



# COLOURFUL SHIELDS: FACILITATION MANUAL

*Safeguarding Activities  
for Children  
in Summer Camps*





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## INTRODUCING THE MATERIALS

This package has been developed to support those working with children in summer camps to deliver workshops related to safeguarding issues. In part, this relates to the commitments given in the Child Safeguarding Policy to ensure that children are aware of how organisations/camps work to protect them. This is mandatory.

However, the package extends this provision to include optional additional sessions that can be run which help deepen children's understanding of safeguarding issues and empower them to be part of steps taken to increase their protection.

These materials were developed and piloted in summer camps in Greece, taking into account feedback from facilitators and the views of children who participated in sessions.

As with most packages of this type, many of the materials have been built upon the experiences of those involved in delivering similar training. Exercises and activities have been elaborated over time, and this means that it has not always been possible to find the original source. Where the references have been identified, these have been noted.

## CONTENTS OF THE TRAINING PACKAGE

The training package contains a series of safeguarding training materials, including instructions for how to facilitate the sessions and guide notes for facilitators.

These materials have been divided into two sections: a **compulsory safeguarding orientation session**, and a series of **optional sessions** which facilitators can choose from according to the time they have available, their particular context and the issues for the children in their location. Organisations/summer camps can decide to run any, all or none of the optional sessions. They can also use the optional sessions as a basis for any sessions they choose to develop.

The sessions are further divided into two age groups, 6-12 and 13-16<sup>1</sup> years old. This is to allow for any

differences in the activities reflecting the age and capacities of children. However, a casual view of the materials will show that in many respects the contents are broadly the same. There are also options for some activities, showing how the topics could be covered in alternative ways, mainly to support the learning of younger children. Facilitators should use the age ranges as a guide only and must consider the characteristics of the children who will be participating in each session.

Each training session generally lasts between 1-2 hours, as noted in the session plans.

SESSION NUMBER	TITLE	FOCUS
<b>CORE SESSION</b> (mandatory)	<b>Keeping everyone safe – safeguarding</b>	An orientation to the child safeguarding policy and procedures in the summer camp, and how to raise a concern.

<sup>1</sup> Note, the Child Safeguarding Policy should cover up to age 18 years old, in line with international good practice and the UN Convention on the Rights of the Child, 1989. However it is noted that organisations may have an upper limit of 16 years old with 17 and 18 years old being engaged in more of a supportive/assistant role. If so they should have orientation on safeguarding and the Child Safeguarding Policy as part of their induction to their role. Where 17 and 18 year olds are engaged in a position of responsibility the organisation's safeguarding policy must reflect this, including identifying any additional steps necessary to ensure that 17 and 18 year olds are protected while undertaking their responsibilities.

## Overview of optional sessions for children aged 6-12 years old

Although each session is stand alone, it is recommended that the optional sessions are run in the following order:

OPTIONAL SESSIONS		
SESSION NUMBER	TITLE	FOCUS
Session 1	<b>Knowing our rights</b>	Understanding rights and our responsibilities.
Session 2	<b>Dealing with feelings</b>	Identifying, recognising, and dealing with strong emotions in a positive way.
Session 3	<b>Identifying safe and unsafe situations</b>	Exploring (more widely than just summer camp) situations which are harmful and sources of support/protection.
Session 4	<b>Our bodies, ourselves</b>	Exploring issues of privacy and good and bad touch.
Session 5	<b>Dealing with bullying</b>	Exploring what is bullying and developing strategies to deal with bullying.
Session 6	<b>Staying safe online</b>	General tips for staying safe online.
Session 7	<b>How we can protect each other</b>	Exploring how children can increase their own protection and protect others.
Session 8	<b>Speaking out and staying safe</b>	Learning how to speak out about protection concerns, plus asserting own thoughts and feelings while not being aggressive.
Session 9	<b>Being assertive</b>	How to respond assertively rather than becoming aggressive.
Session 10	<b>Developing our own code of conduct</b>	Supporting children to develop their own code of conduct.



## Overview of optional sessions for children aged 13-16 years old

The contents of the training for older children are broadly similar to those for 6-12 years old, however the materials have been condensed into a reduced number of sessions. This is because, from experience in running the sessions, it became obvious that older

children were keen and able to explore issues more quickly. It was decided not to increase the depth of each session, reflecting a desire that the facilitators of the sessions do not need to be 'experts' in the topics being covered.

OPTIONAL SESSIONS		
SESSION NUMBER	TITLE	FOCUS
Session A	<b>Knowing our rights</b>	Understanding rights and our responsibilities.
Session B	<b>Dealing with feelings Being assertive</b>	Identifying, recognising, and dealing with strong emotions in a positive way. How to respond assertively rather than becoming aggressive.
Session C	<b>Identifying safe and unsafe situations How we can protect each other</b>	Exploring (more widely than just in summer camp-) situations which are harmful and sources of support/protection. Exploring how children can increase their own protection and protect others.
Session D	<b>Our bodies, Ourselves Speaking out and staying safe</b>	Exploring issues of privacy and good and bad touch. Learning how to speak out about protection concerns, plus asserting own thoughts and feelings while not being aggressive.
Session E	<b>Dealing with bullying Staying safe online</b>	Exploring what bullying is and developing strategies to deal with bullying. General tips for staying safe online.
Session F	<b>Developing our own code of conduct</b>	Supporting children to develop their own code of conduct.

# KEY ISSUES WHEN FACILITATING SAFEGUARDING ACTIVITIES WITH CHILDREN

Facilitating safeguarding sessions and activities with children is in many ways the same as any other group work 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.

In addition, when facilitating safeguarding related training there are two important issues that need to be considered:

**1. Do not frighten children:** It is critical to be clear with children about the dangers that they face, but this 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.

**2. 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 accordance with the organisation's/camp's Child Safeguarding Policy. This will normally mean reporting to the Safeguarding Focal Point so that a referral can be made to the appropriate child protection agency if required.

## Dealing with disclosures

**Disclosure** is the process of speaking out or informing about abuse. Disclosures can be planned – that is the child makes a conscious decision to talk – or unplanned. Unplanned, spontaneous disclosures often happen when a child 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 that 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';

- Not turning the discussion into 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 does make a disclosure, it is important to try to limit the discussion about the situation in the group/training, 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 to give the child a chance to speak, to reassure the child that they have been heard and to explain what happens next.**

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

## USING THE TRAINING PACKAGE

The training package offers a flexible set of materials that can be used and adapted according to the situation in each organisation/summer camp or the location. The only session that is recommended is the mandatory core session, but even this can be adapted or run in combination with other sessions. Individual session plans detail, where relevant, how adaptations can be made and ideas for follow-up activities.

**It is extremely important that children's parents/legal guardians are aware of the topics that intend to be**

**explored with children and give their consent to their child participating.** Most will be happy that the summer camp is taking the responsibility for safeguarding children seriously, but a small number may not want sensitive issues (such as abuse) covered in the optional sessions to be discussed with their children within the scope of the camp's activities.

Of course, children should also give consent to their participation – and no child should be forced to attend a session they do not want to!<sup>2</sup>

## Participants and facilitators

The sessions have been designed so that they can be run by someone with relatively little experience of providing safeguarding/child protection training, although they should have **experience in facilitating children's groups** and themselves should have had child safeguarding awareness training.

All facilitators must be aware of, and **read, the organisation's Child Safeguarding (Child Protection) Policy** and also be clear of their responsibilities under the policy.

Ideally **two facilitators** should run each session. This is in case there are any disclosures made (i.e. children

divulge abuse), and because it is sometimes helpful to have different perspectives and ideas.

In terms of the **number of participants** (i.e. children) around 10-12 is ideal so that there are enough participants to have exchanges but sufficient time for each participant to be able to contribute. For groups with younger children, especially if only one facilitator is available, 8-10 children may be easier to facilitate positively. Where there are groups of children who work together (for example teams) it might be helpful in enhancing positive group relationships to keep together even if this means having slightly higher numbers participating in each session.

<sup>2</sup> This guidance does not give detailed instructions or explore in-depth issues relating to gaining informed consent from children. Further information can be found via [www.childhub.org](http://www.childhub.org)

## Location and facilities

Invariably the sessions will take place in the same facilities normally used for summer camp activities. For this reason, all of the session plans are designed to be run in places where there will not be internet or electricity (for example PowerPoints are not used).

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 as part of the Child Safeguarding Policy for the summer camp that a risk assessment<sup>3</sup> has been conducted to ensure that the venue does not pose any risks for children.

Drinking water and toileting facilities should always be available.

## Adapting the materials

As mentioned earlier, the sessions plans contain the instructions needed to run the sessions, together with any resources required. For some sessions, because the warm -up/energiser is used as a way of introducing the topic it is also included. For other sessions, facilitators will need to add in energisers and warm-ups. These can be useful at the beginning of the session (in order to help form relationships and get children "in the mood" for the session) or can be used throughout the session to help increase energy or to provide a break. This is especially important when thinking about younger children (under 12 years old) who may find it difficult to remain focussed on a topic or activity for more than 30 minutes.

Other adaptations that might be necessary include:

- Where children of different abilities are involved (for example if there are children with physical or cognitive disabilities);
- Where there are 'rules' about what boys and girls may do or talk about together so that everyone can participate equally;
- To reflect the particular context of the work – for example the camp Child Safeguarding Policy may have specific requirements or there might be particular provisions within the law over what children can or cannot do.

## Ground rules

Establishing ground rules help set the tone for how the sessions will run and be experienced by children. The aim is to create an inclusive, supportive environment where all children can participate and have fun. Establishing ground rules also emphasise the need to be sensitive to the views and ideas of all participants. Ground rules can also be useful in terms of managing children's behaviour – since children can be reminded of what they agreed. Of course, the facilitators also must be happy with what is agreed, since they should also stick to the ground rules!

It is useful to establish ground rules with children at the start of the first session. If only the core session is being run, then it may be sufficient just to suggest ground rules and seek the participants' agreement. However, where it is intended to run several sessions with a group of children, each group should be

encouraged to develop their own ground rules at the start, which can be displayed and reviewed before beginning each session.

Typical issues which could be included in ground rules such as:

- Listening to each other
- Only one person talking at a time
- No leaving the session without telling the facilitator
- Making sure everyone is included
- Not laughing or making jokes about someone (i.e. no bullying)
- Participating
- Having fun
- Following any instructions given by the facilitators regarding safety issues (such as running inside etc)

Children can develop their own ground rules in a number of ways, depending on the time available and the ages of children. Suggested ways include:

- Idea storming in large group – inviting children to call out ideas and then writing on flipchart
- Asking children to discuss in small groups and then feedback to main group, seeking consensus on what should be included. A variation of this is to divide children into four small groups who then

present their ideas in different ways: one group can only speak, one group can only write, one group can only mime, and one group can only draw.

Ground rules can also be useful in helping the group develop a shared identity – for example through naming the ground rules group and asking children to sign/draw their mark to show their agreement. Further discussion on developing ground rules is included in the optional activity included in the core session.

## Energisers and warm-up/ wrap-up activities

Energisers and warm-up activities are designed to help increase the energy in the training and can also act as a useful way to break or transit to a new topic, or to end a session.

If they are experienced in working with children, facilitators should already have lots of ideas for energisers and warm-ups, but there are also many good resources with additional ideas. One very useful

reference, that some facilitators find a source of inspiration, is the guide developed by the International AIDS Alliance *100 Ways to energise groups: Games to use in workshops, meetings and the community (2002)*.

*The following activities have been used in summer camps in Greece,<sup>4</sup> and were found to both work well and be enjoyable for the children participating.*

### BIRTHDAY LINE UPS

- Invite all participants to stand in a line based on the order of their birthdays from January to December. Participants may not use words and can only use hands and gestures to organise the line.
- Variations: Base line up according to those living closest to the training venue/room and farthest away; favourite animals, smallest to largest; order of the height; tone of their hair colour
- Line up can also be a useful way to then divide participants into groups for activities.

### HOUSE, EARTHQUAKE, SQUIRREL

- Ask participants to get into twos creating a house with their arms, while a third person, a squirrel, is sitting inside the house.
- When the command "move" is given, all the squirrels have to change places and find a new house.
- When the command "construction" is given, all the participants forming houses have to swop partners and find a new participant to form a house with.

<sup>3</sup> Details of how to conduct a risk assessment should be set out in the organisations' camps' Child Safeguarding (Child Protection) Policy.

<sup>4</sup> Currie, V., Lee, L., Wright, L. (2019), YouCreate Art Kit, Participatory Action Research for Young Change Makers, IICRD [https://childhub.org/en/system/tdf/library/attachments/200325\\_tdh\\_youcreate\\_light.pdf?file=1&type=node&id=43578](https://childhub.org/en/system/tdf/library/attachments/200325_tdh_youcreate_light.pdf?file=1&type=node&id=43578)

- Ideally one participant should be left, not part of a house or a squirrel. They then give commands so that they can join in. If there is not a participant left over, then the facilitator can shout out the commands.
- Repeat several times.

#### **WEST WIND BLOWS WHEN**

- Ask participants to stand in a circle.
- Explain that when the West Wind blows, participants must move to a different place in the circle. For example, if the 'West Wind blows for green' everyone wearing green should move, while the rest should stay where they are.
- Call out several different things that the West Wind Blows for (e.g. all people who like to eat salami, everyone who has a sister, anyone who likes to sing etc).
- Repeat the exercise several times, until at least everyone has run once.

#### **WALK, STOP, NAME, CLAP**

- Explain to participants they will be following simple commands:
- Explain that when they hear "walk" participants must start walking around the space. When they hear "stop," they should stop where they are.
- Call out "walk" and then "stop" several times, and let participants respond
- THEN explain that the commands will be switched – now when you says "stop" participants must start walking and when you say "walk" participants should stop walking.
- Call out "walk" and then "stop" several times.
- NEXT the explain that two more commands are being added. When you say "name" participants should say their name out loud. When you say "clap" participants should clap once.
- Explain that the previous two commands stay the same, so "walk" means stop, and "stop" means walk.
- Call out a combination of "walk," "stop," "name," and "clap", repeating several times.
- FINALLY explain that the last two commands will now also be switched - so "name" means clap, and "clap" means say your name.
- Call out a combination of "walk," "stop," "name," and "clap" repeating several times.

### THUNDER CIRCLE

Ask participants to stand in a circle and copy what you (facilitator) are doing:

- Hold up your right palm and tap your palm with the first finger on your left hand lightly saying "rain is coming...".
- Gradually increase the speed of tapping saying, "rain is growing...".
- Stomp your feet lightly while continuing tapping your hand, saying "thunder is coming!". Then say, "lightening is coming!" and clap your hands.
- Then, "storm is slowing", going back to lightly tapping your hand.
- Conclude by saying "the sun is shining", opening your arms wide above your head.

If desired, repeat exercise. A participant can also be invited to volunteer to lead.

### I CATCH THE BALL

- Explain that participants should follow the leader – either the facilitator or a volunteer participant.
- The leader starts by saying "I catch the ball" and then jumps to one side with their hands held high as if they were catching a ball.
- Participants repeat the words and actions of the leader.
- Next, the leader calls out "I have the ball" and lowers their hands as if they are holding a ball in front of their chest.
- Participants repeat the words and actions of the leader.
- The leader then says "I put it here" as they bring the 'ball' over to a part of their body (e.g. shoulders, head, hips, etc.). Participants repeat and move their own 'ball' to that part of their body.
- Continue for as long as desired/time available, moving the 'ball' to a different body part each time.

### NAME BALL

- Ask participants to stand in a circle.
- Shout the name of someone in the circle, and then throw a ball to them.
- When the participant catches the ball, they must say your name (or the name of person who threw the ball to them) and also their own name. Next they should say the name of another participant in the circle and throw the ball to them.
- Repeat until everyone has had the chance to catch the ball, say the name of the person who threw the ball to them, their own name and the name of the person they are going to throw the ball to.
- To add interest and difficulty, use two balls in the circle at the same time, or even three!

### **BLIND CIRCLE**

- Ask participants to form a big circle.
- Ask one participant to stand in the middle with blindfolded eyes.
- Invite the other participants to call the name of the blind-folded person.
- The blind-folded person must go towards the direction that they locate the sound. The rest can take turns in calling the blind-folded person's name, they can change position or stay in the circle, confuse the person, whisper. BUT they should always have responsibility for the blind-folded person and never leave him or her alone.
- After a while they can ask the blindfolded person: "Where are you? In or outside the circle? Next to the door?"
- Repeat the game with a different person being blind-folded

### **GORDIAN KNOT**

- Ask participants to form a circle and close their eyes.
- Then ask participants to move slowly into the middle of the circle with their arms stretched out in front of them.
- With eyes closed, they have to find and get hold of someone's hand.. Participants should keep their eyes closed until every hand holds another. Then ask participants to open their eyes and try to disentangle the knot while still holding hands.
- This exercise is also nice to do at the beginning or end of a session/day as it creates a sense of togetherness.

### **CARNIVAL**

- Distribute small pieces of paper with a different instruction on each, so that every participant has an instruction.
- The instruction could include things such as 'shake everyone's hand' or 'kiss everyone on the forehead', or 'ask everyone their favourite food'.
- Invite participants to freely walk in the space and when they come across another person, they must deliver the instruction they were given
- Give 5-10 minutes so that everyone has time to follow their instruction.

### **NETBALL**

- Ask participants to stand in a circle
- Give them a small ball to throw and catch between each other until everybody has held the ball once.
- Using this pattern, add new balls so that a couple of balls are in the game. Everybody must always throw the balls to the same person.



## Splitting into pairs and groups

These activities<sup>5</sup> are designed to divide participants into small groups/pairs in a fun and interactive way. They have all been used with summer camps in Greece

and were found to both work well and be enjoyable for the children participating.

<b>Seasonal groups</b>	Divide groups based on their birthday season. Adjust the groups, so as to form equal capacity groups.
<b>Coloured sticky notes</b>	<ul style="list-style-type: none"> <li>• Before participants arrive, stick a colour sticky note on the back of the chair of each participant.</li> <li>• When breaking into groups, ask participants to look at the back of their chairs and form a group with others with the same colour.</li> <li>• Alternatively stick shapes or numbers on the back of chairs.</li> </ul>
<b>Animals</b>	<ul style="list-style-type: none"> <li>• Write pairs of animals on small pieces of paper and have everyone choose one slip at random (e.g. from a hat/bowl).</li> <li>• No one is allowed to talk and participants must find their 'pair' who has the same animal as they by acting like the animal and making animal noises.</li> <li>• This exercise can be modified to break into small groups by including more than two of each kind of animal.</li> </ul>
<b>Colour Sort</b>	<ul style="list-style-type: none"> <li>• Depending on resources, buy or collect some coloured pencils, pipe cleaners, paint swatch etc. Lay these items on the floor or table (one for each participant).</li> <li>• Invite participants to grab a colour they prefer or particularly enjoy, then form groups by colour.</li> </ul>
<b>What You're Wearing</b>	<ul style="list-style-type: none"> <li>• Ask participants to break into their own small groups (3 or 4 or whatever the facilitator choses) based on similarities in what they are wearing. The participants decide what they have in common.</li> <li>• As a variation/extension to this activity invite participants to discuss in their small groups how they decided to group themselves, and then give feedback in plenary. This can be an interesting activity to explore perceptions – E.g. were they all focused on the same thing, or did they have different understandings of their clothing? Did anyone share a perception of someone else's clothing that was surprising? What can this tell us about values and perceptions?</li> </ul>
<b>Dancing seat</b>	<ul style="list-style-type: none"> <li>• Set out seats in small groups (for example group four chairs together for a group of four).</li> <li>• Turn on some music.</li> <li>• As the facilitator, dance with each participant in turn and leads them to a random seat.</li> <li>• You can use this method, should you wish, to pair 'stronger' participants with 'weaker' ones (for example so that not all vocal participants are in the same group)</li> </ul>

<sup>5</sup> Again, based on: Currie, V., Lee, L., Wright, L. (2019), YouCreate Art Kit, Participatory Action Research for Young Change Makers, IICRD [https://childhub.org/en/system/tdf/library/attachments/200325\\_tdh\\_youcreate\\_light.pdf?file=1&type=node&id=43578](https://childhub.org/en/system/tdf/library/attachments/200325_tdh_youcreate_light.pdf?file=1&type=node&id=43578)

# MONITORING AND EVALUATION

Summer camps should consider including an element of monitoring of sessions (for example gathering numbers of attendees) and also seeking feedback from children to improve the materials and to develop additional sessions. These processes can also help children to review their own learning and to recall important information.

## Re-cap activities

These activities are designed to help participants review learning from the previous session/day. As such they also help facilitators understand how

much learning children have absorbed and retained. The activities have all been used in summer camps in Greece<sup>6</sup> and were found to both work well and to be enjoyable for the children participating. Facilitators should be prepared to clarify and reinforce understanding, including facilitating discussion among participants in trying to find the correct answer and to share ideas.

