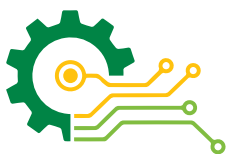


**Team work:** The task can fail even if one of the team members prove to be a weak link. Many times, issues related to trafficking, child

labour, child abuse, child marriage etc. are quite complex. Resolution of such matters can only be achieved through a well-coordinated team.



**Facilitative role of the leader:** As noted during the activity, it is evident that the facilitator must have confidence in himself/herself and display facilitative and leadership qualities. Similarly, the person leading the child protection initiatives should be able to lead the team members with clarity and confidence and enable the team members to take responsibility. For instance, if the *Sarpanch* is the chairperson of the Standing Committee, he/she should encourage the members of the Standing Committee to come up with solutions.



## REFLECT ON WHAT YOU LEARNT

Go through the case study from the link and answer the questions in the activity. The case study presents a situation of a team that is organizing a event of child protection.

[https://newconceptcdc.org/etraining/CP\\_HINDI\\_ACTIVITY/module7hindi/M7\\_S4\\_activity1\\_Hindi/](https://newconceptcdc.org/etraining/CP_HINDI_ACTIVITY/module7hindi/M7_S4_activity1_Hindi/)

## NOTE FOR THE FACILITATOR

- Before starting the activity, try to make the volunteers comfortable as they may fear that they might fall during the activity. Tell them that there is no pressure and those who don't want to participate can just observe. Share with them that this activity is safe and has been done multiple times with other groups.
- Tell volunteers that they may not succeed one or two times during this activity. Therefore, complete it with full concentration and enthusiasm.

## ALTERNATIVE ACTIVITY

- Explain the scenario to the participants: An alien has landed up on earth by mistake and is coping to adjust with the surroundings. The alien lived near the sun and therefore the temperature at earth was making him shiver with cold. It does not understand anything but has learnt six words over the period, which are: Left, right, up, down, yes and no. Apart from these, the alien does not understand any language. It is confused, frightened, and desperate to go back and will not survive if within a short span a sweater is not worn by it.
- The task is to make *Jaadu* wear a sweater without touching him directly in a quick time.
- Invite 5 volunteers to form the Planning Team. Invite another 5 volunteers to form the Implementation Team. Assign the rest of the participants to the Observer Team. One participant will play the role of *Jaadu*.
- The Planning Team will discuss internally and devise a strategy to instruct the Implementation Team on how to make *Jaadu* wear the sweater. They will be given 3-4 minutes to plan. Remember that only six words can be used which *Jaadu* understands.
- The Planning Team will now communicate their plan to the Implementation Team using the six words. Observers watch the communication process for effectiveness and clarity.
- The Implementation Team will have 3-4 minutes to plan their approach based on the instructions received. They then execute the task, attempting to make *Jaadu* wear the sweater within the next 3 minutes. They will be given 3 minutes to execute the task.

### Instructions for Planning Team

- Devise a strategy
- Communicate with Implementation Team on how to make *Jaadu* wear the sweater
- Instruct the implementation team that;
- *Jaadu* has very limited time on earth and hence they have to be very quick.
- *Jaadu* cannot be touched, otherwise it will blast
- *Jaadu* understands only 6 words; 'Up', 'Down', 'Left', 'Right', 'Yes', 'No'
- If multiple instructions are given to *Jaadu* at the same time, it gets confused.
- If too many people surround *Jaadu*, it gets nervous and frightened

### Instructions for Implementation Team

- Plan the approach based on instructions
- Attempt to make *Jaadu* wear the sweater within 3 minutes
- Do not overcrowd or attempt to touch *Jaadu*

### Instructions for *Jaadu*

- You are an alien who has mistakenly landed on earth. You are shivering and feeling very cold. If you do not get warm soon, you will die.
- You have started understanding 6 words over period of time; 'Up', 'Down', 'Left', 'Right', 'Yes', 'No'
- If multiple instructions are given to you at the same time, you get confused.
- If too many people come closer to you, you get nervous and frightened
- You will blast to death if any human touches you



## Discussion

Ask the participants following questions at the end of the activity:

- What worked well in the planning and implementation?
- What were the main challenges faced by each team?
- How did communication impact the execution of the task? Whether it was clear or not?
- What strategies could have improved the outcome?
- Was there any weak link?
- How can the lessons learned be applied to real-life team situations?

