

# Manual 2 – For CG Sub-committee Members and Children in CGs





# Table of Contents

A)	Introduction	01
B)	Abbreviations Used	02
C)	How To Use This Manual	03
<b>1.</b>	<b>Sensitizing The Community</b>	<b>05</b>
1.1	Sensitizing The Community	06
1.2	Meeting The Community	10
1.3	Introducing The Cg Initiative To The Community	14
1.4	Consensus Of The Community And Assurance Of Support	18
<b>2.</b>	<b>Introducing Cg Initiative To Children's</b>	<b>22</b>
2.1	Introducing The Cg Initiative To Children	23
2.2	Features Of Children's Groups	30
2.3	Forming Children's Groups And First Steps	35
<b>3.</b>	<b>Children's Group Meetings</b>	<b>39</b>
3.1	First Steps In Cg Meetings	40
3.2	How To Conduct Meetings	45
3.3	Setting Up The Group's Structure	50
3.4	Code Of Conduct And Book Keeping	55
<b>4.</b>	<b>Children's Group Meetings</b>	<b>62</b>
4.1	Typical Children's Group Meeting	63
4.2	Sharing Issues Children Face	68
4.3	Children And Their Potential	74
<b>5.</b>	<b>Children's Group Activities</b>	<b>81</b>
5.1	Activities In A Children's Group	82
5.2	Resources Needed By Cgs And How To Access Them	87
5.3	External Facilitators	93
5.4	Weekly Activity Plans For Each Quarter	97
<b>6.</b>	<b>Stakeholders And Duty Bearers</b>	<b>103</b>
6.1	Stakeholders And Duty Bearers	104
6.2	Establishing Relationships	108
<b>7.</b>	<b>Access To Child Support And Protection</b>	<b>115</b>
7.1	Rights > Abuse > Child Protection	116
7.2	Child Protection	122
7.3	Access To Protection Mechanisms And Community Awareness	127
<b>8.</b>	<b>Goal Setting And Self Assessment</b>	<b>133</b>
8.1	Goal Setting – Why And How?	134
8.2	Different Types Of Goals	139
8.3	Plan Reviews And Assessments	146
<b>9.</b>	<b>Sustainability</b>	<b>152</b>
9.1	Idea Of Sustainability	153
9.2	Resource Mobilization And Sustainability	157

# Introduction

Every child and young person under the age of 18 has rights set out in the “United Nations Convention on the Rights of the Child” (UNCRC) set out in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are nondiscrimination, devotion to the best interests of the child, the right to life, survival and development and respect for the views of the child (source: UNICEF).

The Convention is a legal document adopted by the United Nations, which is legally binding and obligating governments to respect, protect and fulfil children’s rights through their legislation and policies. Written in 1989, the Convention begins by talking about the reasons why it is needed and explains that this is because:

- Children are individuals and members of their families and communities. They have rights and responsibilities, appropriate to their age and development.
- Recognizing everyone’s rights is vital for a world full of freedom, justice and peace.
- Children need special care and protection.
- Families play a really important role in society. Children develop best if their families/carers give them love, understanding, and happiness.
- Children should grow up “in the spirit of peace, dignity, tolerance, freedom, equality and solidarity”.
- In all countries of the world, there are children living in exceptionally difficult conditions. These children need special help.
- Children’s cultures and traditions should be protected.
- The world needs to work together to make life better for children, especially children in the world’s poorest countries .

The Convention enjoys high acceptance worldwide. It has been ratified by most countries in the world, which underlines the global commitment to child rights. No other international treaty on human rights has caused such a commitment on governments. The Convention changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and charity (source: UNICEF).

Although a lot of progress has been made in the last 25 years like; increasing school enrolment, reducing child mortality etc. there are still too many children in the world for whom their rights is a distant dream.

## Box: African Charter on the Rights and Welfare of the Child

Africa is the only continent with a region-specific child rights instrument. The African Charter on the Rights and Welfare of the Child (ACRWC) is an important tool for advancing children’s rights. While building on the same basic principles as the UN Convention on the Rights of the Child, the AU Children’s Charter highlights issues of special importance in the African context.

Children’s realization of their rights to protection, provision, participation and development enshrined in the UNCRC, is the aim of Kindernothilfe’s work. With the introduction of the child rights approach, the way things are viewed is expanded and the attitude towards children is changed. Situations of poverty are no longer seen simply from the viewpoint of human needs and developmental deficits, but are being interpreted as consequences of unjust structures.

Kindernothilfe is committed to the protection and realization of these rights. The aim of its work is to create conditions, which enable children/youth to exercise their rights and to participate actively in shaping their own future.

The importance of "The family" is recognized in the preamble of the UNCRC as the ideal environment for the child; a secure place where children are nurtured and grow up in an enabling environment. Traditional societies held the community and the family in high esteem. In some countries this value is fast deteriorating in the race for material wealth. Due to poverty and increasing pressure on households, there has been a spurt e.g. in street children, working children, child sex workers and in some cases child soldiers - in the last decade. These are, however, the extreme cases. In everyday life children experience denial of opportunities for their growth and development. Physical abuse and neglect of children is taking a heavy toll.

Kindernothilfe is a Child Rights Organisation that started promoting the SHG-Approach since 2002. For Kindernothilfe the Self Help Approach is a Rights-based Approach and is seen as a successful instrument for combating poverty in a sustainable way. It empowers the very poor (the majority being women), socially, economically and politically to live a life of dignity with their children in the community. The work in and with the women groups sets off a number of amazing processes. As a result of capacity building and the mutual support the members receive in the group, women are empowered to take control of their own lives and contribute to the capacity of their families to meet its responsibilities, especially to its children. Everything the women learn in the groups has a direct positive effect on their children.

The formation of Children's groups within the SHG approach provides a platform for children to get together; play, learn and develop. Children in the groups are able to participate in decisions concerning their lives and that of their community. In this unique approach, it is the adult groups at the Cluster Level Association level that forms, facilitates and sustains the children's groups. Children own the groups and guide their activities.

## **ABBREVIATIONS USED:**

CF	Community Facilitator
CG	Children's Group
CLA	Cluster Level Association
CRC	Convention on the Rights of a Child
NCO	National Coordination Office
PI	People's Institution
PO	Project Officer
PrOrg	Promoting Organizations
RBA	Rights Based Approach
SHG	Self Help Group
UNCRC	United Nations Convention on the Rights of Children

# How to use this Manual

The Children's Group (CG) Manual is in 2 parts. Manual 1 is for the use of Project officers of promoting NGOs to facilitate CLAs to understand "Why" CGs are needed and "How" to form and Sustain CGs. Manual 2 is for use by the CG subcommittee – a subcommittee carefully formed by the CLA to facilitate CGs. Manual 2 is also for the use of children themselves to be guided on the basic principles of "Why" CGs and "How" they could conduct their meetings and sustain their groups.

This is Manual 2, which has 9 Topics. Each topic is spread out into 2 to 4 Lessons to cover the topic. The Topic begins with an Introduction that introduces the topic to the user. Each Lesson starts with a Purpose of the lesson. This is followed by an Information Box in yellow colour. This box provides relevant information for that lesson. This is followed by the Learning Objectives for the lesson. After the learning objectives, there are 3 or 4 practical activities that the CG sub-committee members carry out among themselves to help them understand and internalize the lesson. These are called "Preparatory Activities". These are followed by another set of activities called "Field Activities". These are activities that each member of the sub-committee goes and carries out with the children's group that she is facilitating. Each lesson ends with a few Points for Reflection.

A simple numbering system is used to help the user follow the sequence. The first column of numbers indicates the topic numbers. The second column indicates the lesson number within a topic. The third column number indicates the preparatory activity. If the third column has an alphabet instead of a number, it indicates a field activity within a particular lesson. Preparatory Activities are numbered e.g. 1.1.1 and Field Activities are numbered and alphabetized e.g.1.1.A. Preparatory Activities are titled in blue colour and Field Activities titled in Green colour. For example, the number 3.4.2 indicates: second preparatory activity in lesson 4 of topic 3. Or,4.3.C indicates the third field activity in lesson 3 of topic 4.

This manual 2 is to be used by the CG sub-committee members. It will be important for the CG sub-committee members to meet together once a week for a preparatory meeting to cover 1 lesson in the manual each week. The 9 topics are spread over 28 lessons. Each member in the CG sub-committee can take the responsibility to prepare and impart training of one lesson in turns. The member whose turn it is to cover a lesson should read and understand the lesson and the activities thoroughly before going to the CG sub-committee's preparatory meeting. In case she does not understand all of it, she can take the help of another sub-committee or CLA member. It may not be good to get the CF or the Project Officer involved except in extreme cases. It may be necessary to translate this Manual into the Local Language so that the CG Subcommittee Members can understand it better. It is more important to understand and internalize each lesson than to [keep the target of covering one lesson a week. Lessons can be spread to 2 weeks where the](#) CG sub-committee sees the need.

Topics 1 to 5 need to be covered at a stretch. There are 18 lessons in the first 5 topics and it will be good to cover this in the first 6 months as these Topics discuss 'Formation and Activities in CGs'. The sub-committee can take a break of 2 months after this. Topics 6 and 7, which have 5 topics can be covered in the next 2 months. These 2 Topics discuss 'Stakeholders, Duty Bearers and Child Protection'. Again, they can take a break of 2 months after which the last 5 lessons of topics 8 and 9 can be covered which discuss 'Sustaining CGs and the Way Forward'. In general, the CG sub-committee should be able to cover the manual in 14 to 15 months and pass on the contents to the CGs. This will apply for the first batch of CGs. Once the CG sub-committee has formed and strengthened the first batch of CGs inputs to subsequent batches will be easier. The quality of inputs will also improve since they are learning from the children and through the initial experience.

provided the inputs to them.

One CLA normally has 8 to 10 SHGs. When the CG sub-committee sets out to form CGs in the geographic coverage area of a CLA, they could easily form 10 to 15 CGs. Normally there are 5 to 6 members in a CG sub-committee. Each of the CG sub-committee members takes the responsibility to facilitate 2 or 3 CGs. This person is the CG facilitator for those CGs.

The CG sub-committee members carry out the preparatory activities during their weekly preparatory meetings, which could take around 2 hours each week. Each of them then carries out the field activities with children in the CGs that they are facilitating during the CG meeting. The preparatory and field activities are activities that are suggested. The CG sub-committee members can think of other activities that are more relevant to their environment to convey the meaning and essence of the lesson.

Materials needed for each activity are given on the right hand side of each activity. As far as possible, simple materials that are easily available are suggested. However, if any of these materials are hard to procure, alternate materials that are locally available can be used.

As part of preparation, the sub-committee member who is going to take up a lesson in the weekly preparatory meeting must go through the lesson assigned to her before conducting the training. She is the facilitator for that lesson. This member needs to fully understand the lesson before going to the weekly preparatory meeting. Reading or writing the information given in the box to the other sub-committee members may not be in the best interest of the members. The facilitator needs to think of other creative methods to help the participants understand the contents in the box. The given activities will help. The facilitator may choose to add a few more activities relevant to the environment to drive home the lesson. The important test that the facilitator needs to take is to check whether the participants have understood the learning objectives given after each box. They need to check this after the activities are conducted. The facilitator needs to facilitate each session in a participatory way, making sure that a lot of interaction takes place with the learners.

Once the sub-committee has internalized the learning objectives, they prepare for the field activities that they will carry out with children in CG. At the end of each lesson, there are a few points for reflection. It would be good to reflect on these points when each lesson is completed.

All the best for the formation and sustenance of children's groups!! Any feedback on this manual could be passed on by e-mail to Ms. Gudrun Steiner at [Gudrun.steiner@knh.de](mailto:Gudrun.steiner@knh.de)

# Topic 1

## Sensitizing the Community

This topic will help the CLA and CG Subcommittee members understand who they are in the overall frame work of SHG promotion in the country and how promoting children's groups are part of their roles. This topic also elaborates on the responsibilities of the CLA with regard to forming and nurturing Children's Groups, that Children's Groups should be owned and managed fully by children themselves. The Participants must understand and have the attitude that in the People's Institution, children are as much a part and have as much freedom in decision making and discussion as SHG and CLA members. Therefore children should respected and treated as part of the People's Institution.





## 1.1 SENSITIZING THE COMMUNITY

This lesson discusses the importance of identifying, informing and inviting relevant stakeholders in the environment to be present at a community meeting where the need for Children's Groups (CGs) is presented. The community should be involved in the forming and sustenance of the CGs as it gives the whole community a sense of responsibility for children in their environment. This lesson further deals with the role of the CG Subcommittee in gaining the support of these stakeholders, who in turn can play a vital role in convincing the community to agree on forming and sustaining CGs.

### Box 1: Sensitizing the Community

The first step in forming CGs is convincing the community on the need for CGs and facilitating them to agree on forming and sustaining Children's Groups. To do that, the leaders need to be first informed and made aware about Children's Groups. The participation of relevant stakeholders and the opinions conveyed by them can be very important in convincing the rest of the community. Once the community is convinced on Children's Groups they can be involved in the sustenance of the groups.

Involving the community has several advantages:

- Children alone or children and the CLA cannot make the community a better place for children. The community leaders and other adults have to participate in bringing about this change and change their attitude towards children.
- Once the community agrees to have CGs promoted by the CLA, parents will not hesitate to send their children to the Children's groups.
- When children need resources, they can approach community leaders who are aware of CGs and who have participated in the decision to form CGs.
- When it comes to protecting the rights of children, the whole community needs to play a role. To get them involved from the beginning is a good start.

The CG Subcommittee along with the CLA could identify the relevant stakeholders and meet them individually. They discuss the Initiative with them and convince them

of the need for CGs. The stakeholders are also pre-informed about the large community meeting in which their participation and support is requested.

Some of these relevant stakeholders could be:

- The Chief/ Headman
- Other Leaders who positively influence the community
- Religious Leaders; Pastors, Priests, Imams
- The Head Teacher/School Director and Teachers in school
- Health professionals from the Local/nearby health centre
- Officials from the Local Administration
- Police officials from the nearby Post

During the meeting with the stakeholders 2 important characteristics (features) of Children's Groups need to be discussed and agreed on.

The first is that Children's Groups, as far as possible, are mixed gender groups. Boys and Girls learn to respect and participate on equal terms, developing healthy communications and balanced relationships with each other. Mixed Groups can have enriched Life Skill Sessions. There is great value and learning in boys and girls being in Children's Groups together instead of forming exclusive relationships with each other.

The second characteristic is that Children's Groups, to start with, are comprised of children of SHG members, disabled children, orphans and other vulnerable

children. The major objective of the Children's Group is that all children develop holistically and are all given the same opportunities. Catering to the most needy children first, can be an effective step towards this. There are usually many children in any community and forming and stabilising many groups at a time can prove ineffective. Once the initial Groups are

formed and stabilised, with the most needy children more groups can be formed with other children.



### Learning objectives

By the end of this lesson, participants:

- Identify relevant stakeholders in their community
- Know that these stakeholders play a key role in influencing the community
- Realise their role in getting the participation and support from these relevant stakeholders
- Are able to convince these stakeholders of the need for Mixed Groups
- Are able to convince the stakeholders to agree that Children's Groups must first be formed with the most needy and vulnerable children.

Activity 1.1.2: Introducing the CG Initiative to Relevant Stakeholders

Participants form 2 groups.  
Each group discusses how they would introduce the CG Initiative to the relevant stakeholders in their community.  
They come up with a presentation to make on this subject.  
Each group presents their ideas to the other group.  
Each group presentation can end with a question and answer session where the other participants ask 3 to 4 questions.  
This shows different ways that the CG Initiative can be introduced to stakeholders in the community.

**Useful Information:**

- Children in the community are usually ignored.
- Their voice is not heard and their opinions don't matter most of the time.
- They cannot talk about their problems easily which leads to their problems being ignored and aggravated.
- Some children may be living in very poor and unacceptable conditions.
- Children could be abused physically, emotionally and/or sexually.
- Children could be severely neglected leading to psychological and emotional abuse

ACTIVITY

**Time:**  
20-30 Minutes  
**Method:**  
Group Discussion  
**Materials:**  
As needed

Activity 1.1.2: Convincing Community on 2 factors

Participants form 2 groups.  
Each group discusses:  
1. Advantages and disadvantages of having Mixed Children's Groups  
2. Advantages and disadvantages of forming Children's Groups with poor and vulnerable children instead of all children in the community  
After they have discussed, the 2 groups come together and put up 2 Flip Charts as shown below.  
They put down their points either in words or through sketches.  
They then think of how they would convince the stakeholders in the community to agree to these 2 characteristics of Children's Groups.  
While discussing this, they also raise counter arguments that the Stakeholders may come with and try to respond convincingly to these arguments.  
This helps participants think of reasons for

having Children's Groups and increases their understanding to convince the stakeholders about the Initiative.

**Points to Consider:**

- Boys and girls develop healthy communication with one another and form balanced relationships
- They can respect and participate on equal terms
- The most poor and vulnerable need to be helped first
- Girls may not feel comfortable to discuss personal matters
- The competition between girls and boys could develop into negative outcomes
- The better off children may not get a chance to be in a Children's Group

ACTIVITY

**Time:**  
15-20 Minutes  
**Method:**  
Group Discussion  
**Materials:**  
Flip Charts, Pens, Markers

Mixed Groups	
Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Vulnerable Children	
Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Activity 1.1.1 - Convincing the Stakeholders

3 Participants bring an object or fruit or vegetable from home.  
All participants sit in a circle.  
The 3 participants who brought something come forward and presents their object or fruit or vegetable.  
Each of them first explains the normal use of the object or fruit or vegetable which they have brought. i.e. an orange is a fruit that can be eaten.  
Then they must think of 2 other uses or things the object, fruit, vegetable can have or be used as. i.e. an orange is a fruit which can also be used as decorations for festivals.

They must present their object, fruit, vegetable as convincingly as possible to the rest of the participants.  
They could use drawings, demonstrations, songs, create an advertisement to sell the object to the rest of the participants.

This simple activity can demonstrate how to convince people about new ideas. The same way, the CG Subcommittee must creatively and effectively convince the stakeholders of the need for Mixed Groups and of forming the Groups with the most needy and vulnerable children first.

#### Time:

15-20 Minutes

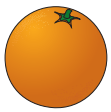
#### Method:

Group Activity

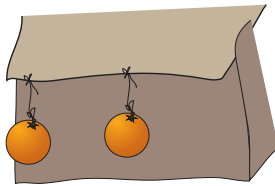
#### Materials:

3 Participants bring one object or fruit or vegetable from home

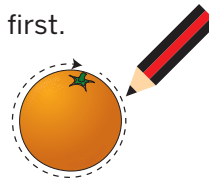
ACTIVITY



An Orange



Can be used as decorations for festivals



Can be used in schools as circle drawing tools

### Activity 1.1.4: Convincing the Stakeholders

Participants form 2 groups.  
Each group thinks of how they would invite stakeholders from their community.  
They think of the scenario and points they would discuss with the stakeholders to convince them of the CG Initiative and being present at the Large Community Meeting.  
They then act out this scenario to the rest of the participants interactively discussing the CG Initiative and answering questions.  
This shows ways which stakeholders can be invited to take part in the Large Community

Meeting.

It also opens up questions and discussions that the stakeholders could have with the CG Subcommittee.

#### Points to Consider:

- Stakeholders must be convinced that Children's Groups are a positive initiative that can help the whole community
- They must understand the importance of having mixed groups
- They must realise why the most poor and vulnerable need to be chosen first

#### Time:

20-30 Minutes

#### Method:

Group Activity

#### Materials:

Not needed

ACTIVITY

### Points for Reflection

- Who are the relevant stakeholders in your community?
- Who are the stakeholders that have an important influence over the community?
- How will you convince these stakeholders of the need for Children's Groups?
- How are Mixed Groups better than separate Groups for Boys and Girls
- Why is it important to form Children's Groups with the poor and vulnerable children first?

### Points to Remember

- Know the reasons WHY Children's Groups are needed
- Stakeholders play a key role in influencing the community
- It is important to get the participation and support from these relevant stakeholders
- Mixed Groups are better than separate groups for boys and girls.
- Stakeholders need to agree to Children's Groups being formed with the most needy and vulnerable children first

REFLECT

REMEMBER

## 1.2 MEETING THE COMMUNITY

In this lesson, ideas to call and facilitate a large community meeting for the CG initiative is discussed.

### Box 2: Meeting the Community

Now that the CG Subcommittee has informed the relevant stakeholders of the CG initiative and convinced them of the need for Children's Groups, they must now convince the larger community and get their consensus and support.

The CG Subcommittee, with the consensus and cooperation of the Chief (local leader) organises a large community meeting to introduce Children's Groups. SHG and CLA members could assist them in this initiative.

One option, is to have an attractive and memorable event with festive mood that can attract the whole community. With the help and support of the CLA and local SHGs, the CG Subcommittee can decorate

a large, suitable place, putting up tents, having special seating for the leaders, organising good music (either played live or recorded) through loud speakers.

Men, women, children, opinion leaders and the stakeholders who have been prepared are all invited to the meeting in which the Children's Group initiative is presented. Word is passed around 2 or 3 days ahead. On the day of the meeting the community is reminded again to meet at the decided venue and time.

Other methods can also be used to draw the community together. The aim is to gather the entire community in a positive atmosphere to hear and participate in the forming of Children's Groups.



## Learning objectives

By the end of this lesson, participants:

- Know that they must convince the community of the need for Children's Groups
- Develop ways in which this can be done effectively
- Know that they can do this with the consensus, cooperation and support of the Chief, CLA and SHG

### Activity 1.2.1 - Consensus of the Chief, Leaders and Community

Participants sit in a circle. One or 2 participants read the following scenarios out loud for the rest of the group.

Scenario 1: In the village of Lwak, the local Promoting Organisation decided to start Adult Literacy Classes. They sent the teacher, Andrew, to the village and told him to gather the adults and conduct classes for 3 weeks.

Andrew went everyday to the village and asked people to come to the classes. The women would not speak to him and turned away when he approached them. The men told him to leave the village. A few older members eventually turned up for classes after the first week.

The next day, the more respectable members in the village came and interrupted the class, and told the members not to come for classes. They informed them that the village chief had sent them. Andrew came for a few days the next week. But with no students to teach, he too, stopped coming.

Scenario 2: In the village of Kogelo, the local Promoting Organisation decided to start adult literacy classes. They first requested a meeting with the village chief and informed him of the details, and benefits of these classes.

They also asked him if he would allow them to meet with the community and talk about the classes and whether the community

would like to enrol in these classes. The CLA members along with the local SHG then presented the initiative to the community through a play and a dance.

Once the community, and local leaders agreed, they all decided on an appropriate time and venue for the classes. Many people came for the classes regularly and through interactive learning, the classes were completed.

After both scenarios have been read out loud the points for discussion are read and discussed.

#### Points for discussion:

- Which initiative was more effective?
- Who was responsible for the initiative being successful? For the initiative being unsuccessful?
- Who should be informed of new initiatives in the community?
- How important is it to have the approval of the village chief and other leaders for any new initiative?
- In what ways will the consensus of the chief, leaders and rest of the community benefit any initiative?

This exercise shows the importance of having the support of village leaders and the entire community agreeing to any new initiative.

**Time:**  
10-15 Minutes  
**Method:**  
Group  
Discussion  
**Materials:**  
Not Needed

Activity 1.2.2 - Consensus of the Chief, Leaders and Community

Participants form 2 groups.  
One group discusses having a community initiative without the consensus of the chief, leaders and community.  
The second group discusses having a community initiative with the consensus of the chief, leaders and community.

**Points for discussion:**

- What are the benefits?
- What are the disadvantages?
- How will the event turn out?

Each group then presents their findings to the other group.  
This way, the advantages and disadvantages of having the consensus of the chief, leaders and community are discussed.

ACTIVITY

**Time:**  
15-20 Minutes

**Method:**  
Group Discussion

**Materials:**  
Not Needed

Activity 1.2.3 - Planning the Community Event

Participants form 2 groups.  
Each group thinks of the large meeting they have to plan, to introduce the CG Initiative to the community.  
They think and plan the Event.  
They write or draw their ideas out on the Flip Charts provided.  
Points to be discussed:

- How will you begin the meeting?
- How the meeting be conducted?
- How will you end the meeting?

Once each group is done, they present their

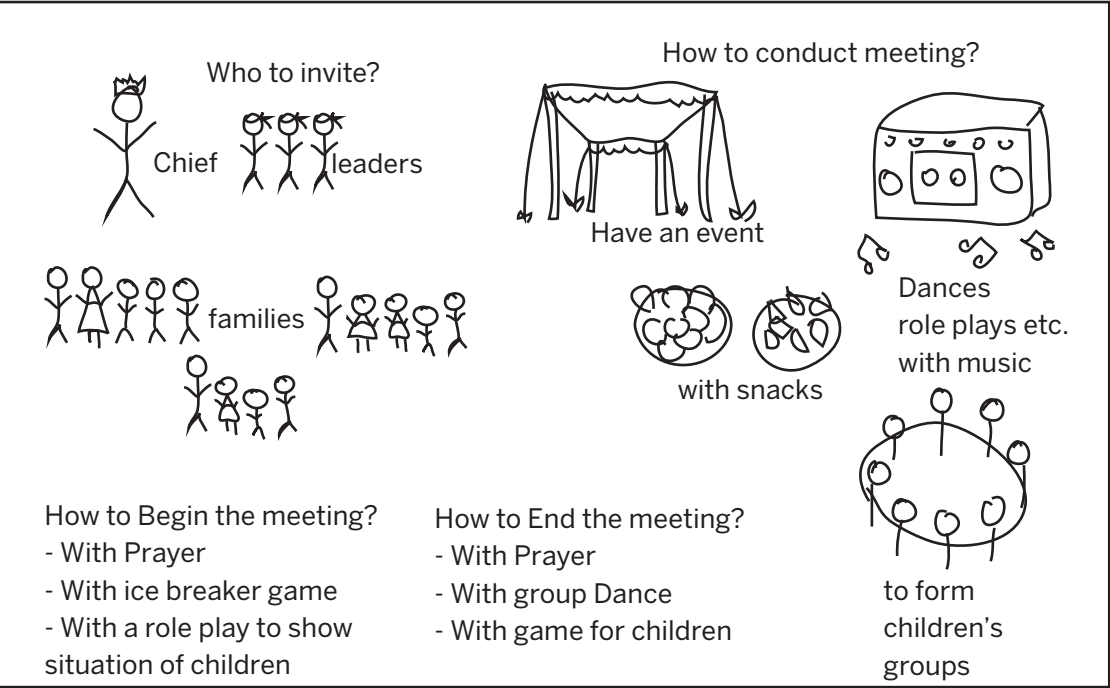
ideas to the other group.  
Together they discuss the resources they would need for the event they have planned. They think of how they can mobilise these resources.  
This way, basic planning of an event is simplified into categories and event ideas are explored.

ACTIVITY

**Time:**  
15-20 Minutes

**Method:**  
Group Discussion

**Materials:**  
Flip Charts, Pens, Markers





**Points for Reflection**

- Why is it important to have the consensus of the community and leadership for any new initiative?
- How to plan an effective community event to get the consensus?
- What resources do you need for such an event?
- How can you mobilise resources for this event?

**Points to Remember**

- The event can be conducted only after approval from the Local Chief (Local Leaders)
- The event should include the whole community i.e. men, women and children as well as their Leaders
- The event should be held at an appropriate time and in an appropriate place
- Keep in mind that this event is for a positive outcome so the event should be positive and pleasant.



### 1.3 INTRODUCING THE CG INITIATIVE TO THE COMMUNITY

This lesson describes how the CG initiative is introduced at the large community gathering/event. The information needed to convince the community of the need for Children's Groups and the methods to convey this information are explored.

#### Box: 3 Introducing the CG Initiative to the Community

The event described in the previous lesson, starts with introductions and welcoming the whole community. The CG Subcommittee with the help of SHG members depict the situation of children in the community. This can be done through song, dances, plays, puppet shows, and can be made as interactive as possible, inviting the audience to participate throughout by asking questions. Volunteers from the audience are also invited to dance and help in acting out the play, etc. They contrast the good and bad situations that children go through on a daily basis. They interact with the audience and ask them to think of their own childhood and experiences.

The CG Subcommittee then introduces the 4 main categories of Children's Rights convincingly i.e. Provision, Protection, Participation and Development. They can stress on how these rights are neglected, especially Child Participation and explain that when children are provided a voice in the community their problems can surface and be addressed.

They then introduce the CG Initiative and Objectives, explaining that the CLA through the CG Subcommittee will form and facilitate CGs and thus the CG will be linked to the People's Institution. They present an overview of the features like; group size, age grouping, mixed groups, weekly meetings, rotational leadership etc. (See Manual 1 Topic 1) They also talk about

various activities the children can engage in their group meetings.

They inform the community of potential resource persons who could be invited to provide relevant inputs in these activities. In these meetings children will start sharing their personal experiences with one another. This helps them grow in confidence, and open up and share good and bad situations they go through. Having mixed groups enhances healthy interactions between boys and girls. Children learn new skills, develop intellectually and learn to solve problems on their own or with the help of others when needed.

The Promoting Organisation, Project Officer, Community Facilitator should not take a leading role in this meeting. They should not organise or provide inputs since the community should be clear that this is an initiative of the CLA and their CG Subcommittee.

In conclusion, the 3 main messages which have to be conveyed at the community gathering are:

- Introducing CG Initiative and Objectives
- Sensitizing the community on the situation of children in the context of Child Rights
- Inform the community of Potential Resource Person who could provide inputs to children.



### Learning objectives

By the end of this lesson, participants:

- Have ideas on how to convey the situation of children in the community
- Know the 3 main messages to be conveyed during the community event
- Have understood Child Rights to effectively convey the concept to the community
- Realise that they must take a leading role in planning, organising and conducting the community event
- Have a basic understanding of features, objectives, and different activities in a Children's Group

LEARNINGS

### Activity 1.3.1: Situation of Children

Participants go through the 4 categories of the Rights of Children. i.e. Provision, Protection, Participation and Development (refer Manual 1, Topic 3.1)

They then form 2 groups.

Group 1 discusses Provision and Protection.

Group 2 discusses Participation and Development.

Each group takes a Flip Chart and draws sketches or writes down how each of these categories of Rights are either Fulfilled or Neglected for children in the community. An Example is shown below.

#### Useful Information:

- Children as the younger people in the community are usually ignored.
- Their voices are not heard and their opinions don't matter most of the time.
- They cannot talk about their problems easily which leads to the problems never being solved.
- Some children may be living in worse conditions than others
- Children could be being abused physically, emotionally and/or sexually
- Children could be living being severely neglected leading psychological and emotional abuse

#### Time:

1 Hour

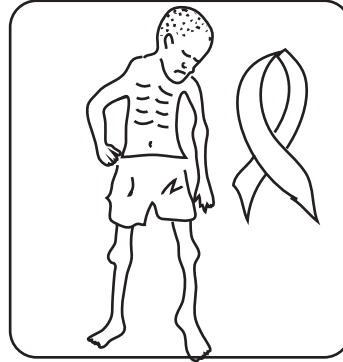
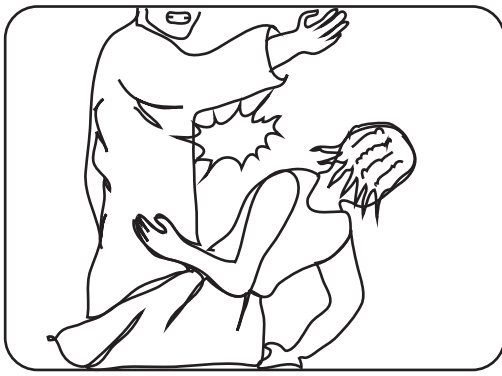
#### Method:

Group Activity

#### Materials:

Flip Charts, Markers, Pens

ACTIVITY



### Activity 1.3.2: Methods of Communication

Participants sit in a circle with the flip charts from Activity 1.3.1, and markers in front of them.

They discuss different methods by which they could depict the situation of children in the community. i.e. through plays, mimes (using gestures and movements not words), dances, puppet shows, shadow plays etc.

As they come up with ideas, they can draw or write them down on another flip chart.

They can come up with ideas for a suitable methods for a particular situation.

After they have done this they can move onto the next part of the activity which will be about the contents communicated through the method.

This helps brainstorm methods to communicate the same content in different ways.

Now participants form 2 groups.

1 Group takes up Provision and Protection. The other group takes up Participation and Development

Each group chooses 3 different situations of children and come up with a relevant method to communicate the same to a large community gathering.

They can return home for materials needed, preparation, and any other things

they require for their presentations.

Participants can give themselves as much time as they need.

Once both groups have prepared their presentations they return to the same meeting point and make the presentations they have prepared to the other group and vice versa. They can use the points in the box below, for their discussion.

Through this activity, they realise how they can communicate the situation of children through different effective methods and can discuss which methods are more effective. This activity prepares the participants for the large community meeting.

#### Some points for discussion:

- How effective was the presentation?
- Does it depict the reality of children in the community?
- Was it too long/too short?
- Was it interesting for everyone i.e. men, women and children?
- Can some points be added? Can some parts be removed?
- Are the 4 categories of Child Rights (Provision, Protection, Participation and Development) included?

#### Time:

1 Hour

#### Method:

Group

Discussion

#### Materials:

Flip chart from the previous activity, Markers, and anything else they need

### Activity 1.3.3: Understanding Children's Groups

Participants form 2 groups.

Each group thinks of how they will present:

- The features of a CG
- The different activities that take place
- The benefits of a CG for children
- The benefits of a CG for the community

The diagram that represents Children's Group features is given below for reference.

They come up with methods to present the

4 points listed above. These could be through a combination of songs, plays, puppet shows, dances etc.

Each group makes their presentation in front of the other group and other SHG members if possible.

Through this activity participants explore how the CG initiative can be presented creatively.

**Time:**

25-30 Minutes

**Method:**

Group

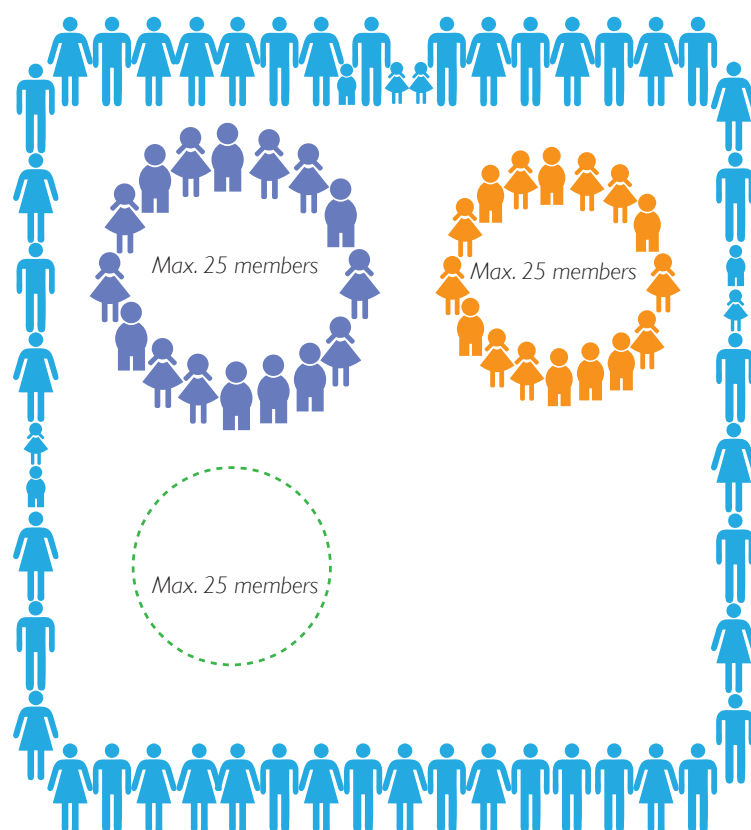
Discussion

**Materials:**

Flip chart,

Markers

ACTIVITY



KEY:

- Adults & Children smaller than 7 and older than 16
- Children 12 - 16 years
- Children 7 - 11 years
- New children form a separate CG later

#### Points for Reflection

- How are Children's Groups formed?
- What are some positive and negative situations children go through?
- What are the benefits of a CG for the children in your community?
- How will the community benefit from having Children's Groups?

#### Points to Remember

- Know the reasons WHY Children's Groups are needed
- Know the Features and Objectives of Children's Groups
- Know how to effectively convey the features and objectives of Children's Groups through creative methods
- Keep in mind all the ways that Children can benefit from having Children's Groups
- Keep in mind the ways that the Community can benefit from having Children's Groups

REFLECT

REMEMBER

## 1.4 CONSENSUS OF THE COMMUNITY AND ASSURANCE OF SUPPORT

In this lesson, the CLA/ CG Subcommittee seeks the consensus of the community to start children's groups. They further seek their approval to have mixed groups ( which has many advantages) and to start with the poorest and vulnerable children.

### Box 4: Consensus of the Community and Assurance of Support

After introducing the CG initiative and basic principles of Child Rights, through effective methods, the CG Subcommittee provides opportunities for discussion. Doubts or questions that the community might have, are clarified. Once the discussion/ clarifications come to an end, the CG Subcommittee asks the gathering if they should go ahead with the CG initiative. There could be a positive response but there could be a few people who are not in favour of the Initiative. At this point, the stakeholders, who have been prepared in advance, (see lesson 1.1) can step in and convince the whole community of the need for Children's Groups. The consensus should be such that the community sees value in having Children's Groups and agrees to the formation and sustenance of the same.

The CG Subcommittee also asks the community's opinion of having mixed gender groups. Some communities have strict religious or cultural beliefs that do not allow girls and boys to meet and interact. However, most communities should be in favour of mixed groups. To aid this process, some advantages of mixed groups are:

- Girls and boys learn healthy interaction with each other
- They learn to respect and treat each other as equals
- They understand that learning together is enriching
- They learn to communicate with each other with honour and respect
- They each have unique skills and knowledge that can help the whole group develop
- They understand that working together is important
- They learn participation that involves both boys and girls
- Male-dominance which leads to several

other problems is reduced in the long-term

The CG Subcommittee also informs the gathering that they will start with the most needy in the community since their capacity in this new initiative is limited. This includes children of SHG members (who have been identified as the poorest), orphan children, special needs children and other vulnerable children. Some reasons for this are:

- They are usually the poorest and most needy
- They are vulnerable and being in the Group will have a positive impact
- Those who are isolated will learn and enjoy with the other children
- They will have the opportunity to share their problems and have their voices heard
- It would give them equal opportunities for enriched childhood as other children in the community

To start with, Children's groups are formed with the most needy as it is difficult to include all children. When these groups have been formed and stabilised, more groups can be formed with other children in the community.

Once the community gathering is in favour of the Children's Group Initiative, they should further agree for mixed groups and starting with the poorest. Here again the Stakeholders who have been prepared in advance can speak and help the community make the right decision. The CG Subcommittee ends the large community event by thanking the community and stakeholders for their encouragement and support.

Once these decisions are made the CG Subcommittee can move on to form Children's Groups with the help of the CLA and local SHG.



### Learning objectives

By the end of this lesson, participants:

- Understand what they need to communicate at the community event
- Know how to get the consensus of the community to start the CG initiative
- Know how to convince the community of having mixed groups
- Know how to make the community understand that the most needy children should form Children's Groups to start with



### Activity 1.4.1: Hindrances to Forming Children's Groups

Participants draw a picture of a child as shown.

Each participant thinks of doubts and questions the community might have regarding forming Children's Groups.

Some examples could be:

- Who will take responsibility of the children when they meet?
- What will they do spending so much time at these meetings?
- Who will provide money and resources for the needs of the group?
- Who will be there to monitor when facilitators from outside come to the children's meeting?
- How safe will children be?
- My son is so short for his age. Will he get bullied?
- How will my special needs child be able to enjoy the company of other children? Won't they exclude her?

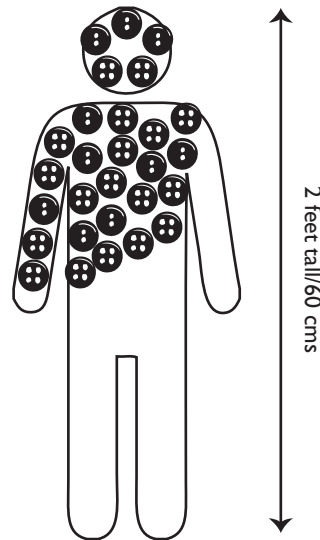
With each question or doubt they can think of, they pick up a black button or stone and place it on top of the child.

Soon the figure of the child will be covered by black stones or buttons.

Covering up the figure with doubts and questions indicates how the community may feel negative of Children's groups and might hinder the initiative for children.

This now leads to the next activity.

Activity 1.4.1



#### Time:

15-20 Minutes

#### Method:

Group Activity

#### Materials:

Flip chart,  
Markers, black  
buttons or stones

ACTIVITY

### Activity 1.4.2 : Answers to Doubts and Questions

Participants sit around the figure of the child covered by the black buttons or stones.

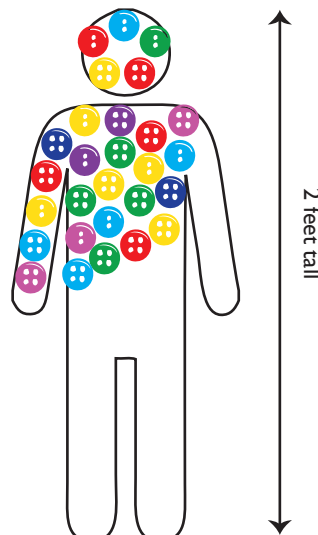
They now think of answers and solutions for the questions and doubts put forward in the previous exercise. Some examples are given below:

- The CLA takes full responsibility for the children when they meet
- The meetings will be in a public and safe environment
- The children will be taught to respect each other and learn from one another hence develop the attitude of not harming one another in any way.
- Facilitators from outside will be carefully chosen only if they have the child's best interest in mind
- The children will have clear goals and plans and will be encouraged to work towards them
- Children will be helped to develop as responsible members of the group
- Children will be encouraged to include the

special needs children in all activities with patience and kindness

Every time they think of an answer or solution they must call out the problem and the relevant solution. Each time a solution is mentioned a black button or stone will be replaced with a coloured button/flower.