**NOTE:** Facilitators will need to spend a few minutes before conducting the activities deciding on appropriate rec-cap questions based on the materials/topics covered in the previous session/day.

### CATCH THE BALL

- Ask participants to line up in 2 lines, so that they face each other. Give each person in one of the lines a number. Then assign the same set of numbers to participants in the second line.
- Put a ball in the space between the two lines.
- Call out a number. Participants from each line with the same number should try to catch the ball.
- Whoever catches the ball first, answers a question posed by the facilitator (based on the contents of the previous day/session), with the support of their team mates on the line.
- Repeat several times, each time asking a different re-cap question.

### DRAGON, PRINCESS, KNIGHT

- Explain that the dragon beats the princess, the princess beats the knight, the knight beats the dragon.
- Divide the group in two. Each group must (secretly) agree upon a figure (dragon, princess, knight).
- Then ask each group to form a line, so that the two groups have their backs to each other, and participants on each line face in the opposite direction.
- On the count of three, participants must turn around and form/act their figure.
- The winning line then answers a question posed by the facilitator (based on the contents of the previous day/session).
- Repeat several times, each time asking a different re-cap question.

<sup>6</sup>Again, based on: Currie, V., Lee, L., Wright, L. (2019), YouCreate Art Kit, Participatory Action Research for Young Change Makers, IICRD [https://childhub.org/en/system/tdf/library/attachments/200325\\_tdh\\_youcreate\\_light.pdf?file=1&type=node&id=43578](https://childhub.org/en/system/tdf/library/attachments/200325_tdh_youcreate_light.pdf?file=1&type=node&id=43578)

### **SPEED POST-IT**

- Stick around the training area sticky notes with re-cap questions.
- Give participants 3 minutes to (individually) gather as many sticky notes as they can and bring back to the group.
- In turn participants must answer the questions on the sticky notes they have collected.

### **GOING TO THE MOON**

- Participants stand in a circle and in turns say:  
My name is ....and I am going to the moon"  
"I am bringing [something that begins with the first letter of the name]"
- Ideally participants should "bring to the moon" something linked to previous session/day activities.

### **QUIZ COMPETITION**

- Participants are divided into equal number "teams" to play a TV game show.
- Each team should give themselves a name.
- Then the facilitator throws a balloon in the air, and the team that catches the balloon has the chance to answer the question.
- Repeat several times, each time asking a different re-cap question OR the team has to shared something from the previous session/day.

### **TOM & JERRY**

- Ask participants to form a circle
- One participants is given "Tom"- an object chosen by the facilitator (such as a ball or bean bag).
- Participants should pass "Tom" around the circle.
- After a few seconds, give a participant "Jerry" – another object chosen by the facilitator.
- Participants should pass "Jerry" around the circle.
- The objective is for "Jerry" to catch "Tom".
- When "Tom" reaches "Jerry" the participant who holds them both should answer a question posed by the facilitator, with the help of the participants on either side.
- Repeat several times, each time asking a different re-cap question.

### FOUR CORNERS

- Designate each corner of the training area to represent A, B, C, D.
- Ask participants to stand in the middle of the area.
- Read out questions (with four different answers – only one correct) based on the previous session/day. Participants must move to the area (A, B, C or D) that they believe corresponds to the correct answer.
- Repeat several times, each time asking a different re-cap question.

## Assessment activities

It is critical to assess how sessions are received by children – both in terms of how they make them feel and also what they learn. Such assessments contribute to refining and improving the course materials.

These activities are designed to elicit feedback from children in ways which are interactive and fun and have been trialled in Greece.<sup>7</sup>

<p><b>Smiley Faces</b></p>	<ul style="list-style-type: none"> <li>• Give each participant a blank sticky note.</li> <li>• Draw three 'smiley' faces on the flipchart: one smiling, one crying, one neutral.</li> <li>• Asks participants to draw one of these faces on their note according to how they feel at the moment.</li> <li>• Invite participants to stick their smiley faces on the flipchart below the same face.</li> </ul>
<p><b>What I got from today</b></p>	<p>Draw a large quadrant on a piece of flipchart chart with each area titled with each of the following words: Know, Challenge, Change, and Feel.</p> <p>Each participant is asked to fill in the quadrants by responding to the following four questions, by writing their responses on sticky notes:</p> <ul style="list-style-type: none"> <li>• <b>Know:</b> What was confirmed today that you already knew?</li> <li>• <b>Challenge:</b> What challenged you today?</li> <li>• <b>Change:</b> What is one way you plan to put learning from today into action?</li> <li>• <b>Feel:</b> How do you feel about what you learned here?</li> </ul> <p>When participants have finished answering all questions, discuss their answers. Try to identify any common themes or differences.</p>
<p><b>Reflect</b></p>	<ul style="list-style-type: none"> <li>• Give each participant several blank sticky notes and a pen.</li> <li>• Participants can work alone or in pairs/threes to reflect on the following questions:             <ul style="list-style-type: none"> <li>• What was particularly useful today? Why?</li> </ul> </li> </ul>

<sup>7</sup> Again, based on: Currie, V., Lee, L., Wright, L. (2019), YouCreate Art Kit, Participatory Action Research for Young Change Makers, IICRD [https://childhub.org/en/system/tdf/library/attachments/200325\\_tdh\\_youcreate\\_light.pdf?file=1&type=node&id=43578](https://childhub.org/en/system/tdf/library/attachments/200325_tdh_youcreate_light.pdf?file=1&type=node&id=43578)

	<ul style="list-style-type: none"> <li>• What is unclear from today?</li> <li>• What new insights do they have about today's work?</li> <li>• Participants must write ONE thing on each sticky/post-it.</li> <li>• When participants have finished answering all questions, discuss their answers. Try to identify any common themes or differences.</li> </ul>
<p><b>Roll of the Dice</b></p>	<p>Write on flipcharts the following titles:</p> <ul style="list-style-type: none"> <li>• I want to remember from today.....</li> <li>• I am still confused about</li> <li>• An "aha" moment that I had today</li> <li>• Something that I already knew</li> <li>• Something new that I learned</li> <li>• One word to sum up the day</li> </ul> <p>Each participant rolls the dice in turn and briefly answers the question based on the number rolled.</p>

# CORE (MANDATORY) SAFEGUARDING AWARENESS SESSION

For all children - ages 6 - 16 years

## KEEPING EVERYONE SAFE

### Main anticipated outcomes/objectives and purpose of session:

- To orientate children on the Child Safeguarding Policy and any associated procedures
- To raise children's awareness on keeping safe
- To inform children where to raise any concerns

### Materials needed:

- If available, copies of any child friendly versions of child safeguarding policy or associated awareness raising materials
- If developed, copies of code of conduct for children
- Cards with the name & contact details of the person to whom they can raise a concern (e.g. Child Safeguarding Focal Point)
- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pencils
- Tape
- Cards and pencils

### Time needed:

- 1 hour depending on warm-up/energisers. This may be further extended by incorporating additional sessions/activities – see notes included in session plan

### Pre-training preparation:

- Check if any adaptations are necessary to materials to reflect the summer camp's Child Safeguarding Policy and any associated procedures
- Select warm-up/energisers as required
- Consider the particular context/setting and select from the Child Safeguarding Policy and Procedures the most important safeguarding measures (for example, privacy in bathrooms; not taking photos of each other naked; no hitting; adults not allowed to sleep in same room as children etc.).
- **NOTE this session includes providing lots of information to children – depending on group abilities, try to include children in the process as much as possible so that it does not become a lecture – for example asking children to read out materials, take responsibility for writing etc.**

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. If children do not know each other then it will be important to ensure that everyone is introduced to each other as part of the exercise.

<p>10 mins</p>	<p><b>Introduction</b></p> <p>In plenary, explain to the children that this will be a short session but an important one!</p> <p>The purpose is to discuss what steps the camp takes to make sure that everyone is kept safe. Explain that this is called 'safeguarding'.</p> <p>Tell children that to make sure that everyone feels comfortable and can take part, we are going to agree on some rules for working together.</p> <p>Ask children what sort of rules they think should apply, and record answers on flipchart (if there is space/ facilities) as children call out their suggestions. Discuss each idea to make sure that everyone agrees OR run optional activity.</p> <p>If using flipchart, pin up flipchart to remind children the rules during the session.</p>	<p>For most children, especially those attending school, the idea of rules will be familiar.</p> <p>If necessary, supplement with children's ideas, such as: everyone should participate, listen to each other, be kind to each other, do not make fun of others, anyone who doesn't feel happy or OK should tell facilitator.</p> <p><b>Optional Activity</b></p> <p>If running a longer programme (i.e. also planning to run some of the optional sessions) include an activity where children lead in developing the ground rules, instead of asking children to brainstorm. The set of rules can then be kept and used in follow-up sessions.</p> <ul style="list-style-type: none"> <li>• Explain to the children that because we are going to work together to explore some important issues, we want to make sure that everyone is able to participate and enjoy their time.</li> <li>• Tell the children to do this we need to have an agreement of how to behave. This is something that everyone needs to agree on – children and adults.</li> <li>• To help stimulate ideas, brainstorm some common 'rules' in plenary.</li> <li>• Invite children to form small groups and give each group cards and pencils. Ask children to draw/write a rule on each card – one rule per card.</li> <li>• When children have finished, ask groups to share their work.</li> <li>• Stick cards (for each rule mentioned) onto flipchart to make a charter/full list.</li> </ul>
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## KEEPING EVERYONE SAFE

		<ul style="list-style-type: none"> <li>Ask children to sign if they agree to work according to the rules, the facilitators should also sign.</li> </ul> <p>Sometimes children may want to include a forfeit for not keeping to the rules – make sure this is not punitive or embarrassing. Children should not be ridiculed.</p>
20 mins	<p><b>Feeling safe and safeguarding measures</b></p> <p>In the whole group, ask children what they understand by feeling safe: what sorts of things make them feel safe, what sorts of things make them feel unsafe?</p> <p>Explain to the children that everyone has the right to feel safe and for this reason the summer camp has certain rules that apply to everyone at all times.</p> <p>If a child-friendly version of the Child Safeguarding Policy is available, distribute it to the children and talk it through; otherwise select from the Child Safeguarding Policy and Procedures the most important rules according to the specific context (for example, privacy in bathrooms; not taking photos of each other naked; no hitting etc.) and explain these to children OR conduct the optional activity.</p> <p>Allow time for children to discuss issues mentioned – things that surprised them or where they want clarification.</p>	<p>If running a longer programme this exercise would work well combined with the <i>'identifying feelings'</i> exercise from Session 3 (6-12 years old) or Session B (13 – 16 years old).</p> <p>Focus answers specifically on the summer camp during the discussion – although children may talk about other issues/locations initially.</p> <p><b>Optional activity</b></p> <p>Instead of just discussing the most important rules, invite children to consider different environments/ activities, depending on context (for example, in sleeping areas, when swimming) and ask children to think about what sort of dangers do they think might exist, and what guidelines do they think would be necessary to keep everyone safe.</p>
10 mins	<p><b>Codes of conduct</b></p> <p>Tell children that everyone working at the camp has agreed to behaviours (just like children agreed to ground rules at the beginning of this session).</p>	<p><b>Alternative exercise</b></p> <p>Instead of just talking through the main features of the code of conduct, ask children to think of behaviours that they think adults should not do.</p>



## KEEPING EVERYONE SAFE

	<p>If a child-friendly version of code of conduct is available distribute; otherwise talk through the main features of the camp's code of conduct (e.g. must not favour children; must not drink etc).</p> <p>If a code of conduct has been developed for children, distribute a copy and explain it to children. If not, talk through the important things that children can do to keep safe (e.g. no going off without telling adult) (depending on context).</p>	<p>If time allows, children could be asked to discuss in small groups or draw – however this will require the session time to be expanded.</p> <p>This exercise could be linked to Code of conduct (Session 10). Either by extending mandatory session to include Session 10 activities here, or by explaining that in a future session they will develop their own code of conduct for when spending time at summer camp.</p>
10 mins	<p><b>Speaking out</b></p> <p>Tell children that if anyone – at any time – feels unhappy or that they are not safe, then they should speak out. Although speaking out can be difficult, this is the best way thing to do so that help can be given.</p> <p>In plenary discuss who children can talk to if they have any concerns about themselves or if they are worried about another child or they think that an adult is not sticking to code of conduct.</p> <p>Explain to the children that they can always talk to the Child Safeguarding Focal Point (or whoever is appropriate in context) and make sure that all children are aware of how to contact that person.</p> <p>Distribute cards with the name &amp; contact details of the person to whom they can raise a concern (e.g. Child Safeguarding Focal Point number).</p>	
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Tell children that if anyone has any questions they can speak to the facilitator at the end of session.</p> <p>If required, conduct a short closing energiser.</p>	

## KEEPING EVERYONE SAFE

### Comments/Follow up activities

- If running a longer programme (i.e. also planning to run some of the optional sessions) consider including an activity where children lead in developing the ground rules. This can then be kept and used in follow-up sessions.
- Extend the session by asking children to make a 'poster' regarding safeguarding /what they learned in the session to build awareness for adults and other children.

**OPTIONAL SESSIONS FOR CHILDREN  
AGE 6 -12 YEARS OLD**



# SESSION 1.

## KNOWING OUR RIGHTS AND RESPONSIBILITIES

SESSION 1: KNOWING OUR RIGHTS AND RESPONSIBILITIES		
<p><b>Main anticipated outcomes/objectives and purpose of session:</b></p> <ul style="list-style-type: none"> <li>To understand what are children's rights</li> <li>To recognise some of the main children's rights</li> </ul>		
<p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>Any equipment necessary for warm-up/intro exercise and energisers</li> <li>Flipchart papers and pencils</li> <li>Sets of cards (one set per small group, 4-6 children) cut out from sheet 1.1 Rights, wants and needs</li> <li>Sheet 1.2 Important Rights</li> </ul>	<p><b>Time needed:</b></p> <p>1 hour depending on warm-up/ energisers</p>	
<p><b>Pre-training preparation:</b></p> <ul style="list-style-type: none"> <li>Select warm-up/energisers as required.</li> </ul>		
Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<p><b>Warm up exercise</b></p>	<p>Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.</p>
20 mins	<p><b>Introduction</b></p> <p>To the whole group, explain that in this session we are going to talk about rights, and specifically the rights that children have.</p> <p><b>Distinguishing rights, wants and needs</b></p> <p>Divide children into small groups, and give each group a set of cards, made out from Sheet 1.1.</p> <p>Explain that we have wants and needs. Give an example about 'food and drink' - children NEED healthy food and water, but they might WANT sweets and coke.</p>	<p><b>ALTERNATIVE Activity – Knowing our rights</b></p> <p>This alternative can be conducted if time is short, instead of the cards exercise (from Sheet 1.1).</p> <p>In the whole group, in turn read out the main child rights (from Sheet 1.2). After reading each right, ask children if they can think of an example (prompting if children are stuck – e.g. right to education = go to school).</p>

## SESSION 1: KNOWING OUR RIGHTS AND RESPONSIBILITIES

Ask children to review their cards and try to think of a want and need for each card.

Visit all groups to check progress and to help children if they cannot think of examples.

When groups have had the chance to discuss all cards, come back to the main group and briefly feedback.

Ask children to think about what they said were their needs and explain that these are also children's rights.

Ask if anyone has heard of rights. Then explain that child rights are things which the law says that children are entitled to, and which the Government has given a commitment to upholding/ensuring are met. For children, the main source of their rights is the UN Convention on the Rights of the Child (CRC), 1989, which Greece signed.

Explain that these cards actually show some of the main children's rights (from the CRC). Explain that the CRC has many rights so because of time we are only focussing on some of the main rights. But a very important right is to know our rights!

Tell children that children's rights are categorised into 3 main types. Ask if anyone knows the 3 main groups, before explaining that the groups are: PROVISION, PROTECTION, PARTICIPATION.

Ask children to consider the rights cards and then to decide which ones they think fit into which type of right (for example Right to having enough food belongs in Provision). They may end up with some rights leftover.

If there is not enough time to consider all rights on Sheet 1.2, focus on the important rights of:

- The right to health care
- The right not to be hurt or neglected
- The right to enough food and clean water
- The right to privacy
- The right to meet with other children
- The right to be with your parents/ who will care for you best
- The right to education
- The right to have a say about things that affect you
- The right to practice your religion
- The right to have ideas and say what you think
- The right to play

## SESSION 1: KNOWING OUR RIGHTS AND RESPONSIBILITIES

	<p>Once groups have finished their work, come back to the whole group and discuss, comparing the work of each group. In particular explore:</p> <ul style="list-style-type: none"> <li>• What do they think the right means? Can they give an example?</li> <li>• Were some rights more difficult than others to allocate to a group? Do children think that some rights belong in more than one group?</li> </ul> <p>Explain that some rights may not fit neatly into only one category and there may be some differences of view – that is not so important as to recognise the rights exist.</p>	
<p>20 mins</p>	<p><b>Responsibility for rights</b></p> <p>Explain to children that adults need to make sure that rights are upheld, but that children also too have a responsibility for making sure that they do not do anything that stops or interferes with rights of others. For example, children have a right to be protected, but they also have a responsibility not to hurt others.</p> <p>Go back through the main child rights from the previous activity, using the cards as a reminder, and after reading each right ask children what they need to do/their responsibility to make sure either they can enjoy the right themselves or do not stop another child from enjoying the right.</p> <p>Explain that every child has the same rights, but that it might be difficult for some children to access their rights or adults may not ensure that they their rights are respected.</p>	<p>This can either be conducted as a large group exercise, or in small groups, depending on interest of children.</p>

## SESSION 1: KNOWING OUR RIGHTS AND RESPONSIBILITIES

	<p>Ask children if they can think of any children in Greece whose rights are not ensured? Why? (For example, refugee children, children with disabilities).</p> <p>Conclude the session by emphasising that by being kind and thoughtful we can all help to make sure that everyone gets to enjoy their rights.</p>	
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Conduct a short closing energiser (if running as a separate session and not conducting more than one session at the same time/not last session of day).</p>	A closing energiser should be selected (see introduction section for ideas).
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"> <li>• Draw pictures of children enjoying one or more rights and display, if there is space to raise awareness with other children</li> <li>• Review the Code of Conduct (Session 10, Developing Our Own Code of Conduct) to see whether any actions from children should be/are reflected on the code.</li> </ul>		



## SHEET 1.1 – RIGHTS, WANTS AND NEEDS

<b>FOOD AND DRINK</b>	<b>LOVE AND CARE</b>
<b>CLOTHES</b>	<b>HOME</b>
<b>MEDICINE</b>	<b>SCHOOL</b>
<b>TOYS AND GAMES</b>	<b>REST AND SLEEP</b>
<b>FRIENDS</b>	

## SHEET 1.2 – MAIN CHILD RIGHTS

<p><b>THE RIGHT TO LIFE</b> (ART 6)</p>	<p><b>THE RIGHT TO HEALTH CARE</b> (ART 24)</p>
<p><b>THE RIGHT NOT TO BE USED AS A CHEAP WORKER (ART 32)</b></p>	<p><b>THE RIGHT NOT TO BE HURT OR NEGLECTED (ART 19)</b></p>
<p><b>THE RIGHT TO ENOUGH FOOD AND CLEAN WATER (ART 24)</b></p>	<p><b>THE RIGHT TO PRIVACY</b> (ART 16)</p>
<p><b>THE RIGHT NOT TO BE USED AS A SOLDIER IN WARS (ART 38)</b></p>	<p><b>THE RIGHT TO BE PROTECTED FROM DANGER (ART 36)</b></p>
<p><b>THE RIGHT TO MEET WITH OTHER CHILDREN</b> (ART 15)</p>	<p><b>THE RIGHT TO BE WITH YOUR PARENTS/WHO WILL CARE FOR YOU BEST (ART 9)</b></p>
<p><b>THE RIGHT TO SPECIAL CARE, EDUCATION AND TRAINING, IF NEEDED (ART 23)</b></p>	<p><b>THE RIGHT TO A FREE EDUCATION</b> (ART 28)</p>
<p><b>THE RIGHT TO A NAME AND A NATIONALITY</b> (ART 8)</p>	<p><b>THE RIGHT TO HAVE A SAY ABOUT THINGS THAT AFFECTS YOU</b> (ART 12)</p>
<p><b>THE RIGHT TO KNOW ABOUT YOUR RIGHTS AND RESPONSIBILITIES (ART 42)</b></p>	<p><b>THE RIGHT TO PRACTISE YOUR RELIGION</b> (ART 14)</p>
<p><b>THE RIGHT TO HAVE IDEAS AND SAY WHAT YOU THINK</b> (ART 14)</p>	<p><b>THE RIGHT TO LEARN ABOUT AND ENJOY YOUR OWN CULTURE</b> (ART 30)</p>
<p><b>THE RIGHT TO SPEAK YOUR OWN LANGUAGE</b> (ART 30)</p>	<p><b>THE RIGHT TO GET INFORMATION YOU NEED</b> (ART 13)</p>