Share that often the vision of the planning team is not well communicated to the implementation team due to which the execution is affected.



## SUMMARIZING KEY LEARNINGS



Successful teamwork involves clear **communication, effective planning, coordination, and mutual support.**

Lack of cooperation leads to failure, as seen in the activity.

**Learning from mistakes and making necessary adjustments** can lead to better outcomes in future tasks.

**Every team member's contribution is valuable** and working as a single, cohesive unit is crucial for success. There are no rewards or brickbats, if any, they are for the entire team and not for any individual.





## SESSION 15

# EXECUTING COMMUNICATION PLANS FOR EFFECTIVE CHILD PROTECTION



### ABOUT THE SESSION

The session will help participants in understanding how to execute communication plans for effective child protection.



### PARTICIPANTS/ INTENDED AUDIENCE

Functionaries at the village level such as Standing Committee Members, Girls groups, SHG members, NGO members, youth/adolescent groups/*balika manch* and other implementing partners, as well as field-level functionaries engaged in child protection activities.



### MATERIAL REQUIRED

Sheets of paper and pens



### WARMING UP

Start the activity by asking the following questions:

- Can you recall some of the most memorable TV advertisements or the slogan of a government programme or campaign?
- What is it about the key message that makes it so memorable?



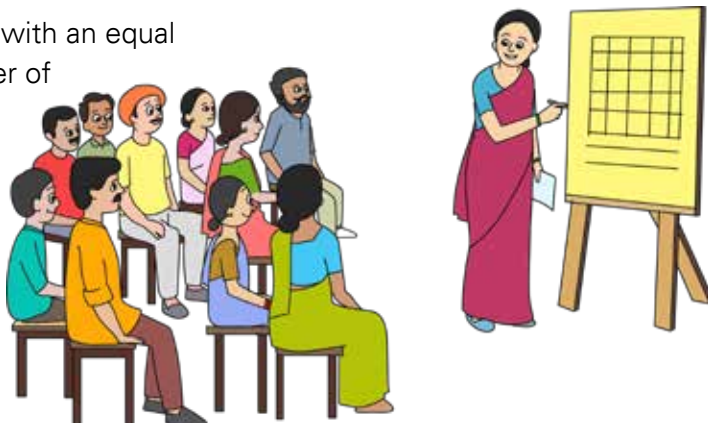
### DURATION

60 minutes

**Recap:** Ask any volunteer to summarize the key points from previous activity. Discuss with the participants if they were able to answer the questions from the activity. Ask what do they think is important for a team to work seamlessly.

## ACTIVITY

- Divide the participants in 3-4 groups with an equal number of participants. Each member of the group will represent a member of the standing committee on child and women welfare. They could be *Gram Pradhan*, AWW, ASHA, Principal of the School, SHG member, Member of Schedule Caste/Tribe etc.
- Each group will be given one scenario each around a child protection issue in their community. These could be: children dropping out of school before 18 years; opting for work in a nearby factory; children reporting instances of corporal punishment in the school; safety of children on the way to school and back; prevention of child marriage, especially in case of girls.
- Ask the groups that as part of the standing committee members on children and women welfare, they are required to frame a communication plan to ensure that these problems are resolved in their community.
- Tell them that the communication plan should be time-bound and have roles and responsibilities assigned to each member of the Standing Committee. Do not share any template with them.
- Give the groups 20 minutes to frame the plan. After that each group will present its plan.



