



COLOURFUL SHIELDS: METHODOLOGY

*Facilitating Safeguarding
Activities for Children*



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Terre des hommes is an independent, neutral and impartial organisation committed to bringing meaningful and lasting change to the lives of children and youth, especially to those most exposed to risks. We strive to improve their well-being and ensure the effective application of their rights as defined by the Convention on the Rights of the Child and other relevant human rights instruments. To make a difference, we focus on the areas of maternal and child health, children and youth migration, and access to justice. We aim to empower children and youth through active participation. We advocate for the respect of children's rights, supporting them in voicing their needs and interests. We work in fragile and conflict-affected settings, as well as in stable environments.

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Introduction

This training of trainers facilitation package (ToT) has been developed with two purposes in mind: Firstly to introduce and explain the training materials for those who will be facilitating child safeguarding sessions in summer camps and sports clubs in Greece and Romania and secondly to provide key information to those who are training these trainers, and which may be useful both when facilitating sessions and also to supplement information provided through the ToT.

The materials included in this package were piloted in Greece

The facilitation package is arranged in three sections:

Section 1 - Format and use of the training package

This section gives an overview of the training package, and how and when it should be used.

Section 2 - General considerations for facilitating the training

This section includes information that is both useful to the facilitators/trainers conducting the ToT to help them with their own organisation and facilitation of the ToT, and also to use to support their facilitation of discussions with participants during the sessions regarding training issues related to the KCSS materials for children.

Section 3 - The training materials

This section sets out the training materials for the ToT, including the session plans. It also outlines how to organise and facilitate the simulation and presentation sessions and necessary preparation that will be required before each session.

There is also a separate resource pack which has been developed for participants to act as a reminder once they begin their own training and to support them in facilitating training with children. This compliments the training materials prepared for children.

SECTION 1

Format and use of the training package

This section gives an overview of the training package and how/when it should be used.

Trainers of trainers

The training of trainers should be facilitated by (ideally) two trainers who are both experienced in facilitating training and who also have a good understanding of safeguarding and other associated issues relevant to the training package developed for children, such as child rights etc. This is to ensure that participants on the course, once trained, are able to competently facilitate sessions with children.

While it is acknowledged that it is not always possible, it is good practice to have two trainers facilitating courses relating to safeguarding and child protection due to the sensitive nature of the topic. A benefit of using two trainers is that they can be selected to complement each other. For example one having more practice based learning, and the other more theoretical knowledge.

Having two trainers also enables the trainers to take opposing positions on an issue – this can be useful to prompt discussion around difficult subjects, or when one participant has a view that is not supported within the group and is becoming isolated.

Where it is possible to have two trainers, the relationship between the trainers will have a dramatic effect on the learning of the group. It is important that trainers make time to discuss their roles and ideas, and to clarify their expectations of each other before the training commences. This includes negotiating who is going to take responsibility for what. Although some trainers are very happy to have their training partner contribute throughout the session, while others find it off-putting and undermining.

Participants on the training course

The training is aimed at young adults, such as community leaders, camp psychologists, activities coordinators, etc., or respective staff in sport clubs, since it is expected that they will have more skills and experience in facilitating activities with children.

Ideally participants should already have attended safeguarding training, but at a minimum they must have received an orientation on (and copies of) the Child Safeguarding Policy (CSP) together with any other procedures or policies (for example Codes of conduct) which are in place in their club/camp.

¹ Specifically the suite of KCSS materials developed by Tdh

Methodology

The course is participatory and experiential. This means that participants learn through the process of the course, rather than through formal presentation. For this reason, a MAXIMUM of 22 participants should take part in the ToT.

Reflecting the methodology, and that the venue for the training may have limited facilities, very little formal

presentation is included in the training package. Instead, the methods used on the course are mainly the simulation of exercises with children, and discussion or small group exercises/case studies which address necessary theoretical knowledge.

Further details on how to facilitate the simulation sessions are included in Section 3.

Contents of the course

The course should be run over three full days. Sessions have been designed to give participants enough time to be able to explore issues, and also to practice their training skills. Also included is an option to run the course over two days.

This is not recommended and should only be used for those who have both a high level of skills in facilitation and considerable knowledge of safeguarding and associated concepts. The reason for this is because the condensed two-day version of the training course does not give time for adequate exploration of thematic contents and practice in delivering. This aspect of the training – the practice in delivering sessions – was especially appreciated by the participants who attended the pilot ToT. If the two-day condensed course is used, it is recommended that the participants

are paired up with an experienced safeguarding trainer who has skills for working with children during the first round of delivering training to children.

Outline agenda/suggested training plan

Note, apart from the simulation/presentation sessions, each of the main sessions lasts for 1 - 2 hours. Timings given are approximate and will depend on the number of participants and choices made regarding energisers, re-cap etc.

Day 1 should be planned as a slightly longer working day to cover some of the essential background and technical information necessary. This will also enable participants to spend time during the course (on Day 2) to begin to plan their simulation/presentation sessions.

OUTLINE AGENDA		
DAY 1	THREE DAY COURSE	CONDENSED TWO DAY COURSE
Introduction 30 mins	Welcome <ul style="list-style-type: none"> • Introductions and warm-up exercise • Ground rules • Exploring through the session how to set a good context for working with children. • Agenda for the course 	Welcome <ul style="list-style-type: none"> • Introductions and warm-up exercise • Ground rules • Exploring through the session how to set a good context for working with children. • Agenda for the course
Session 1 60 mins	What do we mean by safeguarding <ul style="list-style-type: none"> • Key definitions (e.g. safeguarding, CP, safeguarding) • Types of harm • Identifying key roles in safeguarding 	What do we mean by safeguarding <ul style="list-style-type: none"> • Key definitions (e.g. safeguarding, CP, safeguarding) • Types of harm • Identifying key roles in safeguarding
Session 2 60 mins	Safeguarding concerns in context? <ul style="list-style-type: none"> • Specific situations of concern • Recognising signs of concern 	Safeguarding concerns in context? <ul style="list-style-type: none"> • Specific situations of concern • Recognising signs of concern
Session 3 120 mins	Creating a safe space for children <ul style="list-style-type: none"> • Different needs of children at different ages • Importance of support for children • Dealing with disclosures – how to respond • How to report any concerns • Risk assessment 	Creating a safe space for children <ul style="list-style-type: none"> • Different needs of children at different ages • Importance of support for children • Dealing with disclosures – how to respond • How to report any concerns • Risk assessment
Session 4 90 mins	The role of the facilitator <ul style="list-style-type: none"> • Skills and qualities of facilitators • Do and don'ts in facilitating sessions with children Introducing the training package <ul style="list-style-type: none"> • What is included/sessions • How to use the training materials 	The role of the facilitator <ul style="list-style-type: none"> • Skills and qualities of facilitators • Do and don'ts in facilitating sessions with children Introducing the training package <ul style="list-style-type: none"> • What is included/sessions • How to use the training materials
Round-up Day 1 15 mins	Thoughts and questions from Day 1 <ul style="list-style-type: none"> • Exploring through the session the importance of review • Experiencing one technique for review 	Thoughts and questions from Day 1 <ul style="list-style-type: none"> • Exploring through the session the importance of review • Experiencing one technique for review

OUTLINE AGENDA		
DAY 2	THREE DAY COURSE	CONDENSED TWO DAY COURSE
Re-cap and preparation 15 mins	Welcome back and re-cap of Day 1 <ul style="list-style-type: none"> Any thoughts from previous day, and energiser – exploring through session importance of energisers Explanation of simulation sessions (how will be done) and group allocation 	Welcome back and re-cap of Day 1 <ul style="list-style-type: none"> Any thoughts from previous day, and energiser – exploring through session importance of energisers Explanation of simulation sessions (how will be done) and group allocation
Session 5	Preparing for presentations of sessions <ul style="list-style-type: none"> Groups to prepare for simulation sessions – see note below 	Preparing for presentations of sessions <ul style="list-style-type: none"> Groups to prepare to present 15 minutes on session to explain method, and adaptations for younger children.
Session 6		
Session 7	Simulation of core session and session 1 – 4 (from KCSS)	Presentation of optional sessions 5-10 (KCSS)
Session 8		Dealing with common challenges in training <ul style="list-style-type: none"> Exploring common challenges encountered in training and identifying appropriate strategies to deal with these.
Closing/ Ending of Day 2	Thoughts and questions from Day 2	Final questions and last thoughts <ul style="list-style-type: none"> Exploring through session the importance of closing in a positive way and of evaluation Evaluation of course

OUTLINE AGENDA		
DAY 3	THREE DAY COURSE	CONDENSED TWO DAY COURSE
Re-cap and preparation 15 mins	Welcome back and re-cap of Day 2	
Session 9	Simulation of session 5 – 10 (KCSS)	
Session 10		
Session 11		
Session 12 45 mins	Dealing with common challenges in training (Optional) <ul style="list-style-type: none"> Exploring common challenges encountered in training and identifying appropriate strategies to deal with these. 	
Closing 30 mins	Final questions and last thoughts <ul style="list-style-type: none"> Exploring through session the importance of closing in a positive way and of evaluation Evaluation of course 	

Purpose and learning outcomes

The main purpose of the course is to equip participants with the necessary skills and knowledge to be able to safely and appropriately facilitate safeguarding sessions with children attending summer camps/sports clubs using the KCSS materials for children developed and piloted by Tdh Hellas during 2020 for use in Greece and Romania.

The main expected learning outcomes are for participants on the ToT to:

- understand safeguarding, and risks to children within their context;
- know how to respond to and report a disclosure;
- understand how the KCSS Package fits together;
- know the key messages/outcomes for each session;
- be confident in facilitating the KCSS training materials for children.
- practice delivering sessions (if using three day option).

SECTION 2

General considerations for facilitating the training

This section includes information that is both useful to the trainers conducting the ToT to help them with their own organisation and facilitation of the ToT, and also to support discussions with participants during the sessions regarding participants' own training they will deliver with children.

Practical and logistical considerations²

It is acknowledged that there might be very limited options regarding the practical arrangements which can be made, especially if finance is tight, but it is always worth trying to see how to maximise those resources that do exist, or at least to minimise any negative impact on the course.

Number of Participants

The number of participants attending the course will have an influence on both the dynamics of the course, and on the degree of participation that is possible. Too few potential participants, and the opportunity for exchange is limited; too many and there is little time for individual attention, and feedback becomes laborious. Particularly considering the simulation sessions, if there are too many participants it will not be possible for all participants to practice their facilitation skills.

Length of the course

While the length of the course will of course be dependent upon the training programme developed, a main determining factor will be the time available, and to a large extent this will be influenced by resources. As mentioned previously at least three full days are really needed for the ToT. In addition, participants should expect to also undertake preparation for the sessions they will deliver outside of the formal course times.

Start & finish times

Arrival and departure times should be set to ensure that participants can benefit from the full course. It is often very disruptive if participants cannot attend every session. If participants are travelling long distances, it is important to ensure that they are comfortable. It may be necessary to book accommodation and to give information about the location. Where courses are residential it is essential to be clear what costs, if any, will be refunded by the organisers, and if there are any accounting procedures related to reimbursements.

Homework & independent study

Some courses include a requirement for participants to study outside of the course, for example doing pre-course reading as preparation or to complete a homework task. Obviously independent study can be beneficial as it effectively provides more time exploring the topic area. However, for all sorts of reasons, sometimes independent study assignments are not completed. Despite this, because of limited time likely to be available for the ToT (three days) participants should expect to also need to spend some outside time preparing for their simulation/presentation sessions.

² Note contents for this section were adapted from notes prepared for Tdh Albania on facilitating training for child protection workers.

Venue

The ideal venue is somewhere which is:

- Large enough for the group to sit comfortably during large group discussions/presentation, and have space to circulate during group work and practical exercises;
- With 'breakout' rooms or areas where small groups can work comfortably;
- At a comfortable temperature, with adjustable heating/air conditioning;
- With natural lighting, and if possible windows that open for fresh air;
- Near to toilets and refreshment areas, but not where there is a lot of passing foot traffic or noise;
- Flexible seating is preferable as many activities in training involve moving around.

The following diagrams show different types of seating arrangements. Seating with tables to place materials on but where participants can see each other ('small groups style' or 'U-shaped style') encourage greater interaction and makes for a better learning environment than a 'classroom' style arrangement. Ideal are small tables which enable everyone to be able to participate in large group discussions and to easily work in smaller groups (useful if breakout rooms are not available).

Resources/supplies needed

Some trainers find it useful to create a 'tool box' that they take to training courses, and which contains all the necessary general consumables for training, such as:

- Flip chart paper
- Tape/Blutac (for sticking paper to walls) and pins
- Marker pens/felt tips & pencils
- 'Post It' notes/small cards
- Small coloured cards (in different colours/shapes)
- Scissors
- Note/drawing paper

Specific resources and materials needed for individual sessions are noted on the session plans, such as required copies of resources to be distributed or exercises to be prepared in advance.

Refreshments and breaks

While this might seem obvious, it is worth thinking about the arrangements made for refreshments and breaks to ensure that they are a productive use of time.

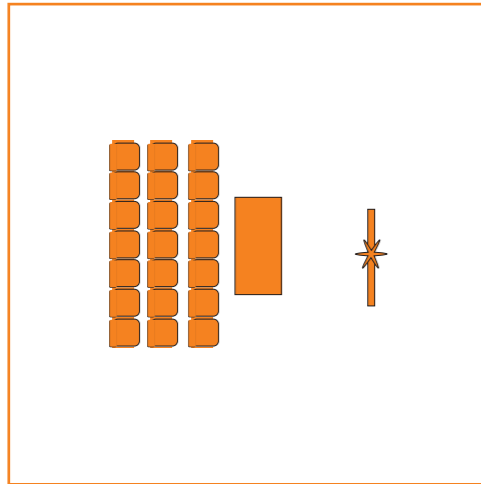
To maintain energy levels, it is important to ensure that sufficient breaks are provided. Breaks also provide an opportunity for networking and informal exchanges which participants often find just as useful as the more formal sessions. Discussions over breaks can give participants time to reflect on what has been explored in the previous session and to further share their thinking and ideas. Informal, non-course related conversations can help foster relationships which are important both on the course and if the participants are going to work together in the future.