## SESSION 2. DEALING WITH FEELINGS

### SESSION 2: DEALING WITH FEELINGS

#### Main anticipated outcomes/objectives and purpose of session:

- To help children recognise their feelings, and in particular the 'cues' they might get from physical responses
- To begin to explore how to deal with and manage feelings in appropriate ways

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart paper and pens/pencils

#### Time needed:

45 mins – 2 hours depending on warm-up/energisers and whether the optional additional activity is included. For younger children consider splitting the session in two if the optional session is included, as they are likely to take much more time working on their outlines.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Tape together 2 or 3 pieces of flipchart end to end to make a long strip, one for each child (or use roll of paper cut to size)

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
10 mins	<p><b>Introduction</b></p> <p>In the whole group, tell the children that in this session we are going to think about our feelings – how to recognise them and what they might tell us.</p> <p>Ask children for examples of feelings and collect ideas on flipchart, if necessary, prompting by giving examples (such as fear, anger, happiness, sadness, excitement, guilt).</p>	

## SESSION 2: DEALING WITH FEELINGS

<p>25 mins</p>	<p><b>Connecting our feelings to our body</b></p> <p>Give each child a piece of prepared flipchart (taped together) and some pens. Ask children to get into pairs, explaining this is only for first part of exercise.</p> <p>In turns the children should lie down on their paper, while their partner draws around them so that they have an outline of their body.</p> <p>Ask the children to draw/write on their outline all the characteristics that make them who they are: for example their hair, eye colours, or qualities that they have such as a big smile.</p> <p>When all children have completed, ask the children to show each other their drawings.</p> <p>Explain to children that, most of the times, when we feel something our body reacts physically too.</p> <p>Referring to the list of feelings developed in the introduction, discuss each in turn, asking children how they might physically recognise those feelings, and then to draw/write on their outline.</p> <p>When all feelings have been discussed, invite children to review each other's work before coming back to large group.</p>	<p>Depending on the group/context it may not be appropriate to ask children to draw around their bodies – for example if boys/girls together, or if some children are known to have been abused. In which case ask children to draw an outline of themselves on the paper instead of asking their partner to draw around their body.</p> <p>If necessary, prompt. For example: feeling fear might go along with having tightness in the chest/difficulty to breathe/fast heartbeat; anger might go along with feeling hot; excitement may be funny feeling or butterflies in the stomach. Try to encourage children to share how THEY experience their feelings.</p>
<p>10 mins</p>	<p><b>Managing our feelings</b></p> <p>Invite children back to main group, and talk through the feelings explored, asking children for their ideas on how to manage those feelings in a positive way, where necessary giving ideas.</p>	<p>NOTE - If using the optional additional activity (in this session) more time will be needed.</p> <p>Facilitators may find it useful to consider the tips on Sheet 2.1 for further ideas.</p>

## SESSION 2: DEALING WITH FEELINGS

	<p>(For example: talking to someone else; breathing deeply and counting to 10; getting away from source of the fear etc.)</p> <p>Conclude the activity by reminding children that sometimes our feelings can help keep us safe. For example, if we feel fear then we should listen to this feeling. We should never ignore how we feel, but use it to gain more information about the situation we are in.</p>	<p>BE CAREFUL not to imply that because we do not feel fear, we should automatically think the situation is safe – we need to use our bodies and our mind!</p> <p><b>OPTIONAL Additional activity:</b></p> <p>In the whole group, practice one or more of the techniques/ways children suggest for dealing with feelings (or facilitators' suggestions): for example, practice deep breathing and counting to 10; or role play telling a friend you are worried about a situation.</p>
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Remind children to talk with the facilitator if they have anything they want to discuss from the session, and that they can always talk to the Child Safeguarding Focal Point if they ever feel afraid or worried.</p> <p>Conduct a short closing energiser (if running as separate sessions and not conducting more than one session at the same time/last session of the day).</p>	<p>Closing energiser should be selected (see introduction section for ideas).</p>

### Comments/Follow up activities

- Consider including some relaxation activities or ways of dealing with anger or running a specific additional session to explore these issues in greater depth.
- Keep paper outlines of children for use in Session 4, Our Bodies, Ourselves.
- Reproduce the tips for dealing with emotions from Sheet 2.1 and display during the session/afterwards as a reminder or ask children to develop their own posters/drawings on how to deal with emotions to raise awareness with other children.

## SHEET 2.1 – DEALING WITH EMOTIONS

### 5 STEPS TO MANAGING BIG EMOTIONS

1. Remind myself that it is never okay to hurt others.
2. Take 3 deep breaths or count slowly to ten.
3. Use my words to say how I feel and what I wish would happen
4. Ask for help to solve the problem.
5. Take time to clam down.

### 9 CALM DOWN IDEAS FOR KIDS

1. Go outside and kick a ball or run around.
2. Punch a pillow.
3. Listen to music or sing a song.
4. Close your eyes and think of a calm place.
5. Draw a picture.
6. Write a letter or a story.
7. Read a book.
8. Talk to someone.
9. Ask for a hug.

## SESSION 3. IDENTIFYING SAFE AND UNSAFE SITUATIONS

### SESSION 3: IDENTIFYING SAFE AND UNSAFE SITUATIONS

#### Main anticipated outcomes/objectives and purpose of session:

- To help children recognise unsafe situations within their environment
- To identify some of the safe things to do when confronted with risky situations

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Scenarios – Sheet 3.1
- Three pieces of paper in different colours (to mark out zones – red, yellow and green)
- Flipchart paper and pens/paints for Optional/Alternative activity

#### Time needed:

45 mins – 1 ½ hours depending on warm-up/energisers and whether Alternative/Optional activity is included.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Adapt and prepare Scenarios from Sheet 3.1
- Mark out "zones" – red, yellow and green. If possible, keep much space between zones, so that children have to run between – however, make sure the zones are close enough so that everyone can hear/discuss whole group during feedback

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<b>Introduction</b>  In the whole group, tell the children that in this session we are going to explore some of the unsafe situations that we might be faced with. Explain that if we can recognise unsafe situations then this can help us stay safe as sometimes, we can avoid them.	

### SESSION3: IDENTIFYING SAFE AND UNSAFE SITUATIONS

<p>30 mins</p>	<p><b>Safe or unsafe?</b></p> <p>Explain that in the exercise they will have to think about different situations and decide whether they think they are safe (green), dangerous (red) or if they should be cautious/careful (yellow).</p> <p>Tell children that as they walk around you will read a statement. They then must go and stand in the zone that they think is 'correct' (i.e. red, green, or yellow).</p> <p>Read statements from Scenarios 3.1 one at a time. After children have moved to where they think is the correct zone, invite children to say why they chose the zone.</p> <p>After taking several comments from children, discuss as a group, focussing in on why the situation was risky or not, and (where appropriate) what action could have been taken.</p>	<p>Either use the activity suggested OR the Alternative activity, or ideally BOTH (although this will extend the session time). The activity focusses on particular scenarios, whereas the Alternative activity considers the wider environment. Depending on context, it may be appropriate to focus on one or the other, although it will be better – if time can be found – to consider both.</p> <p>Depending on context the example of traffic lights may help explain the concept of red, yellow, green /stop, caution, go.</p> <p>Older children may prefer to just discuss rather than physically move.</p> <p>Take care that moving around can become quite lively! Be prepared to stop and manage behaviour (e.g. reminding children to take care, not to push etc) if necessary.</p> <p><b>ALTERNATIVE/OPTIONAL Activity:</b></p> <ol style="list-style-type: none"> <li>1. Ask children to get into pairs/threes and give each group flipchart and pens.</li> <li>2. Ask children to think about the environment where they are, and to draw a map, noting all the important landmarks/places (this could be immediately surrounding the camp, or more widely the community).</li> <li>3. Once children have drawn their map, ask them to mark places which could be dangerous or risky (for example, near a busy road, where there are no lights, where there are dogs etc). Let children decide for themselves what they think are risky places.</li> <li>4. Then ask children to mark all the places that are safe or where they could go for help.</li> <li>5. In the whole group review ideas from children.</li> </ol>
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### SESSION3: IDENTIFYING SAFE AND UNSAFE SITUATIONS

		6. Conclude the exercise by reinforcing any risks/points of safety that children have mentioned and reminding children of any places that they may have forgotten.
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Remind children that they can always talk to the Child Safeguarding Focal Point.</p> <p>Conduct short closing energiser (if running as separate sessions and not conducting more than one session at the same time/last session of the day).</p>	A closing energiser should be selected (see introduction section for ideas).
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"> <li>• Consider running mapping activity to also cover the environment where children live.</li> <li>• If time allows, instead of just asking children to map their environment on paper, go on a walk around with the children and then draw the map. This may help children to remember important points to include.</li> <li>• Run this session with Session 2, Dealing with feelings, as that session also covers how children might sometimes identify risky situations through their feelings.</li> </ul>		

## SHEET 3.1 – UNSAFE SITUATIONS

**Instructions for facilitators:** Read out each scenario in turn. Children should move to the zone that they think fits the statement – 'red' for danger, 'yellow' for caution and 'green' for safe.

After children have moved to the zone, invite children to tell: why did they chose where they are standing? Encourage children to explore why situations are safe/unsafe and what makes them so.

**REMEMBER:** You should adapt scenarios to reflect the situation in your camp. Try and link these to dangers that might be encountered in your setting.

1. One of the adults supervising says that if you come to his home after camp and mow his lawn, he will give you a surprise.
2. Your parent was supposed to come and collect you, but they have not arrived. Your friend says that since you live nearby it will be OK to walk home alone.
3. An older child at the camp tells you that you have to do exactly what they say because they are the boss, and if you tell anyone there will be trouble.
4. You are offered a cigarette to smoke by another child.
5. Outside the camp, a woman pulls up in her car, and asks if you can help her find her friend's house. You know the street she mentions, so she asks if you will get in and show her.
6. One of your friends at the camp tells you that you can make money by taking photos in the toilet and posting them online.
7. There is a dark area, with no lights. You don't want to go there, but it is a short cut to the toilets.
8. You have hurt your leg, but you are told you must participate in an activity.

## SESSION 4. OUR BODIES, OURSELVES

### SESSION 4: OUR BODIES, OURSELVES

#### Main anticipated outcomes/objectives and purpose of session:

- To explore ideas of bodily privacy and respect
- To explore good and bad touch
- To reinforce the importance of speaking out in situations of abuse/the right to privacy and protection

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pencils
- 'Body outlines' from Session 2, Understanding Feelings
- Red, yellow and green pencils/crayons
- Sticky notes/pens
- Sheet 4.1 List of touches – one copy per small group (4-6 children)

#### Time needed:

45 mins – 1 ¼ hours depending on warm-up/energisers and whether using body outlines from Session 3 (if not will need to allow time)

NOTE – Older children may feel less comfortable/more self-conscious talking about private parts/parts of the body so instead of conducting body outline exercise ('Exploring privacy') conduct Alternative 'good and bad touch' activity.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- If body outlines from Session 2 not being used, tape together two-three sheets of flipchart paper end to end (one for each child)
- Clarify sources of ongoing support for children as it is possible that there might be inadvertent disclosures in this session.

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<b>Introduction</b> In the whole group, explain that in this session we are going to talk about the importance of respecting ourselves and respecting each other.	

## SESSION 4: OUR BODIES, OURSELVES

	<p>Ask children to share what sort of things they think show respect, prompting if necessary (for example, listening to each other, not making fun of differences).</p> <p>Explain that one way that we show respect for ourselves and for others is also by remembering that our bodies are own, just like other people's bodies are theirs.</p>	
<p>25 mins</p>	<p><b>Exploring privacy</b></p> <p>Distribute body outlines (as developed in Session 2) OR draw outlines of body (see Session 3.2 for instructions)</p> <p>In large groups ask children to think about their bodies and to think about parts of their body that they think could be seen/touched by anyone, parts of their body that only some people should see/touch and parts of their body that should be private.</p> <p>Ask for few ideas from the groups to check for understanding.</p> <p>Ask children to work in pairs/threes and to colour/draw around in green parts of their bodies (on the outline) that they think is ok for anyone to see/touch; in yellow parts of their bodies that only some people should see/touch and in red parts of their bodies that should be private.</p>	<p>If not using body outlines from Session 2, carry out exercise from Session 2 drawing outlines.</p> <p>Note, there is no hard rules about what parts are coloured in what colour and this might be very dependent on context and culture. The point of the exercise is to discuss and explore the issues. However, make sure to reinforce that genital areas should never be touched without consent, and even then, if they are uncomfortable, they should not be touched.</p> <p><b>ALTERNATIVE Activity for older children/ OPTIONAL Additional activity for younger children - 'Good and Bad Touch'</b></p> <p>Divide children into small groups and tell them that in this activity they will try to categorise different kind of touches in 3 groups: bad touches, confusing touches, and good touches.</p> <p>Explain that good touches make you feel comfortable and appreciated, whereas bad touches can hurt you, make you feel embarrassed or uncomfortable.</p> <p>Give each group a copy of Sheet 4.1, flipchart paper stick notes and pens.</p> <p>Ask children to go through each of the different touches listed and write each one on a separate sticky note.</p>

## SESSION 4: OUR BODIES, OURSELVES

Once children have finished, come back to the main group and discuss their work. Questions that can be used to prompt discussions include:

- How does it feel when someone touches you if you don't want them to?
- Is looking (for example showing photos) the same as touching?
- Are there any circumstances when people should touch private parts of bodies? (e.g. doctors if sick etc).

Then, they should decide in their group what touch belongs in which category and to stick this on the flipchart under the headings Good, Bad, Confusing.

Children can also write additional touches that may not be included.

Once they have finished, display the different flipcharts and ask children to compare their work.

Discuss in main group:

- Any differences between the groups? Where?
- Was it always easy to choose a category? Why?
- What makes the difference between a good and a bad touch?
- What should someone do if they experience bad or confusing touches?

## SESSION 4: OUR BODIES, OURSELVES

<p>10 mins</p>	<p><b>Speaking out</b></p> <p>Remind children that they have a right to privacy, and that if someone is touching them in a way that feels uncomfortable or they know is wrong then they should speak out. Emphasise that it is not our fault if someone touches us.</p> <p>Tell children that if they are in such situations then they should:</p> <ul style="list-style-type: none"> <li>• Say NO – if they can, but that might be difficult</li> <li>• GO away from the person/place as soon as they can</li> <li>• TELL someone what is happening.</li> </ul> <p>Choose an example to put the NO - GO - TELL strategy into practice and discuss. For example, you receive some hugging in a way that feels uncomfortable to you. What would you do?</p> <p>Check that children know who are the people that they can speak out to, and remind that at the summer camp they can speak to the Child Safeguarding Focal Point.</p>	<p>This exercise could be extended by combining with Session 8, Speaking out.</p> <p>If time permits discuss more than one example.</p>
<p>5 mins</p>	<p>Check if children have any questions; and then thank them for their time.</p> <p>Conduct a short closing energiser (if running as separate sessions and not conducting more than one session at the same time/last session of the day).</p>	<p>Make sure that children are clear we are the owner of our own body, it is our right to say no to things we do not feel comfortable with. Children ALWAYS have the right to say "NO" to someone if they touch them in a way that they do not like, and children never have to explain why they say no.</p> <p>Closing energiser should be selected (see introduction section for ideas).</p>
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"> <li>• Practice saying NO – use roles plays for children to practice telling someone that they do not like what they are doing. DO NOT use situations of abuse as this may be traumatising for children – the purpose is to practice saying NO and that they do not like what the person is doing. Therefore, role play situations can be about any issue.</li> </ul>		

## **SHEET 4.1 – LIST OF TOUCHES**

**Instructions for facilitators:** Review list of touches and adapt to cover specifics of camp setting/location.

**A MOTHER HUGGING HER DAUGHTER**

**KISSING ON THE LIPS**

**KICKING**

**PUNCHING**

**TICKLING**

**TWO FRIENDS HOLDING HANDS**

**SISTER BRUSHING HER SISTER'S HAIR**

**BACK RUBS**

**HOLDING HANDS**

**TOUCHING PRIVATE PARTS**

**SLAPPING**

**A PAT ON THE BACK FROM FATHER**

**A DOCTOR'S EXAMINATION**

**HUGGING**

**PINCHING**

**FORCED SEX**

## SESSION 5. DEALING WITH BULLYING

### SESSION 5: DEALING WITH BULLYING

#### Main anticipated outcomes/objectives and purpose of session:

- To explore what is bullying and its different forms
- To begin to build empathy for children who are being bullied
- To explore how children can deal with bullying

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pens
- Sheet 5.1, Types of bullying
- Sheet 5.2, Feelings of bullying

#### Time needed:

1 – 1 ½ hours depending on warm-up/energisers, and if Optional Additional activity to be conducted.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Prepare slips of paper/cards with different types of bullying from Sheet 5.1
- BE AWARE that children may well disclose bullying that they or others have experienced – be prepared to follow-up any cases after the training to ensure that children are kept safe and protected.

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<p><b>Warm up exercise</b></p>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<p><b>Introduction</b></p> <p>In the whole group, explain that in this session we are going to talk about bullying.</p> <p>Ask children to share what they understand by bullying to check understanding. Explain that one way to define bullying is repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation, or any other aspect such as appearance or disability'.</p>	



## SESSION 5: DEALING WITH BULLYING

	<p>Explain that bullying can take many forms and that we are now going to explore these.</p>	
25 mins	<p><b>Types of bullying</b></p> <p>Divide children into small groups (4-6) and randomly distribute types of bullying (from Sheet 6.1). If there are too few groups for each to have one type of bullying, then divide the types evenly between the groups.</p> <p>Give each group a flipchart and pens and ask them to think of as many examples of the type(s) of bullying they have been allocated as possible, recording on the flipchart. Ask groups to think in particular of examples that they might experience at the summer camp.</p> <p>After 5 minutes, stop the groups and ask them to rotate clockwise so that they consider another type of bullying. They should then review what the first group has written regarding the example and then add any other examples they can think of.</p> <p>Repeat twice more, so that each group has the chance to consider each type of bullying.</p> <p>When the groups have finished ask them to feedback and share their work with the whole group, and then discuss, in particular whether there are any links between types of bullying.</p>	<p>While groups are working circulate between them and invite children to think of concrete examples of what they imagine might happen at the summer camp – for example someone being bullied for being small.</p> <p>NOTE: Facilitators should circulate and review all the flipcharts. If they see there are disclosures (personal stories/ examples on the paper), they should avoid opening this up and discussing in the larger group. Instead, once all groups have finished, they must ask children to visit and read all flipcharts, and then move directly onto the next activity.</p>
10 mins	<p><b>Feelings</b></p> <p>With the whole group, read the story from Sheet 5.2, Feelings of Bullying.</p>	<p>There are no set answers to this exercise – the idea is to try to understand how different people involved may feel.</p>

## SESSION 5: DEALING WITH BULLYING

	<p>Ask children to reflect on the story and to consider and share:</p> <ul style="list-style-type: none"><li>• How might the person or people doing the bullying feel?</li><li>• How might any onlookers feel?</li><li>• How might the person being bullied feel?</li></ul>	<p><b>OPTIONAL ADDITIONAL/ALTERNATIVE Activity</b></p> <p>Conduct a role-play based on the story on Sheet 5.2 – as a fishbowl exercise. If children struggle 'performing' in front of the whole group, carry-out in small groups of threes and then come back to the large group to discuss and shake de-role as per the instructions of the fishbowl exercise:</p> <ul style="list-style-type: none"><li>• Children should sit in a ring – with three chairs in the middle. One chair for Tomas, one for the child who is the Onlooker, and one for the Bully.</li><li>• Ask for three volunteers and allocate the roles of Tomas, Onlooker and Bully. The three volunteers will discuss the situation (from their perspective as bully, onlooker, Thomas) – they can say what they feel, what they think or ask questions to each other.</li><li>• When one of the volunteers gets stuck, another child can step in and take over the role.</li><li>• Allow the role-play to continue until children have said everything they can think of. Then with the whole group discuss:<ul style="list-style-type: none"><li>• How did the role play go?</li><li>• What did they hear or say that surprised them or made them think?</li><li>• How did the different characters feel? Were any feelings similar?</li></ul></li></ul>
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## SESSION 5: DEALING WITH BULLYING

		<p>Conclude the exercise by asking everyone to stand up and to wander around the room shaking hands with the other children and telling them their real name (to de-role).</p>
<p>20 mins</p>	<p><b>Dealing with bullying</b></p> <p>Divide children into two groups and allocate to each group one person from the story: 1. The person being bullied; 2. The onlooker</p> <p>Tell children their task is to think about the person they have been allocated from the story, and to discuss: what should the person do in the situation? What might stop them from taking action?</p> <p>Give feedback in the whole group on the ideas generated.</p> <p>Conclude the activity by asking children to give suggestions/tips that could be shared with other children for how to deal with bullying, recording answers on flipchart.</p> <p>Highlight to children that the onlooker has a very important role in stopping bullying.</p> <ul style="list-style-type: none"> <li>• If the child being bullied is in danger (e.g. if being hit by bullies), then onlooker should directly go and ask for help (e.g. from an adult at the summer camp)</li> <li>• If the child being bullied is not in immediate danger, once the bully walks away, the onlooker can approach the child to see how they are (Ask: Are you ok?). Then they can tell the bullied child "It is not your fault" and encourage him/her to go together to a trusted adult to inform them about the incident.</li> </ul>	<p>If dividing into two groups only, will mean that the groups have more than 6 children, consider dividing into four or six groups.</p>

## SESSION 5: DEALING WITH BULLYING

5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Before ending, reinforce to children that bullying is never acceptable. Anyone who is being bullied or knows someone is being bullied has a right to be protected. They should speak to a trusted adult – and can always talk to the Child Safeguarding Focal Point.</p> <p>If required, conduct short closing energiser (if not conducting other sessions on the same day/not last session of the day).</p>	An appropriate exercise to be selected (ideas included in the introduction to the materials).
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"><li>• This session would work well if combined with Session 7- How We Can Protect Each Other and Session 9 - Being Assertive</li><li>• Invite children to develop an anti-bullying charter or agreement</li></ul>		

# SHEET 5.1 – TYPES OF BULLYING

**Instructions for facilitators:** Cut-out the types of bullying, enough for one or more for each group.

PHYSICAL	VERBAL
EMOTIONAL	CYBERBULLYING

## SHEET 5.2 – FEELINGS OF BULLYING

**Instructions for facilitators:** This story can be read out or distributed. Feel free to contextualise to reflect the situation at your own summer camp.