This helps the participants think of solutions to potential doubts presented by the community. Activity 1.4.2



#### Time:

15-20 Minutes

#### Method:

Group Activity

#### Materials:

Flip chart,  
Markers,  
Black and Coloured  
buttons/ stones and  
flowers

ACTIVITY

### Activity 1.4.3: Convincing the Community

Participants form 2 groups.

One group makes a presentation regarding – convincing the community that Children's Groups should be Mixed groups (including boys and girls)

One group makes a presentation regarding – convincing the community that Children's Groups should first be formed with the most needy and vulnerable children in the community.

They must think of both benefits and disadvantages for both topics while making their presentation.

They can start with a play, song or dance etc. and then have a formal discussion with the other group. 1 person in the group that presents keeps mentioning the disadvantages and the rest of the group can counter the disadvantage with the benefits they have thought of.

In this way participants understand that there will be both benefits and disadvantages that will come up at the community meeting and how to respond and steer the discussion towards a consensus of having mixed groups and starting with the very poor.

**Time:**

15-20 Minutes

**Method:**

Group Activity

**Materials:**

Flip chart,  
Markers,  
Pens

ACTIVITY

### Points for Reflection

- How can you convince the community of the need for CGs?
- How will you get the consensus of the community to start the CG initiative?
- How do you plan to convince the community of having mixed groups?
- How can you make the community understand that the most needy children should first form the Children's Groups?
- How can the discussions be steered towards the right consensus?

REFLECT

### Points to Remember

- Know the reasons WHY Children's Groups are needed
- Know the benefits of having Children's Groups in the community that positively impact both children and adults
- Understand how to present the benefits and concerns of having mixed groups and lead the discussion towards a positive consensus
- Keep in mind the reasons for forming CGs with the most needy children first and convince the community of the same
- Keep in mind the concerns the community may raise about forming Children's Groups and how they can be addressed

REMEMBER



# Topic 2

## Introducing CG Initiative to Children

This topic will help the CG Subcommittee understand their role in forming the Children's groups. The CG Subcommittee will also have an understanding of the Features of Children's Groups and the types of activities that are carried out in Children's Groups. This knowledge will help them explain to the children so they are motivated to join Children's Groups.

INTRO



## 2.1 INTRODUCING THE CG INITIATIVE TO CHILDREN

In this lesson ways to introduce the Children's Group Initiative to children are discussed. The basic aspects of Children's Groups are also discussed.

### Box 5: Introduction to CG Initiative

Now that the community is supportive of the Children's Group Initiative it is time to meet the children and get their consensus on forming Children's Groups. The very needy children (see Manual 2, Topic 1, Lesson 1.4) are invited to a gathering. If all the SHGs in a CLA bring all the children at the same time there would be too many children to handle. Therefore, it is preferable that 2 or 3 SHGs from neighbouring communities bring the very needy children to form Children's Groups. This process is repeated to cover other SHGs within the CLA. The SHG members play a key part in gathering and bringing the children.

These could be:

- Their own biological children
- Adopted/foster children who live with them
- Orphans and other vulnerable children in the community e.g. street children, working children, etc.
- Children with special needs - These children are often not visible in the community. The SHG members need to really look for, and seek out these children and bring them.

When children gather, the meeting can be started with some games and ice breakers to get the children interested and involved. The SHG members can help with this. The CG Subcommittee, who are the main facilitators, present the idea of forming CGs to the children. This could be made interesting and interactive through songs, plays, puppet shows etc. The main focus of this interaction is to help children understand "WHY" CGs are needed and how their lives can be enhanced.

The 3 main aspects which need to be

explained are:

- Features of Children's Groups - See Topic 2, Lesson 2.2, Box 6
- Activities in a Children's Group
- Positive Results

Children's Groups carry out different types of activities and these activities can be grouped under the following heads:

1. Recreational Activities (games, entertainment, art, etc.)
2. Informal Learning (traditional skills, good and bad aspects of culture, creative activities related to science, technology & environment, etc)
3. Life skills (Honesty, character, relationships, personal hygiene, handling money etc.)
4. Features of CGs (activities related to Children's Group and the People's Institution)
5. Child rights (Child participation, Child protection, how to deal with cases of abuse, etc.)

Some of the positive results that benefit children when they form Children's Groups are:

1. Children learn different skills i.e. traditional arts, dance forms, sports. Children also learn to express themselves more creatively.
2. Children learn about their own culture. Children learn science and technology in creative ways hence understand it better and learn to apply it in their formal education and daily lives. Children are sensitized to the environment and learn to care for nature and natural resources.
3. Children learn respect for each other especially the opposite sex. They learn about their own physical, emotional and mental development. Children learn personal hygiene which leads to less chance of getting sick. Children also learn to handle money the right way, by not spending carelessly, not

getting cheated and learning to handle money responsibly.

4. Children learn about Children's groups i.e. they learn how the groups work, what children can learn, how vulnerable children can be helped, how children can help others.

5. Children learn and understand their rights. They learn to recognise positive and negative behaviour from adults. They are aware of people they can approach when their rights are violated.

are given time to ask questions. The queries are responded to patiently and convincingly by the facilitators. At the end the facilitators ask the children if they would like to join Children's Groups. Some may say yes and some may say no. The facilitators can try to convince the children who are not convinced but no one should be forced to join the group. At the end of the session children should be motivated to become part of CGs and own the same. The facilitators explain to the children that they are the ones who own the groups and will set the agenda for their groups.

During and after the presentation, children



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know that they are responsible for the formation of CGs
- Realise the role SHG members play in identifying and bringing children for the formation of CGs, especially the needy, vulnerable and children with special needs
- Understand that the main focus of the meeting is for children to be clear on “WHY” CGs and how their lives can be enhanced
- Are clear on all the aspects that need to be presented and explained at the meeting
- Realise that all children may not be in favour of CGs and hence need not be forced to join the group
- Children join the group of their own free will, drive their own agenda in CGs and own the group

## PREPARATORY SESSION

The CG Subcommittee comes together and goes through each lesson and prepare themselves for field work. Preparatory Activities are given in each lesson. The CG Subcommittee can go through each activity to understand and internalise the contents of the lesson.

Preparatory Activities are followed by Field Activities which can be used while the CG Subcommittee meets with the children. They require prior preparation and some require resources which could be planned in advance.

The CG Subcommittee can go through these activities, use them in the meeting with the children or come up with their own alternate activities. They need to prepare themselves with materials and plans before they go to the field Prior preparation: materials and activities need to be planned for before going to the field.

### Preparatory Activity 2.1.1: Ice Breakers for the Children's

Participants form 2 groups.

They discuss ice breakers or games that could be used at the meeting when children gather.

The 2 groups come together and select 4 of the best ice breakers to be used at the children's gathering.

Each of the 2 groups take responsibility to prepare and plan for 2 of the chosen activities. They disperse and go home to source the needed material and plan the activity.

They come back the next day along with some SHG members who are available and the materials needed for the activities.

With the SHG members, the participants go through the 4 ice breakers that they

have chosen.

After each of the icebreakers the SHG members along with the participants can discuss:

- How interesting was it?
- Will the children be interested?
- Can this game be improved in any way?
- Does anything need to be removed from it?
- Does anything need to be added?

This way, ice breakers and games are discussed so that the CG Subcommittee is prepared in advance for the meeting with the children to form Children's Groups.

#### Time:

Approx. 3 hours  
spread over  
2 days

#### Method:

Group  
Discussion

#### Materials:

As needed

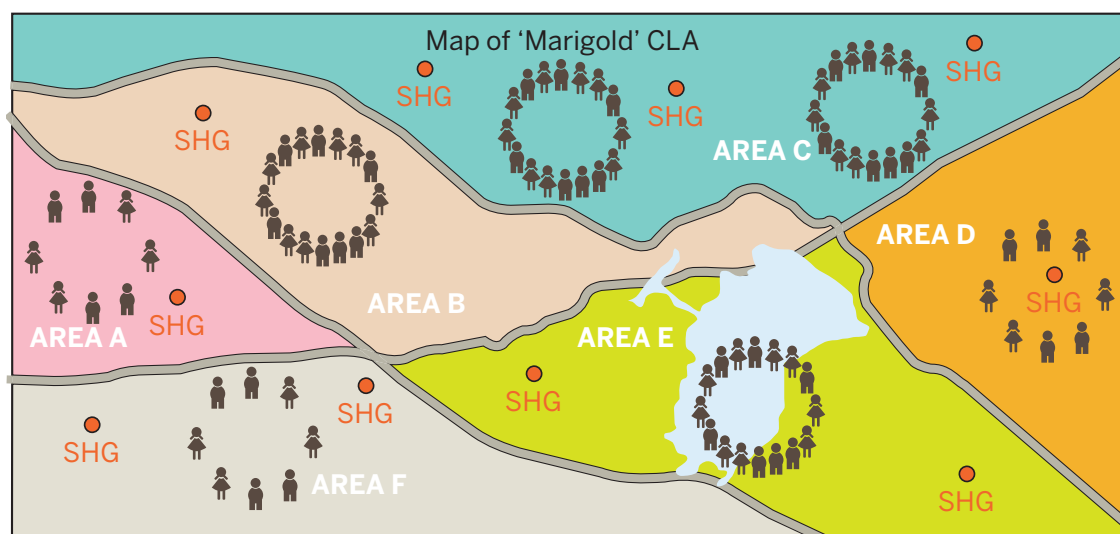
## Preparatory Activity 2.1.2: Planning the Number of Children's Gatherings

Participants sit around the flip charts. They think of all the SHGs in their area. They try to map all the SHGs in their CLA on the flip chart. They think of the approximate number of children in each SHG and consider how many children can be handled at one time. They keep in mind that the most needy, vulnerable and children with special needs need to be included first.

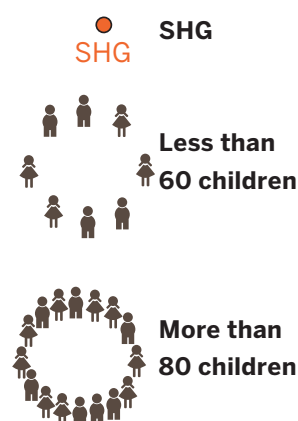
Perhaps up to 80 children can be handled in a gathering. This activity gives an indication on how many gatherings they should have to cover all the children in the CLA area. This also helps the CG Subcommittee decide on how many SHGs they want to meet at a time.

**Time:**  
20-30 minutes  
**Method:**  
Group Activity  
**Materials:**  
Flip charts and markers

ACTIVITY



**KEY:**



From the example map we see:

SHG in Area A can be called in 1 group  
SHG in Area B can be called in 2 groups  
SHGs in Area C can be called in 3 groups

SHG in Area D can be called in 1 group  
SHGs in Area E can be called as 2 groups  
SHGs in Area F can be called in 1 group

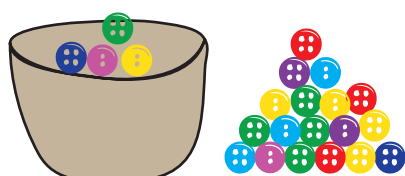
## Preparatory Activity 2.1.3: WHY Children's Groups

Participants place all the buttons or stones in a pile. They place the bowl next to the pile of buttons or stones and sit around it. Each participant thinks of "Why" Children's Groups should be formed in their community keeping in mind the Features of CGs and the Activities that will be carried out in the Children's Groups.

Every time they think of a reason they say it out loud and take a button or stone from the pile and put it in the bowl. Through this activity, participants can think of convincing reasons "Why" Children's Groups should be formed and are prepared to convince the children during the meeting.

**Time:**  
15-20 minutes  
**Method:**  
Group Discussion  
**Materials:**  
1 bowl and different buttons or stones

ACTIVITY



## IN THE FIELD

Field Activities are given after Preparatory Activities. CG Subcommittee members must go through each activity given for the related lesson before meeting the children. They must also plan and prepare the needed materials for each activity. They can come up with alternate activities related to each lesson which could be more appropriate and go to the field with prior preparation.

**In each area identified through Activity 2.1.2 the CG Subcommittee meets with the relevant SHGs and decides on a date, venue, and time for the Children's gathering. The SHG members help in gathering the children.**

**CG Subcommittee and SHG members should bear in mind that only children between the ages 7-16 years will be part of the Children's groups. Children outside this age bracket are not encouraged to come but can still join the gathering as spectators or observers.**

### Field Activity 2.1.A: Ice Breaker

CG Subcommittee and SHG members divide all the children at the gathering into 2 groups. There could be 20 children or more in each group. Each group forms a circle while standing and is given one ball. Each child should hand over the ball to the person on their right. As the child on the right receives the ball the child receiving the ball shouts his/her name. This activity goes on until every child has called out their name.

Then the activity changes. The child holding the ball now throws the ball across the circle. As they throw the ball they shout the name of the person who should catch the ball. This activity should be quite difficult with so many children in a group. This activity shows that more than 20-25 members in a group, makes it hard for the children to relate, interact and have their own voices heard. This activity helps the Facilitator explain why CGs are made up of 20-25 members.

**Time:**  
10-15 minutes  
**Method:**  
Group Activity  
**Materials:**  
2 balls





### Field Activity 2.1.B: Possible Activities in a Children's Group

CG Subcommittee members and SHG members divide the children into 4 or 5 groups. There could be about 15-20 children in each group.

Children in each group sit in a circle.

One child comes to the centre of the circle and talks about one activity, game, or skill he/she would like to learn. While he/she talks they also perform the action of what they want to learn. i.e. a child who wants to learn football runs around and kicks their foot as though they have a football, A child who wants to dance performs a small dance step etc.

Since children may be shy to start, the CG Subcommittee members could initiate this activity by demonstrating and talking about

activities in a Children's Group i.e. dancing, cooking, going to the market and giving the right amount of money. etc.

The children now take turns in demonstrating what they would like to do in the group.

This opens up ideas for children's activities when their groups are formed. This also helps children to imagine activities that could be done in the Children's Group and that they will have a say in deciding these activities.

This activity helps the Facilitator explain the groups of activities that could be carried out in Children's Groups and the skills that children could learn.

**Time:**

30-40 minutes

**Method:**

Group Activity

**Materials:**

Not needed



### Field Activity 2.1.C: Children Identifying Preferred Activities

It would be good if the physical objects could be sourced. If not a picture of the object is shown. 2 of the same objects should be brought for this activity.

Children form 2 groups.

Each group forms a circle with one set of objects placed in the centre.

Each child stands up and chooses an object which they like to use the most. They describe the object in as much detail as they can. i.e. This is a ball. It is black and white. It is used to kick around and play a game. They also say why they like this object. i.e. I like running and playing games. I want to be a famous player when I grow up.

This activity helps children look at different

activities that could happen in Children's Groups. By asking them to stand, choose an object and describe it, they start imagining various skills they could learn and are motivated to form Children's Groups.

This activity helps the Facilitator explain the different types of activities that are carried out in Children's Groups.

#### Time:

30-40 minutes

#### Method:

Group Activity

#### Materials:

5 or 6 objects or things children could use to learn new skills. e.g. a football, a pot for cooking, a drum, a skipping rope, a paintbrush, a small plant, a flute/horn, tools etc.

ACTIVITY



#### Points for Reflection

- Who is responsible for the formation of CGs?
- How can you help SHG members identify the children for formation of CGs especially the vulnerable and children with special needs?
- What aspects need to be presented at the initial gathering with the children?
- Why does your community need Children's Groups?
- Remember that children join the group of their own free will, drive their own agenda in CGs and own the group

REFLECT



## 2.2 FEATURES OF CHILDREN'S GROUPS

In this lesson, the features of Children's Groups are explained, in order that the CG Subcommittee can introduce the same to children at the children's gathering.

### Box 6: Features of Children's Groups

At the Children's Meeting, the features of a Children's Group and reasons for these features are explained in a child-friendly manner. Features are norms that have been developed considering the effective functioning of Groups, and based on experience while forming and sustaining the same. Features can also be described as what a Children's Group looks like.

Some basic features are:

- Frequency of Meeting
  - Usually once a week since it is not too far or demanding and easy to remember
- Meeting Time
  - Children decide the day of the week and time of the meeting
  - Should be convenient for everyone
  - Facilitator accommodates herself to the time chosen by children
- Duration of Meeting
  - To start with, 2 hours are set aside for all their activities
  - The duration can change as the children get more involved
  - Normally the meeting starts with children playing games
- Venue
  - A place where all children can reach safely
  - A convenient and safe place for everyone
  - A place that is easy to remember and reach
  - A place where there is space to play some games
  - A place where children have some privacy to discuss personal matters
- Group Size
  - Usually made of 20-25 members
  - A larger group reduces the individual participation of children
  - Less than 20 members could result in too many groups since there are many children in the community
- Once the group has settled (6 months after forming) new children normally do not join
- Age Grouping
  - 7-11 year olds are grouped together
  - 12-16 year olds are grouped together
  - Children can pursue common interests and discuss relevant topics since a 7 year old and 16 year old may not share the same experiences and thus relate to each other
  - Children in one group grow together and stay together in the same group
  - 17-18 year olds are not included as they grow into adulthood soon
  - Age range of group varies each year as the children grow. i.e. 7-11 year olds become 8-12 year olds in the following year
- A group doesn't dissolve when the members reach the age of 18. Rather, they continue to become a youth group and then an adult SHG.
- Gender
  - Normally girls and boys are in the same group
  - Children can learn to relate in a healthy manner with each other especially members of the opposite sex
  - Children learn to respect each other physically, emotionally & socially
  - In a conservative society, where the community decides that only same sex groups should be formed, their decision is upheld
- Geographic Coverage
  - Children from the same neighbourhood and community form a group
  - If there are too few children in one age group, children from nearby communities can join them.

To include all children in the 7 to 16 age group would be difficult since there could be too many children and too many groups

to handle. Secondly, issues faced by poor and vulnerable children could be different to those faced by the better off children. Therefore to attend to the needs of the poor and vulnerable children first, the groups are formed with:

- Children of SHG members (since they are

identified as the poorest households)

- Orphans (the poor and neglected ones)
- Children with special needs
- Other Vulnerable children like; street children, working children, etc.



### Learning objectives

By the end of this lesson, CG Subcommittee:

- Know the basic Features of a Children's Group
- Have a clear understanding of the features to explain the same to children
- Know the reason for these features
- Are able to identify poor and vulnerable children who should form Children's Groups first

### Preparatory Activity 2.2.1: Presenting Features and Activities to Children

Participants go through and review the features of Children's Groups.

They also go through and review the 5 types of activities that are carried out in Children's Groups.

They form 2 groups.

One group chooses 4 or 5 features that are most important and prepare a presentation of those features and the reasons for the features.

The other group prepares a presentation on the 5 types of activities carried out in Children's Groups and the Positive Results from these Activities.

Both groups prepare their presentations through:

- Role Plays
- Mimes (Acting without Words)
- Songs/Poems
- etc.

Both groups come together and make their presentations to the other group.

This prepares the CG Subcommittee members to present; the Features of CGs and the activities carried out in the CGs, at the initial gathering with the children.

#### Time:

20-25 Minutes

#### Method:

Group Activity

#### Materials:

As needed

ACTIVITY

### Preparatory Activity 2.2.2: Identifying Children Who Could Join CGs

Participants sit around a flip chart.

One or two participants can volunteer to write on the flip chart.

They discuss the different criteria that would characterise a child to join a Children's Group. e.g. child's family is poor, child is a poor and neglected orphan etc. The participants can either write or draw these main criteria on the flip chart.

Then participants discuss the hardships these vulnerable children may face in their daily lives. e.g. poor children may not get proper clothes, orphaned children may not

have the opportunity to go to school.

These hardships are also noted down through words or sketches next to the criteria identified.

In this way the poor and neglected children who would benefit from and should join Children's Groups are identified.

The CG Subcommittee members should also be convinced that having all the children in the community would be too much to handle.

#### Time:

1 hour

#### Method:

Group Discussion

#### Materials:

Flip chart & Markers

ACTIVITY

### Preparatory Activity 2.2.3: Including Children With Special Needs

Participants sit in a circle.

They think about all the children with special needs that they know and others who they may not know.

They discuss how they could seek out and bring these children with the help of SHG members to the gathering to form Children's Groups.

Points for discussion:

- Will they have to visit the homes?
- Will they ask the other children?

- Speak to the guardians or caretakers of the children and explain the concept of Children's Groups?
- Will they take full responsibility for these children?
- Will they appoint a few older children to be responsible for these children?

This way they have discussed the appropriate ways to seek out children with special needs and bring them to the gathering to form Children's Groups.

#### Time:

30-40 minutes

#### Method:

Group Discussion

#### Materials:

Not needed

ACTIVITY

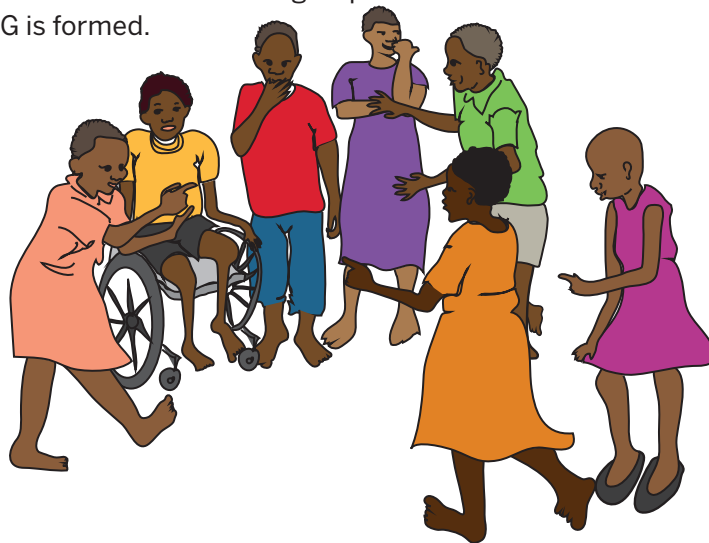
### Field Activity 2.2.A: Group Size

Children are divided into 2 groups. These 2 groups go and stand far apart from each other. Facilitators also divide themselves to help each group with this game. Each group stands in a circle. One Facilitator stands in the centre and calls out a small number, preferably below 8. The children form groups of that number. i.e. if the number called out is 5, there should be groups of 5 children. (Couple of children may be left out but that is okay.) Each group can have a facilitator calling out

numbers and each group plays this game separately. This goes on for about 10 minutes. Towards the end the facilitator calls out a large number i.e. 30. It should be harder to form large groups. This activity comes to end and children are asked to sit down together. Facilitator then explains that forming small groups is easier than forming big groups. Facilitator also indicates that through this exercise they can see the benefits of having less than 25 members in the group when the CG is formed.

**Time:**  
10-15 minutes  
**Method:**  
Group Activity  
**Materials:**  
Not needed

ACTIVITY



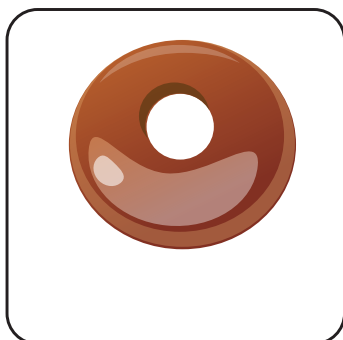
### Field Activity 2.2.B: Preference for Mixed Gender Groups

4 people from the CG Subcommittee and SHG members come forward and stand at 4 corners of a space. Each person holds up 1 card as indicated below. Now the children choose one thing they like the most out of these 4 objects or things. They are asked to go and stand next to the person holding the card of the object or

thing they like most. Now the children are asked to look at other children in their group who have chosen the same thing as them. The facilitator then explains how both girls and boys have common interests and likes. The facilitator then goes on to say, that they can share experiences and skills in groups which have both boys and girls.

**Time:**  
10-15 minutes  
**Method:**  
Group Activity  
**Materials:**  
4 cards with objects or things drawn on them. i.e. a ball, a donut, a rainbow, a radio

ACTIVITY



### Field Activity 2.2.C: Likes and Dislikes of Activities

All the children are divided into 4 groups. Each group stands or sits in a circle. Facilitators divide themselves among the groups to help with this exercise.

Once the circles are formed 1 child volunteers and steps forward.

He/she thinks of an activity they love. i.e. dancing, eating, running, planting seeds, cooking etc.

Once the child has thought about it, without saying the activity out loud he/she acts out this activity in the centre of the circle.

All the children in the circle try to guess the activity the child in the centre is acting out in their mind without speaking it out loud.

If they like the same activity they step forward and perform the same action as the child in the centre.

After the children who like this Activity have stepped forward and acted out the Activity, they all say the name of the Activity out loud.

After the children have guessed what the child in the centre is acting out they go back to the circle and sit down.

Another child steps forward to act out another activity.

This is repeated 3 or 4 times.

Each group does this game in their own circle.

At the end of this, the facilitator could talk about how different children like different activities and some of these could be done in the Children's Groups.

The facilitator could also mention how both boys and girls like the same activities.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Not needed

**Points for Reflection**

- How will you enthuse the children of the need for Children's Groups?
- In what ways can this be conveyed effectively?
- What are the features of CGs?
- What are the reasons for these features?
- How will you identify the categories of children who would form Children's Groups?

## 2.3 FORMING CHILDREN'S GROUPS AND FIRST STEPS

In this topic, the CG Subcommittee members learn how to form Children's Groups in a child-friendly manner. The Children's Groups are formed according to the criteria and features as given in Lesson 2.1 and 2.2. The time, and venue for the first meeting is jointly decided with each CG that has been formed.

### Box 7: Forming CGs and First Steps

Since SHG members live in the community, are in fairly large numbers and know the people in their community well; the CG Subcommittee takes their help while forming Children's Groups.

The SHG members identify, bring children to the gathering. They also help the CG Subcommittee during the meeting with activities, queries etc.

The children who fit the criteria and want to join CGs are identified. (See Lesson 2.2 and 2.3)

The Facilitators explain to children below 7 that they are growing up and once they are 7 years old they can join the Group. They also explain to children above 16 that the groups may not interest them very much and hopefully youth groups can be formed very soon.

Then the children who fit the criteria are divided by age: 7-11 year olds and 12-16 year olds.

In case there are more than 25 children in any age group, that group is further divided according to the geographic proximity from which they come.

It may be that in a group there are less than 20 children. This should not be an issue since some children may join after the first weeks.

The preliminary grouping has now been done. The CG Subcommittee must list all the children in each group by writing down:

- Their names
- Their age
- Their parents' or guardians names
- Any other identification

Once this is done, the CG Subcommittee must go to each group and decide to meet the group within the next 7 days. Along with the children in that group they decide on:

- The day
- The date
- The time
- The venue

These details are just for the first one or two meetings. Once the children get to know each other and understand more about their own group they can change the venue, day, date, and time according to their convenience. As far as possible, children from different groups should not plan to meet at the same venue at the same time.

Each child must remember these details and come for the next meeting.

The above process is done with the 2 or 3 SHGs that were invited for a particular gathering of children. The same is repeated to cover all the SHGs in the CLA.





### Learning objectives

By the end of this lesson, CG Subcommittee:

- Know how to form Groups according to the criteria and features

Realise the need for SHGs in this process

- Realise that this should be done in a child-friendly manner

Know how to explain to children below 7 and above 16 that they will not be part of the groups in a child friendly manner

- Have fixed the date, time and venue for the first meeting with each Children's Group they have formed

Preparatory Activity 2.3.1: Preparing the Initial List of Children in Each CG

Participants prepare for the meeting with the children.  
They plan to prepare a list of children in each group that is formed in the gathering. They draw up a format on a sheet of paper for each child's name and other details to be written under each group's sheet. i.e.

name, sex, age, parent/ guardian's names. This activity prepares them for the meeting with the children.  
This is a temporary list and these details will later be transferred to an 'Admission Book' (See Lesson 3.4) where more details of the children will be recorded.

ACTIVITY

**Time:**  
30-40 minutes

**Method:**  
Group Activity

**Materials:**  
Paper, markers or pens

Preparatory Activity 2.3.2: Children in Their Age Groups

Participants think of the number of children who will be present at the Children's Gathering.  
They think of ways they would divide the children into their specific age groups.  
Points for discussion:  
• How many children are expected to come for the gathering?  
• How will they separate the children into their age groups?

• Could the separation be done through an interesting game or activity?  
• How can you explain in a pleasant manner to children who are younger than 7 and older than 16 that they will not be part of the groups?  
This activity helps the CG Subcommittee to think of ways to get children into their age groups.

ACTIVITY

**Time:**  
30-40 minutes

**Method:**  
Group Activity

**Materials:**  
As needed

Field Activity 2.3.A: Children's Group Meeting Time

Children form 2 groups.  
This can also be done in an interesting way i.e. children who like to dance on one side and children who like to sing on another side. Facilitator takes care in giving options where children will be approximately divided equally.  
After children form 2 groups they form a circle and sit down.  
In their groups they think of all the activities they have during the week. e.g. school, homework, sports, helping at home, helping the parents/ guardians at work etc. After they have talked about all the

activities they think of any time of the week when they are free. e.g. Saturday morning, Friday after school etc.  
Each group comes up with 2 different times of the week that they could have their Children's Group meetings.  
Once they have decided this, both groups come together and discuss the times they have come up with.  
This activity helps children come up with a tentative time for their Children's Group Meetings.

ACTIVITY

**Time:**  
5-10 minutes

**Method:**  
Group Activity

**Materials:**  
Not needed



### Field Activity 2.3.B: Choosing a Venue for Children's Group Meetings

Children form 4 groups.  
Each group gets a piece of paper.  
In their groups children discuss different places in the community where children could meet for their Children's Group Meetings.  
On the piece of paper they draw out the venue they think is best for their Meetings.  
Points to consider:

- Is the place safe for children?
- Is the path to the place safe?
- Can all children reach the place easily?
- Do we need permission for this place?
- Who do we ask for permission?
- Does the meeting place have a space

where children can safely play games outside?

After each group has drawn out the venue they have decided, all groups come together.  
Each group presents their drawing with reasons why they chose that certain venue.  
This way children come up with some suitable meeting places for their Children's Group Meetings.

#### Time:

5-10 minutes

#### Method:

Group Activity

#### Materials:

Pieces of Paper,  
Pens or  
Markers

ACTIVITY



#### Points for Reflection

- What are the criteria and features of CGs?
- How will you form the CGs in a child-friendly manner?
- What factors are involved in fixing the date, time and venue of the first meeting with the Children's Group?

REFLECT

# Topic 3

## Children's Group Meetings

In this topic the CG Subcommittee assigns responsibilities to one another to take up the facilitation of one or more CGs that they formed. These CG Facilitators have to be present and prepared for the first few meetings of the Group, to guide and mentor the children in forming and sustaining their Groups. The CG Facilitator takes care to guide the children in a child-friendly manner and understand that children will own the CGs and take decisions for their CG. Each Lesson in this Topic is for the first few meetings of the newly formed Children's Groups. The CG Subcommittee must go through the topic related to the corresponding meeting as well as the next lesson related to the next meeting. This way they are prepared for each meeting with each Children's Group and are able to plan the Agenda for next week's meeting at the same time.



### 3.1 FIRST STEPS IN CG MEETINGS

In this lesson ways to introduce the Children's Group Initiative to children in the newly formed Groups are discussed. The basic aspects of Children's Groups are also discussed.

#### Box 8: First Steps in CG Meetings

Before the first meeting with the Children's Groups, the CG Subcommittee members assign one another to be responsible for one or more CGs that they formed. This member will be known as the CG Facilitator. Depending on the number of CGs in the area, each member will take responsibility for one or more CGs. These Facilitators will help in setting up the Children's Group and facilitating the children in different aspects of their Group activities.

Since the children are meeting for the first time as a group, they begin the first meeting with some games and an interesting activity to introduce themselves. The CG Facilitator could facilitate these games and activities. The children will repeat the introduction in interesting ways in the next few meetings till everyone is familiar with each other.

The CG Facilitator then facilitates the children to fix the date, time and venue of

their next meeting. While choosing the more permanent time and place the children must keep the following in mind:

- Time and venue is suitable for all members
- The venue and the way to reach there, is safe for children
- The time should not clash with other activities i.e. school activities, market days, community meetings etc.
- Children should not meet when it is dark
- The venue should provide privacy to discuss and share issues in confidence
- There should also be open space for outdoor activities and games

The CG Facilitator can help the children to think of all these factors when the children are deciding the time and venue for their meetings.

Children along with the Facilitator can approach the CLA and/or Local Leaders to get permission for a suitable venue for their Children's Group meetings.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know the CG Facilitator for each CG and are present for the first few meetings of the CG
- Know the role of the CG Facilitator for the first meeting
- Are prepared to facilitate different games and activities for children to introduce themselves
- Realise that facilities and resources can be sourced by approaching the CLA and/or Local Leaders
- Realise that CGs are owned by children and they should be the ones making decisions

### Preparatory Activity 3.1.1: Ice Breakers for the First Meeting

Participants think of different games that could involve all children at the first meeting.

They note down all the different games that they can think of, depending on the age group of the children. i.e. ball games,

tug-of-war, hide-and-seek, traditional games etc.

They also note down the materials they need for each game.

This prepares each CG Facilitator for the first meeting with the children's group.

#### Time:

1 hour

#### Method:

Group Activity

#### Materials:

Flip charts,  
Markers

### Preparatory Activity 3.1.2: Children Introducing One Another

Participants think of interesting activities they could use for children to introduce themselves to each other.

They note these activities down.

They also note down the materials they need for each activity.

This prepares each CG Facilitator for the introduction activity with the children's group.

A simple activity could be:

Children stand in a circle.

One child volunteers and steps into the centre of the circle.

He/she has a ball and throws it to another child in the circle.

The child who catches it says his/her name out loud and then steps in the centre of the circle.

They also mention one thing they love e.g. I love music/donuts/football and one thing they don't like e.g. I don't like the dark/alcohol/war

Another activity could be:

Children sit in a circle.

One child stands up and comes to the middle of the circle.

He/she shouts out his/her name 5 times.

"My name is Anna!"

While he/she shouts his/her name out loud, he/she also performs an action of something they like. e.g. if Anna likes dancing she performs a simple dance step, if George likes climbing trees he makes the action of climbing a tree.

After the child has performed the action and shouted their name 5 times, the other children clap their hands and all say "Hi Anna! Welcome to the group!"

After Anna sits down, the child sitting on the right of her steps forward and shouts his/her name while performing the action of something he/she likes.

This continues till every child has said their name.

This activity prepares participants to come up with introduction activities for the CG meeting.

#### Time:

1 hour

#### Method:

Group Activity

#### Materials:

Flip charts,  
Markers

ACTIVITY

### Preparatory Activity 3.1.3: Reviewing Reasons for CG Formation

Participants sit in a circle.

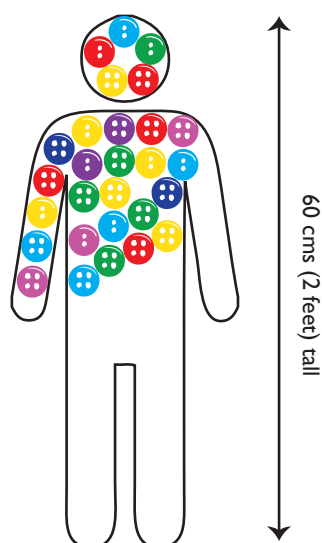
They draw a figure of a child as shown.

They think of all the ways Children's Groups can help children.

i.e. Children develop physically and mentally, children learn new skills, children have a place to open up and share their experiences with each other.

As they think of each way children are helped they place a coloured button or bean on the figure of the child.

This helps CG Subcommittee members to review the reasons for forming CGs.



#### Time:

15-20 minutes

#### Method:

Group Activity

#### Materials:

Coloured buttons or beans, chalk or something to draw on the ground.

ACTIVITY

In the first Children's Meeting, children play one or two outdoor games that they all know, for the first half hour. The CG Facilitator can encourage all of them to play and observe them without interfering too much. After half an hour they move to their meeting place.

### Field Activity 3.1.A: Learning Each Other's Names

The CG Facilitator facilitates the children to play one or two introductory games that they have prepared in their Preparatory Activity 3.1.2.

They could facilitate children to do one more activity.

Children sit in a circle. They call out their own names one by one. This process is repeated two or three times to get the children familiar with each other.

1 child volunteers to stand outside the circle holding a handkerchief.

The child walks/runs around the circle and drops the handkerchief on the back of one of the children who are seated.

As the child drops the handkerchief he/she also call out the name of the child on whom the handkerchief was dropped.

Then the child on whom the handkerchief was dropped now gets up, picks up the handkerchief, walks/ runs around the circle to drop it on someone else while the child who was walking now takes the seated child's place.

This process is repeated till most children have had a turn at walking around the circle.

This way children learn each other's names and are interested in the activity.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

1 Handkerchief

ACTIVITY



### Field Activity 3.1.B: Interacting With Each Other

2 cards of the same fruit or vegetable shown below are prepared. The facilitator has prepared the cards in advance, keeping the number of children in mind. Children are all given one card. If there are an odd number of children, the facilitator joins the game.

No one is allowed to show their card to anyone else.

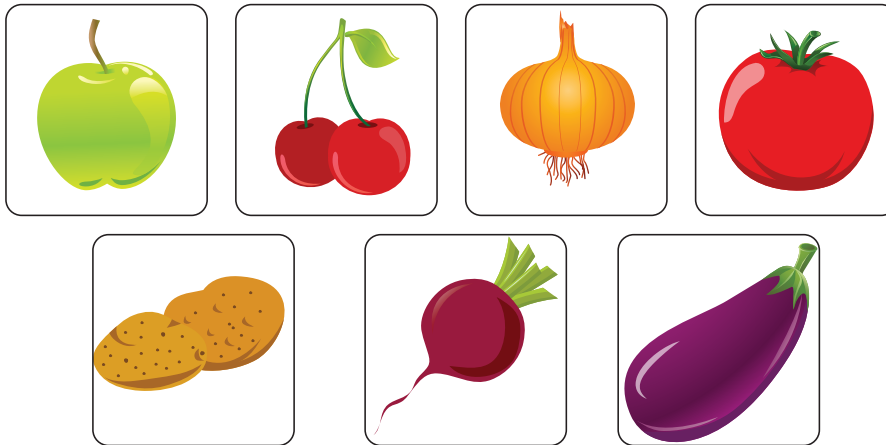
When the Facilitator blows the whistle, or shouts 'Go!' the children go around and try to find another child who has the same card as them, without showing their card to each other. They first introduce themselves by saying their own names to each other and then talk about their own card.

They cannot say the name of the fruit or vegetable, but describe the card they have e.g. my card has a vegetable on it, the vegetable is red in colour, it has a round shape, when the vegetable is unripe it is yellow etc.

The other child has to guess what fruit or vegetable is on the card. If they guess it correctly and find that they have the same card, they remain in their pairs until the activity ends.

The activity ends when each child has found his/her pair.

This helps children interact with each other and introduce themselves while doing an interesting activity.



#### Time:

20-25 minutes

#### Method:

Group Activity

#### Materials:

Cards of different fruits and vegetables as shown, a whistle

ACTIVITY

### Field Activity 3.1.C: Children deciding on Meeting Place and Time

Children sit in a circle.

They think of days of the week.

They think of when they are free. e.g.

Weekends, Friday after school etc.

They have to decide on a Meeting time.

While deciding on a day, time, and venue of meetings these points are discussed:

- Is the time a good time for everyone?
- Is it early enough so children can return home before it gets dark?
- Is there any other programme going on

during this time?

- Can everyone reach the Meeting Place safely?
  - Is the place Convenient for all of us?
  - Is there place where we can sit?
  - Is it a place where there is privacy?
  - Is there an open field for playing close by?
- if place is like church or school and need permission, CG Facilitator offers to take to CLA to get permission.

#### Time:

10-15 minutes

#### Method:

Group Activity

#### Materials:

Not needed

ACTIVITY

### Points for Reflection

- Who is the Facilitator for each Children's Group that has been formed?
- What is the role of the Facilitator in the first CG meeting?
- What aspects need to be presented at the first CG meeting?
- How can children have access to facilitates from the CLA/Local Leaders?
- Remember that children join the group of their own free will, drive their own agenda in CGs and own the group

REFLECT



## 3.2 HOW TO CONDUCT MEETINGS

In this lesson the functioning of the group is slowly introduced to the children. The CG Facilitator introduces this in a child-friendly manner and allows the children to contribute their own ideas to the group.

### Box 9: How to Conduct Meetings

In the second Children's Group meeting, the children start off with some games. It will be good to repeat an interesting activity for children to introduce themselves to each other. The CG Facilitator facilitates these games and activities.

After the introductions the Facilitator helps the children to understand how the meetings are usually conducted.

- To start with, children are facilitated to think of how they would like to start their meetings. i.e. through a song, through a poem, through a prayer, through a warm up exercise etc.
- Then the Facilitator indicates that sitting in a circle, facing each other helps interaction and participation of all children
- For this second meeting, the Facilitator takes the attendance of children present. The Facilitator further explains that from the next meeting onwards, the children will be responsible to record their attendance in every Group meeting.
- The facilitator explains that all children are equal. There is no hierarchy based on – gender, age, education, etc. Hence every child should have an opportunity to speak out regardless of physical and mental wellbeing. Every child's opinion is considered when the Group makes decisions.
- Since all children are equal, every child takes the responsibility of leading the group meeting in turns. In every meeting, one child is chosen to lead the next meeting. This child will be known as the Moderator for that meeting. The Facilitator along with children, can come up with an interesting activity to choose the Moderator for every next meeting. This is how rotational leadership works.
- The Facilitator encourages the chosen Moderator to open up a time for discussion. The Moderator asks the children a few questions to get started:
  - How was the week?
  - What were the good things?  
The Bad things?
    - In the community?
    - In school?
    - At home?
  - (In the first few meeting these discussions could still be general as children are still getting to know each other and gaining confidence to open up)
- The Moderator encourages each member to speak in the meetings. It is the responsibility of the Moderator to encourage the quieter children to speak up and share and the louder ones to give room to the quieter children to speak.
- The Facilitator also explains that every meeting should have an agenda or a plan. This Agenda is usually decided during the previous meeting so children come prepared for each meeting.
- One of the main agenda points for the third meeting (the next meeting) would be to appoint 2 representatives. The Facilitator explains that these 2 representatives will represent the children and the needs of the group in other forums e.g. While approaching other Duty Bearers, while requesting for resources from the CLA etc. The representatives represent the group for a period of 1 year after which the group chooses 2 other members to replace them. The Facilitator explains that the CLA is responsible for the CG and hence will provide the CG with materials to start

with e.g. Flip charts, markers, attendance book etc. based on their discretion. Another point on the Agenda for the next meeting would be to come up with a meaningful name for their group.