It is a good idea to allow for one break mid-morning and one break mid-afternoon for tea/coffee. Each break should be 15- 30 minutes. This means that if a session runs longer than planned, there is still time for participants to get a break, without jeopardising the schedule for the day.

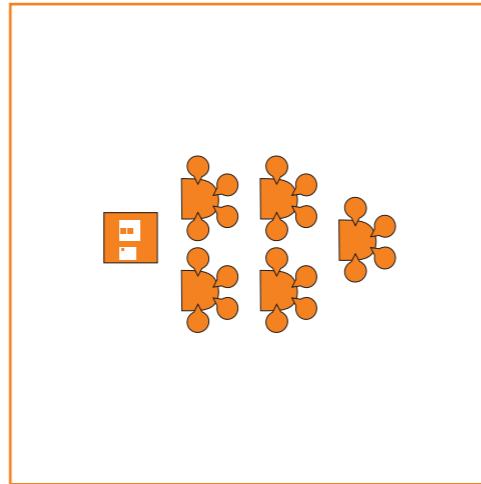
It is important to check with participants before the course starts (normally as part of the registration process) if there are any dietary requirements. It is also worth double-checking this information when the participants arrive. At this time trainers should confirm whether any participants have a medical or other reason why breaks are needed at specific times (e.g. for taking medication or prayer).

If there are no resources to pay for food and refreshments, then this needs to be made clear to participants in advance, so that they have the opportunity to make their own arrangements. Wherever possible refreshments should be included as meeting people's physical needs in this way helps to create the sense of a nurturing atmosphere where people are valued. This is conducive for a positive training environment.

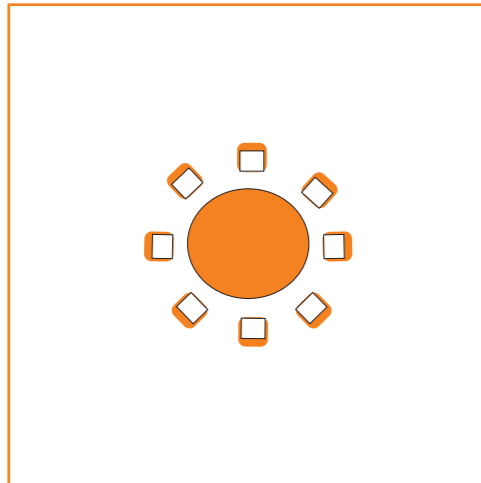
CLASSROOM STYLE



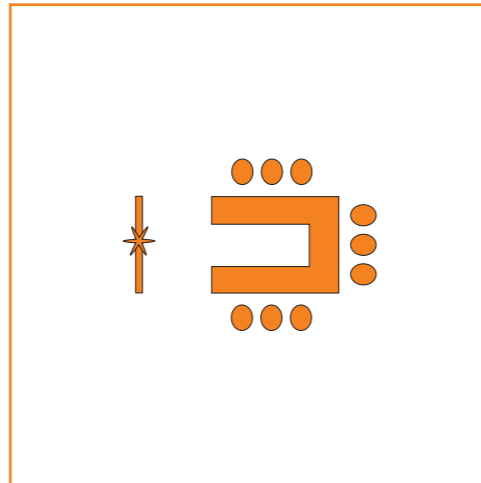
SMALL GROUPS



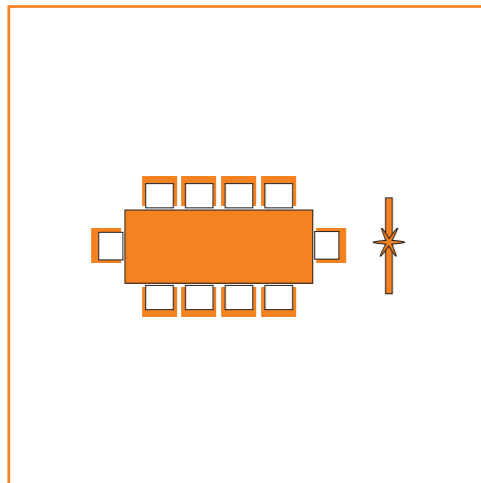
ROUND TABLE STYLE



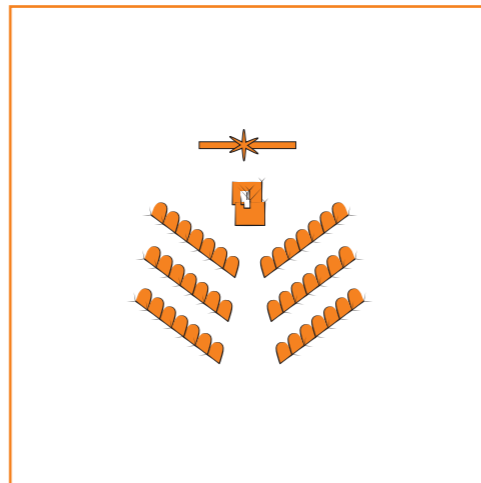
U-SHAPED STYLE



BOARDROOM STYLE



HERRINGBONE STYLE



Skills and qualities of trainers

The skills and qualities of the trainer is critical to the success of any course. One idea is that a good trainer can train on any issue. While it is certainly true that not everyone who has a lot of knowledge about a subject is necessarily a good trainer, it is also not true that anyone can train on a specialist subject (such as safeguarding), without a considerable amount of experience/or research.

Participants It is important for participants to must leave the course with a clear understanding of the themes and topics. Therefore, the trainers, while not necessarily needing to be the 'expert in the room' must be clear with the technical information must be understand the contents so that they are able to appropriately answer questions and deal with any issues that arise. This may include technical misunderstandings.

A good trainer has:

- **Sensitivity towards the feelings of others**

A good trainer will help to create and sustain an environment of trust and openness where everyone feels safe to speak honestly, and where differences of opinion are respected. Most people will not articulate their discomfort, hurt feelings or anger; instead they will silently withdraw from the discussion or become argumentative or disruptive. Sensing how people are feeling and knowing how to respond is an important skill in training.

- **Sensitivity to the feeling of the group as a whole**

In any group, the whole is greater than the sum of its parts. Group 'chemistry' generally reflects shared feelings. A group may be eager, restless, angry, bored, enthusiastic, suspicious, or even frivolous. Establishing a collaborative dynamic is essential to a good learning environment.

- **Sensitivity to the status and capacity of the individual participants in the group**

In most trainings, and especially for multi-stakeholder groups, there will be participants with very different backgrounds and experience. A good trainer will be sensitive to how each participant perceives himself/herself and the others in the group. It can take time to

build trust and to create the environment in which they will be comfortable with each other, but establishing such trust is essential in being able to capitalise on the feedback process during the simulation sessions.

- **Ability to listen**

By listening both to the explicit meaning of words, and also to tone and implicit meaning, a trainer will be able to sense the feelings of individuals and the group. Therefore, it is critical to ensure that everyone feels included and has the opportunity to participate so that their 'voice' can be heard.

- **Ability to hold people's attention**

Body language, tone of voice, manner of dress and other non-verbal cues can affect the way participants will react to a trainer. A trainer who appears confident will give participants security that they are in good hands and will learn something important. A trainer who uses his/her hands and voice in an expressive manner may give participants a feeling of being included or at least kept interested. A good trainer will speak clearly, face the participants, and dress appropriately.

- **Ability to draw information from participants**

Engaging the participants in the proceedings will ensure that they learn from each other and feel a part of what is happening.

- **Tact & honesty**

Sometimes the trainer has to take unpopular actions or say awkward things for the good of the group as a whole. The ability to do so carefully and kindly is important. Furthermore, the subject matter of the training can evoke strong feelings and painful memories for participants. Trainers need tact to deal with emotional situations respectfully, but firmly in order to create safety for all participants.

A trainer should be honest with participants about the limits to his/her own knowledge. Instead of pretending to know the answer to a difficult question, they can ask if another participant knows the answer, or undertake to find out the answer and bring the correct information at another time.

FIG. 1 Typical seating arrangements/room layout

- **Commitment to collaboration**

Collaborative learning can seem frustrating and inefficient at times. It can be tempting for a trainer to take on the traditional role of 'teacher', and to lead rather than facilitate. A good trainer will realise the empowering value of collaborative learning and will establish a working relationship with participants in which the responsibility for learning rests with the whole group.

- **A sense of timing**

A trainer needs to develop a good sense for the timings during training. He/she should know when to bring a discussion to a close, when to change the topic, when to cut off someone who has spoken for too long, when to let the discussion continue over the allotted time, and when to let silence continue for a little longer. Timing is also important to provide the structure for learning. This includes setting and observing the times for the sessions, putting time limits on presentations, keeping to the agenda, and starting/finishing on time.

- **Flexibility**

A trainer must plan the sessions but must also be ready to jettison the plans in response to a situation if it will make the learning experience more successful. Opportunities may present themselves in which it is appropriate to call on the talents and experiences of people in the group, or to use resources suggested by the participants. Flexibility towards delaying or bringing forward breaks in the session can also help to prevent the group from losing its concentration or becoming bored.

Creating a positive context for training

Although issues such as the trainers skills, methods used, the course contents and the physical environment will impact on the atmosphere on the course, it is also necessary to give some thought to how to set the context, or 'boundaries', of the training to create a positive environment.

- **A sense of humour**

A trainer's ability to laugh at himself/herself, and to share the laughter of others, enhances the learning experience for everyone. The creation of a warm and friendly atmosphere will make people feel comfortable and open to learning. Laughter should never be directed at someone, but with someone. The issue may be serious but that does not mean that there is no space for humour, if only as a release. However, it is important that jokes are not made about children and their circumstances or that it is used to belittle or humiliate participants on a course.

- **Good organisational skills**

The trainer must make sure that the 'housekeeping' tasks are done, such as the preparation of materials, the arrangement of the meeting space, and the provision of essential information to participants. Good organisation will give the participants confidence that they are going to learn something important. However, the trainers are not the maids! It is reasonable to ask participants to support with practical arrangements, such as helping to collect materials at the end of exercises or to clear cups etc.

- **A positive attitude towards the participants**

Participants react well when their opinions and contributions are treated with respect. A good trainer will find a positive way to relate to participants, even when correcting something or disagreeing with someone.

Introductions

Particularly on a lengthy course, where people are going to be 'exposing' themselves by practicing skills, it is useful for participants to have the opportunity to get to know each other.

There are many different ways that this can be done, from each participant in turn introducing themselves and saying a little about their background, to more creative ways, such as games. While creative introduction sessions can be fun, for shy people these can be intimidating or for others may seem a waste of time.

Learning Agreement/Ground rules

This is basically an agreement about how everyone on the course, including the trainers, want to work together over the duration of the course. A balance needs to be struck between getting the ideas of the group, and not spending too much time on this activity. The simplest way to develop ground rules, which also demonstrates the use of 'ideas storming', is to ask participants to call out suggestions and then to write these on the flipchart. As an alternative, the trainer can suggest the ground rules and seek agreement from the group. Typical issues that are included in a learning agreement/ground rules include:

- Time keeping
- Mobile 'phone use (or not)
- Confidentiality and anonymity
- Listening to each other
- Agreeing to differ – respecting the opinions of others
- Importance of asking questions

The ground rules/learning agreement should be pinned on the wall throughout the course, so that reference can be made to it if necessary. The trainers also need to remember to stick to the rules too!

'Parking Lot'

During a course questions are often raised which will be answered in later sessions, or issues crop up which

are outside the scope of the course. While sometimes these matters can be dealt with on the spot, at other times to do so would be very disruptive and it makes more sense to postpone the discussion until a later time. In order to ensure that issues are not forgotten, it can be useful to establish a 'parking lot' – somewhere a question can be 'parked' until later. One way to do this is by either pinning up a piece of flip chart and writing notes on it, or by pinning cards on a board.

It is important to ensure that all items on the 'parking lot' are dealt with by the end of the course.

Clarifying expectations & objectives

In any course it is important to ensure that participants' expectations match the course objectives in order to have a successful outcome.

Sometimes it is not possible to fulfil expectations, in which case this needs to be clear from the outset, so that participants do not leave feeling disappointed.

Sometimes, for example with the ToT, a course has very clear objectives and there is little scope to adapt the materials to meet participants' expectations. In which case the objectives should be shared at the beginning of the course so that participants are aware. Even with the ToT however, it may be possible, since there is a lot of flexibility during discussions, to cover specific, related issues which are of particular interest to course participants.

Closing exercise

Closing exercises can be used to finish the day/course in a positive way. This can be something as simple as each person sharing one thing they have enjoyed or will take back to their work.

Training techniques & tools

A variety of different training techniques and tools are used in the ToT package and the materials developed for children.

This section explores techniques and tools included and other ideas. This is in case the trainers wish to adapt the materials to use a method which they think is more suited to their participants.

Brainstorming/Ideas storming

This is an idea generation technique. It consists of a rapid discussion that allows everyone to make their suggestions, or to provide their information. The group is given a topic, and is then asked to come up with opinions, ideas, experiences on the topic, with everyone contributing in a rapid and short way. Ideas are allowed

to flow freely, without evaluation or discussion. Only a short amount of time is allowed, as the important thing is the quantity of the ideas, not the quality. The technique allows participants to realise that there can be many ways in which to look at a problem. While the ideas are being collected, keywords are used to summarise on the flipchart. These ideas can then be used as a basis for discussion/exploration.

Nominal group technique

This is an alternative to brainstorming. It allows for the generation of ideas, and then the choice of a preferred course of action. A problem is presented to the group, and the participants are invited to come up with as many solutions as possible. The proposed solutions are written on flipchart. When all the ideas are recorded, the participants are invited to discuss each one. This process helps participants to achieve a deeper understanding of the problem. Participants can also vote for their preferred solutions.

Working groups

By setting up small working groups to discuss a particular problem, participants are enabled to express their own ideas and opinions as well as listen to others. Working in small numbers together, encourages each person to contribute to the effort. Groups are given a problem to solve and a limited time in which to discuss it and come up with their responses. Each group has to nominate a facilitator and someone to take notes. When the time is up, the nominated persons present the work of the group to the large group/general audience. If the responses from all of the groups are likely to be very similar, the trainer can ask each group to present its 'different' conclusions to the whole group.