Tomas is quite small for his age. He is not very good at sports and prefers to read – but his family think he should be more active and made him come to the summer camp.

Tomas does not have many friends. He is friends with Stephan.

Some older boys have begun picking on Tomas. They call him names and make fun of him.

Last year the older boys picked on Stephan, but since Tomas has arrived, they have left Stephan alone.

Stephan knows that Tomas is being bullied. Sometimes he sees the other boys pushing Tomas and laughing.

## SESSION 6. STAYING SAFE ONLINE

### SESSION 6: STAYING SAFE ONLINE

**Main anticipated outcomes/objectives and purpose of session:**

- To begin to explore some of the benefits and risks that children can face online
- To learn some 'top tips' for staying safe online

NOTE THIS SESSION IS ONLY AN INTRODUCTION TO ONLINE SAFETY. For further information on resources for helping children to learn to stay safe online, see <https://www.saferinternet.org.uk>

**Materials needed:**

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pens
- Sheets 6.1 and 6.2 Online safety tips

**Time needed:**

1 hour depending on warm-up/energisers

**Pre-training preparation:**

- Select warm-up/energisers as required.
- Copy Sheet 6.1 and 6.2 for children as handouts, if required
- Read advice for adults/professionals from <https://www.saferinternet.org.uk>

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<p><b>Warm up exercise</b></p>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<p><b>Introduction</b></p> <p>Explain that in this session you are going to consider how to stay safe when being online.</p> <p>In the whole group ask children to share how they use technology (e.g. phones, tablets) in everyday life – what, where and what for? – recording answers on flipchart.</p> <p>Facilitators can prompt discussion by asking:</p> <ul style="list-style-type: none"> <li>• How do children usually connect/communicate with other people using technology?</li> </ul>	It is important to also ask about how children use technology not just how they communicate through technology since children may see unsolicited materials when NOT communicating, but only viewing.

## SESSION 6: STAYING SAFE ONLINE

	<ul style="list-style-type: none"> <li>Which social media do they use (Facebook, Twitter, WhatsApp, Tumblr, Instagram, Pinterest, Skype, YouTube, Viber and Snapchat, etc.) to communicate?</li> </ul> <p>Then ask children if online communication differs from face-to-face communication, and if so how?</p>	
25 mins	<p><b>Risks and benefits of the online world</b></p> <p>Ask children to get into two groups and number groups 1 &amp; 2. Give each group flipchart and pen.</p> <p>Ask each group to choose an online platform from the ones discussed in the introduction to explore further during this exercise.</p> <p>Explain that the task is for both groups to think about (a) all the benefits and positives about the online social network/app they chose and (b) all the risks that children may face through its use. They should write their answers on flipchart.</p> <p>Allow groups 10 minutes to complete their task, and then share their answers with the whole group.</p> <p>Facilitators should point out potential risks that children may have missed using Sheets 6.1 and 6.2 as a guide.</p>	<p>If there are many platforms mentioned, consider asking the groups to choose more than one platform OR divide into smaller groups with each group discussing different platforms.</p> <p>If necessary, prompt children by asking questions such as 'What do your parents say about being online?', 'What have you been told before?'</p> <p>Facilitators may find <a href="https://www.saferinternet.org.uk">https://www.saferinternet.org.uk</a> a useful resource.</p>
20 mins	<p><b>Identifying ways to keep safer online</b></p> <p>Tell children you will read aloud some scenarios and each of them should individually think how they would respond to the person in the story, or what advice they would give the person. After each story has been read aloud, give children a minute or two to think about their response, before inviting children to share their advice.</p>	<p><b>ALTERNATIVE Activity</b></p> <p>If time is short, rather than explore scenarios, ask children (in the whole group) what tips they would give other children for staying safe online, based on the risks identified in previous activity. Record answers on a flipchart. Then discuss and give feedback.</p>



## SESSION 6: STAYING SAFE ONLINE

	<p><b>Scenarios:</b></p> <ul style="list-style-type: none"> <li>• Anna has uploaded a photo from her summer vacations on Instagram, right before the new school year starts. Once again, after a long time, some girls from school show-up and leave negative and critical comments to bring Anna down by making her look or feel bad. She sends you a message saying she is devastated, and she doesn't want to come to school. What would you tell her?</li> <li>• Maria's boyfriend asks her to send him a picture only wearing her underwear. Maria calls you to ask for your opinion. She does not feel comfortable with this request, but she is afraid her boyfriend will break-up with her unless she does so. What would you tell her?</li> <li>• Nikos receives a message from an unknown contact on Messenger. He sees that an interesting girl shows up on the profile picture, so he decides to respond to her. The next day, during break at school, he shows you the girl's profile picture, bragging for his success. You are a bit suspicious about this though. What will you tell him?</li> </ul> <p>With the whole group, review the ideas that children have suggested and highlight the main things children can do to stay safe online (using Sheet 6.1 and 6.2 as guide).</p>	<p>If required, distribute Sheet 6.1 or 6.2 as a handout</p>
<p>5 mins</p>	<p>Conclude the session by advising children that if something bad happens to them online (or something makes them uncomfortable) they can use the 'No-Go-Tell Strategy' to keep themselves safe:</p>	<p>Select an appropriate activity (see introduction guide for materials for suggestions).</p>

## SESSION 6: STAYING SAFE ONLINE

	<ul style="list-style-type: none"><li>• Ignore comments or block the contact; Report the contact; Inform a trusted adult or report to the police (Cybercrime Division in Greece).</li><li>• Check if children have any questions; and then thank them for their time.</li><li>• If required, conduct a short closing energiser (if not running the session in conjunction with other sessions/not as the last session of the day).</li></ul>	
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"><li>• Instead of just asking children to consider risks and benefits, develop scenarios for children to discuss and through which to identify risks.</li><li>• Invite children to develop their own awareness raising material.</li><li>• During discussions, link tips for staying safe online to the Child Safeguarding Policy and the Code of conduct (for example to provisions for use of photographs, not taking photos in bathroom/showers etc).</li><li>• Give children website addresses of local sources of information on internet safety in Greece.</li><li>• Inform children about the Cybercrime Division in Greece and post the website address on the noticeboard/ any locations where there are shared computers: <a href="http://www.astynomia.gr/index.php?option=ozo_content&amp;perform=view&amp;id=8194&amp;Itemid=378&amp;lang=EN">http://www.astynomia.gr/index.php?option=ozo_content&amp;perform=view&amp;id=8194&amp;Itemid=378&amp;lang=EN</a></li></ul>		

## SHEET 6.1. ONLINE SAFETY TIPS FOR CHILDREN 12-16 YEARS OLD

### **Protect your online reputation:**

Use the services provided to manage your digital footprints, and be careful with your personal information and who you share this with (check your privacy settings).

### **'Think before you post.':**

Content posted online can last forever and could be shared publicly by anyone.

### **Respect yourself by respecting others:**

Do not share information about others that you would not want posted about yourself.

### **Don't give in to pressure:**

To post or share personal information about yourself, including photos.

### **Know where to find help:**

Understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.

### **Observe:**

Observe rules and procedures established by the summer camp regarding the use of technology, such as the use of mobile phones in changing areas. These rules are there to keep everyone safe.

### **Remember:**

Remember people you have only been in touch with online can be dangerous – you do not really know them, even if you have been talking to them for a long time. So think twice before agreeing to meet, and always meet in public place, with your parents' or carers' permission.

*Adapted and reproduced from and <https://www.saferinternet.org.uk>*

## SHEET 6.2. ONLINE SAFETY TIPS FOR CHILDREN 6-11 YEARS OLD

Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

Someone online might lie about who they are and information on the internet may not be true. Always check information by talking with your parents or a trusted adult, such as the Child Safeguarding Focal Point at the camp.

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then, only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

Accepting emails, messages, or opening files, images or texts from people you don't know, or trust can lead to problems – they may contain viruses or nasty messages!

Stick to the rules and procedures established by the summer camp regarding the use of technology, such as the use of mobile phones in changing areas. Those rules are there to keep everyone safe.

Tell a parent, carer, or trusted adult, if someone or something makes you feel uncomfortable or worried or if you/someone you know is being bullied online.

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## SESSION 7. HOW WE CAN PROTECT EACH OTHER

### SESSION 7: HOW WE CAN PROTECT EACH OTHER

#### Main anticipated outcomes/objectives and purpose of session:

- To explore how children can play a part in creating a safe and positive environment for all children

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pens
- Sheet 7.1, Protecting Each Other
- Sheet 7.2, Protecting Each Other, ideas for facilitators

#### Time needed:

45 minutes – 1 ½ hour depending on warm-up/energisers and how many scenarios are discussed

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Facilitators should ensure that they are aware of possible ways that children can play an active part in protecting each other in the scenarios from Sheet 7.1. Sheet 7.2 gives ideas (but children may also have other ideas too!).

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<p><b>Introduction</b></p> <p>To the whole group, explain that in this session we are going to talk about how children can protect each other.</p> <p>Explain that although it is adults' responsibility to keep children safe, children can also have an active role in helping keep everyone safe.</p> <p>With the whole group, discuss if children agree that they have an active role in keeping everyone safe – and the reasons for that.</p>	

## SESSION 7: HOW WE CAN PROTECT EACH OTHER

<p>40 mins</p>	<p><b>What we can do to keep everyone safe</b></p> <p>To the whole group, read-out scenarios (from Sheet 7.1 – except Scenario 2) one at a time.</p> <p>After each scenario, discuss with the children:</p> <ul style="list-style-type: none"> <li>• What can children do in this situation to keep themselves and others safe?</li> <li>• What sort of support might children need from adults to help them keep other children safe?</li> </ul>	<p>As an alternative to the discussion with the whole group, consider discussing in smaller groups. Either all groups discuss all scenarios from Sheet 7.1 OR allocate each group a scenario, before giving feedback &amp; discussing ideas with the whole group.</p> <p>Remember ideas for what children can do in each scenario are explored on Sheet 7.2</p>
<p>5 mins</p>	<p>Check if children have any questions; and then thank them for their time.</p> <p>Remind children that if they can, they should always talk to the Child Safeguarding Focal Point.</p> <p>If required, conduct short closing energiser (if the session is being conducted as stand-alone, and not in conjunction with another session on the same day).</p>	<p>A closing energiser should be selected (see introduction section for ideas).</p>
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"> <li>• This session would work well combined with Session 10 - Developing Our Own Code of Conduct – or add ideas from this session to the Code of Conduct session.</li> <li>• Develop Peer Support/pals scheme at the summer camp</li> </ul>		

## SHEET 7.1 – PROTECTING EACH OTHER

**Instructions for facilitators:** These scenarios should be adapted to the situation/context of the summer camp. When discussing these scenarios make sure to explore the child concerned and other children's actions.

1. George is new in the summer camp. He was enthusiastic to join but he had an argument with one of the other boys and now nobody wants to talk to him. He is always alone during breaks. All the children in the camp know that no one is speaking to him.
2. Ana was told by an adult supervisor that since she was well developed (has breasts) he needs to inspect her bra to make sure that it is suitable. Ana isn't sure this is right and tells another girl at the camp.
3. Adria came to the camp crying. She had an argument with her father who hit her, but nobody knows why she is crying as she has not told anyone.
4. Nikos sees one of the adult supervisors shouting at another member of the summer camp.
5. Alek decided during an trip to leave and go out at night by himself.

## SHEET 7.2 – IDEAS FOR FACILITATORS

**Instructions for facilitators:** Here are some ideas to support discussions with children regarding the scenarios from Sheet 7.1. Keep in mind that the ideas here are suggestions only – there are other things that can be done, and children themselves may also be able to think of good ways to handle each scenario.

1. George is new at the camp. He was enthusiastic to join but he had an argument with one of the other boys and now nobody wants to talk to him. He is always alone during breaks. All children in the summer camp know that no one is speaking to him.

**What George could do:**

- Speak to one of the other children not involved and try to make friends with them.
- Speak to a trusted adult.

**What other children could do:**

- Ask George how he is/try to include him and be his friend.
- Encourage other children to include George and not isolate him.
- To not join in with others who are isolating George.
- Speak to one of the adults at the camp/the Child Safeguarding Focal Point about what is happening to George. This can be done confidentially – nobody will need to know who spoke out.

2. Ana was told by an adult supervisor that since she was well developed (and has breasts) he needs to inspect her bra to make sure that it is suitable. Ana isn't sure this is right and tells another girl at the camp.

**What Ana could do:**

- Say no! Anna's body is her own and she should never be asked to show 'private' areas – this includes underwear.
- Leave the situation as soon as possible/not go with the adult so he can inspect her bra.
- Tell a trusted adult/the Child Safeguarding Focal Point.

**What the other girl could do:**

- Reassure Ana that she is right – it is not OK for her to be asked to show her bra.
- Tell Ana that it is her body, and that she has a right to privacy.
- Encourage Ana to speak to a trusted adult/Child Safeguarding Focal Point.
- Offer to go with Ana for support when she speaks to a trusted adult/Child Safeguarding Focal Point.
- If she is very worried about Ana and believes that she will show her bra or that she will not be able to say no, tell a trusted adult/Child Safeguarding Focal Point what is happening.



## SHEET 7.2 – IDEAS FOR FACILITATORS

3. Adria came to the camp crying. She had an argument with her father who hit her, but nobody knows why she is crying as she has not told anyone.

### **What Adria could do:**

- Try to remember that she has a right to protection and that the camp adults are there to make sure that she is protected.
- Speak to a trusted adult/Child Safeguarding Focal Point.
- If she does not feel confident speaking to a trusted adult/Child Safeguarding Focal Point alone, speak to another child/one of her friends.

### **What other children could do:**

- Notice!! Adria is upset, ask her why and ask what they can do to help! However, this needs to be done in a kind and sensitive way, so everyone crowding around her and making a 'drama' might make her feel worse – speak to her privately.
- If a child sees another child speaking to Adria do not rush over and join in as it may make her feel very self-conscious. Instead speak to her later and say that they hope she is OK and ask if there is anything they can do.
- Tell a trusted adult/Child Safeguarding Focal Point that Adria is upset/has been upset.

4. Nikos sees one of the adult supervisors shouting at another member of the summer camp.

### **What the other child (being shouted at) could do:**

- Try to get away as soon as possible.
- Not answer back, as this might make the adult supervisor even angrier.
- Speak to a trusted adult/Child Safeguarding Focal Point about the incident.

### **What Nikos could do:**

- If they think the other child is in danger (for example they think the adult is going to hit them) immediately find a trusted adult/Child Safeguarding Focal Point.
- If they do not think the other child is in danger, speak to the child when the adult has gone, and offer to accompany them to speak with a trusted adult/Child Safeguarding Focal Point.
- Not intervene. This might make the adult supervisor angrier.
- If the other child does not want to speak out, tell a trusted adult/Child Safeguarding Focal Point. Nikos will not necessarily need to say who they saw being shouted out but it might be that the adult supervisor is under pressure and so if other adults know they can make sure such a situation does not happen again.

## SHEET 7.2 – IDEAS FOR FACILITATORS

5. Alec decided during an away trip to leave and go out at night by himself.

### **What Alec could do:**

- Stick to the rules! It is not safe to go out at night alone, even if it feels safe. In any case adults from the summer camp are responsible for all the children, and they cannot make sure everyone is OK if they do not know where they are.
- If Alec is insisting to go out alone, tell one of the other children where he is going/ what he is doing in case anything goes wrong.

### **What other children could do:**

- Encourage Alec to stick to the rules and not go out without telling the summer camp supervisors.
- To NOT join Alec if he asks!
- To NOT copy Alec and go out alone without permission.
- Share their concerns with a trusted adult/Child Safeguarding Focal Point immediately/when they discover that Alec is missing.
- Make sure that any code of conduct or ground rules for children developed by the group includes an agreement not to go off alone.

## SESSION 8. SPEAKING OUT AND STAYING SAFE

### SESSION 8: SPEAKING OUT AND STAYING SAFE

#### Main anticipated outcomes/objectives and purpose of session:

- To identify when children should speak out in order to keep themselves and other children safe
- To explore sources of support regarding safeguarding
- To consider and practice how to speak out

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Paper and pens/pencils
- Roles, adapted from Sheet 8.1

#### Time needed:

1 hour depending on warm-up/energisers – however be prepared for session to overrun if discussion is lively!

