

# Child Protection Lesson #1 Budgeting for Child Well-being:

## Materials:

- Attendance Registers



### 1. Game: Optional Energiser



### 2. Attendance and Troubleshooting

## Story

Jane is a mother of 3 children aged 3, 10 and 15 years old. She is married to James who is self-employed and runs a small shop in the village. James sells food items including eggs, vegetable oils and meat. They have a herd of 10 cattle. Four years ago they decided to join a savings for transformation group their community. The family makes income of about \$120 a month from the small business. James commits to saving at least \$30 a month with a vision to buy himself a small truck. However, James took out a loan from the savings group, and bought himself a bicycle and a radio for his shop.

Their house is not properly thatched and leaks when it is raining. When Jane was pregnant with Moses (now 3 years), she could not afford to visit the clinic for medical check-ups. Whilst pregnant she would eat thick porridge with some vegetables twice a day. As a result, when Moses was born, he was under weight. When Moses stopped breastfeeding at 2 years, he ate the unbalanced diet that every member of the family consumed. Moses is now 3 years old and small for his age. He does not attend pre-school and can barely talk. His brother Jacob (10 years) often helps his father at the shop and grazes cattle during some school days. As a result, he gets very low grades each term. When he does attend school he often sleeps in class. Jane's eldest daughter Mary is 15 years old. She just dropped out of school. James argues that she needs to help in the home and that school is a waste of her time and his money.



### 4. Ask about Current Practices

- ? How did James' decisions affect his family and children?
- ? What could he have done differently to make life better for his family?
- ? What types of food should a pregnant mother eat?
- ? What effect did lack of access to nutritious food and medical check- up during pregnancy had on Moses when he was born?

**Let's compare your ideas with the messages on the following pages.**



## Saving for the Wrong Things? (Picture 1.1)





## Budgeting for Health and Nutrition (Picture 1.2)



### 5. Share the Meaning of Each Picture

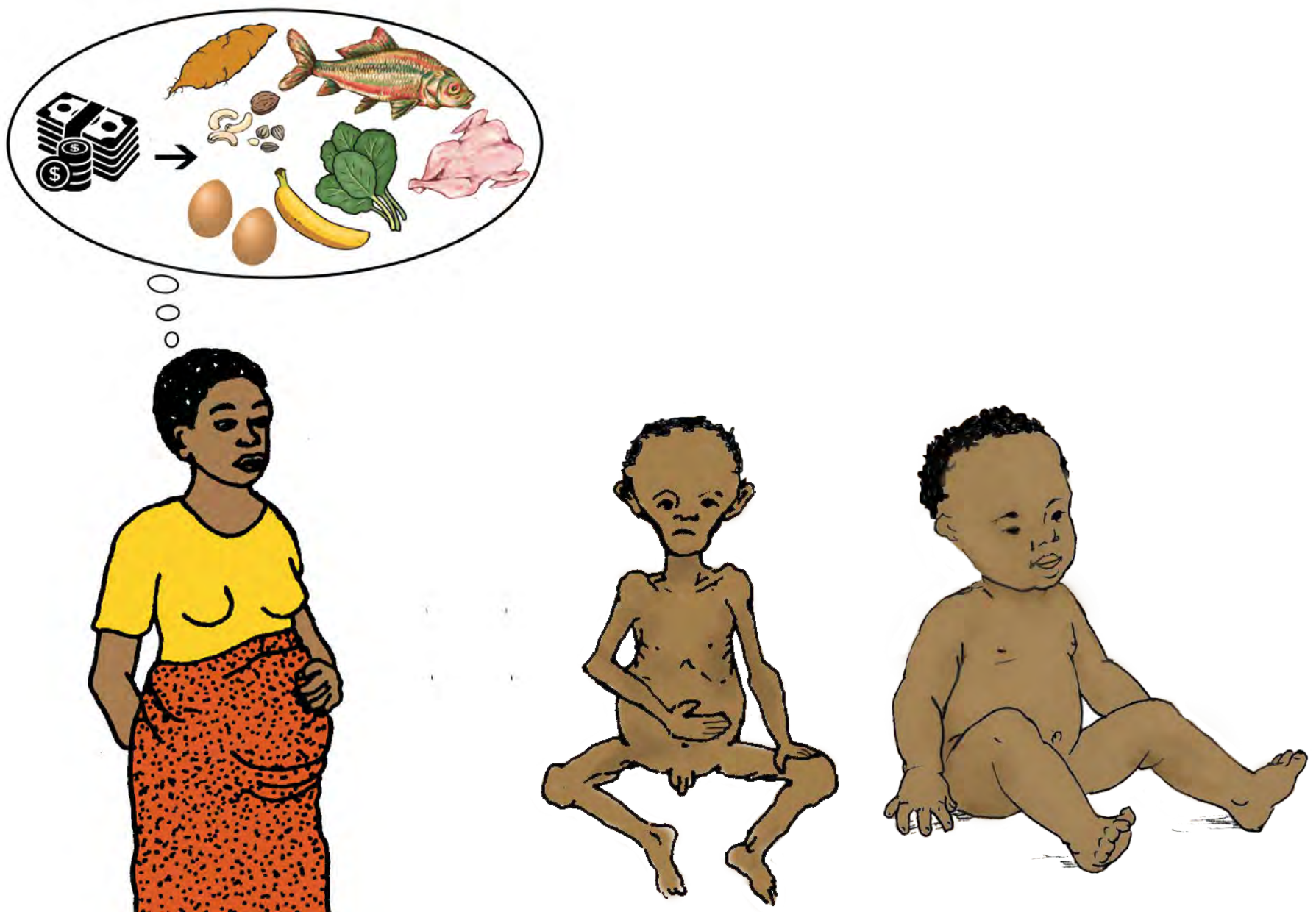
? What do you think these pictures mean?