Dialogue

This is a technique where the trainer sets the scene of a problem, and then invites comments from the participants. This allows for a wide variety of contributions to be made by the participants, so they can learn from each other. It also allows for the trainer to correct any misunderstandings.

Panel discussions

If there is relevant expertise among the participants at a training session, a panel discussion is a good way in

which to share that with everyone. A panel is chosen with two or three persons who have specific knowledge and expertise on a relevant topic. They are asked to make a short presentation to the whole group, and followed by a 'Question and Answer' session during which the participants clarifies the information given, or contributes other opinions.

Role plays/skills practice

These are ways to practice skills. They are created situations or 'plays' in which participants are required to act a part. Role plays need to be fully thought out by the trainer in advance of the session, and the expectations clearly explained to the participants. Each one needs to know the part they will play, and have a description of what their character will do, or is able to do. For example, if a policeman is asked to play the part of a victim, he has to place himself in the situation of the victim. This might help him realise how powerless he could be if he was in that position, and to increase his empathy for victims.

Role plays can be a very enjoyable way in which to learn, but care is needed to avoid participants moving away from the point of the exercise or exceeding their 'role'. It is also important to be sensitive to the willingness of participants to play a part. Some people do not like to pretend as part of a learning endeavour and will resist this form of participation. This is especially where participants fear being 'exposed' or judge, such as if expected to role play in front of the large group.

For the ToT, the simulation sessions are in fact a form of role play/skills practice. It is important that they are facilitated properly by the trainers (see Section 3).

Warm-ups, icebreakers & energisers

These are games designed to help participants to get to know each other and to feel comfortable with each other. They are important in creating a sense of trust between the participants. Energisers also help to clear the mind so that participants can concentrate better or as a 'break' between different sessions or topics. The trainer should choose games and activities for warm-ups, icebreakers and energisers which are appropriate for the particular participants and will suit the mood of the group.

Engaging the participants in practical activities

A trainer can create opportunities for the participants to engage in practical activities, such as filling in parts of a flipchart, or placing cards with information on a wall. Such opportunities allow the participants to move around, and to relate their intellectual understanding to a practical movement which can both avoid boredom and for some participants help with learning. Even the task of dividing into small groups could be made into an activity, for example by asking the participants to group according to hair colour or age range, place of birth or particular interest.

Drawing pictures

This can be an activity for each participant or for the participants to do in small groups. It can help participants to visualise the issue they are discussing. For example, asking participants to draw their idea of a 'good facilitator' makes them think about the characteristics that their participants will experience in them as trainers. It also provokes discussion about the issue. When the drawings are finished, the participants can discuss the differences and the similarities in the images they have produced, and the reasons behind those differences/similarities.

Reflecting/Checking Back

If the trainer periodically spends a few minutes reflecting back on what has happened and checking with participants how they are reacting to the session, it helps to keep the group focused on the topic and the objectives of the training.

It also helps the trainer check that things are going well/to plan.

Traditional teaching method

If there is a lot of specialist knowledge to convey, it can be easiest to convey the information in a formal 'teaching' style. To hold the attention of the group, it is important for the 'teacher' to keep active, to use the flipchart or to provide the information by (PowerPoint) presentation and handouts to reinforce learning. Even if using traditional teaching methods, it helps to break occasionally and involve the participants in discussion or reaction.

Given the methodology designed for the course, there is no formal teaching element included in the ToT.

Concentric circles

This is a technique by which a lot of information can be shared in a short space of time. Participants are placed in two circles – not more than 5 persons on the inner circle and 5 on the outside circle, facing each other. Each person in the inside circle is given a role/question/topic which he/she has to explain and defend. The participants on the outside circle are given a single issue to explore with the inside circle. For example, the persons on the inside circle might be given one each of the following roles: child victim, parent, policeman, teacher, judge. The participants on the outside circle might be given the issue of whether the criminal justice system should protect young children rather than criminalise them.

The outside circle discusses the question with the 'person' opposite them in the inner circle for several minutes, and then moves to clockwise to discuss the same question with the next person on the inner circle. The participants can change their place in the circles after the round has been completed, and new roles and issues can be devised.

This technique should only be used by trainers who are confident and have practiced it as it can become chaotic and difficult to manage!

Typical training tools used include:

Case studies

Case studies are stories/scenarios that seek to convey the reality of a problem situation. They are helpful in engaging the participants in the issue and making them think about real people and real-life situations, with problems that require realistic solutions. Case studies can be taken from the course documentation or can be devised by the trainer, using the newspapers, court reports, cases known to the trainer, anecdotal reports of real cases, or an amalgam of several sources. If the scenarios in the case studies are realistic for participants, they are more likely to come up with good solutions to the problem being addressed. Case studies can also help to create empathy between the participants and the persons whose situation they are examining in the study sessions.

If an exercise involves reading a case study it is better to give the instructions for the exercise, and then distribute the scenarios, so that participants are not distracted from listening by reading

Audio-visual and visual materials

These materials are information tools that assist a training session by showing the information in video, film or picture images with/or sound. They are useful to provoke discussion and to bring home the reality of what is being taught to the participants on the course, but should not be used purely to 'shock'. A trainer should choose materials that will tie in with the objectives of the course, illustrate the session in a relevant way, and at the right time, and ensure that there is enough time and facilities to use the material effectively. This technique is not included in the ToT course, as it is expected that the training will take place on summer camps/sports club premises which may not have such facilities.

(PowerPoint) presentation

This is a way in which the important points of an issue can be made clear to participants and/or to reinforce

Collecting feedback from groups

Getting feedback from small group work can be very laborious and repetitive. There are different ways that small groups can report back, which can shorten the time needed, prevent duplication or engage the participants with the information in different ways.

Silent Report

Instead of one person presenting a group report, all group members can report on a specific element of their work. This could also be done in a discussion format in which speakers take different positions.

Group report

Instead of one person presenting a group report, all group members can report on a specific element of their work. This could also be done in a discussion format in which speakers take different positions.

Group mix

The small groups are mixed into new groups. The different members should then inform each other on what they have discussed in their first groups.

learning. Using pictures in the presentation can help tell the story. The presentation should only pick out the key concepts, and be made with short sentences to prompt.

PowerPoint presentations take time to prepare, and the trainer needs to be capable of using the software. As an alternative, important information can be written onto flipchart.

Information and fact sheets

Handouts can be an excellent way of reinforcing learning, but the timing of their distribution is important. People tend to be curious, and giving handouts during a session often means that attention becomes focused on the handout, rather than on what is going on. Also if giving handouts make sure not to 'spoil' the sessions by giving participants answers to questions before they have been asked!

Hearing

The whole group makes itself available for questioning by an expert on the results of their work. The questions should be simple and the answers should be short. The trainer should not allow repetitive questions and place a limited on answers, avoiding one person answering all questions.

Interview

Only one person from the group will be asked questions, either by one person from the whole group or by several. The number of questions should be limited.

Decision making process

Different solutions or proposals which have resulted from the working groups are presented and explained to the whole group and put to a vote.

Using training aides

Flipchart:

Position the flipchart stand so it is visible to everyone.

- When writing, position yourself to the side so the page is visible to the group.
- Take your time when writing the group's input making sure the points are clearly written.
- If you have not heard something a participant said ask them to repeat their point.
- If you are summarising what was said to help you capture the point, check with the participant whether you got have accurately summarised what they meant.

PowerPoint:

- Practice setting up the projector and laptop before you begin the presentation.
- If you are planning to prepare PowerPoint slides, make sure they are not too crowded. A few points on each slide is all that is needed – they should help prompt the presentation only.
- When going through points on the slide do not just read the points about talk around and expand on the points.
- Make sure your back is not turned to the group. To help you with this, you can either position the computer screen to enable you to look at the slides and the audience at the same time or have a hard copy of the presentation as a reference.

Warm-ups & Energisers

The use of warm-up exercises and energisers can be a contentious issue, and one that requires consideration. People either like them, or find them a waste of time. If they are to be used, the selection of exercises requires thought, especially if training in, or with, different cultures.

One problem with energisers is that they can eat into the time of a course. Trainers need to recognise that the best way to keep participants energised and engaged is to ensure that the sessions themselves are participatory and interesting!

Time spent on energisers should therefore be short and active, or have an important function, such as

helping participants to get to know one another at the beginning of a course.

A good idea is to have a sign-up sheet at the beginning of the course and to ask for volunteers to run a warm-up or energiser as required. This involves participants, thus making the course more participatory, and also gives the chance for participants to share ideas between themselves.

Remember, on a ToT, to allow a few minutes after the warm-up/energiser to discuss in the large group how people experienced it, and what use they think it would be in practice. *FIG. 2 - Examples of warm-ups and energisers*

THE WORLD IS DISTANT

Pick a question and ask people to stand up if they agree with it.

Example:

- Is child abuse a problem in the world? (If you agree, stay standing)
- Is child abuse a problem in this country? (If you agree, stay standing)
- Is child abuse a problem in this city? (If you agree, stay standing)
- Is child abuse a problem in this club/camp? (If you agree, stay standing)

This exercise helps people to relate global issues to their local situation.

NAME GAME

This is a 'get to know you' game.

Groups of about 10 persons are formed. The person who starts must say his/her name, as well as a word that starts with the same letter as the first letter of the name.

The trainer could give a specific topic for the additional word, such as food or vegetables.

The second person must give the name and additional word of the person before, as well as their own name and additional word, and so on until everyone in the group has said their own name and the names of everyone else.

This exercise helps people to remember each other's names, and creates a fun atmosphere. It is difficult to do with a large group.

MOVEMENT GAME

Each person picks a movement for themselves, for example, putting out their right arm.

The person next to them has to imitate that movement, and create their own movement.

The next person has to repeat both the earlier movements and make their own movement, and so on.

INTERVIEW GAME

Each person pairs off with one other and asks several questions. Then, having learnt something of each other, each partner introduces the other to the whole group. Some leading questions might be:

- When you hear the phrase "a human right," what do you think about?
- What animal best represents you?
- What event in your life has most affected your view of the world?
- What brought you here?
- What do you like most about your job?

This is an exercise for introductions and helps people to understand each other.

TWO TRUTHS, ONE LIE

Break everyone into groups of between 3 and 5 persons.

Each person in the group must tell the others two truths and one lie about themselves.

The other members of the group must then guess which statement was the lie.

When finished, the groups can choose their best 'liar', who can then try and fool the rest of the groups.

This exercise helps people to realise how difficult it is to know a person just from external appearance and from what they say.

COUNTRY ON FOREHEAD

Everyone has a sticker on their forehead with the name of a country.

The person does not know what country is named on their own sticker.

The participants must then ask questions of each other, to which the only answer can be 'yes' or 'no', and try to guess which country they have on their forehead.

This exercise helps people to get to know each other and to feel comfortable in each other's presence.

BLINDFOLD GAME

Participants are divided into pairs, and one of the pairs has a blindfold over their eyes.

The other one has to lead the blindfolded person around the room and around obstacles in the room, such as tables, chairs, flipchart.

After 5 minutes, the couple change roles, and the leader becomes the blindfolded person.

After the exercise, discuss with the participants how they felt during the exercise.

The aim of this exercise is to help people to trust each other, and also to help participants to realise what it is like to be in a vulnerable situation. Care should be taken in using this exercise as some people find it very uncomfortable, and become resistant to learning.

A variation on this exercise is for one of the pair to be blindfolded, and have to draw a picture (for example of a child or a house) following the directions of their partner. This is sometimes more acceptable to participants as it feels less physically threatening.

SNOWBALL

This is a game that asks for spontaneous responses from participants. It can be used for a quick evaluation, or to throw up ideas quickly.

Make a ball out of paper.

Call out your own opinion or idea, and then throw the ball to another participant, who then has to call out his/her opinion or idea before throwing to the next person.

For example:

'At the end of this days training I am feeling.....' or

'One thing I learnt today.....'.

FIG. 2
Examples of warm-ups and energisers

Review, Evaluation and capturing learning

Capturing learning

It is useful to establish the knowledge levels of the participants to help chart learning and to evaluate the effectiveness of the course. One method is to complete a baseline knowledge test before/at the beginning of the course, and to repeat the (same) test at the end of the course (comparing pre-and post-test scores).

Another way of conducting a baseline knowledge test, without completing a form, is to ask participants questions and get them to place themselves along an imaginary scale to demonstrate their answers. This is a good technique because it gets participants moving; a disadvantage is that participants may later forget where they had placed themselves in the initial test! One of the trainers needs to make a diagram or a note to register the placements or take a photo so there is a record.

Review of each day

On any course that lasts more than one day, it is usual to start the next day with a review of what was covered on the previous day. Such review reinforces learning, sets the context for the coming day's work and gives an opportunity for questions and comments. If the review can be done in a way that is engaging and fun, it sets a positive tone for the day.

One method is to take photographs during the day, and to download these onto a computer and show them as a slide show during the subsequent day's review session. Using visual material in this way not only provides a stimulus for the memory, but also demonstrates to trainers in training a way that photographs can be used, and how they could go about running a review session in their own trainings.

An added bonus of taking photographs as part of the review process is that the photos can be incorporated into reports for sponsors/funders to illustrate what happened during the course.

Evaluation

Although feedback should be sought throughout the course, it is important to have written feedback from participants and also from the trainers. The value of written feedback is that it is a tangible record from the course. This can be reviewed before a similar course is run again to make sure that any necessary improvements are made.

In order to increase the chances of evaluation forms being completed and returned, it is a good idea to allow some time at the end of the course for people to fill in their forms. Ask participants to return the form before leaving. Keeping the feedback form as short as possible will encourage participants to complete it!

Recorder

It is sometimes necessary to provide a fully documented record of the course, especially as a requirement of the funding. It will be impossible for the trainers to do this while also facilitating the course. If a written record is needed, then someone should be identified to act as a recorder.

A full record of the training can be useful to distribute as a reminder to the participants after the course. Another important purpose of a record is that it can assist in their evaluation of the course to incorporate lessons learned into future training.

