

Child Protection for S4T Groups Lesson 2: Protecting Our Children

OTHER INFLUENCERS AND DECISION MAKERS TO REACH:

- ALL HOUSEHOLD MEMBERS INCLUDING PARENTS, GRANDPARENTS, AND ADOLESCENTS



- S4T group members will understand the different types of abuse and neglect against children.
- S4T group members will know some of the short and long-term effects of abuse and neglect against children.
- S4T group members will not tolerate any abuse, neglect, exploitation, or other forms of violence against children.
- S4T group members will know how to and will report any abuse against children.

Materials:

1. S4T group members Attendance Registers
2. Flipchart for the S4T facilitator and for Community Agents (where applicable)

Lesson 2 Summary:

- Game: You can start with an energiser. For example, Spider's Web (optional)
- Review commitments from the previous lesson.
- Sessions can be delivered in one meeting or spread over several meetings, each taking 35-20 minutes.
- Show pictures and share key messages in the CP Lesson 2 Flipcharts:
 - Session 1: Share the story and ask the caregiver's feelings the effects of abuse
 - Session 2: Protecting Children for Harm,
 - Session 3: Impacts of Abuse and Neglect
 - Session 4: Reporting Abuse. Activity: Where can I go for help? Probe about possible barriers and discuss solutions. Practice and Coaching in pairs.
Request commitments
- Activity: Where can I go for Help?
- Probe about possible barriers and discuss solutions
- Request commitments



1. Game: Spider's Web – 30 minutes

1. Lead S4T group members through the following stretches and tell them that stretching is good for muscles and can help with relaxation.
2. Stand up and put both arms above your head and reach your fingers as far toward the sky as you can. Do this for about 40 seconds.
3. Bend your waist and touch your toes or reach as far as you can towards your toes.
4. Stand back up, bend your heads forward so your chin goes down towards your chest, and roll your neck slowly from left to right.
5. Ask S4T group members if they have any other stretches they do at home that they could share.

Now that we are relaxed, let's begin today's lesson.

Let's begin today's lesson.



2. Commitments review – 5-35 minutes

When teaching Savings Group Members:

1. The S4T Facilitator asks the S4T group members to review the key practices from the last session.
2. If this is a new set of sessions, the S4T Facilitator asks the S4T group members about their commitments from the last topic and follows up with those who had difficulty trying out new practices.

- ? What was your commitment at the last lesson? Have you been able to keep that commitment?
- ? What did you do?
 - Did anyone (spouse, grandmother or children) interfere or tell you not to follow your commitments? Tell the story of what happened.
 - What factors (people, events or chores) in your life made it difficult to keep your commitments?
 - How were you able to overcome these problems?

3. S4T Facilitator thanks all of the S4T group members for their hard work and encourages them to continue.
4. S4T Facilitator encourages S4T group members to have a sense of pride that they are protecting the health of their communities by reinforcing messages and commitments.

Session 1

Story: Long-Term Effects of Abuse (Picture 2.1) – 30 minutes


3. Story

- Read the story “Long-term Effects of Abuse (Picture 2.1)” in the flipchart.

Isaac was a typical boy who liked to run and play. When he turned eight, his uncle started spending more time around their house. He gave Isaac extra attention and started taking him out to the field to learn to farm. One day, his uncle told him that he had a new thing to teach Isaac about being a man, but they had to take off all their clothes. His uncle then sexually abused Isaac. This continued for a long time. Isaac was so ashamed and thought that he deserved what was happening to him. It was hard for him to concentrate in school and he would often skip class so his uncle wouldn't know where to find him. Eventually, Isaac dropped out of school because he was too far behind. As he grew up very few job opportunities were available since he did not finish school. He was angry about how his life was going and decided to start stealing from people whose lives were going well. After some time, the police caught Isaac stealing and he went to jail.

4. Ask about current Practices

- Read the questions on the same page of the flipchart.

	<ul style="list-style-type: none">? How did Isaac feel as a child? What do you think Isaac was thinking?? Why don't you think Isaac sought help?? What effect did his uncle's abuse have on him as a child?? What impact did that abuse have on Isaac as an adult?? How could Isaac's life be different if someone helped him when he was young?
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- **Encourage discussion. Don't correct “wrong answers.”** Let everyone give an opinion. This page is for discussion, not for teaching.
- After the participants answer the last question, move to the next flipchart page by saying, “Let's compare your ideas with the messages on the following pages.”

Session 2

Protecting Children from Harm (Picture 2.2) - 30 minutes



- Ask the S4T group members to describe what they see in “Protecting Children from Harm (Picture 2.2)”.
- Affirm their responses.
- Share the meaning of each picture using the flipcharts pages.
- Use the captions on the flipchart to remind you which images represent each point.

? What do you think these pictures mean?

- Protect children from physical abuse.
 - Physical abuse is the intentional use of physical force that can result in physical
 - Examples include hitting, kicking, shaking, burning, or other shows of force against a child.
- Protect children against sexual abuse.
 - Sexual abuse involves pressuring or forcing a child to engage in sexual acts.
 - It includes behaviours such as fondling, penetration, and exposing a child to other sexual activities.
- Protect children from emotional abuse.
 - Emotional abuse refers to behaviours that harm a child’s self-worth or emotional well-being.
 - Examples include name calling, shaming, rejection, withholding love, and threatening.
- Protect children from neglect.
 - Neglect is the failure to meet a child’s basic physical and emotional needs.
 - These needs include housing, food, clothing, education, and access to medical care.