## Template for communication action plan (State-Assam)

C P ISSUE	ACTIVITIES	PLATFORM	Facilitator	STAKEHOLDER	TIMEFRAME	REACH
CHILDREN DROPPING OUT OF SCHOOL BEFORE 18 YEARS OF AGE	1) HOME VISIT	HOME - HOUSE	T.G.C., C.C., CLUB LEADER	PARENTS, CLUB TEACHER	3 MONTHS	49 TGA BIRGE 990-HOUSEHOLD [By Supreme Staff]
	2) S.M.C. + PARENT MEETING WEEKLY MEETING OF A.G.	SCHOOL, COMMUNITY HALL, LABOUR CLUB, C.C.	PROJECT STAFF & SCHOOL TEACHER & SMC MEMBER	PARENTS, TA MANAGEMENT, PRI MEMBERS, RESIDENT GP MEMBERS, STUDENT UNION	3 MONTHS	49 MEETS
	3) AWARENESS (CHALK, STREET PLAY, RALLY, MICING, E-L, (A/V TOOLS)	MARKET PLACE CHALK, LABOUR LINE, OPEN FIELD	PROJECT STAFF TA MANAGEMENT A.G. MEMBERS	COMMUNITY	3 MONTHS	7350 people Reached through 49 awareness camp in 49 T.G.
	4) CONDUCT TIME-TO-DRIVE TO TRACK THE DROPOUTS	HOME, SCHOOL A.G. AS GROUND	PROJECT STAFF, LINE CHAIRMAN, NUTRITION CLUB, LOCAL BODIES	PARENTS, A.G. -LACENT, TA MANAGEMENT	3 MONTHS	CONT. PROCESS
	5) SOCIAL MEDIA CAMPAIGN	F.B., WHATSAPP, INSTAGRAM	PROJECT STAFF, PEER LEADERS, ASHA, AWW, ASHA	ADOLESCENTS & YOUTH	3 MONTHS	3000 ADOLESCENTS & YOUTH.

## Template for communication action plan (State-Uttar Pradesh)

S.No	Child protection issue to be addressed (child marriage, violence against children, cyber harassment, etc.)	Communication approach (IPC, Group communication, Social mobilisation, Mediated communication)	Stakeholders/Participants	Platform	Activities	Facilitator	Means of Verification
1	Child marriage	T.P.C	S.H.G, S.P.C, PRI	Aganbadi	Community meeting	ASHA, A.A.A	Photo evidence
2	Child labour	T.P.C	Parents	Home Visit	Meeting	ASHA	
3	Child labour	T.P.C, meeting					
4	Violence against children	Social M, T.P.C	Village, women's group	Aganbadi	Community meeting	ASHA	
5	Violence against children	T.P.C					
6	Physical abuse	T.P.C	Parents	Home Visit	Meeting		

### Suggested platforms

- Village level standing committee on child and women welfare
- SHGs
- PRI
- Adolescent groups
- Balika manch
- SMC
- NYKS/NSS
- Peer educator groups
- VHSND

### Child protection issues

- Child marriage
- Child labour and bonded labour
- Violence against children
- School drop outs
- Child trafficking
- Kidnapping
- Online safety



## KEY COMMUNICATION APPROACHES

**Inter-personal Communication (IPC):** IPC, a two-way communication mode, is the interactive process between two or more people.

**Group Communication (GC):** Sending and receiving messages to multiple members of a group.

**Social Mobilization:** Social Mobilization is a process that engages and motivates partners and allies either at national or local levels to raise awareness of and demand for a particular development objective. It adopts two-way communication to ensure that people work in a coordinated way to reach the intended result.

**Mediated Communication:** Communication done using information communication technology (ICT). This includes the use of platforms like IVRS, WhatsApp, Facebook, Instagram. Some examples of this could be sharing photos on social media, creating social media groups for stakeholders at district and village levels, making short reels or videos on key issues, etc.

**Campaigns:** Campaigns are usually done to raise the awareness and increase knowledge around specific issues. They are based on a one-way mode of communication and are most effective when adopting a mix of media, such as mid-media, outdoor-media and mass media.

Mid-Media is the use of local, sometimes traditional form of communication such as puppet shows, magic shows, drama, street theatre to deliver messages to a community.

Outdoor-Media utilizes public spaces such as billboards, advertising spaces in a train, bus or a side of a vehicle to deliver messages.

Mass Media is the use of print (newspapers, magazines), Television (soap operas, PSAs, Talk Shows, Documentary Films) and Radio (Talk shows, PSAs, audio dramas) to deliver messages to large sections of people.