- Before ending the meeting the children decide on the Moderator for next week

through an interesting activity

- Now that the time and place for the Children's Group meetings is fixed they remind themselves of the next meeting. The Facilitator then indicates that they close the meeting and asks the children how they would like to end i.e. through a song, a poem, an exercise, a prayer etc.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know the role of the CG Facilitator for the second meeting
- Are prepared to facilitate different games and activities for children to introduce themselves and to choose a Moderator
- Realise that facilities and resources can be sourced by approaching the CLA and/or the Local Leaders and can convey the same to the children
- Know the Agenda for the second meeting
- Understand that they as CG Facilitator must only facilitate the children to take decisions related to their group.
- Realise that CGs are owned by children and they should be the ones making decisions

### Preparatory Activity 3.2.1: Beginning and Ending the CG Meetings

Participants think of the way they begin their own meetings in their SHG, CLA and CG Subcommittee.

They then think of ways the Children's Group meetings could be started. i.e. through a prayer, a song, a poem, a warm-up exercise, a few minutes to meditate silently etc.

When children from different religious backgrounds meet together they should be sensitive to each other's religion.

They also think of what kind of songs, prayers, poems, exercises that could be

used to start the meeting.

The activity could have a positive message, could talk about preserving life and/or nature, could talk about having a positive outlook in life etc.

This helps the CG Facilitators to be prepared to facilitate the children to come up with a good way to begin their meetings. The CG Facilitator should take care not to directly or indirectly imply how to start or end a meeting e.g. start with prayer

**Time:**

20 minutes

**Method:**

Group Discussion

**Materials:**

Not needed

ACTIVITY

### Preparatory Activity 3.2.2: Choosing a Moderator

Participants think of different activities that could help the children choose their Moderator.

Points for discussion:

- Is this easy to understand?
- How long will the activity take?
- Is it quiet or energetic enough for the children?

- Will this activity allow for different children to be chosen every time?

This activity helps the CG Subcommittee to be able to facilitate children to choose the Moderator for the next Children's Group Meeting.

**Time:**

20 minutes

**Method:**

Group Discussion

**Materials:**

Not needed

ACTIVITY

### Preparatory Activity 3.2.3: Facilitating a CG Meeting

Participants must have all gone to their first CG meeting by now.

They each talk about the experience of the first meeting.

Points for discussion:

- How many children came?
- Did it start on time?
- Were some parents present?
- What was decided in the meeting?
- Were there any problems or issues?
- What do you expect at the second meeting?
- How to facilitate the children:
  - When it comes to being quiet?
  - When it comes to taking a decision?

- How to deal with children bringing their younger siblings who are not members of the group?
- How can things be done in a child-friendly manner?

This review can help the CG Subcommittee be prepared for the second meeting with their groups and issues can be discussed and solutions can be found.

**Time:**

30-40 minutes

**Method:**

Group Discussion

**Materials:**

Not needed

ACTIVITY

### Field Activity 3.2.A: Remembering Names & Faces

Children sit in a circle.  
Each child thinks of one animal he/she wants to be.  
Each child must get up and act like that animal.  
The rest of the children in the circle try to guess what animal the child is trying to act out.  
When the children guess the animal

correctly, the child that is acting, stops and says "Hi, my name is \_\_\_\_\_. I like \_\_\_\_\_(the animal he/she was acting)"  
All the children stand up and act out the animal they have chosen in turns.  
This activity helps children remember each other's names.

**Time:**  
15-20 minutes  
**Method:**  
Group Activity  
**Materials:**  
Not needed

ACTIVITY

### Field Activity 3.2.B: Choosing a Moderator

All the beans or buttons put together should add up to the number of children present at the meeting, including the bean or button that is of a different colour.

Children sit in a circle.  
All the children select one bean or button out of the bag.  
The child with the different coloured button or bean is chosen as the Moderator for the next meeting.  
This activity helps the children choose their

Moderator in an interesting way.  
The children who have already been the Moderator are excluded from the next meeting's game and accordingly the number of beans or buttons reduced.

**Time:**  
5-10 minutes  
**Method:**  
Group Activity  
**Materials:**  
Beans or buttons of one colour and 1 bean or button of another colour. Bag to put the beans or buttons in.

ACTIVITY



### Field Activity 3.2.C: Thinking of Skills, Games and Activities in a CG

Children sit in a circle.

They all think of a new skill, game or activity they would like to learn in the Children's Group.

One child holds the ball and tosses it across the circle to another child.

The child that catches the ball, must stand up and talk about a skill, game or activity he/she would like to learn.

Then the child sits down and tosses the ball to another child in the circle.

That child catches it, stands up and talks

about something he/she would like to learn.

This process is repeated a few times.

This activity, gets children to think of new things they could learn in the Children's Group.

At the end the Facilitator explains that in the coming meetings children could plan and take up a wide range of activities to be done in their meetings.

This also motivates them to start owning the group and thinking of the next steps.

**Time:**

15-20 minutes

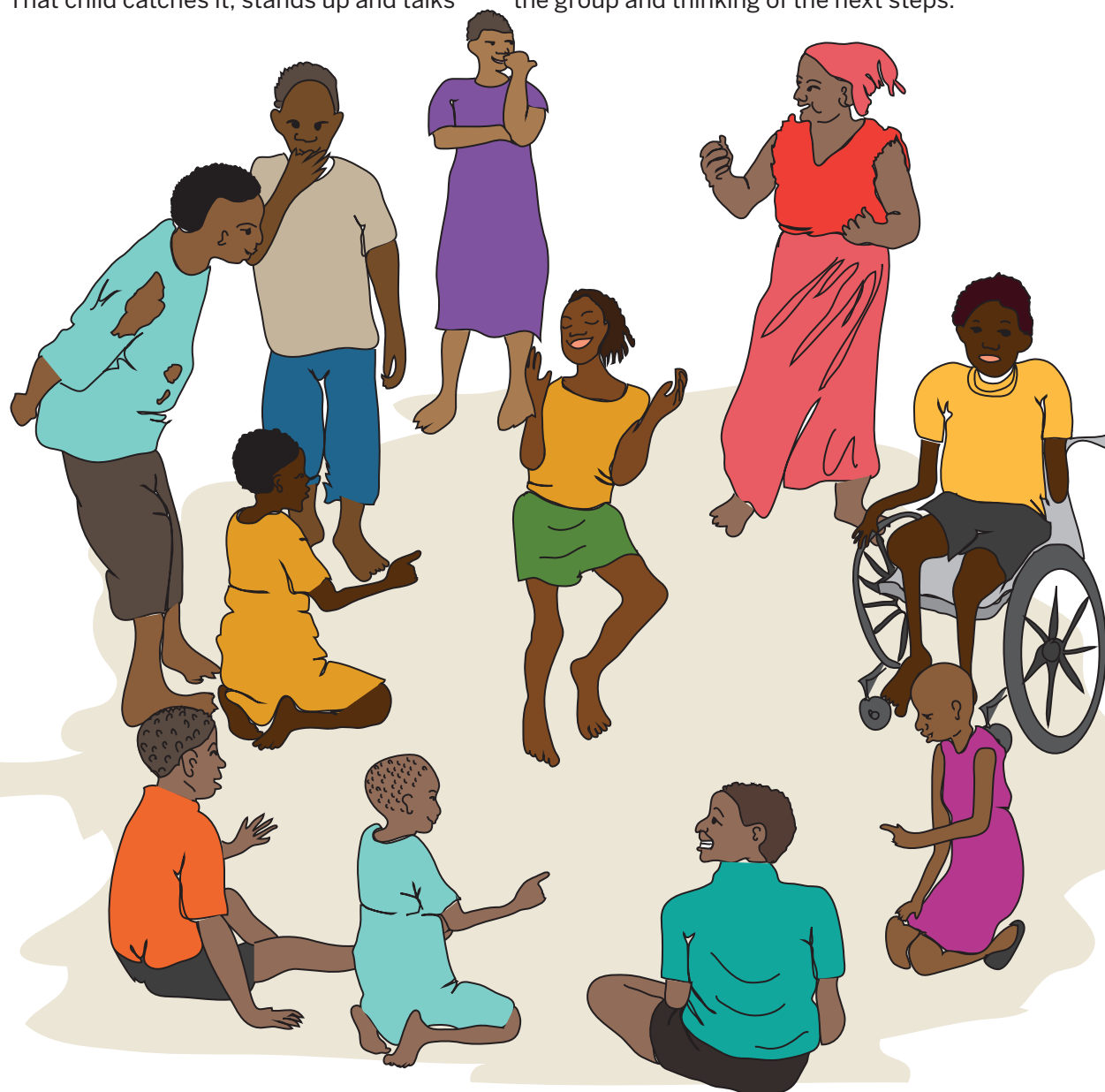
**Method:**

Group Activity

**Materials:**

A ball

ACTIVITY



#### Points for Reflection

- What is the role of the Facilitator for the second CG meeting?
- What Agenda has been planned by the children for the second and third meetings?
- How will you facilitate the children?
- How can the children source materials from the CLA/Local Leaders?
- Remember that children join the group of their own free will, drive their own agenda in CGs and own the group
- How can you encourage and motivate children to open up and own their groups?

REFLECT

### 3.3 SETTING UP THE GROUP'S STRUCTURE

In this lesson the structure of the group is slowly introduced to the children. The CG Facilitator introduces this in a child-friendly manner and allows the children to contribute their own ideas to the group. The 2 representatives for the year are chosen with criteria that is set by the children.

#### Box 10: Setting up the Group's Structure

In the third Children's Group meeting the group's structure is further explained.

- The children begin with some games
- Then the Facilitator helps the children with an introduction activity where children remember each other's names
- The Facilitator encourages the chosen Moderator to open up a time for discussion. The Moderator asks the children a few questions to get started:
  - How was the week?
  - What were the good things?
  - The Bad things?
    - In the community?
    - In school?
    - At home?
- (In the first few meeting these discussions could be general as children are still getting to know each other and gaining confidence to open up)
- The Moderator then presents the points on the meeting Agenda to the group. According to the Agenda, the 2 representatives for the group are to be chosen.
- The Facilitator explains that 2 representatives will represent the children and the needs of the group in other forums e.g. While approaching Duty Bearers, while requesting for resources from the CLA etc.
- The 2 representatives will also contact External Representatives from the community when needed to come and provide inputs to the children in the CG
- The Facilitator helps the children to come up with certain criteria to choose the 2 representatives. Some criteria could be:
  - Children are willing
  - Children are bold to speak to elders
  - Children are responsible
  - Children can spare time for this responsibility
  - Children are willing to do this for a term
  - The representatives chosen should be 1 girl and 1 boy every time
- Based on the criteria, children choose 2 members from their group to represent

them. These 2 representatives will serve for a term. The suggested term is 1 year.

- Once the 2 representatives are chosen, the CG Facilitator explains that some materials will be needed for the next meeting e.g. Flip charts, markers and an Attendance Register. The 2 representatives, the Moderator chosen for this week's meeting and the CG Facilitator plan to approach the CLA for these materials before the next Children's Group meeting. The CG Facilitator may have to approach members from the CLA beforehand and request an informal meeting.
  - The Moderator addresses the next point on the Agenda which is to come up with a meaningful name for the group. This can be done through an interesting activity. The CG Facilitator along with the Moderator could help facilitate this. The name could be finalised during the next meeting but for now children start thinking of what they want their group's name to be.
  - The Agenda for the next meeting is discussed. The CG Facilitator explains the need for an Attendance Register to keep a record of all children present. Also, a meaningful name for the group is to be finalised. The Facilitator introduces the Code of Conduct which will be further explained in the next meeting. A Code of Conduct is rules or conditions that children follow so that the Group can operate smoothly. With this Code of Conduct respect and harmony in the group is maintained and children understand acceptable ways of behaviour.
  - The Moderator reminds the members of the time and place of the meeting. The time could be changed if children feel the need.
- Children now choose a Moderator for the next meeting
- The meeting is closed in an appropriate way chosen by the children.





### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know the role of the CG Facilitator for the third meeting
- Are prepared to facilitate the children to choose 2 representatives and choose a meaningful name
- Facilitate children and their representatives to ask for facilities and resources from the CLA and/or the Local Leaders
- Know the Agenda for the third meeting
- Remember that they only facilitate children to take decisions related their group.
- Realise that CGs are owned by children and they should be the ones making decisions



### Preparatory Activity 3.3.1: Criteria for Selecting Representatives

Participants think of the criteria 2 representatives from the Children's Group need to fulfil. To facilitate children to choose the criteria they could review the criteria when they were chosen to be the CG Subcommittee. These could be.

- Needs to be responsible
- Needs to be able to speak to elders
- Is respected by other children
- Is always on time for meetings

Participants note these down on pieces of paper. They can carry these criteria with them for the Children's Group meeting. While the children are coming up with their criteria and if they are unsure what criteria to have, the Facilitator can suggest criteria they have come up with. They should ensure that the final criteria is set by the children.

**Time:**  
20-30 minutes  
**Method:**  
Group  
Discussion  
**Materials:**  
Paper, pens

ACTIVITY

### Preparatory Activity 3.3.2: Facilitating Children to Come Up With a Name

Participants think of the name of their own CLA, SHG.

They think of an activity or a method they could use to facilitate children to come up with a name for their Children's Group.

A simple activity could be:

Children in small groups draw a picture of what their group represents. All children then choose the picture which best represents their group.

They also think of how they could facilitate

children to come up with names that:

- Have a positive message
- Can be easily remembered
- Is appropriate for a CG

This helps CG Subcommittee think of possible activities to help the children to come up names for their group. They should however ensure that it is the children who finally select the name for their group.

**Time:**  
20-30 minutes  
**Method:**  
Group  
Discussion  
**Materials:**  
Not needed

ACTIVITY

### Field Activity 3.3.A: Sharing Experiences

Children form 3 groups.

In each group children talk about the past few weeks.

Points for Discussion:

- How were the Past few weeks?
- How was School?
- How is life at home?
- Do you like School?
- Do you like your Teachers?
- Is anyone hurting you? At School? At

Home? Anywhere else?

- What Games do you like?
- What's your favourite Food?

After this discussion children come together and 2 or 3 children can share any experience they would like. It could be a good experience or a bad experience. This simple Activity helps children open up and start sharing experiences.

**Time:**

15-20 minutes

**Method:**

Group discussion

**Materials:**

Not Needed

ACTIVITY

### Field Activity 3.3.B: Choosing CG Representatives

Children form 5 groups.

Each group thinks of 'WHY' the 2 representatives are chosen and 'WHAT' they are expected to do.

Based on this they come up with criteria that should be fulfilled by the 2 representatives they will be choosing for their group.

The CG Facilitator can allow 10-15 minutes for discussion.

All the children gather together but remain close to their groups.

Then each group calls out their criteria one by one. The Facilitator can note down these criteria as they are being called. The Moderator can facilitate each group to speak.

Then the CG Facilitator goes through the criteria so that the children remember what they have said.

Children then suggest 5 or 6 potential representatives from their group who fulfil these criteria.

These potential representatives are asked to stand on one side.

The Moderator presents the criteria once more.

The 2 representatives that best fit most of the criteria are chosen as representatives for the group. The Moderator explains that these representatives will serve for a term (Perhaps 1 year) and other representatives will be chosen next year.

**Time:**

20-30 minutes

**Method:**

Group Activity

**Materials:**

Not needed

ACTIVITY



### Field Activity 3.3.C: Choosing a Name for their CG

Children form 5 groups

Each group is given a piece of paper and a pencil, or crayons.

Each group draws 1 picture of what they think their CG represents. e.g. a rainbow, a flower, peace and love etc.

The Facilitator allows 15-20 minutes for this.

Then each group comes forward and sticks their pictures for all children to see.

One by one each group discusses what they have drawn and why that drawing represents the Children's Group.

Based on the 5 pictures children now think of and discuss a name for their group.

The CG Facilitator reminds the children that the name should:

- Have a positive message
- Can be easily remembered
- Is appropriate for a CG

Children decide on 1 of the names discussed as the name of their CG.

This way, a suitable name is chosen for the Children's Group.

**Time:**

30-40 minutes

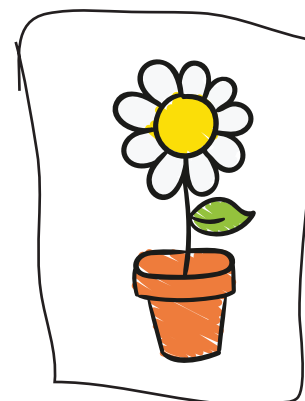
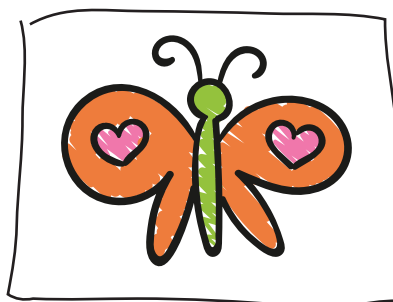
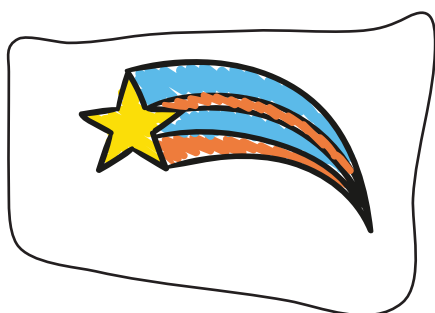
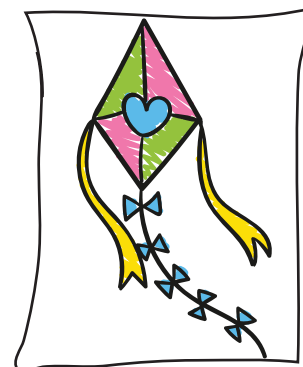
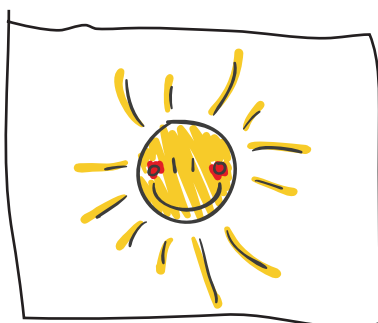
**Method:**

Group Activity

**Materials:**

Paper and  
crayons or  
Markers

ACTIVITY



### Points for Reflection

- What is the facilitator's role for the third CG meeting?
- How to facilitate children to open up and share?
- What criteria can children set for choosing their representatives?
- What is the best way to get children involved to choose a name of their group?
- Remember that as CG Facilitator you must only facilitate children to take decisions
- Realise that CGs are owned by children and they should be the ones making decisions
- Are children open to own their groups and motivated to be a part of the CG initiative?

REFLECT

### 3.4 CODE OF CONDUCT AND BOOK KEEPING

In this lesson, the Code of Conduct that the children would like to follow is introduced. The CG Facilitator facilitates the group to come up with guidelines and rules that they would like to follow as members of the Children's Group. The Facilitator further helps children understand the importance of record keeping and explains how simple books can be maintained.

#### Box 11: Code of Conduct and Book Keeping

By now the children are familiar with one another and they have learnt to begin the meeting on their own.

The Moderator for that week's meeting requests the children to sit in a circle and the children can call out their names one by one just to ensure they have learnt each other's names.

The Moderator leads the group in a time of sharing as explained in Lesson 3.3.

According to the Agenda the 2 representatives, the Moderator and the CG Facilitator have met with the CLA and accessed some materials for the meeting e.g. An Attendance Register, Flip charts, markers and pens. These materials are brought to the meeting and set out to be used during this meeting.

The group chooses a book writer and an assistant book writer. The book writer will serve for a term of 1 year after which the assistant book writer takes the place of the book writer and a new assistant book writer is chosen from the group. Thus everybody gets a turn to do the work and nobody has a permanent position. The Book writer and the assistant book writer are responsible to keep records of all children present in the Attendance Register. They also record the minutes of each meeting along with the Agenda for the next meeting.

The CG Facilitator explains the concept of Code of Conduct. A Code of Conduct is made up of guidelines and rules that children develop themselves and want to follow so that the Group can operate smoothly. With this Code of Conduct children understand acceptable ways of behaviour. The CG Facilitator talks about

the need for the Code of Conduct related to regular meetings, behaviour pattern and penalties for breaking their rules.

The guidelines and rules children come up with can be classified into 2 groups.

1. Related to Meetings:

- Regular Attendance
- Come on time for meetings
- Raise your hand for Moderator's permission to speak

2. Related to behaviour:

- No bad words
- No teasing/ bullying one another
- Listen to the other person's opinion
- No Physical Abuse e.g. hitting, kicking, biting
- Treat each other with respect

The children can think of suitable penalties, when the guidelines and rules that they have set are broken.

The CG Facilitator along with the Moderator comes forward and facilitates the process of making rules and penalties for breaking rules in a child-friendly manner.

These guidelines/rules and penalties for breaking each rule are recorded in their books for future reference. The same rules and penalties are written or drawn on flip charts and put up in the place of meeting for all children to see and go through. More rules are added as the group matures.

The Facilitator encourages the Moderator to bring the Attendance Register. The children have already discussed the group's name and the final name is now decided. This name is written on the front of the attendance register along with a picture that the name represents. This register is also called the Mother Book since it will contain all important records pertaining to the group.

This book is kept and maintained by the

Book writer or the assistant book writer. On each meeting day, the book is brought and the Book writer records attendance. Major activities and decisions of the day are noted in the Minutes section of the Mother book. The Code of Conduct (rules and penalties) is written down on the last few pages. The CG Facilitator helps the children understand the need for this book and how to use the book but it is the responsibility of the Book writer and assistant book writer to keep and maintain this book.

A Sample Mother Book has:

- The name and picture of the group on the front cover and the first page

- The next 10 pages are set aside for marking attendance as shown below.
- The subsequent pages are used for noting the Agenda and minutes of each meeting, an example of which is shown below
- The last few pages have the Code of Conduct recorded for reference when needed

The Group meeting is closed appropriately before which the children decide on the Agenda for the next week.

They also choose the Moderator for the next week. They could plan to come up with some new activities they would like to do.



### Sample Attendance Register:

Name/ Date	September 2014				October 2014				November 2014				
	06	13	20	27	04	11	18	25	01	08	15	22	29
Albert	1	2	3	4	5	6	7	8					
Ambrose	1	2	3	A	4	5	6	7					
Beatrice	1	A	2	3	4	5	6	7					
Betty	1	2	3	4	5	6	7	8					
Catherine	1	2	A	A	3	4	5	6					
Clement	1	2	3	4	5	6	7	8					
Dorothy	1	2	3	4	5	6	7	8					
Evans	1	2	3	4	5	6	7	8					
Fatima	1	2	3	4	5	6	7	8					
...													
...													
...													
Total for the Day	9	8	8	7	9	8	8	7					

Note: Normally 'P' or 'V' for present and 'A' or 'x' for absent is written in an Attendance Register. However, if cumulative numbers are written instead of 'P' it shows the total attendance of a child at any point of time.

### Sample of the Minutes or Weekly Record:

**Date:** 20-09-2014

**Meeting no:** 3

**No. present:** 24

**Moderator of the week:** Fatima

**Main Points discussed:** We have chosen the Book writer and Assistant Book writer  
Coming up with a Code of Conduct

**Decisions taken:** Betty is the book writer and Clement is the Assistant book writer  
We have come up with 8 rules for our Code of Conduct which are written at the back of this  
Mother Book

**Agenda for next meeting:** Discuss different activities for our Children's Group

**Moderator for next meeting:** Ambrose

**Signature - Moderator**

**Signature - Book Writer**

### Sample of the Code of Conduct Flip charts:

Rules Related to Meetings	
Guidelines/Rules	Suggested Penalties
1 Children come on time	1 Late-comers sing a song for everyone
2 Children are clean and tidy when they come to the meeting	2 Children must go outside, wash and tidy themselves before entering the room or sitting in the circle
3 Children inform the moderator in advance if they can't come due to a valid reason	3 Children who don't inform the moderator must recite a poem next time they come
4 A child raises his/her hand for Moderator's permission before speaking up	4 Children who just speak out must remain silent with their hands folded for 5 minutes
5...	5....
6...	6....

Rules Related to Behaviour	
Guidelines/Rules	Suggested Penalties
1 No bad words when children come together	1 Those who use bad words stand for 5 minutes
2 No teasing or bullying others	2 Those who tease or bully must perform a dance before the group
3. No Physical Abuse e.g. beating, kicking, biting	3 Those who beat, kick, bite others etc. must sit facing the wall or tree from the children for 5 minutes
4...	4...
5...	5...

## Learning objectives

By the end of this lesson, the CG Subcommittee:

- Know the role of the CG Facilitator for the fourth meeting
- Prepared to facilitate children to come up with their Code of Conduct
- Facilitate why and how to maintain the Mother Book
- Know the Agenda for the fourth and fifth meeting
- Understand that they as CG Facilitator should not decide but only facilitate children to take decisions related to their group.
- Realise that CGs are owned by children and they should be the ones making decisions

### Preparatory Activity 3.4.1: Code of Conduct

Participants think of the previous Children's Group meetings they facilitated.

They think of the issues they faced:

- How did the children behave?
- Did the meetings start on time?
- How many came late?
- How did the group discussions work?
- Were some children dominating?
- How did they handle children who brought their younger siblings who were not members of their group?
- Did children fight? Physically? Verbally?
- Did some children get upset and leave?
- How were problems solved?

- How can we encourage more participation by children?

The participants think of these issues and discuss solutions for each issue that they faced. They make a note of these issues along with the solutions on pieces of paper.

This activity helps them to think of the issues children could face in their groups and potential solutions to facilitate the session on the Code of Conduct.

The Code of Conduct is normally not the same in different groups.

#### Time:

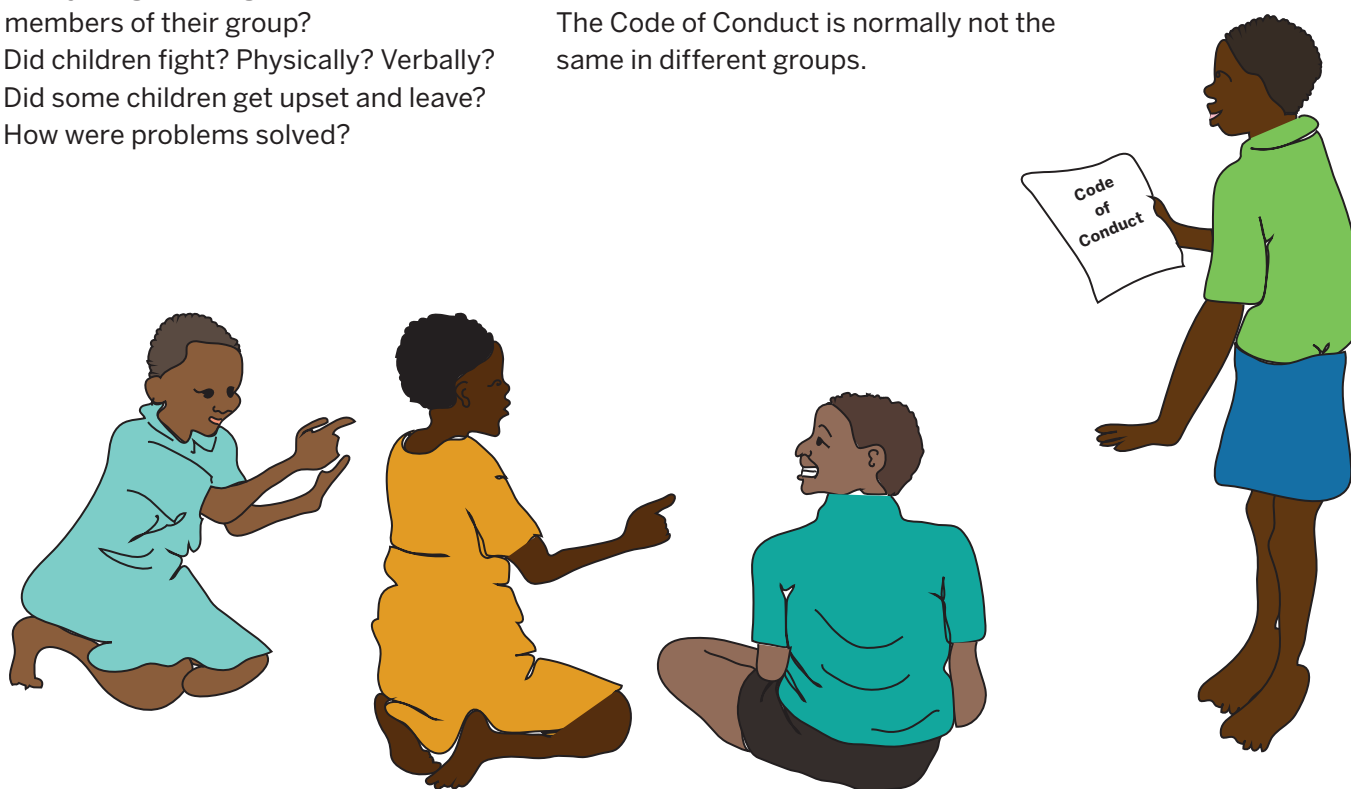
20-30 minutes

#### Method:

Group Discussion

#### Materials:

Paper, pens





### Preparatory Activity 3.4.2: Attendance Register in the Mother Book

Participants individually create a sample Attendance Register on a piece of paper based on the details of the CG they are facilitating. A sample is given below the info box.

They discuss different ways of taking Attendance.

Points for discussion:

- To make 'P' for present and 'A' for Absent
  - To mark ' ' for Present and 'x' for Absent
  - To put numbers in series when a child is present and skip the days a child is Absent.
- the advantage of this method is that the number of days that a child has been present can be immediately seen. This can also provide an incentive for regular attendance.

Similarly they prepare a sample Minutes for their CG, considering what happened in the previous meeting.

They can refer to the sample given below the info box.

They prepare these samples and carry it for the fourth Children's Group meeting.

This activity prepares them to explain to the Book writers how the Attendance Register and Minutes are maintained in the Mother Book.

**Time:**

20-30 minutes

**Method:**

Group

Discussion

**Materials:**

Paper, pens

ACTIVITY

#### Sample Attendance Register:

Name/ Date	September 2014				October 2014				November 2014				
	06	13	20	27	04	11	18	25	01	08	15	22	29
Albert	1	2	3	4	5	6	7	8					
Ambrose	1	2	3	A	4	5	6	7					
Beatrice	1	A	2	3	4	5	6	7					
Betty	1	2	3	4	5	6	7	8					
Catherine	1	2	A	A	3	4	5	6					
Clement	1	2	3	4	5	6	7	8					
Dorothy	1	2	3	4	5	6	7	8					
Evans	1	2	3	4	5	6	7	8					
Fatima	1	2	3	4	5	6	7	8					
...													
...													
...													
Total for the Day	9	8	8	7	9	8	8	7					

Note: Normally 'P' or 'V' for present and 'A' or 'x' for absent is written in an Attendance Register. However, if cumulative numbers are written instead of 'P' it shows the total attendance of a child at any point of time.

### Preparatory Activity 3.4.3: Criteria to choose the Book Writers

Participants think of an activity they could use to choose 2 children from the group as Book writer and Assistant Book writer.

The activity could include coming up with criteria which could be:

- Child can write fast
- Child is a good listener
- Child has neat handwriting
- Child can remember what others are saying
- Child can do simple calculations

They discuss these criteria and decide on the most effective activity they could use to facilitate children to identify the Book Writer and Assistant Book Writer.

This activity can be used in the Children's Group meeting when it comes to choosing the 2 writers for the group.

**Time:**

20-30 minutes

**Method:**

Group

Discussion

**Materials:**

Not needed

ACTIVITY

### Field Activity 3.4.A: Children Coming Up with Code of Conduct

Children form 2 groups.

One group creates and performs a role play on a Children's group that has no guidelines or rules and children in the group misbehave and treat each other badly. Points that can be performed in the role play:

- Children come late to meetings
- All children talk and shout at the same time
- The Moderator is a smaller person so he/she is bullied
- The Book Writer and Assistant Book Writer forget to bring the book
- The bigger boy/girl in the group keeps beating and kicking other children to make them remain quiet
- etc.

After this group has performed their role play all the children sit in a circle.

The group that performs the role play talks about how they felt in the CG which had no guidelines or rules.

Points for Discussion:

- When did the children arrive for the Meeting?
- How did it feel to be part of a group without guidelines or rules?
- Could decisions be made with all the children talking at the same time?
- How should the Moderator be treated?
- What happened when the Book Writers forgot the book?
- Is it good for a bigger child in the group to be in charge and control children physically?

Now the other group who have been observing the role play and the discussion also join the discussion:

- How did the Meeting go?
- How were children treated?
- How should the Meeting be conducted?
- How should the Children be treated?
- What could be done to conduct Children's Group Meetings smoothly?

Now the second group creates and performs a role play of Children's group that has clear guidelines and rules and some penalties for the rules if broken. Points that can be performed in the role play:

- Children come on time to meetings

- One child came late and was asked to run around the house once before entering the meeting
- All children raise their hand and are given permission by the Moderator before they speak
- The Moderator is a smaller person yet he/she is given respect and treated as an equal
- The Book Writer and Assistant Book Writer bring the book and note down all the points discussed
- One child beat the Assistant Book Writer because he did not write in the book, and he was asked to apologise to the Assistant Book Writer and then had to sit quietly with arms folded for 5 minutes.
- The bigger boy/girl in the group looks after some quieter, younger children carefully and allows them to have a chance to speak first.
- etc.

Now all the children sit in a circle together and discuss:

- When did the children arrive for the Meeting?
- How did it feel to be part of a group with guidelines or rules?
- How did the Meeting go?
- How were children treated?
- How were decisions made?
- How were children who were misbehaving treated? Should there be a set of penalties or punishments?
- How should the Meeting be conducted?
- How should the Children be treated?
- What could be done to conduct Children's Group Meetings smoothly?

Based on the 2 role plays and the discussions, all the children decide on whether they want to have a Code of Conduct and what penalties should each guideline have.

Once decided the Book Writer and Assistant Book Writer put up Flip charts where all the children can see.

On One Flip Chart they write down the guidelines and rules for their Children's group in one column and the penalties if each guideline is broken in the second column.

**Time:**

40-50 minutes

**Method:**

Group Activity

**Materials:**

Flip Charts,

Markers or

Pens

More guidelines and rules can be added as the group grows and matures.

They can either write or draw these guidelines and penalties.

The Book Writers also make a note of these guidelines and penalties in the Mother Book.

### Field Activity 3.4.B: Criteria for Book Writers

Children form 3 groups.

In each group they discuss 1 or 2 criteria that a Book Writer should have e.g.

- They should be able to write fast
  - Child has neat handwriting
  - They should be good listeners
  - They should be responsible in keeping the book and bringing it for each meeting
- They should be able to do simple calculations.  
etc.

Each group presents their criteria.

Looking at all the criteria the children select

3 or 4 members from their group.

Then each of these members is asked if they would like to be the Book writers.

2 children are finally selected as the Book writer and Assistant Book writer.

It can be explained to the children who are not selected that they may get their turn next or coming years.

**Time:**  
20-30 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Paper, pens

ACTIVITY



### Points for Reflection

- How to facilitate children to come up with a suitable Code of Conduct?
- How to facilitate children to select their Book Writer and Assistant Book Writer?
- How to facilitate children to understand and maintain the Mother Book?
- Remember that as CG Facilitator you must only facilitate the children to take decisions
- Realise that CGs are owned by children and they should be the ones making decisions
- Are children open to own their groups and motivated to be a part of the CG initiative?

REFLECT

# Topic 4

## Children's Group Meetings

In this topic the tentative schedule, the activities and other aspects of Children's Groups are discussed. The activities of Children's Groups are introduced in this topic and are elaborated in the next topic.



## 4.1 TYPICAL CHILDREN'S GROUP MEETINGS

In this lesson the tentative schedule for weekly meetings is discussed. This is not a rigid schedule and will vary from Group to Group. It is important that the children come up with the schedule for their meeting.

### Box 12: Typical Children's Group Meeting

Now that children are meeting in their groups and have become familiar with the time and place, they can now start looking at the schedule of their meetings. Children meet together to play, share and learn new skills. It is good that children develop a schedule with the help of the CG Facilitator so that all these things can be covered. The meetings may take approximately 2 hours to begin.

Later on, when Children take over their groups and want to learn new skills and do more the time may be extended.

The CG Facilitator encourages the children to look at how much time they have for each meeting and to allocate suitable time for different activities.

The schedule of a typical weekly meeting may look something like this:

Outdoor activity:

Games, sports etc. 30 minutes

Singing, dance etc. 20 minutes

Prayer, Attendance,

Reading minutes etc. 10 minutes

Time for sharing, discussions etc.

(participation) 20 minutes

Planned activity and/or

new learning 30 minutes

Plan for next meeting

and closing 10 minutes

The CG Facilitator facilitates children to come up with a schedule with help from the Moderator. This Weekly schedule is written on a Flip Chart and put up where the Children meet. This schedule can be followed from the next meeting onwards.



## Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know how to facilitate children to come up with a schedule for their group
- Realise why a schedule is needed
- Understand that the Schedule must be prepared in a child-friendly manner, by children themselves
- Understand why different activities need to be included in the schedule

### Preparatory Activity 4.1.1: Need for a Schedule

Participants sit in a circle.

They think about developing a schedule for a Children's Group meeting.

They discuss all the reasons why a schedule should be followed by the Children's Group.

They also talk about what would happen to the Children's Group if a schedule is not followed.

The schedule is more of a guideline and maintaining flexibility is very important. e.g. In a meeting, if an External Facilitator

comes and provides a lot of interesting inputs the session on dance and drama may be omitted.

This activity prepares the CG Subcommittee to introduce the importance of following a flexible schedule at the Children's Group meeting.

**Time:**

10-15 minutes

**Method:**

Group Discussion

**Materials:**

Not needed

ACTIVITY

### Preparatory Activity 4.1.2: Time Allocation for Different Activities

Participants divide into pairs or threes.

Each group takes one bottle or jar.

They think of the different activities in the Children's group schedule.

They assign one type of beans or grains for one type of activity.

They think of how much time each activity would take.

Proportionately they fill their jar with the beans and grains and talk about the activity each type of beans or grains represent.

This simple activity helps them to allocate time for different activities in a CG meeting.

**Time:**

20-30 minutes

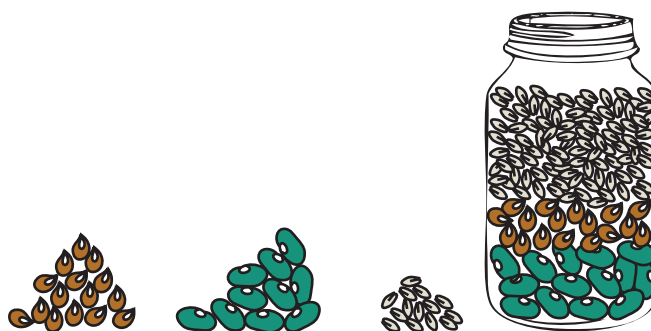
**Method:**

Group Activity

**Materials:**

a few half litre (500ml) Plastic bottles, different small beans or grains

ACTIVITY





### Preparatory Activity 4.1.3: Tentative Schedule of Meetings

Participants think of the schedule they follow in their own SHG or CLA meetings and the time allocation for each activity. They draw up this schedule (SHG or CLA) on a Flip chart.

They draw a circle and divide the circle into proportionate parts depending on the time used for each activity.

They then think of a children's group and the allocation of time for different activities.

They take another flip chart and draw a tentative schedule of a CG meeting. An example of the diagram is given below. Instead of using words to describe what children do at the meeting they use drawings or sketches.

This flip chart can then be used in the meeting with the Children to explain the schedule in an interesting way.