Session 3

Impacts of Abuse and Neglect (Picture 2.3) - 30 minutes

	6. Share the Meaning of Each Picture
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- Ask the S4T group members to describe what they see in “Impacts of Abuse and Neglect (Picture 2.3)”.
- Affirm their responses.
- Share the meaning of each picture using the flipcharts pages.
- Use the captions on the flipchart to remind you which images represent each point.

? What do you think these pictures mean?

- Children who are abused have poorer physical and mental health
 - Abused children are more likely to have injuries and accidents and have to go to the health centre more often.
 - They are more likely to do things that are not healthy, such as smoking, fighting and drinking alcohol.
 - They are more likely to be anxious, depressed and may attempt suicide.
 - They can also be more aggressive towards others.
- Children who are abused learn less at school and don't go to school as long.
 - Abused children may have trouble learning, know and use less words, have difficulty concentrating and get lower marks in schools.
 - They are more likely to miss more days in school and drop out of school earlier.
- Abuse has long-term effects on children, including how they interact with other people such as adults and how much money they earn.
 - When adults use violence to get what they want from children, the child learns that violence is a way to get what they want.
 - This belief can last for their entire life.
 - Abused children are more likely to abuse others and have poorer relationships with other adults.
 - They are less likely to have good jobs and be able to provide well for their families.

Session 4

Reporting Abuse (Picture 2.4) – 30 minutes



- Ask the S4T group members to describe what they see in “Reporting Abuse (Picture 2.4)”.
- Affirm their responses.
- Share the meaning of each picture using the flipcharts pages.
- Use the captions on the flipchart to remind you which images represent each point.

? What do you think these pictures mean?

- It is everyone’s job to protect our children.
 - Everyone can report abuse when they see it.
- Report all abuse, it does not matter who is abusing the child and which child is being abused.
 - It is important to report abuse even if the person who is abusing the child is important, has a good job, is well liked or has a lot of authority in the community.
 - All children have value, and no child deserves to be abused.
 - Report the abuse of any child. This includes children with physical or mental disabilities, children who misbehave or those who are being naughty.
- Report abuse to:
 - The community child protection committee,
 - Faith leaders,
 - Traditional leaders and assembly members,
 - Other local or international organizations,
 - Police,
 - Health centre, or
 - World Vision staff, including the S4T Facilitators.



8. Activity: Where can I go for help? – 35 minutes

1. The flipchart listed a lot of different people, groups and organizations to whom abuse can be reported. However, not all of those options may exist in this community.
2. Discuss the different options. If they are available in your area mention the names of individuals, how to contact them, directions to their office, even their phone numbers if available. Answer as many of the questions below as you can:
 - a. What are the names of the local leaders? What is the best way to contact them?
 - b. For places such as schools or health centres, where is the closest one? What hours are people available? Is there someone specific they should talk to?
 - c. For organizations, where is their office? When are they open?
 - d. For community groups, when do they meet? Who is the person(s) in charge? How can someone bring an issue to the committee? How far in advance before the meeting do people need to bring an issue to the group?



5. Probe – 35 minutes

- ?** What do you think of these ideas? Is there anything that might prevent you from following the practices we have discussed today? What are the reasons that doing this would be difficult?

Ask the S4T Facilitators to talk to a S4T group member sitting next to them for the next five minutes. They should share any personal concerns that they have with these practices. Together they should try to find solutions to these worries and problems. After five minutes, ask the S4T group members to share what they have discussed.

Help find solutions to their concerns. Encourage them to try these new practices. If a caregiver offers a good solution to another S4T group member's concern, praise her and encourage other mothers to consider using this solution when they talk with others.



6. Request Commitments – 30 minutes

? Are you willing to make a commitment to the teachings you have heard today? What is your commitment?

Ask each S4T group member to say out loud a new commitment that she will make today. Each S4T group member can choose the commitment that is most important to him or her.

For example:

- I commit to treating all children with dignity and respect.
- I will not abuse any children in my care.
- I commit to reporting any abuse against children in our community.



Optional: If the S4T group members can write and have access to a phone with a camera, encourage them to write their commitment down and take a selfie with it. They can refer to the picture in between meetings as a helpful reminder.

Note on using this lesson during the COVID-19 outbreak or at other times when you cannot meet safely with people face-to-face:

Most elements of this lesson can be done in a phone call with the S4T GM. When using this lesson over the phone, the S4T Facilitator can tell the CA which flipchart page to refer to when discussing it. They will probably need to shorten the lesson, as well. However, when CAs call S4T GMs to do the lesson, they will not be able to use the flipchart, but instead will need to explain information that was presented using pictures. When there is not a lock-down in place in a neighbourhood, but COVID-19 is spreading in the area, the S4T Facilitator or CA could also visit homes, but sit outside and keep a 2-meter distance from the caregiver as you go through the lesson.