Dealing with 'Difficult' participants

Every course is likely to encounter at least one 'difficult' participant – for example someone who will not stop talking and has an opinion on everything, or someone who is shy and does not want to participate. In the worst cases there may be outright hostility between participants. It is important that trainers know how to deal constructively with any difficulties that arise. Some challenges, and how to manage, include:

'This will never work'

Try to regard the statement of difficulty as an invitation to build, and not as an obstacle. Try asking the individual to suggest a solution to the problem they have identified. You should listen to the difficulty expressed, and try to deal with it, but trainers should not allow a 'complaints' session to develop.

Conflict between two participants.

You should be aware of the situation, but should not intervene too early, as this could lose the support of the group. If you do have to intervene, try to emphasise the points of agreement that you have been able to identify and to draw others into the discussion. It is important to de-personalise the issue, and it may be appropriate to get the participants to agree to 'park' it for the time being. You can come back and deal with it later, when the situation has calmed down.

'I'm not going to say a word if I can help it'

This person may be shy, or they might be nervous of speaking in front of their manager or their peers. He/she might find it easier to speak in a small group, which is why it is important to use a variety of learning techniques and methods. As a facilitator/trainer it is important to value everyone's contribution. Ask the person for their opinion; then they cannot make a mistake, because it is only their opinion. Acknowledge and validate any contribution that they make to help increase their confidence to share their ideas.

'I'm the expert on this subject'

The person may be truly an expert, in which case you should show respect for what they can bring to the discussion. Use their expertise to help the learning experience of the others, but mentally set limits on

how long you will allow them to talk and stick to those limits. Use your body language to indicate when he/she should stop talking and bring others into the discussion by inviting participants to share their ideas. Encourage the 'expert' to listen and consider giving him/her a part to play in answering questions from other participants. If appropriate, invite the person to do a short presentation on the subject under discussion.

'I like the sound of my own voice'

This individual is likely to want to dominate the discussion, and you must take control, but in a constructive way. Try to involve other participants by calling on them by name to get involved. In most cases you will find that the group itself will take control and tell the difficult person to stop talking.

'I've heard it all before'

Do not get angry or defensive. Try to find some merit in what the person is saying and encourage the person to focus on the positive.

'I don't agree'

A person who is constantly disagreeing and raising objections can introduce a negative atmosphere into a training session. A good technique to use for such situations is for the trainer to move outside of the group while the problem is being discussed. For example, by getting up or moving to another position in the room. This forces the person who is being negative to address the trainer at the exterior of the group. It allows the trainer to keep the positive energy within the group, and to return to that positive position after dealing with the problem.

'I want to discuss a different and difficult issue'

If an issue is brought up which will take too long to deal with immediately, or which is not appropriate for the session, 'park' it, and come back to it later. Write down the key words for the issue and place it where it can be seen (for example on the 'parking lot'); explain to the participants that you will return to it at another time. Once issues have been dealt with, remove them from the parking lot.

'I won't attend all of this programme'

It will be very difficult for the members of the group to concentrate and trust each other if one participant is reluctant to be there or will only attend part of the sessions. A participant will not get the full value from doing only part of a course. If someone is not prepared or cannot to attend all of the course, it is important to find out why – they may have a very valid reason. You may need to be firm and insist that the person drops out of the course altogether and attends the course at another time when they can fully participate.

Dealing with disclosures

Disclosure is the process of speaking out or informing about abuse.

Disclosures can be planned – that is the child (or even an adult) makes a conscious decision to talk - or unplanned. Unplanned, spontaneous disclosures often happen when a person feels comfortable or they are not aware that the situation they are disclosing is abusive. Indirect disclosure can occur when a child does not share the details of the abuse without being prompted, or does so in a round about way, for example through play or drawings, or through their behaviour (such as harming themselves).

Irrespective of how the disclosure occurs, it is important it is handled appropriately by:

- Reassuring the child that they are doing the right thing by telling
- Accepting what the child has to say
- Not trying to explain away or minimise what has happened
- Not showing shock or disbelief
- Remembering that even if a child is being harmed by someone, they may still feel very loyal. For this reason, it is important not to criticise the perpetrator, although it is appropriate to say if their actions are abusive. For example, do not say 'They are bad' but do say 'I think what they are doing is wrong'.

Disclosure of personal experiences

Inevitably on a course, some personal information will be shared. This is normal and to be expected. However, on some courses the participants begin to share very intimate details of their life, including sometimes their own history of abuse. A course is not an appropriate forum to do this and it is important to sensitively recognise what is being said, and also to suggest speaking privately.

- Not undertaking an interview or an investigation. The purpose of any conversation with the child at disclosure stage is to be able to support the child in saying what they want to say about the situation, and to be able to pass on information in accordance with the Child Safeguarding Policy.
- Explaining to the child what will happen next (e.g. 'I will talk to the CSFP so we can work out the best way to help you'.)
- Not making any false promises about what might or might not happen
- Not agreeing to keep any information secret or private.

If a child makes a disclosure, it is important to try to limit the discussion about the situation in the group, but to take time after the session ends to have a follow-up conversation (or if this is not possible to report concerns under the Child Safeguarding Policy). If there are two facilitators then one of the facilitators may decide that it would be helpful to discuss what is happening privately with the child. **This is not an interview. It is merely a chance to give the child to speak, to reassure the child that they have been heard and to explain what happens next.**

It is essential to ensure that the appropriate channels are followed for reporting of any actual or suspected abuse. **It is not the job of facilitators or trainers to decide that a situation is nothing to worry about or that they can ignore what has been said.**

Differences between child and adult learners³

Children and adolescents learn by observing, listening, exploring, experimenting and asking questions. Being interested, motivated and engaged in learning is important for children once they start school or when they are engaged in workshops. It can also help if they understand why they are learning something.

Those facilitating sessions with children need to appreciate that they may have to adjust their training styles to accommodate similar language and to introduce more breaks/have less expectations of children being able to remain focussed on a topic. This is especially the case for younger children.

The KSCC training package for children provides different options of exercises and ways to explore subjects based upon different ages of children. However, trainers should remember that age is only one indication of the level of capacity of children, and their previous experience may also impact on what they can/cannot be expected to do.

There are four distinct ways in which the characteristics of adult learners (andragogy) are typically different from child learners (pedagogy):

Self-Concept

As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

Adult Learner Experience

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

Readiness to Learn

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

Orientation to Learning

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

Furthermore, it has been suggested that the motivation to learn begins to become internal as a person matures.

³ Based on Knowles

SECTION 3

The training materials

This section includes the training materials, including the session plans for the training of trainers. It also outlines how to organise and facilitate the simulation and presentation sessions and necessary preparation that will be required before each session.

Pre-training preparation

As with any course, in addition to any practical and logistical arrangements, before starting the ToT the trainers will need to prepare themselves.

This includes:

- Reading through the training materials, including all the notes included in this package in Sections 1 and 2 of this document.
- Review the KCSS training package for children
- Checking and reviewing any documentation that participants may have been given about safeguarding or procedures that are in place in their working environment – such as Child Safeguarding Policy, Code of conduct, rules about use of changing spaces, supervision etc.
- Deciding if any particular adaptations of the materials are necessary, for example to reflect the situation in the camp/club.
- Being clear about the methodology for simulation/presentation sessions
- Allocating groups or pairs for simulation/presentation sessions.

- Copying KCSS training package for children for each participant to refer to/use during the course
- As noted on session plans:
 - Preparing exercises – including copying (and adapting) worksheets etc. (as noted in instructions for each session)
 - Heading up flipcharts 'Ground rules', 'Parking lot' and 'Volunteers'
 - Transferring any information required onto flipchart or PowerPoint (if used)
- Clarifying arrangements for monitoring and evaluation of ToT
- Preparing certifications, if required

Trainers will also have to decide timing of simulation or presentation sessions (based on the KCSS training materials for children). If possible, all sessions should be practiced.

However, if time is limited then Session 10 can be omitted as it is straightforward to run for someone who is an experienced facilitator with children.

Facilitating the simulation sessions

Proces. The simulation sessions give an opportunity for experiential learning, as a trainer/facilitator, and also provide valuable insights into the appropriate use of the training materials developed for children.

- Participants are split into 'training teams' of two (maximum of three, otherwise there is not enough 'work' for each participant).

- Each training team is allocated a session from the materials (or where there are few participants it may be necessary for teams to facilitate more than one session).
- Teams take turns delivering their training session (based on the session/sessions they are allocated) to the rest of the ToT course participants and the facilitators. During this time,

the course participants and facilitators "role play" participants on the course. The training team (responsible for that session) acts as trainers and run the session as they would in a training course.

- In order to not make the training too difficult/role play too complex, participants should behave as they would expect 13 or 14 year old to do.
- The training teams will need to prepare in advance (limited time is built into training but this is unlikely to be enough and the teams may need to do 'homework'). The teams may need to adapt the materials from the session allocated to fit the time allowed for their session (for example, reducing the number of questions to be considered etc., reducing time for an activity).

Children who took part in piloting reported having a lot of fun and learned new things while playing. Therefore, although the training teams may need to adapt their allocated session (for example perhaps reducing the number of questions) they should as far as possible run the activities set out in the relevant session plans in the KCSS materials rather than developing new exercises.

Exact timings/details can only be set once the final numbers for course are confirmed, but in general the following process should be followed:

- The training team should start the session with a very brief presentation – max 5 minutes - (maybe on flipchart as bullet points) of the purpose/objectives of session.
- The training team should then deliver an adapted version of the session allocated - 30 minutes
- At the end of the session, participants (and the ToT facilitators) should come back together for debrief (approximately 15 minutes) using a standard feedback model (see below).
- Concluding discussion, led by the ToT facilitators, to ensure that key points/messages have been drawn out, to clarify any technical misunderstandings, and to explain any differences between activities included for different ages of children.

After feedback is given, further comments or discussions on how the session went can take place/further questions or responses to feedback made can be explored. **The TOT facilitators should ensure that participants are clear what the key messages are that**

children attending the session should get. This may mean providing additional information to supplement the participants' knowledge. Trainers need to keep a careful eye on timing – it is easy to run over time with the simulation sessions, but it is important that all participants are given the opportunity to practice their facilitation skills.

Feedback and debriefing

It is recommended that the debrief of the simulation sessions should follow a standard feedback model followed by free discussion/comments. The first couple of times the feedback model is used can take more time, but as participants become familiar with the method the process 'speeds up'.

The purpose of following a standard format for feedback, in which everyone is given the opportunity (and encouragement) to speak and give focussed feedback, is to ensure that ideas do not 'get lost', and feedback remains detailed (not just general congratulations for a 'good job'). It also allows participants on the course practice in giving feedback and communication skills.

ToT course facilitators will need to manage the process of feedback as participants may be tempted to come up with a list of items or be reluctant to make suggestions. Facilitators should also remind participants that feedback is for everyone to learn. Comments made in feedback should be constructive and helpful, not negative and critical.

FEEDBACK MODEL

ONE thing I liked

ONE thing I did not like so much

ONE thing I would do differently

During the feedback, there is no discussion or questions. The point is for everyone to hear the feedback and to accept it. If there is any time left over, then more general feedback can be given.

Option for exploring training challenges

As an additional element of the simulation sessions, participants can be asked to take on a role of a participant on a course who represents a particular 'challenge' for trainers, either regarding training generally, and/or specifically to safeguarding.

The advantage of doing this is that the final session (on Day 3) can be deleted (as the challenges will be explored through the simulation sessions). However, this may be difficult for those participants who are not used to training and ideally should be reserved for

courses with participants who are already experienced in training/facilitation.

If using the option for exploring challenges within the simulation sessions:

- Only one or two roles should be allocated (secretly) in each simulation. This should be voluntary.
- Those with roles allocated should participate in simulation session, playing their role. It is important that the way they play the role is 'realistic', but obvious enough to be noticed by training team and other participants.
- At the end of the debrief session, after the feedback, the roles should be revealed (if they have not been guessed already) – and a brief discussion can take place of how the training team dealt with the challenge and strategies for dealing with such challenges if they occur in training.

Facilitating the presentation sessions

As outlined in Section 1, the two-day course should be avoided if possible because there is not enough time for participants to practice and experience each session. If it is decided to only run the two-day adaptation, then simulation sessions will need to be replaced by presentation sessions.

As with the simulation sessions, participants will need to be divided into small training teams and allocated one or more sessions.

Teams should then prepare for and deliver a 15-minute presentation which explains:

- Purpose of the session
- What is included in the session/how to run the activities
- Key messages/points to be brought out through the session

This presentation should be followed by guided discussion where the facilitators explore technical points that may arise from the session.