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Review, and put into child-friendly language, definition of child safeguarding from the summer camp's Child Safeguarding Policy

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<p><b>Introduction</b></p> <p>To the whole group, tell children that in this session we are going to talk about the need to speak out whenever we feel unhappy or unsafe.</p> <p>Ask children to share when they think children should speak out. Make sure to remind them, if they have not mentioned it themselves, that children should speak out when they themselves are unsafe/unprotected; when they think another child is unsafe/unprotected or when the behaviour of an adult does not seem right.</p>	<p>If it is useful, remind children of the child safeguarding definition from the Child Safeguarding Policy of the summer camp.</p> <p>Link to the summer camp's Child Safeguarding Policy</p>

## SESSION 8: SPEAKING OUT AND STAYING SAFE

<p>25 mins</p>	<p><b>Who we can turn to:</b></p> <p>To the whole group, ask children to share who are some of the sources of support that they could turn to, if they felt unprotected, and gather ideas on a flipchart.</p> <p>Divide children into two groups. If there are more than 6 in each group, divide children into more groups but end up with an even number of groups.</p> <p>Explain that one group/half of the groups are going to consider in turn all of the sources of support that children or people could turn to, and think about the advantages and benefits of talking. The other group(s) are going to consider in turn all possible disadvantages and challenges of talking.</p> <p>Once the groups have finished their work, invite groups to sit opposite each other. Explain that they will now have a discussion together where they will discuss the conversations they had in while they were in the smaller groups. Those who discussed the disadvantages of speaking out should try to convince those who discussed the advantages to change their mind, and vice versa.</p> <p>Conclude the exercise by reinforcing to children that even though it may be difficult to speak out, it is always important to do so.</p> <p>Tell children that everyone has a right to be safe (protected) and that part of the summer camp's responsibility is to uphold that right.</p>	<p>Young children may find it difficult/boring just to discuss in the whole group, so consider conducting the 'Helping Hands' activity as an alternative.</p> <p>Children do not have to present on flipchart, but they may find it useful to make notes so supply paper and pencils/pens.</p> <p>The point of this exercise for children is to balance out the disadvantages of not speaking out with the advantages, and to recognise the importance of speaking out. If necessary, the facilitator should be prepared to support arguments from both groups in order to arrive at consensus.</p> <p><b>ALTERNATIVE activity for young children 'Helping hands'</b></p> <p>Explain to children that we do many things with our hands such as waving hello or goodbye, picking up things etc. But we can also think of hands as being able to help us and others.</p> <p>Give each child piece of paper and some pencils.</p> <p>Ask children to draw an outline of their hand. Then ask children to think of all the people that would be helpful to them, and who they could tell if they were feeling sad or worried or afraid.</p> <p>Invite children to write/draw those people along the fingers of the hands to create their 'hand of help'.</p> <p>Once children have finished, invite them to show each other their work, explaining who they included on their hand.</p>
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## SESSION 8: SPEAKING OUT AND STAYING SAFE

		<p>Conclude the exercise by reinforcing to children that even though it may be difficult to speak out, it is always important to do so.</p> <p>Tell children that everyone has a right to be safe (protected) and that part of the summer camp's responsibility is to uphold that right.</p>
15 mins	<p><b>Practicing speaking out</b></p> <p>Ask children to get into pairs and explain that they are now going to practice speaking out: each person is going to spend a few minutes telling their partner about a situation. Then the pairs are going to swop so whoever was listening the first time, is talking the next time.</p> <p>Distribute Sheet 8.1 and ask children to select a role to play. They can play the same role as their partner if they want.</p> <p>Allow 4-5 minutes for each role play, then with the whole group briefly share experiences.</p> <p>Make sure that everyone de-roles properly by asking children to stand up and 'shake out' the role, swinging their arms around to let go of the role play.</p>	<p>This activity can be extended by allowing children to develop their own roles – but be careful to remind children not to choose something that might upset them – OR by asking children to play more than one role.</p>
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Remind children to talk with the facilitator if they have anything they want to discuss from the session, and that they can always talk to the Child Safeguarding Focal Point if they ever concerned about their safety or someone else's safety.</p>	<p>Make sure that children have the name and contact details of Child Safeguarding Focal Point.</p>

## SESSION 8: SPEAKING OUT AND STAYING SAFE

	If required, conduct short closing energiser (if session is being conducted as stand-alone and not in conjunction with another session/last session of the day).	Closing energiser should be selected (see introduction section for ideas).
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"><li>• Closing energiser should be selected (see introduction section for ideas).</li><li>• Ask children to write or perform a story they develop about a situation where a child spoke out, and where a child did not speak out – what happened next? This could be performed to other children at the camp.</li></ul>		

## SHEET 8.1 – ROLES FOR SESSION 8, SPEAKING OUT AND STAYING SAFE

**Instructions for facilitators:** These are suggested roles but adapt according to your context/summer camp situation.

1. You see a child from the summer camp being picked on by a group of older children. They started laughing when the child started crying. You didn't want to get involved because you were frightened the older children would turn on you.
2. You have got bad grades at school and your dad has told you that unless your grades improve you will not be able to attend the summer camp anymore. He shouted a lot and sent you to bed without dinner.
3. You did something wrong and you were told off by one of the adult supervisors. You argued back and the adult became very upset. He grabbed your arm tightly and shook you.
4. One of the other children at the camp has taken a photo of you in the shower. They are threatening to show it to other children at the summer camp.

## SESSION 9. BEING ASSERTIVE

### SESSION 9: BEING ASSERTIVE

#### Main anticipated outcomes/objectives and purpose of session:

- To understand the difference between being aggressive, passive, and assertive communication
- To recognise assertive behaviours and traits
- To practice being assertive

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pens
- Paper and pencils
- Sheet 9.1, Identifying assertive behaviour
- Sheet 9.2 Practice being assertive
- Sheet 9.3 Tips for being assertive (guidance for facilitator)

#### Time needed:

1 ½ - 2 hours depending on warm-up/energisers and if Optional activity conducted.

#### Pre-training preparation:

- This session should be conducted after Session 1 (Knowing our rights) has been completed.
- Select warm-up/energisers as required.
- Prepare flipchart – divided into three columns headed 'Passive', 'Aggressive' and 'Assertive' (can also use images to illustrate instead of just writing).
- Prepare cards from Sheet 9.1 – one set per small group (4-6 children).
- Copy Sheet 9.2 – one for each small group/cut out copies of scenarios from Sheet 9.2 – one scenario for each group.

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<b>Introduction</b> To the whole group, explain that in this session we are going to explore being assertive.  Ask children to share what they think is assertiveness?	Children may not be able to come up with a definition but may be able to give examples.



## SESSION 9: BEING ASSERTIVE

	<p>Explain that being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive or passively accepting 'wrong'.</p> <p>Ask children, why they think it might be more helpful to be assertive rather than aggressive?</p>	
15 mins	<p><b>Identifying assertive behaviour</b></p> <p>Divide children into small groups and give each group a set of cards prepared from Sheet 9.1.</p> <p>Explain that their task is to decide what behaviours or characteristics described on the cards are passive, which are aggressive, and which are assertive.</p> <p>Once all groups have finished, invite a volunteer to represent each group.</p> <p>The representative should stick the cards under the relevant column on their flipchart.</p> <p>After each group has given responded, discuss if anyone has any comments or disagrees.</p> <p>Link to the next activity by asking children what style of communication (passive, aggressive, assertive) they think is more effective in the long term?</p>	
45 mins	<p><b>Practicing being assertive</b></p> <p>Tell children that having identified assertive characteristics and behaviours, we are now going to practice.</p> <p>Ask children to get into three groups (group size should ideally be no more than 6 – if so consider break into more groups).</p>	<p>NOTE – This exercise may overrun! If time is limited, consider running Alternative/Optional activity instead (see below). The Alternative/Optional activity can also be run in addition to the main exercise for this session if time allows. This will enable children direct, individual practice.</p>

	<p>Explain that the task is within their group to consider the scenario they are allocated. They must represent the scenario three times: once when the person/people were aggressive, once when the person/people were passive (and allowed the 'wrong' to happen) and once when the person/people were assertive.</p> <p>Tell children that they have to "represent" the scenario – so they can do (three) short role-plays, or they can do a poster, or can sing or write a poem, whatever they would like to do in their group. Explain that they will have a maximum of 10 minutes to present their ideas to the whole group.</p> <p>Then allocate each group a scenario from Sheet 9.2.</p> <p>Allow children 15 minutes to prepare, making sure to circulate around the groups to help keep on task or provide any support.</p> <p>Once groups have finished preparation, invite each group to present their ideas (allowing no more than 5-10 minutes for each presentation).</p>	<p>If breaking into more than three groups, be aware that scenarios will need to be repeated.</p> <p>Note, do not give the roles out before discussing the task as children will become engrossed in the topic rather than listen!</p> <p><b>ALTERNATIVE/OPTIONAL Activity</b></p> <p>Ask children to get into threes. Explain that each person will 'practice' being assertive.</p> <p>Explain steps to being assertive (from Sheet 9.3 – it may be useful to write these on flipchart).</p> <p>Tell children that each person will take turns being the assertive person (Person A), the person they are talking to (Person B) and the observer. The role of the observer is not to interrupt but to carefully watch and listen to the interaction between the two people.</p> <p>Explain that each round of skills practice will take 5 minutes – and then children will swop roles (so the scenario will be played three times).</p> <p><b>Explain the scenario - A conversation between two friends:</b></p> <p>Person A has been left out of an activity. They are angry and hurt with their friend (Person B) because they think that their friend should have chosen them to take part. They decide to talk to their friend and tell them they think they should not have been left out.</p> <p>Person B wanted to pick their friend (Person A). However, their friend is always picked for activities. Person B realised that another child is never picked and so wanted to be kind.</p>
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**SESSION 9: BEING ASSERTIVE**

		<p>They think that Person A is being unreasonable to feel upset about not being selected.</p> <p>Play three rounds of the role-play (5 minutes each) so that everyone has a chance to play every role.</p> <p><b>Then, in large group, feedback and discuss:</b></p> <ul style="list-style-type: none"> <li>• How did it feel when being assertive as Person A?</li> <li>• How did it feel when being Person B?</li> <li>• What sorts of things were seen/ heard when being the observer that showed that Person A was being assertive?</li> <li>• Was there anything that, on reflection could have been done differently?</li> </ul> <p>Before concluding activity, ask children to stand up and 'shake off' their roles, moving their bodies to emotionally 'let go'.</p>
<p>10 mins</p>	<p><b>Identifying key skills</b></p> <p>Ask children to reflect on the presentations, and especially if there were any common features between the aggressive representations, the passive representations or the assertive representations.</p> <p>With the whole group discuss and record on flipchart:</p> <ul style="list-style-type: none"> <li>• How did they know the person was being aggressive?</li> <li>• How did they know the person was being passive?</li> <li>• How did they know the person was being assertive?</li> </ul> <p>Conclude discussion by summarising steps to being assertive.</p>	<p>NOTE – If conducting the ALTERNATIVE activity instead, skip the feedback and discussion on the presentations and move straight to the summary of key skills.</p> <p>If necessary, prompt children by asking them to consider what they may have seen or heard.</p> <p>If necessary, facilitators can use Sheet 9.3 as a guide for the discussion.</p>

## SESSION 9: BEING ASSERTIVE

5 mins	Check if children have any questions; and then thank them for their time.  If required, conduct short closing energiser (for example if not running the session in conjunction with other session/not the last session for the day)	Select appropriate exercise (see instruction to materials for suggestions).
<b>Comments/Follow up activities</b> <ul style="list-style-type: none"><li>• Explore specific situations which have occurred within the summer camp</li><li>• This session works well as an accompaniment/extension to Session 5 - Dealing with Bullying, to explore in-depth how to respond to bullying situations.</li><li>• Run this session together with Session 2 - Dealing with feelings, to explore how children can positively express emotions.</li></ul>		

## SHEET 9.1 – IDENTIFYING ASSERTIVE BEHAVIOURS

**Instructions for facilitators:** Cut out cards to make set – one set for each small group (4-6 children). Adapt/add any specific behaviours or characteristics according to particular context or setting.

PUTS OTHERS FIRST AT HIS/HER OWN EXPENSE	TAKES NO ACTION TO ASSERT THEIR RIGHTS, WANTS OR NEEDS
STANDS UP FOR HIS/HER OWN RIGHTS, WANTS OR NEEDS WITH NO THOUGHTS ABOUT OTHERS	GIVES IN TO WHAT OTHERS WANT
RESPECTS SELF AS WELL AS OTHERS	PUTS SELF FIRST AT THE EXPENSE OF OTHERS
REMAINS SILENT WHEN SOMETHING BOTHERS HIM/HER	SOMETIMES THREATENS THE OTHERS OR USES PHYSICAL VIOLENCE
IS GENERALLY NOT LIKED BY OTHER PEOPLE	APOLOGISES A LOT/ FOR EVERYTHING
LISTENS AND TALKS	STANDS UP FOR OWN RIGHTS, NEEDS OR WANTS WITHOUT PUTTING DOWN THE RIGHTS, WANTS AND NEEDS OF OTHERS
EXPRESSES POSITIVE AND NEGATIVE FEELINGS	IS CONFIDENT BUT NOT 'PUSHY'

## SHEET 9.2 – PRACTICING BEING ASSERTIVE

### **Scenario 1**

#### **Being picked on**

Demetrios is small for his age. Often other children at the summer camp laugh at him. He knows that they do not mean to be horrible but he feels self-conscious. Yesterday, other children made fun of him in front of some girls. He was really embarrassed and felt self-conscious. He has decided that he has had enough, and he doesn't want to be made fun of again.

### **Scenario 2**

#### **Being told off for something that isn't your fault**

It was agreed that everyone would help clean up after an activity. However, all the other children left, and so you decide that it is not your job to tidy up alone. As you are leaving, an adult supervisor sees you and the mess. He is really angry and starts shouting and saying that you cannot go until everything has been put back as it was earlier in the day.

### **Scenario 3**

#### **Finding a situation unfair**

One of the children at the camp, Demetrios, is small for his age. Often other children laugh at him and he normally jokes along. You know that the other children do not mean to be horrible, but you do not think it is fair that they make fun of him. You recently attended an antibullying workshop and decide that you should talk to the other children and tell them to stop picking on Demetrios.

## SHEET 9.3 – TIPS FOR BEING ASSERTIVE

### Passive People

- Take no action to assert their rights, wants or needs
- Put others first at their own expense
- Give in to what others want
- Remain silent when something bothers them
- Apologise a lot

### Aggressive People

- Stand up for their own rights, wants or needs with no consideration for others
- Put themselves first at the expense of others
- Get what they want, but at the expense of others
- Sometimes threaten or use physical violence
- Are generally not liked

### Assertive people

- Stand up for their own rights, needs or wants without putting down the rights, wants and needs of others
- Respect themselves as well as others
- Listen and talk
- Express positive and negative feelings
- Are confident but not 'pushy'

### Steps to being assertive:

- Explain your feelings and the problem – for example "I don't like it when....."
- Make your request – state what you would like to happen – for example "I would prefer if.....", "Could you please....."
- Ask how the other person feels about your request
- Listen to their answer and then respond

If the other person makes a distracting statement, or tries to persuade you, stop them and then get back on track – 'As I was saying.....', or ask for more time to consider – 'Can I think about this for a minute?'

## SESSION 10. DEVELOPING OUR OWN CODES OF CONDUCT

SESSION 10: DEVELOPING OUR OWN CODES OF CONDUCT		
<p><b>Main anticipated outcomes/objectives and purpose of session:</b></p> <ul style="list-style-type: none"> <li>To understand and explore what behaviour is acceptable</li> <li>To develop a Code of Conduct for children</li> </ul>		
<p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>Any equipment necessary for warm-up/intro exercise and energisers</li> <li>Flipchart papers and pencils</li> <li>Tape</li> <li>Cards and pencils</li> <li>Scenarios cut out from Sheet 10.1 (one set per small group)</li> </ul>	<p><b>Time needed:</b></p> <p>1 hour – 1 ½ hours, depending on warm-up/energisers and if Optional Additional activity conducted.</p>	
<p><b>Pre-training preparation:</b></p> <ul style="list-style-type: none"> <li>Select warm-up/energisers as required.</li> <li>Consider context/setting and identify if any specific safeguarding issues that may need to be reflected in the code of conduct (for example, not taking photos of each other naked).</li> <li>Adapt and prepare scenarios from Sheet 10.1</li> </ul>		
Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<p><b>Warm up exercise</b></p>	<p>Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.</p>
5 mins	<p><b>Introduction</b></p> <p>To the whole group, explain that in this session we are going to talk about what kind of camp we want to be a part of, and what everyone needs to do as individuals to make sure that the summer camp is a safe and fun environment.</p> <p>Tell children that they are going to develop a code of conduct, which everyone will be asked to keep to. This is an agreement made between everyone.</p>	



## SESSION 10: DEVELOPING OUR OWN CODES OF CONDUCT

<p>15 mins</p>	<p><b>Exploring issues for code of conduct</b></p> <p>Ask children to discuss scenarios from Sheet 10.1 in small groups. Then come back to whole group to review.</p> <p>If necessary, support discussions in groups by exploring:</p> <ul style="list-style-type: none"> <li>• How might the people involved feel?</li> <li>• What might happen as a result of the behaviour?</li> <li>• Whether they think the behaviour is acceptable, and if not, what would be acceptable?</li> </ul>	
<p>25 mins</p>	<p><b>Writing our code</b></p> <p>Divide into small groups (4-6) and give each group cards and pencils.</p> <p>Explain that in their group they should draw or write – one topic per card – points that they think should be included on the code of conduct. In particular, they should think what they or other children need to do.</p> <p>When groups have finished gather back in the whole group. Discuss points raised by groups, grouping cards together and asking whether children agree or disagree, want clarifications etc.</p> <p>Ask children if they agree this could be their code of conduct, and if everyone agrees.</p>	<p>As an alternative to working in small groups and then sharing ideas, this could be conducted as a whole group exercise, discussing ideas within the group and then writing agreed points for the code of conduct on a flipchart.</p> <p>Facilitators should be prepared to suggest additional points to code of conduct that may not have been raised by groups.</p> <p>Note if there is dissent, facilitators should help the group to negotiate an acceptable compromise.</p> <p><b>OPTIONAL ADDITIONAL Activity:</b></p> <p>Extend the session by asking children to make a 'poster' or document to remind the code of conduct or to give to other children.</p>
<p>5 mins</p>	<p>Check if children have any questions; and then thank them for their time.</p> <p>If required, conduct a short closing energiser (if session not being conducted in conjunction with other session on same day/not last session).</p>	<p>Closing energiser should be selected (see introduction section for ideas)</p>

## SESSION 10: DEVELOPING OUR OWN CODES OF CONDUCT

### Comments/Follow up activities

- Consider writing cards/points agreed for the code of conduct on a flipchart and inviting children to sign or draw a symbol to represent themselves. This is not a legal obligation of course! It can also help children feel part of the group.
- Codes of conduct developed by one group of children could be used/disseminated to other groups of children so that there is a 'summer camp agreement'.

## SHEET 10.1 – SCENARIOS FOR CODE OF CONDUCT (ALSO FOR OPTIONAL ACTIVITY)

### Instructions for facilitators:

These scenarios are used to help children explore specific behaviours which should be reflected on the Code of Conduct. Support discussions in groups by exploring: How might the people involved feel? What might happen as a result of the behaviour? Is the behaviour acceptable and if not, what would be acceptable?

Cut out scenarios (if children are to read in small groups).

**REMEMBER:** Adapt scenarios to reflect the situation in the summer camp.

1. A boy is not very good at sports – all the other children call him fat and lazy.
2. While a girl is getting changed, another girl takes a photo of her using her camera phone and shows the photo to other children at the summer camp.
3. One of the adults supervising, asks a child to go to his house to see his new puppies. The man tells the child that it is a special treat as he should not have children to his house so the child must keep it a secret. The child is excited about seeing the dogs and agrees to go with the man.
4. There is a river nearby, but children have been told that it is not safe to swim in the river. It is a hot day and so a couple of boys decide to go off for a swim without telling anyone.
5. One of the girls tells the other girls in the summer camp that she doesn't like a child that has just joined. The girl says that everyone should ignore the new child.
6. During an argument one of the children hits another



**OPTIONAL SESSIONS FOR CHILDREN  
AGED 13-16 YEARS OLD**



## SESSION A. KNOWING OUR RIGHTS AND RESPONSIBILITIES

### SESSION A: KNOWING OUR RIGHTS AND RESPONSIBILITIES

#### Main anticipated outcomes/objectives and purpose of session:

- To understand what are children's rights
- To recognise some of the main children's rights

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pencils
- Sets of cards (one set per small group, 4-6 children) cut out from sheet A.1 Rights, wants, and needs
- Sheet A.2 Important Rights

#### Time needed:

1 hour depending on warm-up/energisers. Note that this session may generate a lot of discussion with older children.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Prepare cards (one set per small group) from sheet A.1 Rights, Wants and Needs

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
20 mins	<p><b>Introduction</b></p> <p>To the whole group, explain that in this session we are going to talk about rights, and specifically the rights that children have.</p> <p><b>Distinguishing rights, wants and needs</b></p> <p>Divide children into small groups, and give each group a set of cards, made out from Sheet A.1.</p> <p>Explain that we have wants and needs. Give an example about 'food and drink' - children NEED healthy food and water, but they might WANT sweets and coke.</p>	<p><b>ALTERNATIVE Activity – Knowing our rights</b></p> <p>This alternative can be conducted if time is short, instead of the cards exercise (from Sheet A.1).</p> <p>To the whole group, read out in turn the main child rights (from Sheet A.2). After reading each right, ask children if they can think of an example (prompting if children are stuck – e.g. right to education = go to school).</p>

## SESSION A: KNOWING OUR RIGHTS AND RESPONSIBILITIES

Ask children to review their cards and try to think of a want and need for each card.

Visit all groups to check progress and to help children if they cannot think of examples.

When groups have had the chance to discuss all cards, come back to the main group and briefly feedback.

Ask children to think about what they said were their needs and explain that these are also children's rights.

Ask if anyone has heard of rights. Then explain that child rights are things which the law says that children are entitled to, and which the Government has given a commitment to upholding/ensuring are met. For children, the main source of their rights is the UN Convention on the Rights of the Child (CRC), 1989, which Greece signed.

Explain that these cards actually show some of the main children's rights (from the CRC). Explain that the CRC has many rights so because of time we are only focussing on some of the main rights. But a very important right is to know our rights!

Tell children that children's rights are categorised into 3 main types. Ask if anyone knows the 3 main groups, before explaining that the groups are: PROVISION, PROTECTION, PARTICIPATION.

Ask children to consider the rights cards and then to decide which ones they think fit into which type of right (for example the 'right to have enough food' belongs to Provision). They may end up with some rights left over.