**Time:**

20-30 minutes

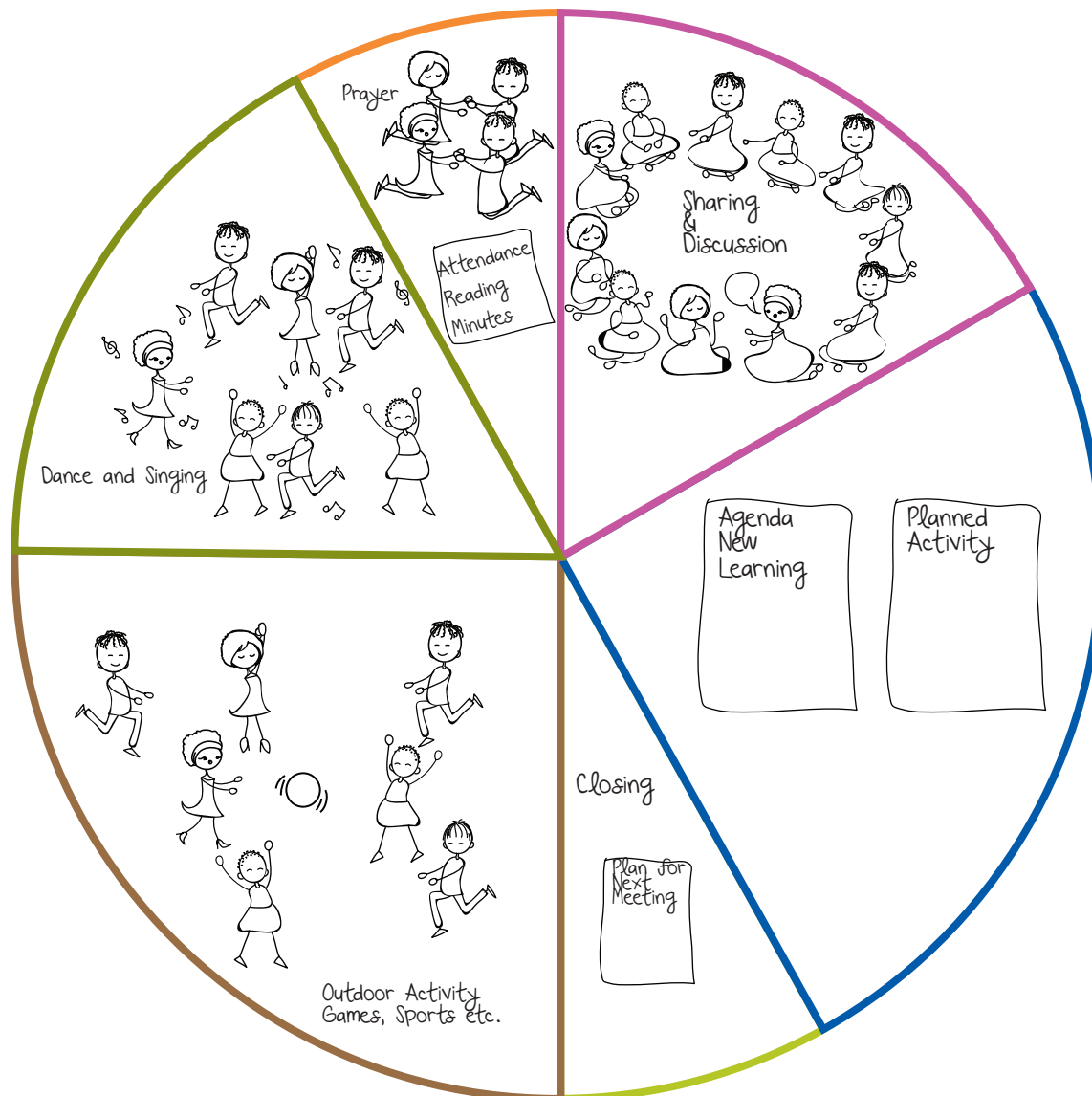
**Method:**

Group Activity

**Materials:**

Flip chart and markers

ACTIVITY





### Field Activity 4.1.A: Different Activities in a CG Meeting

The CG Book writer and Assistant book writer put up a flip chart at the meeting place.

The Facilitator then encourages the children to think of all the activities they have been doing so far at the children's meetings. e.g.

- Singing
- Dancing
- Attendance

- Rules
- Agenda
- etc.

The book writer and assistant book writer keep drawing or writing these activities as the children keep calling them out. Once this exercise is over the Facilitator moves onto the next activity.

This activity helps children to think of different activities to the Children's Group.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Flip Chart,  
Markers or  
Pens

ACTIVITY

### Field Activity 4.1.B: Activities in the Meeting Schedule

Book writer and Assistant book writer now put up another Flip chart on the wall next to the Flip Chart prepared in the previous activity.

The Facilitator helps the children to come up with the 6 schedule items that are normally covered in the CG Meeting. The items are:

- Outdoor activity: Games, sports etc.
- Singing, dance etc.
- Prayer, Attendance, Reading minutes etc.
- Time for sharing, discussions etc. (participation)

- Planned activity and/or new learning
- Plan for next meeting and closing

Children now look at the previous flip chart where they have listed all the activities in a meeting.

They match each activity to one of the schedule items listed in the new flip chart. As each child mentions one activity the Book Writer writes or draws these activities against each of the items in the schedule.

This way, the activities of the Group are fitted into items in the schedule.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Flip charts,  
markers

ACTIVITY



### Field Activity 4.1.C: Time Allocation for CG Meeting

The CG Facilitator talks about the different items in a schedule. i.e.

- Outdoor activity: Games, sports etc.
- Singing, dance etc.
- Prayer, Attendance, Reading minutes etc.
- Time for sharing, discussions etc. (participation)
- Planned activity and/or new learning
- Plan for next meeting and closing

The Facilitator with the help of the children decides on which item each type of Buttons/ Beans/ Flowers represents. The

Facilitator also explains that each button represents 10 minutes.

Children are divided into 4 groups.

Each group decides on how much time each item in the schedule takes.

Depending on the time for each item they stick that amount of buttons onto the flip chart.

Each group then presents their Flip Chart to the whole group and explains why each item is allocated that time they have indicated.

#### Time:

10-15 minutes

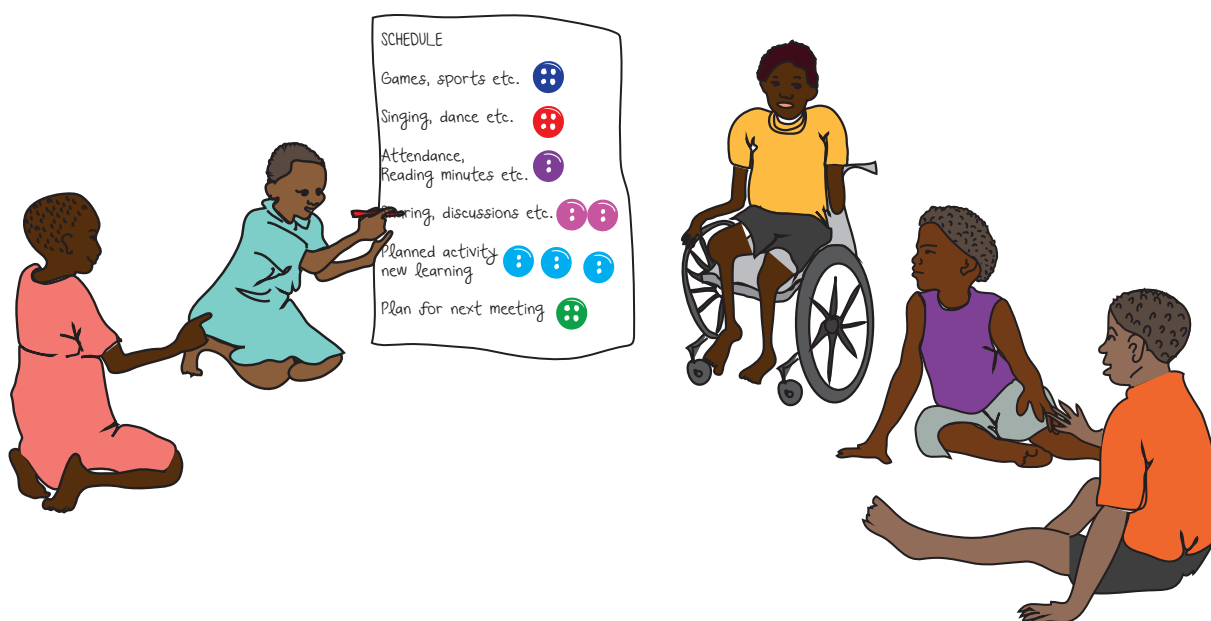
#### Method:

Group Activity

#### Materials:

Flip Chart,  
Markers or Pens,  
6 Different Types  
of Buttons/  
Beans/ Flowers  
(15 of each)

ACTIVITY



#### Points for Reflection

- How can you facilitate children to come up with a schedule?
- Why does the Group need a schedule?
- What activities need to be in the schedule?
- How can children follow the schedule and still be flexible?
- Remember that children join the group of their own free will, drive their own agenda in CGs and own the group

REFLECT

## 4.2 SHARING ISSUES CHILDREN FACE

This lesson is about how to involve children in matters that concern them. Children open up, share and slowly learn their rights and are able to take up issues that affect their lives. The CG Subcommittee is provided with information to introduce this process and to facilitate children to start sharing in the groups. The CG Subcommittee should also know whom to turn to if there are problems which require immediate action and which are beyond their capacity.

### Box 13: Sharing Issues Children Face

Participation of children is the heart of Children's Groups. That is, children open up and start sharing their joys, sorrows, difficult situations etc. This is very important and fundamental to CGs since the sharing leads to opening up about personal experiences and life situations. This leads to voicing their opinion, taking up issues which affect them. This can be encouraged by:

- Building strong relationships between children
- Sharing the experiences of the past week
- Feeling comfortable enough to confide in each other
- Debates on topics selected by them where children can express contrary views
- Discussions on topics of common interest

Child Rights is a very important aspect and the understanding of this grows gradually. It is introduced in the Child's Context and the way a child understands his or her situation. So, the process of sharing and opening up comes before providing inputs on Child Rights. The steps in the process are:

1. Children start sharing about their week: the good and bad things that happened
2. Children start talking and sharing their experiences

3. As they share and discuss they realise they are not alone and are comfortable to share more personal issues

4. Their awareness on what is acceptable and what is abuse or not acceptable slowly develops. A Child Protection Worker from an NGO/community can be invited to provide inputs where abuse is a reality.

However, care is to be taken that this person relates to what are real life experiences of children in this community and situations based on their age.

5. To avoid and prevent abuse, they are introduced to relevant Duty Bearers whose role is to ensure that the rights of children are upheld and children protected. They could approach Duty Bearers through the CLA or directly.

During this process, care is to be taken that children do not develop gender stereotype types. e.g. girls should stay at home and cook, boys do not do household chores.

It is important to note stereotype impressions of abuse are not introduced by the CG Facilitator or the CP worker. e.g. mothers neglect children and spend the money on themselves, fathers are drunkards beat children mercilessly.

So, it is very important that CG Facilitators ensure that children have a right understanding of gender and abuse.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand the importance of children sharing and opening up
- Have an understanding of gender and abuse relating to the life experiences of children
- Know the process to increase participation of children in matters that concern them
- Know when and how to involve External Facilitators to provide inputs on Child Rights
- Know how to avoid stereotype messages

### Preparatory Activity 4.2.1: Are Children Opening Up and Sharing in the Groups?

Participants think about the CG they are facilitating.

They think about the sharing time in their CG.

Points of Discussion:

- How long is the sharing time?
- Is it done with the whole group or in smaller groups?
- Are all children now comfortable with each other?
- How comfortable are they with sharing with the CG Facilitator?
- Are all the children given equal opportunity to speak?

- Have girls and boys developed confidence to share equally?
- What do the children talk about?
  - About home?
  - About school?
  - About the community
- Do children still hold back from sharing their experiences?
- Are there indications of abuse or neglect?

This discussion helps the CG

Subcommittee to further increase the participation of children in the groups.



#### Time:

10-15 minutes

#### Method:

Group Discussion

#### Materials:

Not needed

ACTIVITY

### Preparatory Activity 4.2.2: Improve Sharing Among Children

Participants form 2 groups.

Each group chooses three aspects of sharing from the list below:

- Building strong relationships between children
- Sharing the experiences of the past week
- Feeling comfortable enough to confide in each other
- Debates on topics selected by them where children can express contrary views

- Discussions on topics of common interest
- Each group makes a plan on how they will encourage children to open more on the three topics they chose and note down the points.

They make these presentations to the whole group and participants give suggestions to improve the presentation. The Facilitators note down these points to be used in their respective CG.

#### Time:

1 hour for each presentation spread over 2 days

#### Method:

Group Activity

#### Materials:

Flip charts, markers

ACTIVITY

### Preparatory Activity 4.2.3: Good and Bad Situations Children face

Participants cut the flip chart paper into 6 equal parts. Each participant should have 6 pieces of flip chart paper.

They then discuss situations of abuse or neglect. These could be:

- A girl being beaten by an old man
- A child living on the road with no food
- A child whose parents have left him
- A girl being touched by a man in the wrong way
- A young boy who is being encouraged to join a gang and use drugs

etc.

They also discuss situations where people are kind and helpful to each other

- A woman helping a girl to carry water
- A teacher explaining a lesson to child who

is weak

- A boy helping another boy whose books have fallen down
- A girl helping another girl to learn to ride a cycle

- A man helping an old lady to walk

Each participant draws out 6 situations with a combination of both good and bad. There should be 1 situation per piece of flip chart. They draw it out in as much detail as possible and use colours and any other materials if needed.

Each member from the CG Subcommittee carries the card that she has prepared to her CG. This activity is explained in Field Activity 4.2.C

**Time:**

30-40 minutes

**Method:**

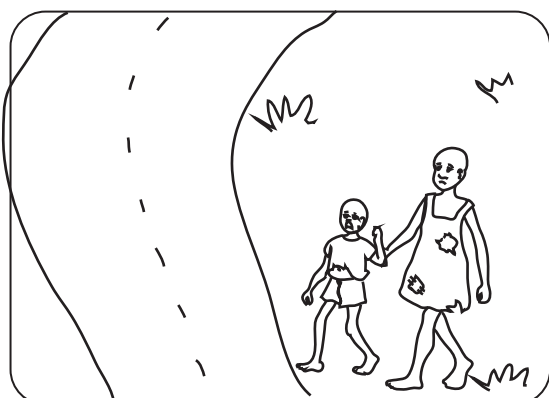
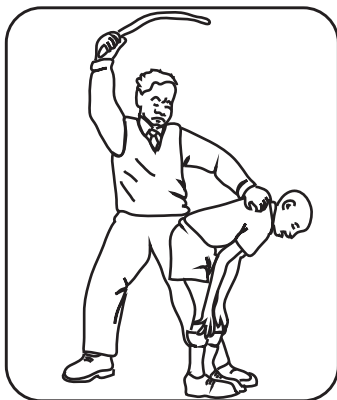
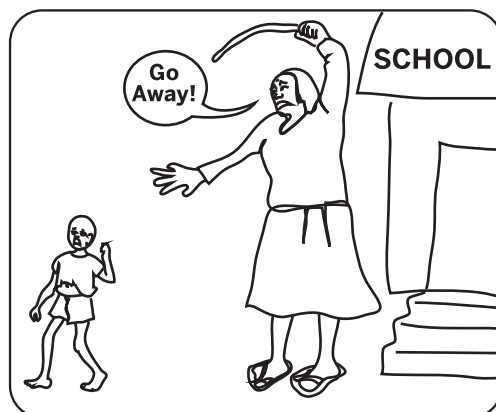
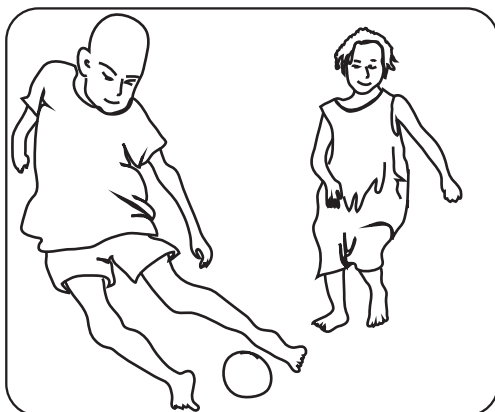
Group

Activity

**Materials:**

Flip Charts, Markers or Colours, Scissors

ACTIVITY





### Field Activity 4.2.A: Recognising Good and Bad Situations in Life

Children form 3 groups.

They look at the cards which the Book Writer and Assistant book writer have put up. i.e.

- A woman with a large stick
- A man with a gun
- A woman feeding a homeless child
- A police officer
- A man helping an old lady walk
- A drunk man
- A woman standing on a street in the night wearing less clothes

The children look at each picture and discuss:

1. Is this a good person or a bad person?

Why do you think so?

2. Can this person help me or hurt me?

Why do you think so?

3. Can I trust this person?

4. How do I know that I can trust this person?

5. How can I stay away from this person if this person is bad?

This activity helps children recognise people who can help and people who may hurt. This activity could encourage them to share an experience they have gone through.

**Time:**

20-30 minutes

**Method:**

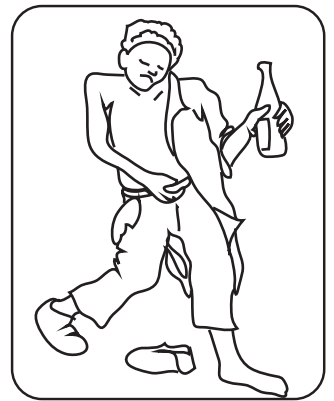
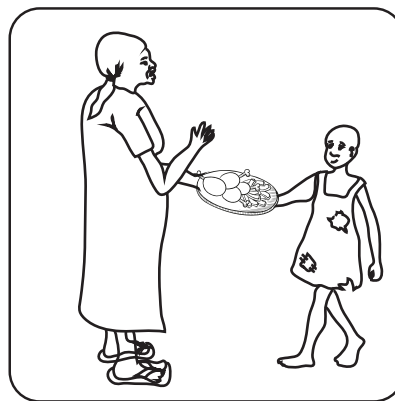
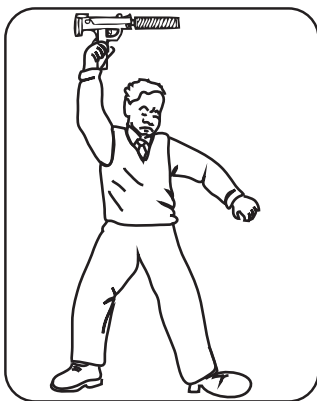
Group

Discussion

**Materials:**

Cards as shown

ACTIVITY



### Field Activity 4.2.B: Safe, Unsafe and Confusing Experiences

Children form groups of 4.

Each group is made up of children who feel comfortable with one another.

Each group collects 6-8 red buttons/beans, 6-8 yellow buttons/beans, 6-8 green buttons/beans and a bowl or cup.

The CG Facilitator explains that a red button represents a unsafe experience and a green button represents a safe experience and a yellow button a confusing one.

Children in each group recollect their experiences in the following circumstances. i.e.

- On the way to school
- Life at School
- Meeting someone new
- A trip to the market
- Walking home at night

- Playing with friends

They think about as many different experiences as they can.

For each experience they decide they felt safe, unsafe or confused.

Depending on the safe or unsafe or confusing experience they pick up the green, yellow or red button and drop it into the cup. While dropping the button they explain to the group why that experience was good or bad.

After all of them have shared they count the number of red buttons, yellow buttons and the number of green buttons they have collected in the cup.

This activity encourages children to think of different experiences in different areas of their lives. It also helps them differentiate between good and bad experiences.

**Time:**

10-15 minutes

**Method:**

Group

Discussion

**Materials:**

Red, Yellow and Green buttons or beans, a plastic bowl or cup for each small group

ACTIVITY





### Field Activity 4.2.C: Good and Bad Situations Children Face

CG Facilitator encourages the Book writer and Assistant Book writer to put up the cards that she has prepared in Preparatory activity 4.2.3. i.e. Situations of Abuse or Neglect and Situations where people are Kind and Helpful to each other.

Children form 4 groups.  
They look at each card and discuss whether this is a good situation or bad situation.  
They then talk about why they consider it

as a good or bad situation.  
They further discuss how they could help in good situations and how they could get away from bad situations.  
They think of people who could help them when they face bad situations.  
This discussion time helps children open up and could also encourage them to start sharing experiences of their own.

**Time:**  
15-20 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Cards as shown

ACTIVITY

### Points for Reflection

- What are safe, unsafe and confused situations that children in your CG go through?
- How will you encourage children to open up and share the matters that concern them?
- How and when will you involve External Facilitators to provide inputs on Child Abuse?
- How will you avoid conveying stereotype messages yourself and by External Facilitators?

REFLECT

## 4.3 CHILDREN AND THEIR POTENTIAL

In this lesson the CG Subcommittee comes up with ways to help children see their own potential (abilities and possibilities). Once they see the range and scope of their potential, they are able to come up with activities for their group which help them learn and grow.

### Box 14: Children and Their Potential

Children live in the same community but may have different experiences and life stories. They could be e.g.

- Child Labourers
- Children who have been physically and sexually abused
- Children who experienced violence at home, in the community, and under authorities
- Children who have been forced into commercial sexual exploitation
- Children who have suffered due to certain laws, government practices or official processes
- Children who are orphans
- Children with special needs
- Street children
- Children who have been forced to look after younger siblings after parents have left them
- Children living in situations of neglect
- Children who are involved in or affected by armed conflict
- Children infected and affected by HIV & Aids

These children face bigger challenges as they do not have a support system that other children might have. They need to start exploring their inner strength and their capacity to withstand, recover and grow in their resilience. These children change their attitude and see their potential. The CG Subcommittee members can use this four step process to initiate the change:

1. We Are (Learn their Internal Potential) – children learn to see who and what they are. They see themselves as unique and a

special part of God's creation. They develop self-esteem and progressively have a sense of faith and hope.

2. We Have (Explore External Resources) – children see the support from their family, their Children's Group, their school, and their community. They explore the beauty and natural resources around them, their home, their village and all that their environment has to offer. They can discover and learn ways to use these resources without exploiting them, learn alternate sources of energy and methods to protect and conserve the environment.

3. We Can (Competence and Skills) – Children begin to realise they have various abilities. Some have leadership skills, some are problem solvers and others are good at communication. All these abilities and more such as these, could be used to enrich their lives, their Children's Groups, their families, and their community and even the world.

4. We Will (Resolutions) – Once they are aware of their internal potential, the support and resources they have with their different skills and abilities, the children can now come up with aims and goals they would like to reach.

With these 4 steps of self exploration and realisation, vulnerable children begin to realise their potential and are motivated to own Children's Groups.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know the problems and difficulties children in their community face
- Know the 4 steps to self exploration and realisation that children can go through
- Understand that vulnerable children can start realising their potential through perseverance and good facilitation
- Understand that children will begin to appreciate their potential, actively participate in and own their groups

### Preparatory Activity 4.3.1: Vulnerable Children in the CG

Participants sit in a circle.

They place the cards in the centre of the circle.

They cut the string into pieces of about a foot or 30 cms long.

The number of strings matches the number of cards.

One end of the string is knotted so that the buttons or beads can be threaded from the other end and not fall out.

One knotted string is placed over each of the cards.

Each participant thinks of children who have been attending the first few CG meetings.

They reflect on the situation that each child

is going through and try to match that situation with one of the cards that is before them.

If they think of an orphan boy in the group, they thread a button or bead onto the string placed on top of the card that shows an orphan.

Similarly, if they know of a child who has been abused, they thread the string placed on the card that shows an abused child.

This helps the CG Subcommittee members understand that there are vulnerable children in their Children's Groups so that they can take extra care to meet the needs of these children.

#### Time:

10-15 minutes

#### Method:

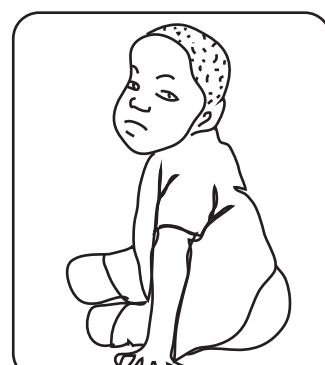
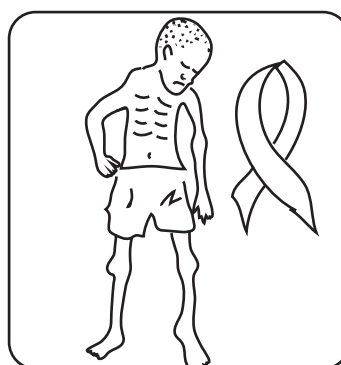
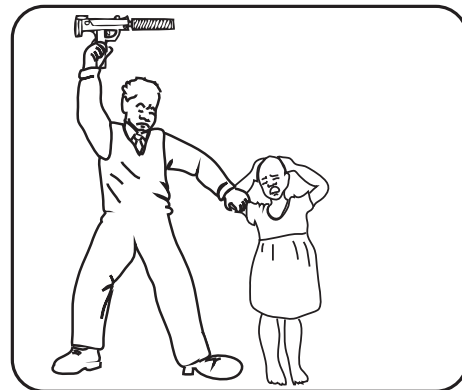
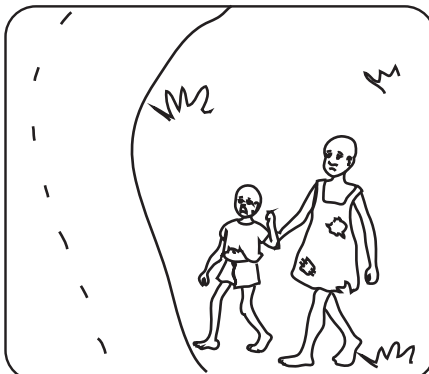
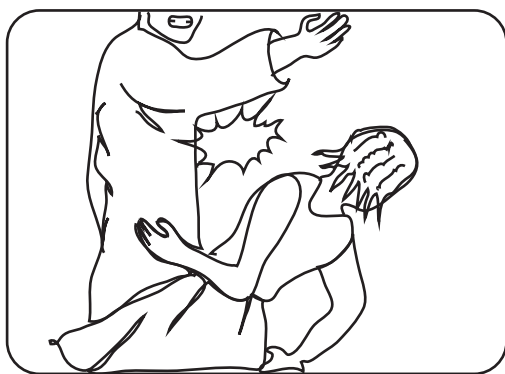
Group

Discussion

#### Materials:

Cards as shown, red coloured buttons or beads, string to thread the buttons and beads

ACTIVITY



Preparatory Activity 4.3.2: Help Children See Their Potential

Part A  
Participants know the number of children in each of their Group by now. They prepare cards for each child in their Group. They cut out each flip chart into 8 equal parts. They draw onto each piece a picture of the world as shown in the drawing below. This activity is in preparation for the Field

Activity 4.3.B (Part A).  
In the Field Activity children will learn about their place in God's Creation.  
Part B  
Participants will keep the back of the Flip charts for the Field Activity 4.3.B (Part B) In the Field Activity the children will learn about the resources they have.

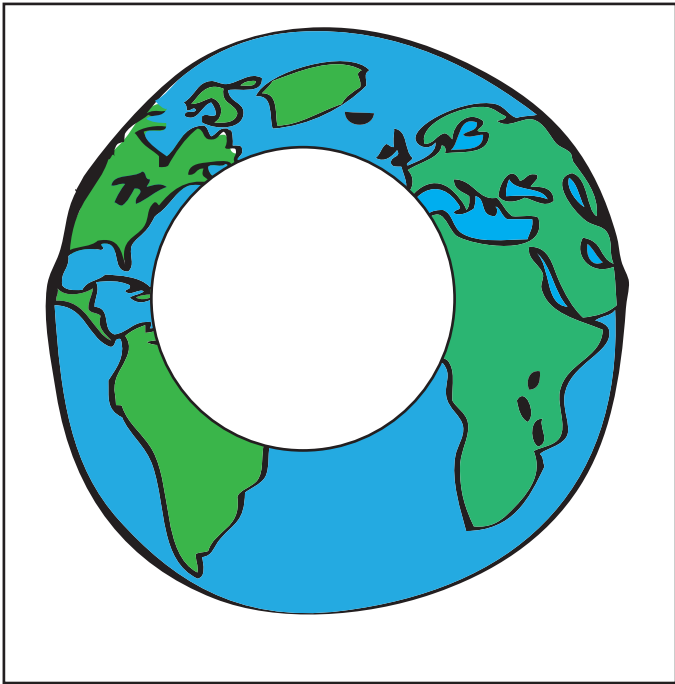
ACTIVITY

**Time:**  
1 hour

**Method:**  
Group Activity

**Materials:**  
Flip charts, Scissors, colour crayons, markers

Part A : Sketch



Preparatory Activity 4.3.3

Participants are to prepare blank cards for each child in their Group. They cut each flip chart into 12 equal parts. This activity is in preparation for the Field

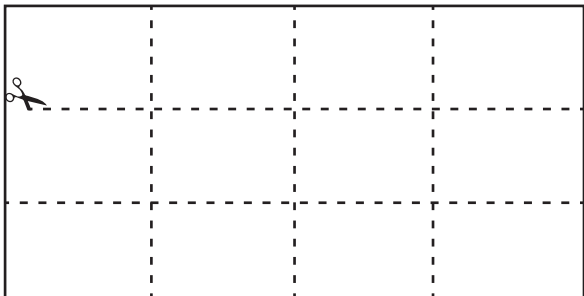
Activity 4.3.C.  
In the Field Activity children will learn about their skills and competencies.

ACTIVITY

**Time:**  
10-15 minutes

**Method:**  
Group Activity

**Materials:**  
Flip charts, Scissors



### Field Activity 4.3.A: Good and Experiences Children Go Through

Children form 5 groups.

Each group chooses one of the following places:

- Home
- School
- Market
- Community Gathering
- Any other place

Each group then comes up with a role play showing:

- One good experience
- One bad experience

After each group has prepared their role play, they come together and each group performs their role play for the rest of the children.

This helps children open up and share their experiences in different places in the environment. This is the first step for self realisation.

**Time:**

20-30 minutes

**Method:**

Group

Discussion

**Materials:**

Not needed

ACTIVITY



### Field Activity 4.3.B: What I Am and What I Have

#### (Part A)

Children sit in 5 groups.

Each child gets a piece of flip chart with a picture of the world that the CG Facilitator has prepared in Preparatory Activity 4.3.2. They think of who and what they are i.e.

- I am a boy or girl
- I am older or younger
- I go to school or not
- I am generally happy or sad
- I am normally confident or shy
- I am tall/short and fat/thin
- etc.

They draw a picture that represents them inside the space provided on the card.

When they are done with their drawing they show it to the other children in their group, describing themselves.

After this discussion the CG Facilitator can explain how each child is different and therefore unique and a special part of God's Creation.

#### (Part B)

Children stay in the same groups.

They turn over the card where they have drawn themselves.

This time, using the colours they have been given they draw a picture of themselves with all that they have. i.e.

- I have a house
- I have a tree for shade, a stream for water
- I run and climb trees
- I can dance
- I have food
- I have the sunshine
- I have clothes
- I have mountains
- etc.

They draw this picture and when they are done they take turns and talk about things they have.

This activity helps children explore things they have.

#### Time:

20-30 minutes

#### Method:

Group Activity

#### Materials:

Flip Charts, markers





### Field Activity 4.3.C: What I Can

Children form 5 groups.

They each get a piece of blank flip chart that was prepared in Preparatory Activity 4.3.3.

They place their own hand on the pieces of paper and draw out an outline of their hand. In and around the hand they draw the things they can do. i.e.

- I can speak
- I can sing

- I can clap
- I can cook
- I can dance
- I can run
- I can solve problems
- I can comfort other children.
- Etc.

This way, children explore their potential through their individual skills and competencies.

#### Time:

10-15 minutes

#### Method:

Group Activity

#### Materials:

Flip chart pieces prepared by the CG Subcommittee, markers or any other coloured pens, pencils or crayons

ACTIVITY

### Points for Reflection

- What are the problems and difficulties children in the community face?
- What are the 4 steps to self exploration and realisation that children can go through?
- How will you facilitate vulnerable children to start realising their potential?
- How will you identify vulnerable children?
- How can they be included in the Groups?
- How will children begin to appreciate their potential, actively participate in and own their groups?

REFLECT

# Topic 5

## Children's Group Activities

In this topic CG Activities are further discussed. These activities are broadly classified into 5 main groups. The Activity Plans, resources needed for these activities are discussed and potential External Facilitators who could help with these activities are identified.



## 5.1 ACTIVITIES IN A CHILDREN'S GROUP

In this lesson the Activities in a Children's Group are further developed. Children keep adding activities that are relevant to them, under each group. This process is facilitated by the Facilitator when needed.

### Box 15: Activities in a Children's Group

Activities are broadly classified under 5 groups. Each group benefits children to realise their potential. The five main groups are:

- Features of a CG

- To come up with a name
- To choose a suitable place for meetings
- To choose their Book writer, Assistant Book writer and start keeping records
- To choose 2 representatives
- Start practicing rotational Leadership
- Preparing and following a time-bound plan

Usually most of the Activities under Features of a CG are completed during the first few months. e.g. Coming up with a name, choosing a suitable place, etc. Certain Activities are only to be done at certain times during the year e.g. Choosing a Book Writer and Assistant Book Writer, Practicing Rotational Leadership, Preparing a Time-Bound Plan etc. Hence all the Activities in this particular Activity group need not be included in the Weekly Schedule of the Children's Group. The certain relevant Activities can be included into the Time-Bound Plan and Weekly Schedule when needed.

- Recreational Activities

- Ball games e.g. football, throw ball etc.
- Sports e.g. running, high jump, long jump etc.
- Singing, dancing, learning new songs, dances. Composing new songs & dances etc.
- Drawing, colouring, sketching etc.

- Non-formal Learning

- Skill development e.g. cooking, gardening, craft, art, music etc.
- Basic Science e.g. simple gadgets, science experiments, model making etc.
- Appropriate technology e.g. promote alternate sources of energy, conserve

the environment, adding value to locally available materials etc.

- Learn good aspects of tradition and culture

- Life Skills

Life Skills aims to strengthen and develop an individual to shape his or her life in a positive and successful way and to cope with difficult periods in their lives.

- Communication skills e.g. clear communication, communicating with respect etc.
- Personality development e.g. self-confidence, assertiveness, decision-making etc.
- Inter-personal relationships e.g. respect for one another, healthy relationships with the opposite sex, relating with peers with seniors etc.
- Marriage and family e.g. why marriage, the right time to get married, living with a spouse etc.
- Personal Hygiene e.g. brushing your teeth, regular bathing, brushing your hair, etc.
- How to identify and avoid substance abuse e.g. misuse of alcohol, danger of street drugs
- Dealing with HIV/AIDS e.g. responsible sexual behaviour, testing for HIV, misconceptions about HIV/AIDS
- How to handle money e.g. needs and wants, saving money, income and expense, profit, investments etc.

- Child Rights

- Right to Provision, Right to Protection, Right to Participation, Right to Development e.g. some of the articles of Convention on Child Rights
- Claiming one's rights e.g. know your rights, how to claim your right
- Role of Duty Bearers e.g. who are Duty Bearers, how to approach them, how can they help
- Child Protection Mechanisms e.g.

problems children face, understand abuse and where to go when abused, where to go when rights are violated

The above list is indicative. Children can add activities under each group as they mature and see the need. The Facilitator introduces these groups and helps the children understand what the activities mean to them through interesting methods.

A skilled and talented persons from the community or a Local NGO, who have the child's best interest in mind, are called in to provide relevant inputs related to any of these activities when needed. This person is called an External Facilitator. These External Facilitators are identified and invited by the children and their facilitator.

### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know the 5 groups of CG activities
- Have an understanding of activities under each group
- Know that there are skills and talents in the environment and relevant External Facilitators can provide wide range of inputs to children
- Know how to involve these External Facilitators in the CGs
- Develop the attitude that children have the capacity to choose activities and identify external facilitators and to nurture them
- Realise that all activities done in a CG should benefit children



### Preparatory Activity 5.1.1:CG Activities Under Each Group

Participants discuss the 5 main groups of Activities.

Each type of bean or button represents an Activity Group.

They begin with one Activity Group i.e.

'Features of a CG'

They call out different activities that could fall under this group.

Once an activity is called out each of the participants think if this activity is relevant for their own CG.

If they agree, they pick up the representing bean or button and collect each person's bean or button in a pile in front of them.

Once they have exhausted all the Activities in a group, they move onto the next Activity group till they finish discussing all 5 groups. This way, the Facilitators understand different activities that could fall under each group.

**Time:**  
30 minutes

**Method:**  
Group Discussion

**Materials:**  
5 types of beans or buttons

### Preparatory Activity 5.1.2: Presentation of Activities Under Each Group

Participants discuss various activities suitable for children that would fit under each activity group. These groups are:

- Features of a CG
- Recreational Activities
- Non-formal Learning
- Life Skills
- Child Rights

They assign one flip chart for each activity group and list activities under each group through writing or sketches as shown in the sketch below. e.g.

- Life Skills
  - Communication skills e.g. clear communication, communicating with respect etc.
  - Personality development e.g. self-confidence, assertiveness, decision-making etc.
  - Inter-personal relationships e.g. respect

for one another, healthy relationships with the opposite sex, relating with peers with seniors etc.

- Marriage and family
- Personal Hygiene
- How to identify and avoid substance abuse
- Dealing with HIV/AIDS
- How to handle money e.g. needs and wants, saving money, income and expense, profit, investments etc.

They go through the presentations they have prepared and look at all the activities listed. They discuss and consider how each activity benefits children in their community.

They can use these presentations they have prepared at the CG meetings to encourage children to start thinking of various activities in a CG.

#### Time:

30 minutes  
for each group  
of activities

#### Method:

Group Activity

#### Materials:

Flip charts, markers

### Preparatory Activity 5.1.3: Identifying External Facilitators

Participants form 2 groups.

Each group thinks of a few activities that could be carried out in Children's Groups. For each activity they think of they discuss 3 different scenarios i.e.:

- How would children benefit from this activity if they themselves carry out the activity?
- How would they benefit if the CG Facilitator helps with the activity?
- How would the children benefit if an External Facilitator is called to provide inputs?

This discussion will bring up the importance of External Facilitators for some of the Activities.

The groups now come together and discuss how they might approach an External Facilitator to help with some of the Children's Group Activities.

They may be able to come up with a few ways to approach External Facilitators which may help them facilitate children to identify and invite External Facilitators later on.

**Time:**

30 minutes

**Method:**

Group Activity

**Materials:**

Paper, pens

ACTIVITY

### Field Activity 5.1.A: Grouping of CG Activities

Children sit in a circle.

The CG Facilitator explains the 5 main groups of Activities and gives examples of each group. While explaining she also picks up each type of bead and shows that each type of bead represents one group. i.e. round yellow bead or button represents 'Features of a CG', square blue bead or button represents 'Non-formal Learning'. Etc

She also explains that each string represents one group of Activity. They all think of the groups of activities that

have been explained to them.

They think of which group they like the most and an activity they like under that group. e.g. Mary likes gardening which is grouped under 'Informal Learning'. Each child thinks of an activity and its group. When they call out this activity they go and take the representing bead or button and thread it onto the representing string.

This helps children to understand various Activities in a CG and the 5 main groups they fall under.

**Time:**

20-30 minutes

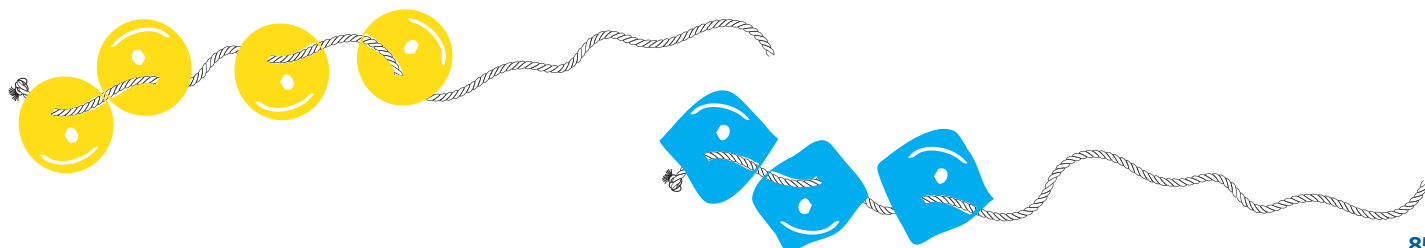
**Method:**

Group Activity

**Materials:**

5 different strings about 60 cm long (2 feet long) with one end of the string knotted. 5 types of beads or buttons to thread the 5 strings with (20 beads or buttons of each type)

ACTIVITY



### Field Activity 5.1.B: Activities Children Like to Do

5 children volunteer to hold a stick each and step forward.

Each of the 5 volunteers is given a stick with a different coloured ribbon and is asked to hold it up and stand in 5 different places around the meeting space.

Each of these 5 volunteers represents one group of Activity. e.g. child holding yellow ribbon represents 'Features of a CG', child holding red ribbon represents 'Child rights' etc.

The Facilitator explains to the children which coloured ribbon represents which group of Activity. She makes the children go through what each coloured ribbon represents till they remember.

The Facilitator then asks the children to think of one activity they would like to do in their CG. The Facilitator also asks them to think about which group this activity will fall under.

Once the 5 volunteers are in place, the CG Facilitator shouts 'Go!'.

Each child must run and stand next to the volunteer who represents the Activity Group they have thought of. e.g. If John likes to count money, he should run to the child that is holding the ribbon that represents 'Life Skills'.

Once they have formed the 5 groups, each child explains what activity they have thought of and why they ran to the particular group that the volunteer represents.

This way children learn about the groups of Activities and the kind of Activity they would like to do in their CG.

This Activity can also be an indicator for the CG Facilitator to explore the groups of Activities children like most.



#### Time:

20-30 minutes

#### Method:

Group Activity

#### Materials:

5 different coloured ribbons, each ribbon tied to the end of 5 sticks

ACTIVITY

### Field Activity 5.1.C: External Facilitators

Children sit in a circle.

They think of an activity that may need an External Facilitator to come in and provide inputs.

They call out this activity.

The children then think of a potential External Facilitator and call out his/her name.

The Facilitator explains to the children that they should consider the following points when thinking of an External Facilitator:

- Person should have a skill/talent required
- Person has time to give for the Group

- Person is gentle and kind to children
- Person is respected by the community
- Person will not hurt children in any way
- etc.

Children discuss a few activities and a few Potential External Facilitators.

This helps the children think of the appropriate person for the Children's Group Activities.

They will choose a specific External Facilitator at a later stage for specific Activities.

#### Time:

10-15 minutes

#### Method:

Group Activity

#### Materials:

Not needed

ACTIVITY

### Points for Reflection

- What are the 5 groups of CG Activities?
- What are the Activities under each of these groups?
- How do these Activities benefit children?
- What criteria does an External Facilitator need to fulfil?
- How can External Facilitators be identified and invited to provide relevant inputs?
- Remember that children join the group of their own free will, drive their own agenda in CGs and own the group

REFLECT



## 5.2 RESOURCES NEEDED BY CGS AND HOW TO ACCESS THEM

In this lesson, resources needed by CGs is discussed. Children will need resources to carry out different activities in the 5 Activity Groups. Ways and means to access these resources are also discussed.