- **S4T group members with pregnant mothers should prioritize spending to provide nutritious food to promote child growth.**
  - o Pregnant mothers need to eat nutritious food to help the growth and development of the baby
  - o Babies who are malnourished in the womb have a higher risk of dying in infancy and are more likely to face lifelong cognitive and physical deficits and chronic health problems.
- **Make sure children and adults eat enough “energy foods” such as sweet potatoes, rice and other root crops**
  - o “Growing foods” such as meats, eggs, beans and nuts provide the “building blocks” for muscle growth and makes children strong.
  - o Fruits and vegetables help the body have all the nutrients it needs to protect it from infections.
  - o Lactating mothers in S4T group member homesteads should ensure availability of food diversity to promote proper growth and brain development of a child

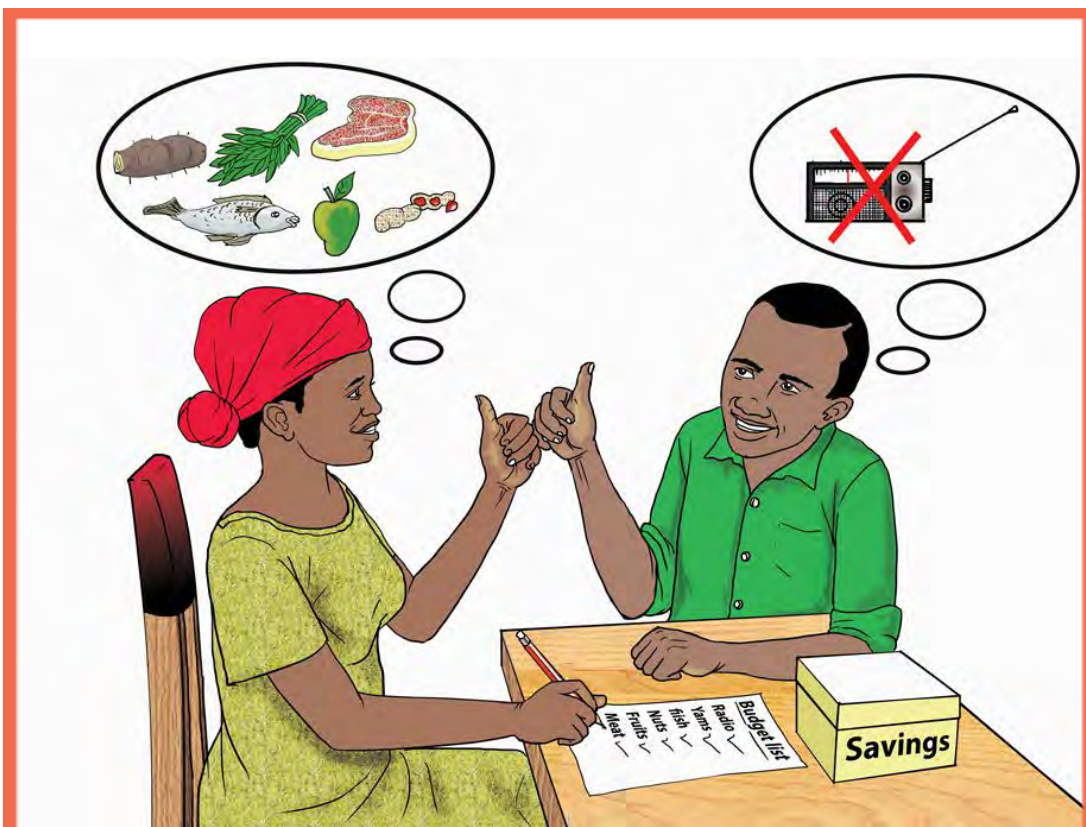
? What challenges do you face making sure that pregnant mothers and young children get nutritious food?