If there is not enough time to consider all rights on Sheet A.2, focus on the important rights of:

- The right to health care
- The right not to be hurt or neglected
- The right to enough food and clean water
- The right to privacy
- The right to meet with other children
- The right to be with your parents/ who will care for you best
- The right to education
- The right to have a say about things that affect you
- The right to practice your religion
- The right to have ideas and say what you think
- The right to play



## SESSION A: KNOWING OUR RIGHTS AND RESPONSIBILITIES

	<p>Once groups have finished their work, come back to the whole group and discuss, comparing the work of each group. In particular explore:</p> <ul style="list-style-type: none"> <li>• What do they think the right means? Can they give an example?</li> <li>• Were some rights more difficult than others to allocate to a group? Do children think that some rights belong in more than one group?</li> </ul> <p>Explain that some rights may not fit neatly into only one category and there may be some differences of view – that is not so important as to recognise the rights exist.</p>	<p>If time allows ask children where they think social media / technology fits in – is it a right or a need or a want?</p>
<p>20 mins</p>	<p><b>Responsibility for rights</b></p> <p>Explain to children that adults need to make sure that rights are upheld, but that children also too have a responsibility for making sure that they do not do anything that stops or interferes with rights of others.</p> <p>For example, children have a right to be protected, but they also have a responsibility not to hurt others.</p> <p>Go back through the main child rights from the previous activity, using the cards as a reminder, and after reading each right ask children what they need to do/their responsibility to make sure either they can enjoy the right themselves or do not stop another child from enjoying the right.</p> <p>Explain that every child has the same rights, but that it might be difficult for some children to access their rights or adults may not ensure that they their rights are respected.</p>	<p>This can either be conducted as a large group exercise, or in small groups, depending on interest of children.</p>

## SESSION A: KNOWING OUR RIGHTS AND RESPONSIBILITIES

	<p>Ask children if they can think of any children in Greece whose rights are not ensured? Why? (For example, refugee children, children with disabilities).</p> <p>Conclude the session by emphasising that by being kind and thoughtful we can all help to make sure that everyone gets to enjoy their rights.</p>	
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Conduct a short closing energiser (if running as a separate session and not conducting more than one session at the same time/not last session of day).</p>	A closing energiser should be selected (see introduction section for ideas).
<p><b>Comments/Follow up activities</b></p> <ul style="list-style-type: none"> <li>• Draw pictures of children enjoying one or more rights and display, if there is space to raise awareness with other children.</li> <li>• Review the Code of Conduct (Session F, Developing Our Own Code of Conduct) to see whether any actions from children should be/are reflected on the code.</li> </ul>		

Although the age range given for these sessions is nominally 13-16 years old, they can also be used with young people aged 17 and 18 years old. The reason that these sessions have been targeted specifically at 13-16 years old is because in Greece in some settings young people age 17 and 18 years old may be in a position of responsibility where they are leading/supervising younger children. In such cases those young people should be given specific training and support to safeguard children and to ensure that their

own wellbeing is safeguarded. Young people may also deliver the optional sessions however they will need training to do so.

The topics are broadly the same as included as optional sessions for young children (aged 6-12 years old), however these are condensed into a smaller number of sessions reflecting that older children's development and cognitive processes often mean that they can move through the material more quickly.

# SHEET A.1 – RIGHTS, WANTS AND NEEDS

<b>FOOD AND DRINK</b>	<b>LOVE AND CARE</b>
<b>CLOTHES</b>	<b>HOME</b>
<b>MEDICINE</b>	<b>SCHOOL</b>
<b>TOYS AND GAMES</b>	<b>REST AND SLEEP</b>
<b>FRIENDS</b>	

## SHEET A.2 – MAIN CHILD RIGHTS

<p><b>THE RIGHT TO LIFE</b> (ART 6)</p>	<p><b>THE RIGHT TO HEALTH CARE</b> (ART 24)</p>
<p><b>THE RIGHT NOT TO BE USED AS A CHEAP WORKER (ART 32)</b></p>	<p><b>THE RIGHT NOT TO BE HURT OR NEGLECTED (ART 19)</b></p>
<p><b>THE RIGHT TO ENOUGH FOOD AND CLEAN WATER (ART 24)</b></p>	<p><b>THE RIGHT TO PRIVACY</b> (ART 16)</p>
<p><b>THE RIGHT NOT TO BE USED AS A SOLDIER IN WARS (ART 38)</b></p>	<p><b>THE RIGHT TO BE PROTECTED FROM DANGER (ART 36)</b></p>
<p><b>THE RIGHT TO MEET WITH OTHER CHILDREN</b> (ART 15)</p>	<p><b>THE RIGHT TO BE WITH YOUR PARENTS/WHO WILL CARE FOR YOU BEST (ART 9)</b></p>
<p><b>THE RIGHT TO SPECIAL CARE, EDUCATION AND TRAINING, IF NEEDED (ART 23)</b></p>	<p><b>THE RIGHT TO A FREE EDUCATION</b> (ART 28)</p>
<p><b>THE RIGHT TO A NAME AND A NATIONALITY</b> (ART 8)</p>	<p><b>THE RIGHT TO HAVE A SAY ABOUT THINGS THAT AFFECTS YOU</b> (ART 12)</p>
<p><b>THE RIGHT TO KNOW ABOUT YOUR RIGHTS AND RESPONSIBILITIES (ART 42)</b></p>	<p><b>THE RIGHT TO PRACTISE YOUR RELIGION</b> (ART 14)</p>
<p><b>THE RIGHT TO HAVE IDEAS AND SAY WHAT YOU THINK</b> (ART 14)</p>	<p><b>THE RIGHT TO LEARN ABOUT AND ENJOY YOUR OWN CULTURE</b> (ART 30)</p>
<p><b>THE RIGHT TO SPEAK YOUR OWN LANGUAGE</b> (ART 30)</p>	<p><b>THE RIGHT TO GET INFORMATION YOU NEED</b> (ART 13)</p>

## SESSION B. DEALING WITH FEELINGS

### SESSION B: DEALING WITH FEELINGS

#### Main anticipated outcomes/objectives and purpose of session:

- To help children recognise their feelings, and in particular the 'cues' they might get from physical responses
- To begin to explore how to deal with and manage feelings in appropriate ways
- To understand the difference between being aggressive, passive and assertive communication
- To recognise assertive behaviours and traits
- To practice being assertive

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart paper and pens/pencils
- Paper and pencils
- Sheet B.1 Identifying assertive behaviour
- Sheet B.2 Practice being assertive
- Sheet B.3 Tips for being assertive (guidance for facilitators)
- Sheet B.4 Dealing with feelings

#### Time needed:

2 hours minimum, depending on warm-up/energisers – more time will be needed if optional additional activities are included.

#### Pre-training preparation:

- This session should be conducted after Session A (Knowing our rights) has been completed.
- Select warm-up/energisers as required.
- Tape together 2 or 3 pieces of flipchart end to end to make long strip, one for each child (or use roll of paper cut to size)
- Prepare flipchart – divided into three columns headed 'Passive', 'Aggressive' and 'Assertive' (can also use images to illustrate instead of just writing).
- Prepare cards from Sheet B.1 – one set per small group (4-6 children).
- Copy Sheet B.2 – one for each small group/cut out copies of scenarios from Sheet B.2 – one scenario for each group.

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.

## SESSION B: DEALING WITH FEELINGS

<p>5 mins</p>	<p><b>Introduction</b></p> <p>Tell to the whole group that in this session we are going to think about our feelings – how to recognise them and what they might tell us. We are also going to look at ways of dealing with our feelings positively.</p> <p>Ask children for examples of feelings and collect ideas on flipchart, if necessary, prompting by giving examples (such as fear, anger, happiness, sadness, excitement, guilt).</p>	
<p>20 mins</p>	<p><b>Connecting our feelings to our body</b></p> <p>Give each child a piece of prepared flipchart (taped together) and some pens. Ask children to get into pairs, explaining this is only for first part of exercise.</p> <p>In turns the children should lie down on their paper, while their partner draws around them so that they have an outline of their body.</p> <p>Ask the children to draw/write on their outline all the characteristics that make them who they are: for example their hair, eye colours, or qualities that they have such as a big smile.</p> <p>When all children have completed, ask the children to show each other their drawings.</p> <p>Explain to children that most of the times, when we feel something, our body reacts physically too.</p> <p>Referring to the list of feelings developed in the introduction, discuss each in turn, asking children how they might physically recognise those feelings, and then to draw/write on their outline.</p> <p>When all feelings have been discussed, invite children to review each other's work before coming back to large group.</p>	<p>Depending on the group/context it may not be appropriate to ask children to draw around their bodies – for example if boys/girls together, or if some children are known to have been abused. In which case ask children to draw an outline of themselves on the paper instead of asking their partner to draw around their body OR provide children with outlines already drawn.</p> <p>If necessary, prompt. For example, feeling fear might go along with feeling tightness in the chest/ difficulty to breathe/a fast heartbeat; Anger might go along with feeling hot; Excitement may be a funny feeling or butterflies in stomach. Try to encourage children to share how THEY experience their feelings.</p>

## SESSION B: DEALING WITH FEELINGS

<p>15 mins</p>	<p><b>Managing our feelings</b></p> <p>Invite children back to the main group, and talk through the feelings explored, asking children for their ideas on how to manage those feelings in a positive way, where necessary giving ideas (For example: talking to someone else; breathing deeply and counting to 10; getting aware from source of the fear etc.)</p> <p>Conclude the activity by reminding children that sometimes our feelings can help keep us safe. For example, if we feel fear then we should listen to that feeling. We should never ignore how we feel, but use it to gain more information about the situation we are in.</p> <p>Link to next activity by telling children that in the next activity we are going to explore being assertive.</p> <p>Ask children to share: what do they think is assertiveness?</p> <p>Explain that being <b>assertive</b> means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.</p> <p>Ask children, why they think it might be more helpful to be assertive rather than aggressive?</p>	<p>NOTE - If using the optional additional activity (in this session) more time will be needed than 10 minutes for this session.</p> <p>Facilitators may find it useful to consider the tips on Sheet B.4 for further ideas.</p> <p>BE CAREFUL not to imply that because we do not feel fear, we should automatically think the situation is safe – we need to use our bodies and our mind!</p> <p><b>OPTIONAL Additional activity:</b></p> <p>With the whole group, practice one or more of the techniques/ways children suggest for dealing with feelings (or facilitators' suggestions): for example, practice deep breathing and counting to 10; or role-play telling a friend you are worried about a situation.</p> <p>Children may not be able to come up with a definition but may be able to give examples.</p> <p>If necessary explain that when we have strong emotions it can be difficult to stand up for ourselves or not to become aggressive. So learning to be assertive is also a way to help us manage our feelings constructively.</p>
<p>15 mins</p>	<p><b>Identifying assertive behaviour</b></p> <p>Divide children into small groups and give each group a set of cards prepared from Sheet B.1. Explain that their task is to decide what behaviours (or characteristics) described on the cards are passive, which are aggressive and which are assertive.</p>	

## SESSION B: DEALING WITH FEELINGS

	<p>Once all groups have finished, invite a volunteer to represent each group.</p> <p>The representative should stick the cards under the relevant column on their flipchart.</p> <p>After each group has given feedback, ask if anyone has any comments or disagrees.</p> <p>Link to next activity by asking children what style of communication (passive, aggressive, assertive) they think is more effective in the long term?</p>	
40 mins	<p><b>Practicing being assertive</b></p> <p>Tell children that having identified assertive characteristics and behaviours, we are now going to practice.</p> <p>Ask children to get into three groups (group size should ideally be no more than 6 – if so consider breaking into more groups).</p> <p>Explain that the task is to consider within their group the scenario they are allocated. They must represent the scenario three times: once where the person is being aggressive, once where the person is passive (and allows the 'wrongdoing' to happen) and once where the person is assertive.</p> <p>Tell children that they have to "represent" the scenario – so they can do (three) short role-plays, or they can create a poster, or they can sing or write a poem, whatever they would like to do in their group. Explain that they will have a maximum of 10 minutes to present their ideas to the whole group.</p> <p>Then allocate each group a scenario from Sheet B.2.</p> <p>Allow children 15 minutes to prepare, making sure to circulate around the groups to help keep on task and provide any support needed.</p>	<p>NOTE – This exercise may overrun! If time is limited, consider running Alternative/ Optional Additional activity instead (see below). The Alternative/Optional activity can also be run in addition to the main exercise for this session if time allows. This will enable children direct individual practice.</p> <p>If breaking into more than three groups, be aware that scenarios will need to be repeated.</p> <p>Note, do not give the roles out before discussing the task as children will become engrossed in topic rather than listening!</p>



## SESSION B: DEALING WITH FEELINGS

Once groups have finished preparation, invite each group to present their ideas (allowing no more than 5-10 minutes for each presentation).

### **ALTERNATIVE/OPTIONAL ADDITIONAL Activity**

Ask children to get into threes. Explain that each person will practice being assertive.

Explain steps to being assertive (from Sheet B.3 – it may be useful to write these on a flipchart).

Tell children that each person will take turns being the assertive person (Person A), the person they are talking to (Person B) and the observer. The role of the observer is not to interrupt but to carefully watch and listen to the interaction between the two people.

Explain that each round of skills practice will take 5 minutes – and then children will swop roles (so the scenario will be played three times).

#### **Explain the scenario - A conversation between two friends:**

Person A has been left out of an activity. They are angry and hurt with their friend (Person B) because they think that their friend should have chosen them to take part. They decide to talk to their friend and tell them they think they should not have been left out.

Person B wanted to pick their friend (Person A). However, their friend is always picked for activities. Person B realised that another child is never picked and so wanted to be kind. They think that Person A is being unreasonable to feel upset about not being selected.

Play three rounds of the role-play (5 minutes each) so that everyone has a chance to play every role.

Then, with the whole group, give feedback and discuss:

- How did it feel when being assertive as Person A?
- How did it feel when being Person B?
- What sorts of things were seen/heard when being the observer that showed that Person A was being assertive?
- Was there anything that, on reflection could have been done differently?

## SESSION B: DEALING WITH FEELINGS

		Before concluding the activity, ask children to stand up and 'shake off' their roles, moving their bodies to physically 'let go'.
10 mins	<p><b>Identifying key skills</b></p> <p>Ask children to reflect on the presentations, and in particular if there were any common features between the aggressive representations, the passive representations or the assertive representations.</p> <p>With the whole group discuss and record on flipchart:</p> <ul style="list-style-type: none"> <li>• How did they know the person was being aggressive?</li> <li>• How did they know the person was being passive?</li> <li>• How did they know the person was being assertive?</li> </ul> <p>Conclude the discussion by summarising steps to being assertive.</p>	<p>NOTE – If conducting ALTERNATIVE activity, instead of main activity, skip the feedback and discussion on presentations and move straight to the summary of key skills.</p> <p>If necessary, prompt children by asking them to consider what they may have seen or heard.</p> <p>If necessary, facilitators can use Sheet B.3 as a guide for the discussion.</p>
5 mins	<p>Check if children have questions; and thank them for their time.</p> <p>Remind children to talk with the facilitator if they have anything they want to discuss from the session, and that they can always talk to the Child Safeguarding Focal Point.</p> <p>Conduct a short closing energiser (if running as separate sessions and not conducting more than one session at the same time/last session of the day).</p>	Closing energiser should be selected (see introduction section for ideas).
<p><b>Comments/Follow-up activities</b></p> <ul style="list-style-type: none"> <li>• Consider including some relaxation activities or ways of dealing with anger or running an additional session to explore these issues in greater depth.</li> <li>• Reproduce the tips for dealing with emotions from Sheet B.4 and display during the session/afterwards as a reminder or ask children to develop their own posters/drawings on how to deal with emotions to raise awareness with other children.</li> <li>• Explore specific situations which have occurred within the summer camp and how these could have been dealt with in positive, constructive ways.</li> <li>• This session works well as an accompaniment or extension to Session E (Dealing with Bullying) to explore in-depth how to respond to bullying situations.</li> </ul>		

## SHEET B.1 – IDENTIFYING ASSERTIVE BEHAVIOURS

**Instructions for facilitators:** Cut out cards to make set – one set for each small group (4-6 children). Adapt/add any specific behaviours or characteristics according to particular context or setting.

PUTS OTHERS FIRST AT HIS/HER OWN EXPENSE	TAKES NO ACTION TO ASSERT THEIR RIGHTS, WANTS OR NEEDS
STANDS UP FOR HIS/HER OWN RIGHTS, WANTS OR NEEDS WITH NO THOUGHTS ABOUT OTHERS	GIVES IN TO WHAT OTHERS WANT
RESPECTS SELF AS WELL AS OTHERS	PUTS SELF FIRST AT THE EXPENSE OF OTHERS
REMAINS SILENT WHEN SOMETHING BOTHERS HIM/HER	SOMETIMES THREATENS THE OTHERS OR USES PHYSICAL VIOLENCE
IS GENERALLY NOT LIKED BY OTHER PEOPLE	APOLOGISES A LOT/ FOR EVERYTHING
LISTENS AND TALKS	STANDS UP FOR OWN RIGHTS, NEEDS OR WANTS WITHOUT PUTTING DOWN THE RIGHTS, WANTS AND NEEDS OF OTHERS
EXPRESSES POSITIVE AND NEGATIVE FEELINGS	IS CONFIDENT BUT NOT 'PUSHY'

## SHEET B.2 – PRACTICING BEING ASSERTIVE

### **Scenario 1**

#### **Being picked on**

Demetrios is small for his age. Often other children at the summer camp laugh at him. He knows that they do not mean to be horrible but he feels self-conscious. Yesterday, other children made fun of him in front of some girls. He was really embarrassed and felt self-conscious. He has decided that he has had enough, and he doesn't want to be made fun of again.

### **Scenario 2**

#### **Being told off for something that isn't your fault**

It was agreed that everyone would help clean up after an activity. However, all the other children left, and so you decide that it is not your job to tidy up alone. As you are leaving, an adult supervisor sees you and the mess. He is really angry and starts shouting and saying that you cannot go until everything has been put back as it was earlier in the day.

### **Scenario 3**

#### **Finding a situation unfair**

One of the children at the camp, Demetrios, is small for his age. Often other children laugh at him and he normally jokes along. You know that the other children do not mean to be horrible, but you do not think it is fair that they make fun of him. You recently attended an antibullying workshop and decide that you should talk to the other children and tell them to stop picking on Demetrios.

## SHEET B.3 – TIPS FOR BEING ASSERTIVE

### Passive People

- Take no action to assert their rights, wants or needs
- Put others first at their own expense
- Give in to what others want
- Remain silent when something bothers them
- Apologise a lot

### Aggressive People

- Stand up for their own rights, wants or needs with no consideration for others
- Put themselves first at the expense of others
- Get what they want, but at the expense of others
- Sometimes threaten or use physical violence
- Are generally not liked

### Assertive people

- Stand up for their own rights, needs or wants without putting down the rights, wants and needs of others
- Respect themselves as well as others
- Listen and talk
- Express positive and negative feelings
- Are confident but not 'pushy'

### Steps to being assertive:

- Explain your feelings and the problem – for example "I don't like it when....."
- Make your request – state what you would like to happen – for example "I would prefer if.....", "Could you please....."
- Ask how the other person feels about your request
- Listen to their answer and then respond

If the other person makes a distracting statement, or tries to persuade you, stop them and then get back on track – 'As I was saying.....', or ask for more time to consider – 'Can I think about this for a minute?'

## SHEET B.4 – DEALING WITH EMOTIONS

### 5 STEPS TO MANAGING BIG EMOTIONS

1. Remind myself that it is never okay to hurt others.
2. Take 3 deep breaths or count slowly to ten.
3. Use my words to say how I feel and what I wish would happen
4. Ask for help to solve the problem.
5. Take time to clam down.

### 9 CALM DOWN IDEAS FOR KIDS

1. Go outside and kick a ball or run around.
2. Punch a pillow.
3. Listen to music or sing a song.
4. Close your eyes and think of a calm place.
5. Draw a picture.
6. Write a letter or a story.
7. Read a book.
8. Talk to someone.
9. Ask for a hug.

## SESSION C. IDENTIFYING SAFE AND UNSAFE SITUATIONS, AND PROTECTING EACH OTHER

### SESSION C: IDENTIFYING SAFE AND UNSAFE SITUATIONS, AND PROTECTING EACH OTHER

#### Main anticipated outcomes/objectives and purpose of session:

- To help children recognise unsafe situations within their environment
- To identify some of the safe things to do when confronted with risky situations
- To explore how children can play a part in creating a safe and positive environment for all children

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Scenarios – Sheet C.1
- Three pieces of paper/card in different colours (red, yellow and green) to mark out zones OR to prepare for voting cards
- Flipchart paper and pens
- Sheet C.2 Protecting Each Other
- Sheet C.3 Protection Each Other, ideas for facilitators

#### Time needed:

2 hours depending on warm-up/energisers.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Adapt and prepare Scenarios from Sheet C.1
- Mark out "zones" – red, yellow and green. If possible keep much space between zones, so that children have to run between – however, make sure the zones are close enough so that everyone can hear/discuss whole group during feedback OR prepare voting cards (one set for each child, red, green and yellow) if not enough space or unlikely that older children will want to run around.
- Facilitators should ensure that they are aware of possible ways that children can play an active part in protecting each other in the scenarios from Sheet C.2. Sheet C.3 gives ideas as a guide for facilitators (but children may also have other ideas too!).