SESSION PLAN – DAY 1, INTRODUCTION - 30 MINS

Purpose/main learning objectives:

- Welcome and introduce participants
- To develop ground rules
- To experience different training techniques
- To clarify agenda and expectations
- To discuss importance of measuring learning (if baseline knowledge test used)

Specific preparation/materials needed:

- Choose appropriate warm-up exercise and way for participants to introduce themselves (and gather any necessary materials) – ideally select from the list of warm-up exercises in the KCSS children's materials in order to give participants experience of the exercise
- Flipcharts with headings – GROUND RULES, PARKING LOT & VOLUNTEERS FOR ENERGISERS
- Copies of agenda for the course – or written on flipchart
- Develop baseline knowledge test – if one is being used

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Welcome participants to the course, and explain that this course is a little different to other courses that they have been on, as they will be learning through doing.</p> <p>Tell participants not to worry if this does not seem clear, as the course proceeds they will see what you mean.</p>	<p>Remember to remind participants of any safety considerations – for example fire exits and another important notices like sign up register etc.</p>
<p>If being used, distribute baseline knowledge test, emphasising to participants that it is not a test of them, but more to evaluation the effectiveness of the course.</p> <p>Give participants a few minutes to complete the test INDIVIDUALLY, and then collect completed tests</p> <p>Explain that in the KCSS package baseline knowledge tests are not used, but there are still opportunities to review learning included in the materials.</p>	<p>Remember to keep baseline knowledge tests!</p>
<p>Conduct short activity to introduce participants to each other, followed by warm up.</p>	<p>See notes in Sections 1 and 2 for ideas – note that a warm-up activity could also include introductions rather than running two separate activities.</p>
<p>Ask participants to get into threes and to discuss why they are in the course and what they hope to get from it.</p>	

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Give participants a few minutes to discuss, and then take suggestions from group.</p> <p>If there are any differing expectations between participants and purpose of the group, then clarify.</p> <p>Distribute agenda/show flipchart with agenda written on it.</p>	<p>Participants may question simulation/preparation sessions – explain that instructions will be given and they will have the opportunity to prepare later in the course.</p>
<p>Explain to participants that it is important to establish some rules of how to work together during the course.</p> <p>Ask participants to call out, and record on the flipchart with the heading 'ground rules' what sort of agreement they would like to make between each other for how to work together.</p> <p>Record ideas on flipchart, supplementing if necessary.</p> <p>When all participants have made their suggestions, review items on flipchart, and seek agreement from the group – discussing any items needed to come to a consensus.</p> <p>Post the flipchart on the wall, explaining that it will be left there for the duration of the course, in case anyone needs to refer back to it.</p>	
<p>Post the flipcharts for parking lot and volunteers, and explain their purpose to participants – inviting them to put up their names to volunteer to run energisers or any questions that occur to them.</p>	
<p>Reflection on the session</p> <p>Before moving on to next session, spend a few minutes discussing with participants how they experienced this first session, including what they liked, what did they think the purpose of the activities were?</p> <p>If necessary, reiterate the purposes to participants.</p> <p>Explain to participants that they have experienced three training techniques that are used in the training they will be conducting: ideas/brain storming, small group discussion and large group discussion. They have also experienced a warm-up/introduction energiser.</p> <p>Ask participants to reflect if there is anything that they would need to do differently when facilitating a group with children, and to share their ideas with the group.</p>	

SESSION PLAN - DAY 1, SESSION 1, WHAT DO WE MEAN BY SAFEGUARDING? - 60 MINS
<p>Purpose/main learning objectives:</p> <ul style="list-style-type: none"> • Understand and recognise key definitions (e.g. safeguarding, CP, safeguarding) • Identify main types of harm that children may face • Re-cap main roles in safeguarding
<p>Specific preparation/materials needed:</p> <ul style="list-style-type: none"> • Choose appropriate energiser or ask volunteer (from sign-up sheet) to facilitate • Prepare sets of cards from Sheet A – Definitions game. One set for each small group (4-6 participants) • Copies of camp/club Child Safeguarding Policy and Procedures (if available) • 'Concentric circles' drawn onto flipchart and labelled: child (in centre), family, club/camp, community and society • Post it notes, or small cards and take

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Explain that in this session we are going to explore some key concepts and terms that they will need as background information in order to facilitate the KCSS training package and discussions with children.</p> <p>Divide participants into small groups (4-6 people) and explain that in this activity they have to match the definition with the correct term.</p> <p>Give each group a set of cards, prepared from Sheet A – Definitions game</p> <p>When participants have completed the exercise, run through each definition, checking what participants matched in their group, and then discussing each issue.</p>	<p>Note that definitions in Sheet A are generic – make sure that they are adapted to reflect the Child Safeguarding Policy/local law</p>
<p>Explain that when thinking about safeguarding we are especially focussed on ensuring that children are safe from harm, both deliberate and accidental.</p> <p>Divide participants into different small groups and give each group flipchart and pens.</p> <p>Ask participants to work in their groups and to discuss all the different harms that they can think of – and which they think that children may experience in their club/camp, recording their ideas on flipchart.</p>	<p>As an alternative, consider developing some small case scenarios to share and illustrate the different types of harm.</p>

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>When groups have completed their work, take feedback in large group. Once feedback is completed, discuss in large groups the different categories of harm (physical abuse, sexual abuse, emotional abuse, neglect, exploitation, accidents and safety issues), picking up on examples given by groups.</p>	
<p>Explain that everyone has a role in safeguarding children, although their roles may be slightly different.</p> <p>Display flipchart with concentric circles and tell participants that the role for safeguarding children can be considered at different levels: child (in centre), family, club/camp, community and society.</p> <p>Ask participants to get into pairs and give each pair a set of post it notes (or small cards). Ask participants to think of as many roles/responsibilities for people at each level, as they can, and to write on the post-it (ONE ITEM ONLY per post it).</p> <p>Give the participants a few minutes to complete the task before inviting them to stick their post-its on the flipchart.</p> <p>In large group review, making sure to highlight (or mention) specific roles in safeguarding (according to the CSP) such as the Child Safeguarding Focal Point and other key actors such as police, child protection services etc.</p>	<p>If club/camp has Child Safeguarding Policy, make sure this has been given in advance to participants.</p>
<p>Reflection on the session</p> <p>Before moving on to next session, spend a few minutes discussing with participants how they experienced this first session, including what they liked, what did they think the purpose of the activities were?</p> <p>Reflect that different techniques and tools were used. How do they think such methods might need to be adapted for children?</p>	<p>Concentrate on how the method might need to be adapted, not the contents (e.g. might need to read out rather than write material for younger children).</p>

SESSION PLAN - DAY 1, SESSION 2, SAFEGUARDING CONCERNS IN CONTEXT - 60 MINS
<p>Purpose/main learning objectives:</p> <ul style="list-style-type: none"> • Explore specific situations of safeguarding concern in camp/club settings • Identify common signs and symptoms of concerns
<p>Specific preparation/materials needed:</p> <ul style="list-style-type: none"> • Choose appropriate energiser or ask volunteer (from sign-up sheet) to facilitate • Sheet B – Signs and symptoms of concern - one or two copies for each small group (4-6 participants)

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Conduct energiser or ask volunteer to conduct – if required.</p>	<p>Try to encourage volunteers running energisers to use an energiser suggested in the KCSS materials for children.</p>
<p>Explain that in this session we are going to dig deeper into thinking about both some of the situations that might pose additional risks for children and consider some of the common signs and symptoms of concern that might indicate that a child is at risk or is suffering.</p>	
<p>In large group ask participants to think of situations where they think children might be especially at risk, recording these on flipchart.</p> <p>Then ask participants to get into small groups and to think about the situations mentioned and to discuss <i>what sort of risk/why might there be a risk</i>.</p> <p>Feedback to large group and discussion.</p> <p>Ask participants if they know of any specific rules or procedures that operate in their club/camp that are designed to mitigate against such scenarios risks.</p>	<p>For example, bathrooms, during drop off/collection, overnight stays etc (Note facilitators will have to consider context of club/camp and make reference to the Child Safeguarding Policy)</p> <p>Try to link feedback with safeguarding procedures at the club/camp - for example, Code of conduct, CSP etc.</p>
<p>Explain that often – unless the child tells us – we might not know that a child is being harmed or is at risk. However, there are often signs and symptoms that we might observe (or be told about/hear). This can be both from the child, and also from others around the child.</p> <p>Divide participants into small groups and give each group a copy of Sheet B – Signs and symptoms of concern.</p>	

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Explain to participants that they should discuss the scenarios and decide: If they think there is any concern? If so, why and what?</p> <p>When groups have finished, feedback and discuss in main group.</p>	
<p>Reflection on the session</p> <p>Before moving on to next session, spend a few minutes discussing with participants how they experienced this first session, including what they liked, what did they think the purpose of the activities were?</p> <p>How do they think such methods might need to be adapted for children?</p>	

SESSION PLAN - DAY 1, SESSION 3, CREATING A SAFE SPACE FOR CHILDREN - 120 MINS
<p>Purpose/main learning objectives:</p> <ul style="list-style-type: none"> • Explore different needs of children at different ages • Explore how to deal appropriately with challenging behaviour from children on the course • Understand how to discuss safeguarding issues in a positive and appropriate way • Understand, and practice, how to respond to disclosures appropriately • Clarify how participants should report concerns • Explore what should be included, and the importance of, risk assessments
<p>Specific preparation/materials needed:</p> <ul style="list-style-type: none"> • Choose appropriate energiser or ask volunteer (from sign-up sheet) to facilitate • Check risk assessment format and requirements for club/camp (e.g. from CSP) • Clarify reporting channels for concerns to provide accurate information for participants as necessary • EITHER write age cards from Sheet C – Ages and capacities on flipchart (one card per sheet) OR PowerPoint • Sheet D – Sensitive facilitation tips, copied as handout/resource for participants • Sheet E – Dealing with disclosures, copied as handout/resource for participants • Packets of balloons (not inflated) – enough for at least three per participant.

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Conduct energiser or ask volunteer to conduct – if required.</p>	
<p>Explain that in this session we are going to think about how we can create a space and enjoyable space for children.</p> <p>In large group ask participants to share their ideas of what needs to happen to make the safeguarding workshops safe for children.</p>	
<p>Tell participants that facilitating safeguarding sessions and activities with children are in many ways the same as any other group run with children. Facilitators need to be able to create a positive, safe and fun atmosphere and make sure that all children are included. They need to be able to communicate effectively with children (according to the age and development) and to help children to articulate and express their thoughts and feelings.</p> <p>Explain that they will now explore some of the issues relating to the age and capacity of children, and divide the groups into two subgroups. Each person should be given a balloon (not blown up).</p> <p>Explain the 'rules' of the activity:</p> <ul style="list-style-type: none"> • A series of statements will be made regarding children at different ages. ONE of the statements will not be true. 	<p>Note – this activity can become lively!</p>

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<ul style="list-style-type: none"> If a group member (or more than one member) knows which answer is false, they have to blow up their balloon and then throw it to the other members of their group. When all members have caught a balloon (for example if two group members know the answer and blow up their balloons, the other group members only have to catch/throw a balloon once, not both balloons) the balloon should be thrown to the trainer. Once the trainer has caught the balloon, the group member can give their answer. The first person to answer the question correctly – i.e. can identify the statement which is not true – wins a point for their team. <p>Display the three ages and corresponding statements (from Sheet C – Age and capacities) one at a time. When the correct answer has been identified, spend some time discussing with the large group the answer, including clarifying any points.</p> <p>If necessary, distribute additional balloons during the exercise (i.e. after a balloon has been used).</p> <p>Come back to the main group and discuss what might be the impact of factors such as gender and disability in their settings? What children do they think may need extra support to ensure they can participate and be included?</p>	<p>Statements from Sheet C can either be transferred onto PowerPoint presentation or flipchart. Avoid reading out only as the statements are quite complicated and it may be difficult for participants to reflect on the choices.</p> <p>Examples might include, LGBTQI, minority groups, refugees etc.</p>
<p>Explain to participants that even though they have lots of experience in facilitating children's groups, and it might seem obvious, in this session we are going to look at how to facilitate groups where which are exploring more sensitive issues such as safeguarding – and in particular how to make sure that the way the group is facilitated is appropriate.</p> <p>Tell participants that will now conduct a short role play and ask for two volunteers who will act as the group facilitators.</p> <p>Prepare for the role play:</p> <ul style="list-style-type: none"> One trainer should take the facilitators outside and brief them: the scenario is that they have to inform a new group of children who have just arrived regarding COVID-19 safety rules. Give the volunteer facilitators 5 minutes to prepare. The other trainer should prepare the rest of the participants. Explain that they will pretend to be children who have recently arrived at the camp/club. 	<p>Make sure that the volunteer facilitators know COVID-19 safety rules. These should be those which apply at the camp/club specifically. If there are no specific rules, the following can be used:</p> <ul style="list-style-type: none"> Wash hands frequently with soap and water for at least 20 seconds Use alcohol- based solution to keep your hands clean and to wipe down surfaces Maintain a distance of two meters between yourself and others Avoid touching your face Stay home if you are feeling sick Avoid crowds and gatherings

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Ask for three volunteers and explain they will have an additional role to play in the group:</p> <ul style="list-style-type: none"> A child that moves around all the time and is distracted A child that is argumentative and disagrees with any rules A child that constantly speaks to the child sitting next to them. <p>Allow 5-10 minutes for the role play. Then discuss in large group what went well, what did not go so well and what the facilitators could do differently next time.</p> <p>Conclude activity by briefly talking through Sheet D – Sensitive facilitation tips to highlight key messages regarding facilitation.</p>	<p>Sheet D can be distributed as a handout at the end of the activity to reinforce learning/act as a reminder</p>
<p>Explain to participants that apart from the age and capacity of children, when facilitating safeguarding related to training there are two important issues that need to be considered:</p> <ul style="list-style-type: none"> Do not frighten children: It is critical to be clear with children about the dangers that they face, but these must be kept proportional. Children should feel safer not less safe. Therefore, emphasis should be placed on what is being done/ what they can do to be safer, and children should not be given the impression that every situation or every adult is a threat to them. Be prepared for disclosures: Occasionally, because children feel comfortable, they may speak out (or disclose) that they or another child are being abused. If this is the case it is important that a supportive response is given and that the necessary referrals are made in (this will normally mean reporting to the Safeguarding Focal Point so that a referral can be made to the appropriate child protection agency as required). 	
<p>Explain that we are now going to practice responding to a child who makes a disclosure, either during the course or afterwards.</p> <p>Tell participants that, in order for everyone to be safe, we are not going to practice a disclosure with a really "serious" issue such as sexual abuse, although of course every situation is serious to the person concerned.</p> <p>Ask participants to get into threes and explain that everyone will have the chance to be the child, the facilitator and the observer. Tell participants that when they are the observer, their role is to listen and watch, not to intervene. The role of the observer is critical in helping everyone to learn.</p>	

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Ask participants to decide who will play what role, and then explain the situation. The child has been hit by one of the adult supervisors. The child thinks that it is their fault because they were rude.</p> <p>Give participants a couple of minutes to prepare, and then start role play.</p> <p>After 5 minutes stop the role play and ask participants to swap roles – the person who was the child is now the observer, the participant listening is now the child, and the observer is now the participant listener.</p> <p>Allow another 5 minutes and then swap roles for a final time (so everyone has had the chance to play observer, child and participant listener).</p> <p>After 5 minutes more, stop role play and come back to large group. Discuss:</p> <ul style="list-style-type: none"> • How did it feel when you were the child? • How did it feel when you were the listener? • When you were the observer, what did you see or hear that seemed to make a positive difference? <p>After discussion, invite participants to stand up and "shake off" their roles by vigorously swinging their arms.</p>	
<p>In large group discuss what are the do's and don'ts if a child discloses to them. Summarise discussion making sure to emphasise:</p> <p>Irrespective of how the disclosure occurs, it is important it is handled appropriately by:</p> <ul style="list-style-type: none"> • Reassuring child/adult they are doing the right thing by telling • Accepting what the child has to say • Not trying to explain away or minimise what has happened • Not showing shock or disbelief • Remembering that even if a person is being harmed by someone, they may still feel very loyal to them. For this reason, it is important not to criticise the perpetrator, although it is appropriate to say if their actions are abusive. For example, do not say 'They are bad' but do say 'I think what they are doing is wrong'. • Not making promises that cannot be kept. • Not keeping secrets or promising not to tell. <p>Invite participants to share how they might deal with a disclosure made during a session.</p>	<p>Sheet E - Dealing with disclosures can be used by facilitators to guide discussion.</p>