## Template for rolling out the training plan

Name	Designation	District	Block	Plan Approved by:
				Designation

S. No	Designation and name of the person	Identified Gram Panchayats									
		GP 1	GP 2	GP 3	GP 4	GP 5	GP 6	GP 7	GP 8	GP 9	GP 10
1	PRI										
2	Ward member										
3	AWW										
4	School Teacher										
5	SHG member										
6	Youth club member										
7	Women's group										
8	SMC Member										
9	DCPU Counsellor										
10	DCPU staff										
11	...										
12	...										

	Training Dates								
	Platform	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
GP 1									
GP 2									
GP 3									
GP 4									
GP 5									
GP 6									
GP 7									
GP 8									
GP 9									
GP 10									

### Monitoring checklist

- Training Follow up form for assessing the outcome of the training
- Interviews and questionnaires for participants' feedback and experiences
- Discuss the effectiveness of the training and identify areas of improvement
- Reviewing the materials/resources obtained in the training and assessing their suitability for future use
- An upcoming action plan for the next steps of the training





## SUMMARIZING KEY LEARNINGS

Once everyone has presented, share with them what an effective communication must have:



### **Situation Analysis:**

Develop a thorough understanding of existing situation.



### **Defining Objectives:**

For example: to end child labour, communities would require

knowledge on evils of child labour and how education could contribute in children's intellectual growth and help them acquire skills to secure better jobs in the future with higher incomes.



### **Stakeholder Mapping and Analysis:**

Mapping all the relevant stakeholders concerning this issue at individual, family, community, organizational level.



### **Audience Mapping:**

Identifying priority audiences, those whose behaviour

the intervention aims to change. They are not necessarily those who are most affected by the problem but are those whose behaviour change will most likely achieve the programme goal.



### **Communication Messages, Methods, Channel, Platforms and Materials:**

The audience segmentation helps to understand the different messages, which

may include preventive and promotive messages such as children have a right to education, children should be in schools, children must be given opportunities to participate in family and school level activities.



### **Channels and Materials Required:**

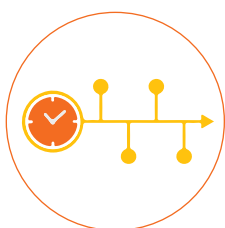
Communication channels include mass media, social media and transmedia and materials include print, audio, video materials. The platforms could be one to one (home visits), group (group meeting at AWCs or community-based platforms (VHSNDs). Platforms for sectoral convergence may include leveraging school-based platforms such as Parents Teachers'

Meetings, Meena and Raju Manch; community platforms for convergence could be village meetings, VHSNDs, Adolescent Health Days among others.



**Communication Approaches and Methods:** Interpersonal communication, group communication, mass communication, community mobilization and

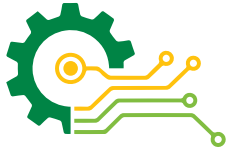
multisectoral collaboration i.e. involving all relevant sectors in communication efforts.



### **Plan:**

The plan entails developing a blueprint of SBC activities with roles and

responsibilities and timelines.



## REFLECT ON WHAT YOU LEARNT

Take the format from the facilitator and develop a communication plan for a campaign on creating awareness on child sexual abuse in your community. Share the plan with the *Gram Pradhan* and advocate for executing this in your community with the help of the District Child Protection Unit.

# Annexure 1

## 1. Notes for the facilitator on UNCRC

### General requirements under the UNCRC for the rights of the child

**Article-1:** All people under the age of 18 years have all the rights under this UNCRC agreement.

**Article-2:** This agreement is equally applicable to all irrespective of their religion, qualification, profession or family.

**Article-3:** All government and non-government organizations working for children will work for the best interest of children.

**Article-4:** The government will have to provide all these rights to the children.

**Article-6:** Children have the right to live. The government has to ensure that children survive and develop.

**Article-12:** If elders (adults) are taking any decision which may impact children, then children have the right to express their views freely. Children also have the right that their views be taken seriously and no one ignores them.

### Children's Right to Survival and Development

**Article-7:** Children have the right to legal/statutory registration of their name and citizenship. Children have the right to know and they also have the right to be cared for by their parents as far as possible.

**Article-9:** Children should not be separated from their parents unless it is for the child's own welfare, such as when a parent is not treating the child well or is not paying attention to them. If a child's parents are separated, the child has the right to meet and maintain contact with both of them, as long as doing so does not cause any harm to the child.