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<b>Introduction</b> To the whole group, tell children that in this session we are going to explore some of the unsafe situations that we might be faced with. Explain that if we can recognise unsafe situations then this can help us stay safe as sometimes, we can avoid them.	

## SESSION C: IDENTIFYING SAFE AND UNSAFE SITUATIONS, AND PROTECTING EACH OTHER

	<p>Tell children we are also going to explore ways in which children can contribute to keeping each other safe.</p>	
30 mins	<p><b>Safe or unsafe?</b></p> <p>Explain that in the exercise they will have to think about different situations and decide whether they think they are safe (green), dangerous (red) or if they should be cautious/ careful (yellow).</p> <p>Tell children that as they walk around you will read a statement. They then must go and stand in the zone that they think is 'correct' (i.e. red, green or yellow).</p> <p>Read statements from Scenarios C.1 one at a time. After children have moved to where they think is the correct zone, invite children to say why they chose the zone.</p> <p>After taking several comments from children, discuss as a group, focussing in on why the situation was risky or not, and (where appropriate) what action could have been taken.</p>	<p>The first activity focusses on particular scenarios, whereas the activity that follows considers the wider environment and the context. If time is short consider running only one exercise, depending on context, although it will be better to consider both.</p> <p>Depending on context the example of traffic lights may help explain the concept of red, yellow, green /stop, caution, go.</p> <p>Note that older children may not want to engage in the traffic light exercise physically (e.g. running around). In this case, children can be given red, yellow and green cards to vote for each scenario.</p> <p>Take care that moving around can become quite lively! Be prepared to stop and manage behaviour (e.g. reminding children to take care, not to push etc) if necessary.</p>
30 mins	<p><b>Mapping our environment</b></p> <p>Ask children to get into pairs/threes and give each group flipchart and pens.</p> <p>Tell children to think about the environment where they are, and to draw a map, noting all the important landmarks/places (this could be immediately surrounding the camp, or more widely the community).</p> <p>Once children have drawn their map, ask them to mark places which could be dangerous or risky (for example, near a busy road, where there are no lights, where there are dogs etc).</p>	



## SESSION C: IDENTIFYING SAFE AND UNSAFE SITUATIONS, AND PROTECTING EACH OTHER

	<p>Let children decide for themselves what they think are risky places.</p> <p>Then ask children mark all the places that are safe or where they could go for help.</p> <p>In large group review ideas from children.</p> <p>Conclude exercise by reinforcing any risks/points of safety that children have mentioned, and reminding children of any places that they may have forgotten.</p>	
30 mins	<p><b>What we can do to keep everyone safe</b></p> <p>Explain that although it is adults' responsibility to keep children safe, children can also have an active role in keeping themselves safe by recognising safe and unsafe situations. They also can play a role in helping everyone stay safe.</p> <p>With the whole group discuss if children agree that they have an active role in keeping everyone safe – and the reasons for this.</p> <p>To the whole group read out scenarios (from Sheet C.2 – except Scenario 2) one at a time.</p> <p>After each scenario, discuss:</p> <ul style="list-style-type: none"> <li>• What can children do in this situation to keep themselves and others safe?</li> <li>• What sort of support might children need from adults to help them keep other children safe?</li> </ul> <p>Wrap-up discussion by reinforcing that children have a right to be protected and that they should always speak to someone if they are concerned about themselves or another child.</p>	<p>As an alternative to the whole group discussion consider discussing in smaller groups – either all groups discussing all scenarios from Sheet C.2 OR allocating each group a scenario, before exchanging feedback/ discussing in the main group.</p> <p>Scenario 2 from Sheet C.2 should only be discussed in small groups, or where children are comfortable discussing issues around physical development (this may need same sex groups).</p> <p>Remember that ideas about what children can do in each scenario are explored on Sheet C.3</p>
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Remind children that they can always talk to the Child Safeguarding Focal Point.</p>	<p>Closing energiser should be selected (see introduction section for ideas).</p>

## SESSION C: IDENTIFYING SAFE AND UNSAFE SITUATIONS, AND PROTECTING EACH OTHER

Conduct a short closing energiser (if running as separate sessions and if not conducting more than one session at the same time/last session of the day).

### Comments/Follow up activities:

- Consider running the mapping activity to also cover the environment where children live.
- Keep body maps for use in Session D.
- If time allows, instead of just asking children to map their environment on paper, go on a walk around with the children and then draw the map. This may help children to remember important points to include.
- Run this session with Session B - Dealing with feelings, as that session also covers how children may identify risky situations through their feelings.
- Develop Peer Support/pals scheme at the camp

## SHEET C.1 – UNSAFE SITUATIONS

**Instructions for facilitators:** Read out each scenario in turn. Children should move to the zone that they think fits the statement – 'red' for danger, 'yellow' for caution and 'green' for safe.

After children have moved to the zone, invite children to tell: why did they chose where they are standing? Encourage children to explore why situations are safe/unsafe and what makes them so.

**REMEMBER:** You should adapt scenarios to reflect the situation in your camp. Try and link these to dangers that might be encountered in your setting.

9. One of the adults supervising says that if you come to his home after camp and mow his lawn, he will give you a surprise.

10. Your parent was supposed to come and collect you, but they have not arrived. Your friend says that since you live nearby it will be OK to walk home alone.

11. An older child at the camp tells you that you have to do exactly what they say because they are the boss, and if you tell anyone there will be trouble.

12. You are offered a cigarette to smoke by another child.

13. Outside the camp, a woman pulls up in her car, and asks if you can help her find her friend's house. You know the street she mentions, so she asks if you will get in and show her.

14. One of your friends at the camp tells you that you can make money by taking photos in the toilet and posting them online.

15. There is a dark area, with no lights. You don't want to go there, but it is a short cut to the toilets.

16. You have hurt your leg, but you are told you must participate in an activity.

## SHEET C.2 – PROTECTING EACH OTHER

**Instructions for facilitators:** These scenarios should be adapted to the situation/context of the summer camp. When discussing these scenarios make sure to explore the child concerned and other children's actions.

6. George is new in the summer camp. He was enthusiastic to join but he had an argument with one of the other boys and now nobody wants to talk to him. He is always alone during breaks. All the children in the camp know that no one is speaking to him.

7. Ana was told by an adult supervisor that since she was well developed (has breasts) he needs to inspect her bra to make sure that it is suitable. Ana isn't sure this is right and tells another girl at the camp.

8. Adria came to the camp crying. She had an argument with her father who hit her, but nobody knows why she is crying as she has not told anyone.

9. Nikos sees one of the adult supervisors shouting at another member of the summer camp.

10. Alek decided during an trip to leave and go out at night by himself.

## SHEET C.3 – IDEAS FOR FACILITATORS

**Instructions for facilitators:** Here are some ideas to support discussions with children regarding the scenarios from Sheet C.2. Keep in mind that the ideas here are suggestions only – there are other things that can be done, and children themselves may also be able to think of good ways to handle each scenario.

6. George is new at the camp. He was enthusiastic to join but he had an argument with one of the other boys and now nobody wants to talk to him. He is always alone during breaks. All children in the summer camp know that no one is speaking to him.

**What George could do:**

- Speak to one of the other children not involved and try to make friends with them.
- Speak to a trusted adult.

**What other children could do:**

- Ask George how he is/try to include him and be his friend.
- Encourage other children to include George and not isolate him.
- To not join in with others who are isolating George.
- Speak to one of the adults at the camp/the Child Safeguarding Focal Point about what is happening to George. This can be done confidentially – nobody will need to know who spoke out.

7. Ana was told by an adult supervisor that since she was well developed (and has breasts) he needs to inspect her bra to make sure that it is suitable. Ana isn't sure this is right and tells another girl at the camp.

**What Ana could do:**

- Say no! Anna's body is her own and she should never be asked to show 'private' areas – this includes underwear.
- Leave the situation as soon as possible/not go with the adult so he can inspect her bra.
- Tell a trusted adult/the Child Safeguarding Focal Point.

**What the other girl could do:**

- Reassure Ana that she is right – it is not OK for her to be asked to show her bra.
- Tell Ana that it is her body, and that she has a right to privacy.
- Encourage Ana to speak to a trusted adult/Child Safeguarding Focal Point.
- Offer to go with Ana for support when she speaks to a trusted adult/Child Safeguarding Focal Point.
- If she is very worried about Ana and believes that she will show her bra or that she will not be able to say no, tell a trusted adult/Child Safeguarding Focal Point what is happening.

## SHEET C.3 – IDEAS FOR FACILITATORS

8. Adria came to the camp crying. She had an argument with her father who hit her, but nobody knows why she is crying as she has not told anyone.

### **What Adria could do:**

- Try to remember that she has a right to protection and that the camp adults are there to make sure that she is protected.
- Speak to a trusted adult/Child Safeguarding Focal Point.
- If she does not feel confident speaking to a trusted adult/Child Safeguarding Focal Point alone, speak to another child/one of her friends.

### **What other children could do:**

- Notice!! Adria is upset, ask her why and ask what they can do to help! However, this needs to be done in a kind and sensitive way, so everyone crowding around her and making a 'drama' might make her feel worse – speak to her privately.
- If a child sees another child speaking to Adria do not rush over and join in as it may make her feel very self-conscious. Instead speak to her later and say that they hope she is OK and ask if there is anything they can do.
- Tell a trusted adult/Child Safeguarding Focal Point that Adria is upset/has been upset.

9. Nikos sees one of the adult supervisors shouting at another member of the summer camp.

### **What the other child (being shouted at) could do:**

- Try to get away as soon as possible.
- Not answer back, as this might make the adult supervisor even angrier.
- Speak to a trusted adult/Child Safeguarding Focal Point about the incident.

### **What Nikos could do:**

- If they think the other child is in danger (for example they think the adult is going to hit them) immediately find a trusted adult/Child Safeguarding Focal Point.
- If they do not think the other child is in danger, speak to the child when the adult has gone, and offer to accompany them to speak with a trusted adult/Child Safeguarding Focal Point.
- Not intervene. This might make the adult supervisor angrier.
- If the other child does not want to speak out, tell a trusted adult/Child Safeguarding Focal Point. Nikos will not necessarily need to say who they saw being shouted out but it might be that the adult supervisor is under pressure and so if other adults know they can make sure such a situation does not happen again.

## SHEET C.3 – IDEAS FOR FACILITATORS

10. Alec decided during an away trip to leave and go out at night by himself.

### **What Alec could do:**

- Stick to the rules! It is not safe to go out at night alone, even if it feels safe. In any case adults from the summer camp are responsible for all the children, and they cannot make sure everyone is OK if they do not know where they are.
- If Alec is insisting to go out alone, tell one of the other children where he is going/ what he is doing in case anything goes wrong.

### **What other children could do:**

- Encourage Alec to stick to the rules and not go out without telling the summer camp supervisors.
- To NOT join Alec if he asks!
- To NOT copy Alec and go out alone without permission.
- Share their concerns with a trusted adult/Child Safeguarding Focal Point immediately/when they discover that Alec is missing.
- Make sure that any code of conduct or ground rules for children developed by the group includes an agreement not to go off alone.

## SESSION D. OUR BODIES, OURSELVES

### SESSION D: OUR BODIES, OURSELVES

#### Main anticipated outcomes/objectives and purpose of session:

- To explore ideas of bodily privacy and respect/good & bad touch
- To identify how children can speak out/act in situations of abuse
- To reinforce the importance of speaking out in situations of abuse/the right to privacy and protection
- To consider and practice how to speak out
- To explore sources of support regarding safeguarding

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pencils (including red, yellow and green)
- 'Body outlines' from Session B, Understanding Feelings (if conducted)
- Sticky notes/pens
- Sheet D.1 List of touches – one copy per small group (4-6 children) – if running Alternative activity (Good and bad touch)
- Any equipment necessary for warm-up/intro exercise and energisers
- Paper and pens/pencils
- Roles, adapted from Sheet D.2, Speaking out, staying safe

#### Time needed:

1 ½ - 2 hours depending on warm-up/energisers.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- If body outlines from Session B not being used, tape together two-three sheets of flipchart paper end to end (one for each child) unless alternative activity, good and bad touch being conducted instead.
- Clarify sources of ongoing support for children as it is possible that there might be inadvertent disclosures in this session.
- Review, and put into child-friendly language, definition of child safeguarding from camp's Child Safeguarding Policy

#### Approx. time

#### Instructions for running session

#### Further guidance for facilitators

10 mins

#### Warm up exercise

Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.



## SESSION D: OUR BODIES, OURSELVES

<p>5 mins</p>	<p><b>Introduction</b></p> <p>To the whole group, explain that in this session we are going to talk about the importance of respecting ourselves and respecting each other, and what we can do when we are not being respected.</p> <p>Ask children to share what sort of things they think show respect, prompting if necessary (for example, listening to each other, not making fun of differences).</p> <p>Explain that one way that we show respect for ourselves and for others is also by remembering that our bodies are own, just like other people's bodies are theirs.</p>	<p>This session links well with Session B, as it gives children a chance to reflect on and practice further some of the skills of being assertive.</p>
<p>25 mins</p>	<p><b>Exploring privacy</b></p> <p>Distribute body outlines (as developed in Session B) OR draw outlines of body (see Session B for instructions)</p> <p>In large groups ask children to think about their bodies and to think about parts of their body that they think could be seen/ touched by anyone, parts of their body that only some people should see/touch and parts of their body that should be private.</p> <p>Ask for few ideas from the groups to check for understanding.</p> <p>Ask children to work in pairs/threes and to colour/draw around in green parts of their bodies (on the outline) that they think is ok for anyone to see/touch; in yellow parts of their bodies that only some people should see/touch and in red parts of their bodies that should be private.</p> <p>Once children have finished, come back to the main group and discuss their work.</p>	<p>NOTE – Older children may feel less comfortable/more self-conscious talking about private parts/parts of the body, so instead of conducting the body outline exercise ('Exploring privacy') conduct the Alternative Activity 'Good and Bad Touch'.</p> <p>Note, there are no hard rules about what parts are coloured in what colour and this might be very dependent on context and culture. The point of the exercise is to discuss and explore the issues. However, make sure to reinforce that genital areas should never be touched without consent, and even then, if the person feels uncomfortable they should not be touched.</p> <p><b>ALTERNATIVE Activity - 'Good and Bad Touch'</b></p> <p>Divide children into small groups and tell them that in this activity they will try to categorise different kind of touches in 3 groups: bad touches, confusing touches and good touches.</p>

## SESSION D: OUR BODIES, OURSELVES

	<p>Questions that can be used to prompt discussions include:</p> <ul style="list-style-type: none"> <li>• How does it feel when someone touches you if you don't want them to?</li> <li>• Is looking (for example showing photos) the same as touching?</li> <li>• Are there any circumstances when people should touch private parts of bodies? (e.g. doctors if sick etc).</li> </ul>	<p>Explain that good touches make you feel comfortable and appreciated, whereas bad touches can hurt you, make you feel embarrassed or uncomfortable.</p> <p>Give each group a copy of Sheet D.1, flipchart paper stick notes and pens.</p> <p>Ask children to go through each of the different touches listed and write each one on a separate sticky note. Then, they should decide in their group what touch belongs in which category and to stick this on the flipchart under the headings Good, Bad, Confusing.</p> <p>Children can also write additional touches that may not be included.</p> <p>Once they have finished, display the different flipcharts and ask children to compare their work.</p> <p>Discuss in main group:</p> <ul style="list-style-type: none"> <li>• Any differences between the groups?</li> <li>• Where?</li> <li>• Was it always easy to choose a category?</li> <li>• Why?</li> <li>• What makes the difference between a good and a bad touch?</li> <li>• What should someone do if they experience bad or confusing touches?</li> </ul>
15 mins	<p><b>Speaking out – NO! GO! TELL!</b></p> <p>Ask children to share when they think children should speak out. Make sure to remind them, if they have not mentioned it themselves, that children should speak out when they themselves are unsafe/unprotected; when they think another child is unsafe/unprotected or when the behaviour of an adult does not seem right.</p>	<p>If useful, remind children of the child safeguarding definition and explain the connection with the summer camp's Child Safeguarding Policy (especially the Code of Conduct for adults).</p> <p>If time allows, discuss more examples.</p>

**SESSION D: OUR BODIES, OURSELVES**

	<p>Tell children that if they are in such situations then they should:</p> <ul style="list-style-type: none"> <li>• Say NO – if they can, but that might be difficult</li> <li>• GET away from the person/place as soon as they can</li> <li>• TELL someone what is happening.</li> </ul> <p>Choose an example to put NO - GO - TELL strategy into practice and discuss. For example, if you receive some hugging in a way that feels uncomfortable to you. What would you do?</p>	
<p>25 mins</p>	<p><b>Who we can turn to:</b></p> <p>To the whole group, ask children to share who are some of the sources of support that they could turn to if they felt unprotected, and gather ideas on flip chart.</p> <p>Divide children into two groups. If there are more than 6 in each group, divide children into more groups but end up with an even number of groups.</p> <p>Explain to groups that one group/half of the groups are going to consider in turn all of the sources of support that children or people could turn to, and think about the advantages and benefits of talking. The other group(s) are going to consider in turn all of possible disadvantages and challenges of talking.</p> <p>Once the groups have finished their work, invite groups to sit opposite each other. Explain that they will now have a discussion together where they will discuss the conversations they had while they were in the smaller groups. Those who discussed the disadvantages of speaking out should try to convince those who discussed the advantages to change their mind, and vice versa.</p>	<p>Children do not have to present on a flipchart but they may find it useful to make notes so supply paper and pencils/pens.</p> <p>The point of this exercise for children is to balance out the disadvantages of not speaking out with the advantages, and to recognise the importance of speaking out. If necessary, the facilitator should be prepared to support arguments from both groups, in order to arrive at consensus.</p>

## SESSION D: OUR BODIES, OURSELVES

	<p>Conclude the exercise by reinforcing that even though it may be difficult to speak out, it is always important to do so.</p> <p>Tell children that everyone has a right to be safe (protected) and that part of the summer camp's responsibility is to uphold that right.</p>	
15 mins	<p><b>Practicing speaking out</b></p> <p>Ask children to get into pairs and explain that they are now going to practice speaking out: each person is going to spend a few minutes telling their partner about a situation. Then the pairs are going to swop so whoever was listening the first time, is talking the next time.</p> <p>Distribute Sheet D.2 and ask children to select a role to play. They can play the same role as their partner if they want.</p> <p>Allow 4-5 minutes for each role-play, then with the whole group briefly share experiences.</p> <p>Make sure that everyone de-roles properly by asking children to stand up and 'shake out' the role, swinging their arms around to let go of the role play.</p> <p>Conclude session by reminding children that they have a right to privacy, and that if someone is touching them in a way that feels uncomfortable or they know is wrong then they should speak out. Emphasise that if it not our fault if someone touches us in a way that is uncomfortable or bad.</p>	<p>This activity can be extended by allowing children to develop their own roles – but be careful to remind children not to choose something that might upset them – OR by asking children to play more than one role.</p>
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Remind children to talk with the facilitator if they have anything they want to discuss from the session, and that they can always talk to the Child Safeguarding Focal Point if they ever concerned about their safety or someone else's safety.</p>	<p>Make sure that children are clear we are the owner of our own body, it is our right to say no to things we do not feel comfortable with.</p>

## SESSION D: OUR BODIES, OURSELVES

	<p>Conduct short closing energiser (if running as separate sessions and not conducting more than one session at the same time/ last session of the day).</p>	<p>Children ALWAYS have the right to say "NO" to someone if they touch them in a way that they do not like, and children never have to explain why they say no.</p> <p>Closing energiser should be selected (see introduction section for ideas).</p>
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### Comments/Follow up activities

- Practice saying NO – use role plays for children to practice telling someone that they do not like what they are doing. DO NOT use situations of abuse as this may be traumatising for children – the purpose is to practice saying NO and that they do not like what the person is doing. Therefore role play situations can be about any issue.
- Consider extending this session by discussing child rights more generally – linking rights and needs and contrasting these with wants.
- Ask children to write or perform a story they develop about a situation where a child spoke out, and where a child did not speak out – what happened next? This could be performed to other children at the summer camp.