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Emphasise to participants that they should acknowledge the importance of what the child is saying but they should not discuss the situation in the session. The child should either be spoken to in private after the session or one of the trainers should take the child outside during the session. A clear and important message can be given to the child and all children by saying something like <i>'What you have said is very important and I am pleased you have shared it. We would like to talk to you a little more in private so that we can find out the best way to help'</i></p> <p>If a disclosure is made, it is critical to review immediate safety, and should always result in an IMMEDIATE referral to the Child Safeguarding Focal Point.</p>	<p>Sheet E - Dealing with disclosures can be distributed as a takeaway/ handout as a reminder for participants.</p>
<p>Explain to participants that because of the possibility of disclosure it is always important to identify in advance who to refer to/sources of support for the child, as this is not our role as facilitators. This helps to ensure that we do not cause additional harm to children.</p> <p>Similarly, even if using normal facilities it is important to ensure that the location is reasonably private so that there will be little chance of interruptions. It is also critical to ensure that a risk assessment has been conducted to ensure that the venue does not pose any risks for children.</p> <p>Drinking water and toilet facilities must be available.</p>	<p>Risk assessment should be part of the Child Safeguarding Policy for the club/camp. Facilitators should link to this.</p>
<p>Reflection on the session</p> <p>Before moving on to next session, spend a few minutes discussing with participants how they experienced this first session, including what they liked, what did they think the purpose of the activities were?</p> <p>How do they think such methods might need to be adapted for children?</p>	

SESSION PLAN - DAY 1, SESSION 4, FACILITATING THE KCSS PACKAGE - 90 MINS

Purpose/main learning objectives:

- Explore skills and qualities of facilitators (for children) especially in relation to sensitive topics such as safeguarding
- Review the KCSS training materials for children and how to use and adapt

Specific preparation/materials needed:

- Select energiser (if required)
- May be useful to write up main sessions from KCSS package onto flipchart paper to assist with review
- Copies of KCSS children's safeguarding sessions materials – one for each participant
- **Sheet F – Qualities of a good facilitator**, copied as a handout for participants, if required.

INSTRUCTIONS FOR ACTIVITIES

NOTES/TIPS FOR TRAINERS

- The role of a facilitator is to be a coach.
- A facilitator should not have to be also a mediator.
- The facilitator is the leader of the training.
- The focus of facilitation is on learning/knowledge.

Conclude the activity by explaining that during the safeguarding training with children what they should be trying to do is to facilitate the children's involvement:

Facilitation is the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity by all those involved" and so the Facilitator is the person that makes an action or process easy or easier.

Divide participants into small groups and give each group flipchart and pens.

Explain that the task is to draw their idea of the 'ideal' facilitator for children's safeguarding sessions – what are the important skills, attributes and qualities.

Give groups about 20 minutes to discuss and complete their drawings and then feedback and discuss in main group.

Refer to Section 2 of this guide to support discussions. **Sheet F – Qualities of a good facilitator** can also be used to guide the discussion and can be distributed as a handout.

Distribute copies of KCSS package for children and talk through main features.

Divide participants into pairs and ask them to read through introduction section and then in large group discuss:

- What do they anticipate as being some of the challenges for them as facilitators?
- What sort of adaptations do they anticipate as being necessary to reflect their club/camp?
- In their camp/club what do they consider to be some of the most important sessions.

If time runs short can ask participants to read and reflect and then feedback in morning as part of re-cap.

Remind participants that the core session is mandatory and should always be run.

Reflection on the session

Before moving on to next session, spend a few minutes discussing with participants how they experienced this first session, including what they liked, what did they think the purpose of the activities were?

How do they think such methods might need to be adapted for children?

INSTRUCTIONS FOR ACTIVITIES

NOTES/TIPS FOR TRAINERS

Conduct, or ask volunteer to conduct, quick energiser.

Ideally use an energiser from the KCSS children's training materials.

Explain that in this session we are going to explore the key skills and qualities of a facilitator when working with children, and to also review the KCSS training package.

Tell participants that first they are going to consider what being a facilitator means.

Ask participants to stand up, and to imagine a line across the room – one end is AGREE and at the other end is DISAGREE.

Explain that various statements will be read out. Participants should place themselves along the line, depending on their view.

After each statement is read, give participants time to move to their position and spend a few minutes invite participants to explain their decision before moving onto a new statement.

Choose the statements to read out (depending on time and context). There is no need to use all statements:

- A facilitator should have a good knowledge of the topic and be the expert.
- Facilitators' task is to encourage the children to come to the sessions.
- A facilitator should always welcome participants who are late.
- The role of a facilitator is to be a catalyst.
- If somebody is provocative, facilitators can ignore it.
- A facilitator should have ethical principles.

Note: Do not allow too much time for discussion as it will extend the activity and participants may get tired of standing / bored.

SESSION PLAN - DAY 1, THOUGHTS AND QUESTIONS FROM DAY 1 - 15 MINS

Purpose/main learning objectives:

- Review learning from Day 1
- Explore the importance of review
- Experiencing one tool for review

Specific preparation/materials needed:

- Draw thermometer (large) on flipchart paper

SESSION PLAN - DAY 2, WELCOME BACK AND RE-CAP OF DAY 1 - 15 MINS

Purpose/main learning objectives:

- Review learning from Day 1
- Explore importance of energisers
- Experience an activity for re-cap that is also an energiser
- Explain and begin to prepare for simulation or presentation sessions

Specific preparation/materials needed:

- Ball or scrunched up paper (to make a ball)
- Make sure that participants have access to materials that they will need to facilitate their sessions during simulation/presentation.

INSTRUCTIONS FOR ACTIVITIES

NOTES/TIPS FOR TRAINERS

In large group ask participants to briefly share what topics were covered in Day 1 Sessions.

Remind participants of any topics that they may have forgotten/not mentioned

In large group ask participants to share why they think it might be useful to review learning at the end of each day.

If necessary, explain that the purpose of review is to remind participants of learning, to help reinforce learning and also to give an opportunity for any questions or thoughts arising.

Explain to participants that it is important to have an understanding of how participants are feeling when leaving the course.

If preferred, facilitators can use alternative activity for review.

Explain that they will now experience one tool for doing this themselves, as participants on the ToT.

Show participants the drawing of the thermometer and explain that the thermometer is used to measure how positive they feel at the end of the first day of the course.

Thank participants for their input during the day and invite them to draw a line on the thermometer to indicate their level of positivity as they leave the room.

INSTRUCTIONS FOR ACTIVITIES

NOTES/TIPS FOR TRAINERS

Welcome participants back and ask them to stand in a circle.

Keep the activity moving quickly – do not allow too much time to think.

Explain that in this activity they are going to re-cap over what was discussed in Day 1.

If necessary, clarify any misunderstandings/confusion over what was covered and remind participants of any topics/issues that they did not remember.

Tell participants that they will throw the ball to another participant (facilitator will have the first throw) and when the participant catches the ball they have to say something that they remembered from Day 1 and then throw the ball to someone else.

Repeat exercise, throwing ball between participants for several minutes/until participants run out of things to say.

Explain that the activity was both an energiser and a re-cap of Day 1.

Explain to participants that since the KCSS sessions may be days or weeks apart, it would be useful to review learning from previous sessions to help reinforce learning for children.

In large group ask participants to share why they think it might be useful to use energisers and what might be some of the things to be aware of (e.g. time, level of interest from the group, capacity of children etc).

Remind participants that they can sign up to volunteer to share an energiser that they like.

Depending on whether running two or three-day course, explain process for presentation/simulations and allocate participants to their training teams and session from the KCSS materials they will simulate/present.

Make sure to circulate around the training teams during their preparations and be prepared to support.

Participants should now begin to prepare in their training teams. Explain that they may need to complete their preparation outside of the formal course sessions.

NOTE: At this stage do not explain feedback model, as that could potentially create confusion.

SESSION PLAN - DAY 2, THOUGHTS AND QUESTIONS FROM DAY 2 - 15 MINS*

Purpose/main learning objectives:

- Review learning from Day 2
- Experiencing an alternative tool for review

Specific preparation/materials needed:

- Flipchart – with picture of mountain drawn onto it

SESSION PLAN - DAY 2/DAY 3, SESSION 4, DEALING WITH COMMON CHALLENGES - 1HR 30 MINS*

Purpose/main learning objectives:

- Explore common dilemmas encountered in training children around safeguarding issues
- Identify ways of mitigating such challenges

Specific preparation/materials needed:

- Select energiser (if required)
- Decide appropriate training challenges, given context and write these on flipchart

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Ask participants to get into pairs and briefly discuss what they found most interesting during the day.</p> <p>Then invite pairs to briefly share their thoughts.</p>	
<p>Show flipchart with mountain drawn on it and explain that learning anything new is like a journey.</p> <p>Invite participants to draw a small stick figure indicating where they are/their progress – are they at the top of the mountain, are they just starting to climb.</p>	<p>If preferred, facilitators can use alternative activity for review.</p>
<p>Thank participants for their input during the day, and clarify any arrangements for Day 3, if necessary.</p>	

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Conduct, or ask volunteer to conduct, quick energiser.</p>	
<p>Explain that in this session we will explore some of the typical challenges which may be encountered in training children around safeguarding issues and how to deal with the challenges.</p>	
<p>Invite participants to get into pairs. Explain that the task is to consider the challenges (displayed on the flipchart) and then to think of a way to appropriately deal with the challenges.</p> <p>When pairs have finished discussing the challenges feedback to the large group and discuss.</p>	<p>Typical challenges: child who is shy, child who dominates, child who wants to leave, child who cannot read, child who is disruptive and interrupts others, child who gets angry when cannot get own way/other do not agree, other adults walking in and wanting to participate in the discussions, child with a disability joining at last minute (or not being told in advance) other children wanting to join part way through, parents not being happy regarding the topics discussed, child disclosing abuse.</p> <p>Refer to Section 1 and 2 for guidance.</p>
	<p>NOTE: This session has deliberately been left quite short, as it is anticipated that previous sessions may have over run.</p> <p>If time is left over, invite participants to role play dealing with some of the challenges OR ask participants if they have any challenges that they anticipate..</p>

* For three day course only; Two day course to run 'Final questions and last thoughts session'

* Use on Day 2 for two-day course, or on Day 3 for three-day course. For the three-day course this session is OPTIONAL and depends if the challenges have been included in the session simulations. For the two-day course, it should be run because there will not have been any opportunity to explore these issues. It links to earlier sessions (Day 1) on facilitation and managing children's behaviour.

SESSION PLAN – DAY 2/DAY 3, FINAL QUESTIONS AND LAST THOUGHTS - 30 MINS*

Purpose/main learning objectives:

- Have opportunity to ask any last questions
- Review the importance of evaluation and closing the course properly
- To complete baseline review (if used)

Specific preparation/materials needed:

- Baseline knowledge test (if used)
- Evaluation sheets
- Certificate, if required.

SESSION PLAN -DAY 3, WELCOME BACK AND RE-CAP OF DAY 2 - 15 MINS

Purpose/main learning objectives:

- Review learning from Day 3
- Experience alternative way of re-capping

Specific preparation/materials needed:

None needed

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Explain to participants that they have now almost finished the course – and thank them for their participation.</p> <p>Ask participants if they have any final questions.</p>	
<p>If using, distribute baseline knowledge test and ask participants to complete.</p>	<p>Remember to gather completed baseline tests.</p>
<p>Explain to participants that it is always important to evaluation a course – even if it is a short course lasting only an hour or so. Tell participants that for more formal/longer courses it is useful to have written, or more in-depth evaluation.</p> <p>Distribute evaluation forms and give participants a few minutes to complete.</p>	<p>Remember to gather completed evaluation forms!</p>
<p>If using, distribute certificates.</p>	
<p>Explain to participants that it is nice to end courses on a positive note, and to make sure that everyone goes away with a positive feeling.</p> <p>To do this, everyone should share in turn, one thing that they are taking away from the course/a positive thought or experience.</p> <p>When everyone has shared their idea, thank participants again for taking part in the training and end with a round of applause and appreciation.</p>	

INSTRUCTIONS FOR ACTIVITIES	NOTES/TIPS FOR TRAINERS
<p>Welcome participants back.</p> <p>In large group ask participants to share what they remember from Day 2, recording ideas on flipchart.</p> <p>As participants to reflect on this re-cap exercise, and that from Day 2 (throwing the ball), and to share their observations, in particular:</p> <ul style="list-style-type: none"> • What did they prefer, and why? • What do they think would be most suitable for using if they wanted to re-cap a previous session with children? • Can they think of another way to do a re-cap in an interactive and exciting way for children? 	<p>Facilitators can choose an alternative re-cap method if wish.</p> <p>If necessary, clarify any misunderstandings/confusion over what was covered and remind participants of any topics/issues that they did not remember.</p>

* Use on Day 2 for two-day course, or on Day 3 for three-day course.

ANNEX 1

EXERCISE SHEETS AND HANDOUTS

Sheet A. Definitions game

Instructions

Cut out sets of cards – one set per small group (4-6 participants). Do not forget to shuffle cards, so that the participants have to 'match' the definition with the term. Be aware that the explanations/ definitions given here are general working definitions. It is important to check if there are any specific definitions which apply (e.g. as per the CSP for the club/camp).



CHILD SAFEGUARDING

CHILD

CHILD ABUSE

CHILD PROTECTION

HARM



BULLYING



RISK

Actions we take to ensure ALL children are safe from harm when directly or indirectly involved in our programmes and activities.