## Budgeting for Health and Nutrition (Picture 1.2)



**S4T group members with pregnant mothers should prioritize spending to provide nutritious food to promote child growth.**



**Make sure children and adults eat enough “energy foods” such as sweet potatoes, rice and other root crops**

## Budgeting for Essential Needs (Picture 1.3)



### 6. Share the Meaning of Each Picture

? What do you think these pictures mean?

- **S4T group members should save for their children and families' essential needs**
  - Prioritise and budget for essential repairs to the house, medical expenses and schooling.
- **Make investments in the business but avoid spending on luxury items**
  - Savings can be used to reinvest in your business to make it grow.
  - Spending on luxury items means that you have less to invest and to pay for essential needs
- **Participating in an S4T group provides social support in times of emergency**
  - S4T groups put aside social funds that can help cover some costs in a medical emergency, pay school fees for children, provide nutritious food and adequate shelter for the family

? How do you make sure you have enough money for essentials and emergencies?



## Budgeting for Essential Needs (Picture 1.3)



**S4T group members should save for their children and families' essential needs.**



**Participating in an S4T group provides social support in times of emergency.**



## Budgeting for School (Picture 1.4)



### 7. Share the Meaning of Each Picture

? What do you think these pictures mean?

- **S4T group members should prioritize saving money to keep both a girl and boy child in school.**
  - o Parents and caregivers should save to pay school fees.
  - o Children between the ages of 6-12 years have a right to education.
  - o Keeping children out of school so that they help with family business or agriculture is known as “child labour” and is against the law.
- **Wait until girls and boys are at least 18 years of age or later to get married**
  - o S4T members can play a role in ending child marriages by saving to keep their children in school and give them a hope for the future
  - o S4T members can help support other poor families struggling to keep their girls in school
  - o S4T members can help raise awareness about the impact of child marriage in their communities
- **Keep your girls in school**
  - o Help make schools accessible and safe for girls.

? What factors push people in your village to keeping children out of school or child marriage?

? How could S4T members prevent this from happening?



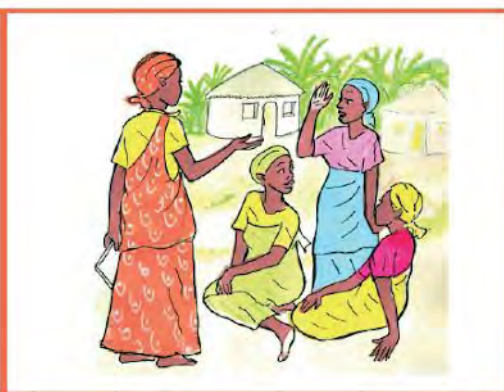
8. Activity



9. Probe



10. Practice and Coaching



11. Request Commitments



## Budgeting for School (Picture 1.4)



**S4T group members should prioritize saving money to keep both a girl and boy child in school.**

**Wait until girls and boys are at least 18 years of age or later to get married**



**Help make schools accessible and safe for girls.**



# Child Protection Lesson 2: Protecting Our Children

## Materials:

- Attendance Registers



### 1. Game: Spider's Web (Optional)



### 2. Commitments Review

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



### 3. Ask about Current Practices

- ? How did Isaac feel as a child? What do you think Isaac was thinking?
- ? Why don't you think Isaac sought help?
- ? What effect did his uncle's abuse have on him as a child?
- ? What impact did that abuse have on Isaac as an adult?
- ? How could Isaac's life be different if someone helped him when he was young?

**Let's compare your ideas with the messages on the following pages.**



## Long-Term Effects of Abuse (Picture 2.1)



Isaac was a typical boy who liked to run and play. When he turned eight, his uncle started giving Isaac extra attention. One day, uncle then sexually abused him. This continued for a long time. Isaac was so ashamed and thought that he deserved what was happening to him. It was hard for him to concentrate in school and he would often skip class so his uncle wouldn't know where to find him.



Eventually, Isaac dropped out of school because he was too far behind. As he grew up very few job opportunities were available since he did not finish school. He was angry about how his life was going and decided to start stealing. After some time, the police caught Isaac stealing and he went to jail.



## Protecting Children from Harm (Picture 2.2)



### 5. Share the Meaning of Each Picture

#### ? What do you think these pictures mean?

- **Protect children from physical abuse.**

- Physical abuse is the intentional use of physical force that can result in physical
- Examples include hitting, kicking, shaking, burning, or other shows of force against a child.

- **Protect children against sexual abuse.**

- Sexual abuse involves pressuring or forcing a child to engage in sexual acts.
- It includes behaviours such as fondling, penetration, and exposing a child to other sexual activities.

- **Protect children from emotional abuse.**

- Emotional abuse refers to behaviours that harm a child's self-worth or emotional well-being.
- Examples include name calling, shaming, rejection, withholding love, and threatening.