## **SHEET D.1 – LIST OF TOUCHES**

**Instructions for facilitators:** Review list of touches and adapt to cover specifics of camp setting/location.

**A MOTHER HUGGING HER DAUGHTER**

**KISSING ON THE LIPS**

**KICKING**

**PUNCHING**

**TICKLING**

**TWO FRIENDS HOLDING HANDS**

**SISTER BRUSHING HER SISTER'S HAIR**

**BACK RUBS**

**HOLDING HANDS**

**TOUCHING PRIVATE PARTS**

**SLAPPING**

**A PAT ON THE BACK FROM FATHER**

**A DOCTOR'S EXAMINATION**

**HUGGING**

**PINCHING**

**FORCED SEX**

## SHEET D.2 - ROLES FOR SPEAKING OUT AND STAYING SAFE (SESSION D)

**Instructions for facilitators:** These are suggested roles but adapt according to your context/camp situation.

5. You see a child from the summer camp being picked on by a group of older children. They started laughing when the child started crying. You didn't want to get involved because you were frightened the older children would turn on you.

6. You have got bad grades at school and your dad has told you that unless your grades improve you will not be able to attend the summer camp anymore. He shouted a lot and sent you to bed without dinner.

7. You did something wrong and you were told off by one of the adult supervisors. You argued back and the adult became very upset. He grabbed your arm tightly and shook you.

8. One of the other children at the camp has taken a photo of you in the shower. They are threatening to show it to other children at the summer camp.

## SESSION E. DEALING WITH BULLYING AND STAYING SAFE ONLINE

### SESSION E - DEALING WITH BULLYING AND STAYING SAFE ONLINE

#### Main anticipated outcomes/objectives and purpose of session:

- To explore what is bullying and its different forms
- To begin to build empathy for children who are being bullied
- To explore how children can deal with bullying
- To begin to explore some of the benefits and risks that children can face online
- To learn some 'top tips' for staying safe online

NOTE THIS SESSION IS ONLY AN INTRODUCTION TO ONLINE SAFETY. For further information on resources for helping children to learn to stay safe online, see <https://www.saferinternet.org.uk>

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pens
- Sheet E.1, Types of bullying
- Sheet E.2, Feelings of bullying
- Sheets E.3 Online safety tips
- Sheet E.4 Scenarios, Staying safe online

#### Time needed:

2 hours depending on warm-up /energisers and if Optional Additional/Alternative activities to be conducted.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Prepare slips of paper/cards with different types of bullying from Sheet E.1
- BE AWARE that children may well disclose bullying that they or others have experienced – be prepared to follow up any cases after the training to ensure that children are kept safe and protected.
- Read advice for adults/professions from <https://www.saferinternet.org.uk>

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<b>Introduction</b> To the whole group, explain that in this session we are going to talk about bullying, including bullying online. Later in the session we will also consider some general tips for staying safe online.	



SESSION E - DEALING WITH BULLYING AND STAYING SAFE ONLINE

	<p>Ask children to share what they understand by bullying to check understanding.</p> <p>Explain that one way to define bullying is 'repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability'</p> <p>Explain that bullying can take many forms and that we are now going to explore these.</p>	
<p>20 mins</p>	<p><b>Types of bullying</b></p> <p>Divide children into small group (4-6) and randomly distribute types of bullying (from Sheet E.1). If there are too few groups for each to have one type of bullying, then divide the types evenly between the groups.</p> <p>Give each group a flipchart paper and pens, and ask them to think of as many examples of the type(s) of bullying they have been allocated as possible, recording on the flipchart. Ask groups to think in particular of examples that they might experience at the summer camp.</p> <p>After 5 minutes, stop the groups and ask them to rotate clockwise so that they consider another type of bullying. They should review what the first group has written regarding the example and then add any other examples they can think of.</p> <p>Repeat twice more, so that each group has the chance to consider each type of bullying.</p> <p>When groups have finished ask them to feedback and share their work with the group, and then discuss, in particular whether there are any links between types of bullying.</p>	<p>While groups are working, circulate between them and invite children to think of concrete examples of what they imagine might happen at the summer camp – for example someone being bullied for being small.</p> <p>NOTE: Facilitators should circulate and review all the flipcharts. If they see there are disclosures (personal stories/examples on the paper), they should avoid opening this up and discussing in the larger group. Instead, once all groups have finished, they must ask children to visit and read all flipcharts, and then move directly onto the next activity.</p>

## SESSION E - DEALING WITH BULLYING AND STAYING SAFE ONLINE

<p>10 mins</p>	<p><b>Feelings</b></p> <p>With the whole group, read the story from Sheet E.2, Feelings of bullying.</p> <p>Ask children to reflect on the story/ scenario and to consider and share:</p> <ul style="list-style-type: none"> <li>• How might the person or people doing the bullying feel?</li> <li>• How might any onlookers feel?</li> <li>• How might the person being bullied feel?</li> </ul>	<p>There are no set answers to this exercise – the idea is to try to understand how different people involved may feel.</p> <p><b>OPTIONAL ADDITIONAL/ALTERNATIVE Activity</b></p> <p>Conduct a role-play based on the story on Sheet 5.2 – as a fishbowl exercise. If children struggle 'performing' in front of the whole group, carry-out in small groups of threes and then come back to the large group to discuss and shake de-role as per the instructions of the fishbowl exercise:</p> <ul style="list-style-type: none"> <li>• Children should sit in a ring – with three chairs in the middle. One chair for Tomas, one for the child who is the Onlooker, and one for the Bully.</li> <li>• Ask for three volunteers and allocate the roles of Tomas, Onlooker and Bully. The three volunteers will discuss the situation (from their perspective as bully, onlooker, Thomas) – they can say what they feel, what they think or ask questions to each other.</li> <li>• When one of the volunteers gets stuck, another child can step in and take over the role.</li> <li>• Allow the role-play to continue until children have said everything they can think of. Then with the whole group discuss:             <ul style="list-style-type: none"> <li>• How did the role play go?</li> <li>• What did they hear or say that surprised them or made them think?</li> <li>• How did the different characters feel? Were any feelings similar?</li> </ul> </li> </ul> <p>Conclude the exercise by asking everyone to stand up and to wander around the room shaking hands with the other children and telling them their real name (to de-role).</p>
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## SESSION E - DEALING WITH BULLYING AND STAYING SAFE ONLINE

<p>20 mins</p>	<p><b>Dealing with bullying</b></p> <p>Divide children into two groups and allocate to each group one person from the story (Sheet E.2): 1. The person being bullied; 2. The onlooker</p> <p>Tell children their task is to think about the person they have been allocated from the story, and to discuss: what should the person do in the situation? What might stop them from taking action?</p> <p>Give feedback in the whole group on the ideas generated.</p> <p>Conclude the activity by asking children to give suggestions/tips that could be shared with other children for how to deal with bullying, recording answers on flipchart.</p> <p>Highlight to children that the onlooker has a very important role in stopping bullying.</p> <ul style="list-style-type: none"> <li>• If the child being bullied is in danger (e.g. if being hit by bullies), then onlooker should directly go and ask for help (e.g. from an adult at the summer camp)</li> <li>• If the child being bullied is not in immediate danger, once the bully walks away, the onlooker can approach the child to see how they are (Ask: Are you ok?). Then they can tell the bullied child "It is not your fault" and encourage him/her to go together to a trusted adult to inform them about the incident.</li> </ul>	<p>If dividing into two groups only means that the groups have more than 6 children, consider dividing into four or six groups.</p>
<p>10 mins</p>	<p><b>Staying safe online</b></p> <p>Explain: Since we have already discussed cyberbullying we are now going to consider how to stay safe generally when online.</p>	<p>It is important to ask as well about how children use technology in general, not just how they communicate through technology, since they may see unsolicited materials when NOT communicating, but only viewing.</p>

## SESSION E - DEALING WITH BULLYING AND STAYING SAFE ONLINE

	<p>In the whole group ask children to share how they use technology (e.g. phones, tablets) in everyday life – what, where and what for? – recording answers on flipchart.</p> <p>Facilitators can prompt discussion by asking:</p> <ul style="list-style-type: none"> <li>• How do children usually connect/communicate with other people using technology?</li> <li>• Which social media do they use (Facebook, Twitter, WhatsApp, Tumblr, Instagram, Pinterest, Skype, YouTube, Viber and Snapchat, etc.) to communicate?</li> </ul> <p>Then ask children if online communication differs from face-to-face communication, and if so how?</p>	
20 mins	<p><b>Risks and benefits of the online world</b></p> <p>Ask children to get into two groups and number groups 1 &amp; 2. Give each group flipchart and pen.</p> <p>Ask each group to choose an online platform from the ones discussed in the introduction to explore further during this exercise.</p> <p>Explain that the task is for both groups is to think about (a) all the benefits and positives about the online social network/app they chose and (b) all the risks that children may face through its use. They should write their answers on flipchart.</p> <p>Allow groups 10 minutes to complete their task, and then share their answers with the whole group.</p> <p>Facilitators should point out potential risks that children may have missed using Sheet E.3 as a guide.</p>	<p>If there are many platforms mentioned, consider asking the groups to choose more than one platform OR divide into smaller groups with each group discussing different platforms.</p> <p>If necessary, prompt children by asking questions such as 'What do your parents say about being online?', 'What have you been told before?'</p> <p>Facilitators may find <a href="https://www.saferinternet.org.uk">https://www.saferinternet.org.uk</a> a useful resource.</p>

## SESSION E - DEALING WITH BULLYING AND STAYING SAFE ONLINE

20 mins	<p><b>Identifying ways to keep safer online</b></p> <p>Tell children you will read aloud some scenarios (from Sheet E.4) and each of them should individually think how they would respond to the person in the story, or what advice they would give the person. After each story has been read aloud, give children a minute or two to think about their response, before inviting children to share their advice.</p> <p>With the whole group, review the ideas that children have suggested and highlight the most important things children can do to stay safe online.</p>	<p><b>ALTERNATIVE Activity</b></p> <p>If time is short, rather than exploring scenarios (Sheet E.4), ask the whole group what tips they would give other children for staying safe online, based on the risks identified in the previous activity. Record answers on a flipchart and then discuss.</p>
5 mins	<p>Check if children have any questions; and then thank them for their time.</p> <p>Before ending, reinforce to children that bullying is never acceptable. Anyone who is being bullied or knows someone is being bullied has a right to be protected. They should speak to a trusted adult – and can always talk to the Child Safeguarding Focal Point. Similarly, they can always talk to the Child Safeguarding Focal Point if they are upset by anything that happens online.</p> <p>If required, conduct a short closing energiser (if not conducting other sessions on the same day/not last session of the day).</p>	<p>Appropriate exercise to be selected (ideas included in the introduction of the materials).</p>

### Comments/Follow up activities

- Invite children to develop an anti-bullying charter or agreement.
- Instead of just asking children to consider risks and benefits, develop scenarios for children to discuss and through which to identify risks.
- Invite children to develop their own awareness-raising material.
- During discussions, link tips for staying safe online to the Child Safeguarding Policy and the Code of Conduct (for example to provisions for use of photographs, not taking photos in the bathroom/showers etc).
- Give children website addresses of local sources of information on internet safety in Greece.
- Give children the contact details of the Cybercrime Division in Greece, and post the website address on a noticeboard or any locations where there are shared computers - [http://www.astynomia.gr/index.php?option=ozo\\_content&perform=view&id=8194&Itemid=378&lang=EN](http://www.astynomia.gr/index.php?option=ozo_content&perform=view&id=8194&Itemid=378&lang=EN)

## SHEET E.1 – TYPES OF BULLYING

**Instructions for facilitators:** Cut-out the types of bullying, enough for one or more for each group.

PHYSICAL

VERBAL

EMOTIONAL

CYBERBULLYING

## SHEET E.2 – FEELINGS OF BULLYING

**Instructions for facilitators:** This story can be read out or distributed. Feel free to contextualise to reflect the situation at your own summer camp.

Tomas is quite small for his age. He is not very good at sports and prefers to read – but his family think he should be more active and made him come to the summer camp.

Tomas does not have many friends. He is friends with Stephan.

Some older boys have begun picking on Tomas. They call him names and make fun of him.

Last year the older boys picked on Stephan, but since Tomas has arrived, they have left Stephan alone.

Stephan knows that Tomas is being bullied. Sometimes he sees the other boys pushing Tomas and laughing.

## SHEET E.3. ONLINE SAFETY TIPS FOR CHILDREN 12-16 YEARS OLD

### **Protect your online reputation**

Use the services provided to manage your digital footprints, and be careful with your personal information and who you share this with (check your privacy settings).

### **Be careful**

Be careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

### **'Think before you post.'**

Content posted online can last forever and could be shared publicly by anyone.

### **Respect yourself by respecting others**

Do not share information about others that you would not want posted about yourself.

### **Don't give in to pressure**

To post or share personal information about yourself, including photos.

Accepting emails, messages, or opening files, images or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

### **Know where to find help**

Understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.

### **Observe**

Observe rules and procedures established by the summer camp regarding the use of technology, such as the use of mobile phones in changing areas. These rules are there to keep everyone safe.

Remember people you have only been in touch with online can be dangerous – you do not really know them, even if you have been talking to them for a long time. So think twice before agreeing to meet, and always meet in public place, with your parents' or carers' permission.

### **Tell**

Tell a parent, carer or a trusted adult (or the Child Safeguarding Focal Point) if someone, or something, makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

*Adapted and reproduced from and <https://www.saferinternet.org.uk>*



## SHEET E.4 – SCENARIOS STAYING SAFE ONLINE

**1. ANNA** has uploaded a photo on Instagram from her summer vacations, right before the new school year starts. After a long time, some girls from school leave negative and critical comments to bring Anna down by making her look or feel bad. She sends you a message saying she is devastated, and she doesn't want to come to school. What would you tell her?

**2. MARIA**'s boyfriend asks her to send him a picture only wearing her underwear. Maria phones you to ask for your opinion. She does not feel comfortable with this request, but she is afraid her boyfriend will break up with her unless she does so. What would you tell her?

**3. NIKOS** receives a message from an unknown contact on Messenger. He sees that an interesting girl shows up on the profile picture, so he decides to respond to her. The next day, during break at school, he shows you the girl's profile picture, bragging for his success. You are a bit suspicious about this though. What will you tell him?

## SESSION F. DEVELOPING OUR OWN CODES OF CONDUCT

### SESSION F – DEVELOPING OUR OWN CODES OF CONDUCT

#### Main anticipated outcomes/objectives and purpose of session:

- To understand and explore what behaviour is acceptable
- To develop a Code of Conduct for children

#### Materials needed:

- Any equipment necessary for warm-up/intro exercise and energisers
- Flipchart papers and pencils
- Tape
- Cards and pencils
- Scenarios cut out from Sheet F.1 (one set per small group)

#### Time needed:

1 hour – 1 ½ hours, depending on warm-up/ energisers and if Optional Additional Activity conducted.

#### Pre-training preparation:

- Select warm-up/energisers as required.
- Consider particular context/setting and identify if any specific safeguarding issues that may need to be reflected in the code of conduct (for example, no taking photos of each other naked).
- Adapt and prepare scenarios from Sheet F.1

Approx. time	Instructions for running session	Further guidance for facilitators
10 mins	<b>Warm up exercise</b>	Facilitators should select an appropriate warm-up/ intro exercise. Remember if children do not know each other to make sure that everyone is introduced.
5 mins	<p><b>Introduction</b></p> <p>To the whole group, explain that in this session we are going to talk about what kind of camp we want to be a part of, and what everyone needs to do as individuals to make sure that the summer camp is a safe and fun environment.</p> <p>Tell children that they are going to develop a code of conduct, which everyone will be asked to keep to. This is an agreement made between everyone.</p>	

## SESSION F – DEVELOPING OUR OWN CODES OF CONDUCT

<p>15 mins</p>	<p><b>Exploring issues for the code of conduct</b></p> <p>Ask children to discuss scenarios from Sheet F.1 in small groups. Then come back to main group to review.</p> <p>If necessary, support discussions in groups by exploring:</p> <ul style="list-style-type: none"> <li>• How might the people involved feel?</li> <li>• What might happen as a result of the behaviour?</li> <li>• Whether they think the behaviour is acceptable, and if not, what would be acceptable?</li> </ul>	
<p>25 mins</p>	<p><b>Writing our code</b></p> <p>Divide into small groups (4-6) and give each group cards and pencils.</p> <p>Explain that in their group they should draw or write – one topic per card – points that they think should be included on the code of conduct. In particular, they should think what they/other children need to do.</p> <p>When groups have finished gather back in the whole group. Discuss points raised by groups, grouping cards together and asking whether children agree or disagree, want clarifications etc.</p> <p>Ask children if they agree this could be their code of conduct, and if everyone agrees.</p>	<p>As an alternative to working in small groups and then sharing ideas, this could be conducted as a whole group exercise, discussing ideas within the group and then writing agreed points for the code of conduct on a flipchart.</p> <p>Facilitators should be prepared to suggest additional points to the code of conduct that may not have been raised by the groups.</p> <p>Note if there is dissent, facilitators should help the group to negotiate an acceptable compromise.</p> <p><b>OPTIONAL ADDITIONAL Activity:</b></p> <p>Extend session by asking children to 'make a poster' or document to remember code of conduct and/or to give to other children.</p>
<p>5 mins</p>	<p>Check if children have any questions; and then thank them for their time.</p> <p>If required, conduct a short closing energiser (if session not being conducted in conjunction with other session on same day/not last session).</p>	<p>A closing energiser should be selected (see introduction section for ideas).</p>

## SESSION F – DEVELOPING OUR OWN CODES OF CONDUCT

### Comments/Follow up activities

- Consider writing cards/points agreed for the code of conduct on flipchart and inviting children to sign or draw a symbol to represent themselves. This is not a legal obligation of course! It can also help children feel part of the group.
- Codes of conduct developed by one group of children could be used/disseminated to other groups of children so that there is a summer camp 'agreement'.

## SHEET F.1 – SCENARIOS FOR CODE OF CONDUCT OPTIONAL ACTIVITY

**Instructions for facilitators:** These scenarios are used to help children explore specific behaviours which should be reflected on the Code of Conduct. Support discussions in groups by exploring: How might the people involved feel? What might happen as a result of the behaviour? Is the behaviour acceptable, and if not, what would be acceptable?

Cut out scenarios (if children are to read in small groups).

REMEMBER: Adapt scenarios to reflect the situation in the summer camp.

1. A boy is not very good at sports – all the other children call him fat and lazy.
2. While a girl is getting changed, another girl takes a photo of her using her camera phone and shows the photo to other children at the summer camp.
3. One of the adults supervising, asks a child to go to his house to see his new puppies. The man tells the child that it is a special treat as he should not have children to his house so the child must keep it a secret. The child is excited about seeing the dogs and agrees to go with the man.
4. There is a river nearby, but children have been told that it is not safe to swim in the river. It is a hot day and so a couple of boys decide to go off for a swim without telling anyone.
5. One of the girls tells the other girls in the summer camp that she doesn't like a child that has just joined. The girl says that everyone should ignore the new child.
6. During an argument, one of the children hits another.



**ANNEX  
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 Greece<sup>8</sup>; 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

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.

## 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 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.

<sup>8</sup>Specifically the suite of KCSS materials developed by Tdh Hellas

## 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.

## 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.”<sup>9</sup>*

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*”.

<sup>9</sup> 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.

## 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 sexual exploitation or abuse (L. 3727/2008).

By contrast, **child safeguarding**, as defined by the Keeping Children Safe Coalition<sup>10</sup> 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.

- 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).

<sup>10</sup> Keeping Children Safe Coalition is the main interagency forum considering child safeguarding internationally



## 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 during 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 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.

# 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

- 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 exploration<sup>11</sup> 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.

<sup>11</sup> Fahlgberg V (1994) *A Child's Journey Through Placement*; BAAF/Russell Press, London, UK

## What stops adults from taking action to protect/safeguard children

- Fear they may be wrong
- Fear they might make things worse for the child if report something that has not happened
- Do not want to get a colleague in trouble
- Individual values and attitudes on 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 outsiders when 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
<b>RECOGNISE.</b> 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.
<b>RESPOND.</b> 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.	
<b>RECORD.</b> Make a note of what was said and/ or what you saw.	
<b>REPORT.</b> 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.
<b>REFER.</b> Refer in cases of immediate danger, contact emergency services. Referrals to child protection services are normally made by the Child Protection Focal Point.	
<p><b>If there is no Child Safeguarding Focal Point</b> then a referral should be made:</p> <ul style="list-style-type: none"> <li>• To local child protection authorities</li> <li>• In a life threatening situation, to the police or emergency services.</li> </ul>	

## 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.	Confront the perpetrator.
Get support for the child and yourself.	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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