In line with the UN Convention on the Rights of the Child of 1989, a child means every human being below the age of eighteen years.



The likelihood that the child will experience harm, and as a result their wellbeing or safety will be negatively affected.



All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting.

In general where the safety and well-being of a child is being compromised. This may be because someone is deliberately choosing to misuse their authority or trust and abuse a child, or it may be because of poor practices (potentially caused by a lack of awareness and training – e.g. an inability to properly supervise children or a failure to act).



Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.



Sheet B. Signs and symptoms of concern

Are you concerned about this situation? If so, why? If not, why not?
A was previously a bright and popular child at the club/camp. He has suddenly become isolated. He no longer seems to mix with any of the other children. One of the other children has said that A has fallen out with one of the older children
One of the adult supervisors often comments on the looks and physical development of older girls attending the camp/club.
B hardly ever talks about his home life. He normally wears long sleeve clothes even in the summer, and will never change in front of other children.
In the changing room children often take photographs of each other.
C has always been friendly and sociable. He has suddenly become very withdrawn and seems very sad.
It is hot, and there is no shade. The adult supervisor insists that children should be out taking part in an activity in the sun.
For a day trip, the adult supervisor lets any child who decides to go to get onto the bus.
One of the children tells you that an adult supervisor shouts a lot. It seems that there doesn't seem to be a real reason, just that she gets annoyed and then shouts.
It was uncertain if the camp/club would be able to run over the summer this year, and so recruitment was very late. As a result, people were offered jobs and allowed to start work before references were taken.
D seems very nervous when around one of the adult supervisor. She often finds excuses to leave when he is present.

Sheet C. Age and capacities

Either write on flipchart, or display on PowerPoint, each age card one at a time.

Card 1 - At the age of 6

What statement is not correct?

- Children can make concrete reasonings, moving from partial thinking to general ideas
- Children try to act as adults and wants to accept responsibilities that are beyond of what they can manage.
- Children start to use speech not so much for their personal needs but for enabling communication between themselves and others.
- Children find it difficult to engage into cooperative play and are mostly involved in social drama play/role playing.

Card 2 - At the age of 9

What statement is not correct?

- Children can judge what is "good" and "not good" based on other's criteria. They start to develop conventional thinking.
- Children still struggles to comprehend the relationship between cause and effect.
- Children begin to develop a more permanent pattern of gender/sex.
- Children develop academic and social skills and receives the recognition of significant others by being productive.
- Children begin to form relationships.

At the age of 15

What statement is not correct?

- Children's thinking is more abstract, and they can show resistance in conforming to the opinion of others.
- Children can feel they are the centre of attention and has an imaginary audience, which can increase their stress and awkwardness .
- Friends become the significant others for children.
- Children shows interest in law, policies etc, but do not think that they can change or have an impact.

Sheet D. Sensitive facilitation tips

- Remember children's participation is voluntary.
- Try not to get into a battle about what is right and wrong – even if you do not agree with a child, you can always empathise with their views and feelings. Try and encourage children to do this with each other, too.
- Validate children's participation – acknowledge their efforts and contributions.
- If a child starts to disclose or becomes upset, encourage them to talk in private to one of the trainers, rather than speaking openly in the wider group. They may share information that they later wish they had not.
- Do not give mixed messages. For example, you cannot talk about good and bad touch and then not respect children's boundaries. Encourage other children to be respectful. Similarly you cannot tell children it is a safe space, and then make them talk about things they do not want to talk about or participate in exercises they do not feel comfortable doing.
- If one member of the group has strong opinions and dominates the group, encourage quieter participants to share their views or break into small groups so that other children's voices can be heard.
- Make sure the limits of confidentiality are explained in the ground rules at the start. Information may need to be shared with other adults if you are concerned about a child's safety or well-being.
- Do not seek information on personal experiences of abuse. You are running a training course, not conducting therapy or counselling.
- Be prepared for disclosure and know how to respond and where to get support.

Sheet E. Dealing with disclosures

DO	DO NOT
Listen to everything the child has to say	Ask leading questions, such as 'Did your mum/dad do that to you?'
Reassure the child they have done the right thing in telling someone	Be judgemental or tell the child off ("Why didn't you tell me before?")
Stay calm	Panic
Believe the child	Express disbelief or try to excuse what has happened
Use the child's language and explain to the child that you will need to confide in a trusted person who can help.	Make promises you cannot keep. For example do not promise not to tell anyone else
Write down what the child has said	Confront the perpetrator
Write down what the child has said	Do nothing and assume someone else will do something
Act quickly if you believe the child is at risk of harm	Touch the child without permission

Sheet F. Qualities of a good facilitator

- Is a good listener, and is able to respond to children's needs and to situations as they arise.
- Is sensitive and helps all children feel safe, respected and valued.
- Creates a warm and inviting atmosphere where every child feels welcome.
- Does not discriminate.
- Encourages and actively facilitates participation on the part of every child, especially those who are excluded.
- Is patient, giving gentle encouragement and allowing children to go at their own pace.
- Notices children's learning and increasing skills and gives feedback on this to encourage confidence.
- Is aware of the energy levels of the children, and if they seem tired because they have been working hard or they are getting restless and bored, stops what they are doing and plays an energiser or takes a break.
- Is able to motivate and actively challenge children to think.
- Provides guidance and leadership as necessary, but is not dominant and does not need to be the centre of attention.
- Is ready to refer children to suitable sources of help and support or other additional information.
- Comments on behaviour rather than a particular child, and does not judge too quickly.
- Is flexible and able to adapt to the needs of children but at the same time keeps in mind the time and purpose of the course.
- Keeps a sense of the whole workshop/session in their mind and is able to guide children through it, making links as appropriate.
- Models the behaviour expected, and sticks to any agreement or ground rules made by the group.
- Is organised and makes sure that all practical arrangements have been made.
- Is active and has a sense of humor and is fun.

ANNEX 2
SUPPLEMENTARY RESOURCES

Introduction

The KCSS training of trainers facilitation package (ToT) was developed with two purposes in mind: Firstly to introduce and explain the training materials for those facilitating child safeguarding sessions in summer camps and sports clubs in Greece⁴; and secondly to provide key information to those who are training these trainers. The materials included in the package were piloted in Greece in 2020.

Although the ToT facilitation package and the associated KCSS materials for children's sessions contain

Child Rights and responsibilities

A recognition and a commitment to child rights should underpin all safeguarding work, and indeed should form the foundation of all work with children. Rights are entitlements that everybody (including children) should claim and hold. Rights are promises or guarantees given to someone by another party (such as the Government).

Recent history of human and child rights

There is a long and complex history regarding the development of human rights generally and child rights specifically. In the more recent past, following the end of World War II, The United Nations was formed. In 1948 The Universal Declaration of Human Rights (UDHR) was adopted by the United Nations General Assembly. Member nations were (are!) urged to promote a number of human, civil, economic and social rights, as part of the foundation of freedom, justice and peace in the world. This was the first international legal effort to limit the behaviour of states and press upon them duties to their citizens. Since this time there have been adoptions of detailed conventions related to specific issues, such as racial discrimination and torture, and the rights of specific groups, such as women and children.

In 1989 the Convention on the Rights of the Child was adopted by the UN General Assembly. Child rights are human rights with additional provisions to promote and ensure the care, protection, development and well-being of children. Although the most important child

sufficient instructions to conduct the sessions with children and to be able to run the sessions effectively, the supplementary information in this document has been pulled together to provide additional background information.

Information regarding the methodology (such as how to run the activities, using energisers etc) is contained in the guidance and session plans for the KCSS materials for children.

rights document is the United Nations Convention on the Rights of the Child, which is the first legally binding international instrument to incorporate the full range of human rights - civil, cultural, economic, political and social - specifically for children, additional rights are contained in various other international treaties and conventions.

UN Convention on the Rights of the Child

Until aged 18 years old, a person is considered a child and has all the rights contained in the United Nations Convention on the Rights of the Child (CRC).

The CRC consists of 54 articles that are clustered around themes:

- General measures of implementation (Articles 4, 42, 44.6)
- Definition of the child (Article 1)
- General principles (Articles 2, 3, 6, 12)
- Civil rights and freedoms (Articles 7, 8, 13, 14, 15, 16, 17, 19, 37(a))
- Family environment and alternative care (Articles 5, 9, 10, 11, 18, 20, 21, 25, 27.4)
- Basic health and welfare (Articles 18, 23, 24, 26, 27)
- Education, leisure and cultural activities (Articles 28, 29, 31)
- Special protection measures (Articles 22, 30, 32, 33, 34, 35, 37, 38, 39, 40)

These rights are often considered as fitting to four categories (or 'baskets'):

- **Survival.**
Right to have enough food and shelter to have a healthy body.
Right to be looked after in difficult circumstances such as war or disasters.
- **Development.**
Right to have good education.
Right to be given opportunity for play and leisure.
- **Protection.**
Right to be given protection against abuse, harm and violence.
Right to be defended and assisted by the government.
- **Participation.**
Right to join clubs and meetings.
Right to express views and opinions.

All of the rights are based upon four main **child rights principles**:

- **Non-discrimination.**
All children should be given equal treatment, provided with the same protection and access to goods, services and opportunities regardless of their race, ethnicity, social background etc.
- **Best interests of the child.**
Decisions of parents, legal guardians, government and other sectors of the society should always consider what is best for the children.
- **Right to life, survival and development.**
Parents, legal guardians, government and other sectors of the society should ensure that these basic rights are observed and implemented.
- **Respect for the views of the child.**
Children's ideas and opinions should be sought, heard, valued and considered.

⁴ Specifically the suite of KCSS materials developed by Tdh Hellas

CHILD FRIENDLY VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 1: Definition of a child

Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2: Freedom from discrimination

You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of your parents or guardians.

Article 3: The child's best interest

All actions and decisions that affect children should be based on what is best for you or any child.

Article 4: Enjoying the rights in the Convention

Government should make these rights available to you and all children.

Article 5: Parental guidance and the child's growing abilities

Your family has the main responsibility for guiding you, so that you grow, you learn to use your rights properly. Governments should respect this right.

Article 6: Right to life and development

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7: Birth registration, name, nationality and parental care

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 8: Preservation of identity

Governments should respect your right to a name, a nationality and family ties.

Article 9: Separation from parents

You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10: Family reunification

If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11: Protection from illegal transfer to another country

Governments must take steps to stop you being taken out of your country illegally.

Article 12: Respect for the child's opinion

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinion taken into account.

Article 13: Freedom of expression and information

You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and internet) as long as the information is not damaging to you or to others.

CHILD FRIENDLY VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 14: Freedom of thought, conscience and religion

You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15: Freedom of association and peaceful assembly

You have the right to meet and to join groups and organisations with other children as long as this does not stop other people from enjoying their rights.

Article 16: Privacy, honour and reputation

You have a right to privacy. No one should harm your good name, enter your house, open your letters and emails or bother you or your family without a good reason.

Article 17: Access to information and media

You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and internet. Information should be beneficial and understandable to you.

Article 18: Parents' joint responsibilities

Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents especially if both parents work.

Article 19: Protection from all forms of violence, abuse and neglect

Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

Article 20: Alternative care

If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21: Adoption

If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22: Refugee children

If you have come to a new country because your home country was unsafe, you have the right to protection and support. You have the same rights as children born in that country.

Article 23: Disabled children

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24: Healthcare and health services

You have the right to good quality healthcare (e.g. medicine, hospitals, health professionals). You have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

CHILD FRIENDLY VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 25: Periodic review of treatment

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26: Benefit from social security

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Article 27: Adequate standard of living

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

Article 28: Right to education

You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

Article 29: The aims of education

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.

Article 30: Children of minorities and native origin

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31: Leisure, play and culture

You have a right to relax and to join in a wide range of recreational and cultural activities.

Article 32: Child labour

The Government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

Article 33: Children and drug abuse

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34: Protection from sexual exploitation

The Government should protect you from sexual abuse.

Article 35: Protection from trafficking, sale and abduction

The Government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

CHILD FRIENDLY VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 36: Protection from other forms of exploitation

You should be protected from any activities that could harm your development and well-being.

Article 37: Protection from torture, degrading treatment and loss of liberty

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

Article 38: Protection of children affected by armed conflict

If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

Article 39: Rehabilitation of child victims

If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and re-join society.

Article 40: Juvenile justice

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for most serious crimes.

Article 41: Respect for higher human rights standards

If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

Article 42: Making the Convention widely known

The Government should make the Convention known to all parents, institutions and children.

Articles 43 – 54: Duties of Governments

These articles explain how adults and governments should work together to make sure all children get all their rights.

Greece and the CRC

Greece signed the CRC in 1990. In doing so, the Government of Greece gave an undertaking to uphold their obligations under the CRC and in particular to ensure that appropriate local laws are put in place to reflect the provisions of the CRC, provide sufficient resources so that the rights can be realised; and to raise awareness of the Convention.

Key points regarding rights

Human and child rights are:

- **Inalienable.** They cannot be taken away; and no one has the right to deprive another person of their rights for any reason;
- **Indivisible.** All rights are equal importance. A person cannot be denied a right because someone has decided it is "less important" or "nonessential";
- **Interdependent.** Rights are connected to each

other; enjoyment of any individual human/child rights depends upon the recognition and respect for other human/child rights.

- Child rights apply to all children (anyone under 18 years old) equally, irrespective of gender, race, ethnicity, religion, disability or sexuality.
- Everyone should be proactive and participate in claiming and holding his/her rights.
- Lack of personal engagement and responsibility in claiming and holding rights does NOT exclude a person from entitlements to rights.
- Children and human rights are NOT conditional on any kind of responsibility. However when teaching children about their rights it is always important to balance this with their responsibilities not to violate the rights of others. A child has a right to be safe, but they also have a responsibility not to do anything which would make someone else unsafe.

Defining Child Abuse & Child Protection

Different organisations define child abuse and child protection in a variety of ways, usually reflecting their organisational focus, values and approaches.

Many definitions of child abuse and protection use the term 'violence' to describe abuse and harm to children. It is somewhat unfortunate that the word 'violence' is used synonymously/interchangeably with 'abuse' since not all forms of child abuse, such as neglect and some manifestations of emotional abuse, are violent acts as would be generally considered by the public. For example, neglect includes not providing children with essential needs such as food which may not be seen as violence. However, it must be remembered that the effects of neglect and emotional abuse may just as harmful to children in the longer term than the immediate consequences of physical forms of violence.