### Box 16:

Certain Activities under the Activity Groups require resources. These resources could be:

- Flip charts & Markers
- Soccer Ball & sports materials
- Cooking utensils & raw material for cooking
- Musical Instruments
- etc.

Children usually bring what they can but may ask the CG Facilitator and/or the CLA

for assistance on some resources. The CLA can use its discretion to provide the resources or help children find other alternatives. In the initial stages they will seek the help of the CG Facilitator and/or CLA to get resources. Once the CG is mature they will be facilitated to seek help from other Duty Bearers and even raise money for their activities on their own.



## Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know that resources are needed for certain activities in CGs
- Understand that it is their task to get certain resources in the initial stages of the CG
- Realise that they will be facilitating children to access resources on their own as time goes on
- Know how to involve Duty Bearers to provide certain resources to CGs

### Preparatory Activity 5.2.1: Sourcing Resources

Participants draw three columns labelled: Activity, Resource Needed, Where to get. They all discuss and note down as many activities as they can.

They think of the activities their CG would be interested in and note these down.

Next to each activity they note down the resources they might need for each activity.

In the third column they note down where they could get these resources from.

This Activity helps the CG Subcommittee think of where resources could be sourced.

#### Time:

30 minutes

#### Method:

Group Discussion

#### Materials:

Notebook or A4 sized Paper, Pens/ pencils



### Preparatory Activity 5.2.2: Resources from Duty Bearers

Participants discuss the different Duty Bearers in the environment. They write or sketch them on the flip chart. They also discuss the resources these Duty Bearers could provide for Children's Group Activities.

They write or sketch these out around the relevant Duty Bearers.

This helps the CG Subcommittee discover

the different Duty Bearers in the environment. This activity also helps them discover that certain Duty Bearers may be able to provide more resources and certain Duty Bearers may not be able to provide material resources at all.

**Time:**

1 hour

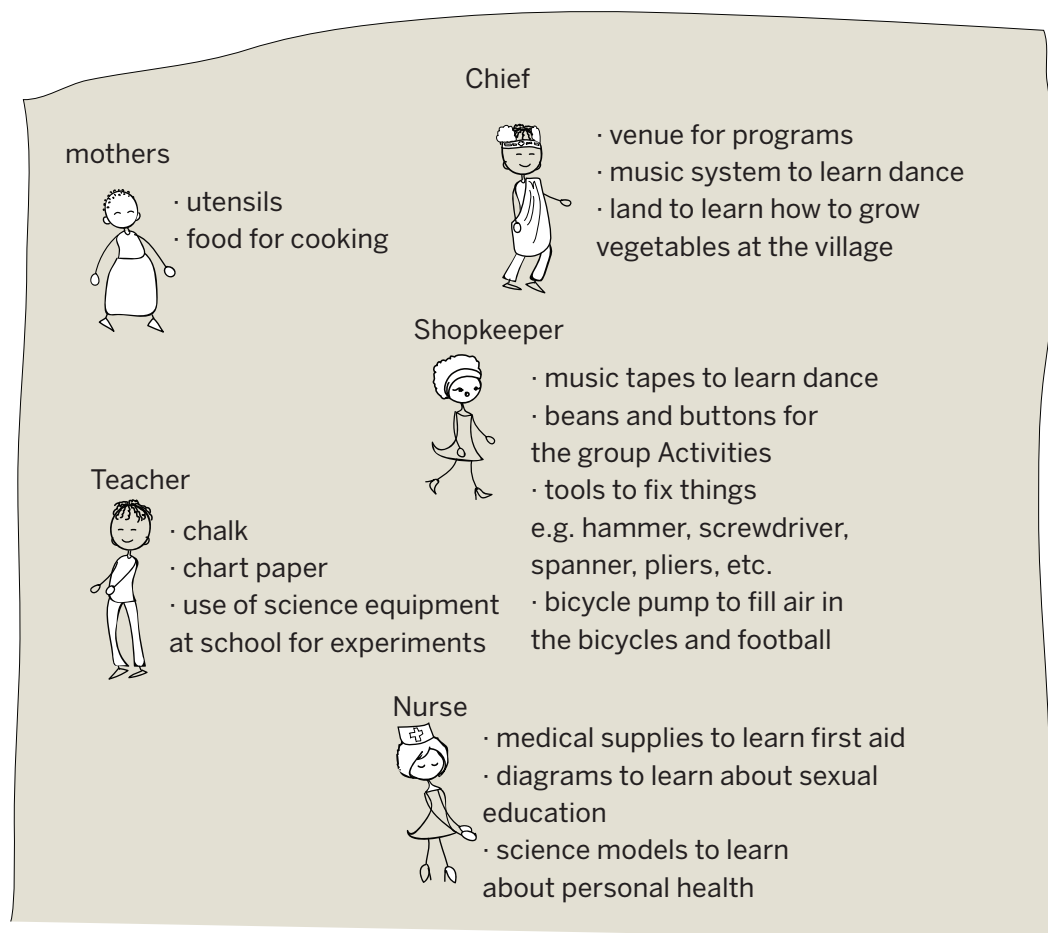
**Method:**

Group Discussion

**Materials:**

Flip chart, Markers

ACTIVITY



### Preparatory Activity 5.2.3: CG Accessing Resources on Their Own

Participants start thinking of when they will hand over the Children's Group to the Children themselves.

They discuss the resources Children may need even when the Facilitators are not present.

They think of how they could facilitate children to seek out resources from other Duty Bearers.

They discuss and come up with a simple procedure children could follow to access

resources without Facilitators.

Questions to come up with procedure:

- Who are Duty Bearers who may provide resources?
- Who will approach these Duty Bearers?
- How will the request for resources be made?

This Activity helps the CG Subcommittee to think of how children can mobilize resources from Duty Bearers and take over their groups.

**Time:**

20 minutes

**Method:**

Group Discussion

**Materials:**

Not needed

ACTIVITY

### Field Activity 5.2.A: Identifying Duty Bearers Who Will Give Resources

Children sit in a circle.  
One child volunteers to stand in the centre of the circle.  
This child is blindfolded.  
One of the children in the circle is given the button.  
They must start passing the button to their right or left.  
2 or 3 children also pretend to pass an imaginary button to their right or left.  
Now the blindfold is taken off and the game is started.  
The button must travel from child to child without the child in the centre noticing.  
Once the child in the centre notices correctly who has the button, he/she must call out that child's name.  
If the child has the button the game is

ended and another volunteer comes to the centre of the circle to be blindfolded.

After playing this game a few times, the CG Facilitator encourages the children to discuss people in the environment who may have resources they could use and people who may not have resources to give away.

This simple activity helps children to think about people who have resources and those who are not willing to give. This could also indicate to children whom they could approach.

#### Time:

10-15 minutes

#### Method:

Group Activity

#### Materials:

1 big button, or  
any small round  
Object that a child  
can hold in their fist, a  
blindfold of some kind



### Field Activity 5.2.B: Seeking Out Hidden Resources

3 children volunteer to step forward and are asked to stand outside the group's meeting place and are blindfolded. The Moderator could monitor these children outside to make sure they do not take off their blindfolds. The blindfolded children must sing a song while the others are completing their part of the activity inside. The children inside hide the object in a certain place. Then the blindfolded children remove their blindfolds and come inside when called. The game begins as the 3 volunteers begin looking for the object. The other children could encourage the volunteers by shouting 'Hot!' when the

volunteers are near the object and 'Cold!' when the volunteers are moving away from the object. This simple activity helps children seek out hidden objects. This activity shows that resources may not always be visible and could be hidden. It further shows that others could help in identifying hidden resources and bringing them out. Now the CG Facilitator encourages the children to discuss possible hidden resources and the people who could help access them.

**Time:**  
15-20 minutes

**Method:**  
Group Activity

**Materials:**  
An orange or  
any small  
Object, 3 blindfolds  
of some kind

ACTIVITY



### Field Activity 5.2.C: Resources Needed for CG Activities

Children form 4 groups.  
They are each given a Flip chart and markers.  
They must look at the 5 Activity groups that they have learnt in the previous Lesson.  
For each Activity group they think of 1 Activity they would like to do. e.g. for 'Features of CGs' they would like to learn 'How to choose a Moderator', For 'Non-formal Learning' they would like to learn 'Gardening' etc  
They draw or sketch these 5 activities on

the Flip chart.  
They think of the resources they may need for this Activity. e.g for 'Features of CGs' and 'How to choose a Moderator' they may need a handkerchief, for 'Non-formal Learning' in 'Gardening' they need gardening tools, plants, seeds etc.  
Each group discusses few more activities and resources needed and sketches them on the Flip chart.  
This helps children to discuss activities and all the resources that are required.

**Time:**  
20-30 minutes  
**Method:**  
Group Activity  
**Materials:**  
Flip charts,  
Markers

ACTIVITY

### Field Activity 5.2.D: Accessing Resources from Duty Bearers

Children form 2 groups.  
Each group must come up with a mock drama.  
In the Mock Drama each group must:

- Approach a Duty Bearer
- Introduce their CG (name of the CG, why they have formed the CG)
- They must also introduce and talk about Group Activities

- They must talk about how being in CG helps children
- Finally they talk about certain resources they need and why they need these resources and request for the same

This activity helps children to think of ways they could approach Duty Bearers and get the resources they require for each Activity.

**Time:**  
20-30 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not needed

ACTIVITY



### Points for Reflection

- What resources would children need for their CG Activities?
- How do you source these resources in the initial stages of the CG?
- How will you facilitate children to obtain resources at a later stage?
- How can Duty Bearers be involved to provide resources for Children's Group Activities?

REFLECT

## 5.3 EXTERNAL FACILITATORS

In this lesson relevant people who could help with advancing the Children's Groups are identified. These people are called External Facilitators.

### Box 17: External Facilitators

For certain activities, Children and CG Facilitator need additional inputs for their Planned Activities. Children along with the CG Facilitator have been discussing activities and by now are able to identify areas where they need relevant inputs from people better equipped. These people have the required skill/talent, are respected by the community and have the child's best interest in mind.

Children facilitated by the CG Facilitator identify the right persons who could help them with their activities, contact them in advance and request them to come to the Group meeting to provide the needed

inputs. These people are called External Facilitators. The External Facilitators are usually called once in 3 or 4 weeks and would normally come on a voluntary basis as they are contributing to the wellbeing of children.

The CG Facilitator must be present at meetings where External Facilitators have been invited. In certain instances, External Facilitators may not be accessible. Children and their Facilitator approach Duty Bearers to contact relevant External Facilitators from nearby towns and other organisations. Children decide when they need External Facilitators and what inputs are needed, so that their activities can be enhanced.





## Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand that External Facilitators are required to enhance Group Activities
- Know that children decide when and for what an External Facilitator is needed
- Facilitate children to identify the relevant External Facilitator for their Activities
- Know how to facilitate children to approach and request External Facilitators for inputs
- Know how to involve Duty Bearers who can broaden the list of External Facilitators

### Preparatory Activity 5.3.1: Criteria for External Facilitators

Participants form 2 groups.

Each group thinks of criteria that an External Facilitator should meet.

e.g.

- Must have a required skill/talent
- Have time to devote to children
- Must be punctual
- Must be patient with children
- Is gentle and kind
- Has a good reputation
- Etc.

2 groups then come together and list out all the criteria on one flip chart.

Then each participant prepares a list of criteria on one flip chart of their own.

They must write or draw out criteria that an External Facilitator should have.

Once all the criteria are drawn or written down, they cut them out into small cards.

These could be of different sizes.

These cut out cards will be used for Field Activity 5.3.B with the children.

#### Time:

40 minutes

#### Method:

Group Activity

#### Materials:

Flip charts,  
Markers,  
Scissors

### Preparatory Activity 5.3.2: Potential External Facilitators

Participants think of all the criteria they have drawn or written out during the previous activity.

They now think of and discuss relevant External Facilitators who meet most of these criteria.

They discuss each person and come to an agreement as to whether this person can be called or not.

They make a note of these External Facilitators, listing their names and contact details.

If they do not have the contact details, they assign each member with the task to collect the contact details.

This prepares the CG Facilitators to present potential External Facilitators for Children's Group Activities.

#### Time:

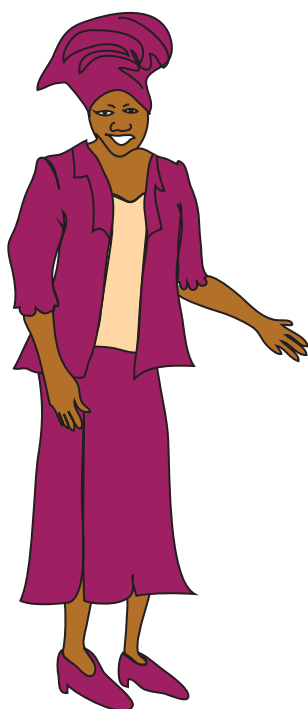
30 minutes

#### Method:

Group  
Discussion

#### Materials:

Not needed



### Preparatory Activity 5.3.3: Relevant External Facilitators

Participants look at the potential External Facilitators they have decided on in the previous activity.

They list the names of these Facilitators on the Flip charts leaving some space under each name.

They think of the inputs External Facilitators could provide for different activities e.g.

The community health nurse could provide inputs on personal hygiene as well as

inputs on sex education.

The science teacher could provide inputs on science experiments and conservation of the environment.

etc.

They list under each name all the activities these External Facilitators could help with.

This helps the CG Facilitators to prepare themselves to help children come up with a list of relevant External Facilitators.

**Time:**

40 minutes

**Method:**

Group Activity

**Materials:**

Flip charts,

Markers

ACTIVITY

### Field Activity 5.3.A: Potential External Facilitators

Children form 3 groups.

Each group thinks of an Activity they would like to do in Children's Group meetings.

They must come up with a mock drama, to identify and invite an External Facilitator to come and provide inputs on the activity they have chosen.

The CG Facilitator can allow 15 minutes for preparation.

Each group presents their mock drama to the other children.

At the end of the presentations the children

can discuss:

- Which activity did they present?
- Who is the External Facilitator they invited and how they chose the person?
- Was this External Facilitator suitable for the activity they chose?
- Is there someone else they could have invited who may be a better choice?

This activity helps children to start thinking of potential External Facilitators.

**Time:**

30 minutes

**Method:**

Group Activity

**Materials:**

Not needed

ACTIVITY



### Field Activity 5.3.B: Criteria For External Facilitators

Children sit in a circle.

CG Facilitator, Moderator and Book

Keepers can set out the cards prepared by the CG Facilitator in the centre of the circle.

Children think of External Facilitators and the criteria they should have. e.g.

- Must have a required skill/talent
- Have time to devote to children
- Must be punctual
- Must be patient with children
- Is gentle and kind
- Has a good reputation

They call out the criteria they think the External Facilitators should have.

If the criteria are among the cards in the centre, the child who called out the quality picks up the card and gives it to the Facilitator.

If the quality called out is not among the cards, the child can write or draw out the quality on the blank card provided and give it to the Facilitator.

This activity helps children to come up with criteria to choose the External Facilitators.

**Time:**

15-20 minutes

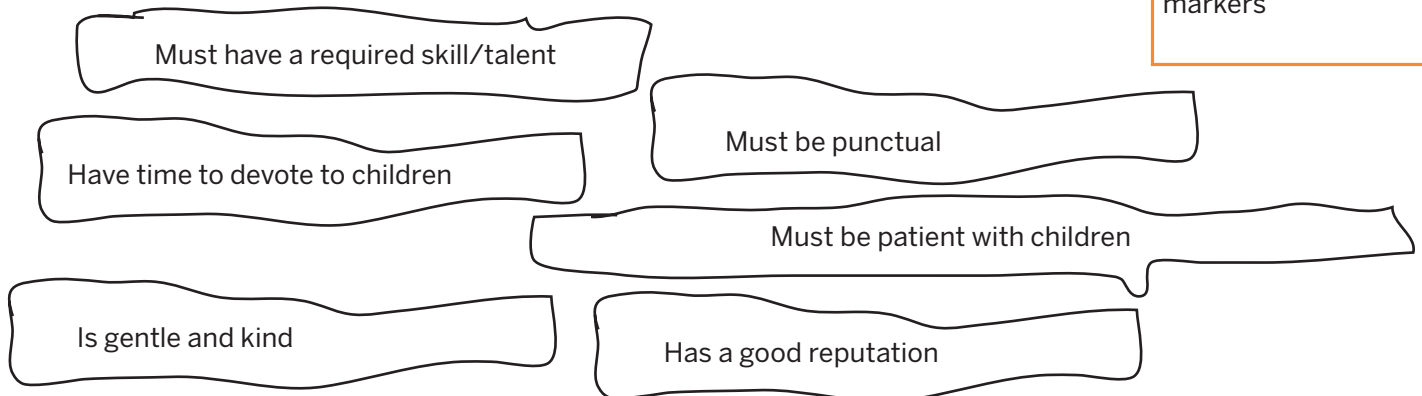
**Method:**

Group Discussion

**Materials:**

Cards/cut outs that the CG Facilitator has prepared in Preparatory Activity 5.3.1, blank flip chart cut out into cards, markers

ACTIVITY



### Field Activity 5.3.C: External Facilitators Meeting the Set Criteria

Children form groups of 3 or 4.

The Moderator and book keepers put up the cards that have the criteria of External Facilitators somewhere where all 3 groups can see.

Looking at these qualities each group comes up with 5 Activities they would like to do and identify 5 potential External Facilitators who could provide inputs for

these activities.

For each of the Facilitators suggested they look up at the cards and check if the person suggested meets the criteria chosen.

This gives the children an idea of the External Facilitators they would like to invite and the criteria they should meet.

**Time:**

10-15 minutes

**Method:**

Group Discussion

**Materials:**

Cards/cut outs that the CG Facilitator has prepared in Preparatory Activity 5.3.1

ACTIVITY

### Points for Reflection

- Why are External Facilitators required?
- Who decides when and for what an External Facilitator is needed? Why is it their decision?
- How can children be facilitated to identify Relevant External Facilitator?
- How can children be facilitated to approach and request the External Facilitators for inputs?
- How do children and the CG Facilitator check if the External Facilitator meets the criteria set?
- How can Duty Bearers provide inputs to broaden the list of External Facilitators

REFLECT

## 5.4 WEEKLY ACTIVITY PLANS FOR EACH QUARTER

In this lesson, children are facilitated by the CG Subcommittee to come up with a Weekly Activity Plan for each quarter. They will prioritise activities they would like to take up in their groups and plan and carry out these activities in an organised manner.

### Box 18: Weekly Activity Plans for Each Quarter

Now that children have been discussing activities in their groups and resources and people who could help with these activities, it is time to start carrying out the activities in the group meetings. Children put up 5 chart papers in their meeting place with one activity group on top of each paper. Children then begin filling up different activities they would like to do under each activity group. Adding activities to these groups is an ongoing process. Children add activities when they come across a new activity that is interesting and relevant for them.

Children take a look at all the activities listed under the 5 Groups and develop a Quarterly Plan initially facilitated by the Facilitator. They note down which activity they would like to carry out each week for the next quarter. They also look at each activity and decide when they would like an External Facilitator.

This Quarterly Plan is drawn or written on a chart paper and hung up somewhere for all the members to see. This plan helps the children to cover different topics and provides a guide for them to make each meeting meaningful. In each meeting, children look at their Quarterly Plan and prepare for the activity they plan to carry out in the next meeting.

Some points to be considered are:

- Activities should be safe for children
- From the lists children prioritise the activities they would like to take up
- Activities from all 5 Activity Groups should be taken up
- Traditional gender mind-set should be discouraged e.g. cooking is for girls and cycling is for boys. Both girls and boys should participate equally.
- Children should not plan to take over roles of Adults/ Duty Bearers. e.g. looking after orphans is something children cannot do but link with Duty Bearers to take up and handle.

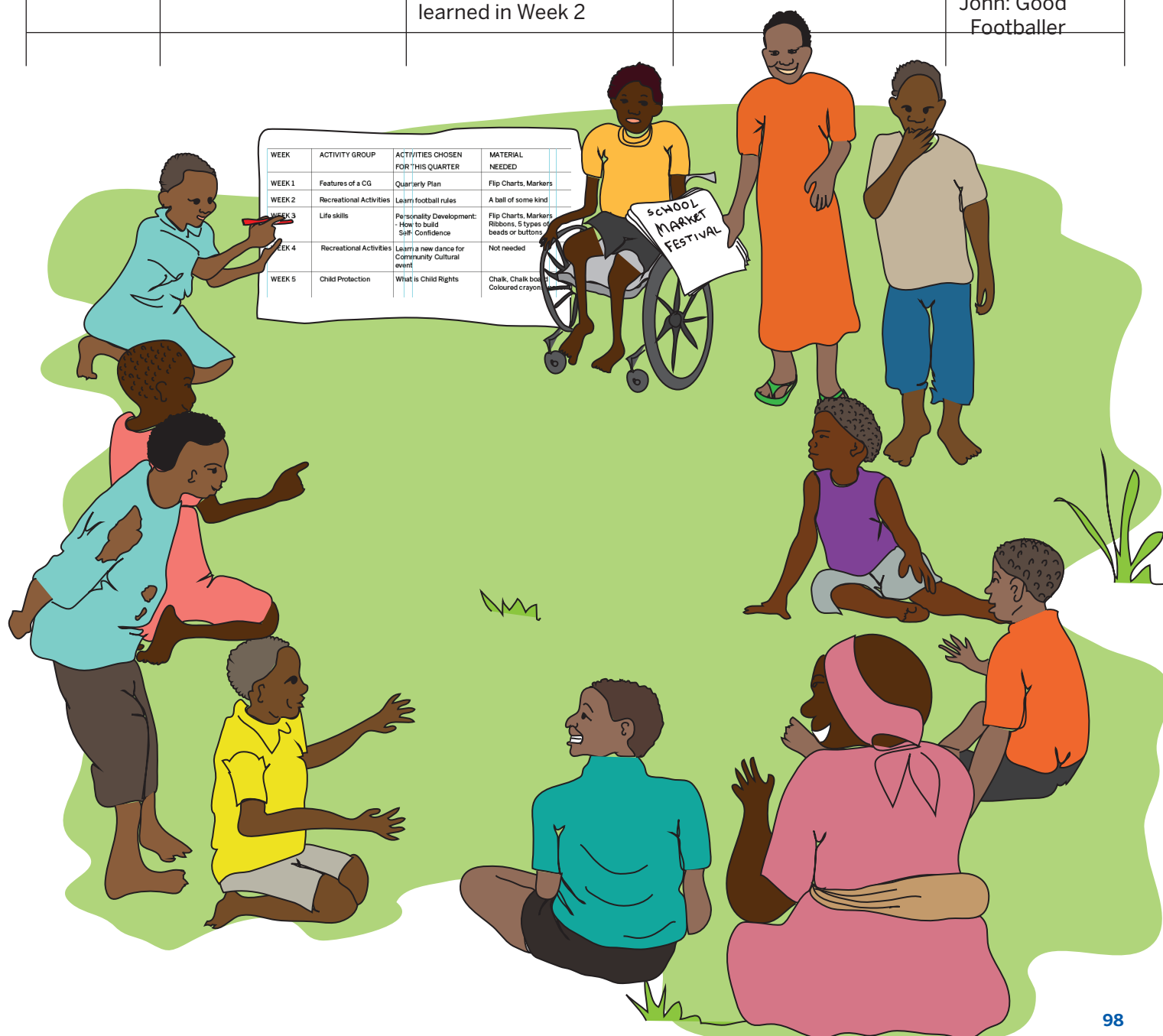
Typically the Weekly Schedule for each quarter consists of 13 weeks. Activities that are carried out during these 13 weeks are chosen from the Main Activity Groups. The materials needed and an External Facilitator, if needed, are identified and planned in advance. e.g. If an External Facilitator and flip chart and markers are needed for next week's Activity these things are projected in the Quarterly Plan. Children are reminded to prepare materials and contact the External Facilitator a week in advance so that they are ready when the Activity takes place.

The “**Schedule**” for each Children's Group Meeting (Lesson 4.1) is related to the Weekly Schedule. The “**Activity**” indicated in the Quarterly Plan for a particular Weekly Meeting is carried out only during the time given in schedule of that week which is indicated as: 'Planned Activity or New Learning'. Each Children's Group meeting will also have other aspects in the schedule e.g. Opening for Meeting, Sharing and Discussion time, Planning for next week etc. Hence, each planned activity could be carried out during one Children's Group meeting. There could be Activities that are carried out for more than one CG meeting.

Weekly Schedules for each quarter should include 2 or more Activity Groups. Some Activity Groups e.g. 'Features of a CG' is usually covered while the Children's Group is being formed and still new. Hence that Activity Group need not appear in the Weekly Schedule for each quarter after children have understood the Features, except for selecting their representatives etc. once their term is over. On the other hand, Activity Groups like 'Non-formal Learning', 'Life Skills' and 'Child Protection' would have many activities and will be carried out on an ongoing basis.

## An example of a Quarterly Plan Plan

WEEK	ACTIVITY GROUP	ACTIVITIES CHOSEN FOR THIS QUARTER	MATERIAL NEEDED	EXTERNAL FACILITATOR
WEEK 1	Features of a CG	Selecting CG Representatives	Flip Charts, Markers	Not needed
WEEK 2	Recreational Activities	Learn football rules	A ball of some kind	John: Good Footballer
WEEK 3	Life skills	Personality Development: - How to build Self- Confidence	Flip Charts, Markers Ribbons, 5 types of Beads or buttons	Not needed
WEEK 4	Recreational Activities	Learn a new dance for Community Cultural event	Not needed	- Mary's Elder Sister - Dora's Mother
WEEK 5	Child Protection	What is Child Rights	Chalk, Chalk board Coloured crayons, paper	Alice from Child Protection Committee
WEEK 6	Recreational Activities	Play Football with rules learned in Week 2	A ball of some kind	John: Good Footballer



## Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand the importance of planning Activities in advance
- Know that children decide the Activities for the Quarterly Plan
- Facilitate children to come up with a mix of Activities covering the Activity Groups
- Know to identify activities where an External Facilitator is needed

### Preparatory Activity 5.4.1: Identifying Activities for the Quarterly Plan Plan

Participants form 2 groups

Participants think of the Activities their CGs have been interested in.

They would have an idea, since in the previous lessons children have chosen certain activities they would like to do. Participants make a note of these activities on paper.

They also discuss how popular the activities that are noted down seem to be.

This could be indicated by:

- Greater participation
- Interest and excitement

This would help the CG Subcommittee have an idea of what activities their CG may choose.

There could be activities like e.g. child rights, sexual education etc. which the children may not like to talk about.

The CG Facilitator may already have an indication of this, and can now discuss with each other, how they could facilitate the children to include these activities in their Activity Plan.

#### Time:

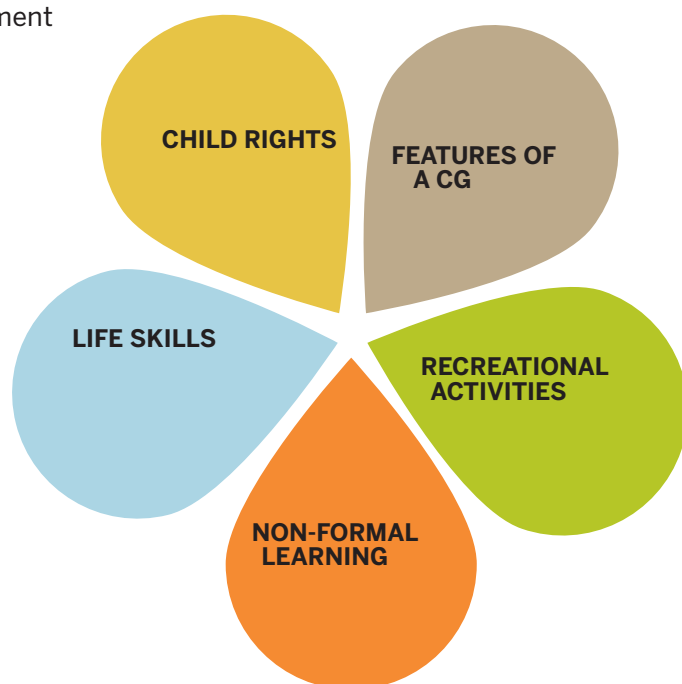
10-15 minutes

#### Method:

Group  
Discussion

#### Materials:

Paper,  
Pens/pencils



### Preparatory Activity 5.4.2: Identifying and Inviting External Facilitators

Participants sit in a circle.

They discuss activities that require an External Facilitator.

Then they discuss how they would facilitate children to invite the External Facilitator to their group meeting.

They discuss and come up with a few ways that children can be facilitated to invite the External Facilitator.

This prepares the CG Facilitators to facilitate children to think of where they need an External Facilitator and how these Facilitators can be identified and invited.

#### Time:

15-20 minutes

#### Method:

Group  
Discussion

#### Materials:

Paper,  
pens/pencils

### Preparatory Activity 5.4.3: Including Important Topics and Activities

Participants look at the list of activities they have written down in the previous activity.

They think of which of the 5 Activity Groups have been covered.

Some of the important topics that need to be covered are:

- Life Skills

- Communication skills e.g. clear communication, communicating with respect etc.

Personality development e.g. self-confidence, assertiveness, decision-making etc.

Inter-personal relationships e.g. respect for one another, healthy relationships with the opposite sex, relating with peers with seniors etc.

Marriage and family e.g. why marriage, the right time to get married, living with a spouse etc.

Personal Hygiene e.g. brushing your teeth, regular bathing, brushing your hair, etc.

How to identify and avoid substance abuse e.g. misuse of alcohol, danger of street drugs

Dealing with HIV and AIDS e.g. responsible sexual behaviour, testing for HIV, misconceptions about HIV and AIDS

How to handle money e.g. needs and wants, saving money, income and expense, profit, investments etc.

- Child Rights

- Right to Provision, Right to Protection, Right to Participation, Right to Development and some of the articles of Convention on Child Rights
- Claiming one's rights e.g. know your rights, how to claim your right etc.
- Role of Duty Bearers e.g. who are Duty Bearers, how to approach them, how can they help etc.
- Child Protection Mechanisms e.g. problems children face, understand violation of rights, where to go when rights are violated etc.

These are important that need to be covered in the groups. Children may not be aware of their importance and may not include them.

Each of these topics have to be further elaborated into activities and covered step by step.

The CG Facilitators can make a list of the groups, topics under each group and activities that could be covered under each topic. They could expand this Topic list as their understanding grows.

These Topics and Activities can be periodically presented to the children so that they can include them in their Activity Plan.

**Time:**

40 minutes

**Method:**

Group Activity

**Materials:**

Flip charts, markers



### Field Activity 5.4.A: Activity Groups

Children form 4 groups.

The CG Facilitator explains that each type of button or bean represents 1 Activity group i.e.

- Features of a CG
- Non-formal Learning
- Life Skills
- Recreational Activities
- Child Protection

The Moderator and Book Keepers hand out a few of each type of button or bean to each group.

Each group draws or marks out on the ground 5 circles with the 5 Activity Groups.

Each group thinks of different activities that could fall within the 5 groups.

As they think of an activity they pick up the

corresponding button and place it in the corresponding circle.

After they finish this exercise each group counts the number of buttons of beans representing activities in each circle.

The Facilitator can point out that some circles may have more activities and some may have less.

She should also point out that each circle should have at least 2 or 3 buttons in it so that all 5 Activity groups can be covered. It may be noted that 'Features of a CG' is normally covered in the first few months of a CG.

This activity helps children to think of activities from all 5 Activity Groups.

#### Time:

10-15 minutes

#### Method:

Group Activity

#### Materials:

5 different types of Buttons or beans (At least 25 of each type), chalk to draw on the ground

ACTIVITY

### Field Activity 5.4.B: Duration of Activities

Children form 3 groups

Each group prepares a flip chart as shown below.

They think of Activities that fall under the Activity Groups and draw or write down 1 Activity that covers each of these groups. They think of how long each activity could take.

The Facilitator explains that one bean or button represents 1 weekly meeting.

So if the activity can be covered in 1 weekly meeting the group will glue 1 bean next to the activity.

If the activity may need to be extended to 3 weekly meetings, the group will glue 3 beans next to the activity.

This helps children understand that some Activities may continue for more than one weekly meeting.

#### Time:

10-15 minutes

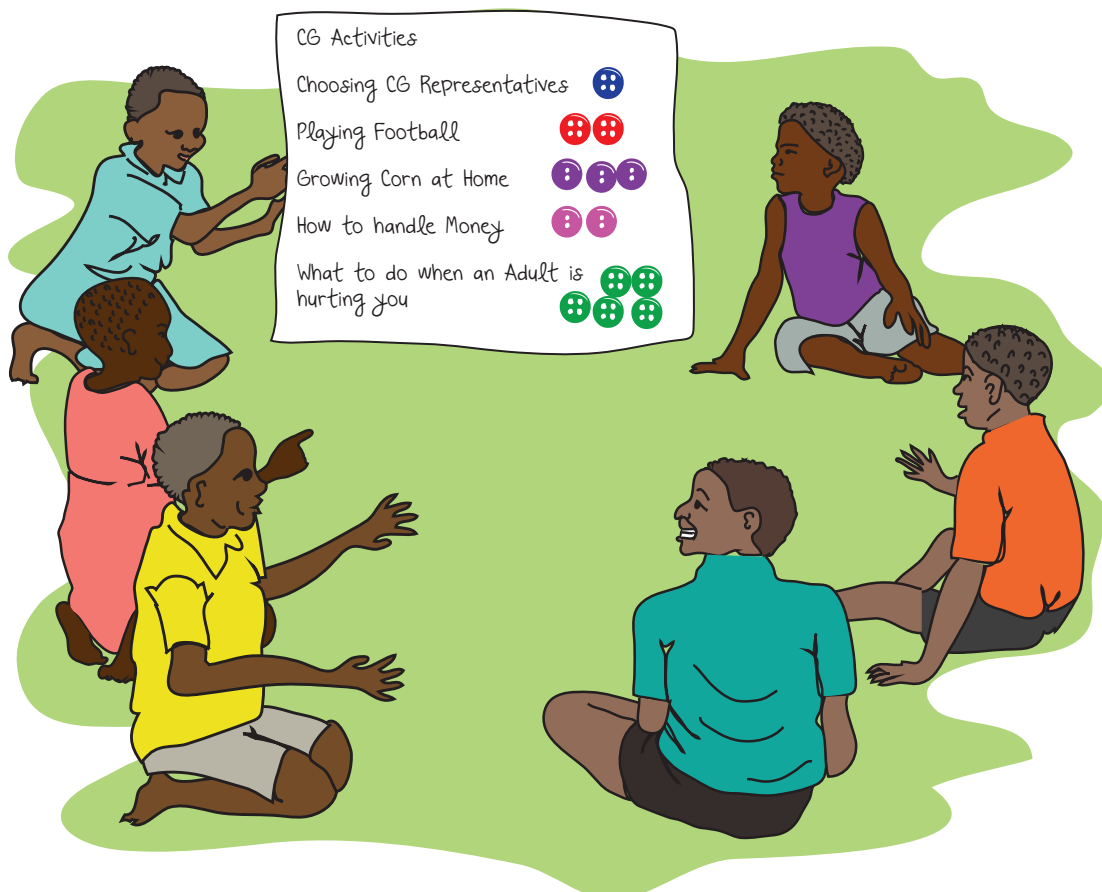
#### Method:

Group Activity

#### Materials:

5 different Types of Buttons or beans, Flip chart, glue

ACTIVITY



### Field Activity 5.4.C

Children have now thought of Activities from different Activity groups and the amount of time these activities may take. They must draw up a quarterly Activity Plan to follow.

They draw up the details for the plan as shown below.

Now in a participatory manner, with facilitation from the Facilitator, they choose activities they would like to carry out.

Next to each Activity they must also think of how long the Activity may take.

They list down all the Materials they may need for each Activity and discuss how they might get these resources.

They also make a note of an External

Facilitator if one is needed.

They could write down 2 or 3 names for now.

This helps the Children's Group to come up with a Quarterly Activity Plan which they can follow and act upon at every CG meeting.

It should also be noted that every meeting will have a schedule i.e. time for games, opening of Meeting, reading minutes, time for Planned Activity etc.

Activities are a part of this weekly schedule and should not take up the whole meeting.

#### Time:

20-30 minutes

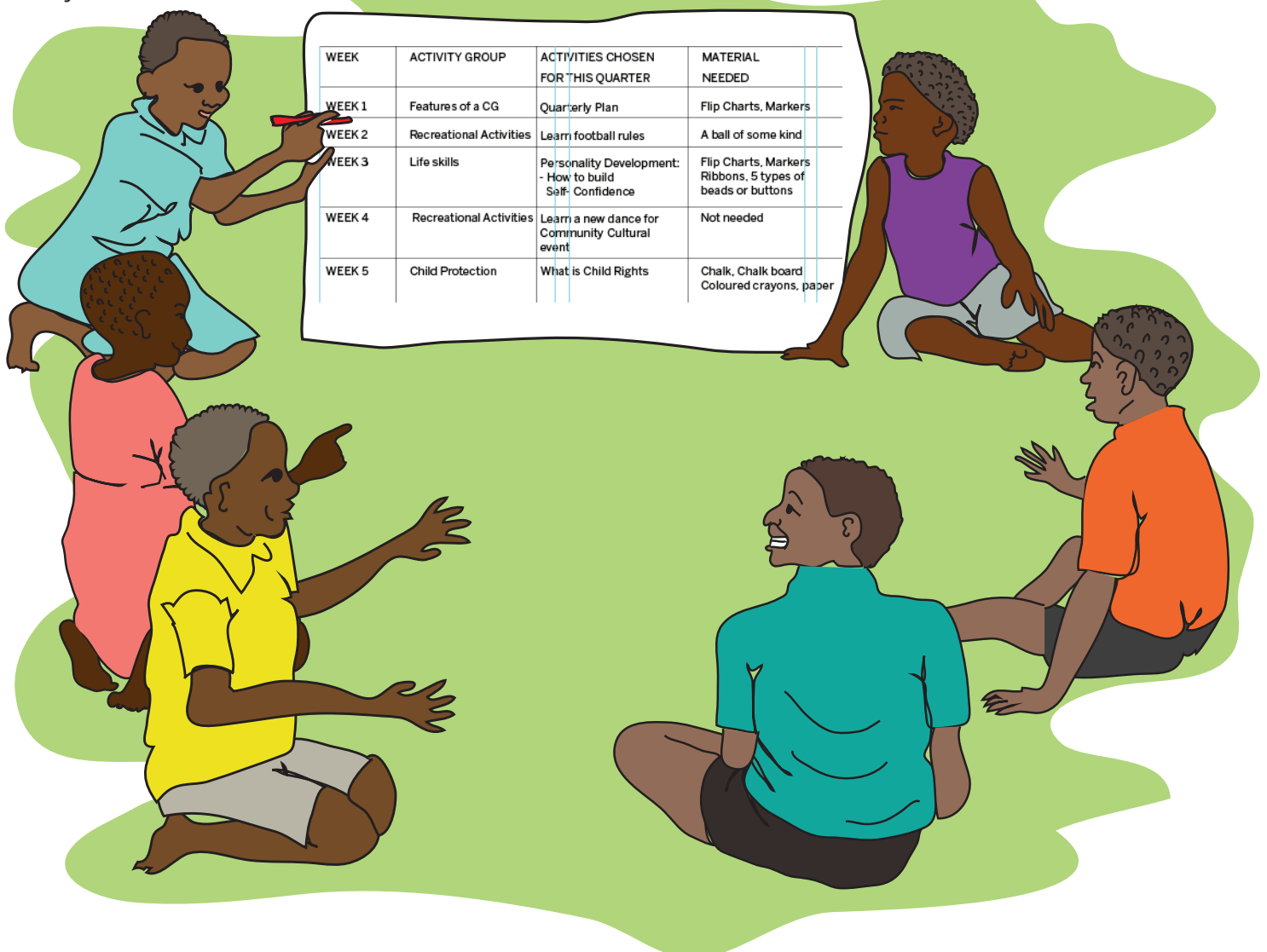
#### Method:

Group Activity

#### Materials:

Flip chart,  
Markers

ACTIVITY



### Points for Reflection

- Why should Children's Group Activities be planned in advance?
- Who decides on the Activities for the Quarterly Plan?
- How will you facilitate children to come up with a mix of Activities for each Activity Group?
- How will you facilitate children to identify Activities where an External Facilitator is needed?
- How will you facilitate children to involve Activities on difficult subjects e.g. Child Protection, HIV and AIDS etc.

REFLECT

# Topic 6

## Stakeholders and Duty Bearers

In this topic Stakeholders, Duty Bearers and their role in Children's Groups are discussed. The Child Protection Committee (CPC) is introduced. CG Subcommittee prepares to involve Duty Bearers in the Children's Groups.

INTRO



## 6.1 STAKEHOLDERS AND DUTY BEARERS

In this lesson, people in the environment with interest and concern for children are identified. These people are known as stakeholders. Most of these people take responsibility for children and are Duty Bearers.

### Box 19: Stakeholders and Duty Bearers

A person or a group of people with interest, responsibility and concern for children are Stakeholders in the CG initiative.

The CG Subcommittee meets together and discuss potential stakeholders in their environment.

These could be:

- Family: Parents, Relatives, Guardians
- People's Institution: Self Help Group, Cluster Level Association, Federation
- Local Leaders: Chief, Headman, Village Head, Induna etc.
- Personnel at School: Head Teacher, Teachers, School Management, Committee Members, Student Counsellors, etc.
- Government Personnel: Officials in various departments, staff members etc.
- Hospital Personnel: Doctors, Nurses, Laboratory Technicians etc.
- Legal Professionals: Lawyers, Advocates, Writers etc.
- Religious Leaders: Pastors, Priests, Religious sisters/brothers, Imams etc.
- Local Committees: Village Development Committee, Health Committee, Parent Teachers Association, Child Protection Committee etc.