- **Protect children from neglect.**

- Neglect is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, and access to medical care.



## Protecting Children from Harm (Picture 2.2)



**Protect children from physical abuse.**



**Protect children from sexual abuse**



**Protect children emotional abuse.**



**Protect children from neglect.**



## Impacts of Abuse and Neglect (Picture 2.3)



### 6. Share the Meaning of Each Picture

#### ? What do you think these pictures mean?

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



## Impacts of Abuse and Neglect (Picture 2.3)



**Children who are abused have poorer physical and mental health.**



**Children who are abused learn less at school and don't go to school as long.**



**Abuse has long-term effects on children, including how they interact with other people such as adults and how much money they earn.**



## Reporting Abuse (Picture 2.4)



### 7. Share the Meaning of Each Picture

**? What do you think these pictures mean?**

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



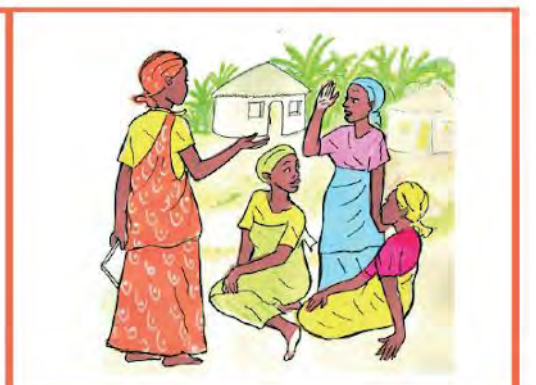
**8. Activity**



**9. Probe**



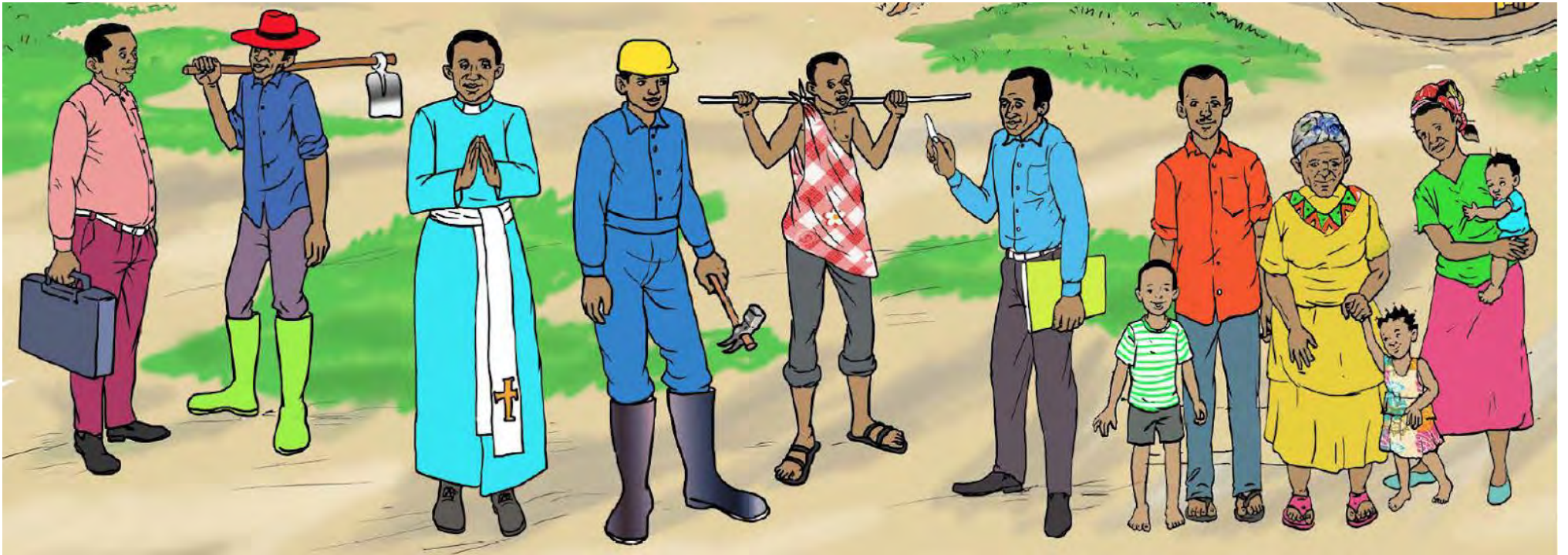
**10. Practice and Coaching**



**11. Request Commitments**



## Reporting Abuse (Picture 2.4)



**It is everyone's job to protect our children. Everyone can report abuse when they see it.**



**Report all abuse, it does not matter who is abusing the child and which child is being abused. Report abuse to:**



# Child Protection Lesson #3 Child Labour:

## Materials:

- Attendance



### 1. Game: Optional Energiser



### 2. Attendance and Troubleshooting

## Story

John and Hanifah's mother joined a local savings group. With her loan, she invested in the family farm and a small shop selling household items by the house. She also bought a new TV for the house. After a while, she found it hard to make payments and needed the children to help out.