The most universally accepted and comprehensive definition of violence against children, originates from the World Report on Violence and Health (2002) of the World Health Organization:

"Violence against children is defined as the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity. This includes all forms of physical and/or emotional ill treatment, sexual abuse, neglect or negligent treatment, and commercial or other exploitation that take place in the context of a relationship of responsibility, trust or power. Violence against children also encompasses societal forms of violence, such as exploitative child labour and children's involvement in armed conflict. Such violence often stems from structural causes including poverty, inequality and discrimination."⁵

Article 19 of the Convention on the Rights of the Child considers child abuse (and hence what children should be protected from) as "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse".

⁵ Krug E.G. et al (eds) (2002) World Report on Violence and Health, Geneva: World Health Organisation

Distinguishing between child protection and child safeguarding

A distinction is often drawn between child protection and child safeguarding. In practice these are relatively arbitrary divisions since overall children have a specific right to protection.

Child protection, in line with Article 19 of the CRC, is described as:

- States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
- Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

By contrast, child safeguarding, as defined by the Keeping Children Safe Coalition is:

"... the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children's safety within the communities in which they work, are reported to the appropriate authorities."

This means that child Safeguarding is both:

- **Preventative** – to reduce the likelihood of a child being harmed.
- **Responsive** – taking actions to make sure that where concerns are raised or situations of suspected harm or abuse are identified, appropriate action is taken both to ensure the child is assisted and to prevent similar situations occurring again.

Greek law – responsibility to protect/safeguard children

In Greece there is a legal obligation for professionals to report under Article 12 of the Convention of the Council of Europe for the protection of children from sexual exploitation and abuse (Lanzarote Agreement).

Furthermore, under the Greek Law, all professionals and teachers dealing with children have the obligation to report any situation where:

- There are reasonable grounds to believe that a child is a victim of sexual exploitation or abuse (L. 3727/2008).
- That was informed about or ascertains that there is a crime of domestic violence against the student (the law 3500/2006 makes special reference to the obligations of teachers).
- There is information of planned crimes in general (Penal Code Art. 232).

What are we protecting/safeguarding children from?

There are four main categories of child abuse which tend to be recognised. There are other forms of abuse such as discrimination, exploitation and violence, but these are complex manifestations of the four main categories.

• Physical abuse

Physical abuse is often the most easily recognised form of abuse. Physical abuse can be, but is not limited to, any kind of hitting, shaking, burning, pinching, biting, choking, throwing, beating and other actions that cause physical injury, leave marks or cause pain.

Examples in summer camps/sports clubs:

- Slapping a child because they are not listening, provocative or disturbing the training or activities.
- Forcing a child to play with an injury.
- Encouraging children to deliberately play aggressively, without thinking about the risk to injury of themselves or others.

• Sexual abuse

Sexual abuse is any type of sexual contact between an adult and anyone younger than 18 years old or between a significantly older child and a younger child; or if

one person overpowers another, regardless of age. It is also abusive to take indecent photos of children, to involve children in looking at sexual images, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Making unwanted physical comments especially which are sexual in nature is also a form of sexual abuse, often called sexual harassment. Even if someone under 18 years old consents to a sexual relationship, this is still considered as sexual abuse.

Examples in summer camps/sports clubs:

- Taking photos of children naked while they are showering or in sleeping areas.
- Commenting on how “well developed” a girl is physically.
- Requiring “abnormal” physical contact for the well-being of the player or asking children to show ‘private’ areas of the body.

- **Emotional, psychological or verbal abuse**

Emotional abuse happens when significant adults in a child's life constantly criticise, threaten or dismiss children until their self-esteem and feelings or self-worth are damaged. Always joking about someone can also be abusive.

The key with emotional abuse is not that children cannot be criticised, or jokes should not be made. Criticism is important for children to learn and improve. Similarly jokes and laughter help form bonds between people and can create the sense of belonging. Criticism stops being motivational, and jokes are not funny. Emotional abuse can hurt, and cause damage just as physical abuse does.

Examples in summer camps/sports clubs:

- Shouting at a child and constantly saying he/she is a “loser” for not performing well or not being able to succeed in an activity.
- Constantly laughing at a child, and encouraging other players to laugh, a child is unfit.
- Showing favouritism so that some children feel excluded.

- **Neglect**

Neglect occurs when an adult does not provide enough emotional support or deliberately and consistently pays very little or no attention to a child. Neglect also occurs when a child is not given adequate food, housing, clothes, medical care or supervision.

Examples in summer camps/sports clubs:

- Not being aware of where children are during camps or away trips.
- Not providing water, or allow children to break for water, in hot weather.
- Using transport that is not safe and road-worthy when transporting children.

Bullying

Although abuse is typically thought of as being something that an adult does/does not do to a child, peers can also perpetrate such abuse. This is often called ‘bullying’.

Bullying can take many forms. It can include physical acts such as hitting; online or cyber such as abusive messages, comments or images on social media; damage or theft of property; and name calling. Bullying may be based on someone's gender, ethnicity, sexuality or disability; or about their sporting ability.

Adults sometimes try to minimise bullying, thinking somehow that it is less serious because it occurs between children. It is important however to realise that bullying can and does cause harm. Bullying also tends to get progressively worse. For this reason, it is important to create an atmosphere where everyone knows that bullying is not tolerated, and to stop it as soon as it starts to occur.

Recognising signs and symptoms of abuse

Recognising abuse is not always easy. There are times when the abuse is actually witnessed or disclosed (that is the child or another child/adult says something has happened). More often there are ‘clues’ – signs and symptoms – that something may be wrong. It is important to understand that these signs and symptoms do not necessarily mean that something IS wrong – but they are indications and should be followed up.

Typical signs and symptoms include:

When children:

- Have unexplained physical injuries – including bruises and wounds, such as cigarette burns or signs of self-harm (such as scars from cutting), pain when walking;
- Have unexplained/constant illnesses – for example stomach upsets, difficulty eating etc.;

- Suddenly change behaviour or mood – such as becoming aggressive or withdrawn or more shy
- Avoid certain situations or people;
- Become very secretive – stop sharing what is happening in their lives or suddenly stop talking when adults walk in;
- Attempt suicide;
- Constantly put themselves down/say negative things about themselves (for example that they are worthless, or useless);
- Seem to be isolated/do not mix with others;
- Say they or their peers are being abused or hurt.

Where children are not meeting the typical child development milestones (that is things that they should reasonably be expected to do at a certain age) this may also be a sign of abuse – or at least that the child may have some sort of special needs that requires extra support.

When adults, such as staff of the camp/club and parents:

- Seem to single out one or more children for ‘special treatment’ (either as favourites or for punishment);
- Seem to care more about the result of a game or a success of an activity, rather than if children are happy and having fun;
- Are negative and critical about a child;
- Use language which is not appropriate – for example discuss girls' physical appearance in sexual way;
- Do not respect children's privacy, for example in changing rooms or bedrooms;
- Are not concerned about children – what they are doing or where they are;
- Do not abide by guidelines and codes of conduct set out by their organization;
- Use alcohol or drugs while they should be supervising children;
- Delay taking children for medical treatment (for example in the case of an accident);
- Say they have seen a child being abused or harmed or are concerned about a situation.

Dynamics of abuse in summer camps and sports clubs

The majority of children benefit greatly from their involvement in sports and summer camps. Nevertheless, children may be abused or harmed. Children may be harmed or abused by professionals, volunteers, carers, family members and by other children. The issue is the effect on the child.

Children can be harmed in many ways, and often experience more than one type of abuse at the time. There are some specific situations and harms which are more likely to occur in sports and summer camp settings. Recognising these situations can help with efforts to safeguard and protect children.

- **Injuries**

Nearly every sport involves some risk of physical injury. However, the pressure to perform can mean that children are pushed beyond what is reasonable or appropriate for their age and abilities. It can also include encouraging children to play when they are injured, causing further damage.

- **Performance pressure**

Winning is an important part of sport. However, pushing children to perform and placing them under extreme pressure can be harmful both psychologically and physically. Sometimes this performance pressure can come from adults – but it can also come from the child itself or from peers. For children, performance should never be at the expense of enjoyment.

- **Physical care**

Certain settings such as changing rooms, showers and close contact in treatment, make children especially vulnerable. These settings can provide opportunities to individuals who wish to sexually abuse a child. As a general rule, children's privacy should be respected. If medical, intimate care or treatment is provided, children should be entitled to have another child or adult of their choice present.

- **Overnight stays/away trips**

Overnight stays (e.g. in the context of away matches and/or training camps), can provide opportunities for those who wish to harm children sexually. Enough adults must always be present to ensure proper supervision. At least two adults should always be present when working with children to avoid that children get missing or are left in situations of danger. Another factor that needs to be considered is the need to ensure that transport arrangements are safe – for example that vehicles are road worthy.

- **Close relationships**

Many children develop close and trusting relationships with adults working in camps and clubs. Coaches etc. can be significant people in children's lives, especially

for children who do not have good relationships with other adults.

However, these close relationships can also provide an opportunity for children to be harmed. The child may want to please the adult. Or the adult is a person of trust and /or power and no one would believe or question their actions.

Keeping children safe means that no one is 'above suspicion'. That does not mean everyone is a suspect; it is ensuring that all involved, children, parents and adults, hold the same standards of behaviour and conduct.

- **Team culture**

Being part of a team, whether that is a sports team or a group in a summer camp, and the sense of belonging

Child development

This is intended for guidance and show typical 'norms' – obviously there is likely to be some blurring between the timescales when milestones are reached and this is normal. However if there is any concern about the development of a child then professional guidance should be sought.

School-age child - 6 to 12 years

- Understands and able to follow sequential directions
- Beginning skills for team sports (soccer, T-ball, etc.)
- Begins to lose "baby" teeth and erupt permanent teeth
- Routines important for daytime activities
- Reading skills develop further
- Peer recognition begins to become important
- Girls begin to show growth of armpit and pubic hair, breast development
- Menarche (1st menstrual period) may occur in girls

Adolescent - 12 to 18 years

- Boys show growth of armpit, chest, and pubic hair; voice changes; and testicular/penile enlargement

that comes with it, can be very beneficial for children's self-esteem and self-worth.

The team culture is key to the child's learning experience. This culture originates from the players, but is highly influenced by the adults around them. For example, a team where an adult makes it known that everyone is respected and bullying not tolerated is much more likely to be one that is welcoming and has a positive atmosphere.

A hierarchy may develop with older or more powerful children holding influence over other children. This can be positive but can equally be negative and lead to situations of building, including 'hazing' which children are expected to tolerate as a way to gain acceptance by the team.

- Girls show growth of armpit and pubic hair; breast development; menstrual periods
- Adult height, weight, sexual maturity
- Understands abstract concepts
- Peer acceptance and recognition is of vital importance

'Normal' childhood sexual exploration⁷ is common and is part of the development of children.

Typically it:

- is of limited duration;
- involves children of similar ages;
- involves visual and tactile exploration;
- involves curiosity, not coercion;
- is voluntary on the part of each child involved;
- children become silly and giggly while involved;
- children are embarrassed if an adult walks in;
- diminishes when children are told to stop.

If this occurs during a summer camp or in the sports club it is important to deal with the issue in a way which does not convey shame regarding sex, but which emphasises that it is an appropriate behaviour in the summer camp or sports club.

Dealing with safeguarding incidents and child protection concerns

Every sports club or summer camp should have a Child Safeguarding or Child Protection Focal Point who should be the first contact point for any concern. They should be contacted whenever there is a suspicion, or an actual incident, of abuse or harm.

The Child Safeguarding Focal Point should also be contacted if there is any concern regarding the behaviour of an adult – for example if they are not complying with the code of conduct.

What stops adults from taking action to protect/safeguard children

- Fear may be wrong
- Fear might make things worse for the child if report something that has not happened
- Do not want to get colleague in trouble

- Individual values and attitudes to abuse. E.g. believing the victim/survivor is at fault.
- Doubts about another person's information or truthfulness
- Own stress, lack of support or too busy
- Uncertainty of organisational procedures and consequences
- Not wanting to interfere
- Assuming someone else is dealing with it
- Uncertainty about authority when it comes to dealing with outsider people where there are concerns about (media/donors).

Although all these worries may be legitimate, it is important to remember that unless people speak out and reporting concerns a child may be left in a situation of danger.

WHAT TO DO IN THE CASE OF A CONCERN

DO	DO NOT
RECOGNISE. Be aware and do not ignore it.	Attempt to investigate any allegation of abuse. Your role is to recognise signs of possible maltreatment and/or simply to receive a child's story.
RESPOND. Act safely: Make sure your actions do not put the child at further risk. Also act quickly if you are worried about a child's safety.	
RECORD. Make a note of what was said and/ or what you saw.	
REPORT - to the Child Safeguarding/Protection Focal Point as soon as possible	Keep questions to a minimum: Only ask as much as you need to identify that you have a concern and can pass on the details.
REFER - in cases of immediate danger, contact emergency services. Referrals to child protection services are normally made by the Child Protection Focal Point.	

If there is no Child Safeguarding Focal Point then a referral should be made:

- To local child protection authorities
- In a life threatening situation, to the police or emergency services.

DEALING WITH A DISCLOSURE

If a child speaks out about abuse (or another child reports their concerns regarding another child), it is important that they are responded to in a sensitive and appropriate way. In practice this means:

DO	DO NOT
Listen to everything the child has to say	Ask leading questions, such as 'did your mum/dad do that to you?' Conduct an investigation – gather as much information needed to pass onto the Child Protection/Safeguarding Focal Point or to Child Protection Services
Reassure the child they have done the right thing in telling someone	Be judgemental or tell the child off ("Why didn't you tell me before?")
Stay calm	Panic
Believe the child	Express disbelief or try to excuse what has happened
Use the child's language and explain to the child that you will need to confide in a trusted person who can help.	Make promises you cannot keep: For example, do not promise not to tell anyone else
Write down what the child has said	Do nothing and assume someone else will do something
Act quickly if you believe they are at risk of harm	Touch the child without permission



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