They further discuss which of these stakeholders are Duty Bearers.

Each of these Duty Bearers have different responsibilities towards children.

It will be important for the CG Subcommittee and children to know which Duty Bearer can provide what sort of support or input to children. e.g. access to resources, protection from abuse, establishing norms in the community to encourage Child Participation etc.

The CG Subcommittee could facilitate each of their CGs to come up with, and make a note of all potential Duty Bearers in their environment under each category. The CG could refer to this list whenever they are looking for support and inputs from responsible and relevant members in their environment.

Since children belong to the community and are the future, the community should feel responsible for their children and not deny their Right to live, but also true for their Right to Participation.



**Learning objectives**

- By the end of this lesson, the CG Subcommittee members:
- Know the potential stakeholders and Duty Bearers in their environment
  - Realise that Stakeholders and Duty Bearers can be approached whenever there is need
  - Know that as members of the community, children are Right Holders and all Duty Bearers must uphold their rights.

**Preparatory Activity 6.1.1: Venn Diagram of Stakeholders**

Participants sit in a circle with a Flip Chart in the centre.

They think of various stakeholders in their environment and their support/ responsibility towards children.

They draw a Venn diagram as shown below with a child and CG in the centre.

Stakeholders who provide maximum support and take maximum responsibility for children are indicated in the ring just outside the centre.

As they write in the outer rings they indicate other stakeholders who are less involved with children but in most cases have more power and authority to change things.

Participants then think of Stakeholders who are really very important to children and underline those Stakeholders in red.

If these Stakeholders are in the outer rings, they discuss ways and means of bringing them closer to children.

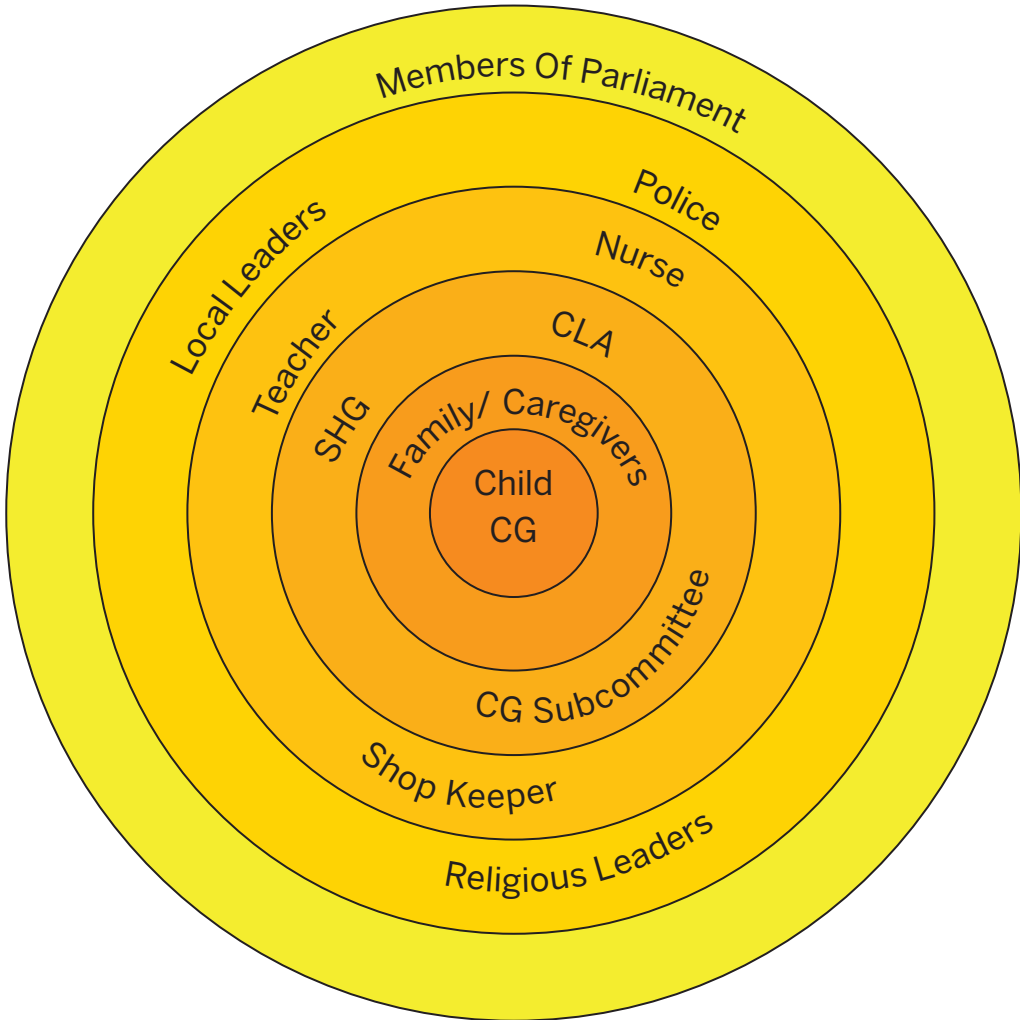
In this way CG Subcommittee members can think of stakeholders and their support/responsibility towards children.

**Time:**  
15-20 minutes

**Method:**  
Group Discussion

**Materials:**  
Flip Chart, Markers or Pens

ACTIVITY



### Preparatory Activity 6.1.2: Inputs from Duty Bearers

Participants look at all the names of stakeholders that have been noted down in the previous activity.

Participants go through each stakeholder listed and write them down in one column as shown below.

In the next column next to each stakeholder listed they note down the names of persons and any contact details they may have.

In the third column next to each name they also make a note of any support, inputs, special talent or skill each of the Duty Bearers could provide.

A sample chart is shown below.

This exercise helps the CG Subcommittee to come up with a list of Duty Bearers who are responsible for children and who could provide support and inputs to CGs.

#### Time:

25-30 minutes

#### Method:

Group Activity

#### Materials:

Notebook in which they write details of their CG (CG Facilitator's Book), pens/pencils

ACTIVITY

Duty Bearer	Names Contact Details	Support they could provide Inputs/ Talent/Skill
Local Government:	- Mr. Okoye (District Commissioner)	Mr. Okoye - has knowledge of Government - Knows CPC who can talk about Child Rights
School Teachers:	- Mr. Peter (PE teacher) - Miss. Brenda (Science Teacher)  - Mr. John (Maths Teacher)  - Mrs. Linda (School Nurse)	- Can Teach Football - Can give inputs on energy conservation - Can give simple business and saving money tips - Can give inputs on personal hygiene, Sexual Health and HIV/AIDS
School : - St. Anne's School	- St. Anne's School (HeadMaster)	- Can give permission for use of School Grounds for event
- Philomena's Govt. School	- Philomena's Govt. School (Head Teacher Mr. James)	- Can provide simple equipment for and has knowledge of Science Experiments
Church: - Church of Christ	- Church of Christ Youth Pastor (Pastor Job)	- Can teach Singing, drama and how to play musical instrument and can give drums

### Preparatory Activity 6.1.3: External Facilitators

Participants form 2 groups.

Each group thinks of a few activities that could be carried out in Children's Groups. For each activity they think of, they discuss 3 different scenarios i.e.:

- How would children benefit from this activity if they themselves carry out the activity?
- How would they benefit if the CG Facilitator helps with the activity?
- How would the children benefit if an External Facilitator is called to provide inputs?

This discussion will bring up the importance of External Facilitators for some of the Activities.

The groups now come together and discuss how they might approach an External Facilitator to help with some of the Children's Group Activities.

They will also come up with a few ways to approach External Facilitators which may help them facilitate children to identify and invite External Facilitators later on.

#### Time:

30 minutes

#### Method:

Group Activity

#### Materials:

Paper, pens

ACTIVITY



## Field Activity 6.1.A: Children Discover Duty Bearers

Children form 3 groups.  
Each group gets a flip chart and pens.  
They divide the flip chart into 3 columns.  
In one column they list the issues they face.  
In the next column they list names of people they think could help with this issue.  
In the last column they list the person who could help, in case the first person they

mentioned cannot or will not provide help.  
This simple exercise, helps children think of Duty Bearers they could approach in their environment.  
Please Note: These are just examples given below and have to be contextualised

Issues Children face	Duty Bearer Who could help	Duty Bearer Who could help next
- Bullying by older children	School Teacher	School Head Mistress
- Physical Abuse at home	School Nurse	Local CLA
- Need for a venue for a sports event	Physical Education Teacher	Village Chief
-		

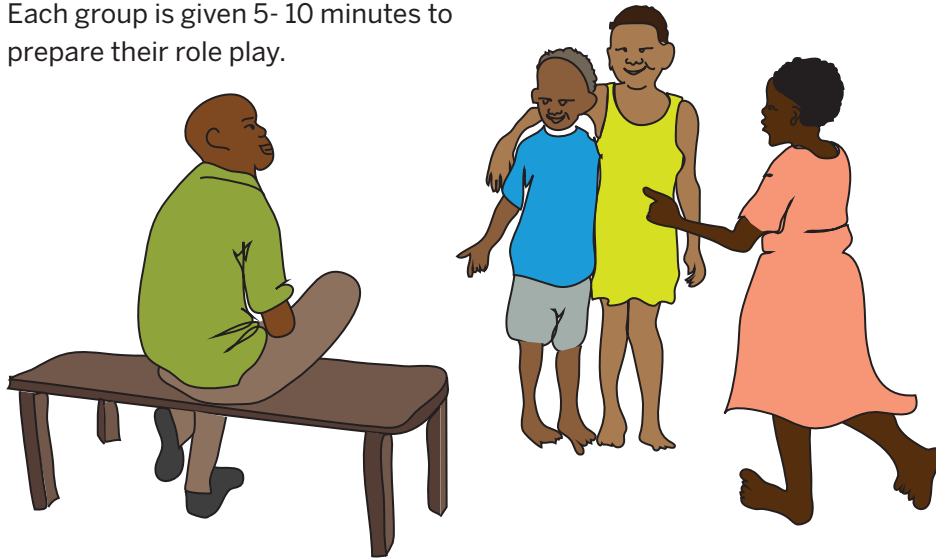
## Field Activity 6.1.B: Approaching Stakeholders

Children form 3 groups.  
Each group must come up with a role play to approach stakeholders in their environment and get their support, provide inputs and resolve problems.  
Each group chooses to approach a different stakeholder i.e. group 1 approaches the Village chief, Group 2 approaches the school teacher, group 3 approaches the local policeman.  
The CG Facilitator could help in this.  
Each group is given 5- 10 minutes to prepare their role play.

In the role play they must talk about:

- The name of their CG
- Why they have formed the CG
- How the stakeholder can support to this initiative, provide inputs and resolve a specific problem.

Each group presents their role play.  
This will develop confidence in children as right holders to approach various Duty Bearers for support, inputs and resolving problems.



### Points for Reflection

- Who are Stakeholders and Duty Bearers?
- What can Stakeholders and Duty Bearers do for CGs?
- How can Stakeholders and Duty Bearers be involved in CGs?
- How can External Facilitators be identified and invited to provide relevant inputs?
- How can stakeholders and Duty Bearers uphold rights of children?

### Time:

10-15 minutes

### Method:

Group Activity

### Materials:

Flip charts, pens

ACTIVITY

### Time:

20-25 minutes

### Method:

Group Activity

### Materials:

Not Needed

ACTIVITY

REFLECT



## 6.2 ESTABLISHING RELATIONSHIPS

In this lesson, the importance of stakeholders/duty bearers in the CG initiative is discussed. The involvement of Child Protection Committee is discussed.

### Box 20: Establishing Relationships

Before the CG is formed, it would be good for the CG Subcommittee to meet stakeholders in their environment and present the concept of the CG initiative and why it would be good for children. These stakeholders could be met on an individual basis, after making an appointment or as a committee presenting the concept, and seeking support (See Lesson 1.1). Stakeholders by virtue of their position are Duty Bearers and have an obligation to provide support to children when needed.

Once the CG is formed the CG Subcommittee invites Duty Bearers, a few at a time, to come to the CG meeting, talk with the children and invite children to try and find out what each Duty Bearer means to them. This way, Duty Bearers understand the need for CGs and their role in this initiative. It is up to the children to establish and maintain relationships with Duty Bearers they find relevant.

After the initial introductions and relationships are established, it will be good for CGs to identify trusted individuals who are approachable and responsible persons in the environment with whom the children could confide and freely share their problems. This could be one of the CG

Subcommittee members or any other trusted individual in whom the children have developed confidence. This person has concern for children and the children are able to confide in her/him, share their problems, and ask for advice.

The right to Protection is important for children and the CG Subcommittee must explore if there is a Child Protection Committee (CPC) in the area. Since this Committee is an important and relevant Duty bearer, the CG Subcommittee approaches them and presents the concept of the CG initiative to them. The CPC is then invited to the CGs, to share their roles and offer their support when needed by children.

In case there is no CPC the CLA can form a CPC that is made up of, few CLA members, few trusted individuals/leaders from the community and a few young people in whom the children may confide. The task of this informal CPC will be to prevent child abuse, raise awareness in the community on matters of child abuse and linking up with authorities to prosecute offenders.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know that they are responsible to form linkages between Duty Bearers and CGs
- Know that it is important to invite relevant Duty Bearers to come and interact with children
- Realise that it is important to involve the Child Protection Committee in the CG as one of the Duty Bearers
- Understand the roles and responsibilities of a CPC

## Preparatory Activity 6.2.1: Inviting Duty Bearers to CG Meetings

Participants look at all the Duty Bearers they have listed during the previous lesson (Lesson 6.1).

They make a list of all the Duty Bearers who have promised to provide support to the CGs.

They draw up a tentative plan to meet each of these Duty Bearers and invite them to come and meet each CG.

Perhaps Duty Bearers could be invited once in 3 months.

They must take care that the time is

suitable for the CG as well as the Duty Bearer.

A sample of this plan is shown below. They prepare this plan to share with the children in the CG, to finalise the plan.

Changes could be made to this plan according to the availability of the Duty Bearer.

This helps the CG Subcommittee plan to have each Duty Bearer to interact with each CG.

### Time:

10-15 minutes

### Method:

Group

Discussion

### Materials:

Notebook in which they write details of their CG (CG Facilitator's Book), pens/pencils

ACTIVITY

An example of a Plan to Invite Duty Bearers

WEEK	ACTIVITY GROUP	DUTY BEARERS INVITED
WEEK 1	Features of a CG	Not Invited
WEEK 2	Recreational Activities	Youth who knows professional football, PE Teacher
WEEK 3	Life skills	Not Invited
WEEK 4	Recreational Activities	Not Invited
WEEK 5	Child Protection	CPC, School Nurse, Community Health Worker
WEEK 6	Recreational Activities	Not Invited
WEEK 7	Life skills	Not Invited
WEEK 8	Recreational Activities	Not Invited
WEEK 9	Child Rights	Village Chief, CPC, Teachers at School
WEEK 10	Life skills	Not Invited
WEEK 11	Recreational Activities	Not Invited

## Preparatory Activity 6.2.2: Support Inputs from Duty Bearers

Participants form 2 groups.

Each group takes a flip chart paper and a set of 4 different coloured markers.

Each coloured marker represents one of the categories of Child Rights e.g.

- Green Marker/pen represents Provision
- Red Marker/pen represents Protection
- Blue Marker/pen represents Participation
- Yellow Marker/pen represents Development

They draw up a flip chart as shown below.

They make a list of Duty Bearers who have promised to provide support and inputs.

Next to each Duty Bearer they make a note of the area of Child Rights this Duty Bearer could help with. i.e. a Duty Bearer like a health worker could help with Provision and Child.

Therefore, in the colour representing Provision they write down the inputs and support the Duty Bearer could provide e.g. In the colour green they write: Health worker could provide information on personal hygiene, could provide free checkups.

In the colour representing Protection they write down the inputs and support the Duty Bearer could provide e.g. In the colour red they write: Health worker could provide inputs on prevention of sexual assault.

This flip chart could be used when children try and map out Duty Bearers in the area who could provide inputs and support.

### Time:

20-30 minutes

### Method:

Group Activity

### Materials:

Flip charts,  
2 black markers  
or pens, 2 sets of 4  
different coloured  
markers/pen  
(excluding the black  
marker)

ACTIVITY

DUTY BEARER	Inputs they could provide
- Mr. Okoye (District Commissioner)	<ul style="list-style-type: none"> <li>- Help with finding a venue for a football tournament</li> <li>- Help by forming a Child Protection Committee with CG Representatives included</li> <li>- Allow the CG to get a time slot in the Christmas community Gathering to share about benefits of a CG</li> </ul>
- Mr. Peter (PE teacher)	<ul style="list-style-type: none"> <li>- Teach football game rules</li> <li>- Accompany the children to request for a venue for football tournament</li> </ul>
- Miss. Brenda (Science Teacher)	<ul style="list-style-type: none"> <li>- Provide inputs on alternate energy</li> <li>- Teach the girls and boys on sexual health</li> </ul>
- Mrs. Linda (School Nurse)	<ul style="list-style-type: none"> <li>- Provide first aid at football tournament</li> <li>- Teach the children basic first aid</li> </ul>
- Mr. John (Maths Teacher)	-

### Preparatory Activity 6.2.3: Roles of a Child Protection Committee

Participants look at the flip charts they have created.

They first go through each other's flip charts and discuss whether they are more or less similar.

They go through the list of Duty Bearers and look for Duty Bearers who are actively involved in protecting children from abuse. If there is a CPC in the community they discuss if the CPC is actively involved in:

- Preventing Child Abuse
- Raising Awareness in the community on Child Protection
- Linking with Authorities to correct/punish the abuser

Based on this analysis they think of making the CPC more active or form an informal CPC if one does not exist.

When they take this flip chart to the children's group meeting, it will help children consider if this could be a trusted individual in whom they could confide.

**Time:**

20-25 minutes

**Method:**

Group Discussion

**Materials:**

Flip charts they have created in the previous exercise



### Field Activity 6.2.1: Plan to Invite Duty Bearers

The Children draw up a tentative schedule for each Duty Bearer to visit the CG. The Facilitator could present their tentative schedule they have prepared for consultation in case the children need some direction.

The book writer and assistant book writer could draw up a plan on the flip chart. After a participatory discussion facilitated by the Moderator, children decide on which Duty Bearer could be invited when. One or more Duty Bearers could be invited at the same time.

It would be good if Duty Bearers are invited once in 3 months.

However, if children feel the need for more

frequent visits they could plan the same. Looking at this flip chart, the CG Facilitator along with the 2 CG Representatives will meet and invite Duty Bearers to the CG meetings according to the plan prepared by children.

This Flip chart could be put up where the children meet so they know which guests they will be having at what time.

They could incorporate this in their Quarterly Plan.

This flip chart is done in pencil so that it can be modified according to the requirement of children and the availability of the Duty Bearer.

#### Time:

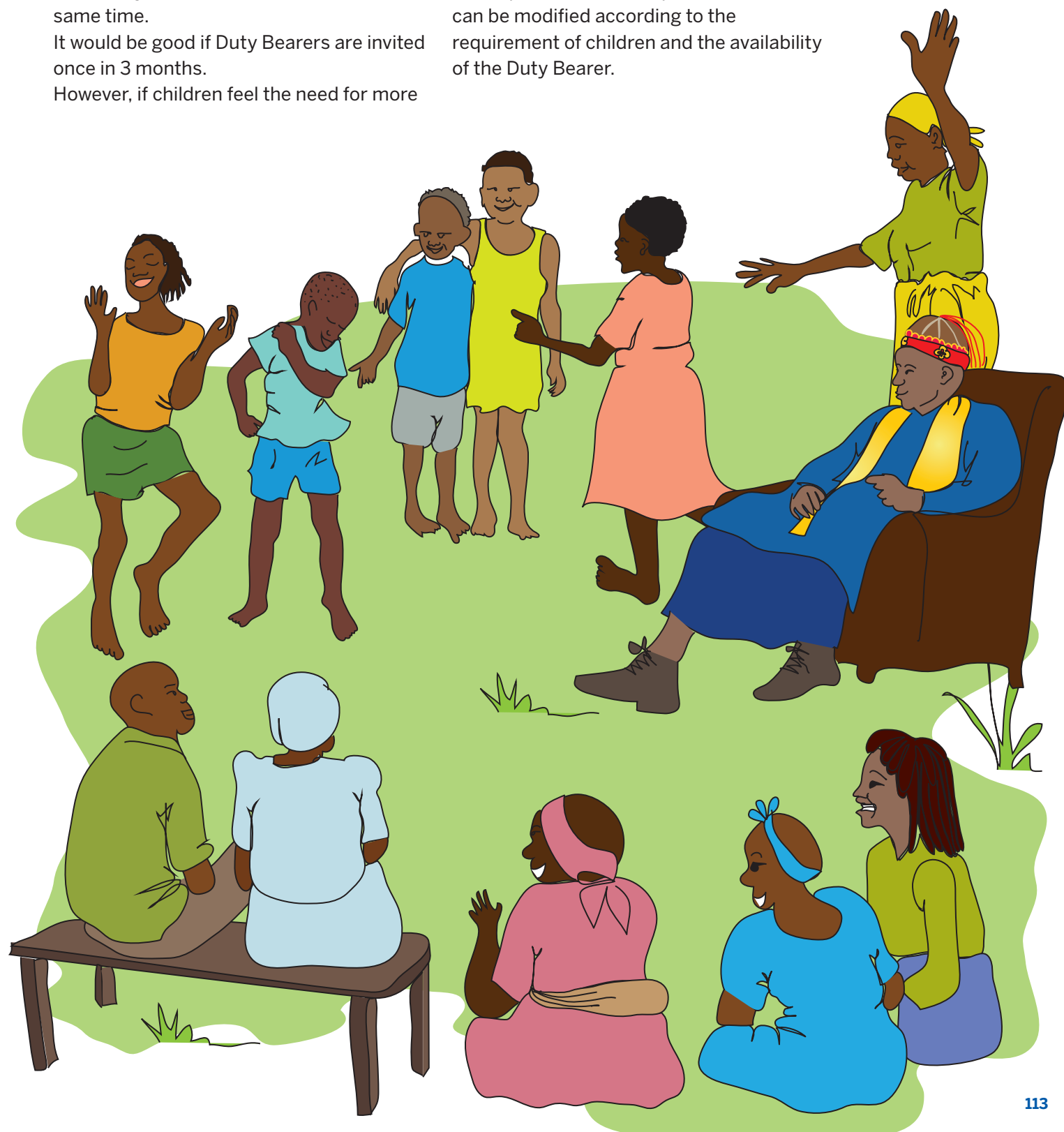
20-25 minutes

#### Method:

Group Activity

#### Materials:

Flip Charts and pencils



## Field Activity 6.2.B: Interacting With Duty Bearers

Children form 4 groups.

They think of a role play to present to the visiting Duty Bearer to show what their CG does and how the Duty Bearer could help. Each group thinks of one category of Duty Bearer and the inputs they could offer. i.e.:

- Inputs on Recreational Activities
- Inputs on Life Skills
- Inputs on Informal Learning
- Inputs on Child Rights

Points to cover:

- The name of the CG, how many members, how often they meet
- What activities they have done so far?
- What activity they would like to do?
- What are the challenges they face?
- How the Duty Bearer could help?

Each group presents their role play to the rest of the children.

After each role play is over children discuss the following.

Points for discussion:

- Did the role play show the CG initiative?
- Is there any other points that could be covered in the role play?
- Could the Duty Bearer provide other inputs?
- Can this role play be used when the Duty Bearer is invited to the CG meeting?

This prepares children to interact with different Duty Bearers as they come for CG Meetings and get relevant inputs from them.

**Time:**

30-40 minutes

**Method:**

Group Activity

**Materials:**

As Needed

ACTIVITY



### Points for Reflection

- How can linkages be formed between Duty Bearers and CGs?
- How and when can relevant Duty Bearers be invited to come and interact with children?
- How can the Child Protection Committee be involved in the CG as one of the Duty Bearers?
- What role do CG Representatives play? How can they be facilitated to perform their role effectively?
- How will children present issues at CG meetings to be taken up by relevant Duty Bearers?

REFLECT



# Topic 7

## Access to Child Support and Protection

In this topic Stakeholders, Duty Bearers and their role in Children's Groups are discussed. The Child Protection Committee (CPC) is further discussed. Ways to involve Duty Bearers in the Children's Groups are explored.



## 7.1 RIGHTS -> ABUSE -> CHILD PROTECTION

In this lesson, people in the environment with interest and concern for children are identified. These people are known as stakeholders. Eventually most of these people take responsibility for children and become Duty Bearers.

### Box 21: Rights -> Abuse -> Child Protection

Children in a community may face many different problems. Some of them may not be visible at first sight. Helping children open up and start sharing their life experiences is the first step in a CG. Only after they are comfortable enough to share will they start talking about happy experiences but also sad and threatening ones they face in their daily life. Children are not comfortable to talk about abuse even in smaller groups, since the abuser is usually someone close to, or someone who is familiar with the child. The abuser could also threaten the child with consequences making it even more difficult for the child to talk about it.

As the CG initiative is to uphold rights of the child, children need to know what their rights are. To introduce that, children need to learn to differentiate between what is acceptable in their living and learning environment and what is considered abuse.

After 4 to 6 months of CG formation, children may start opening up and share experiences as they begin to understand that a CG is a safe place for them. Around this time it is necessary to invite a responsible and capable adult to introduce Child Protection to the group. This adult could be from an NGO or a school teacher, who has had training in Child Protection (CP) and is a subscriber to CP Policies. This facilitator encourages children to discuss situations in their daily life and helps the children discern between acceptable and abusive situations. The facilitator further discusses the difference between Children's rights and responsibilities. Being in a CG should not lead to children neglecting their responsibilities at home, at school or at play.

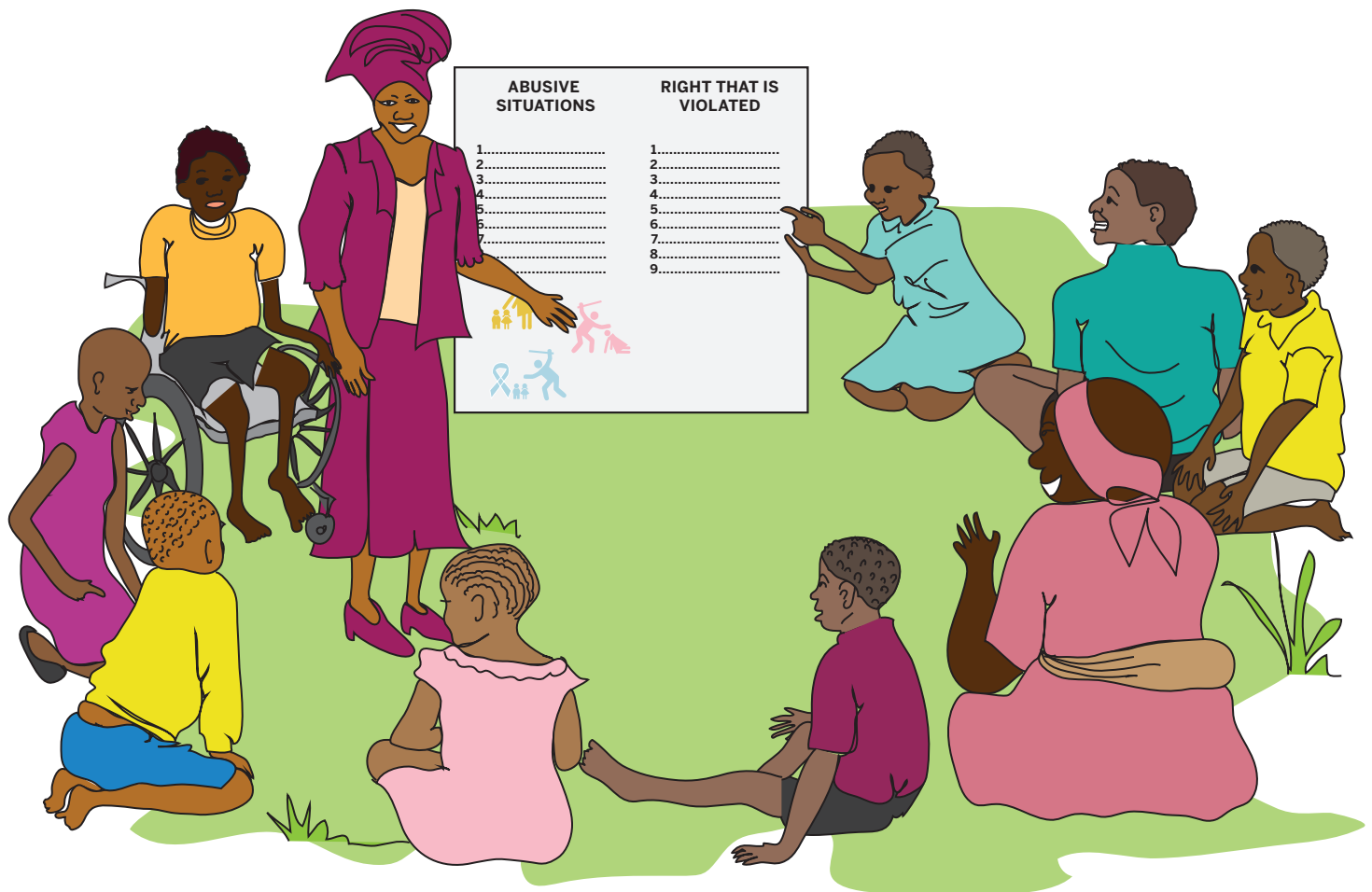
Some children in the community are considered 'Children at Risk'. These children could be orphans, street children, child labourers, children affected by war, children affected by HIV and AIDS, children with disabilities, sexually exploited children, children in extreme poverty etc. It is important for children in the CG to know about these children, empathize with them and try to include these children in the group and group activities. 'Children at Risk' then learn to feel comfortable in the CG and can open up about abusive situations they go through. At the same time it is important for the CG Facilitator and children not to stigmatise these children by calling them 'OVC' or 'Children at Risk'.

Knowing about abusive situations is one step towards Child Protection. The next step of sharing and seeking help is more difficult as it involves confronting the situation and finding solutions to come out of those situations. These could be in everyday life, in school, in health centres, religious institutions, traditional ceremonies etc. The situations could be where the child feels unsafe, neglected, left out and physically, mentally, and emotionally abused. The CG Facilitator along with an adult who has training in Child Protection help the children to compare situations they go through with the rights of children i.e. Provision, Protection, Participation and Development (See Topic 3).

It is important for the CG Facilitator to know whom to approach in case she gets to know gross child Rights Violations that are beyond her capacity to handle. A child can be traumatised because of abuse and needs careful handling.

Through this process children begin to realise what their rights are and how some of them are being violated. This encourages them to seek ways to change

the situation with support from the CLA, Child Protection Committee (CPC) and Duty Bearers.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand problems children face
- Realise that they are to facilitate children to open up and share their problems
- Identify a suitable Child Protection Facilitator in their environment
- Facilitate children to differentiate between situations where their Rights being upheld and those where they are violated
- Understand that they are an important link between children and Duty Bearers who could uphold children's rights

LEARNINGS

### Preparatory Activity 7.1.1: Experiences Children Go Through

Participants form pairs.

In pairs they discuss the people, places and situations that make children feel unsafe, scared and hurt.

Each Participant then takes Flip Charts and coloured pencils.

They draw a 'Talking Map' as shown below. They draw all the feelings children have when going through bad experiences. e.g. dry mouth, shivers down the spine, goose bumps, heart thumping etc.

They must create 1 map for each of their CGs.

They must take these 'Talking Maps' to the CG meeting for Field Activity 7.1.A.

This simple activity shows the physical experiences children go through when facing people, places and situations that make them feel unsafe.

#### Time:

10-15 minutes

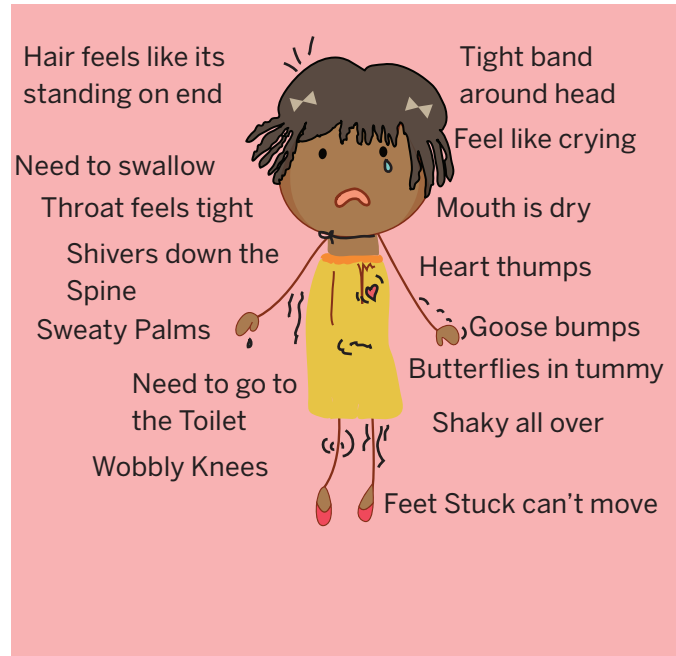
#### Method:

Group Discussion

#### Materials:

Flip Charts, Pens, Coloured pencils

ACTIVITY



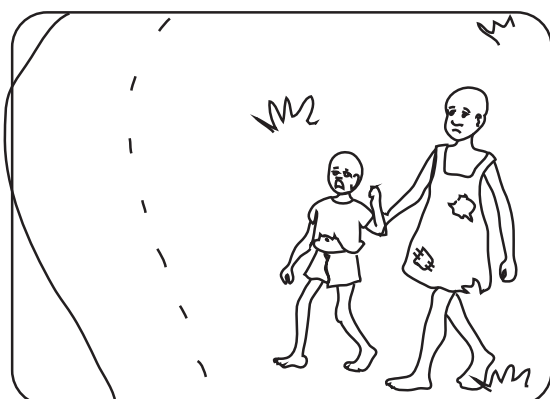
### Preparatory Activity 7.1.2

Participants form pairs.  
Each pair prepares cards as shown below.  
These cards will be used in Field Activity 7.1.B.  
Each Facilitator will need one set of cards when they meet with the children.  
The cards show situations that children go through in everyday life.

Some situations are good and some are bad.  
The whole CG Subcommittee can go through these situations.  
Participants make sure to include in the cards, bad and abusive situations that children might have already shared in earlier meetings.

**Time:**  
15-20 minutes  
**Method:**  
Group Activity  
**Materials:**  
Flip charts,  
Markers,  
Scissors

ACTIVITY



### Preparatory Activity 7.1.3: Identifying Potential Child Protection Facilitators

#### Part A

Participants discuss where they could go to collect information on Child Protection from:

- Local Administration Office
- Schools
- NGOs
- Police
- Etc.

They then assign the task among themselves to approach these offices/agencies/people by a deadline set in a participatory manner. This way each member is involved to collect information from as many people as possible. They collect information as following:

- Name of Contact Person
- Contact information
- Their designation in the organization/agency/office
- What inputs can they provide related to Child Protection

#### Part B

After they have collected this information, they meet together and list down the names and details of people they have collected on a flip chart.

They think of all the pros and cons of inviting these individuals to share on Child Protection.

Some examples of pros and cons are given below

#### PROS:

- Is a good listener
- Has time for children
- Can convey information in a child friendly manner
- Has experience in Child Protection issues
- Has a good reputation

#### CONS:

- Does not have time
- Can get impatient
- Can bring stereotype messages
- Lives very far away
- Is not respected in the community

After considering these pros and cons, CG Subcommittee decides on one or two people who could be invited to come and share Child Protection issues with CGs and facilitate discussions on Child Rights. This helps CG Subcommittee come up with potential Child Protection Facilitators. This survey also helps CG Facilitators to identify people to whom they can go in case of very serious abuse and trauma.

#### Time:

The first part of this activity can be concluded in one meeting. After the deadline set by the CG Subcommittee they could do 'Part B' of the activity in the next meeting

#### Method:

Group Activity

#### Materials:

Notebooks where they store information of their CGs, pens/pencils

ACTIVITY

### Field Activity 7.1.A: Good and Bad Situations in Life

Children sit in a circle.

The Book Writer and Assistant Book Writer draw out the figure of a child as shown below.

The right side of the figure represents good situations.

The left side of the figure represents bad situations.

Children are encouraged to talk about a situation in their daily life i.e.

- I get breakfast every morning
- I have to walk home alone every night
- A man follows me to school
- The big girls at school tease me
- I dance with my friends after school
- My mother makes my hair neatly every morning

The Moderator allows each child to speak up.

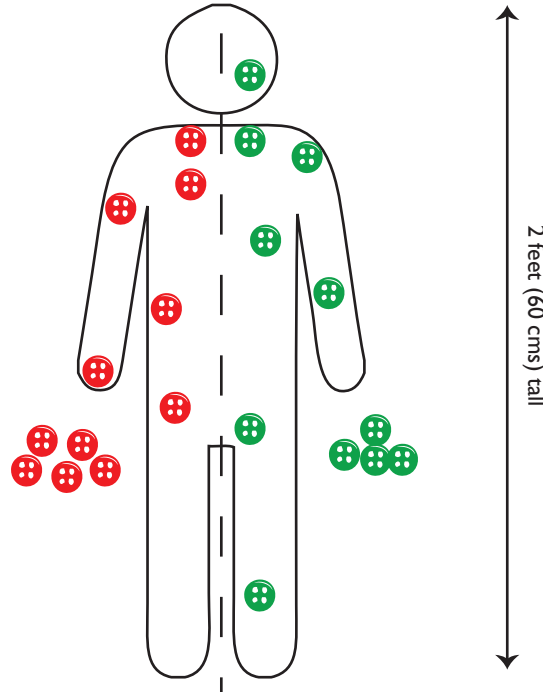
As each child speaks children in the circle decide if it is a good situation or a bad situation.

A red bean or button represents a bad situation and a green bean or button represents a good situation.

Accordingly the child picks up a bean or button and places it on the representing side of the figure.

Through this simple activity children learn to differentiate between good and bad situations.

Bad situations | Good situations



#### Time:

5-10 minutes

#### Method:

Group Activity

#### Materials:

Red beans or Buttons (about 25), Green beans or buttons (about 25), chalk to draw on the ground

ACTIVITY



### Field Activity 7.1.B: A Child's Feelings in Good and Bad Situations

Children sit in a circle.

Cards are given to the Book Writer and Assistant Book Writer.

One by One they hold the cards up.

As the card is held up the children discuss:

- Describe the situation shown in the card
- How do you feel when you are in this situation?
- Do you feel happy? Sad? Confused? Safe? Afraid? Upset? Angry?
- Is this a safe, unsafe or confusing situation?
- Are children's rights upheld or violated?
- How can we change this situation so that children are happy, safe and protected?

This simple demonstration helps children to differentiate between situations where children's rights are violated and situations where their rights are upheld.

Now Children form 3 groups.

Each group gets a flip chart and prepares it as shown below.

They draw out a rough sketch of their village.

They mark out their houses, the trees, the roads, the river/stream, the bridge, etc.

They are given 5 smileys of each colour.

The Facilitator explains that the green smiley represents safe situations/places, the red smiley represents unsafe situations/places and the yellow smiley represents confusing situations/places (or situations and places that children don't know are safe or unsafe).

Each group discusses their map and stick the smileys where they feel safe, unsafe or confused. e.g. cross the road they may feel unsafe, so they stick the red smiley on the road.

This activity helps children understand how they feel indifferent situations and places in their environment where they may feel unsafe.

#### Time:

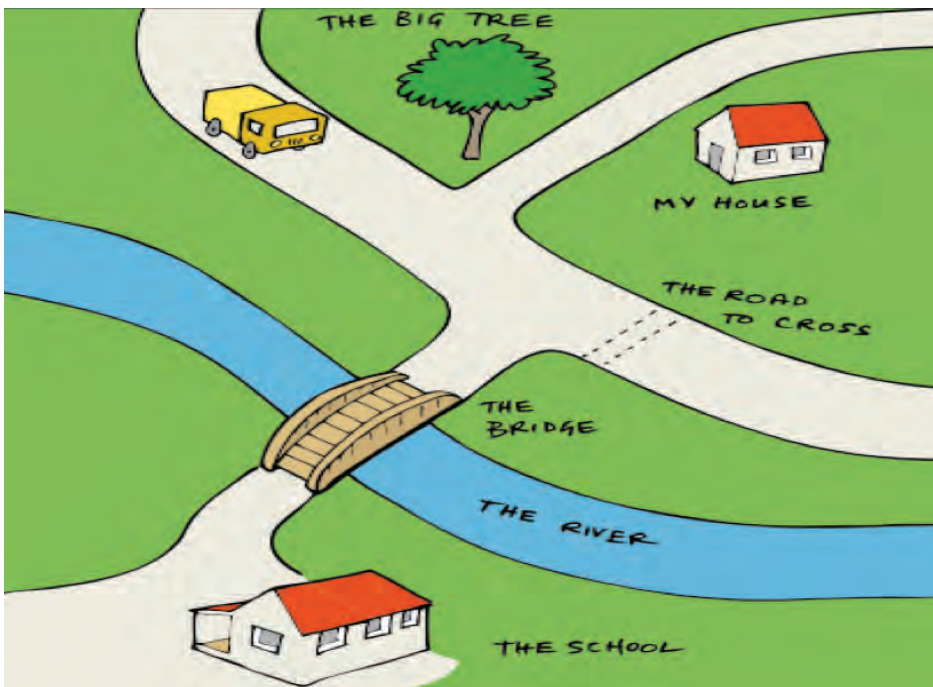
5-10 minutes

#### Method:

Group Activity

#### Materials:

Cards that the Facilitator has prepared, Flip Chart, Markers or Pens, 3 smileys as shown below (about 15 of each colour)



5 CM/2 INCHES  
DIAMETER



SAFE



UNSAFE



CONFUSED

### Field Activity 7.1.C: Talking Map

Children form pairs.