John worked in the fields, and Hannah in the shop. They spent so much time working that they could not do their homework. After a while, Hanifah's mother asked her to drop out of school so she could help full time while John when to school. Men who came to the shop began to harass her. She felt threatened by them and lost hope for her own future.

Meanwhile, John worked many hours in the fields and tried to balance this with school. He became very tired and fell asleep in class. He got behind on homework. He was not sure if he could continue, and thought about dropping out. After all, his family needed him.



### 4. Ask about Current Practices

- ? Why did Hanifah and John's have to work for the family businesses?
- ? What impact did this have on the children?
- ? What kind of work can children do? What is too much work or harmful for children? Why?
- ? What would you do differently if you were their mother?

**Let's compare your ideas with the messages on the following pages.**



**Too much Work! (Picture 3.1)**





## What is Child Labour? (Picture 3.2)



### 5. Share the Meaning of Each Picture

? What do you think these pictures mean?

- **Avoid exposing children to work that can harm their health, safety or morals**
  - o The worst forms of child labour include slavery, trafficking, forced labour or combat.
  - o Children can become separated from their families.
  - o Children can be left to beg on the streets at a very young age.
  - o Child labour can prevent children from going to school.
- **Avoid asking children to take on work that can harm them physically, psychologically or could lead to sexual abuse.**
  - o Hazardous work can include working in dangerous places.
  - o Working with dangerous machinery, tools or heavy loads can cause lifelong injury or death.
  - o Exposure to hazardous substances, temperatures and noise levels can cause death or injury.
- **Keep to the legal limits for how much work a child can do for their age.**
  - o Work can be beneficial to a child.
  - o Whether the work is legal or harmful depends on:
    - The child's age.
    - The type and hours of work performed.
    - The conditions under which it is performed.
    - Each country has different laws on child work.

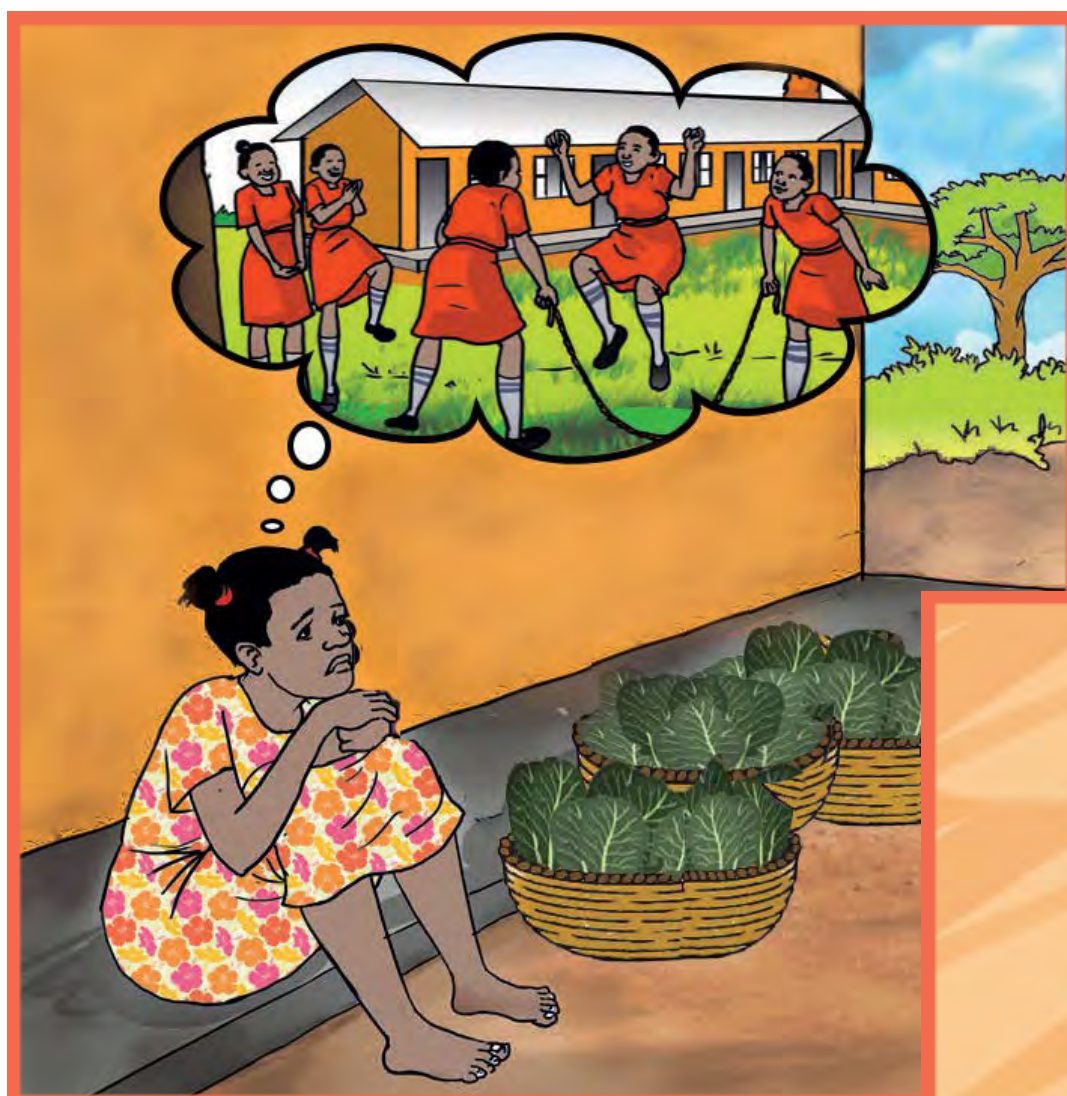
? What forms of child labour do you see in your community?