**Article-20:** If the family of the children does not take care of them, then such people should take care of the children who respect their religion, culture and language.

**Article-22:** If a child has come as a refugee from another country, he should get all the rights that a child born in this country gets.

**Article-23:** If a child is disabled, he should be given special care and support so that he can live his full life independently.

**Article-24:** Children have the right to better quality health facilities, clean drinking water, nutritious food and a clean environment, so that they can remain healthy.

**Article-25:** If a child is being looked after by a local institution instead of the parents, the government should review it from time to time to understand its conditions.

**Article-26:** If a child or his parents are poor or needy, they have the right to get help from the government.

**Article-27:** Children have the right to achieve such a standard of living that adequately meets their physical and mental needs. The government should help those families who cannot provide all this to their children.

**Article-28:** Children have the right to receive education (complete education). Their primary education should be free.

**Article-29:** Education of children should be such that it develops their personality and talents and at the same time inspires children to respect their parents, their own and other cultures.

**Article-30:** Children have the right to learn and use the language and customs of their family, whether it is the language and customs of the majority of the people of the country or not.

**Article-31:** Children have the right to rest, play and participate in various types of activities.

**Article-42:** The government should inform all parents and children about this agreement.

### **Children's Right to Protection: To be safe from any kind of harm**

**Article-11:** If someone is forcibly taking a child out of the country illegally, then the government will have to take appropriate steps to stop it.

**Article-19:** The government must ensure that children are well looked after and are protected from ill-treatment, violence and neglect by their parents or others who are raising them.

**Article-32:** The government has to protect children from such dangerous activities which harm their health and education.

**Article-36:** Children should be protected from any activity that harms their development.

**Article-35:** The government must ensure that children are not abducted or bought.

**Article-34:** The government should protect children from sexual exploitation.

**Article-37:** Children should not be subjected to any kind of cruel, inhuman, harsh or humiliating treatment, and they should not be punished.

**Article-40:** If a child breaks the law, he has the right to get legal aid. They should not be kept in jail with other adult prisoners and should remain in contact with their families at all costs. Children should be sentenced to jail only in cases of very serious crimes.

### **Children's Right to Participate: Freedom of expression**

**Article-13:** Children have the right to get any information and to give that information to someone else. Apart from this, children have the right to join any group or organization, as long as it does not cause any harm to the child.

**Article-14:** Children have the right to think what they want, believe in what they want, and practise their religion as long as they do not prevent anyone else from exercising that right. Their parents should explain this to them.

**Article-15:** Children have the right to associate with each other and join any group or organization, as long as this does not interfere with the rights of any other person.

**Article-16:** Children have the right to privacy. The law must protect you from attacks against your way of life, your honour, your family and your home.

**Article-17:** Children have the right to receive reliable information through mass media. Television, radio and newspapers will have to provide them with such information which they can easily understand and will have to stop such material which causes harm to children.

## 2. UNICEF video on Child Rights

<https://www.youtube.com/watch?v=HCYLdtug8sk>

## 3. Constitutional provisions related to child rights

### Fundamental Rights related to children

- ✿ **Article-15 (3)** – State should make special provisions for children
- ✿ **Article-21 A** – Provides for free and compulsory education to all children of the age 6-14 years
- ✿ **Article-23** – Prohibits trafficking of human beings including children
- ✿ **Article-24** – Directs that no child below 14 years of age can engage in hazardous occupation

### Directive Principles related to children

- ✿ **Article-39 (e) & (f)** require that the state policies are directed towards securing the tender age of children
- ✿ **Article-45** requires provision of early childhood care and education to all children below six years
- ✿ **Article-51 A** states that it is the fundamental duty of parents/guardians to provide opportunities of education to their child or ward aged 6-14 years

## Annexure 2: Picture Cards to Understand Child Rights



**Health and Medical Facilities**



**Bicycle**



**Happy Home**



**Clothes**



**Picnic and entertainment**



**Nutritious food and clean water**



**No scolding**



**Education**



**Being heard**



**Smart phone**



**Fast-food**



**Play Grounds**



**Caring Family**



**Safe Environment**



**Toys and Games**



**Ability to buy things**



**Non-discrimination**



**Participation**



**Sleeping as long as desired**



**TV and Computer**