They form pairs with children they are comfortable.

The Book Writer and Assistant Book Writer put up the 'Talking Map' they have prepared.

Looking at the 'Talking Map' children go through each feeling that is pointed out on the Map.

They each talk about any experience they have had that made them feel that feeling.

e.g. When walking home alone at night in

the dark I get shivers down my spine and I get goose bumps, When I have to stand up in class and talk my mouth becomes dry etc.

This exercise helps children identify situations where they physically react. This also helps them understand that these situations/places/people could be unsafe for children if they experience these feelings at any time.

**Time:**

5-10 minutes

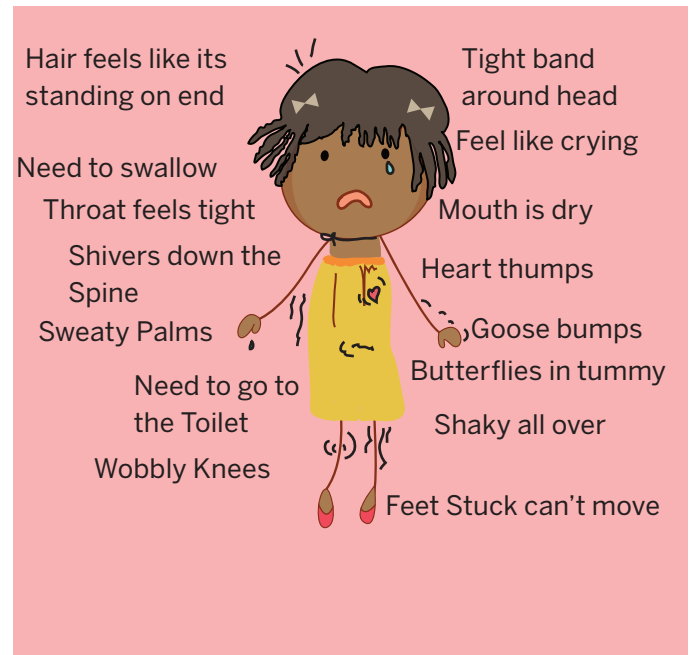
**Method:**

Group Activity

**Materials:**

Flip Chart,  
Markers or Pens

ACTIVITY



### Points for Reflection

- What are some problems that have come up during the sharing sessions in the CG?
- How can each CG Facilitator be more of a trusted adult and encourage children to share their problems openly?
- How can the CG Subcommittee identify a suitable Child Protection Facilitator in the environment?
- What are some of the criteria that a suitable Child Protection Facilitator should have?
- How can children differentiate between situations where their Rights are upheld and situations where their Rights are violated?
- How can CG Facilitators help this process?
- What is the role of a CG Facilitator as a link between children and Duty Bearers?

REFLECT



## 7.2 CHILD PROTECTION

At this stage children have started voicing the problems they face. The next steps to Child Protection are discussed in this lesson.

### Box 22: Child Protection

Once children start voicing their problems, children need information on where to go and seek solutions for these problems. There could be different approaches that depend on the problem and the situation. Some examples are:

- A problem that affects one child: This child goes with a friend or two to seek solution. Or the CG collectively takes up this problem and seeks solutions.
- A problem that affects a group of children: The CG takes up this issue on their behalf.
- A value or practice that affects all children: The whole CG or all CGs in the community take up these issues to seek solutions.

There are some possible methods of seeking solutions. The best interest of the child should always be borne in mind. Children, along with the CG Facilitator (when needed) think of the best way to seek solutions.

Some possible methods include:

- Children can solve the problem themselves. e.g. Parents or guardians do not send their child to school regularly. Children in the CG, prepare themselves sufficiently to go and meet the parents or guardians, convince them and get an assurance that their child will be sent to school.
- Children present the problem to the CLA who is a Duty Bearer. e.g. A family who does not provide for basic needs of a child. The CLA convinces the family to provide for that child and even monitor the same. e.g. A teacher at school mistreats children. The CLA takes up this matter with the School Management

Committee and ensures that this stops.

- Children present bigger problems to CLA or the CPC. e.g. Child Marriages are customary in the community. Children present this issue to CLA who play a role in raising awareness in the community to put an end to this practice. They could link with other Duty Bearers to ensure that this custom is put to an end after getting consensus from the community.
- Cases of sexual abuse are very sensitive and should not be discussed openly in the group. it should be taken to the Child Protection Committee or other people who know how to deal with Sexual Abuse and possible trauma. e.g. A child is sexually abused in her own home, by a close relative who has threatened her to remain silent about it. The CLA and CPC work together to stop this from happening. The CLA could follow it up to ensure that the perpetrator is punished and the problem is put to an end. Further, the safety, psychological needs and social needs of the child have to be met with help from the CPC and other stakeholders who know to deal with such situations. Short-term rehabilitation may be required and should be considered.

Through this process, children are clear about what is considered abuse and what is not. Their awareness is further raised on steps that can be taken to prevent abuse. When these steps are actually taken it empowers children and leads to Child Protection.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand that different problems children face need to be handled differently
- Realise that in some cases, children can seek solutions on their own
- Know that for certain problems several people need to be involved at several stages
- Understand the need to facilitate children to approach relevant Duty Bearers, when needed
- Understand that they are an important link between children and Duty Bearers who could uphold the rights of children

### Preparatory Activity 7.2.1: Different Problems Affecting Children

Participants form a circle.  
They discuss the problems children in their CG have already shared.

They think of whether each problem:

- Affects one child
- Affects more than one child
- Affects a whole group of children

- Is a situation all children face in the community.

This way, they can understand that different problems affect different children and in some cases the support of the whole community is needed.

**Time:**  
10-15 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not Needed

ACTIVITY

### Preparatory Activity 7.2.2: Problems Faced by Children

Participants sit in a circle.  
They cut their paper into strips of about 2 inch (5 cms) wide.  
They discuss different problems that children in their CGs have shared.  
Each of the participants writes these problems – one problem per strip of paper they have cut.

After a problem is written, they fold that strip and move on to the next problem.  
Each participant has one set of folded strips with problems written on each strip.  
They will carry these folded strips in a bag for Field Activity 7.2.A with children.

**Time:**  
10-15 minutes  
**Method:**  
Group Activity  
**Materials:**  
Paper, scissors and Markers/pens

ACTIVITY

I get bullied by an older student at school

I don't get proper food as I have to provide for my younger brothers and sisters

I am scared to walk past the local bar at night as some men tease me

My teacher beats me everyday at school

I'm am scared of my stepfather who drinks

### Preparatory Activity 7.2.3: Steps Taken to Solve Children's Problems

Participants discuss some of the extreme problems children face.

These problems could be:

- Problems that require a child to be rehabilitated
- Problems that may take a long time to be solved and may require persistent follow up
- Problems that emerge from harmful traditional practices

Participants present one such problem at a time and then discuss steps to be taken, to address this problem. e.g. The problem: Child marriages are taking place in the community

- Collect information on the number of child marriages that have taken place in the last year in each of their communities
- Identify the root causes of child marriages
- Discuss how child marriages violate the rights of a child

- Plan how a community meeting can be called
  - Prepare how the CG will present the problem to the community
  - The need to convince the community that child marriage Adversely affects the life of a child and needs to be stopped
  - Get assurance from the community that this practice that affects the right of a child will be stopped
  - The CLA and CPC monitor that this practice reduces and eventually stops
- This helps CG Subcommittee discuss problems that violate child rights and seek solutions towards putting an end to these problems.

The actual process may be long but the first steps need to be taken and the issue followed up so that children are safe and their rights upheld.

**Time:**  
10-15 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not Needed

ACTIVITY

## Field Activity 7.2.A: Seeking Solutions

Children form a circle.

The Moderator stands in the centre, holds the bag and facilitates this exercise.

The Moderator begins by tossing the bag to someone in the circle.

That child catches the bag, opens it and without looking inside, selects one strip of paper.

He/ she reads out the problem written on the strip loudly.

The children discuss the reality of the problem and where they would go, to seek a solution for this problem.

e.g. The strip of paper reads: A senior student at school bullies younger children.

The children discuss that they would approach the School Teacher. If the problem continues, they approach the CLA, who presents the problem to the Head Teacher.

After that discussion is over, the Moderator takes the strip of paper and the child closes the bag, to throw it to another child in the circle.

This process is repeated till all the strips are over.

The exercise helps children to see problems they face and also enables them to see the next step that could be taken to seek solutions for this problem.

### Time:

5-10 minutes

### Method:

Group Activity

### Materials:

The folded strips of paper that CG Facilitator has prepared, A bag that can hold the strips of paper without them falling out.

I get bullied by an older student at school

I don't get proper food as I have to provide for my younger brothers and sisters

I am scared to walk past the local bar at night as some men tease me

My teacher beats me everyday at school

I'm am scared of my stepfather who drinks



### Field Activity 7.2.B: Identifying Duty Bearers

Continuing from the previous exercise the Moderator takes the strips of paper and gives them to the Book Writer and Assistant Book Writer. The Book Writer and Assistant book writer use glue to stick each strip onto the flip chart leaving a little space to write under each strip of paper. By the time Activity 7.2.A is over, the Book Writer and Assistant Book Writer have stuck all the strips onto the flip chart. Now that children have discussed the steps

involved in seeking solutions for each problem, they call out the Duty Bearer whom they might want to approach. The Book Writers write down the names/ designation of these people under each problem. This Flip chart can also be put up where children meet so that it can be used for future reference when children need to know whom to approach.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Strips of paper from previous exercise, glue, flip chart, markers/pens

ACTIVITY



### Field Activity 7.2.C: Upholding Children's Rights

Children form 4 groups. Each group takes up one problem and prepares a role-play. Points to be included in the role-play:

- What is the problem and which rights of children are violated?
- Who brought this problem to the CG?
- What does the CG do next?

- Who will the CG involve to seek a solution to this problem?
- How is this problem solved?

Through this activity, children discover solutions to problems and are confident of upholding their rights.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Not needed

ACTIVITY

### Points for Reflection

- How can CG Facilitators differentiate between the different problems that children face?
- What are some cases where children could seek solutions on their own?
- What are some problems that require several Duty Bearers to be involved at several stages?
- How can CG Facilitators facilitate children to approach relevant Duty Bearers?
- How can CG Facilitators deal with sensitive and extreme cases of Abuse?

REFLECT

## 7.3 ACCESS TO PROTECTION MECHANISMS AND COMMUNITY AWARENESS

In this lesson, ways that children can have access to protection mechanisms are discussed. It further emphasizes the need for Community awareness on child protection.

### Box 23: Access to Protection Mechanisms and Community Awareness

Children need to know that there are people and places in their environment that work towards providing essential services for prevention, recovery and reintegration in cases of Abuse. They need information of protection mechanisms in the community to know where they can go, to address situations of abuse and seek protection.

The CG Subcommittee along with support from CLA collects this information from the local government and NGOs. The CG Subcommittee passes on this information to the CGs. These committees, institutions and organisations also need to know about the existence and objectives of CGs. It will be good for the CG Subcommittee along with CLA support to introduce the CG initiative to them so that the local Child Protection committees, institutions, organisations and CGs can work together and support each other.

Another initiative that gives children access to protection mechanisms is that they participate and are involved in various committees/groups in the community who are concerned with the well being of children and involved with child protection issues. These could be School

Management Committee, Child Protection Committee etc. This helps these groups to see issues from a child's perspective and children participate in decisions made.

The situation of children will not change until adults in the community change their attitude towards children. Since parents and the community at large are very important stakeholders, they need to understand issues of child rights so that they can bring a positive change in homes and the community. The CG Subcommittee in their regular meetings with the CLA reviews issues related to child rights in the community. This sharpens the understanding of CLA members on issues related to children in their community.

The CLA in turn plays an important role in sensitizing the community of these issues by conducting meetings and holding other events with support from local leaders. The CG Subcommittee must ensure that the CLA keeps various children's issues on their agenda (Action Plan). The CLA could even invite external facilitators, who have training in Child Rights and Child Protection to address the community and work towards bringing about an attitudinal change.





### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know that they must gain access to information on Child Protection and pass it on to children
- Realise the need for CG representation in local groups e.g. School Management Committee, Child Protection Committee etc.
- Understand that the community may need awareness on child rights and child protection to change their attitude towards children
- Understand the need to facilitate the community in this attitudinal change
- Remember to review issues related to Child Rights in their regular meetings with the CLA
- Know that an external facilitator can provide important inputs on Child Protection at local gatherings
- Realise that the situation of children will not change until the community changes their attitude towards children



### Preparatory Activity 7.3.1: Child Protection Mechanisms in the Community

Participants discuss people they could approach to get information on child protection mechanisms. i.e. Local Government, Local NGOs, School Counsellors, Community Health Workers etc.

They discuss how this information can be passed on to children. i.e.

- Do they invite these people to provide inputs?
- Do they take the information from these people and give it to the children?

- Do they prepare role-plays, sketches and diagrams to interactively explain this information to children?
- Do they suggest that children go in small groups to some of these places as exposure visits so that they can receive first hand inputs?

This discussion helps the CG Subcommittee think of people who could provide information on child protection and how they could pass on this information to children.

**Time:**  
10-15 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not Needed

ACTIVITY



### Preparatory Activity 7.3.2: People in the Community

Participants note down names and identity of people in the environment who are kind to children and are willing to help children and will go out of their way to protect children. e.g. Mr. John who lives opposite the school.

They also write the names and identity of seemingly good people who may not care about the wellbeing and protection of children. e.g. Miss. Anne the std. 4 teacher in school

They also write the names and identity of a few people whom children may feel uncomfortable and scared to approach e.g.

Susie, the drunk woman who shouts abuses at the street corner, Mr. Richard, the Head Teacher who beats the children, etc.

Once the names are written on paper, the paper is cut into strips, one person on one strip. CG Facilitator should only write the name on the strips of paper. Each Facilitator may prepare up to 25 strips of paper.

They fold these strips and put them in a bag.

They will carry this bag to the meeting with the children for Field Activity 7.3.A

**Time:**  
5-10 minutes  
**Method:**  
Group Activity  
**Materials:**  
paper, coloured markers/pens, scissors, bag to hold pieces of paper

ACTIVITY

### Preparatory Activity 7.3.3: Actors in Child Protection

Participants prepare a flip chart each. They draw a picture of a tree as shown below.

- The soil near the tree represents the community
- The Roots represent people in the community who could provide information on child Protection
- The trunk of the tree represents the CLA
- The leaves on the tree represent members in the CG Subcommittee (CG Facilitators), Friends of Children
- The Fruits on the tree represent each child in their CG

They prepare this drawing of a tree filling in the names of the Community they are a

CHILD IN  
CHILDREN'S GROUP

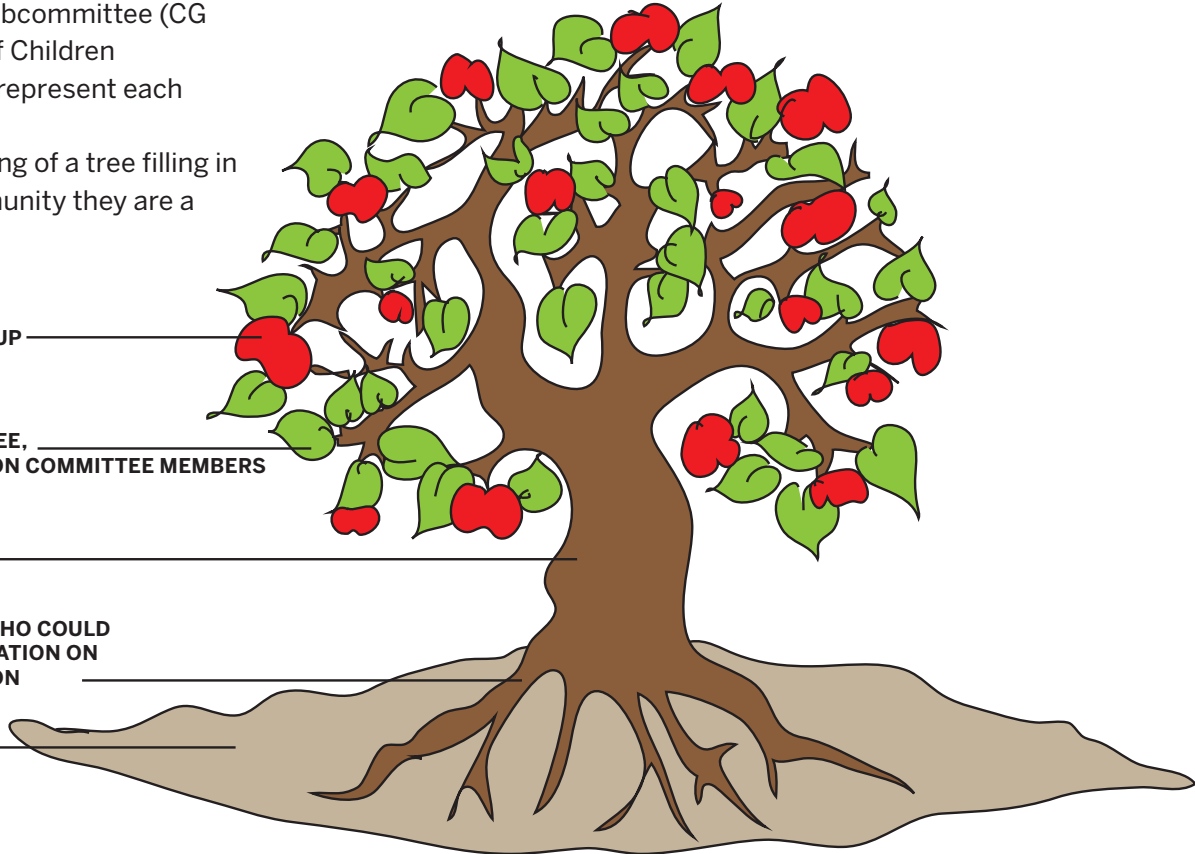
CG SUBCOMMITTEE,  
CHILD PROTECTION COMMITTEE MEMBERS  
CG FACILITATORS

CLA

DUTY BEARERS WHO COULD  
PROVIDE INFORMATION ON  
CHILD PROTECTION

COMMUNITY

part of, the Duty Bearers in their environment, The CLA they are involved in, the CG Subcommittee, CPC, CG Facilitators they are connected with and the CG they are responsible for, in the representing section of the tree. This diagram can be used to explain to children how it will help them to have the community involved in providing access to child rights and child protection.



#### Time:

15-20 minutes

#### Method:

Group Activity

#### Materials:

Flip charts,  
coloured  
markers/pencils/  
pens

ACTIVITY

### Preparatory Activity 7.3.4: Collecting Information of Child Protection Actors

Participants have an idea of whom they can approach to get information on Child rights and Child Protection in Preparatory Activity 7.3.1

They note down the names of the persons/committees/ institutions in their notebooks.

They appoint CG Subcommittee members to approach each person on the list and ask for inputs and information on Child Rights and Child Protection.

- Is there a Child Protection Committee? If not, approach CLA to initiate one.
- What does the CPC do?
- How to approach them?
- What is the procedure in cases of severe abuse?
- Where can a child be taken in cases of severe abuse?

• Are there institutions that provide services for recovery and reintegration? They also note down a tentative time frame for each CG Subcommittee member to meet the persons/committees/ institutions listed and collect information. e.g. by the end of the month 'Mary' should have approached 'Miss. Dorothy' from the local NGO. Mary will also note down all the information collected during the meeting and share it with others in the next meeting. This will help CG Subcommittee in the future when they have to approach people in the environment to gain access to Child Protection Mechanisms.

#### Time:

15-20 minutes

#### Method:

Group Activity

#### Materials:

Notebooks  
where they write  
details of their CG,  
pens

ACTIVITY

### Field Activity 7.3.A: Children's Response to People in the Community

Children form a circle.

The bag which contains the name of people from Activity 7.3.2 is passed around the circle.

Each child picks out one piece of paper and reads it out loud.

If the children hear this person's name and feel this person is willing to protect children and uphold their rights, the children must smile and wave their arms in the air.

If the children hear this person's name and feel this person may not help children, they cover their heads with their arms and act scared.

If the children hear this person's name and

feel this person is not interested in child protection they cross their arms.

This simple exercise may show, people in the environment who children feel, are willing to uphold their rights.

In this way children begin to understand that there are people in the community who will go out of the way to help them, there are seemingly good people who may not respond to their needs and there are unfriendly and scary people in the community.

This also helps the CG Facilitator to understand that a child's perspective could be different to an adult's perspective.

#### Time:

5-10 minutes

#### Method:

Group Activity

#### Materials:

The folded strips of paper that CG Facilitator has prepared, A bag that can hold the strips of paper without them falling out.

ACTIVITY

### Field Activity 7.3.B: Children's View of People in the Community

CG Facilitator explains the diagram of the tree they have drawn.

They explain:

- Child Protection mechanisms are like roots which are embedded in the soil. The soil represents the entire Community.
- Just like tree trunks get their strength and stability from the roots, the CLA gets information and inspiration from Duty Bearers.
- Just like branches communicate life and vitality to the leaves and fruits, the CG Subcommittee passes on information and help children link with these Protection Mechanisms.
- Children themselves are the fruits on the tree and enjoy freedom and protection in the community through these Protection Mechanisms

The children form 4 groups.

They must prepare a similar diagram, with people in the community who they think help children and could provide useful information and inputs.

They complete their diagram and present it to the rest of the children.

It may be important for the CG Facilitator to note if all group diagrams are the same or whether they differ.

In cases where the diagrams differ, a child in the group may have had a bad experience. In this case it may help the CG Facilitator to approach that group separately and discuss why their diagram was different.

#### Time:

25-30 minutes

#### Method:

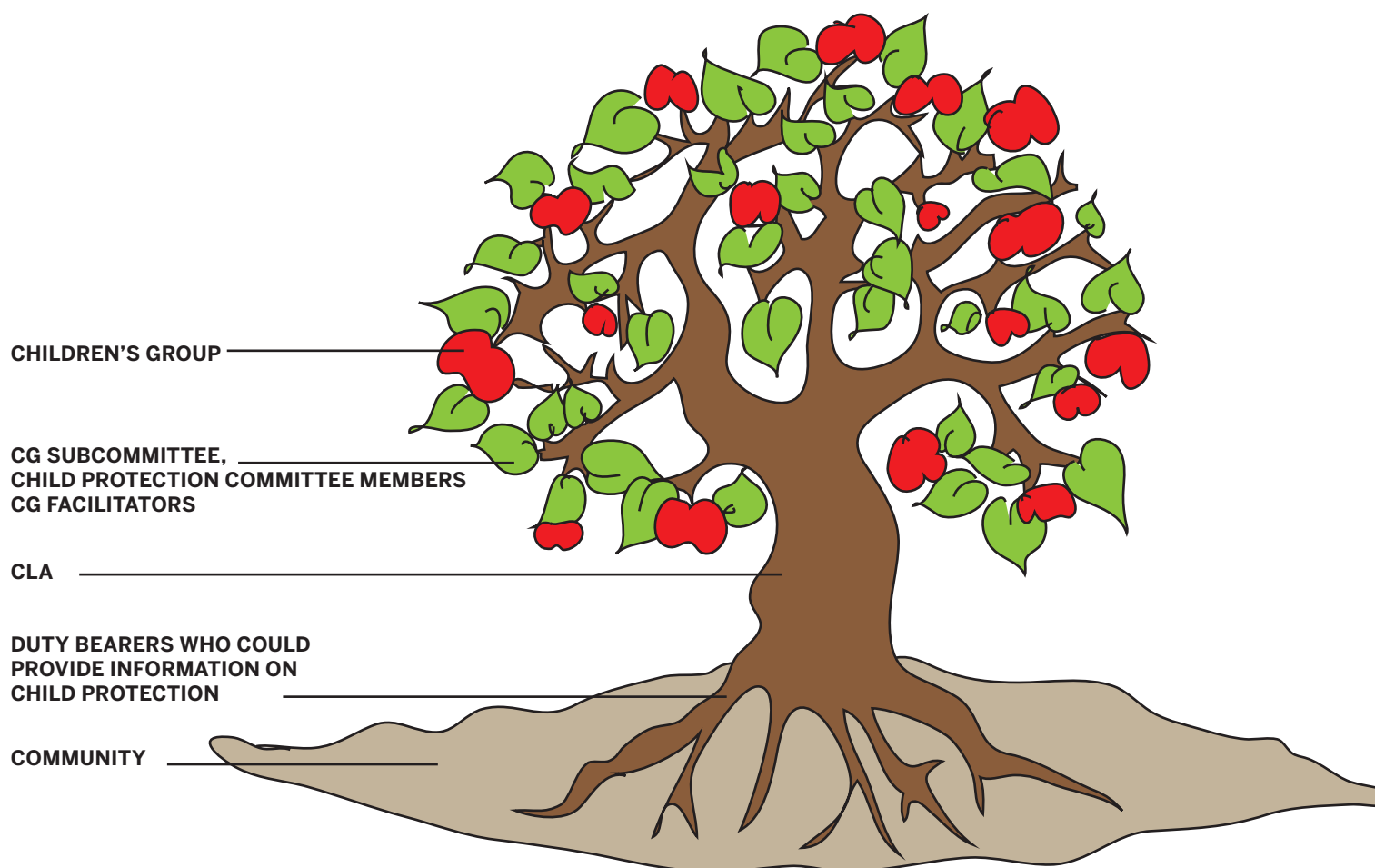
Group Activity

#### Materials:

Flip chart, markers/pencils/pens, and diagram of the tree the CG Facilitator has drawn

ACTIVITY





### Field Activity 7.2.3

Children form 3 groups.  
They must plan a community event to make the people in the community aware of Child Protection and the need for Child Rights to be upheld.  
They come up with a tentative program for this Community Event.  
They also plan and come up with a

role-play to show how Child Protection Mechanisms work and importance of the whole community upholding the wellbeing of children and protecting their rights. This activity can help at a later time when the CG will present Child Protection Mechanisms to the community.

**Time:**  
30-40 minutes  
**Method:**  
Group Activity  
**Materials:**  
Not needed

ACTIVITY

### Points for Reflection

- How can information on Child Protection be found by CG Facilitators?
- How can this information be passed on to children?
- How can children be represented in local groups e.g. School Management Committee, Child Protection Committee etc.?
- How can a CG Facilitator help children to get involved in these groups?
- What role do CG Facilitators play in community awareness on Child Rights and Child Protection to change their attitude towards children?
- Why does the community need to change their attitude towards children?
- What are some issues related to Child Rights that could be presented in the regular meetings with the CLA?
- What are some inputs that an external facilitator could provide on Child Protection?
- How can this external facilitator be identified?

REFLECT

# Topic 8

## Goal setting and Self-Assessment

In this topic the importance of goals in a CG are discussed. The reason for setting these goals is explained. The importance of self-assessment is also discussed since it helps to analyse to what extent the goals set have been achieved.



## 8.1 GOAL SETTING – WHY AND HOW?

In this lesson the reason why a CG should have goals is explained. The types of goals and the difference between Activity Plans and Goals are discussed.

### Box 24: Goal Setting - Why and How?

A goal is something tangible that children want to achieve in a given time. Every child may have his or her own individual goals and works towards achieving them. This is good and should be encouraged. However, as a Children's Group, once they are formed and stabilised, each group comes up with goals they want to achieve. Goals in Children's Groups help them to set targets for progress, work towards them and assess them at the end of the time set, leading to improved situations for children. Group goals lead to better functioning of the group, better facilities for children in the community and better quality of life for children. The goals could be achieved in a couple of months or over a longer period of time.

Some examples of goals are:

We want a playground that is not too far away, with goal posts and boundaries marked, to play football

We want to have 2 drums for our group to accompany our singing and dancing

We want to go for a picnic to a river that is around 20 kms away

We want to make sure that David who is more often looking after goats will attend school regularly

The toilets at school are broken. We want all the 12 toilets to function properly

We want a high school in our village or not very far from here

We want the practice of child marriage to end in our community

As they go about achieving their goals children will realise that some goals can be achieved in a short time whereas others will take much longer.

To achieve their goals, children will often need the support of Duty Bearers. e.g. children see the need for additional classrooms in their school, but it is not their role to gather building materials or start building the classroom. As Right Holders, children see the need and express the same. They approach relevant Duty Bearers e.g. The CLA, local Chief, Inspector of Schools etc. to convey the need and get the task completed. It is important that children set goals, and when required seek the help of relevant Duty Bearers. They, as children, remain Right Holders and must not get involved in the roles of Duty Bearers.

In the Groups, children may want to learn to make Mandazi or may want to learn the song "We Shall Overcome" etc. These are considered Group Activities as they can be achieved in 2 to 3 weeks and are not classified as goals.





### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand what goals are and when to set them
- Realise that Children's Groups need goals and work towards achieving them
- Are able to identify what children should do to achieve goals and what Duty Bearers should do
- Facilitate children to set these goals and carry them out when needed



### Preparatory Activity 8.1.1

Participants think of the time when their CLA didn't have goals and the time when they started setting goals.  
They think of and discuss the pros and cons of having goals.  
They try to imagine what their CG can

achieve if they set goals and worked towards achieving them.  
With this simple exercise participants understand the need for setting goals and work towards achieving them.

**Time:**  
10-15 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not Needed

ACTIVITY

### Preparatory Activity 8.1.2: Vision for the future of the CG

Participants form 2 groups.  
In their groups they discuss:  
“Why does the CG I facilitate exist?”  
Secondly they discuss:  
“What could be the ideal future of the CG I facilitate”

They think of what the CG they facilitate can accomplish in 2 years time keeping in mind that CGs belong to children and children own the CG.

Points for discussion:

- How the CG has influenced enrolment and retention at school
- The manner in which their talents have been discovered and enhanced
- The number of skills they have learnt

- The knowledge they have gained on Child Rights
- How needy children have benefitted through the CG
- etc.

Each group can either draw a picture of how the CG they facilitate will look in 2 years or they can compose a poem or a song to depict the same

This simple activity helps participants to think of the future of the group and how the group helps a child to discover and enhance his/her potential.

**Time:**  
10-15 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not Needed

ACTIVITY



### Preparatory Activity 8.1.3: Goal Setting

Participants individually think of one goal they would like to facilitate their CG to achieve.

They assess the goal they have chosen against the following criteria:

- Is the goal Specific
- Is the goal Measurable
- Is the goal Achievable
- Is the goal Realistic
- Is the goal Time Bound?

Each of them present the S-M-A-R-T goal they have thought of to the rest of the group.

Together they discuss:

- What are some barriers that might make it difficult to achieve the goal?

- How can those barriers be overcome?
- What are some things that we can do individually to help achieve the group goal?
- How should we recognize or celebrate when a goal is achieved?
- How do we stay in touch with our goals? In other words, how do we keep the goals fresh in our minds so that we don't "forget" them or lose sight of them?
- How long could it possibly take to achieve this goal?

This helps the CG Sub-committee to facilitate children when they come up with goals for their CG.

**Time:**

10-15 minutes

**Method:**

Group  
Discussion

**Materials:**

Notebooks,  
Pens/Pencils

ACTIVITY

### Field Activity 8.1.A: Children Setting Personal Goals

Children form a circle.

The Moderator stands in the centre of the circle and begins the Activity.

He/she talks about one personal goal they want to achieve in their life. e.g:

- I want all my brothers and sisters to go to school
- I want to have a family with 3 children when I grow up
- I want to become a bus driver when I grow up
- I want my family to build a bigger house so we all can sleep comfortably
- I want to travel to South Africa in the next 5 years
- etc.

After the Moderator has finished talking about a goal, they toss the ball to someone in the circle.

That child stands up and talks about one

personal goal he/she wants to achieve.

The ball is then tossed to another child in the circle.

Towards the end of this exercise some children may have been left out.

The CG Facilitator facilitates that these children have a chance to catch the ball and talk about their personal goals.

This way, children start to think about the future and learn to think of setting personal goals.

She explains to the children that like having personal goals, the CG can have goals for the betterment of the group.

Although this Manual does not focus on individual goals, when children think of personal goals they develop an understanding of how they can set group goals.

**Time:**

5-10 minutes

**Method:**

Group Activity

**Materials:**

A Ball to toss  
around the circle

ACTIVITY



### Field Activity 8.1.B: Goal-setting in the CG

Children form 5 groups.

In their groups they look at the needs of children around them and needs in the group.

Each group identifies 2 needs.

1 need that can be solved in a shorter period of time and 1 need which may take much longer to address.

They then set these as goals and draw 2 pictures of the 2 goals they want to achieve.

The Facilitator must move around to help children think of realistic goals.

Each group draws these 2 pictures in as much detail as possible.

After the 2 pictures are ready each group comes forward and presents their picture to the rest of the children's group.

As a group all the children discuss:

- What are the steps we need to take to reach these goals?

- What are some things that we can do individually to help achieve the group goal?
- What are some activities which we as children should not be doing but rather seek support from Duty Bearers?
- Which Duty Bearers can we involve to achieve this goal?
- What problems could we face while trying to achieve this goal?
- How should we recognize or celebrate when we reach the goal?
- How do we stay in touch with our goals? In other words, how do we keep the goals fresh in our minds so that we don't "forget" them or lose sight of them?

This activity helps children to begin thinking about certain goals they want to achieve in their CG.

#### Time:

10-15 minutes

#### Method:

Individual Activity

#### Materials:

paper, colour pens/pencils

ACTIVITY

#### Points for Reflection

- What are goals in a CG? Are they needed?
- When can goals be set for the CG?
- Are the goals set by children S-M-A-R-T?
- How can children be facilitated to carry out the goals they have set?
- How to explain to children the role of children and the role of Duty Bearers in achieving a goal?

REFLECT

## 8.2 DIFFERENT TYPES OF GOALS

In this lesson different needs of a CG are explained and how goals could be of different types. How to incorporate activities related to the goals into the Activity plan is also explained.

### Box 25: Different Types of Goals

It is very important that goals are set based on the needs of the CG and children in general. Needs could be classified into 2 broad types as follows:

- Material and Infra structural Needs  
e.g. 2 drums for the group, a playground, drinking water in the school, toilets in the school etc.
- Needs related to well-being of children  
e.g. Children attending school regularly, Availability of schools within reasonable distance, no harassing of children in the community, No forced child marriage etc.

It is necessary for children to first understand why they are in a group and how they can work together. Secondly, they need to open up and start sharing their problems. This leads to identifying problems children face. Once some problems and issues are identified children can set goals to overcome and put an end to these problems or issues. Therefore it will be good to take up the first goal setting exercise when the group is around 1 year old. The CG Facilitator and/or other adults should allow the children to form goals and refrain from influencing or putting their agenda across to children.

Once a group is strong and children have understood why they are in a group, they can have a goal setting session. The selected goals are written down in the Mother Book as well as sketched or written on a Flip Chart and put up where children meet. There are usually several activities that lead to the achievement of a goal. e.g. If we take the goal of having 2 drums, some of the activities could be:

- To collect information on where drums are sold and how much they cost
- To decide on which type of drums are best suited for the group
- To plan how to raise money to buy the

drums

To raise the needed funds

To buy the drums

To plan how to use the drums, maintain them and keep them safely

These activities will reflect in the 3-monthly Quarterly Activity Plan (See Lesson 5.4), and may even spread across 2 or 3 Plan periods. When a goal is achieved a tick mark is placed against the goal in the Mother Book as well as the flip chart. A long term goal may have several activities and the activities may be spread out into several Activity Plans.

Goals will be different depending on the age of the children. i.e. goals set by the 7-11 year olds may be very different from goals set by the 12-16 year olds. It is important for the younger group also to set simple goals that meet the need or issues that they face.

A CG may decide to appoint a sub-committee from among its members to work on activities related to a goal they have set. The sub-committee may be made up of 3 to 5 CG members who are given the task of working on the activities related to achieving a particular goal. This is especially relevant for long term goals where the sub-committee can focus on the activities that may take several weeks and months to achieve. The sub-committee will report the progress made to the entire CG every week.

The Facilitator and children themselves need to be careful that they do not set too many goals. When setting goals one has to think of the risks involved in setting the goals. Above all, children should enjoy childhood in the CGs and not take responsibility to solve all the evils happening in the community.

An Activity plan incorporating Activities related to goals may look like this:

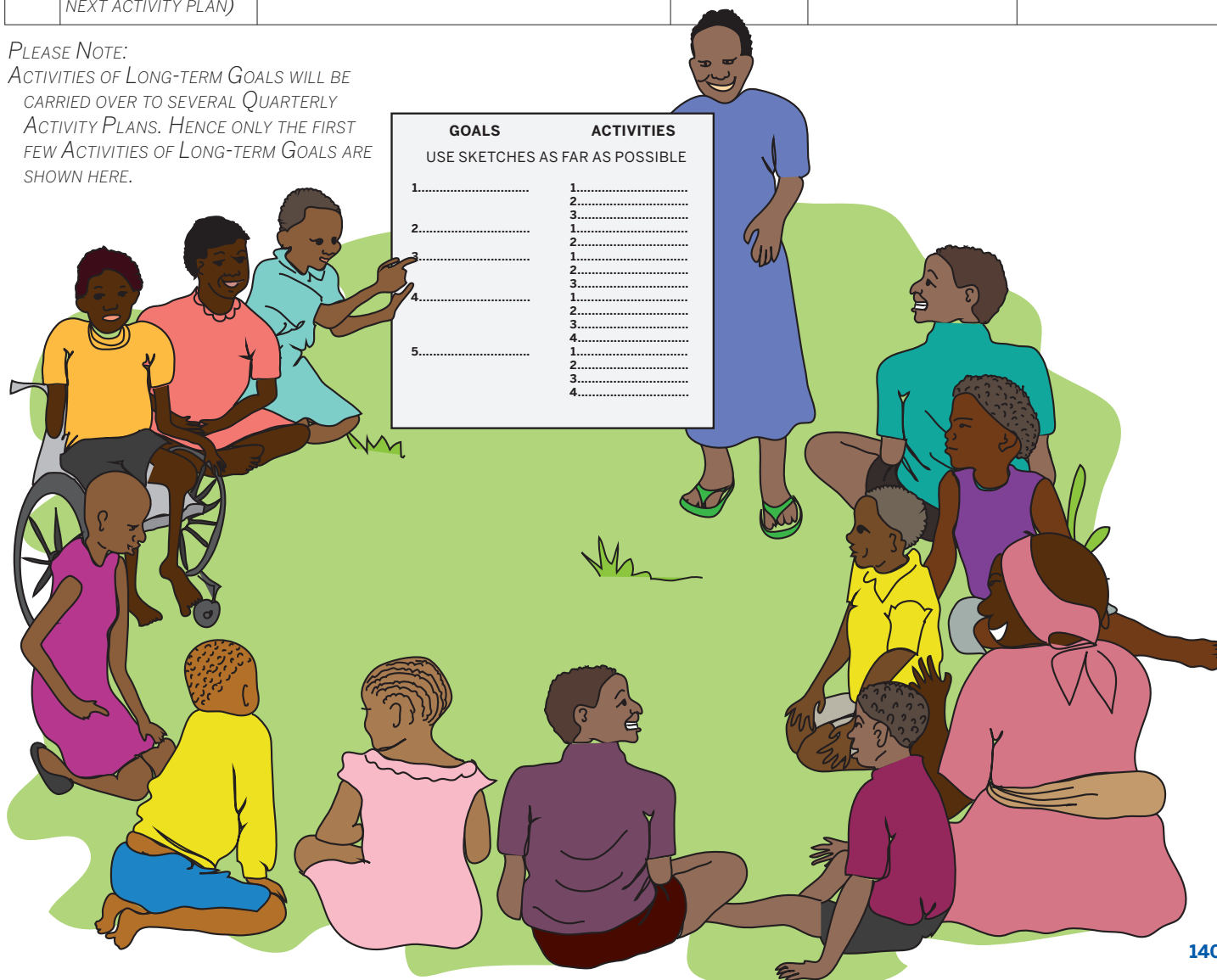
## AN EXAMPLE OF AN ACTIVITY PLAN WHERE ACTIVITIES RELATED TO GOALS ARE INCORPORATED

Using sketches will be more effective than using words

NO.	GOAL	ACTIVITY	TIME FRAME	PERSON / COMMITTEE RESPONSIBLE	DUTY BEARER RESPONSIBLE
1.	Have a nice playground	Meet the Chief and get permission to use the land. Erect 2 goal posts in the football field	By Jan 31	John and Andrew	
2.	To stop forced Child Marriage	Prepare and present a drama to sensitize the evil of child marriage at school function on Feb. 28 and in church on March 15	Ready to present by Feb. 21	Ruth, Betty and Stephen	
3.	To access 2 drums for the group (Short-term)	<ul style="list-style-type: none"> <li>• Select the right drums</li> <li>• Mobilize the drums or funds and buy</li> <li>• Develop rules for use and safe keeping</li> </ul>	Jan 31 March 15 March 25 Feb. 28	Sub-committee: Mary, Joe and Simon.	
4.	To start a vegetable garden and sell the produce (LONG-TERM; THIS WILL CONTINUE TO THE NEXT ACTIVITY PLAN)	<ul style="list-style-type: none"> <li>• Access a small piece of cultivable land</li> <li>• Get inputs of ideas and seeds from the agriculture department</li> <li>• Prepare the land for sowing in April</li> </ul>	March 10  March 31	Sub-committee: Nate, James, Rebekah and Rose	

PLEASE NOTE:

ACTIVITIES OF LONG-TERM GOALS WILL BE CARRIED OVER TO SEVERAL QUARTERLY ACTIVITY PLANS. HENCE ONLY THE FIRST FEW ACTIVITIES OF LONG-TERM GOALS ARE SHOWN HERE.



## Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand that goals are broadly based on needs that children want to address and not the agenda of adults
- Realise that CGs with younger children will have different goals to CGs with older children.
- Know that it is important for the younger Children's Groups to also set age-specific goals, and achieve them.
- Understand that each goal can be achieved by dividing it into different activities to be carried out over a period of time
- Know that the goals chosen by children need to be written down in the Mother Book and on the flip chart for all children to see.
- Understand why a sub-committee is needed to carry out activities related to the achievement of the chosen goal
- Know that every month the activities for each goal need to be reviewed

### Preparatory Activity 8.2.1: Goals Based on Needs of Children

Participants think of the discussions they have had in their CG.  
Some issues and problems may have come up in the sharing sessions.  
Participants come up with one or two goals based on physical and infrastructures needs of children for their CG and one or two goals based on well-being of children for their CG.

e.g. a football field or a high school nearby is a physical need, while children not going to school or forced child marriage affects the well-being of a child.  
This way, CG Subcommittee can identify some goals and differentiate between need and issue based goals.

**Time:**  
5-10 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Not Needed



### Preparatory Activity 8.2.2: Preparing the Activity Plan

Participants draw up a flip chart as shown under the info box.  
They only draw the table with the headings and leave out the details out to be filled in by the children later.  
They prepare one flip chart for each of their CGs and carry it with them to the CG meeting.  
Later, the children can use this flip chart to fill in the goals they have chosen, and

note down the activities to achieve the goals.  
It will be good if the facilitators encourages children to sketch/draw the items in the second and third column depicting goals and activities.  
It should be borne in mind that Activities such as, visiting a sick CG member will be part of the Activity Plan but is not a goal.

**Time:**  
10-15 minutes  
**Method:**  
Group Discussion  
**Materials:**  
Flip chart, markers



## AN EXAMPLE OF AN ACTIVITY PLAN OF A CG

NO.	GOAL	ACTIVITY	TIME FRAME	PERSON / COMMITTEE RESPONSIBLE

### Preparatory Activity 8.2.3: Criteria for Sub-committee members

Participants think of some criteria that children may need to choose a sub-committee for the Activity Plans.

The criteria could be:

- Child is regular for meetings
- Child is always on time
- Child has some extra time to spare

- Child displays leadership qualities
- Child is a good communicator
- etc.

They note down a few criteria in their notebooks and take these notes to the CG meeting. This will help them facilitate children to come up with their own criteria.

#### Time:

10-15 minutes

#### Method:

Group

Discussion

#### Materials:

Notebooks,  
Pens/Pencils

ACTIVITY





### Field Activity 8.2.1: Steps to Achieve Goals

Children form 4 groups and each group is given a Flip Chart and Markers.

In their groups they discuss and come up with 2 goals, one addressing physical needs and one addressing well-being of children. Once they decide on the 2 goals they think about the different activities that need to be done to achieve each goal. They list each activity and mention against each activity whether they could do this activity or if they need a Duty Bearer to help them with the Activity.

If they need a Duty Bearer they indicate who this Duty Bearer could be and how they could approach this Duty Bearer.

Children sketch all they have discussed:

- 1st column they sketch the goal
- 2nd column the activities needed to achieve the goal
- 3rd column the Duty Bearers needed

The 4 groups come together and share their Flip Charts with all the children. Children in the large group can give their comments on what each group presents. This activity helps children to discuss and come up with goals and how they can be achieved.

**Time:**  
30-40 minutes

**Method:**  
Group Discussion

**Materials:**  
Flip Charts, Markers or Pens

ACTIVITY

### Field Activity 8.2.B: Coming up with Goals

Children form a circle.

The Book Writer and Assistant Book Writer put up the flip chart where all children can see.

Children can begin by discussing the problems children face.

Those problems can be solved by coming up with goals that lead to solving the problems.

They list 4-5 goals on the blank flip chart.

The Facilitator and Moderator facilitate the children to prioritise and come up with the most important 2 or 3 goals.

Once the goal is decided the Book Writer and Assistant Book Writer write/sketch it down on the flip chart prepared by the Facilitator.

This way, children in the CG have set goals and can work towards achieving these goals.

**Time:**  
10-15 minutes

**Method:**  
Group Activity

**Materials:**  
Flip chart prepared by the Facilitator, 1 blank Flip chart, markers to fill in the details on the flip chart.

ACTIVITY

### AN EXAMPLE OF AN ACTIVITY PLAN OF A CG

*IT WILL BE GOOD FOR THE BOOK WRITERS TO SKETCH THE GOALS, RATHER THAN WRITE THEM DOWN*

NO.	GOAL			
1.	To access 2 drums for the group			
2.	To start a vegetable garden and sell the produce ( <i>THIS WILL CONTINUE TO THE NEXT ACTIVITY PLAN</i> )			
3.	To stop children from being harassed on the way to school			

THIS PLAN ONLY SHOWS THE GOALS OF A CG. IN THE NEXT FIELD ACTIVITIES, THE ACTIVITIES FOR EACH GOAL ARE DISCUSSED

## Field Activity 8.2.C: Activity Plan

Children form a circle.

The Book Writer and Assistant Book Writer continue to fill in the details on the flip chart as the discussion moves forward. The Facilitator and Moderator facilitate the children to discuss each goal one by one. They must discuss the activities to be done (different steps) to achieve the goal they have decided on.

e.g. If the goal is having 2 drums for the CG, some of the activities could be:

- To collect information on where drums are sold and how much they cost
- To decide on which type of drums are best suited for the group
- To plan how to raise money to buy the drums
- To raise the needed funds
- To buy the drums
- To plan how to use the drums, maintain them and keep them safe

The Facilitator can facilitate the children to discuss all the activities, the Moderator can moderate the discussion while the Book Writers make a note in the Activity Column of the flip chart of all the activities they have discussed to be able to achieve the goal. It will be good if they draw sketches especially the CGs that have smaller children.

Against each Activity they note down the day/date by which this activity should be carried out in the next column. They must now assign responsibility to a child or a group of children to carry out each activity within the time limit they have set.

It will be good for the CG to use certain criteria to choose the child or children to whom they assign the responsibility of carrying out the activity. The criteria could be:

- Child is regular for meetings
- Child is always on time
- Child has some extra time to spare

- Child displays leadership qualities
- Child is a good communicator
- etc.

The book writer and assistant book writer can write down the criteria on the blank flip chart they used to prioritise the goals. Depending on the criteria, 6-7 children are short listed for each of the goals. Each of these children is asked to be part of the sub-committee for that goal. If they agree 3-4 of these children form a sub-committee. For each goal a different sub-committee is formed.

The book writers make a note of this sub-committee in the next column on the flip chart. When goal is achieved the sub-committee is dissolved.

After all the activities required for each goal and the sub-committees have been written down, children then consider if Duty Bearers are needed to carry out the goal. If considered necessary they think of 1-2 Duty Bearers who can support them and write down their names in the last column.

This entire process is repeated for each goal they have prioritised. The CG now incorporates the goals they have set in the Activity Plan. A few Activities to achieve the goals that need to be carried out in a particular quarter will also be incorporated in the quarterly plan.

Note: An Activity Plan will have Activities that are described in Lesson 5.4. as well as Activities related to the goals set as described in this Topic.

Now that the Activity Plan is prepared the CG follows this plan and reviews it once a month.

### Time:

25-30 minutes

### Method:

Group Activity

### Materials:

Flip chart prepared by the Facilitator, markers to fill in the details on the flip chart.

NO.	GOAL	ACTIVITY	TIME Frame	PERSON / COMMITTEE RESPONSIBLE	DUTY BEARER RESPONSIBLE
1.	Have a nice playground	Meet the Chief and get permission to use the land. Erect 2 goal posts in the football field	By Jan 31	John and Andrew	Chief
2.	To stop forced Child Marriage	Prepare and present a drama to sensitize the evil of child marriage at school function on Feb. 28 and in church on March 15	Ready to present by Feb. 21	Ruth, Betty and Stephen	CPC and CLA Member
3.	To access 2 drums for the group (Short-term)	<ul style="list-style-type: none"> <li>• Select the right drums</li> <li>• Mobilize the drums or funds and buy</li> <li>• Develop rules for use and safe keeping</li> </ul>	Jan 31 March 15 March 25 Feb. 28	Sub-committee: Mary, Joe and Simon.	Not Needed
4.	To start a vegetable garden and sell the produce (LONG-TERM; THIS WILL CONTINUE TO THE NEXT ACTIVITY PLAN)	<ul style="list-style-type: none"> <li>• Access a small piece of cultivable land</li> <li>• Get inputs of ideas and seeds from the agriculture department</li> <li>• Prepare the land for sowing in April</li> </ul>	March 10 March 31	Sub-committee: Nate, James, Rebekah and Rose	Person from Agriculture Department

PLEASE NOTE:

SOME ACTIVITIES LIKE THE VEGETABLE GARDEN

COULD BE CARRIED OVER THE NEXT ACTIVITY PLAN.

HENCE ONLY THE FIRST FEW ACTIVITIES OF LONG-

TERM GOALS ARE SHOWN HERE

### Points for Reflection

- Remember that goals are based on needs of children and not the agenda of adults
- Remember that goals for older children will be different from younger children
- Remember that younger children also need to set age-specific goals and achieve them
- How can each goal be achieved?
- Where do goals need to be written down
- Why is a sub-committee needed to carry out activities related to the achievement of the chosen goal?
- How often are the Activities and Goals reviewed?

8.3 PLAN REVIEWS AND ASSESSMENTS

In this lesson, the way to assess themselves as a CG at the end of the Plan Period is explained.

Box 26: Plan Reviews and Assessments

The CG (all members) review their activity plan once a month in their weekly meeting. The Moderator of the meeting facilitates the review. During the initial reviews, the CG Facilitator is also present but later the children do it themselves. The person or sub-committee given the responsibility to carry out a specific activity presents the progress and achievements to the whole group. As a group all CG members are free to advice on how the planned activities could be better achieved.

At the end of the plan period (e.g. the first week of April), children make an assessment of how they have performed in the last quarter (Quarter January-March). They go through each activity in the plan and assess everything they have achieved in that quarter. They use a 0-2-4-6 grading system and grade themselves against each activity as follows:

- 6 - Achieved successfully
- 4 – Sufficient progress but not fully achieved

- 2 – Insufficient progress, little achieved
- 0 – No progress

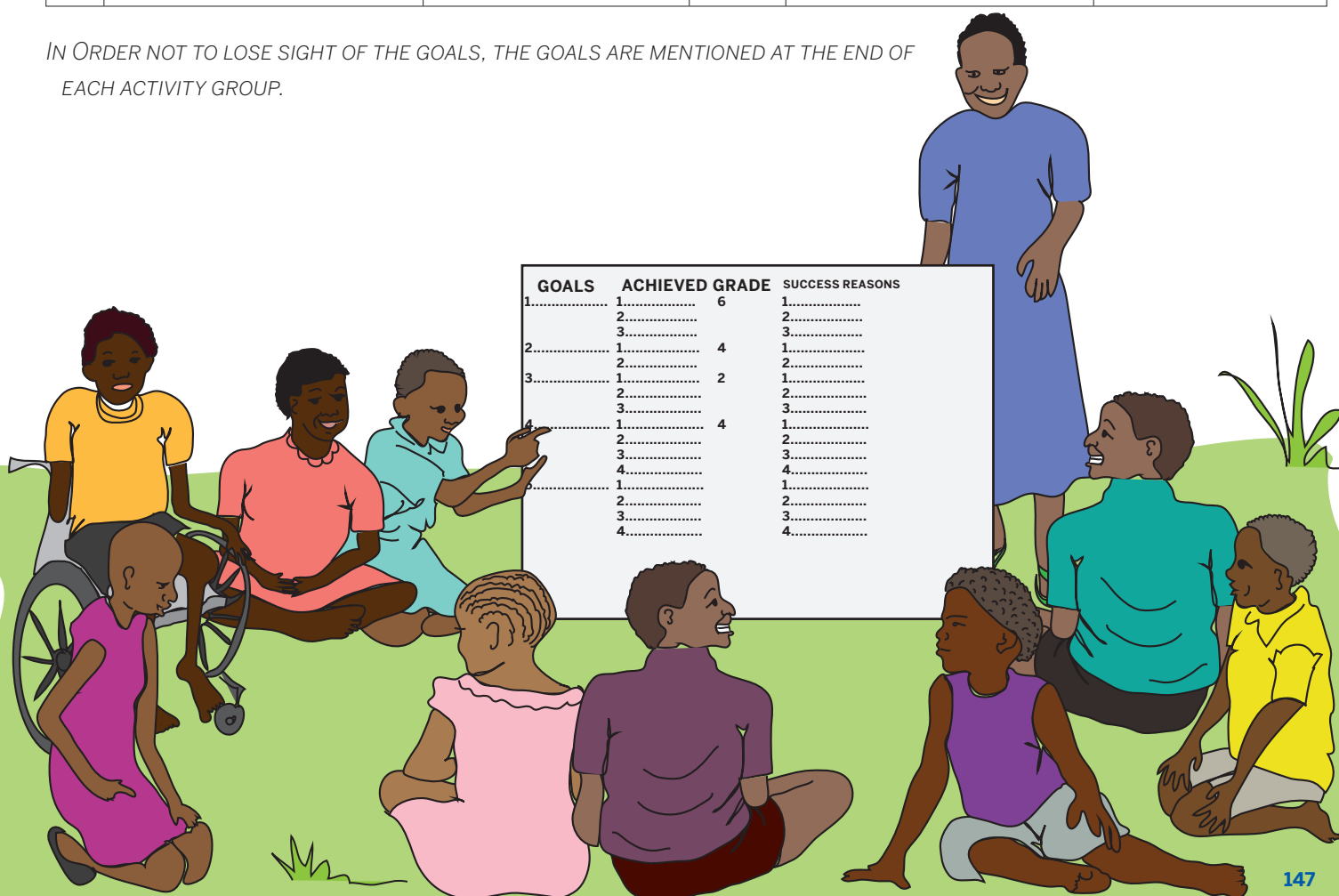
An example of the assessment is given below the info box.

After they have assessed themselves satisfactorily they discuss the Reasons for Success and the challenges they faced such that in future Activity Plans they can minimize failures. The assessment helps them to analyse if activities and goals were covered in the time set for the same. Working with such Quarterly Plans helps them to move towards what they want to achieve as a group. It also helps them to change their strategies if they feel they have not achieved they goal with the activities done so far. Unfinished tasks and long term plans that are not completed will be carried over to the Next Activity Plan period. It might also happen that the children decide to drop a particular goal as others have become more important to them. This Plan and Assessment is an ongoing activity in a CG.

## AN EXAMPLE OF AN ASSESSMENT PLAN MADE AT THE END OF THE PLAN PERIOD

NO.	PLAN	ACHIEVED	GRADE	REASON FOR SUCCESS	CHALLENGES FACED
1.	Erect 2 goal posts in the football field GOAL: CG Has access to a football field	Goal posts erected  GOAL ACHIEVED	6  √	CLA helped in getting needed materials CG facilitator helped in getting props for drama.	None  Church busy with several activities.
2.	Prepare and present drama on evil of child marriage at school and in church GOAL: Reduce Child Marriages	Presented at school not yet in church  Work in Progress   Drums chosen	4  Not Yet  2	Head teacher at school was very cooperative CLA was very helpful	Priest unable to give date. Raising funds not easy. Many doors knocked but only negative response
3.	• Select right drums • Mobilize funds to buy drums • Develop rules for use and keeping GOAL: To have 2 drum sets	CLA gave half of cost and CG raised quarter. Balance to be raised  Not yet	Not Yet	Recommendation of CLA to the chief Extension Officer kind and helpful All CG members helped	None
4.	• Access cultivable land • Seeds and training from agriculture department • Prepare the land for sowing in April GOAL: To Have a vegetable garden	The Chief gave land Accessed seeds and training Land ready for sowing  Not yet	Not Yet 6		

IN ORDER NOT TO LOSE SIGHT OF THE GOALS, THE GOALS ARE MENTIONED AT THE END OF EACH ACTIVITY GROUP.



## Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand the need for an assessment at the end of the Plan period
- Realise that children will be assessing themselves and should not be influenced by the Facilitator
- Know that it is important for this assessment to take place regularly (at the end of each Plan Period)
- Understand that after the assessment the reasons for success and the challenges faced need to be identified
- Know that any activity on the goal that is not completed fully is carried forward into the next Activity Plan
- Know that Activity Plans and Assessments help children
- Help children to develop their group and achieve what they want to do as a group. This should be an ongoing process

## Preparatory Activity 8.3.1: Progress in the CG

Participants reflect on how their CG was in the beginning two weeks after formation and compare it to how their CG is now.

Points for discussion:

- How many children are there now?
- How many needy children?
- Has the CG benefitted any child specifically?
- Has the enrolment/ attendance/ performance at school increased after CG formation?

- Has there been a reduction or decrease in any bad activities that were going on?
- Have the children learnt a new skill?

This activity is just to reflect on how their CG has grown and how many children have benefitted. This comparison helps the CG sub-committee to see the over-all progress that has been made in their CG.

**Time:**

5-10 minutes

**Method:**

Group

Discussion

**Materials:**

Not Needed



### Preparatory Activity 8.3.2: Preparing the Assessment Chart

Participants prepare the Assessment chart as shown below the Info Box.

They only fill in the headings and leave out the rest to be filled in by the children in their meeting.

They prepare one flip chart for each CG and

will carry it to the CG meeting.

This activity is in preparation for Children to carry the assessment at the end of the Plan Period

**Time:**

5-10 minutes

**Method:**

Group Activity

**Materials:**

Flip chart,  
Colour markers  
or pens

ACTIVITY

NO.	PLAN	ACHIEVED	GRADE	REASON FOR SUCCESS	CHALLENGES FACED
1.					
2.					
3.					
4.					

### Preparatory Activity 8.3.3: Achieving Planned Activities

Participants form pairs.

In pairs they discuss one Goal they had in their CLA and how it was assessed at the end of the quarter.

They also discuss some reasons that enabled them to complete the Planned Activities and some challenges they faced.

They make a note of these reasons for

success and the challenges they faced in the notebook.

Reminding themselves of their own experiences will help facilitate children to look for enabling factors and try and avoid disabling factors.

**Time:**

5-10 minutes

**Method:**

Group  
Discussion

**Materials:**

Notebook that  
contains details of  
their CG, pens/  
pencils

ACTIVITY



### Field Activity 8.3.1: Grading of Goal Achievement

Children form 4 groups.

In their groups they discuss one goal that each of them want to achieve in their lives. e.g.

- I want to complete 6th grade at the top of my class
- I want to be one of the best footballers in my school team
- I want to be a good drummer as a member of the community band
- I want to cook a good meal for the family when my mother is not around
- I want to fix the radio at home so I can listen to music
- etc.

The children give themselves a grade based on what they have achieved so far against the goal set:

6 - Achieved successfully

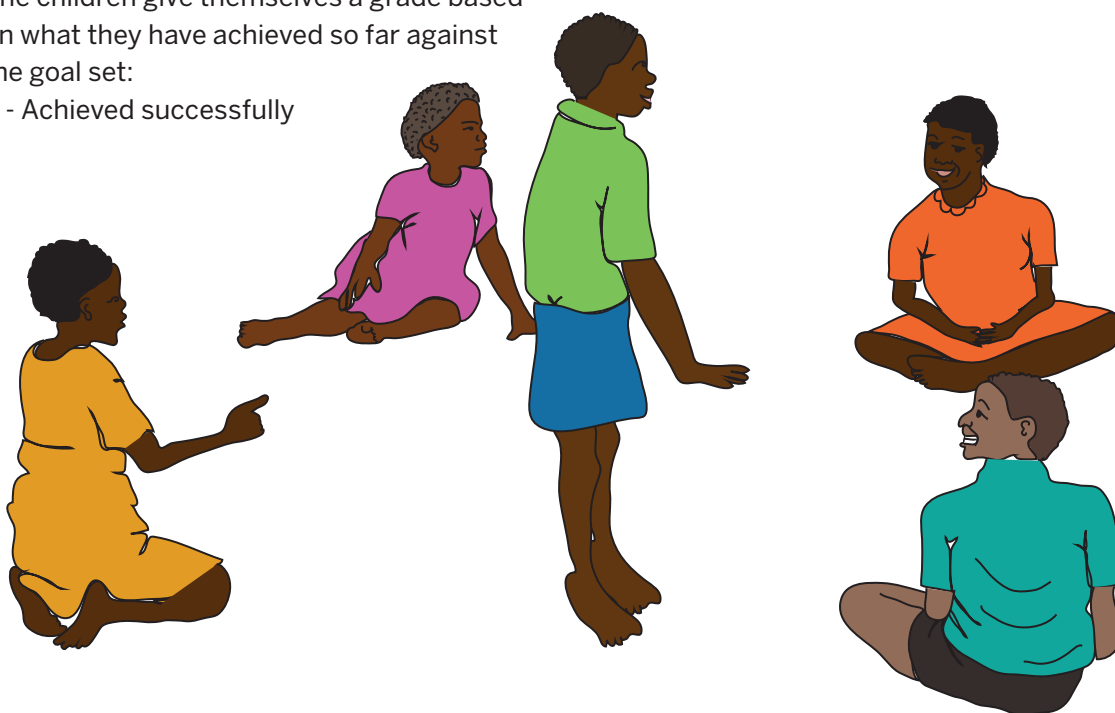
4 – Sufficient progress but not fully achieved

2 – Insufficient progress, little achieved

0 – No progress

This simple activity helps them to understand the grading system used for Assessment of their goals.

However if the facilitator feels that this is too personal and embarrassing for the children, she can talk about 4 goals in her own personal life and explain how she could grade the achievement of her goals. It may be good for her to give different grades and explain why she gave those grades.



**Time:**  
5-10 minutes  
**Method:**  
Group  
Discussion  
**Materials:**  
Not Needed

ACTIVITY

### Field Activity 8.3.B: Why Assessments?

Children form a circle.

The Moderator facilitates the discussion. Children think of and discuss the following points.

- Why should we have an assessment at the end of the Plan period?
- Why should we assess our goals?
- Should we grade our achievements?
- Can we learn anything from their assessments?
- Will having an assessment at the end of the plan period help us the next time we

meet similar challenges?

This Activity will help the children understand the need for assessments. They will also learn the reason for having an assessment and what can be learnt from an assessment.

**Time:**  
10-15 minutes  
**Method:**  
Group  
Discussion  
**Materials:**  
Not needed

ACTIVITY

### Field Activity 8.3.C: Assessment at the End of the Plan Period

Please Note: This activity will happen at the end of the Activity Plan Period.

Children form a circle.

The Book Writers put up the Assessment flip chart where all children can see, and fill in the details as the discussion progresses. The CG Facilitator and Moderator facilitate the discussion.

Children go through their goals, and the activities for each goal one by one.

They discuss together and make an assessment of the progress made/ achievement for each set of Activities leading towards the goal.

They use the following grading system to grade themselves:

6 - Achieved successfully

4 – Sufficient progress but not fully achieved

2 – Insufficient progress, little achieved

0 – No progress

Once they have graded themselves they go through each goal again.

They discuss why the chosen grade was given and mention the reasons for success and/or challenges faced.

They further discuss any other method they could have used to better achieve the goal.

This is an ongoing quarterly activity for the CG and must be continued at the end of every Plan Period.

#### Time:

15-20 minutes

#### Method:

Group Activity

#### Materials:

The Assessment Flip chart that the CG Facilitator has prepared, markers

ACTIVITY

### AN EXAMPLE OF AN ASSESSMENT PLAN MADE AT THE END OF THE PLAN PERIOD

NO.	PLAN	ACHIEVED	GRADE	REASON FOR SUCCESS	CHALLENGES FACED
1.	Erect 2 goal posts in the football field GOAL: CG Has access to a football field	Goal posts erected  GOAL ACHIEVED	6  ✓	CLA helped in getting needed materials CG facilitator helped in getting props for drama.	None  Church busy with several activities.
2.	Prepare and present drama on evil of child marriage at school and in church GOAL: Reduce Child Marriages	Presented at school not yet in church  Work in Progress   Drums chosen	4   Not Yet   2	Head teacher at school was very cooperative CLA was very helpful	Priest unable to give date. Raising funds not easy. Many doors knocked but only negative response
3.	• Select right drums • Mobilize funds to buy drums • Develop rules for use and keeping GOAL: To have 2 drum sets	CLA gave half of cost and CG raised quarter. Balance to be raised  Not yet	Not Yet	Recommendation of CLA to the chief Extension Officer kind and helpful All CG members helped	None
4.	• Access cultivable land • Seeds and training from agriculture department • Prepare the land for sowing in April GOAL: To Have a vegetable garden	The Chief gave land Accessed seeds and training Land ready for sowing  Not yet	Not Yet 6		

### Points for Reflection

- Why is an assessment at the end of the Plan period needed?
- Who will be carrying out the assessment?
- How often will an assessment be done?
- What are reasons for success and the challenges faced at the end of the Plan Period?
- How can children learn from the reasons for success and the challenges faced?
- How do Activity Plans and Assessments help children develop as a group and move towards the goals they have set for themselves?

REFLECT

# Topic 9

## Sustainability

In this last topic the sustainability of CGs is discussed. Further, the transition that takes place, as children grow older is explained.

INTRO



## 9.1 IDEA OF SUSTAINABILITY

In this lesson, the changes that take place in a group as children grow older, is discussed. What happens when children cross the age of 18 and become adults is also discussed.

### Box 28: Idea of Sustainability

Belonging to a group has many advantages for an individual, be it a child, youth or adult. The individual is not alone, but an integral part of a homogenous group. This helps the individual to grow as a person as well as have a greater voice in the community. Being in a group can minimize exploitation by powerful forces and enable the individual to claim better services from the government and other service providers. In the CG concept, children begin early in life to experience the advantages of being in a group. This should not be denied to them at some point of time, unless the child voluntarily wants to opt out.

A child could have joined a group when he or she was 7 years old or 10 or even 16. Every year the child is growing in years. The 7 to 11 year olds' group will become 8 to 12 the next year, 9 to 13 the following year and so on. They continue in the group till they are 18 years old and then, no more a child. When a 7 to 11 year old group becomes an 8 to 12 year old group the next year, a new group may be formed of children who have just become 7 along with children in the 8 to 11 year range who did not join the group last year. The process of new group formation will continue, while children who are already in a group will continue as a group when they grow older. In cases where there are very few children who want to join a group they could be included in existing groups according to their age.

There could be cases where children move on from Primary school to Secondary school and they leave the community to join boarding schools. The size of the group could drop down drastically – say below 12 members. In such cases, it may be good for two CGs in neighbouring communities to merge together so that the strength that numbers provide is still there. The 2 groups

can also learn from each other. When boarders return during school vacation, they are encouraged to participate in their group as “Visiting Friends”. It should be clear that they cannot participate in decision making in issues they are not part of e.g. goal setting. There could be a lot of learning they can bring from their life and experiences outside the community. If 2 groups are already merged, the numbers may swell when boarders return. This should not be a problem. The groups however do not split to their old groups during this time.

The time will come when a child crosses 18 and is technically no more a child. Once a year, perhaps in the month of December, all members in a CG who have crossed the age of 18 could be given a warm farewell and leave the CG. These youth are encouraged to form a youth group with youth leaving other CGs in the neighbourhood. In the first year, the number of youth may be low. The next year more will join. Youth groups could follow the features of SHG and can restrict their numbers to 15 to 20. The CG facilitator can help in the formation process. The youth however have been in a CG and know how to organize themselves. Their interests and activities may be different from the CGs and will cater to their hopes and aspirations. Youth groups will be a good platform where livelihood skills can be introduced. Youth groups can have their own Clusters. Representatives from the Youth Clusters can be part of the CLA.

It will be good for the youth groups to network with other clubs or youth groups in the environment. They could play a soccer match with a club in a nearby town. They could organize an event with the YMCA (Young Men's Christian Association). Such networking enhances their vision and helps them to look at bigger roles for themselves. As far as possible it will be good for youth

groups to be mixed groups – both men and women. That is how they have grown up in their CGs. This will continue to build and maintain respect for the opposite sex and fight against the evils of patriarchy.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Understand that a child continues in the same group as he or she grows older until they are 18 years old.
- Know that a new CG is formed every year, if there are adequate number of children who can be part of it.
- Understand that once a child is 18 years old he or she will leave the group and be part of a youth group along with 18 year olds who leave other CGs
- Youth groups follow the features of SHGs
- Understand that having youth groups benefits both the young people and the community

### Preparatory Activity 9.1.1: Changes that CGs have Brought

By now, participants may have begun to see changes among children in their CG. They form pairs and discuss:

- Have children been able to share their experiences and voice their opinions?
- Can they see greater Leadership Qualities in children in the CG compared to children who are not in a CG?
- Have children taken their needs and issues to Duty Bearers and claimed their rights?

Is a child Protection Committee functioning and do children have direct access

- Have the adults in the community been more sensitive and responsive to the

needs of children?

- Do children feel more secure now that they are in group compared to how they felt before?

This is a simple reflective exercise to help CG Subcommittee understand the importance of CGs in their community

**Time:**

10-15 minutes

**Method:**

Group

Discussion

**Materials:**

Not Needed

ACTIVITY

### Preparatory Activity 9.1.2: Changes as Groups Grow Older

Participants form pairs.

In pairs they think of challenges that could crop up as the group grows older:

- When children go to boarding school how many children will be left?
- When children go to boarding school how will the CG continue to function?
- Will the type of Activities change when children grow older?
- What Activities would older children be interested in?
- Will children in the 7-11 age group act different to children in the 12-16 age group? In what ways?
- Will children start raising money?

- Will they start a bank account? Who will manage this?

- Will they take financial loans?

- How will the community feel about adolescent girls and boys together when the children get older?

These are a few of the challenges the CG Subcommittee might face as the group grows older.

They could think of a few more and discuss the solutions for each challenge.

**Time:**

10-15 minutes

**Method:**

Group

Discussion

**Materials:**

Not Needed

ACTIVITY





### Preparatory Activity 9.1.3: Transition from CG to Youth Groups

Participants think about their CG. They think of when the children in the CG become older and form a Youth Group. They think of the differences and similarities between Children's Groups, SHGs and Youth Groups.

They prepare a flip chart as shown below and fill it out accordingly.

- Size of a group (members)
- Composition (boys & girls)
- Frequency of Meetings
- Rotational leadership

- Regular Saving
- Loans for small business
- Games & Learning Activities
- Keep Records
- Admission Book
- Activities during the group meetings

They also think of other features that could be different.

This helps them see how a Youth Group will really look in comparison with Children's Groups and SHGs.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Paper, Pens

ACTIVITY

### Field Activity 9.1.A: Reviewing their CG

Children form 3 groups.

They think of when the CG was formed and the time spent in the CG till now.

Points for discussion:

- What is one good thing that happened in the CG?
- What is one bad thing that happened in the CG?
- Has the CG accomplished any goals in their Quarterly Plan?

- How do the children feel now that they are part of a CG?

- Would they like to continue to be part of the CG?

This simple activity helps children review being part of a CG and some of the benefits of being part of a CG.

**Time:**

15-20 minutes

**Method:**

Group Activity

**Materials:**

Not Needed

ACTIVITY

### Points for Reflection

- What are some advantages of children being in CGs?
- Remember that a child continues in the same group as he or she grows older until they are 18 years old.
- Remember that a new CG is formed every year, if there are adequate number of children.
- If there are only few children who want to join in a new year, they could join their age-specific group
- What happens to children in the CG when they turn 18?
- How can young adults being in youth groups be helpful for them and the community?

REFLECT



## 9.2 RESOURCE MOBILIZATION AND SUSTAINABILITY

Any functioning group will need material resources to operate effectively and sustain themselves. The group will also need to be linked with other relevant stakeholders so that they have support when needed. In the long run, the CG Facilitator should hand over most of the responsibilities to the CG.

### Box 29: Resource Mobilization and Sustainability

In the beginning, CGs could approach the CLA to support them with some of their needs. As time goes on, it would be good for the CGs to mobilize their resources so that they develop the sense of self help as well as ensure sustainability of their groups.

Here are a few ways a CG could mobilise resources and funds:

- They could seek support from the CLA
- They could knock on the right doors to get what they need
- They could organise and have events to raise funds
- They can have income earning activities or projects according to their age. (No Child Labour!)

The CG should maintain simple accounts that indicate how much money came in, on which date and how much money went out, on any particular date and the balance available. If the law of the land permits, a CG could even open a bank account to keep their money in safe custody. Topic 5 already indicates how a CG mobilizes human resources for various capacity building needs.

During the first few months the CG Facilitator will play an important role in helping children from the CG establish linkages with relevant stakeholders in the environment. Later on, children can decide which stakeholder or Duty Bearer they would like to approach and how the chosen Duty Bearer can help. Forming and maintaining linkages with relevant Duty Bearers in the community has several advantages:

- Children have the support of the community
- The Community is informed of CG Activities

- The community is convinced of the importance of having CGs by seeing how children's lives are enhanced
- Children have more possibilities to mobilise resources
- Children can have more CG Activities and games
- CG Events can be enriching for both children and the community
- etc.

It is important that the CG maintains good linkages and maintains positive relationships with various stakeholders. This is an important aspect for their sustainability.

Another important step leading to the sustainability of a CG is the CG Facilitator handing over responsibilities to the children themselves. e.g.

- CG Facilitator need not be present in every weekly meeting
- CG Facilitator need not facilitate the activities of the children as they have now begun to carry out their Activities according to their Activity Plans
- Children begin to own the CGs and carry out weekly meetings
- Children prepare the Quarterly Activity Plan and are able to assess themselves at the end of the Plan Period
- etc.

Note: Although children can carry out their weekly meetings on their own it will still be important that there is a responsible adult to whom they can turn to if need be.



### Learning objectives

By the end of this lesson, the CG Subcommittee members:

- Know that children can begin to raise funds for their Activities and may need guidance on basic fund management
- Understand the importance of children establishing linkages with Stakeholders and Duty Bearers
- Know that these linkages are key for the sustainability of CGs
- Know that they must facilitate the process of establishing and sustaining useful linkages and help children to form positive linkages
- Understand the need for CGs taking over responsibilities of their group
- Know that they must gradually hand over the responsibilities of the group to children

## Preparatory Activity 9.2.1: Resource Mobilisation

Participants form 2 groups

Each group takes a flip chart and lists down some resources children in the CG may need:

- Play materials like footballs
- Musical instruments like drums, guitars etc.
- Costumes for their dramas
- Resources to start projects like a garden, poultry, rabbit rearing etc.
- Money for stationary, travel etc.

They write these down in one column on the flip chart.

They make a second column and write down how and where children could mobilise these resources

e.g.

1. Raise funds by performing a drama with

a meaningful message

2. An income generating activity e.g Selling home-made goods at the local fair
3. Invite various officials for events and then request sports goods, musical instruments etc.
4. Approach Agriculture Extension Office and present a plan for a vegetable garden, poultry project, rabbit farm etc.
5. Knock on doors of Business houses
6. Request Rich individuals
7. etc.

This flip chart can be used to facilitate children when they plan to mobilize resources for their group.

The CG Facilitator can take this flip chart to the CG meeting.

**Time:**

10-15 minutes

**Method:**

Group Activity

**Materials:**

Flip chart, markers or pens

ACTIVITY

RESOURCES CG NEEDS	HOW TO MOBILISE RESOURCES
Play materials like footballs	Raise funds by performing a drama with a meaningful message
Musical instruments like drums, guitars etc.	An income generating activity i.e. Selling home-made goods at the local fair
Costumes for their dramas	Invite various officials for events and then request sports goods, musical instruments etc.
Resources to start projects like a garden, poultry, rabbit rearing etc.	Approach Agriculture Extension Office and present a plan for a vegetable garden, poultry project, rabbit farm etc.
Money for stationary, travel etc.	Knock on doors of Business houses

NOTE: WHAT IS GIVEN ABOVE ARE JUST EXAMPLES. EACH CONTEXT IS DIFFERENT AND DEPENDS ON WHAT CHILDREN NEED AND ON THE STAKEHOLDERS IN THEIR COMMUNITY.

### Preparatory Activity 9.2.2: Establishing Positive Linkages

Participants form 2 groups.  
Each group prepares a flip chart.  
They draw 4 columns on the Flip Chart with Life Skills, Recreational Activities, Child Protection and Informal Learning as the heading of each column.  
Under each heading, they begin to list out different Stakeholders and Duty Bearers with whom children can establish useful linkages.  
e.g. Under Child Protection the linkages could be:

- The Local Police
- Child Protection Committee
- Child Protection Officer
- Teacher at School
- School Headmaster
- etc.

This list of people/institutions/committees could help children establish and maintain positive linkages.

The CG Facilitator can take this flip chart to the CG meeting.

#### Time:

15-20 minutes

#### Method:

Group Activity

#### Materials:

Flip chart, markers or pens

ACTIVITY

LIFE SKILLS	RECREATIONAL ACTIVITIES	INFORMAL LEARNING	CHILD PROTECTION
			The Local Police
			Child Protection Committee
			Child Protection Officer
			Teacher at School
			School Headmaster

### Preparatory Activity 9.2.3: Facilitators Phasing Out

Participants form pairs.  
In pairs, they discuss all the responsibilities they could hand over to children in the CG:  
• Weekly Meetings  
• Preparing Activity Plans  
• Playing games e.g. games before meeting starts  
• Approaching the CLA  
• Approaching Duty Bearers e.g. School Headmaster, Local Police  
They also discuss 'why' they need to gradually hand over certain responsibilities to the children:  
• Children learn responsibilities

- Children own the CG
- CG Facilitators have more time for newer groups and other work
- CG Facilitators become convinced that children are capable to own their CG and be responsible
- etc.

This Activity is important so that both CG Subcommittee and the children are prepared when the time comes for the CG Facilitators to phase out from being directly involved with CGs.

#### Time:

10-15 minutes

#### Method:

Group Discussion

#### Materials:

Not Needed

ACTIVITY

## Field Activity 9.2.A: Children Taking Over

Children form 5 groups.

In groups, they discuss all the responsibilities that they can take over from the CG Facilitator.

e.g.

- Weekly Meetings
- Preparing Activity Plans
- Playing games e.g. games before meeting starts
- Approaching the CLA
- Approaching Duty Bearers e.g. School Headmaster, Local Police

They also discuss 'why' they need to gradually take over certain responsibilities from the CG Facilitator:

- Children learn responsibilities
- Children own the CG
- CG Facilitators have more time for newer groups and other work
- CG Facilitators become convinced that children are capable to own their CG and be responsible
- etc.

This Activity is important so that both CG Subcommittee and the children are prepared when the time comes for the CG Facilitators to phase out from being directly involved with CGs.

**Time:**

10-15 minutes

**Method:**

Group

Discussion

**Materials:**

Not Needed

ACTIVITY

No.	Goal	Activity	Time Frame	Person/ Committee Responsible
1		Erect 2 goal posts in the football field	By Jan 31	John and Andrew
2		Prepare and present a drama to sensitise the evil of child marriage	Ready to present	Ruth Betty and Stephen
3				



## Field Activity 9.2.B: Children Mobilising Resources for their Group

Children form 5 groups.

Each group takes a flip chart and lists down some resources children in the CG may need:

- Play materials like footballs
- Musical instruments like drums, guitars etc.
- Costumes for their dramas
- Resources to start projects like a garden, poultry, rabbit rearing etc.
- Money for stationary, travel etc.

They write these down in one column on the flip chart.

They make a second column and write down how and where children could mobilise these resources:

1. Raise funds by performing a drama with a meaningful message

2. An income generating activity i.e. Selling home-made goods at the local fair
3. Invite various officials for events and then request sports goods, musical instruments etc.
4. Approach Agriculture Extension Office and present a plan for a vegetable garden, poultry project, rabbit farm etc.
5. Knock on doors of Business houses
6. Request Rich individuals
7. etc.

This flip chart can be useful when children plan to mobilize resources for their group.

### Time:

10-15 minutes

### Method:

Group Activity

### Materials:

Flip chart prepared by the Facilitator, 1 blank flip chart, markers to fill in the details on the flip chart.

ACTIVITY

RESOURCES CG NEEDS	HOW TO MOBILISE RESOURCES
Play materials like footballs	Raise funds by performing a drama with a meaningful message
Musical instruments like drums, guitars etc.	An income generating activity i.e. Selling home-made goods at the local fair
Costumes for their dramas	Invite various officials for events and then request sports goods, musical instruments etc.
Resources to start projects like a garden, poultry, rabbit rearing etc.	Approach Agriculture Extension Office and present a plan for a vegetable garden, poultry project, rabbit farm etc.
Money for stationary, travel etc.	Knock on doors of Business houses

## Field Activity 9.2.C: Stakeholders and Duty Bearers for CG Activities

Children form 4 groups.

Each group prepares a flip chart.

They draw out 4 columns on the Flip Chart with Life Skills, Recreational Activities, Child Protection and Informal Learning as the heading of each column.

Under each heading, they begin to list out different Stakeholders and Duty Bearers with whom children can establish useful linkages.

e.g. Under Child Protection the linkages could be:

- The Local Police
- Child Protection Committee
- Child Protection Officer
- Teacher at School
- School Headmaster
- etc.

This list of people/institutions/committees could help children establish and maintained positive linkages.

This flip chart can be updated as the group develops and children form more positive linkages.

### Time:

10-15 minutes

### Method:

Group Activity

### Materials:

Flip chart prepared by the Facilitator, 1 blank flip chart, markers to fill in the details on the flip chart.

ACTIVITY

LIFE SKILLS	RECREATIONAL ACTIVITIES	INFORMAL LEARNING	CHILD PROTECTION
			The Local Police
			Child Protection Committee
			Child Protection Officer
			Teacher at School
			School Headmaster

### Points for Reflection

- How can children begin to raise funds for their Activities? How can the CG Facilitator help?
- How does establishing linkages with Stakeholders and Duty Bearers help the children?
- Remember that these linkages are key for the sustainability of CGs
- How can the CG Facilitator facilitate the process of establishing and sustaining useful linkages and help children to form positive linkages?
- Why do children need to take over responsibilities for their group?
- How can the CG Facilitator facilitate this process?
- What are the next steps for a CG Facilitator after the first CG is stabilised?

REFLECT