## What is Child Labour? (Picture 3.2)



**Avoid exposing children to work that can harm their health, safety or morals**



**Keep to the legal limits for how much work a child can do for their age.**



**Work can be beneficial to a child.**



## Making Good Decisions (Picture 3.3)



### 6. Share the Meaning of Each Picture

? What do you think these pictures mean?

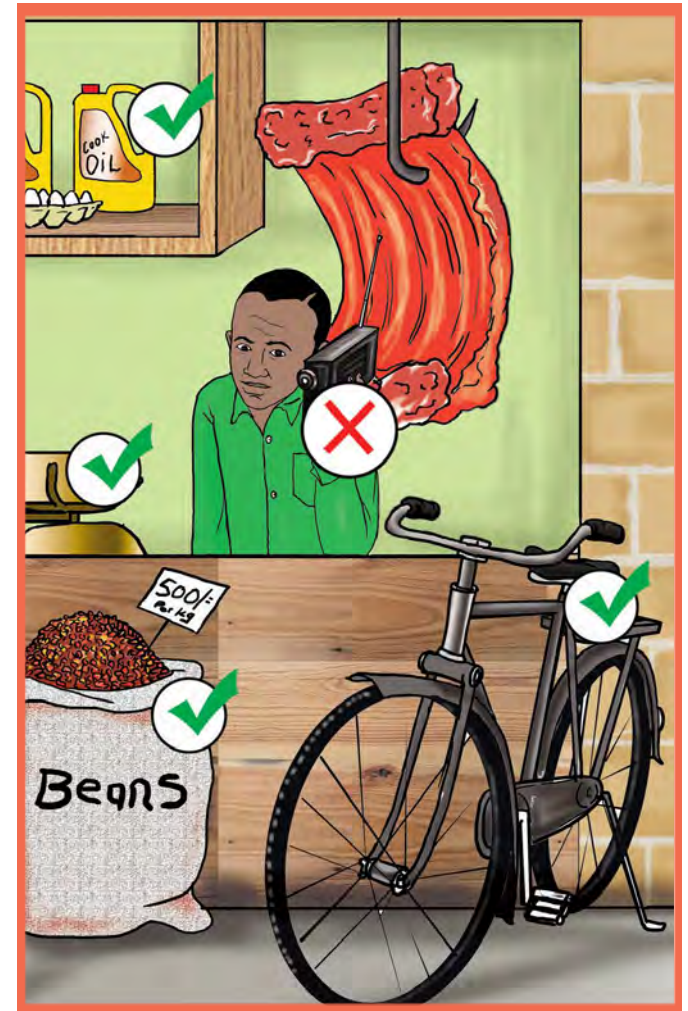
- **Borrow only what you can afford to pay.**
  - o Make a business plan that avoids using your children to run the business.
  - o Identify the amount and type of work that your children can do legally.
- **Use your credit wisely.**
  - o Invest your money into your business rather than items that do not generate an income.
  - o If you invest wisely you can generate income to cover expenses like health and education for your children.
  - o If you are unable to pay your loans, your children may not go to school or get health care.
- **Use your income and profit to give your children a good start in life.**
  - o Prioritise your children's health, education, food and clothing needs.
  - o Make sure you reinvest in the business.
  - o Save money for emergencies.

? How do you use your savings or loans to help your children?

? What mistakes should you avoid so that you don't put your children's futures at risk?



## Making Good Decisions (Picture 3.3)



**Make a business plan that avoids using your children to run the business.**



**Use your credit wisely.  
Use your income and profit to give your children a good start in life.**



## Child Safe Work (Picture 3.4)



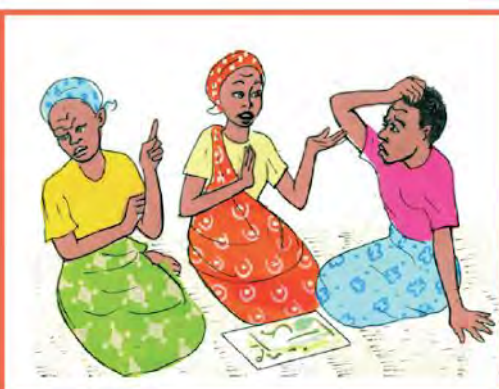
### 7. Share the Meaning of Each Picture

? What do you think these pictures mean?

- **You can ask children from an early age to help around the home and do chores.**
  - o Children want to help from an early age.
  - o Allowing children to contribute builds life skills and a sense of worth.
  - o Doing chores builds discipline, good habits and a work ethic.
  - o Make sure that the chores and jobs that children do are appropriate for their age and don't affect their school or homework.
- **Teach your children the skills needed to contribute to the family business.**
  - o Children can learn skills that they can use to start and run their own businesses.
  - o Children have great ideas that can strengthen the family business.
- **Help your teenager to get part time jobs that can contribute to their own savings or supporting the household.**
  - o Children can take on jobs for the family or outside the family to earn pocket money.
  - o These jobs help children learn how to be responsible and ready for work.
  - o Children can build up and manage their own savings and become and financial literate.



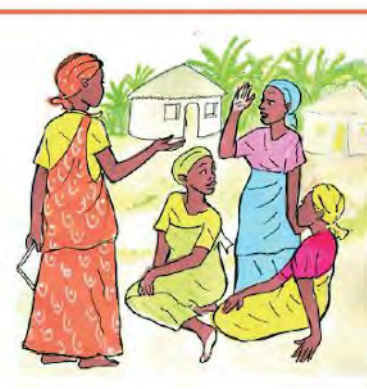
8. Activity



9. Probe



10. Practice and Coaching



11. Request Commitments



## Child Safe Work (Picture 3.4)



**You can ask children from an early age to help around the home and do chores.**

**Teach your children the skills needed to contribute to the family business.**



**Help your teenager to get part time jobs that can contribute to their own savings or supporting the household.**



# Child Protection for S4T Groups #4 The Right Time to Get Married

## Materials:

- Attendance Registers



### 1. Game: Stretching for relaxation (optional)



### 2. Attendance and Troubleshooting

#### Story: Are you Ready for Marriage?

Hanifa is doing well at school. She wants to finish school and have a career. She dreams of becoming a nurse or a doctor. She wants to help her family and being able to support them in the future. She also would like to have a family one day and be able to provide for their needs and give them the opportunities she never had.

She noticed recently that some of her classmates dropped out of school. Her friends think that they may be getting married even though they are only 14 years old. There are rumours in the village that one of the girls recently died in childbirth. Others say that some boys in the village sexually harass them and that their parents are worried about them leaving the house. Hanifa and her friends worry that this may happen to them.

The other day she overheard her father talking to a man about her. Her father said that she was wasting her time at school and was 'old enough' to marry. He said, 'We can't afford to keep her at home anymore.' The man was much older than her and looked at her in a bad way. Hanifa's parents tell her not to worry. After all, her mother married when she was the same age. 'We always got married young in this community,' she told Hanifa, "that's what everyone expects a girl to do." She feels confused and scared.



### 3. Ask about Current Practices

? Why is it important for Hanifa to finish school?

? Why do you think girls are being married so young?

? How do you think this impacts their lives and health?

Let's compare your ideas with the messages on the following pages.



## Are you Ready for Marriage? (Picture 4.1)





## What is Child Marriage? (Picture 4.2)



### 4. Share the Meaning of Each Picture

#### ? What do you think these pictures mean?

- **Child marriage is when a girl or boy gets married before the age of 18**
  - Child marriage is against the law in many countries
  - Most countries set a minimum age of marriage of 18.
  - Marrying girls reduces the potential for growth and development in a community and country.
- **Reject pressure from the family or community to marry girls early.**
  - Some may say that child marriage can be a traditional practice and is accepted as a way of doing things.
  - Some families marry off a girl to reduce household expenses or to get a dowry payment to help with family income.
  - Caregivers may even want to marry their daughters to reduce the risk of sexual harassment, prevent shame if they get pregnant outside of marriage or as a coping mechanism to keep their daughters safe during a war or natural disaster.
  - Others believe that girls are not valued as much as boys and seen as a burden to the family.
- **Child brides are not physically or emotionally ready to become wives and mothers.**
  - 1 in 5 girls are married before the age of 18.
  - Their personal well-being and development is put at risk.
  - With little access to education and economic opportunities their families are more likely to live in poverty.

#### ? Do girls get married early in your community? Why is this?



## What is Child Marriage? (Picture 4.2)



Child marriage is when a girl or boy gets married before the age of 18



Reject pressure from the family or community to marry girls early.



Child brides are not physically or emotionally ready to become wives and mothers.



## The Effects of Child Marriage on Girls (Picture 4.3)



### 4. Share the Meaning of Each Picture

#### ? What do you think these pictures mean?

- **Child marriage is harmful to the health of girls.**
  - Childbearing is frequently expected after marriage, with early first births being the most risky.
  - Adolescent girls are more likely to die during pregnancy and childbirth.
  - Adolescent girls have a higher chance of suffering severe damage to her body because she is not fully grown, and her reproductive organs are not fully developed.
  - Marrying young can increase the risk of HIV infection in girls.
- **Early marriage is harmful to the health of their children.**
  - Babies born to adolescent girls have a higher risk of being born small (low birth weight), born too early, and having serious health issues.
  - Babies born to adolescent girls are more likely to die before their first birthday.
  - They are also more likely to be stunted (short for their age) and have weak blood (anemia).
- **Marrying later helps girls develop and succeed in life and marriage.**
  - Girls who marry young are often pulled out of school and miss important years of their education.
  - Because of this, as a wife, they will have limited knowledge, skills and experience needed to negotiate adult marital roles.
  - With an education, girls are able to earn more money and lift themselves and their families out of poverty.
- **Girls who marry too soon face increased risk of violence.**
  - Girls who marry young are more likely to experience violence from their partner throughout their life.
  - Girls who marry young are more likely to believe that a man is justified in beating his wife.
  - Girls married before age 14 are often sexually initiated by force, through rape, and many before they begin menstruation.

#### ? What health issues do you see for child brides in your community?



## The Effects of Child Marriage on Girls (Picture 4.3)



Child marriage is harmful to the health of girls.



Early marriage is harmful to the health of their children.



Marrying later helps girls develop and succeed in life and marriage.



Girls who marry too soon face increased risk of violence.



## How to Stop Child Marriage (Picture 4.4)



### 7. Share the Meaning of Each Picture

#### ? What do you think these pictures mean?

- **Wait until girls and boys are at least 18 years of age or later to get married**
  - Listen to your daughter and make decisions about her future together.
  - Help your children make good decisions about getting married too soon.
  - Marrying later significantly reduces the harmful effects of child marriage.
  - Your daughters will live a happier and healthier life and thank you for that opportunity.
- **Keep your girls in school**
  - Discuss with your partner how you can support your children's education and make a plan for it.
  - Identify who else can support it. Don't be shy/hesitate to apply to school, social welfare or other service providers in your efforts.
  - Ask for advice from other caregivers – caregiver mutual support is often the most helpful.
  - Help make schools accessible and safe for girls.
- **Work with your family and community to prevent child marriage.**
  - Talk to leaders and influencers in your community about the harmful effects of child marriage.
  - Talk about why people in your community marry their children and find practical ways to address these reasons in your own home and in the community.
  - Encourage men and boys take action to end child marriage.
  - If many of you decide not to marry your girls, then the rest of the community will change.

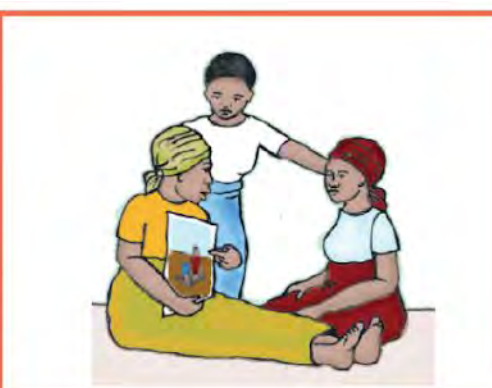
#### ? What can be done to help families decide not to marry their girls too young?



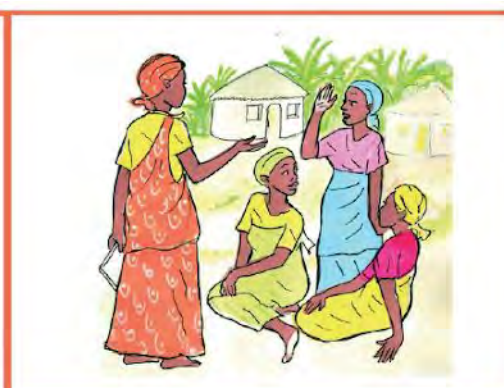
#### 8. Activity



#### 9. Probe



#### 10. Practice and Coaching



#### 11. Request Commitments



## How to Stop Child Marriage (Picture 4.4)



**Wait until girls and boys are at least 18 years of age or later to get married.**



**Keep your girls in school**



**Work with your family and community to prevent child marriage.**